

***Mykhailichenko M. Autonomy of universities as a necessary condition for the decentralization of state authority in the education of Ukraine.***

*The article analyzes the conditions of decentralization of state power in the field of national vocational education; it is determined that the provision of university autonomy is a key factor in ensuring the ability of educational entities to independently manage the educational process in the conditions of the delegation of the higher education institutions to the share of state power; types of autonomy to which university heads should count; Attention is drawn to the specifics of the content and means of implementing organizational, financial, personnel and academic autonomy; the model of the autonomous university is reproduced.*

*It is noted that the diversity of forms of organizational existence of university education prevails in autonomy, which today is targeted at Ukrainian higher education institutions. Autonomy for universities is a measure of self-governance that is necessary for the effective management of an educational institution as a whole, management within individual structural units, for effective decision-making on educational activities, scientific work, is acceptable at the level of state authorities, especially in the financing of universities, and in at the same time respects academic freedom and human rights.*

*When raising the question of the need to finance universities, especially research, in volumes adequate to the needs of modern scientific and technological progress, attention is drawn to the world experience, which shows that direct, even significant material incentives do not give the desired current and, especially, long-term effect. It is necessary to create the appropriate environment, that is, the conditions, rules and standards of creative scientific activity. They have to be executed by all management and employees in the context of a common organizational culture. It should take into account the world trends and priorities of the development of universities in the context of globalization trends.*

*Keywords: state, university, education, power, decentralization, management, autonomy, types of autonomy, rights, duties, standards, means, personality, model.*

***Yatsyna Y., Kudinov I.***

**CORRUPTION IN THE HIGHER EDUCATIONAL SYSTEM OF UKRAINE**

*The article is devoted to the essence of corruption in Ukrainian higher educational system. The research is based on analysis of sociological surveys at higher educational entities in Ukraine as a key indicator of corrupt activities in*

---

*universities. The main result states the he corruption problem in Ukrainian higher educational system can not be solved only in a legislative way. It is advisable, along with legalization of the fight against corruption, to develop disapproval of this phenomenon in minds, to appeal to honour and conscience during the educational process. The paper was partially supported by Slovak academic information agency (SAIA).*

*Keywords: education, corruption, higher education, student, teacher.*

**Introduction.** The biggest and most urgent problem in Ukraine is corruption which leads to distortion of state authorities' relations as well as political establishment. Corruption causes a constant crisis in civil society development, whereupon it determines stagnation and regression of the economic, political, social and cultural development of Ukraine's political system. According to the Transparency International's 2017 corruption index, Ukraine has 30 points out of 100 possible (where 100 is the lowest level of corruption, 0 – the highest) [19].

Corrupt practices spread throughout Ukrainians lives: from birth to death. Among numerous manifestations of the phenomenon, corruption in the sphere of education can be singled out, first of all in the sphere of the higher one. Almost 318.7 thousand students graduated from Ukrainian universities in 2016 [3]. However, quantitative indicators have no correlation with qualitative ones. The level of tuition is still quite low as the current and extremely urgent problem is the one concerning fictitious higher education and academic plagiarism. Diploma of higher education is not a confirmation of real competences for a significant number of graduates in Ukraine and, accordingly, is not a guarantee of competitiveness on the international labour market. That is why the study of corruption practices in the field of higher education in Ukraine is of particular relevance in the context of ever-increasing Euro-integration processes.

**Methodological** and theoretical framework of the research is based on projects and researches, which are devoted to systemic and sociological analysis of complex problems [8; 10; 12; 13], corruption grounds [20; 19; 14; 15; 16; 17; 18], and features of its implementation in higher education system [1; 2; 6; 7; 11].

Thus, the **main purpose** of the research is analysis of sociological surveys (time period 2007-2017) at higher educational institutions as a key indicator of corrupt activities in Ukrainian higher educational system that can be used for roots of corruptions in higher education system investigation in Ukraine.

**Main body.** It is necessary to determine the main concepts that will be used in our study for further analysis of the problem.

We understand corruption as a managerial resources misuse, committed by an incumbent, for the purpose of his or some other group's benefit, both in material or intangible forms [15]. Misuse is both a violation of formal legal regulations, including standards of office behaviour and business ethics, and informal social ethics and morality standards [17]. Analysis of the corruption origins and content shows that it has deep cultural roots and can appear at various levels of social interaction. Economic and political corruption are the most destructive forms of corruption due to possibility to influence on the social organism completely [20; 14; 18].

Corruption will be understood in general as one's abuse of authority for the sake of gaining personal benefits [18]. The concept of «corruption» is too broad and abstract, so it is advisable to clarify what corruption in higher educational establishments actually is. Therefore, we understand corruption in the universities as the abuse of authority of the educational process participants in order to obtain material or immaterial benefits.

The higher education, according to the self-titled Law of Ukraine, is a set of systematized knowledge, practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, other competences acquired in a higher educational establishment (scientific institution) in the relevant field of knowledge of a certain qualification levels of higher education, which are more complex than the complete secondary education level. According to the Law, a higher educational establishment is a separate type of institution that is a legal entity of private or public law which acts in accordance with a license issued for conducting educational activities at certain levels of higher education, provides scientific, technical, innovative and / or methodological activity, ensures organization of educational process and higher or postgraduate education obtaining taking into account one's vocations, interests and abilities [4].

Reformation of education in Ukraine provides universities with a broad autonomy. This can be a boost to restart the whole system at a particular institution and may lead to some opaque practices used by its management and staff.

For example, students support the idea that corruption takes place in the university primarily due to graduation of unskilled specialists. The conducted research (2007) [1] shows that 41.9% of Ukrainian students associate corruption with the training of unskilled experts.

A study of Kyiv International Institute of Sociology concerning the Ukrainians attitude towards education in 2016 showed that 35 % of respondents would choose universities abroad, 25 % of which would do so because of the higher quality of education as compared to Ukraine [9].

In our opinion, the complexity of the corruption phenomenon study, in general, and corruption in the education system, in particular, is due to the specifics of corruption practices themselves. Firstly, the corrupt action is always hidden. Secondly, corruption is associated with immoral acts, with the fact that it is not approved in society. Therefore, it is very difficult to obtain truly objective data on the level of corruption, the frequency of cases of such actions and their specific participants. The respondents' sincerity remains in doubt.

This state of affairs generates an enabling environment for the emergence of corruption practices. However, the question is whom to consider the direct subject of a corrupt act: the person who gives the bribe, the person who accepts it, the one who knows about the fact of such act, but prefers to keep silent, or all together. In the Law of Ukraine "On Prevention of Corruption" dated 14.10.2014 [5] mentioned doers are not separated, the focus is only on the one who receives a bribe, a gift or some kind of service. The fact is also mentioned, however insufficiently, in the Criminal Code of Ukraine. That is actually not a fairly objective viewpoint concerning the problem, such a statement affects understanding of the nature of corruption phenomenon by the citizens of Ukraine. It forms Ukrainians' corresponding civic position. The one who knows about a corrupt act but does not personally participate in it, does not consider himself an accomplice, therefore, he is not afraid of the responsibility. For example, an interview conducted among student youth in Zakarpattia, Ivano-Frankivsk, Chernivtsi and Ternopil regions in 2007 has shown that 53.22 % believe that corruption act is committed by the one who defies the Law, 22.77 % believe that an illegal act is committed by the one who offers a bribe and only 3.71 % think that mediation in bribery is also a crime [1].

How to explain the spread of corruption practices in the system of higher education in Ukraine? The fact is that a person who has graduated from school and is going to enter a university should have a set of certain basic competences for the chosen specialty. However, as we can see from the results of the independent assessment centres and university entrants' statistics the level of training of the majority of secondary education graduates in Ukraine is constantly decreasing. This, on the one hand, is the evidence of extremely weak secondary education system, and increasing brain drain from the EU on the other. As a result, former students entering the university occur in a situation when it is impossible to carry out the basic requirements of university curricula, which is further aggravated by the fact that most students do not possess the simplest information seeking skills as well as ones of academic writing. It is not necessary even to speak about knowledge of foreign languages on a sufficient academic level.

---

The results of a sociological survey conducted among students and staff in Donetsk and Simferopol in 2012-2013 by means of focus groups, individual interviews and questionnaires was quite interesting as its subject was the problem of transparency of higher education [2]. Thus, the author came to the conclusion that one of the reasons for the spread of corruption in universities is «the struggle between universities for each student», «preservation of the contingent of students», which leads to the connivance of the academic integrity principles, both by students and by teaching staff. Everyone knows everything, but nobody does anything. Under such conditions, the subjects of the educational process have an increasing feeling of impunity for their actions; 67.4 % of the interviewed students agreed with that. All this forms a favourable environment for corruption. A student who is not used to work on himself, tries not to gain professional competences, but only to facilitate his life by providing certain service or gift to the teacher for the desired mark.

The other side of the coin is the constant harassment of Ukrainian system of higher education. Teachers overwork and do not receive any financial compensation. This creates a certain stagnation in the Ukrainian scientific environment. Teachers are not interested in their job; professors are forced to survive instead of conducting heuristic researches.

The causes of corruption in the educational sphere, in the high school in particular, are the low level of training and the lack of financial motivation of a teacher to perform his work qualitatively. A study conducted among Ukrainian students with the «Ilk Kucheriv Democratic Initiatives» foundation in 2011 shows the following results: 47.1 % of the respondents believe that students' laziness causes corruption, 43.7 % emphasize the depreciation of higher education itself and 32.1 % think that corruption is caused by inadequate teachers' salaries [11].

Corruption deforms the education system, promotes its depreciation and neglecting by both students and teachers. It forms a particular point of view, cultivates a sense of impunity and easy problem solving. The fact that corrupt actions need to be fought is confirmed by almost 56% of students. At the same time there are 32.3 % of those who feel desperate about education and do not expect anything better. However, we see the following correlation: 7.7 % are ready to state the fact of corruption in public, 9.5 % agree to do so anonymously and 37.9% will not state it at all [11]. Thus, students recognize corruption as a problem, but almost 40 % are not ready to talk about it publicly. Despite the fact that this problem really exists, students expect someone else to solve it.

This kind of attitude to corruption is not specific to the field of education, however, it emphasizes a bad trend. Even the provisions of the

Criminal Code of Ukraine on the abolition of charges for the one who tells about a corrupt act does not stimulate society to expose the facts of such actions. Appeal to the morals of participants in the educational process can be the only solution. For example, there started a Project on the Promotion of Academic Integrity [6]. The main purpose of it is to prevent academic plagiarism, cheating and corruption in general. Perhaps such a thing as a Code of honour for a student and a teacher will be a kind of limitation of a dishonest work in educational process.

To conclude, it should be mentioned that the entire educational system requires a reboot, children should be more prepared entering a university after school. Teachers must carry out their work having appropriate financial and moral encouragement. The fact that there is a corruption in the sphere of higher education and we should deal with it is recognized by 56 % of Ukrainian students. 47 % consider themselves to be the cause of corruption, that is, they said that students' laziness leads to corruption. 26 % said that they personally participated in corrupt actions. However, only 7 % of Ukrainian students would state the fact of corruption in public.

**Conclusion.** In the end we can nearly state the main causes of corrupt practices in higher education system in Ukraine. The first one deals with economic and social conditions of Ukraine, where low level of welfare leads people to get profits from corruption, using all kinds of capitals – from financial to social. The second one has a direct relation to low level of real social capital, that is to live according to the rule «that's not my business». Thirdly, the passed independence years have created a new kind of people in Ukraine, who believe in power of fake ID – that simple colour paper can make life easier than before. In a such way higher education for the most part of the Ukrainian modern youth means only time spent in classes, as it is usually in any computer game. And finally, economic, social and everyday activity created an Anti-Integrity philosophy of life where any rule can be avoided by money, power, contacts.

Thus, we can see a paradoxical correlation when students complain about the problem, realize it, but are not ready to solve it or even help to expose it. That's what we call the psychology of adaptation. Moreover, it is worth pointing out that this problem cannot be solved only in a legislative way. It is advisable, along with legalization of the fight against corruption, to develop disapproval of this phenomenon in minds, to appeal to honour and conscience during the educational process.

R E F E R E N C E S

1. Аналітичний звіт за результатами соціологічного дослідження щодо ставлення до корупції студентів вищих навчальних закладів в Закарпатській, Івано-Франківській, Чернівецькій та Тернопільській областях. Вересень-жовтень 2007. Режим доступу: [https://nazk.gov.ua/sites/default/files/docs/nazk\\_files/doslidzhennya/25.pdf](https://nazk.gov.ua/sites/default/files/docs/nazk_files/doslidzhennya/25.pdf).
2. Бікла О. В. Прозорість вищої освіти в контексті її сприйняття основними учасниками освітнього процесу // Сучасні суспільні проблеми у вимірі соціології управління. – 2014. – Т. 15, Вип. 281. – Р. 356-369.
3. Вищі навчальні заклади. [Електронний ресурс]. – Режим доступу: [http://www.ukrstat.gov.ua/operativ/operativ2005/osv\\_rik/osv\\_u/vuz\\_u.html](http://www.ukrstat.gov.ua/operativ/operativ2005/osv_rik/osv_u/vuz_u.html).
4. Закон України «Про вищу освіту». [Електронний ресурс]. – Режим доступу: <http://zakon5.rada.gov.ua/laws/show/1556-18>.
5. Закон України «Про запобігання корупції». [Електронний ресурс]. – Режим доступу: <http://zakon3.rada.gov.ua/laws/show/1700-18>.
6. Кодекси честі у боротьбі за академічну доброчесність – думка професорів Центру академічної доброчесності. [Електронний ресурс]. – Режим доступу: <http://www.saiup.org.ua/resursy/pryntsyrova-borotba-za-akademichnu-dobrochesnist-dumka-profesoriv-tsentru-akademichnoyi-dobrochesnosti/>.
7. Корупція в Україні. Загальнонаціональне дослідження стану корупції у сфері вищої освіти. Базове дослідження 2008. [Електронний ресурс]. – Режим доступу: [https://nazk.gov.ua/sites/default/files/docs/nazk\\_files/doslidzhennya/29.pdf](https://nazk.gov.ua/sites/default/files/docs/nazk_files/doslidzhennya/29.pdf).
8. Кудінов І. О. Стратегія життя особистості як фактор розвитку суспільства: Монографія. – Запоріжжя: КСК-Альянс, 2015. – 180 с.
9. Марценюк Тамара. Освіта за кордоном: де і чому хочуть навчатися українці? [Електронний ресурс]. – Режим доступу: <http://legalspace.org/ua/biblioteka/doslidzhennya/item/10123-osvita-za-kordonom-de-i-chomu-khochut-navchatysia-ukraintsi>.
10. Миротворення в умовах гібридної війни в Україні / за заг. ред. М.А. Лепського. – Запоріжжя: КСК-Альянс, 2017. – 179 с.
11. Сидорчук Олексій. Корупція у вишах: думки і погляди студентів. [Електронний ресурс]. – Режим доступу: [http://dif.org.ua/uploads/pdf/1435401343\\_3596.pdf](http://dif.org.ua/uploads/pdf/1435401343_3596.pdf).
12. Стратегічне прогнозування політичних ситуацій та процесів: монографія / за заг. ред. М.А. Лепського. – Запоріжжя: ЗНУ, 2012. – 428 р.
13. Яцина Ю. О. Кластерне моделювання в політичному аналізі / Ю.О. Яцина, І.О. Кудінов // Молодий вчений. – 2015. – № 7. – Р. 130-135.

14. Klitgaard R. Controlling Corruption. – Berkeley: University of California Press. 1988.
15. Rose-Ackerman S. Korupcja i rzady (Corruption and governments), Wydawnictwo Sic! Fundacja im. Stefana Batorego (Publishing Sic! and the Foundation. Stefan Batory), Warsaw 2001.
16. Sicakova-Beblava E. Using government manifestos to analyze the political salience and shape of anti-corruption policies in the Czech Republic and Slovakia / E. Sicakova-Beblava, B. Miroslav // Policy Studies. – 2016. – Volume 37. – Issue 4. – <http://dx.doi.org/10.1080/01442872.2016.1146247>.
17. Corruption and Anti-Corruption Measures in Central and Eastern Europe Ed. By Staroňová K. and Sičaková-BeblaváE. – Bratislava: NISPAcee Press, 2009. – 256 p.
18. What is corruption. [Електронний ресурс]. – Режим доступу: <https://www.transparency.org/what-is-corruption>.
19. Corruption Perception Index. 21February 2018. Available from Internet: [https://www.transparency.org/news/feature/corruption\\_perceptions\\_index\\_2016](https://www.transparency.org/news/feature/corruption_perceptions_index_2016).
20. Civil Law Convention on Corruption, prepared in Strasburg 4 Nov. – 1999. – JoL 16Nov 2004.

**Яцина Ю., Кудінов І. Корупція в системі вищої освіти України.**

*Стаття присвячена дослідженню феномену корупції у системі вищої освіти України. Дослідження базується на аналізі соціологічних опитувань у вищих навчальних закладах України як одного з ключових показників корупційної діяльності в університетах. Як показало дослідження, корупційна проблема в українській вищій освіті не може бути вирішена лише законодавчим шляхом. Доцільно, разом із системною антикорупційною діяльністю, впроваджувати дії щодо формування відповідного мислення та сприйняття корупції у масовій свідомості. Дослідження проведене за підтримки Словацького академічного інформаційного агентства (SAlA).*

*Ключові слова: освіта, корупція, вища освіта, студент, викладач.*

**Яцина Ю., Кудінов І. Корупція в системі вищого образования України.**

*Статья посвящена исследованию феномена коррупции в системе высшего образования Украины. Исследование базируется на анализе результатов социологических исследований в высших учебных заведениях Украины как одного из ключевых показателей коррупционной деятельности в университетах. Как показало исследование, коррупция в системе высшего образования Украины не может быть решена только законодательным путем. Целесообразно, вместе с системной антикоррупционной деятельностью, осуществлять действия по формированию антикоррупционного мышления и восприятия коррупции в массовом сознании украинцев. Исследование проведено при поддержке Словацкого*



академического информационного агентства (SALA).

Ключевые слова: образование, коррупция, высшее образование, студент, преподаватель.

*Петриченко Н.*

## ЄВРОПЕЙСЬКИЙ ДОСВІД ВПРОВАДЖЕННЯ ПЛЮРИЛІНГВІЗМУ В СИСТЕМУ ОСВІТИ

*У статті розглядається та аналізується плюрилінгвізм як основний напрям мовної політики Європейського союзу, який спрямований на підтримку мовного різноманіття, гарантування збереження усіх мов та забезпечує сприяння і заохочення вивчення мов і здійснення культурного обміну у системах шкільної, університетської освіти й у суспільстві в цілому.*

*Ключові слова: плюрилінгвізм, мовна політика Європейського Союзу, плюрилінгвальна освіта, мультилінгвізм.*

**Постановка проблеми.** Згідно з «Енциклопедією мов Європи», яка містить перелік як «живих» сучасних європейських мов, змішаних мов Європи, значимих діалектів, мов емігрантів (несередньоевропейських народів), так і вимерлі або стародавні мови (відомі переважно з записів або топонімічних доказів), сьогодні в Європі налічується 275 мов, і більша половина з них це мови колишнього СРСР [1].

Незважаючи, на перший погляд, на велику кількість мов, Європа є лінгвістично найбіднішим континентом, якщо взяти для порівняння Північну, Центральну і Південну Америку, на території якої розмовляють приблизно 1000 корінними мовами, а це 15 % від всіх розмовних мов, Африку – 30 %, Азію – трохи більше 30 %, регіон Тихого океану – 20 %, то європейські мови складають лише 3 %. [2]. Хоча якщо поглянути на десятку мов, якими найбільше розмовляють в світі, а це мандаринська китайська, іспанська, англійська, бенгальська, хінді, португальська, російська, японська, німецька, китайська У, то п'ять з них саме європейські мови, а іспанська, англійська і португальська є поширеними мовами і в інших частинах світу.

Беручи до уваги таку мовну розмаїтість, важко повірити в той факт, що мови сьогодні зникають швидше, ніж будь-коли в історії людства. Підґрунтям цьому стали глобалізаційні, політичні, суспільні та локальні трансформації. «Оптимістично» налаштовані лінгвісти оцінюють, що половина сучасних мов може зникнути (або їх не будуть