

INTERNATIONAL MASTER PROGRAM “EUROPEAN PERSPECTIVES ON SOCIAL INCLUSION”: A MODEL OF ACADEMIC MOBILITY IN UKRAINIAN HIGHER EDUCATION



**Paschenko S. Ph.D, Assoc. Prof.
Taras Shevchenko National University of Kyiv
Associate Professor of Developmental Psychology Department**

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After signing the Bologna Declaration in 2005 Ukraine initiated the most global structural and substantial reform of its higher education system. The universities are actively included into cooperation with European educational institutions constructing consortia for university staff, researchers' and students' academic mobility. New approaches towards academic mobility, their classification and the main purposes of international mobility organizations and programs have been analyzed. International academic programs are an important part of Bologna education system and substantive innovation for Ukrainian higher school. One of such programs was adopted in Zaporizhzhya National University (Ukraine). This educational project had an aim of Master students' training in the field of Social Inclusion. The Paper detects goals, principles, reasons, procedures and results of the program implementation, forms and methods of the study process and researches in the project. It also includes ideas concerning principles and trends of academic mobility in Ukrainian and European systems of higher education. The methods used are critical analysis of theoretical issues and statistical data and evaluation of practical experience in the field of

Master education and Social Inclusion in the modern conditions of university subjects' academic mobility.

Key Words: mobility, Master program, social inclusion.

Introduction

Since the beginning of intensive integrative processes inside European education area possibilities of national higher schools to provide citizens of their countries with educational services of high European level and quality have extended. In this context unprecedented value is got to academic mobility of higher educational establishments' teachers and students. They promote creation and existence of mutual education area, help universities to realize their international function which demands to make higher school an open multicultural environment. Only in this case it provides a complete individual and professional development of graduates.

After signing the Bologna Declaration in 2005 Ukraine initiated the most global structural and substantial reform of its higher education system. The universities are actively included into cooperation with European educational institutions constructing consortia for university staff, researchers' and students' academic mobility. International academic programs are an important part of Bologna education system and substantive innovation for Ukrainian higher school. One of such programs was adopted in Zaporizhzhya National University (Ukraine). This educational project had an aim of Master students' training in the field of Social Inclusion.

The actuality of this program is called for a great number of people in Ukraine who are socially unprotected, financially and physically challenged, chronically ill, elderly and so on. All of them need assistance of highly qualified professionals. In order to give them perfect social service a great experience of developed European countries in the field appeared indispensable. European countries such as Germany, Great Britain, Portugal, Sweden, the Netherlands, Hungary and others have put humanistic social policy principles and social inclusion mechanisms into practice for more than a century and use their rich experience to support the most insecure groups of people providing them with services and special aids (Пащенко, 2010; Ржевська, 2011). So an experience of West European countries in this field is extremely valuable for Ukraine.

The paper's **objective** is to develop a problem of Ukrainian higher school integration into European and worldwide education area through participation of universities, academics and students in the processes of academic mobility and international academic programs. We have also discovered an issue of social exclusion in Ukraine and detected aims, backgrounds, motives, content, methods and results of International Master Program "European Perspectives on Social Inclusion" implementation into a process of study at Ukrainian university.

During 6 years of its functioning, the Program invested much into social workers training according to the new viewpoints and ideas of social justice and

democracy, and innovative methods of teaching in the “visiting professors” system (Bloemers, 2009). The graduates are expected to invest personally and professionally into overcoming a situation of human discrimination in Ukraine.

Among researchers of academic mobility who are taking an approach to give it a complex scientific analysis are Baydenko, V. (2005), Barblan, A. (2002), Baron, B. (1993), Bhandari, R. & Laughlin, S. (2009), Byram, M. (2008), Danilyuk, I. (2012), Kim, T. & Locke, W. (2010), Lansdown, G. (2001), Neave, G. (1990), Rzhivs'ka, A. V. (2011), Salmi, J. (2009), Tremblay, K. (2005) and others. Master programs as a model of mobile education have been studied by Bloemers, W. (2009), Falch, A. B. (2003), Johnstone, D. (2004), Mory, E. I. (2000), Paschenko, S. (2010, 2012), Rauhvargers, A. (2002), Rodrigues, D. (2004), Romanenkova, L. (2009), Tauch, Ch. (2004) and others. A great amount of theoretical and applied researches was devoted to the problem of social inclusion/exclusion by Bloemers, W. (2004), Lansdown, G. (2001), Romanyuta, S. O. (2008), Stake, R. E. (2000), Wisch, F. H. (2003) etc.

Discussion

1. Academic Mobility in Ukrainian Higher Education Area

Recently deep fundamental transformations of higher education systems took place in the majority of countries. A present level of higher education development is one of reliable criteria in the structure of integral estimation of civilization in any country or region. Higher education is a source of intellectual independence. Economic, social, cultural and political progress of any nation becomes impossible without it. Therefore development of higher education belongs to major national priorities and higher education itself is perceived as a "strategic resource" which has to become an inalienable component of a global project of permanent education for everybody in the XXI century.

In 2000s an unprecedented requirements to higher school were established, just like its wide diversification. New horizons related to technologies which assist acquisition of knowledge, its managing and disseminating, access and control are opened before higher education. These issues are supported by the next postulate: consolidation of European higher education systems led them to formation of joint European education area which in its turn has significantly broadened opportunities of national higher schools to provide their citizens with educational services of European level and quality.

In this context a very important meaning is given to the processes of students' and staff academic mobility which assist creation and existence of joint education area in Europe. Mobility also helps higher educational establishments to adhere realization of their international function which strictly requires to organize universities as open, multicultural and multilingual environment. Such educational policy could support personality development of students as future professionals (Salmi, 2009).

According to some corresponding paragraphs of London Communiqué (2007) mobility of teaching staff, students and graduates is one of the most substantive tasks of the Bologna process that creates possibilities for personality development, increasing international cooperation between persons and institutions, improving higher education quality and scientific activity and supporting European standards in education.

Since 1999 (Bologna Declaration) a considerable progress has been attained in this question. However there are quite a bit problems in the area, and one of them concerns an absence of reliable and comparable monitoring data about progress in staff mobility during the last few years. Thus some objective and subjective obstacles concerning staff and students' mobility go on to exist. Among them are unsolved issues of immigration, insufficient financing, inflexible system of servicing, differences in academic calendars, difficulties related to a temporal dwell in work, absence of encouragement, language barriers, shortage of information and so on. In order to decide the noted problems there was created a coordinating group which managed supervision in the field of mobility (Tremblay, 2005). The participants of this group are from Armenia, Albania, Austria, Belgium, Croatia, France, Germany, Hungary, Malta, Montenegro, Portugal, Russia and Spain. But the majority of tasks should be executed at the national and institutional levels however they can be supported in different ways at the international level.

The National Report of Ukraine "About Implementation of the Bologna Process Concepts" defined steps which have been accomplished to remove barriers in students' mobility and assisted to complete usage of mobility programs. For example, students' transit between universities has been simplified due to the process of ECTS transfer and accumulation. A Bachelor of any university can continue studies on the next cycle in other university. The key idea of the document emphasized that bilateral agreements of students' exchange assist significantly to the international academic mobility (Barblan, 2002).

Index of international academic mobility is a contingent of foreign students in Ukraine and Ukrainian students abroad. For example, in 2010/2011 schooling year about 53 thousand of foreigners in Ukraine and about 27 thousand young Ukrainians abroad got higher education courses and internship that included a partial course of studying, a complete course of studying, research work, internship, linguistic courses and so on. This quantitative index has a proof tendency to mobility increase during the last years. It was caused by an interest of Ukrainian students toward receiving a high-quality education in the most prestige world universities.

In Ukraine there were practically no national grants, scholarships or loans for the students' educational trips abroad until recent years. It was not foreseen by the current legislation of the state. However a Decree of President about the

talented students and young researchers awarding with special grants of President of Ukraine was adopted. It gives them a chance to study and internship in the leading foreign universities and research centers. Fifty grants are foreseen annually for stirring up academic mobility processes.

An increase of staff external mobility is facilitated by:

- an internship of Ukrainian higher educational establishments staff in the leading European universities;
- bilateral agreements between universities for staff exchange;
- mutual programs with the leading European universities for post-graduates and university staff training;
- implementation of mutual scientific programs with the leading European universities (*Kim, 2010*).

For increasing attractiveness of European area of higher education (EAHE) and collaboration with other parts of the world regional and international conferences, seminars, symposiums on the problems of the Bologna process implementation in higher school of Ukraine are conducted. Annually there are over 20 such events in Ukraine. Curricula of the leading European universities are entered. Conducting courses on the European studios is encouraged in Ukrainian universities (*Байдєнко, 2005*).

Thus the prior task for future is providing students' and academics' mobility in the international education area. In this context international academic programs are an inalienable part of Bologna principles introduction to the national higher school. Exactly due to them students, graduates, PhD students and teaching staff have unique opportunity to participate in competitions in order to get a scholarship for study or internship in the best foreign universities (*Baron, 1993*).

One of such international education programs in Ukraine is ERASMUS-MUNDUS – a program of collaboration and mobility in the field of higher education. It stimulates students' and academics' international activity and is founded by European Union for Ukraine, Moldova and Belarus and also other countries which do not belong to EU. Within this program senior students and researchers from these countries can get grants from European Union for continuation of their studies or realization of scientific researches in EU countries. This program embraces about 100 educational Master courses of the highest academic quality. About 5000 students have an opportunity to get grants for studies on these master courses and more than 4000 EU students who study in these programs can go studying to the third countries. ERASMUS-MUNDUS supports about 100 partnerships between ERASMUS Master courses and higher educational establishments in the third countries (*Bhandary, 2009*).

This academic program mission is improving collaboration in the field of higher education at the international level through supporting high-quality European Master courses and providing whole world students' and researchers'

possibility to get Master degree in European university and also through encouragement of European students' and researchers' trips to the third countries.

Another task of the program is an improvement of quality and attractiveness of European higher education in the world. Through supporting international mobility of researchers and students ERASMUS-MUNDUS has an objective to prepare its participants from European and partner countries better to enthusiastic activity and collaboration in modern global society which is founded, first of all, on knowledge. The program has started in Ukraine since 2004/2005 schooling year and consists of four components:

1. ERASMUS-MUNDUS Master courses: high-quality integrated Master courses which are offered to Associations (Consortia) of no less than three universities in at least three different countries of Europe.

2. Grants of ERASMUS-MUNDUS: giving grants to highly skilled senior students and researchers from all over the world.

3. Partnership: Master courses also foresee possibility for establishment of partnership with universities of the third countries that is called to provide high mobility of senior students and researchers from EU countries who participate in ERASMUS-MUNDUS Master courses.

4. Increase of European higher education attractiveness: supported through arrangements which assist prestige enlargement, availability of European higher education and also its further internationalization particularly in co-validation of qualifications between the countries of Europe and the third countries.

The program is open for: 27 EU countries (1-st category), EU candidates (2-nd category), countries of European economic area and EFTA (3-d category) and other third countries. ERASMUS-MUNDUS Master courses are designed for all three categories of countries while grants are offered to students and researchers from the entire third countries (Byram, 2008).

Since 2007 European Commission entered another modality of the program ERASMUS-MUNDUS: "External Collaboration Window" with an aim of improving collaboration in the field of higher education between European Union and the third countries through the system of mobility directed toward exchange students and scientists, and consequently exchange knowledge and skills in the field of higher education. Within this new component European Commission finances a program of junior students exchange as a variety of mobility between European universities which are in ERASMUS-MUNDUS and universities of the third countries including Ukraine. Also within a framework of this component mixed consortia (EU universities + third countries' universities) are supported by grants and covering expenses:

- on organizational mobility of university students and staff;
- on individual mobility of selected students and academics.

2. Analysis and Evaluation of Master Program “European Perspectives on Social Inclusion” and Results of its Implementation at Zaporizhzhya National University (Ukraine)

Mobile education foresees not only individual but also group, institutional and global structural mobility on different levels of higher education area (see Figure 1).

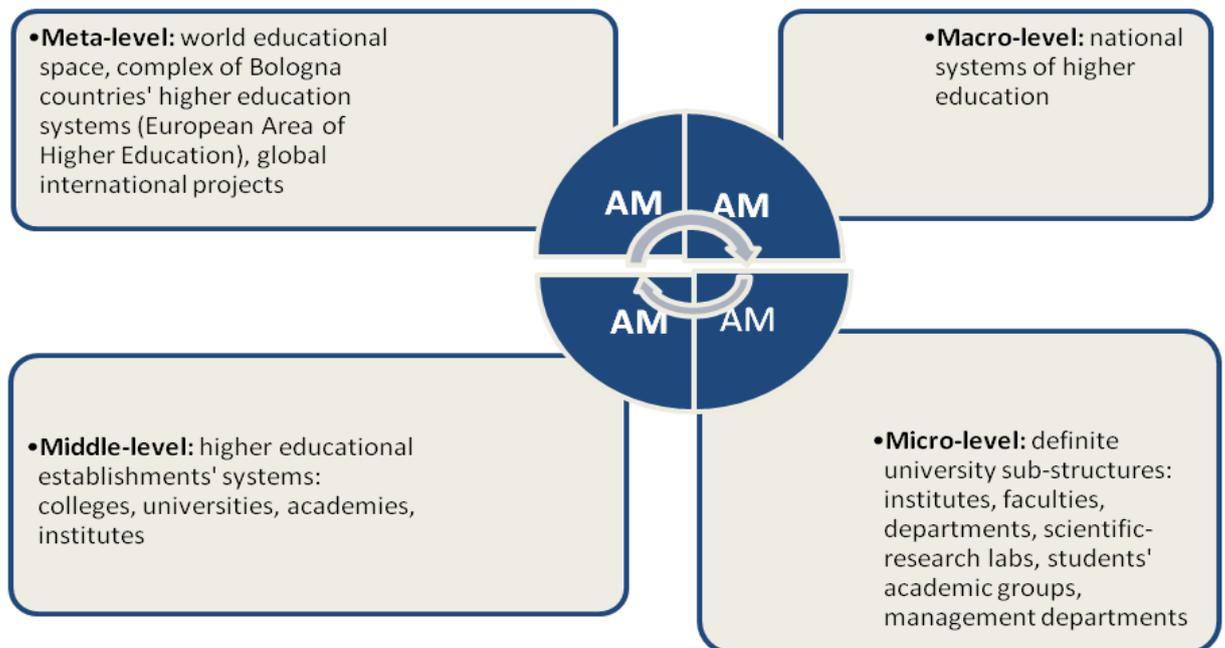


Fig. 1. Levels of International Academic Mobility

This educational policy stimulates universities to look for the partners abroad in order to put many of their progressive ideas into reality. Among them there is consortia creation. It is very helpful in case when we speak about innovative trends of professional training and outworking new Master programs which are based on the cross-disciplined paradigm and humanistic principles (Mory, 2000).

One of such programs has been accomplished by Zaporizhzhya National University (Ukraine) in partnership with 12 European universities. It was international education program of social workers' training according to European standards. And now after its completion we can conclude that it was a pioneer and unique one regarding to opportunities which have been opened for its subjects in all included countries.

Background of this program implementation was connected with the social situation in Ukraine. Ukrainian Law including Constitution (1996) prohibited “discrimination on the basis of race, sex, religion, disability, language and social rank”. Unfortunately this proclamation has been broken very often. For example, the demands inscribed in the law refer that people with disability must “have

access to public and residential buildings, transportation, municipal and community services, and entertainment, as well as to various modern facilities in Ukraine”. But there are practically no conditions for it in our country. The same situation is with all the other declared rights and freedoms of disabled people and other excluded categories. In his article “Ukraine’s Situation on the Social Protection of Disabled People” S. Romanyuta has defined the main fields where disabled people feel themselves being discriminated and excluded. They are:

- ✓ Lack or limited access to social environment
- ✓ Lack or limited access to services
- ✓ Stigmatization of disabled people
- ✓ Unemployment
- ✓ Lack of adequate training
- ✓ Lack of specialized services
- ✓ Inadequate educational system
- ✓ Lack of economic policies to compensate for the extra cost of disability
- ✓ Structure of the benefit system
- ✓ Living in institutions (*Romanyuta, 2008*).

All these issues are the potential areas of intervention to combat social exclusion among people with disabilities. But this list is not complete of course. Factually there are much more groups of excluded people in Ukraine as we have mentioned before.

The first step for overcoming such situation is usually done by community people, NGO members and scientists. Academics of Zaporizhzhya National University (Ukraine) understood how important to begin changes from training specialists in the field of Social Inclusion who can become holders of the new type of “inclusive thinking”, influence community mental and ethic stereotypes and ensure effective professional service to different excluded groups of inhabitants. Because there were no appropriate courses in the university curriculum that time the university academics initiated process of looking for possible partner universities abroad which conduct such training courses.

In 2005 when Ukraine signed Bologna Declaration Zaporizhzhya National University was offered to join European Universities Consortium in ERASMUS. The aim was to work towards a qualification for people working in the areas of social care, social justice, education and allied occupations and to enable them to critically understand dimensions of social discrimination within Europe. Invitation of Ukrainian higher educational establishment to collaborate with the EU universities became a result of its persistent initiatives and activity. It was caused by an acknowledgement of the great experience and high qualification of the Ukrainian university academics who train social teachers, social workers and psychologists.

This program gave students an access to the newest information about modern trends in social sciences and practice concerning social sphere development in European countries, comparative social policies, theories of social changes, intervention and also exclusion of certain social groups etc.

Among the main reasons of the program implementation were the following ones:

- The Bologna Process as the European framework: to create a coherent and cohesive European Higher Education Area.
- New “European” approach of inclusive thinking and acting calls for a changed professionalism for executives in social and educational sectors.
- Reorientation of pedagogical, social, legal, administrative training courses and fields of work towards implementing inclusive thinking and acting, implementing inclusive policy so that from the beginning exclusion cannot occur.

They influenced a definition of basic principles of the program such as multidisciplinary and non-consecutive: for pedagogical, social, administrative, legal and health professions; career orientated in-service training; “Visiting professors” for core modules teaching in English; development of “Resource bank books”, bilingual and trilingual; Common Master Certificate (co-validation) (Bloemers&Romanenkova, 2009).

The Program was outworked and then sent to the Independent Accreditation Agency by professors from Magdeburg-Stendal University of Social and Applied Sciences (Germany) and got the highest level of accreditation.

European Master Course curriculum covered 2 years period of part-time study (system “3+2”) and implied that students receive 90 ECTS. An average amount of students in an academic group was 15 which allowed applying an individual approach and effective monitoring of every student’s educational progress by native and foreign lecturers.

During the first year students studied 6 core (compulsory for all the students from all the universities) modules on the following subjects:

- Research Methods in Social Sciences
- Ethics and Social Justice
- Theories of Social Exclusion
- Visions of Europe
- Comparative Social Policies in Europe
- Theories of Intervention and Social Change

Every module stipulated 25 academic hours and 75 hours for self-education.

These core modules were taught by professors from Germany, Hungary, Estonia, Portugal, the Netherlands and Ukraine at Zaporizhzhya National University. The fact that 6 core modules were taught by foreign professors from the partner universities stimulated a great interest of Master students. The basic manuals were written by the program professors’ team in bilingual manner and published in famous Peter Lang publishing house. Each student has been

provided by a whole set of manuals on all the modules. Program language was English because international Master degree and a high quality of the program education required knowledge of at least one foreign language. Students were given an objective possibility to improve their professional English.

The modules' content quality, new teaching methods and technologies were positively evaluated by Master students who had to fill in evaluation forms after completing each course indicating suitability and productivity of communicative strategies chosen by each lecturer. The modules followed by individual tasks – essays, researches, social projects etc. All students' assignments were sent to the visiting professors for correction and evaluation. After successful fulfilling each core module and an individual assignment a student got from 3 to 6 ECTS.

Besides, a great amount of academic hours (150 contact hours) was given to the optional modules chosen by Master students. Monitoring of students' choice established optional module courses which were taught by associate professors of the local university. Among them were:

- European Perspectives on Disabled People (6 ECTS)
- European Perspectives on Elderly (6 ECTS)
- European Perspectives on Drug-Addicted (6 ECTS).

This choice was determined by both Master students interest and urgent necessity in effective social workers who could manage mentioned categories of people. In its turn their high professional qualification allowed to improve social situation in Zaporizhzhya region and step by step make Ukraine closer to European humanistic model of social society.

Master students were also interested in an opportunity to listen to optional modules in partner universities which supported an academic mobility of the program subjects. The variety of such courses in this program was quite wide:

- European Perspectives on Migrants
- European Perspectives on People in Custody
- European Perspectives on Chronically Ill
- European Perspectives on Mentally Ill
- European Perspectives on Victims of Violence
- Social Management etc.

Mobile university classes were proposed by all the partner universities. According to the program curriculum and individual study plans Ukrainian students got an opportunity to study an optional module "European Perspectives on Poor and Poverty" at Porto University (Portugal). At the same time Portuguese students visited classes on module "European Perspectives on Disabled People" which were taught by professors from Ukraine and Germany according to binary model at Zaporizhzhya University. It was very important for the students to take part in the processes of academic exchange because all the

partner universities made great efforts to increase academic mobility inside the program in accordance with European educational standards.

Being learned at foreign universities Master students visited different social institutions in order to get acquainted with social inclusion methods and techniques, arranged field researches there and got valuable information which was used then in their Master Theses. They took an active part in all kinds of team work preparing and making presentations of social projects concerning work with marginalized people according to the standards of social policy and social work in EU countries. This activity was performed in cooperation with students from different European universities. Mobile students had an opportunity to visit centers for migrants, integrative children institutions and local centers for social services to learn technologies of social workers' and teachers' activity in paradigm of social inclusion. They also held some researches on the basis of these social institutions.

The process of academic exchange was characterized by an exclusive value in a context of scientific, academic and informal contacts among students from different countries that corresponded to the task of united Europe and common European education area creation. Respecting an importance of such students' mobility even officials from Ukrainian Embassy supported the initiative and expressed an idea that such processes of exchange turned out to be effective and actual in establishing friendly and productive scientific contacts directed to solving problems of social inclusion in European countries.

The program "European Perspectives on Social Inclusion" turned out to be interesting not only by its content but also by new strategies of teaching and learning. A progressive approach to teaching meant equal responsibility of teachers and students for the results of study; combination of students' independence and initiative in a process of taking knowledge with scientific leadership of tutors; active and self-reliant researches; independent doing of module papers and Master Theses; expert consultation and supervision of students by European professors; multimedia conferences etc.

The program teaching methods and forms included Lectures, Seminars, Workshops, Laboratory Work, Discussion Classes, Interactive Student-Centered Learning, Interactive Internet Classes with Elements of Distance Education, Video Conferences, Communication between Students of Different Universities, Mobility for Optional Courses Learning in Partner Universities, E-Mailing, Research Projects, Intervention Projects in the Field of Exclusion and Inclusion, Guided Reading, Group Work, Guest Lectures from the 13 Universities, Modules provided by home university teachers, Master Thesis supervision and others. Module Assignments, Tests and Master Theses were done by the students under scientific guidance and supervision of Ukrainian and foreign professors.

An undoubted importance of the program was academic mobility of students and staff. It provided and implemented their mutual visits for entering

Master classes and teaching modules as visiting professors, participation in scientific conferences and conducting researches on the problems of Master Theses. Ukrainian Master students collected data and conducted their researches in the universities of Romania, Estonia, Holland, Germany and Portugal and a professor from Zaporizhzhya National University taught in Swedish, Estonian and Portuguese universities.

Program study process has been resulted in Master Thesis (30 ECTS) which provided cross-cultural researches in the field of social inclusion.

The European Master Certificate supplied graduates with opportunity to continue education in any European partner university and did not need extra validation in Europe in a case of graduates' desire to start working there. Their high academic qualification enabled Master program graduates to play a key role in professional assistance to people in the process of their self-organization and productive inclusion into society and become competitive experts at the global professional market.

Conclusion

Academic mobility development which provides an intensive co-operation within European higher education area is demanded by a character of modern society progress. European countries entered the epoch of post-industrial development which stipulates considerable dynamism of innovative technologies and general diversification of educational processes in higher school. Europe as an "area of knowledge" became one of the main priorities of its development. As a result free academic mobility of all participants of an educational process must become a background and one of the main conditions of competitiveness and attractiveness of European university education (*Wisch, 2003*).

Academic mobility within the Bologna process is viewed as an obligatory condition of European higher education area forming. Namely for providing mobility the Bologna process has been initiated. Mobility allows its actors to take an advantage from entering joint European area of higher education which contains democratic values, varieties of cultures and languages and diversity of higher education systems.

These global tasks are solved by universities on different levels of institutional and individual mobility through initiating cross-cultural educational collaboration, signing bilateral agreements, making consortia, creating Master and Post-Graduate courses and so on. The bright model of such cooperation in the field of academic mobility is the International Master program "European Perspectives on Social Inclusion" adopted in one of the Ukrainian universities.

The Master course specifically concentrated on a common focus – developing visions and action strategies that can form a "Social Community of Europe". It enabled graduates to be better informed in the area of human rights and social justice with regard to those who have suffered discrimination. Ultimately it is intended that graduates become qualified to occupy a key position

in assisting people to help themselves to become inclusive citizens. The other results of 6 years program implementation in Ukraine can be summarized in the following issues:

- very high motivation of all participants;
- predominantly very positive evaluations of modules' teaching by the students;
- more conscious feeling of being a "European citizen" and campaigning specifically for social inclusion;
- organized multinational mobility of students and lecturers for elective modules and research;
- improved professional opportunities for alumni with new working places.

Results of this International Master Program and general scientific and educational cooperation between 13 partner European universities have been reflected in some books and discussed at the conferences. Among them are: a book "European Impulses towards Social Inclusion" (2005), a collective monograph "From Bologna to Zaporizhzhya. An Academic Track Towards an Inclusive Europe" (2009) and a Final Conference "The European Project of Social Inclusion" (Portugal, 2010). They became a sum of a few years productive collaboration of European universities in professional training of European highly skilled specialists in the field of social sciences and inclusion.

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Пащенко С. Ю. Международная магистерская программа «Европейские перспективы социальной инклюзии»: модель академической мобильности в системе высшего образования Украины.

После подписания Болонской декларации в 2005 году Украина инициировала глобальную структурную и содержательную реформу системы высшего образования. Университеты активно включились в сотрудничество с европейскими образовательными учреждениями, создавая консорциумы для академической мобильности преподавателей, исследователей и студентов. В статье проанализированы новые подходы к академической мобильности, представлена их классификация и определены основные цели программ академической мобильности. Международные академические программы являются важной частью Болонского образовательного процесса и несомненной инновацией для украинской высшей школы. Одна из таких программ была апробирована в Запорожском национальном университете

(Україна). Целью данного образовательного проекта было обучение магистров в области социальной инклюзии. В статье отражены цели, принципы, предпосылки, содержательная и структурная модель, результаты внедрения программы, формы и методы организации учебного процесса и исследований в рамках проекта. Она также включает обсуждение идей, касающихся основных правил и векторов развития академической мобильности в украинской и европейской системе высшего образования. Методы исследования представлены критическим анализом теоретического материала и статистических данных, а также рефлексией практического опыта в области магистерского обучения и социальной инклюзии в современных условиях академической мобильности субъектов университетского образования.

Ключевые слова: мобильность, магистерская программа, социальная инклюзия.

Пащенко С. Ю. Міжнародна магістерська програма «Європейські перспективи соціальної інклюзії»: модель академічної мобільності в системі вищої освіти України.

Після підписання Болонської декларації у 2005 році Україна ініціювала глобальну структурну і змістову реформу системи вищої освіти. Університети активно занурились у співпрацю з європейськими освітніми установами, створюючи консорціуми для академічної мобільності викладачів, дослідників і студентів. У статті проаналізовані нові підходи до академічної мобільності, надано їх класифікацію та визначено головні цілі програм академічної мобільності. Міжнародні академічні програми є важливою частиною Болонського освітнього процесу та безсумнівною інновацією для української вищої школи. Одна з таких програм була запроваджена у Запорізькому національному університеті (Україна). Метою цього освітнього проекту було навчання магістрів у галузі соціальної інклюзії. У статті відображено цілі, принципи, змістова і структурна модель, результати запровадження програми, форми та методи організації навчального процесу і досліджень в межах проекту. Вона також містить обговорення ідей, що стосуються головних правил та векторів розвитку академічної мобільності в українській і європейській системі вищої освіти. Методи дослідження представлені критичним аналізом теоретичного матеріалу та статистичних даних, а також рефлексією практичного досвіду в галузі магістерського навчання та соціальної інклюзії в сучасних умовах академічної мобільності суб'єктів університетської освіти.

Ключові слова: мобільність, магістерська програма, соціальна інклюзія.