

**EDUCATIONAL STANDARDS IN HIGHER EDUCATION ESTABLISHMENTS  
OF EUROPEAN COUNTRIES****L.Oleksienko**

Kremenchuk Mykhailo Ostrohradskyi National University

vul. Pershotravneva, 20, Kremenchuk, 39600, Ukraine. E-mail: oleksienko@mail.ru

**Purpose.** Analysis of the higher education standardization process in European Union countries. **Methodology.** The main methods of the research are analysis, systematization and summarizing. **Finding.** A genuine problem of modern higher education and the higher education standardization process in European countries has been clarified. Education standard is the main document that determines the aim and the content of the education as well as the main tools to evaluate the educational results. The outstanding education standard features and functions have been pointed out. Integration of countries into the European economic community and their accession to the world trade organization has an impact on the standardization process. There was a question if the educational system of European countries and the quality of specialists training correspond to the norms of the international standards. The goal of European standardization has been defined, the analyze of standardization process in European countries has been conducted in every country depending on the centralized or decentralized type of educational system, the education quality models historically formed in Europe have been considered. The models of the quality of education that historically were formed in Europe have been considered: "English" which is based on internal self-assessment of the academic community and "French" based on the external evaluation of University from the point of view of its responsibility for the society. It has been determined that in the united European system formation process the integration and unification of national educational systems are taking place. Study of the professional standards problem is closely linked to the concept of "qualification", therefore, of particular importance is the development and operation of qualifications frameworks, which play a key role in the development of the European higher education system. The qualification frameworks and their role in European higher education system development, goal, task and the main components of European qualification framework have been considered. The attention has been focused on professional standards and their most widely used types in European countries. **Originality.** The paper presents the analysis of the higher education standardization process in European countries. The European qualifications framework for education throughout life has been characterized, which is a tool for comparison of national classifications in the EU. **Practical value.** The results of the research can be used in the process of standardization of higher education in Ukraine to provide a higher correlation of educational standards in Ukraine with European and International standards of higher education. **Conclusions** The standards of higher education are of great importance for the qualifications framework creation and are a tool to improve the quality of educational services, and the main function of educational standards is a combination of qualifications with the labor market.

**Key words:** educational standards, standardization, qualification frameworks, professional standards.

**ОСВІТНІ СТАНДАРТИ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ЄВРОПЕЙСЬКИХ КРАЇН****Л. А. Олексієнко**

Кременчуцький національний університет імені Михайла Остроградського

вул. Першотравнева, 20, м. Кременчук, 39600, Україна. E-mail: oleksienko@mail.ru

Висвітлено актуальну проблему у сучасній вищій освіті – процес стандартизації вищої освіти у країнах Європейського союзу. Виділено характерні риси і функції освітнього стандарту. Визначено мету європейської стандартизації, проведено аналіз процесу стандартизації в європейських країнах в залежності від системи освіти у кожній країні – централізованої або децентралізованої, розглянуто моделі якості освіти, які історично сформувалися у Європі. Виявлено, що у процесі формування єдиного європейського простору відбувається інтеграція і уніфікація національних освітніх систем. Розглянуто рамки кваліфікацій, їх роль у розвитку європейського простору вищої освіти, мету, завдання, а також основні компоненти Європейської рамки кваліфікацій. Акцентовано увагу на професійних стандартах та їх типах, які є найбільш поширеними у європейських країнах.

**Ключові слова:** освітні стандарти, стандартизація, рамки кваліфікацій, професійні стандарти.

**PROBLEM STATEMENT.** Implementation of necessary education quality level is a government and society task in the educational policy. This is demanded by the labour market that imposes certain requirements to the specialists. At the present stage higher professional education aims not only to make the knowledge system available for the graduates and to form the skills and experiences but also to provide the adaptability to the contemporary market demands, to the new technologies, to form the skill of orientation in informational flow, willingness to upgrade professional qualification throughout life and to acquire the professional training standards successfully.

One of the integration tendencies and important sign of educational reform in European educational system is higher education standardization process. The way of formation the united educational system in the conditions of rising demands to education level, extending freedom of the higher education establishments, syllabus flexibility and variability development, competitive ability and professional mobility of the future specialists is a professional education standard. The primary goal of modern higher education is graduating the specialist who meets the standard of knowledge and professional qualifications.

The work objective is the analysis of the higher education standardization process in European Union countries.

**EXPERIMENTAL PART AND RESULTS OBTAINED.** In the world education practice the education standard is the main document determining education goal and syllabus, and also the general approaches to the education achievements assessment. V. Baidenko gives the most overall characteristic of the education standards in his monograph. In author's view, the education standard is characterized with:

1. the level of general and professional culture of the society;
2. formation the students' worldview that will be adequate to the contemporary knowledge level and to the educational program;
3. personality integration in the national and world culture;
4. the human and citizen formation integrated to modern society and driven to perfection of this society;
5. human resources reproduction and development in the society [5].

Education standard functions are the ways of its influence on education as a system, on the subjects of education process, and on the integrative forms of interaction between the "consumers" of education. V. Baidenko specificates the next functions of education standard: 1) supervising (regulation and rulemaking of educational system qualitative and quantitative characteristics that provide education control on the parts of personality, government, society, employer and so on); 2) developing (education process and educational policies optimization in the context of creating the special conditions to the personality for his/her relevant potential development); 3) forward-looking (facilitates to estimate education results objectively and thereby to provide education and knowledge prestige and enough "height" of education standard); 4) coherence (providing of interrelation and mutual dependence of all the education chains and levels in conditions of diversified educational system); 5) conversional (education quality internationalization that guarantees geographical mobility to the personality when it comes to his/her competence) [1].

Education standards are directed to:

- a) qualification design;
- b) state of the art working practices determination for the modernization purpose;
- c) moving the national labour market focus to the principally new areas, often to the service area;
- d) labour market analysis to find out the presence/deficiency of necessary skill and so on.

According to the opinion of European experts which analyzed the qualifications dynamics in modern world basing on the data of 32 European countries, the key aspect of education standards is their function of joining qualifications with the labour market [2].

Development, taking over and distribution of international standards are provided by the international standardization organizations: ISO (International Organization for Standardization) and IEC (International Electrotechnical Commission).

In Berlin communiqué (2003) the ministers of Bologna process member countries assigned to European higher education quality network through its members and with cooperation with European universities association and European higher education establishments association to develop coordinated standards, procedures and recommendations for quality; in the further studies they were called international standards of ISO 9000 group [3].

International agency ISO unites almost 100 member countries.

In educational system quality standards are designed on the base of international standards of ISO 9000 series. One of them is International Standard ISO/IWA 2 "Quality Management Systems. Guidelines for the Application of ISO 9001:2000 in Education". The standard given contains instructions for demands ISO 9001:2000 application in education establishments, and also the explanations about education quality control. The second standard edition was accepted in 2007 and is applicable till nowadays.

The goals of this document are:

- higher education procedure standardization;
- providing of stable monitoring of control process, maintenance of the documentation necessary for education process;
- guarantee of meeting the government requirements in education;
- guarantee of education service quality, academic staff quality and syllabus quality.

It should be pointed that education standards are not necessary regulatory documents and are created in Technical committees of International standardization association on the bases of the best standards.

Integration of the countries into The European Economic Community and their accession to World Trade Organization influenced the standardization process. The question of the suitability of European country educational system and the specialist training quality to the international standards threw sharp relief.

The European Committee for Standardization (CEN), European Committee for Electrotechnical Standardization (CENELEC) and European Telecommunications Standards Institute (ETSI) address the issue of standardization at EU level.

By mandate of European Commission and European Free Trade Organization (EFTA) the European Norm (EN) has been designed. It is validated by the European Standardization Committee and is harmonized and generally comprehensible.

The European standardization goals are:

1. concordance of national standards in EU member countries;
2. unified acceptance of the international standards by the EU member countries;
3. development of common international standards in the areas where international standards are not accepted [4].

The main organization that coordinates work on the higher education quality within Bologna process framework is European Association for Quality Assurance in Higher Education (ENQA). It has developed

the Standards and Guidelines for Quality Assurance in the European Higher Education Area based on these main principles:

- interest of students and employers and society in general, too, in high quality of higher education;
- key importance of establishments and institutes autonomy balanced by realization that autonomy brings very serious responsibility with it;
- system of external quality assurance should meet its purpose and not complicate the work of education establishments more than is necessary for the system to perform its tasks [3 p.9]

Besides European network of education quality guarantee the issues of quality are addressed by European Students' Union, European University Association, European Association of Institutions in Higher Education, individual representatives of subregional agencies of European education quality guarantee, students, universities and other higher education establishments to make quality guarantees in European higher education more transparent [5].

Historically the "English" model of education based on internal self-assessment of academic community, and "French" model based on external assessment of higher education establishment in the context of its responsibility to the society, were formed in Europe. In European countries the united system of institutional assessment of education establishment activities equivalent to the accreditation system in the USA is still missing. But the own approaches to the providing and assessment of higher education quality exist in every country.

European countries do not have the generally accepted education quality guarantee system at present but the approaches accepted by the majority of specialists are already formed. University community admits that the function of main quality assurance factors is fulfilled by: basic training of the students accepted into the university; accordance of academic programs to the education tasks; necessary qualification of teachers and operating personnel; suitability of present resources and educational environment to the tasks of education process and the syllabus to the academic programs offered by the education establishment; organization of education process that satisfies the modern tendencies of national and world economy and education best of all; relevance of graduates of higher education establishments to the education training tasks [7].

Consequently, it can be said that in the higher education establishments of European countries different variants of students training quality assessment are used and the higher education establishments can determine their own assessment system.

In the Common Education Space formation process the integration and unification of national educational systems are present.

The education parameters that should be unified in all the European space:

- stepwise manner of higher education development (commensuration of education levels and cycles);

- syllabus in every qualification direction and education level with the common European and national components in its structure;
- optimum way of organization the syllabus digestion (education process) to provide commensuration and reciprocal retention;
- credit-module and credit-transfer systems;
- unified standards of higher education quality;
- unified "measuring instruments" for assessment the education achievements and eventual and passing results of syllabus digestion. Every country can choose all the rest of the national educational systems perfection directions due to its own priorities of the social-economic development and social needs and demands.

Studies of the integration processes show that states unify their educational systems by easy stages [8]. Pursuance of education standards and diplomas nostrification delineation in European context is accepted as rational with regard to predicated youth migration and also the possibility of lifelong learning, reeducation, job search out of the home country [9].

In dependence of the educational system type in every country – centralized of decentralized – the standardization process is provided in different ways. For the countries with the centralized educational system (France, Germany, Poland, Ukraine, Greece, Italy, Portugal, Finland) standards realization is mostly provided in the form of education plans and academic programs authorized by the government. In the countries with decentralized educational system (USA, Belgium, Germany, Great Britain, Netherlands, Norway, Switzerland, and Sweden) education is differentiated due to the learners' interests and propensities, and national standards are principally new thing in these countries.

Study of professional standards problem is closely related to the "qualification" concept. Nowadays in the common European learning and education processes qualification is correlated not to the learning process but to the learning results, in other words, the complex of professional competencies due to the standards demands.

Apartness of European educational systems became the obstacle to the solution of Common European Space formation tasks. So development and functioning of qualification frameworks take on a particular importance.

Qualification frameworks play a key role in the European Higher Education Area development; in particular, they work towards:

- multilevel educational system development;
- academic programs development in higher education establishments;
- qualification acceptance.

Qualification frameworks are important for those who use qualifications, in particular, the learners and the employers.

Qualification frameworks:

- determine that the learners have to know and understand what they have to be able to do on the base of certain qualification. In other words – the qualification frameworks mean "generalized" education results

(learning outcomes) for qualifications (qualification group) of certain levels;

- illustrate the interrelation of the qualifications in the educational system, and how the person can get different qualifications gradually. In light of this, qualification frameworks are more focused on education results (learning outcomes) than on the process/procedures.

Qualification frameworks are called to be the instruments for:

- learners;
- developers of the higher education standards and higher education academic programs;
- appropriate national authorities.

Qualification frameworks should help the learners (students) to get qualifications gradually within the sphere of certain educational system as well as move between different systems. In this context the qualification frameworks are called to facilitate mobility within the sphere of certain educational system and mobility on an international level [10].

In European Higher Education Area qualification frameworks are forced into application on the common European and national levels and divided into:

- European qualification metaframeworks (European Higher Education Area Qualification Framework, The European Qualifications Frameworks for Lifelong Learning);

- National qualification frameworks that should include all the education qualifications (higher education qualifications) in national educational system.

Adoption of European qualification framework for learning throughout life as a metaframework and way of comparison of the national classifications in EU countries was quite logical.

The main tasks of European qualification framework are:

- establishment of general coordinate system for learning results and competence levels, for which purpose levels and their characteristics are formulated in general terms that provide coverage of all the qualifications diversity existing on the levels on national systems and areas;
- to become “the way of translation” that allows to compare education results in different systems;
- to set the general understanding of education quality aspect;
- to set the general coordinate system for the structures responsible for acceptance of education and learning results;
- to set the general coordinate system for the education and education establishments management bodies in comparison with education in another countries [11].

European qualification framework includes the components:

- learning cycles;
- description of the qualifications and learning outcomes;
- credit diapasons in European system of reciprocal accreditation of academic credits [12].

The learning outcomes and gained qualification are defined by means of descriptors. Descriptor is characterization of knowledge and skills gained by the person after finishing the academic program.

With regard to the number of descriptor levels and their characteristics for many countries modernizing their National qualification frameworks, European qualification framework is a sort of reference point.

Investigating the problem of elaboration and implementation the National qualification frameworks in Europe, D. Raffi accentuates their special aspects:

- one of the key frameworks priorities is support of European and international comparability;
- frameworks were designed according to the principles of European qualification framework and European Higher Education Area Qualification Framework;
- complex character of national frameworks indicates they are treated as main instruments of lifelong learning strategies support;
- frameworks play their role in gradual reforming of education and employment sectors;
- pragmatic approach to the learning outcomes considering expenses is typical for the frameworks;
- involving broad spectrum of persons interested in development, frameworks correspond mostly to the needs of education and learning sector and only partially to the employees and employers needs [13].

In general European qualification framework and National qualification frameworks created on its base are called to complete the tasks:

- to help the government to compare qualifications and to set the sustainable standards;
- to assure mobility (possibility of changing) the qualifications;
- to assure clarity about competences, skills and qualifications demanded in labour area;
- to contribute to the creation of quality mechanisms, for example, in case of their usage with a view of accreditation;
- to assure effective work of education structures by giving unified and understandable criteria of qualifications description and quality assurance mechanisms;
- to help the employers to determine the differences between national qualifications and qualifications without this status using the help of unified and understandable criteria of qualifications description and quality assurance mechanisms;
- to help the citizens in the description of their competence upon placement [14].

European Training Foundation program manager in Ukraine Timo Kuusela notices that the goal of European qualification framework is realization of the lifelong learning concept. Qualification framework is a basis for comparison and acceptance the education results (knowledge, competence) in different countries. The main idea implemented in this approach is: it does not matter what formal education was gained by the person (number of hours spent in the classrooms, programs, rules, procedures), the result is important – what and how well the person can do. The similar results can be

achieved by different ways: learning immediately at the workplace or independently, taking part in employers' training programs and so on [15].

It should be mentioned that qualification frameworks are not called to make national educational systems identical, but conversely their goal is to establish balance between common and nationally specific things. So the national qualification frameworks should not be completely identical but only have a lot of common.

During the last decade in Europe the concepts "qualification" and "standards" gain more and more interrelatedness. The acceptance of The European Qualifications Frameworks for Lifelong Learning – EQF where qualification is connected not to the learning process but to its result, i.e. complex of competences (learning outcomes) by given standards, was a momentum into this.

Qualification standards are the norms and demands that are applied for the qualification aspects:

- professional standards – determine the "main professions" describing professional tasks and operations and also typical competences for this profession;
- education standards – determine expected results of education process, academic program due to the syllabus, education tasks and plans and also learning methods and conditions, for example, is it provided at the workplace or in the education establishment;
- assessment standards – determine the object of assessment, criteria of successfulness, assessment methods, standards, and also the composition of the commission that awards the qualification.

Qualifications in almost all European countries are based on the standards taking these three aspects into consideration. Although the big difference in some aspects is present [16].

Nowadays in EU countries professional standards come to the fore in the context of professional-qualification point of view.

Three types of professional standards are prevailing in European countries:

1. professional standards in the form of complex classification system of main professions (France, Romania, Slovakia, Switzerland, Greece);
2. professional standards in the form of criteria for professional activity assessment (Belgium, Lithuania, Poland, Great Britain);
3. professional standards in the form of description of the profession that some qualification belongs to and joined with education standards (Bulgaria, Cyprus, Czech Republic, Denmark, Finland, Germany, Iceland, Ireland, Lichtenstein, Norway, Slovakia, Sweden).

Studying the education-professional standards in the context of reforming the specialists training system, S.Melnyk notices that building of national qualification systems is made on well-known and determined principles including EU countries. The problems of national and European qualification systems establishment are:

- presence of extremely diversified approaches to the academic qualification construction;
- applying different standard schemes of transfer from the academic to professional qualification, the

same demands to the employees do not exist everywhere;

- great "dispersion" of institutions responsible for the support of education and professional standards is observed (in the USA, in Great Britain they have recommendation character, in Germany the employers unions are responsible for development and implementation of the professional standards, in France typical professional standards are validated on the national level and so on);

- different approaches to the academic and professional testing are available. For example, in Ireland before the reform in 2002 one part of the qualifications was validated by the Education and Science Department, another part was validated by the universities, and third part – by the National Education Level Confirmation Council [17].

In European Union countries most of the qualifications do not meet the European qualification framework definition. After the acceptance of European parliament and European Council recommendation about the implementation of The European Qualifications Frameworks for Lifelong Learning almost all the countries taking part in the strategy "Europe 2020" move in this direction steadily.

In the end of 2012 16 countries finished the reorganization of their National qualification frameworks due to the European framework: Austria, Belgium, Croatia, Czech Republic, Denmark, Estonia, France, Germany, Ireland, Lithuania, Luxembourg, Malta, Netherlands, Portugal and Great Britain [2].

The implementation of National qualification frameworks of new generation in European countries is controlled by the national coordination centers especially opened in every country. The necessity of opening the centers of that kind was accentuated in European Recommendations about EQF implementation [18].

Lisbon Convention about the acceptance of higher education qualifications in European countries was approved under the auspices of the Council of Europe and UNESCO in 1997. Convention contains the definitions of main terms about higher education qualifications acceptance in Europe and principles of individual qualifications assessment; the authorized authority in qualification acceptance was determined and so on. For many EU countries the qualifications description problem is one of the primary objective ones.

So, the affirmed model of qualification and specialties description is the necessary base to every country upon the development of its own national educational system.

Nowadays in Ukraine the National Qualification Framework designed within the recommendations of the Council of Europe and European Training Foundation experts, is in operation. Its main task is perfection of the operating professional classifiers in Ukraine, assurance of higher classifications correlation with International Standard Classification (ISCO) and International Standard Education Classification (ISCED) in Ukraine. In our opinion, at this time the solution of the qualification problem is the main task for the national higher education and specialists training system.

**CONCLUSIONS.** The main task of modern higher education development in European countries is creat-

ing of common educational environment. The member countries of Bologna process apply the consistent approaches in implementation of the new goals and knowledge transfer and acquiring processes organization more and more widely. These methodological approaches have their goal in improvement of national educational systems, base of the qualification “transparency” principle and facilitate the academic mobility support. The higher education standards on the national level are important for creation the national qualification frameworks and are the instrument of education service quality improvement, and the main function of the education standards is joining the qualification with the labour market. In the Common Education Space formation process the integration and unification of national educational systems is observed. The standardization process is being provided in different way in every country depending on the educational system type – centralized or decentralized. The National qualification system development in Ukraine should help our country to improve the operating professional classifiers and to make them close to the European analogues.

#### REFERENCES

1. Baidenko, V. I. (1999), *Standarty v nepreryvnom obrazovanii: kontseptualnyie, teoreticheskiye i metodologicheskiye problem: monografiya* [Standards in permanent education: conceptual, theoretical and methodological problems: monograph], Research center of specialists training quality problems, Moscow, Russia.
2. Puhovska, L. P., Vornachev, A. O., Melnyk, S. V., and Kravetz, Yu. I.; edited by Puhovska, L. P. (2014), *Profesiyini standarty i kvalifikatsiyi u krayinah z vysokorozvynutoyi ekonomikoyu* [Professional standards and qualifications in the countries with developed economy], TOV “NVP Polygraphservis”, Kyiv, Ukraine.
3. *Standarty i rekomendatsiyi shchodo zabezpechennia yakosti v Yevropeyskomu prostori vyshchoyi osvity* [Standards and guidelines for quality assurance in the European Higher Education Area] (2006), Lenvit, Kyiv, Ukraine.
4. Fomichev, S. K., Starostina, A. A., and Skryabina N. I. (2002), *Osnovy upravleniya kachestvom: uchebnoye posobiye* [Quality management basics: tutorial], Iss. 2, Interregional Academy of Personnel Management, Kyiv, Ukraine.
5. Bilokopytov, V. I. (2009), *Internatsionalizatsiya vyshchoyi osvity ta zabezpechennya iyi yakosti yak pryoryetni zavdannya suchasnogo etapu rozvytku Bolonskogo protsesu* [Higher education internationalization and quality assurance as primary goals of Bologna process present stage development], *Pedagogichni nauky: teoriya, istoriya, innovatsiyi tehnologiyi*, A.S. Makarenko Sumy State University, Sumy, Ukraine. no.1, pp. 157 – 165.
6. Dobko, T., Holovyanko, M., Kaykova, O., Terzian, V., and Tihonen, T. (2014) *Kontseptsiya zabezpechennya vyshchoyi osvity v Ukraini (za rezultatamy proektu Tempus “TRUST” “Natsionalna systema zabezpechennya yakosti i vzayemnoi doviry v systemi vyshchoyi osvity Ukrainy”) Imperatyv yakosti: vchymosia tsinuvaty i otsynuyaty vyshchu osvitu: havchalnyi posibnyk* [Conception of higher education quality assurance in Ukraine (by the results of the «TRUST» Tempus project “National system of quality and mutual trust assurance in higher education system of Ukraine”) “Quality imperative: learning to appreciate and to evaluate the higher education”: tutorial], “Kompaniya “Manuscript”, Lviv, Ukraine, pp. 540 – 570.
7. Hrykov, Ye. M. (2012), “European, national and institutional context of development of higher education quality management in Ukraine”, *Osvita Donbasu*, No.1, pp. 13 – 21.
8. Stepko, M. F., Bolyubash, Ya. Ya., and Shinkaruk, V. D. (2004), *Vyshcha osvita Ukrainy i Bolonskiy protses: navchalnyy posibnyk* [Higher education of Ukraine and Bologna process], edit. by Kremen, V. G., Navchalna knyga, Ternopil, Ukraine.
9. Bilozero, M. V. (2013), “Analysis of European educational systems in the context of integration into the Common European Space”, *Theory and practice of state government*, Iss. 2 (41), pp. 1 – 9.
10. Zakharchenko, V. M. “Qualification frameworks design in Ukraine: analytical review” – available at [http://tempusprj.onma.edu.ua/dlzone/qantus/qf\\_201450324.pdf](http://tempusprj.onma.edu.ua/dlzone/qantus/qf_201450324.pdf)
11. Badarch, D. (2007), *Aktualniye voprosy internatsionalnoy garmonizatsiyi obrazovatelnyh system: monografiya* [Topical issues of international harmonization of educational systems: monograph], UNESCO Bureau in Moscow, TEIS, Moscow, Russia.
12. Fedorova, I. A. (2010), “Comparative analysis of national qualification frameworks in higher education area in Russia and EU countries”, *Omskiy nauchniy vestnik*, ser. Society. History. Modernity, No.2 (86), pp. 143 – 146.
13. Annual report. CEDEFOP Working Paper No 17 (2013), Luxembourg: Publications Office of the European Union, available at [www.CEDEFOP.europa.eu/EN/Files/6117\\_en.pdf](http://www.CEDEFOP.europa.eu/EN/Files/6117_en.pdf)
14. Blinov, V. I. (2006), “National qualification framework and professional training quality”, *Vestnik TGPU*, Iss. 10 (61), pp. 10 – 13.
15. Kuusela, T. (2012) “National qualification framework design – important achievement of educational community in 2011” – available at <http://www.kmu.gov.ua/control/en/publish/article>
16. Sergeeva, L. M. (2012), *Instytutsiyi profesiyno-tehnichnoyi osvity krayin Yevropeyskogo Soyuzu: navchalnyy posibnyk* [Institutions of professional-technical education of European Union countries: tutorial], Art Economy, Kyiv, Ukraine.
17. Melnyk, S. V. (2008), *Osvitnio-profesiyini standarty v konteksti reformuvannya systemy pidgotovky kadriv* [Educational-professional standards in the context of reforming the specialists training system], Virtualna Realnist, Lugansk, Ukraine.
18. Ministry of Science, Technology and Higher Education, (2010), “The framework for higher education qualifications in Portugal”, available at [http://www.dges.mctes.pt/NR/rdonlyres/90DBE647-5CB6-4846-B88F-101180D9E425/4933/FHEQPortugal\\_22Nov\\_2010.pdf](http://www.dges.mctes.pt/NR/rdonlyres/90DBE647-5CB6-4846-B88F-101180D9E425/4933/FHEQPortugal_22Nov_2010.pdf)

**ОБРАЗОВАТЕЛЬНЫЕ СТАНДАРТЫ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ  
ЕВРОПЕЙСКИХ СТРАН**

**Л. А. Олексенко**

Кременчугский университет имени Михаила Остроградского

ул. Первомайская, 20, Кременчуг, 39600, Украина E-mail: oleksienko@mail.ru

Рассмотрена актуальная проблема в современном высшем образовании - процесс стандартизации высшего образования в странах Европейского союза. Выделены основные черты и функции образовательного стандарта. Определена цель европейской стандартизации, проведен анализ процесса стандартизации в европейских странах в зависимости от систем образования в каждой стране – централизованной или децентрализованной, рассмотрена модель качества образования, которая исторически сформировалась в Европе. Выявлено, что в процессе формирования единого европейского пространства происходит интеграция и унификация национальных образовательных систем. Изучены рамки квалификаций, их роль в развитии европейского пространства высшего образования, цель, задания, а также основные компоненты Европейской рамки квалификаций. Сделан акцент на профессиональные стандарты и их виды, наиболее распространенные в европейских странах.

**Ключевые слова:** образовательные стандарты, стандартизация, рамки квалификаций, профессиональные стандарты.

Стаття надійшла 7.04.2017.