

УДК 37.014.25:378.4(4)(09)»71»

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ПАРТНЕРСТВО ЄАУ У СФЕРІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

EUA'S PARTNERSHIP IN HIGHER EDUCATION QUALITY ASSURANCE

В статті обґрунтовується важливість вивчення досвіду Європейської асоціації університетів в процесі забезпечення якості вищої освіти, визначаються різні напрямки діяльності ЄАУ. Аналізуються особливості співробітництва між Європейською асоціацією університетів та іншими світовими організаціями у сфері вищої освіти.

***Ключові слова:** контроль якості вищої освіти, співробітництво, партнерство, альянс, освітня організація.*

В статье обосновывается важность изучения опыта Европейской ассоциации университетов в процесс обеспечения качества высшего образования. Анализируются особенности сотрудничества Европейской ассоциации университетов с различными мировыми организациями в сфере высшего образования.

***Ключевые слова:** контроля качества высшего образования, сотрудничество, партнерство, альянс, образовательная организация.*

The paper explains the importance of studying the experience of European University Association (EUA) in the process of ensuring the quality of higher education. It determines different directions of EUA's activities in higher education and in the process of promoting the policy of universities at different levels. The peculiarities of EUA's cooperation with different world-famous organisations in the sphere of education are analysed. It emphasizes the value of such partnership.

***Key words:** higher education quality assurance, cooperation, partnership, alliance, educational organization.*

European University Association (EUA) is a famous educational organisation which fully upholds the values and principles enshrined in the Magna Charta Universitatum signed in Bologna in 1988. As a centre of expertise in higher education and research, it supports universities by promoting policies to enable them to respond to growing expectations regarding their contribution to the future development of a knowledge society for Europe; advocating these policies to decision makers at different levels; informing members of policy debates affecting their development; developing knowledge and expertise through projects that involve and benefit individual institutions; strengthening governance, leadership and management of institutions and developing partnerships in higher education and research between Europe and the rest of the world so as to strengthen the position of European universities in a global context [1].

EUA is the official representative of the university sector in the Bologna process and as such, participates in numerous working groups or consultative bodies within that framework.

The European University Association works closely with UNESCO's regional bureau in Bucharest (The United Nations Educational, Scientific and Cultural Organization which purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture to further universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter) – the UNESCO European Centre for Higher Education (CEPES) – and is a member of its Advisory Board. It takes part in all CEPES activities. It must be emphasized that European University Association has served on the International World Conference on Higher Education (WCHE) Follow-up Committee since its creation in 1999. EUA is a partner in the organization of the UNESCO Forum on Higher Education in the Europe Region to be held in May 2009 as a preparatory meeting to the 2009 WCHE. EUA also contributed to the process leading to the drafting of the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education. Finally, EUA is a member of the UNESCO/NGO (NGO – Non-governmental organisations) Collective Consultation

on Higher Education and attended the eighth and ninth consultations (2003 and 2005) of this body. EUA addresses, at the European level, questions relating to internationalization in higher education, guarantee of quality, research, mobility and new information and communication technologies, which are in keeping with UNESCO's worldwide concerns. Its participation in the implementation of higher education programmes is essential as regards acknowledging sensitivities and regional integration. Most of the cooperation during the period under review was via CEPES (European Centre for Higher Education) as the Association was represented on its Board. It coordinated in partnership with CEPES the report of the European Regional Forum (Palermo, 1997) preparatory to the World Conference on Higher Education (1998) and to whose follow-up it actively contributed with regard to the quality of higher education and in the context of the collective consultation on higher education. CRE's (former name EUA) COPERNICUS programme gave rise to the Global Higher Education for Sustainable Partnership (GHESP), launched in cooperation with the Association of University Leaders for a Sustainable Future (ULSF) with a view to enlisting the support of the universities and higher education institutions in the cause of sustainable development. Cooperation with UNESCO was also in evidence through the support accorded to the COLOMBUS Programme (launched in 1987 by CRE and the Association of Latin American Universities (AULA). It took part regularly in the sessions of the International Conference of NGOs and also in the international consultations organized in conjunction with the major world conferences. From 1996 and 2001, the main part of the cooperation between the CRE and UNESCO was organized through the CEPES, the European University Association being represented at its Council. The European Forum on Higher Education, held in Palermo in 1997, was organized collectively by the offices of Bucharest and Geneva, the Director-General of UNESCO concluding the proceedings with a view to the World Conference of 1998. The Palermo's report, issued with the support of the CEPES, was the European contribution to the World Conference, conference where most of the delegations of European countries were organized by the CRE. Since then, the Association, under its new shape of EUA,

played a role in the follow-up of the World Conference, contributing in particular to the discussions on the quality of higher education in view of its experience of the strategic evaluation of universities in Europe [3].

Thus, it is an undisputed fact that much of EUA's external work is conducted through the alliances with higher educational organizations. Let's look at one more example of EUA's partnership, known as the "E4 group", which consists of the European University Association (EUA), the European Network for Quality Assurance (ENQA), the European Association of Institutions in Higher Education (EURASHE) and European Students' Union (ESU). It works on a regular basis together on issues of mutual interests and concern and is considered a highly influential and well-respected partner in European higher education. EUA has a strong partnership with above-mentioned organizations and cooperates on a number of projects including institutional relations and evaluation programmes. In the year 2008 the E4 Group organisations launched EQAR (The European Quality Assurance Register for Higher Education) at the request of European ministers of education in Bergen (2005) and London (2007) to improve the quality of European higher education and to promote greater student mobility. The EQAR is the first legal entity created in the context of the Bologna Process and, in addition to the E4, has a number of signatory countries, BUSINESS EUROPE and Education International as members. The European Quality Assurance Register for Higher Education (EQAR) aims to provide the public with clear and reliable information on quality assurance agencies operating in Europe, and the register is therefore web-based and freely accessible. A lot of projects EUA launches thanks to above-mentioned cooperation [2].

So, cooperation with a lot of educational organisations and alliances takes an important place in the activities of the European University Association. It greatly helps the association to play an important role in higher education quality assurance in Europe and beyond its borders. EUA develops partnerships to strengthen the position of European universities in a global context. It takes part in different kinds of educational activities, trying to support its members in tackling societal challenges:

from reforming the structure of degrees, defining development strategies, assisting an increasingly diversified student population, responding to labour market needs for increased knowledge transfer, reinforcing leadership and strengthening professional management practice.

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