

3.7. Autonomous university in the system of modern social and economic relations

University autonomy is one of the important historical foundations of democracy in Europe. The pluralism and viability of the European education system are largely due to the fact that autonomous universities are one of its basic components. The reform of national science and education must meet the modern needs of society's development, namely to ensure the national education system modernization by improving its quality and promoting competitiveness of domestic educational services in the European market.

In the international practice, autonomy of the university is based on the principle of academic freedoms. Academic freedom is the independence of educational process subjects in the maximum permissible limits, parity in the relations between teachers and students, maximally democratic teaching process, the student's right to choose training courses beyond a certain amount of compulsory, as well as the teacher, the right of the department and and teacher to form the academic discipline content, the right of teachers to elect the heads of a faculty or institution, as well as the university's autonomy in the educational process organization , etc. The level and nature of academic freedoms is the indicator that characterizes reforms in higher education in any country.

University's autonomy will promote:

- Ukrainian orientation on European integration;
- improving the quality specialists of training, their competitiveness and responsibility to society;
- raising the standards of intellectual creativity;
- a real connection between academic and university science.

An integral part of the university's autonomy is the financial component³²⁰.

The Lima Declaration defines three key aspects of the university's financial autonomy:

1) financial independence and the ability to form independently, in related activities, their own behavior as an integral part of the universities autonomy content;

2) the states should take all possible measures to plan, organize and introduce a free higher education system to all graduates of secondary education institutions and other people who can prove their ability to study at this level;

3)the effective use of academic freedom and the coordination with responsibility requires a high degree guarantees of higher education institutions

³²⁰ Про основи національної безпеки України: Закон України // Офіційний Вісник України. — 2013. — № 29. — Ст. 1433.

autonomy. Therefore, states must not interfere in the autonomy of higher education institutions and prevent the interference of other society forces.

Instead, there is little in common with the situation in Ukrainian higher education, in which the issue of financing higher education institutions (hereinafter - HEIs) is carried out, in fact, in manual mode due to unclear criteria of state procurement through the "Procrustean bed" of the State Treasury transactions. Especially since in the conditions of national economy recession, the centralized system of payments through the State Treasury leads to a delay in the universities calculation, this significantly limits their financial capabilities. This is the most painful point in the universities autonomy in Ukraine, which offsets its essence and today is irresistible in the existing system of coordinates of higher education legal regulation.

Autonomy is one of the three basic principles of European universities, which is stated in Magna Charta Universitatum, that has already been signed by nearly 400 rectors of higher education institutions, 14 of which are Ukrainian. At the same time, understanding the very concept of autonomy, its breadth, and ways of working in conditions of autonomy is different depending on the country, historical background, traditions and culture in the universities themselves, forms of ownership, the general situation in the country³²¹.

The situation with the financial autonomy of universities and government orders in Ukraine is as follows. In Ukraine, for unknown reasons, the issue of a state order is regulated by a separate law, although the subject of regulation concerns, in fact, the key financial aspects of higher education system. After all, based on the state order, there is a process of the university financing. The Law itself on the formation and placement of state orders for the specialists, scientific and pedagogical and labor personnel training, training and retraining of personnel (hereinafter - the Law on state order, LSO) contains only four articles, one of which regulates the procedure for its entry into force, although its provisions could find their place in the Law on Higher Education (hereinafter referred to as "LHE")³²². Of course, there are the frameworks defined in the Article 64.1 (4) LHE, which can be conventionally called the rule 100 / 10,000 or 180 / 10,000: universities of I-II accreditation level funding, based on the rate of 100 students per 10 thousand population, and HEIs of III-IV accreditation level - 180 students per 10 thousand of population³²³.

The main problem of determining the state order is that it is a matter of legislative regulation of university's autonomy limits. As a fundamental freedom, the

³²¹ Навчання у ВНЗ очима студентів (Загальноукраїнське опитування студентів). – Фонд Демократичні ініціативи ім. І. Кучеріва, 2011. – Режим доступу: <http://dif.org.ua/ua/polls/2011-year/erthet5yk7tl;htm>

³²² Про вищу освіту: Закон України від 01.07.2014 № 1556-VII // zakon.rada.gov.ua.

³²³ Офіційний сайт Державного комітету статистики України. Режим доступу: <http://www.ukrstat.gov.ua/>

autonomy of universities may be limited by law, should be sufficient and appropriate to achieve legitimate goals, to ensure the quality of education, in particular educational services in accordance with the due process of law.

However, by its nature, the LSO is a framework law, because it neither defines the criteria for the state commission formation, nor mentions the principles of organization and procedure of their activities, sending these questions to the by-law, that is, to the order of the state order. Therefore, the Methodology of the average training cost of one skilled worker, specialist, postgraduate student or doctor is approved.

European and world experience are determined by the following criteria. The main directions of higher education system development in developed countries were largely determined by two main trends: the centralization of management and the diversification of higher education institutions types and their curricula, accompanied by decentralization of management at the regional and municipal levels. Centralization in the nationwide scale was due to the growing role of higher education in ensuring competitiveness of the countries in world markets, the increase in the cost of higher education and the need in solid control over the state funds expenditure, as well as increased requirements for the quality of education and research³²⁴.

Centralization of higher education management has found its concrete expression in the national policy development in this area, the strategy for the universities and other higher education institutions development, the establishment of priorities in the financial resources allocation, the implementation of state programs to assist students. These tasks were solved by the central public administration in the field of higher education: in the United States - by the Ministry of Education, in Japan - by the Ministry of Education, Science and Culture, in the UK - by the Ministry of Education and Science, in France - by the Ministry of National Education, in the GFR - by the Federal Ministry of Science and education³²⁵.

Regional authorities include plans for the higher education development in the plans for economic development of the regions. In many countries, there are coordinating bodies in the field of education - in the United States, for example, there are coordination councils in a number of states, in Germany - a permanent conference of land ministers, in France - the national council for higher education and research, in the UK - the committee of vice chancellors and rectors of universities, etc. State

³²⁴ Про зовнішньоекономічну діяльність: Закон України від 16 квітня 1991 р. № 959-ХІІ // Відомості Верховної Ради УРСР. – 1991. – № 29. – Ст. 377.

³²⁵ Глобальные трансформации и стратегии развития: Монография. / Белорус О., Лукьяненко Д. и др. - К.: Ориане, 2012. - 424с. (Перевод с украинского издания 2012 года).

control at the same time is one of the management methods, and the autonomy of the university is one of management functions^{326, 327, 328, 329}.

At the beginning of the 20th century, university autonomy became an academic tradition for all European universities. Getting autonomy, universities assume responsibility for the quality of learning and research. A number of experts in the West argue that such changes in government-university relations are due to the idea of "economic rationalism", according to which market mechanisms are faster than the state, they increase the efficiency of university management.

Based on the gained experience, it is possible to define the main elements of the autonomy concept, the success of which can be achieved by reaching the balance of rights and responsibilities between the state and universities³³⁰:

1. Scientific autonomy.
2. Educational autonomy.
3. Administrative autonomy.
4. Financial autonomy.

Finally, it is necessary to emphasize that the basis of establishing the universities autonomy process should be the awareness that autonomy is not only a right, but even more to a greater extent, the growing responsibility of the university and of its employees towards society as a whole.

The analysis of the university autonomy and academic freedoms problem suggests that in developed countries this problem requires additional substantiation. Moreover, recently there have been new factors that made the search for optimal solutions that would satisfy the state, the academic community, society as a whole more complicated. The most important among these factors is the tendency towards the mass character of higher education. Under these conditions, the state, interested in strengthening the position of the country in the world, cannot completely abandon interference in the affairs of higher education. World experience confirms that, although the use of market relations forces educational organizations to act responsibly, it is impossible to identify and fully realize the needs of society in the training of specialists by means of market principles alone.

The effective development of university autonomy in Ukraine on the basis of European and world experience requires the following steps:

³²⁶ Про основні засади здійснення державного фінансового контролю в Україні: Закон України від 26 січня 1993 р. № 2939-XII // Відомості Верховної Ради України. – 1993. – № 13. – Ст. 110.

³²⁷ Official web-site of Higher Education Funding Council for England [<http://www.hefce.ac.uk/>];

³²⁸ Transparent Approach to Costing Guidance. – The Joint Costing and Pricing Steering Group. [<http://www.jpmsg.ac.uk/guidance/>];

³²⁹ University Autonomy in Europe. European University Association. [<http://www.university-autonomy.eu/>].

³³⁰ Рейтинг прозорості національних ВНЗ. – Центр дослідження суспільства, 2014. – с. 12.

1. Development and adoption of legislative acts that will give legitimacy to the processes of liberalization of higher education management system, increase the university autonomy. Delegating of a part of managerial competences from the central level to the local, decentralization of the education system.

2. Promoting and stimulating the development of universities as active market players and the associated learning of new practices: obtaining loans, contracting with industrial corporations, creating commercial programs and affiliated education institutions in cooperation with other universities.

3. Strengthening and developing the European integration function of universities, social and economic encouragement of universities integration into the European educational space.

4. Creation and development of intermediary organizations, to those the state (Ministry of Education and Science of Ukraine) delegates part of its own powers, and higher education institutions alienate a part of their autonomy.

5. Implementation of the university's activity independent assessment practice involving foreign experts, and determine the amount of funding on its basis.

6. Development of higher education institutions' ratings formation criteria, which will correspond to world and European practice.