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### **ORGANIZATION OF HIGHER ENVIRONMENTAL EDUCATION IN UNIVERSITIES OF UKRAINE AND FRANCE: COMPARATIVE PEDAGOGICAL ANALYSIS**

#### **ABSTRACT**

*The article deals with the organization of higher environmental education in France and Ukraine. The main elements of the pedagogical comparison between the two countries have been defined. Scientific and educational literature analysis devoted to the study of specific aspects of environmental education in universities of both countries has been done. Regulatory and legal framework for environmental training in these countries has been researched. The structure of higher education and the ecological system of educational levels both in Ukraine and France have been stipulated. Basic elements of a comparative analysis of higher environmental education in Ukraine and France have been characterized. The main areas of environmental education in universities of France and Ukraine have been determined. Principles of higher environmental education in France, based on the systems of laws and regulations, have been outlined. The importance of design and styling concept of environmental education has been proved. The main reason for increasing trend to expansion of environmental education at various university departments and levels of education has been defined. Milestones of higher environmental education in France and Ukraine have been determined. After the comparative analysis of higher environmental education in France and Ukraine common features of higher education in these countries have been outlined.*

**Key words:** *diploma, higher education, environmental education, regulatory framework, training, environmental structure of higher education, educational qualification level, university.*

#### **INTRODUCTION**

The process of internationalization of social life in the modern world, the dynamic development of national economies, increased competition, profound changes in employment places, new demands on the quality of training in ecology define a constant need for improving their professional qualifications and mobility. Integration into the global economic community necessitated the approximation of quality of professional education in Ukraine and in the proceeding countries of the world's community, particularly in France. In this context, the priority importance belongs to comparative educational research, the relevance of which in domestic pedagogy is due to examination of professional training in ecology.

#### **THE AIM OF THE STUDY**

The aim of the article is to analyze the formation and development of higher environmental education in French universities, as well as to identify key elements of a comparative analysis of higher environmental education in France and Ukraine.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

For this study scientific works which deal with higher environmental education are very important, including research of such scientists as H. Avramenko, V. Andruschenko,



G. Belyavskaya, V. Dobrovolsky, A. Fedorenko, L. Lukyanov, M. Malishko, O. Romanovsky, S. Shmalyey and others. The study of the features of higher university education (in the context of the development of the European Higher Education) was done by O. Hmil (Хміль, 2010) and V. Tsytko (Ціпко, 2008) and others. Comparative analysis of level education both abroad and in Ukraine was done by V. Kazakov, L. Puhovskaya etc. To formation of ecological competence of students were dedicated studies of such scholars as H. Buchanan, L. Rudenko, L. Titarenko etc. Environmental competence as a part of professional competence was investigated by G. Bordovskyy, N. Buchanan, L. Lukyanova, N. Olejnik, S. Starovoit etc. In France, the pedagogical principles of environmental education were researched by D. Bachelard, D. Charron, J. Charron, M. Devle, A. Meunier, J.-P. Robin, A. Rossh etc. The issue of selecting and designing the content for Environmental Education was studied by D. Burg, J. Harry, D. Who, etc. Methodological bases for research in higher school of France in the field of environmental education were discussed in the works of P. Ahese, E. Bonfim, Zh. Dorst, K. Dreyfu, G. Koyin, B. de Zhuvenel and others.

Conducting the research we have used methods such as benchmarking, which has revealed common and different features of higher environmental education in Ukraine and France; historical and pedagogical analysis, which allowed us to determine the main stages of the evolution and modernization of higher education in environmental sphere; sociological, which allowed us to read the current state of the problem and extend the empirical basis for the further analysis.

Despite the wide range of thematic researches, the problem of comparison of higher environmental education of Ukraine and France has not been the subject of systematic researches, which led us to the choice of the theme of our article.

## RESULTS

Between systems of higher environmental education in Ukraine and France in our opinion there are both some similarities and differences. Therefore, we have identified the following three key elements of comparative analysis of two countries: the regulatory framework of higher environmental education as well as environmental structure of higher education system and educational levels (Fig. 1).

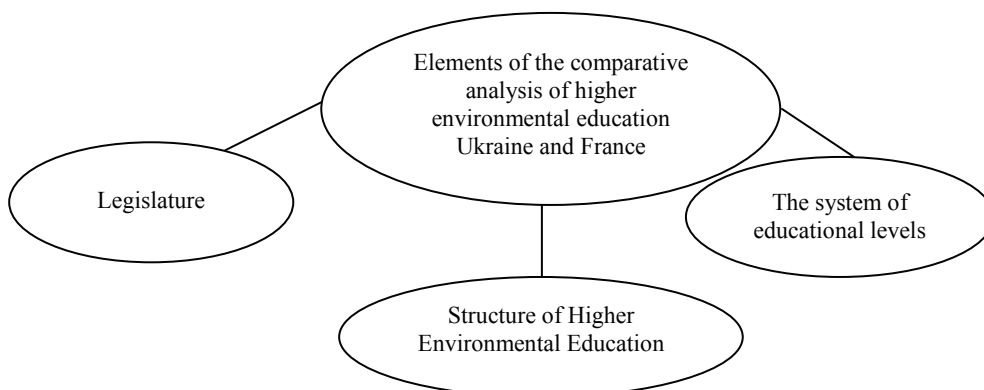


Fig. 1. Basic elements of comparative analysis of higher environmental education in Ukraine and France

Higher environmental education in Ukraine is based on the levels of degrees. Higher educational establishments of the 1<sup>st</sup> and 2<sup>nd</sup> accreditation levels (Technical and vocational



Schools, Colleges) and the 3<sup>rd</sup> and 4<sup>th</sup> levels (universities, institutes, academies) provide fundamental professional, scientific and practical training on environmental education and qualification levels of junior specialist, bachelor, specialist and master. Higher environmental education is regulated by the Ministry of Education and Science of Ukraine.

A regulatory framework of higher environmental education has been formed in Ukraine. In particular, there are provisions for state university education (1996), the concept of environmental education in Ukraine, the Law of Ukraine “On Higher Education”, Regulations on the organization of the educational process in higher education (1993). The purpose of higher education in Ukraine is formulated in Article 42 of the Law of Ukraine “On education” and lies in the fact that “... higher education provides the fundamental scientific, professional and practical training, giving educational and professional levels to citizens according to their desires, interests and abilities; improves scientific and professional training, retraining and upgrading ...” (Закон України “Про освіту”, 1996).

The first direction of “Ecology” in Ukraine was approved in 1994. Since 1997 the training for educational qualification of “Bachelor” degree on specialty of “Ecology and Environment” (070801) began (Рідей, 2011).

In 2002, in accordance with modern international requirements for the protection of nature and trends in the science and practice the concept of environmental education was developed in Ukraine. It is supposed to create highly effective training system for citizens to address environmental problems in the country; its fundamental idea is the formation of ecological culture of the individual and society. The Concept states that the preparation of citizens with a high level of environmental awareness, environmental awareness and culture should be one of the main tools in dealing with extremely acute ecological and socio-economic problems in Ukraine (Міністерство освіти і науки України, 2002).

In accordance with the Bologna Declaration in Ukraine the restructuring of higher education and the transition to a two-degree system of education – bachelor and master – has been introduced. Among the strategic objectives of moderations of higher education in the context of the Bologna process are: providing informational educational process and access to international information systems.

In 2008 with the expansion of the spectrum needs of environmental experts the specialty (040106) “Ecology and Environment” was replaced by the specialty “Ecology, Environmental Protection and Sustainable Use of Natural Resources”.

Nowadays professional ecological education in Ukraine universities is engaged in various levels of accreditation. According to the Law of Ukraine “On Education” and the Regulation on the educational and skill levels, as well as the needs of the labor market, training system of ecology in our country consists of the following educational levels: “specialist”, “bachelor”, “professional” and “master”.

Thus the structure of higher environmental education in Ukraine can be presented as in Table 1.

Local universities are engaged in environmental training in two aspects: the first – training professionals who know the concept of the ecology laws and a man’s place in the natural state of ecosystems; the second – environmental training for a specific industry or field of activity (Білецька, 2003). The first aspect of training is typical for most national and state universities, economic and humanitarian universities, the second – to universities, technical and technological types, agricultural and educational.

In the context of mainstreaming the needs of the integration of all aspects of life in our country an important task of modern environmental education in Ukraine is the process of



modernization of the semantic and methodological aspects of its activities. Under these conditions, the study and understanding of global trends in higher education, improving the network of higher education institutions are of great theoretical and practical importance and make the basis for forecasting and environmental development of national higher education in the context of adoption of European educational standards. In developing a strategy for higher environmental education in Ukraine experience of higher environmental education that France gained during the reform process is particularly important.

**Table 1**

Structure of higher environmental education in Ukraine

The structure of education		Levels (degrees) Certificate of Education	Study period (years and ECTS credits )
Doctoral Degree PhD		Diploma PhD	–
Postgraduate Degree		PhD Degree	≥ 3 years
Higher Education	Full high education	Master's degree Diploma	1–2 years (60–120 ECTS)
		Specialist's degree Diploma	1–1,5 years (60–90 ECTS)
	Basic high education	Bachelor's degree Diploma	3–4 years (180–240 ECTS) 2–3 years diploma from a junior specialist
	Incomplete Vocational education	Junior's Vocational degree Diploma	2–3 years (120–180 ECTS) 3–4 years on the basis of basic secondary education

Compared with Ukraine, France differs on the one hand, with a large variety of types of higher educational institutions, on the other hand – with a quite uniformed and centralized system of higher education. It should be noted that in France the term “higher education” is interpreted differently than in Ukraine. Receiving a bachelor's degree in high school is considered to be the first step of higher education. Firstly, because you are awarded by the Jury headed by a university teacher, and secondly, because only with a bachelor's degree one can enter the university.

Fundamentals of higher environmental education in France are based on logically constructed systems of laws and regulations.

The concept of education in the field of environment at the universities of France meets the basic position put forward by the World Commission on Environment and Development civilization, which states that “education in the field of the environment should be included in other disciplines of educational institutions at all levels. “The total demand of all educational programs in ecology is the maximum number of interdisciplinary connections. The need of intersubject studies at university level course is confirmed by NAP science environment. It recognizes that the current environmental policy on the environment has generated an increasing need for scientists and professionals of this kind.

Since 1990, guided by the decision of the regional workshop on the integration of environmental education with conventional university education in Europe (7–10 June 1988 in Brussels), the International Environmental Education Programme of UNESCO, as well as recommendations from the Center of Human Ecology at the Free University in Brussels France increased tendency to expand environmental education at various university departments and levels. In 2002, the National Assembly and the Senate adopted the law “On the job training” in which education in France was proclaimed a national cause and pointed out that a necessary condition for the existence of any society is the restoration of its workforce, including the environmental field.



In 2005, all French universities moved to a new system of higher education LMD (Licence – Master – Doctorat). Education is organized by semesters and academic units (unite d'enseignement) (Шульга, 2006). Thus, educational units can meet different items or combine several items, and are divided into basic (or compulsory), secondary (or optional) and free. Each university received the right for making its own package of educational services (offre de formation) as a set of specializations (parcours), leading to obtain national diplomas. Organization of education's "areas of knowledge" (domaines), common to all universities, has been refined. It combines several disciplines into "specialties" (specialites), allowing you to identify the main direction of education, and the "majors" (parcours), which highlight some features of specializations and clarify the competence acquired by students during training.

To confirm the knowledge gained in France and in the Ukraine the European credit transferring system (ECTS), which has been successfully tested and used all over Europe, is in practice. Certificates are issued in the presence of a certain number of "credits". For example, to obtain a Master's degree a student in five years of study must collect at least 300 credits.

It is interesting that the leading role in the structure of higher education in France is occupied by universities, where tuition is divided into short and long term. Short-term programs elect 30 % of the owners of a bachelor's degree who, after two years of study, provide graduates with the opportunity to start a professional career. Students, who studied for long-term applications built on consecutive cycles, at the end of each cycle were given a national diploma.

Thus, the present scheme of higher university environmental education in France can be represented as in table 2.

**Table 2**

Structure of higher environmental education in France

Years of studying	Degrees	Training period/ Quantity of ECTS	Diplomas/ Degrees	Levels
+9	Doctor 3	9 years	PhD degree	Doctor
+8	Doctor 2	8 years/16 semesters 480 (ECTS)	PhD degree	
+6	Doctor1	6 years	State PhD Diploma	
+5	Master 2	5 years/10 semesters/ 300 (ECTS)	Master in scientific researches	Master
+4	Master 1	–	–	
+3	Lisence 3	3 years/6 semesters/ 180 (ECTS)	License of general university training, Professional License	–
+2	Lisence2	2 years/4 semesters	Univeristy technological diploma (DUT) Diploma of higher technician (BTS)	License
+1	Lisence 1	–	–	
Secondary education+bachelor's degree				

It is important that higher environmental education in France students can acquire at universities and high schools and specialized high schools, for example, university institutes of technology, universities, professional institutes, etc.; and higher education in France is characterized by variation in certain specialties and "regionalization of education" (Рудишин, 2008).



Milestones of higher environmental education in France and Ukraine are presented in Table 3.

**Table 3**

Ukraine	France
1994 – approved training course “Ecology”	1976 – opened section in Ecology CNRS (National Centre for Scientific Research in France)
1997 – started training educational qualification “Bachelor” on the specialty “Ecology and Environment” (070801)	1982 – proposed amendment of section 29 “Environment” to be changed for section 32 “biology of populations and ecosystems”
1998 – creation and start working group on drafting a standard for Environmental Education	from 1990 – increasing tendency to expand environmental education at various university departments and levels
1999 – name change to the modern environmental specialty “Ecology and Environmental Protection”	2002 – National Assembly and the Senate adopted the law “On the job training”
beginning 2002 – approved the concept of environmental education in Ukraine	2004 – National Programme on Environmental Education for Sustainable Development (EEDD – Education a l’environnement pour un développement durable) implemented in all high schools

Now we will present comparative characteristics of higher environmental education in France and Ukraine (Table 4).

**Table 4**

Higher environmental education in France	Higher environmental education in Ukraine
Common features	
Availability of public and private higher education institutions.	
The academic year has two semesters, starting in September and ending in June.	
The curriculum of the public universities are standardized at the level of the Ministry of Education	
Subjects for specialty end examination. Examinations shall immediately upon completion of the course of lectures.	
The quality of teaching is monitored at national level by the Ministry of Education.	
Much attention is paid to independent work.	
Common system of ECTS credits	
Differences	
Higher education includes three levels LMD (licence – master – doctor – License, Master, Doctor)	Higher education includes four basic levels of “specialist”, “bachelor”, “professional”, “master”
The student himself chooses an individual curriculum, adding required courses (Unites de valeur) and elective subjects (Modules optionnels)	Individual program is composed by the University

### CONCLUSIONS

The study conducted by the author found out that the foundation of environmental education in France is the principles of flexibility and continuity. The system of environmental education in France, unlike in Ukraine, is characterized by information saturation and realized on the basis of different concepts.

It was found out that the leading place in the structure of higher environmental education in France is occupied by universities, where the training is divided into short and long terms.



After analyzing the elements of higher environmental education in two countries, we have found out that in comparison with Ukraine, France differs on the one hand with a large variety of types of higher education institutions, and on the other hand – with a centralized system of higher education.

The author has identified the structure of education, its basic rates, levels, training periods, characterized European system of credit transferring system ECTS.

Summarizing the results of the study, it should be noted that the main goal of training future environmentalists in French universities is the focus on solving the ecological problems of the country.

A promising area of future research is the issue of the European dimension of French universities' environmental education.

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