Higher Education in Ukraine:

Past Overview, Present State

and Future Perspectives

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31 January 2023

Outline

1. Overview of the Development of HE in Ukraine.

2. Modern reform of the higher education system.

- a) 2014 Law on Higher Education;
- b) implementation of the Law;

3. Current challenges of HE in Ukraine.

Major priorities of the Law on Higher Education (2014):

1) higher education reform

2) stronger levels of English

Law on Higher Education (2014):

financial and administrative autonomy of universities;	alignment on education cycles (Bachelors – Masters – PhD);	national quality assurance system;	national HE standards;
implementation of the European Credit Transfer System (ECTS);	using Learning Outcomes for competence-based and student-centred approaches;	improved student governance in HE;	providing academic mobility for students and staff.

Challenges in implementation of the law

long-established nature of the post-Soviet HE system

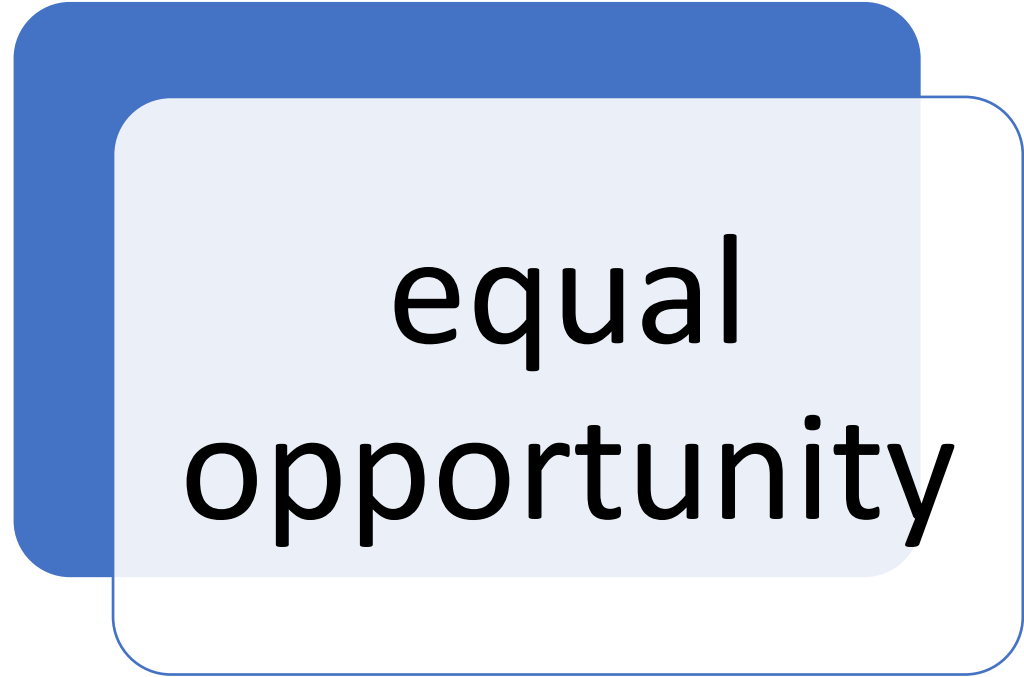continued war conflict in Ukraine's eastern region (2014-2022)

Russia's full-scale invasion of Ukraine (2022)

# Goals of the education reform

quality education

equal opportunity

Main tendencies of HE development

1. Structural reform of the higher education system

2. Institutional autonomy and leadership

3. Financial reform

4. Quality

5. Integration of Higher Education and Research

6. Higher education links to the labour market

7. Professional development of higher education staff

8. Students' roles

9. Integration of Ukraine into the global research and higher education area

10. Pandemic challenges

11. War challenges

Dynamics of number of HEIs by ownership
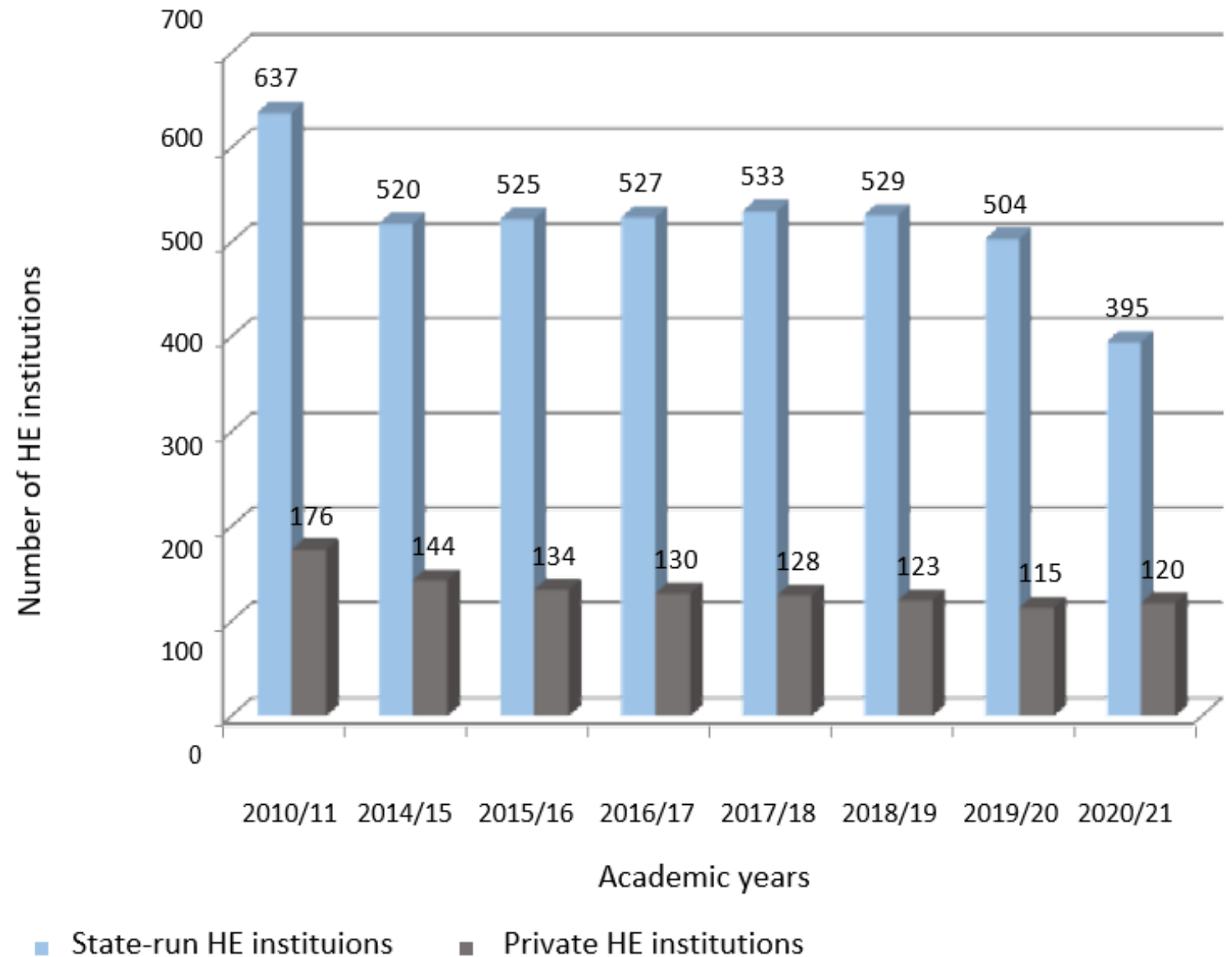
Regional distribution of HE applicants by place of study in the 2020-2021 academic year, %

Source: based on data from the State Statistics Service of Ukraine
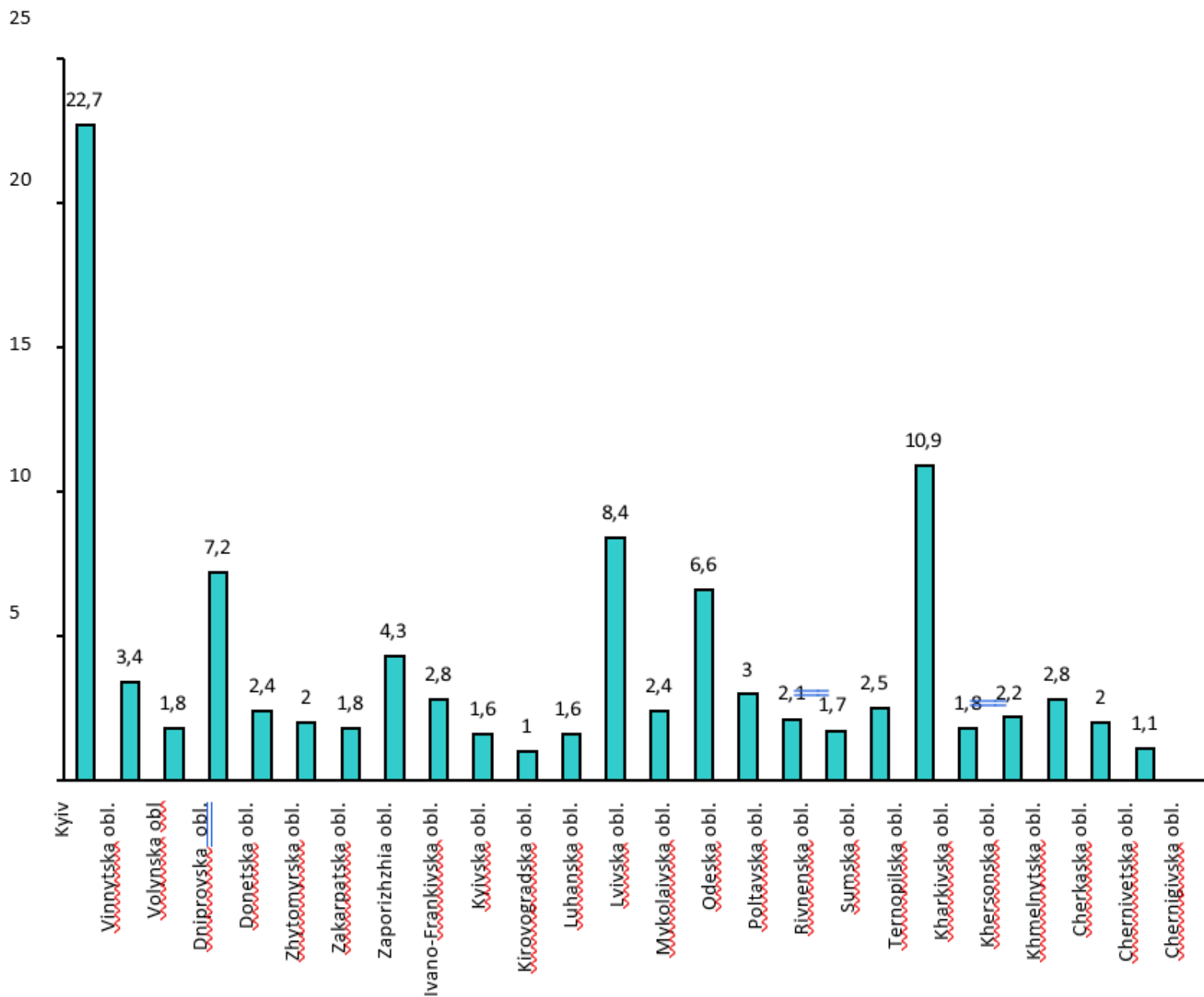
## 2. Institutional autonomy and leadership

Democratization of institutional management and governance envisages devolved and distributed leadership in which rectors, staff and students have defined roles and responsibilities.

3. Financial Reform

- the Ministry of Finance retains strong central control of money.

- the Ministry may prove extremely resistant to ceding financial autonomy to universities.

4.Quality: using remote technologies

Do you use technology in the classroom with your students?
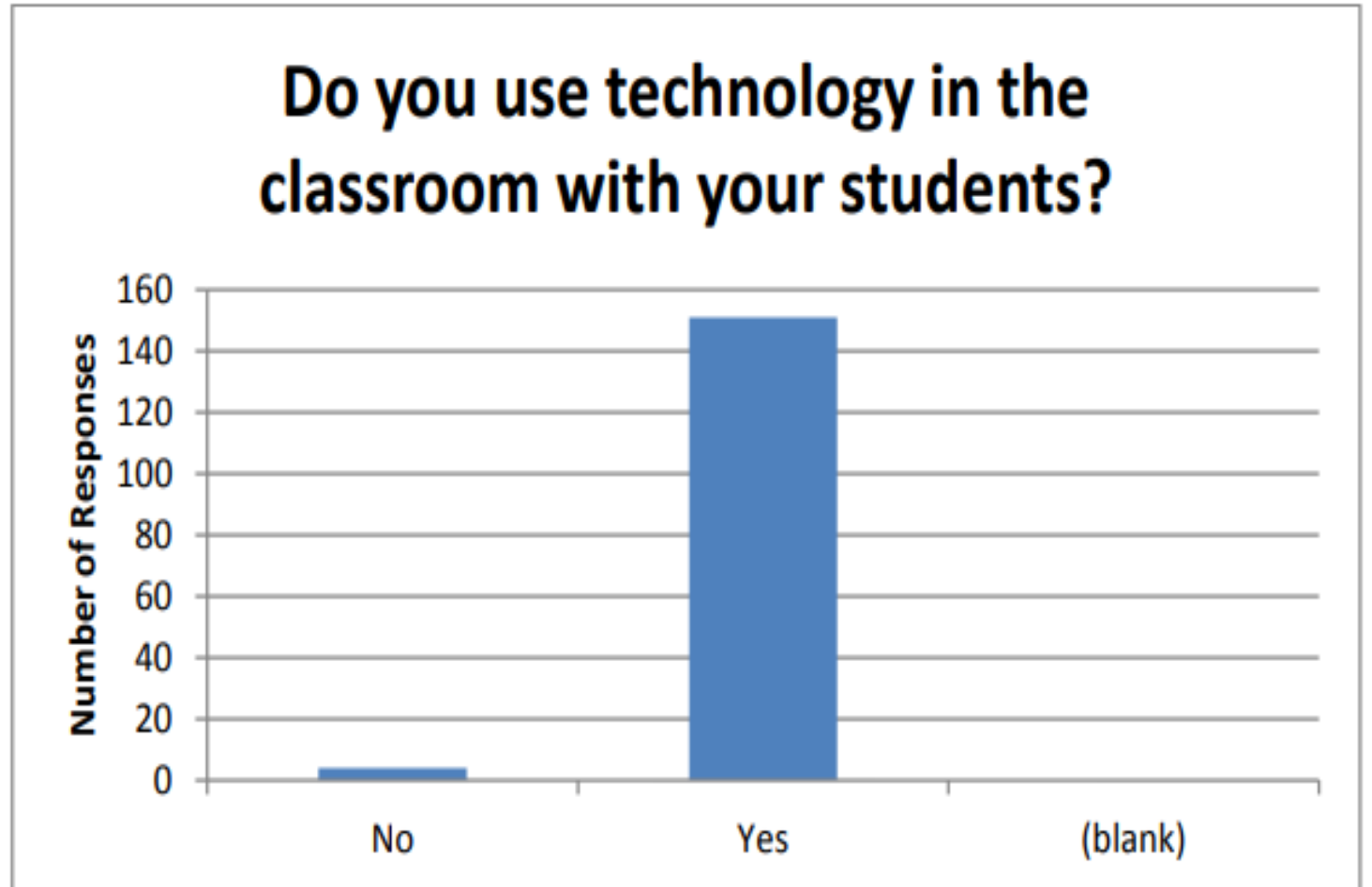
4.Quality: using remote technologies

Do your students have access to the internet in the classroom to complete learning activities?

Number of Responses

140	
120	
100	
80	
60	
40	
20	
0	

No   Yes   (blank)
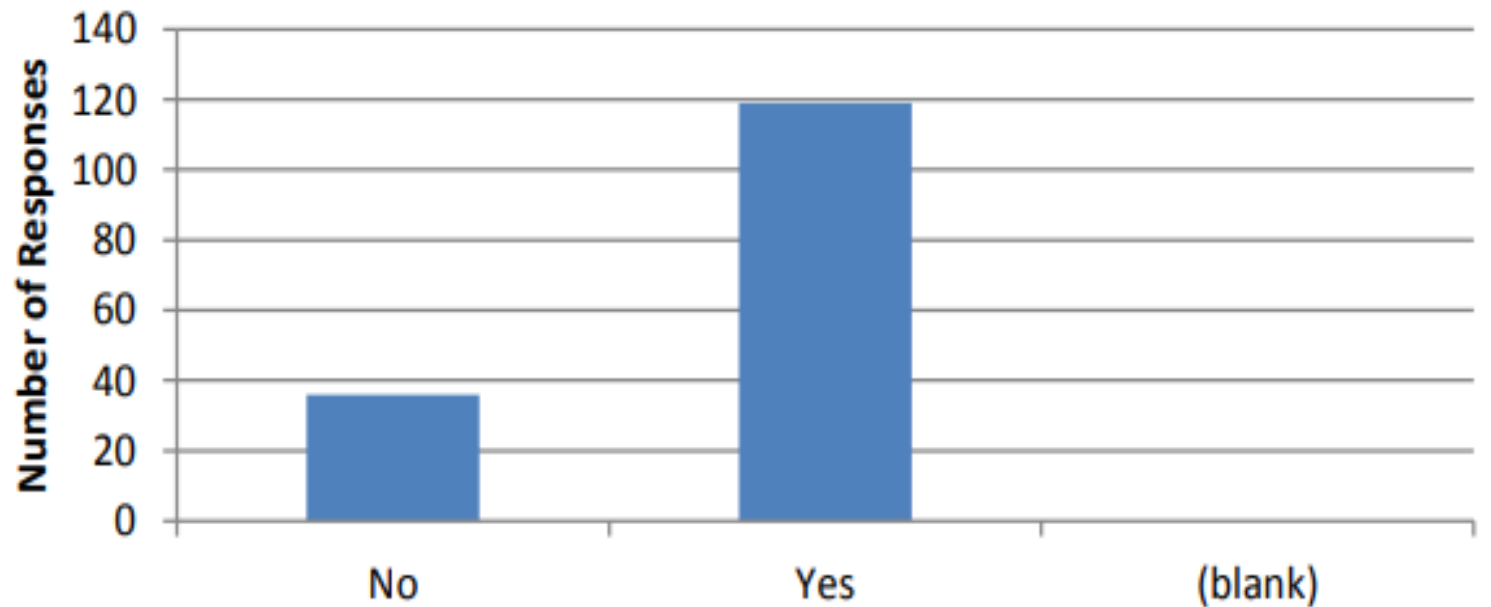
4.Quality: assessment methods

	Use This Method	Do Not Use This Method	Not Aware of this method
Written summative examination at the end of each semester	111	31	
Open book/Open notes examinations	32	83	2
Structured Examinations (e.g. Multiple Choice/ True-False)	87	41	1
Essays (in examination or coursework)	90	41	5
Reviews or Annotated Bibliographies	23	83	15
Oral examinations (vivas)	86	45	1
Oral presentations	116	25	
Competency based assessment of practical skills (performance)	78	40	12
Report (e.g. lab report/case study report)	72	50	4
Portfolios	31	78	12
Individual projects	118	22	2
Poster display	37	74	4
Assessment of artefacts (e.g. products of task: computer programme/ object/artwork/ mathematical solution)	47	71	5
Assessment of process (e.g. the process of product design)	41	71	9

5.Integration of HE and research

- The major proportion of research funding is allocated to the Academies (93%), while the majority of PhD holders (70%) work in the universities.

- The Ministry wrote:

'*We must bring research and development back to universities, because higher education cannot exist without research and vice versa. Real universities …. must not only teach and issue degrees but also carry out academic research.*'

6. HE links to the labour market

How much do you agree or disagree that the teaching in your discipline helps students develop the following skills?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Disagree Strongly
Working with others (teamwork)	75	65	1	11	2
Leadership	39	73	31	7	2
Judgement and decision making	53	76	21	2	1
Communicating using appropriate media and language	59	77	16	3	0
Analysing information and/or data	73	73	7	1	0
Critical thinking	64	76	14	1	0
Complex problem solving	50	68	34	1	0
Creativity	68	65	16	4	1
Independent learning	52	82	18	3	0

7. Professional development of the academic staff

Teaching staff are given opportunities to discuss and reflect together upon good teaching practice
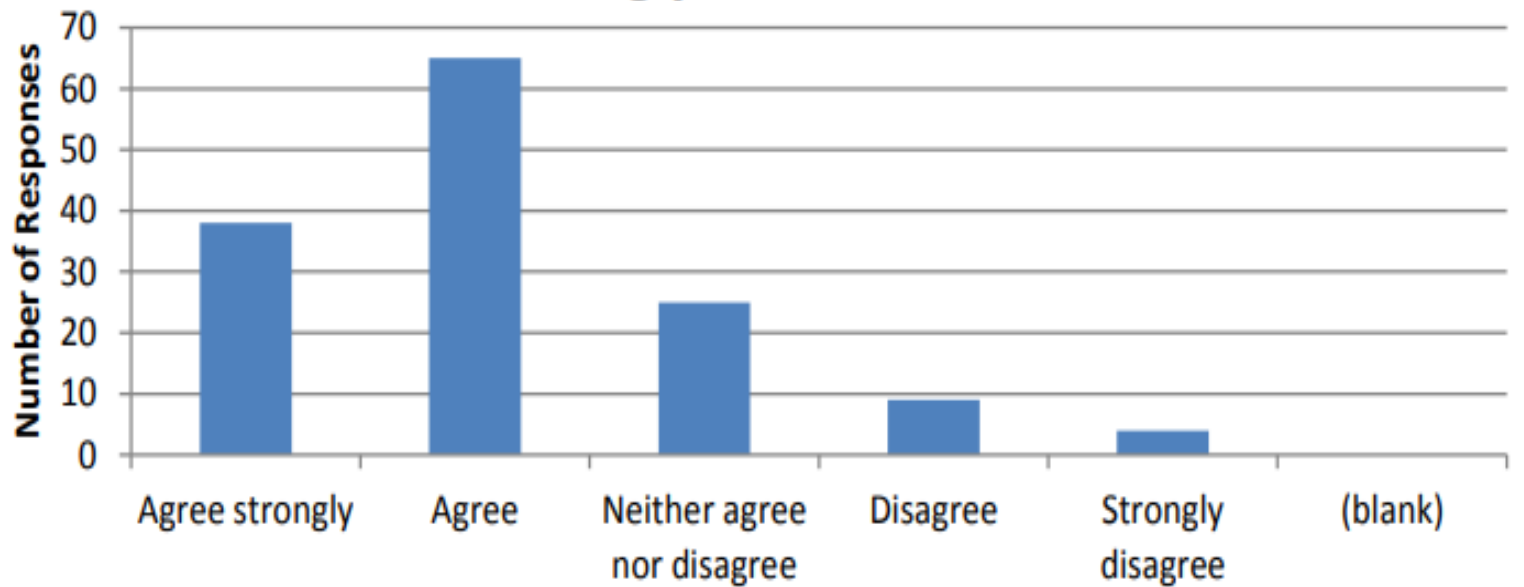
Suggestions on content for Teaching Excellence Programme

- IT, including presentations, using VLE, open and distant learning, MOOCs, lecture-capture, gaming

- New and innovative teaching methods (theory and practice), including student-centred and interactive approaches, group-work, using simulation and role play, peer learning, problem-based learning

- Assessment practice, learning outcomes, portfolios, avoiding plagiarism

- Developing language skills

- Theories of learning, student motivation, memory, facilitation skills, inclusivity, student as partners

- Development and assessment of student graduate attributes, creativity, critical thinking

- Teacher self-development, well-being, collaborative approaches, time management, mentoring, giving and receiving feedback

- Teaching evaluation

- Networking and working with employers

- Lecture and presentation skills

- Quality assurance and enhancement

8. Students' role

- Students participate at national level through membership of the National Quality Assurance Agency - of the 25 NQAA members, **two** are student representatives, elected by the student body.

- Within HEIs, student representatives vote in the election of rectors, as well as being members of academic councils and working and advisory bodies.

Year 2022

9. Integration into the global research and HE area

Two Ukrainian universities are in the top 500 places in the world league tables:

- Kyiv National University named after Taras Shevchenko

- V.N. Karazin Kharkiv National University

European and Euro Atlantic Integration:

1. Framework programmes for research and innovation (**Horizon Europe**) and initiatives of the European Commission (**European Green Course**)

2. Programme on research and study of Euratom

3. European Organization for Nuclear Research (CERN)

4. NATO program "Science for peace and security"

5. EUREKA international programme

6. Bilateral scientific competitions

7. List of current agreements, contracts, memoranda

8. COST Association (European Cooperation in Science and Technology)

10. Pandemic challenges

Online mode of work

Change in the structure of the organization and conducting classes and use of Virtual Learning Environment:

- lack of IT equipment

- lack of training

- lack of confidence in using IT

11. Wartime challenges

Problems of HEIs

- survival;

- adaptation to new conditions;

- how to retain students;

- appropriate quality of education.

Damaged and destroyed educational institutions

TOTAL: **3126** educational institutions

destroyed completely **337**

43 destroyed HE institutions

HELP
KARAZIN
UNIVERSITY

KHARKIV, UKRAINE, 2022

Mariupol State University

Universities of Mykolaiv

Volodymyr Dal
East Ukrainian National University

Oleksandr Ratushniak

Associate Professor of the Faculty of Ukrainian Philology, Foreign Languages and Social Communications, Central Ukrainian University

Students studying in shelters

Learning in the shop with the access to the Internet and at home during blackout

Main problems of the HE system in Ukraine

1) War disruptions;

2) losing quality and prestige of HEIs;

3) weak interaction and trust between participants of the educational process and stakeholders;

4) rapid outflow of school-leavers abroad;

5) a gap between the knowledge acquired and the possibility of using it in practice;

6) Losing demand among technical and technological applicants;

7) complication of practical training of HE applicants and targeted training of specialists at the request of employers.

Achievements of HE in Ukraine

1) expanding the autonomy of HEIs;

2) implementation of a student-centered approach;

3) expansion of students' opportunities in forming an individual educational path;

4) qualitatively new culture of HE and a transparent procedure for accreditation;

5) involvement of employers and stakeholders in the educational process;

6) internationalization of activities of HEIs (training, teaching and scientific research);

8) reforming postgraduate studies according to European standards.

Thank you for attention!