

The System of Higher Education in Ukraine: the new attempts to overcome institutional crisis

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The general sense of the problem

“Today, the European Higher Education Area has officially been launched, in this context, we note that the Bologna Process of creating and further developing this European Higher Education Area has help redefine higher education in Europe.

To address the great societal challenges, we need more cooperation among higher education and research system of the different world regions. While respecting the autonomy of higher education institutions, with their diverse missions, we will therefore continue our dialogue and engage in building a community of practice from which all may draw inspiration and to which all can contribute”.

(Bologna Policy Forum Statement. Vienna, March, 12, 2010)

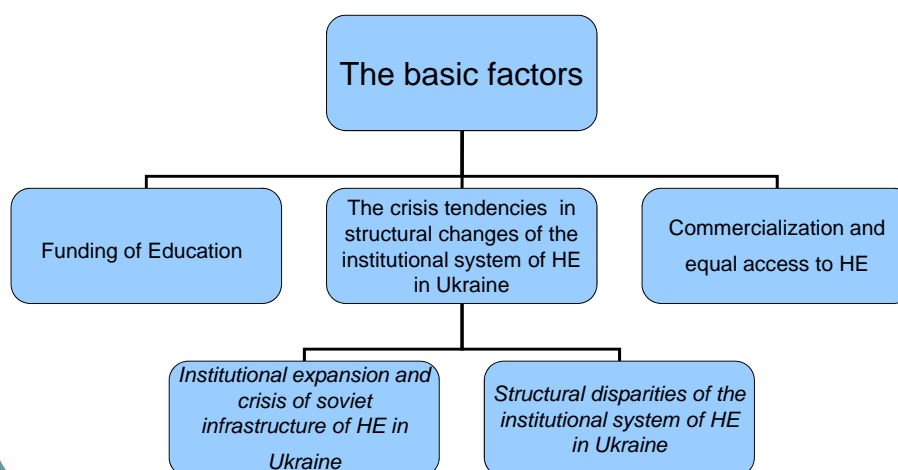
Taking into account the content of Vienna Statement, the general sense of the problem is: ***how successfully redefine the system of higher education in Ukraine under the context the Bologna Process.***

Higher Education System of Ukraine: main institutional orientations and challenges 2005-2011.

Ukraine joined the Bologna Process in 2005. Current institutional orientations and challenges include:

- 1) introduction of the innovative institutional structure, three-cycle system and joint degrees (Bachelor –Master – PhD);
- 2) establishing programmes for foreign students;
- 3) aligning university programmes with Bologna structure;
- 4) development of the national qualifications framework for lifelong learning;
- 5) implementation of the Diploma Supplement in the EU/CoE/UNESCO format;
- 6) creation of the national QA agency;
- 7) increasing outward and inward mobility;
- 8) assuring portability of student grants and loans;
- 9) provision of equal access to higher education;
- 10) curriculum reform with a view to the needs of employers;
- 11) promotion of cultural values and democratic ideals;
- 12) Ukrainian government's efforts to create and develop an elite system of higher education through the creation of new institutional networks: 1) the network of "national" universities; 2) the network of "research universities";
- 13) preparation of the new version of The Law "On Higher Education" (adopted by participants of the National Congress of Educators. 27-28 October, 2011)

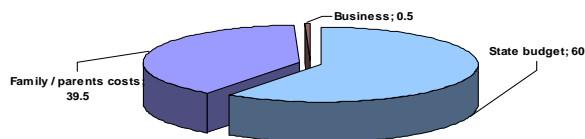
The basic factors of the institutional crisis of the system of HE in Ukraine



The basic factors of the institutional crisis of the system of HE in Ukraine

Funding of Education. Funding of education is priority of State planning of expenditures . But today crisis situation is stipulated by some specific difficulties which express the following parameters

- 1) elaboration of a multi-source funding system
- 2) stimulations of investments, sponsorships and charitable contribution to education
- 3) application of market economy norms and payment system
- 4) identification of priorities in the funding of education
- 5) tax examinations for education activities with the reinvestment of collected amounts in the educational process
- 6) ensuring a better economical and social status for teaching and research staff



Rate of State budget in Ukrainian GDP in 2010 – 27%

In former USSR in 1989 – 52%

European countries in 2010 – 40-50%

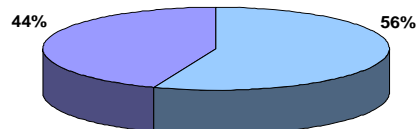
5 Ukrainian financial-industrial groups produced in 2010 more than 70% GDP

The basic factors of the institutional crisis of the system of HE in Ukraine

2. The crisis tendencies in structural Changes of the institutional system of HE in Ukraine

2.1. Institutional expansion and crisis of soviet infrastructure of HE in Ukraine.

- In 2011 Ukrainian system of higher education organizations involves 842 (926 in 2004) - higher education institutions of 1-1Y accreditation levels. The total number of students is near 2,7 mln. The network of State's institutions of Higher Education in Ukraine includes 469 professional colleges, academies and universities. The sector of municipal or private institutions of HE was also considerably enlarged – to 373 (private sector involves - professional colleges; 105 - academies and universities).

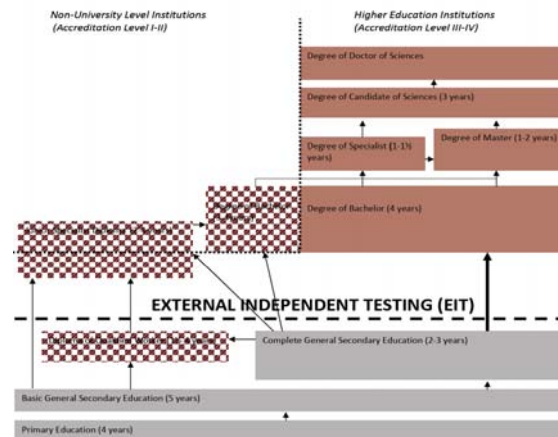


- The sector of state's institutions of Higher Education - 469
- The sector of municipal or private institutions of Higher Education - 373
- The total - 842

The basic factors of the institutional crisis of the system of HE in Ukraine

2. The crisis tendencies in structural Changes of the institutional system of HE in Ukraine

2.2 Structural disparities of the institutional system of HE in Ukraine: junior specialist – bachelor – specialist – master – candidate of science



The basic factors of the institutional crisis of the system of HE in Ukraine

3) Commercialization and equal access to HE

Dramatic social consequences of the present situation of increasing commercialization of HE institutional system in Ukraine

- First dramatic consequence is determined by limitations of the state's budget concerning education programmes. It is well-known that in former USSR education of all students was covered by budget resources. But in 2008-2010 only near 60% bachelors from the state's academies and universities were educated by budget money. Another part of bachelors were educated on commercial base. Small size of student's fellowship - 70USD (560 UAgrn) was only near 50% of minimal living standard.
- Second dramatic consequence is determined by limitations of the family budget. According to recent sociological data 67% families identify themselves as "poverty-stricken families". Annual income of such families is near 2400USD. But annual payment for bachelor education in most part of HE institutions has relative size – from 800 to 2500 USD. Small annual income is a real obstruction to obtain education loan from banks. Today only 10-15% families in Ukraine have sufficient money for payment 2000-4000 USD for bachelor education at elite universities.

The new attempts to overcome institutional crisis

The new attempts to overcome institutional crisis

Introduction into practice the new version of The Law "On Higher Education".

Realization in 2012 Governmental Statement " On Research Universities"

Encouraging and supporting activity of Ukrainian Rector's Association

Elaboration of the innovative National Research Projects oriented to Quality of HE problem in the aspect of empirical evaluation

Attention to the phenomena of "a student's learning biography" and attempt to join to EUROSTUDENT Project

The new attempts to overcome institutional crisis

1) Introduction into practice the new version of The Law "On Higher Education".

The affords in this direction may create the new possibilities: a) for legitimating of the innovative institutional structure, three-cycle system and joint degrees (Bachelor –Master – PhD); b) for establishing of the legal status of the private sector of HE.

2) Realization in 2012 Governmental Statement " On Research Universities"

In February 2010, the Cabinet of Ministers of Ukraine adopted a special Decree N163 on the establishment in 2011 of a new elite network - 14 "Research Universities". This Decree provides the following measures :

- increasing the budget of the new Research University by 30%;
- enlargement staff scholars which enable to provide innovating scientific investigations minimum to 300 researchers;
- setting minimum amounts of research funding - 20 million UAH. (2 million Euro);
- the formation of innovative technical parks.

Unfortunately, current economic and financial crisis in 2010-2011 was a serious obstacle for successful implementation of the Governmental Decree on Research Universities.

The new attempts to overcome institutional crisis

3) Encouraging and supporting activity of Ukrainian Rector's Association

This institute of civil society is important for further development of the university's autonomy in Ukraine. Now Association consists of 152 Ukrainian universities. The key problem of Association is how transform its advisory status and representative functions to administrative and managerial functions.

4) Elaboration of the innovative National Research Projects oriented to Quality of HE Problem in the aspect of empirical evaluation

- *Assistance from Teaching Staff*: accessibility and helpfulness
- *Curriculum*: 1) structure and organization of courses, (2) didactics, (3) quality and content of courses
- *Course of Study*: compliance with schedule, skill enhancement, adequacy of requirements, difficulties enhancement
- *Facilities*: rooms, computers, library, equipment
- *Tuition fees*: existence, evaluation usage and consequences

The new attempts to overcome institutional crisis

5) Attention to the phenomena of "a student's learning biography" and attempt to join to EUROSTUDENT Project.

The key elements of the EUROSTUDENT Project have been adopted and introduced by Prof. Andrii Gorbachyk in the Students' Life Monitoring Survey (Taras Shevchenko National University of Kyiv, 2008-2011).

● The eight main topic areas covered by the EUROSTUDENT

Access to HE

- 1) Demographic characteristics
- 2) Access routes
- 3) Socio-economic background

Study conditions

- 4) Accommodation
- 5) Income and support
- 6) Expenses
- 7) Employment and time

Mobility

- 8) Temporary international mobility

Some positive and critical remarks concerning of efficiency of the EUROSTUDENT Project

Dr. Dominic Orr – Leader of International Coordination EUROSTUDENT:

“The eight main topic areas covered by the EUROSTUDENT attempt to describe a student’s learning biography from entrance into a higher education system, to study conditions during studies, and finely to exit from higher education system. Temporary mobility is indeed a separate activity, but strongly dependent on study conditions.

A blind spot in EUROSTUDENT’s assessment of the social dimension – there is no data available for student graduation. This is due to the fact that the surveys carried out within the EUROSTUDENT project collate responses from a cross-sections of students during their study period and it is not possible to know anything about their graduation” (3, p. 83).

References

- 1) Bologna Policy Forum Statement. Vienna, March, 12, 2010. – Vienna: Bologna Policy Forum, 2010.**
- 2) Vasyl Shynkaruk. Principal trends of modernization of higher education structure in Ukraine. – Kyiv: MES of Ukraine, 2008.**
- 3) Dominic Orr. Capturing the social dimensions in European higher education. The contribution of Eurostudent // Quality and Equity in Higher Education – International Experiences and Comparisons / Tino Bargel, Monika Schmidt, Holger Bargel (eds). – Konstance, 2009, pp. 81-88**