



Educational Policy in Ukraine

Alexander Belyakov, Olena Chornoivan, Nataliya Dromina-Voloc, Yaroslav Prytula

Outline

- ◆ Where we are?
- ◆ Bologna process
- ◆ Introduction of nation-wide external independent testing system
- ◆ Amendments to the Law on Higher Education
- ◆ Challenges
- ◆ Proposed policy innovations

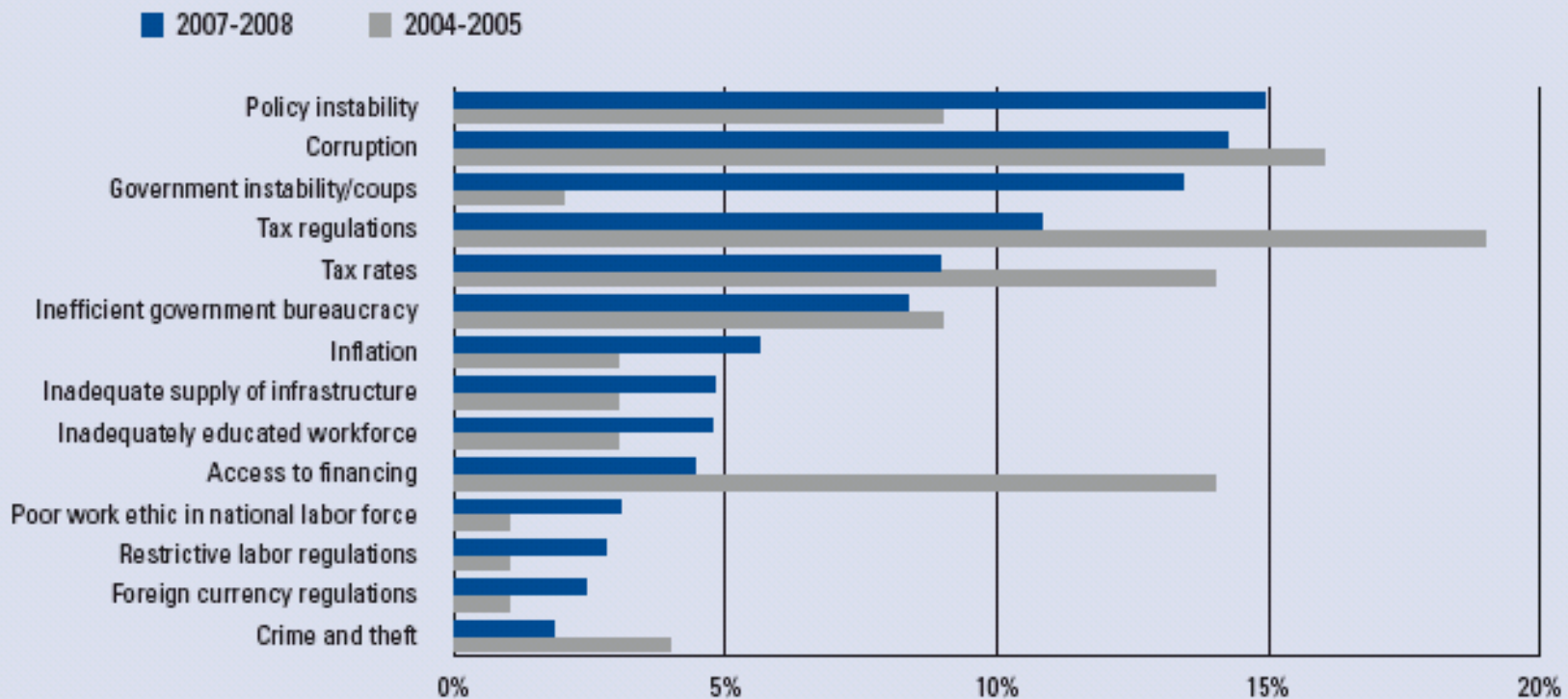
Public interest to HE

It is worth to note that within last year public interest in HE issues rose considerably, mainly due to wide discussion of new external independent testing system.

Where we are?

Global Competitiveness Index: 73rd place out of 131.

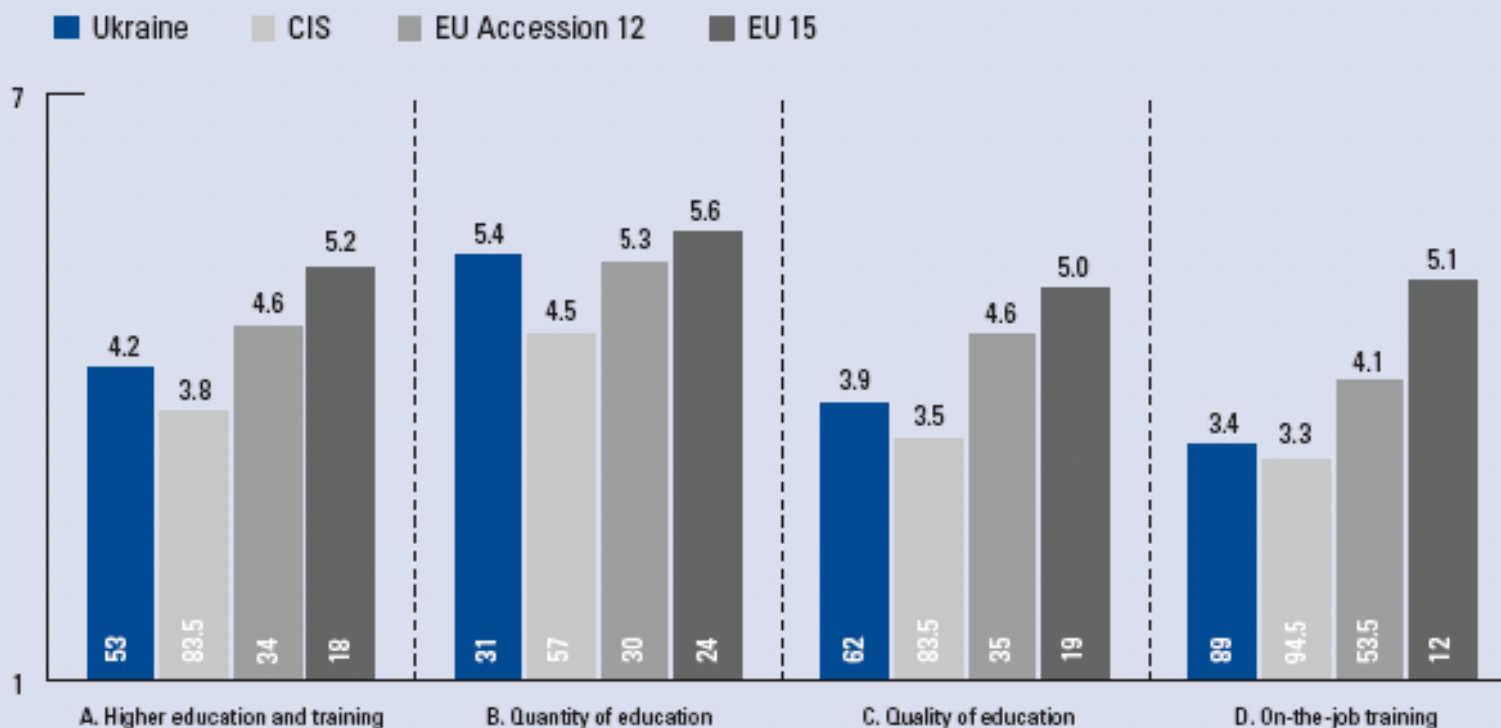
Figure 2.3 Most problematic factors for doing business in Ukraine 2007-2008 and 2004-2005



Where we are?

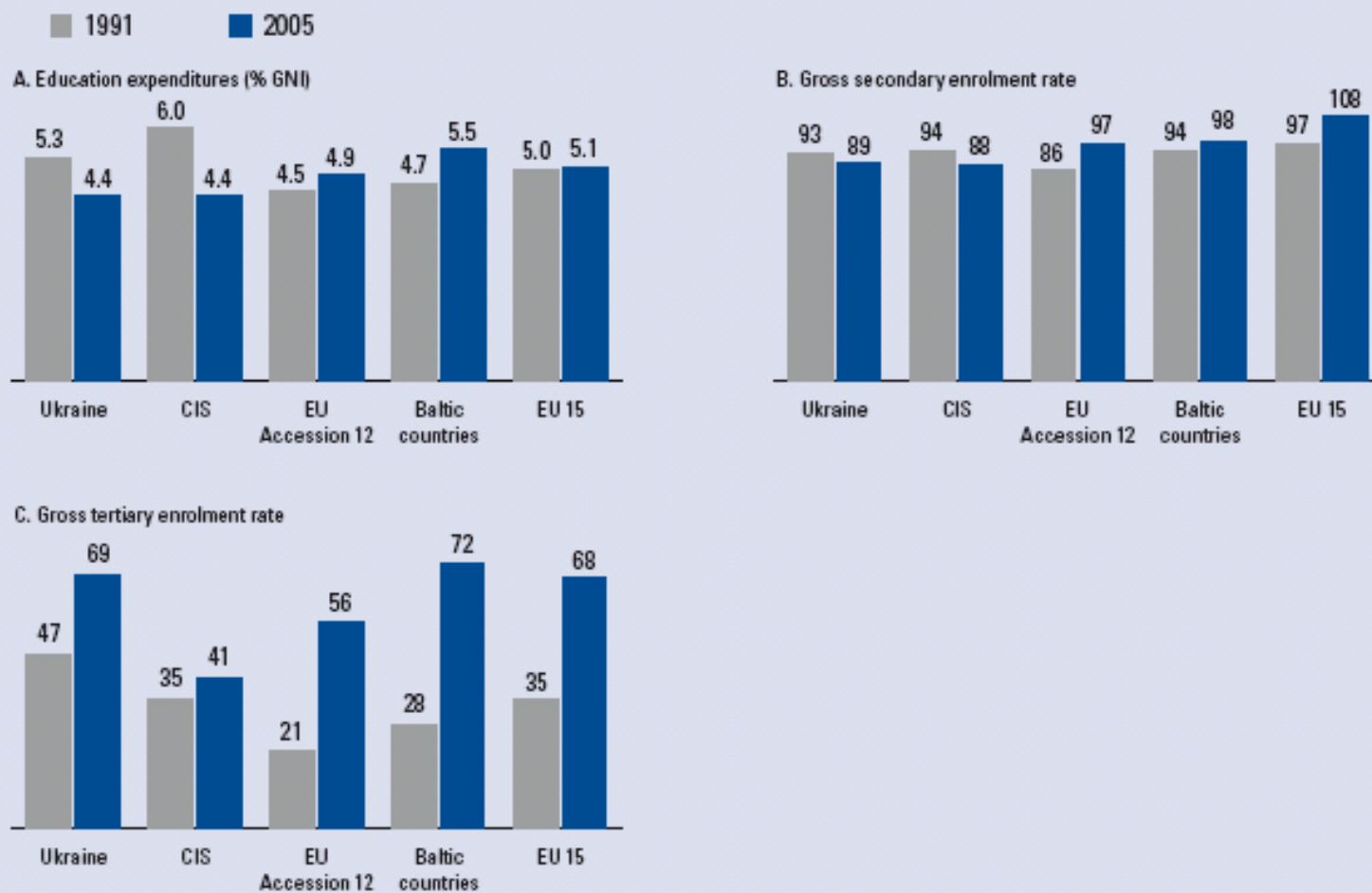
UNESCO EDI: 46th place out of 125.

Figure 3.5.2 Results for Ukraine and selected regions in the higher education and training pillar and its components



Where we are?

Figure 3.5.3 Time and cross country comparison for quantity of education, 1991 and 2005



Bologna process – what it means in Ukraine?

- ◆ Ukraine joined the Bologna process on 19. May, 2005.
- ◆ Establishing a European Higher Education Area by 2010 became one of the emerging goals. A commitment to the Bologna Process of this country was widely recognized by the Ukrainian president and politicians.
- ◆ Students and their lecturers receive unprecedented as for post-Soviet mentality mobility, their qualifications receive recognition in all states – parts of the Bologna process by 2010.
- ◆ All Ukrainian higher education institutions of the III-IV levels of accreditation implemented credit transfer system ECTS since the academic year 2006/2007. The Diploma Supplement of the European Standard is developed. Ukraine is also a state member of European Quality Assurance Register in Higher Education.

Introduction of nation-wide testing system

- ◆ In 2002, the International Foundation “Renaissance,” the part of the International Soros network, began a project entitled “The Center for Testing Technologies and Monitoring of Education Quality.”
- ◆ Beginnings on March 22, 2005, external certification testing results were taken into consideration in addition to the results of college entrance examinations. However, in 2007 only three subjects were tested (Mathematics, History, and Ukrainian Language).
- ◆ Beginning in 2008, external assessment will become compulsory even for high school graduates of previous years if they enter higher education institutions in or after 2008.

Introduction of nation-wide testing system

Goal:

- ◆ «Like some other countries of the world Ukraine develops its own approach to how the external independent testing should be conducted. Reducing corruption is a vital part of our approach. Our goal is to build such a model that would allow our students to enter higher education institutions without any corruption hurdles», - said Deputy Minister of Education and Science of Ukraine Valentyn Teslenko in 2007.

Introduction of nation-wide testing system

Results:

- ◆ For the first time is collected information about the testing results in every school: <http://www.testportal.gov.ua/index.php/text/statistik/>
- ◆ Education and Science Minister Vakarchuk is proud of the results in 2008: "For the first time, we have a list of all the people with the right to become a student solely by their knowledge, and this list is not small - more than 400,000 of people passed the barrier of 124 points. So there will be no problems with the filling institutes, because the state order is 145,000 places," (Interfax-Ukraine, 2008). Eleven independent NGOs were monitoring the admissions processes country-wide. It is a new level of transparency never seen before in the Ukrainian education.
- ◆ "We have won in an endeavor that will greatly help millions of children. This is one of the most successful reforms in education. And we did it," said President Yushchenko.

Introduction of nation-wide testing system

Looking into the future:

- ◆ Variety of disadvantaged students becomes a real problem, the now control mechanisms are needed.
- ◆ New admission rules will be established in 2009.
- ◆ New legislation is needed.

Amendments to the Law on Higher Education

The current structure	Bologna changes
I. Degrees:	
Junior Specialist	<i>Only as country specific -Junior Specialist (two years study)</i>
Bachelor	Bachelor (3-4 years of study)
Specialist/ M.A.	Master (1,5-2 years of study) academic and professional profile of Master's degrees: <ul style="list-style-type: none"> • M.A. • Master of Science • Master of Engineering • Integrated Master
Candidate of Science (equal to PhD) / Doctor of Science (habilitation, post-doc level)	PhD (4 years of study, not just dissertation preparation) ----- <i>Only as country specific - Doctor of Science (habilitation, post-doc level): a limited number, as a special recognition only.</i> Life long learning opportunities

Amendments to the Law on Higher Education

II. Accreditation levels and organization	
Higher education institutions of I-IV levels Less restrictions for the small or “one-day” higher institutions and their branches Less autonomy	Universities (no Institutes, only as a unit of university) Academies Colleges (incl. professional) Some strict requirements: own building and all necessary equipment or at least 10 years lease More autonomy, additional financial possibilities, academic freedom
III. Election of rectors and staff, students’ participation: Rectors – unlimited term	Rectors – no more then 2 terms 10% of students in the Scientific Board of the institutions
IV. International cooperation	
Study at home, almost no double degrees Only national law	Study abroad, bi- und multilateral agreements and degrees Application of international law in education

Lack of information and public discussion

What we have:

- ◆ Municipal and government phone hotlines
- ◆ Websites with the information on universities, admission rules, general HE statistics
- ◆ External testing information (online)

Lack of information and public discussion

Problems:

- ◆ Low level of Internet access in rural areas
- ◆ No objective HEI ratings available
- ◆ No statistical analysis available
- ◆ No information on the admission updates
- ◆ No public discussion

Lack of information and public discussion

Recommendations

- ◆ Independent rating commission
- ◆ Independent HE data research centers
- ◆ State supported projects on increasing Internet accessibility in the rural areas
- ◆ Introduction of technology: databases, etc.

Other challenges:

- ◆ Who is disadvantaged?
- ◆ Quality of education
- ◆ University autonomy

Proposed policy innovations

- ◆ Changing policy on disadvantaged – monetization
 - Vouchers – money follow students
- ◆ Decentralization – governance optimization
 - University autonomy
- ◆ More different tests
 - What to test, why to test

Monetization – voucher system

Proc (Milton Freedman): freedom of choice, competition, better access to private schools by low income students.

Cons: destruction of public system, segregation, limited regulation.

Evidence (20 countries):

no clear support for negative outcomes

(E.West, 1996, EDUCATION VOUCHERS IN PRACTICE AND PRINCIPLE: WORLD SURVEY)

Monetization – voucher system

Recent evidences (2002-2004) of merit-based voucher experiment in several regions of Russia indicate

“increased inequality in the access to higher education, and that it is difficult to see any improvements of efficiency. However, there is a potential for improving efficiency, especially through a fairer implementation of the state exam that defines the value of the voucher to each student.”

Marina Kleshchukova, 2005, MERIT BASED VOUCHERS
FOR HIGHER EDUCATION IN RUSSIA

Monetization – voucher system

How can we introduce it in Ukraine?

- ◆ Case study (Russia, Poland, Georgia)
- ◆ Monetization of subsidies
- ◆ Experiment

Decentralization – governance optimization

- ◆ In 2003 a group of leading universities formed a Consortium of Universities for Autonomy and initiated a discussion on autonomy of universities.
- ◆ In February 2005 they proposed to the President to run an experiment giving autonomy to 8 universities – members of the Consortium.
- ◆ 02.02.08: Minister Vakarchuk: we need to move from state to public governance of HE.

More different tests

- ◆ What is a purpose of testing?
- ◆ Memory test vs. ability test
- ◆ Can we have competition here?



Contributing factors

