

## ISSUES OF REFORMING HIGHER EDUCATION IN UKRAINE

**Inna Chaika**

*Candidate of Sciences (Economics), Associate Professor,  
Associate Professor of the Department of Management  
of Higher Educational Institution of Ukoopspilka  
«Poltava University of Economics and Trade» Ukraine, Poltava  
nchajca@ukr.net*

**Olena Kononenko**

*Assistant of Business Foreign Language Chair of Higher  
Educational Institution of Ukoopspilka «Poltava  
University of Economics and Trade»  
Ukraine, Poltava  
sterlitamak@ukr.net*

Today, during the full-scale war, when the higher educational establishments and the higher education system of Ukraine as a whole have faced a number of new challenges, it is not necessary to postpone the issue of reforming the education sector. On the contrary, while the world's attention is focused on our country, we should take the opportunity to explore this issue together with partners from the world's leading educational institutions and really reform the higher education system.

Today, the society and the system of higher education in Ukraine face the task of determining not only what institutional model of higher education to build, but also how the universities themselves integrate into it, improving the quality of services and systemic efficiency of their functioning.

Experts from Studyportals (a group of consultants working with data from universities around the world and conducting comprehensive research and analysis of the education market based on them) have identified such successful institutional archetypes of future higher education [1, c. 31]:

- niche research institute - a generator of knowledge and curricula, which focuses on being "the best in the world" in certain disciplines, ideally tied to a branch center;
- elite, general education university - generator of interdisciplinary knowledge. In the future there will be a narrowing of opportunities for such institutions in the world, more and more often they have to specialize and become a niche;
- "higher education club" - the implementer of educational programs, the focus of which is - gaining experience by students, basic educational technologies, mentoring and facilitation;
- scalable digital university - a developer of educational programs that focuses on flexibility, learning platforms, automated support, improved access, a necessary condition for success is the digitalization of all educational processes and large-scale activities, internationalization;

- vocational training institute - a training provider focused on the value of career growth achieved through strong links with industry.

1. Core of higher education - research universities that realize training in many fields of knowledge, provide extend and solid theoretical training, acquisition of competencies necessary for scientific research and practical activities, in cooperation with scientific organizations investigate basic and applied research in priority and promising areas of development of science and technology, actively involve students in the implementation of scientific research, development of applied projects.

2. Universities, institutes, academies of branch direction (as well as colleges, technical schools and trade schools) provide training in several related groups of specialties taking into account the specifics of the field of knowledge, thorough training, acquisition of competencies necessary for practical activities and self-development in a particular field. Higher educational establishment of the branch direction is the main provider of innovations, applied scientific and technical developments for the needs of the public and private sectors, actively involves students in the development and implementation of new technologies, techniques, methods and more. There are startup centers, business incubators, and production divisions in the structure of such higher educational establishments.

3. Virtual universities are focused on expanding access to higher education for different categories of the population, inclusion of non-traditional contingents in the educational process, extension training, mastering additional skills, updating knowledge and skills, dissemination of best practices. Educational programs are characterized by maximum flexibility, provide micro- and nano credit disciplines. Virtual universities are the main providers of external, non-formal and informal education. Form of study - distance learning.

It seems that the proposed model is a simple continuation and sometimes reincarnation of what we already had, so that, in our opinion, not to provoke an avalanche of chain changes, to preserve the existing situation in higher education. Especially if we take into account the existing significant institutional gap between education and the real sector of the economy, the labor market, which is mentioned in many official government documents. Also, for example, the status of "research university" was previously granted to the higher educational establishments of Ukraine. In 2009-2010, it was received by 14 HEEs, and the international educational community recorded an unsatisfactory level of work on the establishment of research universities in Ukraine in 2013. According to a study conducted within the framework of the Shanghai University Rating by a specially created Center of World-Class Universities, the ranking of research universities includes the only Ukrainian higher educational establishment - Kharkiv National University named after VN Karazin. Already in 2014, all regulations of the Cabinet of Ministers of Ukraine on the activities of research universities expired on the basis of the Resolution of the Cabinet of Ministers № 597 of 05.11.2014 [2].

National Agency for Quality Assurance in Higher Education in cooperation with the NaUKMA School of Political Analysis with the support of German partners with the Friedrich Naumann Foundation carry out some steps to ensure the quality of higher education in

wartime. They plan to conduct a "comprehensive study of the Ukrainian higher education system - both at the institutional and individual levels - after Russia's full-scale invasion of Ukraine" on "identifying individual experiences, needs, issues, expectations, opportunities and challenges for students and researchers that emerged during the war" and the development of proposals for stakeholders "on educational policy in the new conditions in which Ukraine found itself " [3]. Such work is extremely important, but it is only a reaction to what is happening. At the same time, proactive decisions are needed to form a system of higher education after the war.

**Key words:** higher education, systemic efficiency of functioning, institutional archetypes of future higher education.

### REFERENCES

1. Стратегія розвитку вищої освіти в Україні на 2021-2031 роки [Strategy for the development of higher education in Ukraine for 2021-2031]. *Міністерство освіти і науки України [Ministry of education and science of Ukraine]*. Kyiv. 2020. 71 p. URL: <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf>

2. Постанова Кабінету міністрів України «Про внесення змін та визнання такими, що втратили чинність, деяких актів Кабінету Міністрів України» [Resolution of the Cabinet of Ministers of Ukraine "On Amendments and Revocation of Certain Acts of the Cabinet of Ministers of Ukraine" of 5.07. 2014 № 597. URL: <https://zakon.rada.gov.ua/laws/show/597-2014-%D0%BF#Text>

3. Комплексне дослідження роботи української системи вищої освіти зі Школою політичної аналітики НаУКМА [Comprehensive study of the work of the Ukrainian higher education system with the NaUKMA School of Political Analysis.] *National Agency for Quality Assurance in Higher Education (Ukraine)*. 2022.

URL:

<https://naqa.gov.ua/2022/05/%d0%ba%d0%be%d0%bc%d0%bf%d0%bb%d0%b5%d0%ba%d1%81%d0%bd%d0%b5-%d0%b4%d0%be%d1%81%d0%bb%d1%96%d0%b4%d0%b6%d0%b5%d0%bd%d0%bd%d1%8f-%d1%80%d0%be%d0%b1%d0%be%d1%82%d0%b8-%d1%83%d0%ba%d1%80%d0%b0%d1%97/>