

Ukrainian Higher Education in Historical Perspective

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Historical Development of the System before 1917

West—centers of struggle for national Ukrainian identity, high autonomy, low state (Polish and Austrian) control

- 1576-1636 The Oztrozka Academy, Western Ukraine
- 1632- 1817 Kyiv Mohyla Academy
- 1661 University of Lviv

East—low autonomy, strong (Russian) state control

- 1805 University of Kharkiv, Kyiv (1834) and Odessa (1865).
- Prior to 1917 27 institutions that educated more than 35, 000 students (Kurbatov, 2014)

Table 1. Typology of HEIs by specialisation in 1941.

Type of HEI	Number of HEIs
Comprehensive Universities	6
Industrial/Technical Institutes	40
Agricultural Institutes	19
Economics Institutes	6
Pedagogical Institutes	69
Medical Institutes	15
Art, Music and Theatrical Institutes	7
Total	162

Source: Buhalo (1945).

Type HEI	Number of HEIs	Number of students
Comprehensive Universities	10	98,734
Pedagogy and Education	42	257,014
Technical (industry and construction)	40	318,181
Transport and Communication	10	56,284
Agriculture	17	90,372
Economics and Law	10	68,964
Medicine and Sport	18	56,591
Art and Cinema	9	6,572
Total	156	952,712

Source: Goskomstat (1989)

Post-War Soviet Period

Centralised control—hence complementarity in institutional interrelationships, not competition

Military driven HE—emphasis on engineering and science

Free access, modest stipend over time boosted student mobility

Clearly emerging vertical differentiation

Agenda for HE Policy Since 1991 (Fimyar, 2010):

Nation and State Building

- Separation from the Soviet past and building Ukrainian system of HE
- Many developments since 1991 are similar to those in other post-soviet countries

Comparison and Critic

- External observers and Ukrainians are critical of progress. The system is viewed to be in crisis.
- In the comparative studies of Post-Soviet countries this theme was found to be unique to Ukraine
- 'limited to critical evaluation of the processes but not the actors behind these processes; the identification of which is crucial for understanding and overcoming the crisis' (Fimyar, 2008, p. 80).

Catch-up Europeanisation

- This is seen as a solution to the above crisis
- Ukraine joined the Bologna Process in 2005
- Evidence of partial implementation at university mediated by academic identities, resistance and need for meaning (Shaw, Chapman, Rummyantseva, 2013)
- Kovryga and Nickel (2006) attribute responsibility for strong resistance to excessive pace of changes and unreflected past
- Has this solution created more problems?

What have we now?

- Dependencies in the system changed shape and re-attached to different hosts (from Soviet Government to the European Union) but on the whole the sense of identity remains... colonial?
- Affective forces in the system remain strong, self-critical and relationships with authorities are confusing

Thank you for Listening