

Ukraine

Demographics for Ukraine

Population:	47,425,336 (July 2005 est.)
GDP (by PPP method):	US\$2.991 billion
Currency (inc code):	Hryvnia (UAH)
Language(s):	Ukrainian (official), Russian, Romanian, Polish, Hungarian
Internet country code:	.ua

Primary and secondary education

In Ukraine children start going to school at six-seven years old. There are also kindergartens in Ukraine, where children from three-four years old study. Primary and secondary education is compulsory and free, and aims to give further education and also a basic vocational orientation to a child.

Primary and secondary education in Ukraine divides into:

Stage 1: the elementary school – involving four years of study. It aims to give pupils the opportunity to achieve success in improving basic knowledge and skills in mathematics, language and environmental issues.

Stage 2: the basic school – comprises the five years of basic school, where pupils will get knowledge and skills in science and humanitarian subjects, mother tongue and foreign languages. The basic school certificate gives 14-15 year olds the right to continue schooling both at the upper secondary school and at the higher education institutions accredited at levels I-II. If a pupil wishes to apply to university, he or she must stay at school for two more years.

Stage 3: upper secondary school – lasts two years in institutions of general education and in the system of professional training. Pupils are divided into groups according to their abilities, and study more detailed mathematics and physics, computer skills, biology, history, or get a trade education. At this stage

the young people get specialties and opportunities to enter the labor market, studying in institutions of vocational training. After finishing the 11th form of an upper secondary school, a lyceum or a gymnasium, one can go into higher education. All applicants must take competitive exams.

Higher education

Higher education constitutes an integral part of the system of education in Ukraine. It is going through a transitional period in a context of becoming an information society and integration into the European higher education in according with the Bologna process. The main objectives of the reforms are to decentralize the higher education system, to develop a new financial mechanism, and to give more academic freedom to faculties and students.

The Ukraine's State Higher Education System includes 940 higher educational institutions (HEI), of which 806 are public and 134 are private, charitable or religious. Non-public HEIs are legally acknowledged and controlled by the state through the educational activity's licensing mechanism and accreditation. HEIs in Ukraine are composed of vocational schools, colleges, institutes, conservatories, academies, and universities.

Higher education institutions offer a five-year program of academic subjects for undergraduates in a variety of fields, as well as graduate courses.

Admission to higher educational institutions is decided on a competitive basis according to skills, regardless of the form of ownership of the educational institution or the sources of payment for education.

There are four levels of accreditation established pursuant to the status of higher educational institutions:

- *First level.* Technical school, vocational school and other equivalent higher educational institutions.
- *Second level:* College and other equivalent higher educational institutions.
- *Third and fourth levels* (depending on the results of accreditation): institute, conservatory, academy, and university.

Higher educational institutions train specialists to the following educational and qualification levels:

- *Junior specialist:* educational-qualification level – is provided by technical and vocational schools, and other higher educational institutions of the first level of accreditation.
- *Bachelor:* basic higher education – is provided by colleges and other higher educational institutions of the second level of accreditation.
- *Specialist Master:* complete higher education – are provided by higher educational institutions of the third and fourth levels of accreditation.

Requirements as to the contents, scope and level of the educational and professional training in Ukraine are determined by the State Standards of Education. The state standard of education is developed for each area of training (profession) for various educational-qualification levels.

Government regulatory authorities and local authorities perform the management of education.

The government regulatory authorities in the area of higher education include:

- The Ministry of Education and Science of Ukraine.
- Central authorities of the executive power of Ukraine, to which educational institutions are subordinated.
- The Supreme Certification Commission of Ukraine.
- The State Accreditation Commission.

The Ministry of Education and Science of Ukraine is the central body of the government executive providing management in the area of education.

Structure of business and management education

The accreditation system of business and management educational institutions in Ukraine includes: self-evaluation, licensing, attestation, and state accreditation.

Over the past few years, economic transition has created a reduction in the number of employment possibilities. From another point of view, with the occurrence and the development of non-state forms of property and the formation of market-based relationships in Ukraine, a new segment has emerged in the labor market due to the demand for “market” specialists, i.e. managers, financiers, experts in marketing, etc.

At present, there are many educational institutions in Ukraine, which are able to boast of concrete success in training specialists. Many institutions offer modern lectures and training courses. While the system of education is still dominated by public institutions, the private sector is nevertheless an important element of this system. According to data from web-resource Meta-Ukraine (www.meta.ua) there are 98 private institutions in business and management education. Private institutions in business and management education can be divided into three large groups:

1. *Autonomous institutes*: private institutions, which have their own programs and do not collaborate but compete with public institutions. Among the founders of these institutes could be large industrial enterprises and banks, which are interested in training and retraining of their personnel.

2. *Satellite institutions*: private institutions which are established within or with the participation of public institutions and would like to be complementary and not alternative to public institutions.
3. *Consulting companies*: which offer special training programs and seminars.

It is necessary to take into account that many state-owned universities and institutes provide training in management as well.

The average share of enrollments to non-public institutions was 6.3 percent of total enrollments in Ukraine, whereas the share of enrollments to non-public economic institutions exceeded 40 percent of total enrollments to the economic institutions. Also, more non-public institutions applied to the Ministry of Education and Science of Ukraine for licenses to train students in economics, management and related spheres.

In the initial stage of business development in Ukraine the system of creation of syllabi and curricula is shaped by Ukrainian educational traditions and by Ukraine's approach to economics. It tends to have considerably more required subjects, and more structure in the sequence of those courses. Institutions have addressed the necessity to develop new syllabi and market-oriented approaches to the economy and education.

The largest area of growing interest and the area that holds most potential for the nation is MBA program development. Today almost all of the serious business schools have their own MBA programs and expressed their wish to enter the process of European accreditation systems of EQUIS or CEEMAN. Currently in Ukraine, with increasing demand from the business community for quality MBA programs complying to international standards, there are nevertheless only a few MBA programs that are more or less close to international standards. Only one Ukrainian business school has to date received the International Quality Accreditation Award from CEEMAN.

It is important to note important trends in business education. Not long ago the majority of university graduates simply wanted to achieve a state certificate. Today this is not considered enough by the majority of human resources departments in serious and successful companies. They are interested in specific skills more than basic experience; in knowledge, efficiency and most of all a work ethic. The phenomenon of final year students who are ready to pay for a second higher education or additional training in their professional skills is spreading as competition for top jobs increases. Currently there is a tendency for graduates with degrees in the arts, particularly languages, to become senior managers in international companies owing to their knowledge of English or German. Not surprisingly they and their employers are ready to pay for additional schooling in the fields of management, marketing and finance. Initially this training was carried out

abroad, but there has been a marked shift back to Ukraine with the advent of serious and successful business schools.

There is also a growing interest amongst both students and employers in the recognized international qualifications of CIM (marketing), CPA (accounting), IPM (people management), and PMP (project management).

Most important issues facing business schools in Ukraine

A modern business education system in Ukraine demands improvement of the following key factors:

- The education process, and enhanced MBA program design and teaching methods through modern progressive approaches to encourage interest in contemporary theory, and the acquisition of practical managerial skills. Areas to work on include case study creation, and use of practical task-based education in the development of creative and critically-thinking specialists.
- Updating and improvement of syllabi, and reduction of required subjects.
- Organizational culture and the decision-making process.
- Encouraging consulting and research projects. Only 40 percent of Ukrainian lecturers consider that they have sufficient opportunity to receive information on research in their area of interest, and only 15 percent feel that their research is either supported or recognized.
- Faculty recruitment and faculty development. Enhancement of qualifications of teaching staff through information exchange, personal communication, and cooperation between Ukrainian and foreign colleagues.
- Increasing financial resources and optimizing their allocation.
- Development of material and the technical basis for the teaching process. Introduction of contemporary, interactive methods of teaching.
- The improvement of teaching methods.

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