

PROBLEMS OF UNIVERSITY AUTONOMY OF THE HIGHER EDUCATION IN UKRAINE

RAYEVNYEVA O.

olena.raev@gmail.com

D.Sc. (Economics), Professor,

Simon Kuznets Kharkiv National University of Economics,

Kharkov, Ukraine

BROVKO O.

ol.iv.brovko@gmail.com

PhD (Economics), Associate professor,

Simon Kuznets Kharkiv National University of Economics,

Kharkov, Ukraine

The role of higher education in the world is constantly evolving. To date, the world community has high hopes for universities, requiring them to fulfill a wide range of tasks that contribute to the growth of the economy and the formation of a knowledge society. In addition to traditional educational, research and innovation activities, universities are called upon to actively participate in the country's development and have been provided with the continuous growth of its intellectual and innovative potential.

The institution of higher education (IHE) gradually turns into a full-fledged subject of market relations, which operates on the principles of academic freedom. All this stimulates the active transformation of its management structure, changes in functions, the search for new sources of funding, teaching methods and knowledge control. Activities of institutions of higher education, but also, accordingly, management of them, increasingly acquire a corporate character, which turns IHE into subjects of market relations. With the change in the paradigm of the functioning of the IHE, there is a transformation and the nature of their relations with the external body, that is, with the central body of education management. All this gradually

leads to a reduction in state control and public funding.

The problems of university autonomy of higher education institutions in Ukraine are extremely topical today and are considered as a factor in integrating the national system of higher education into the world educational space. Adoption of the new Law of Ukraine "On Higher Education" (2014), allowed to expand the rights and responsibilities of the IHE, simplified the procedures for licensing educational activities and accreditation of educational and professional programs and significantly changed the vector of development of the system of higher education in Ukraine.

Higher education institutions in Ukraine have the right to independently dispose of funds received from the provision of scientific and educational services, to set the minimum and maximum educational load of pedagogical and scientific and pedagogical workers. Universities have individual rights to intellectual property objects created by them, the right to open bank accounts and use bank loans, and the participation of universities in the formation of the structure and volume of the state order for the training of specialists with higher education, etc., are consolidated. University autonomy should help to achieve the strategic goal of increasing the competitiveness of Ukrainian specialists in world labor markets, bringing the country into a single European educational and scientific space in order to ensure sustainable development of society. But the expansion of the autonomy of universities requires, firstly, institutional readiness for these universities, and secondly, the definition of criteria for assessing the quality of education and a set of tools for this.

At this stage of development of education, the form and content of the autonomy of Ukrainian IHEs should ensure that the systemic problems accumulated in the national system of higher education are overcome. In fig. 1 highlighted the problems of the autonomy of higher education institutions.

Let's consider in more detail each problem presented in fig. 1 [3, 5, 6]:

1) the imbalance of the NGO network - in recent years, higher education in Ukraine has become really massive, which was not supported by an increase in public expenditures to a level that would guarantee a high quality education for all those

who wish to receive it. Such an increase in public expenditures is impossible. The issue now is the need to reduce the unjustified number of higher education institutions;

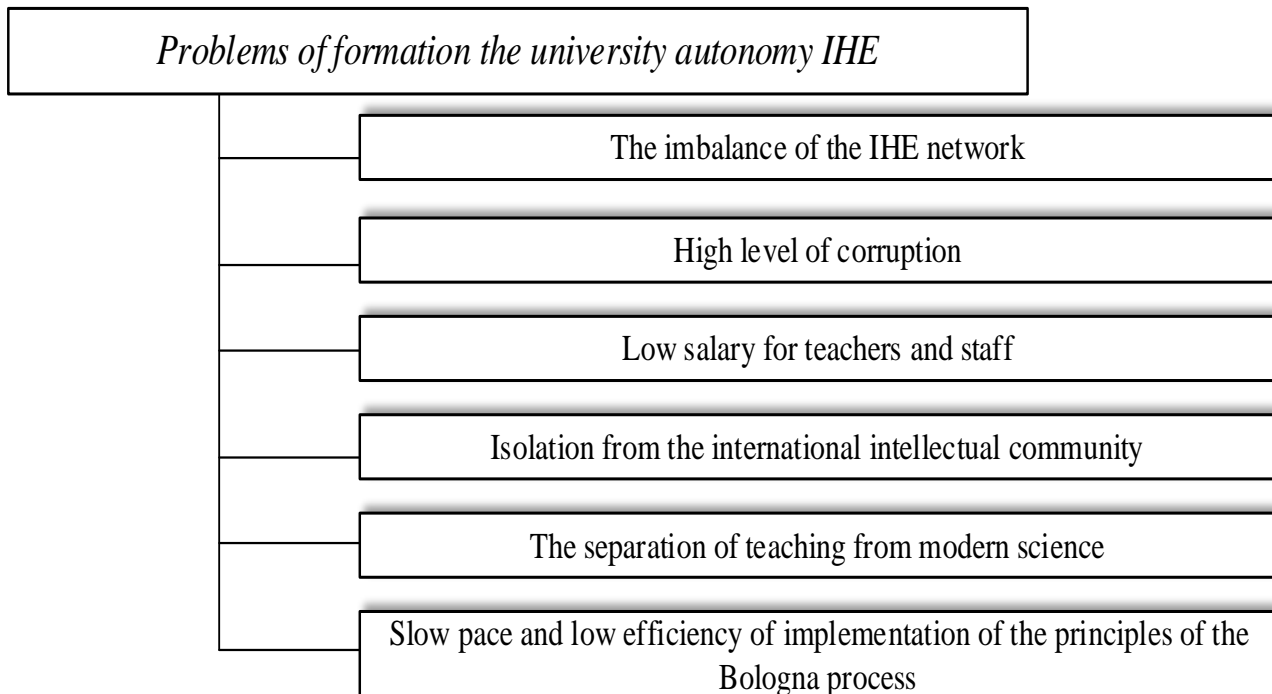


Fig. 1. List of problems of university autonomy IHE in Ukraine

2) high levels of corruption - the introduction of a system of general independent assessment of graduates of schools, which is undoubtedly a very positive process, has reduced the level of corruption when joining the IHE, but corruption during training has become almost uncontrolled;

3) low salaries of teachers and staff - the salaries of teachers and employees of IHE do not even reach the average in industry, which provokes the search for additional sources of income, that is, the teacher's career is becoming less attractive for talented and ambitious youth [1];

4) isolation from the international intellectual community - the lack of financing of scientific activity of higher educational institutions, limited access to modern scientific literature, old scientific personnel who do not speak foreign languages and modern means of communication, "Soviet management" led to the loss of positions of Ukrainian university scientists in the international the scientific community;

5) the separation of teaching from modern science-the distinction between the educational process and scientific research is determined by the lack of an effective system for the training of high school teachers and the lack of the necessary research base in most universities that, since the Soviet era, remains the prerogative of the research institutes of the system of the National Academy of Sciences of Ukraine;

6) the slow pace and low effectiveness of the implementation of the principles of the Bologna process - the substantive requirements of the Bologna process are replaced by formal innovations that unnecessarily bureaucratized the educational process.

Thus, in order to increase the autonomy of higher education institutions, administration and management of them should be based on the principles of respect for institutional autonomy and academic freedom; openness and transparency; public responsibility.

The need to expand the autonomy of Ukrainian IHEs does not question either the state structures or the public. In fig. 2 presents the basic rights of the university with further reform of the system of higher education, ie, with increasing autonomy.

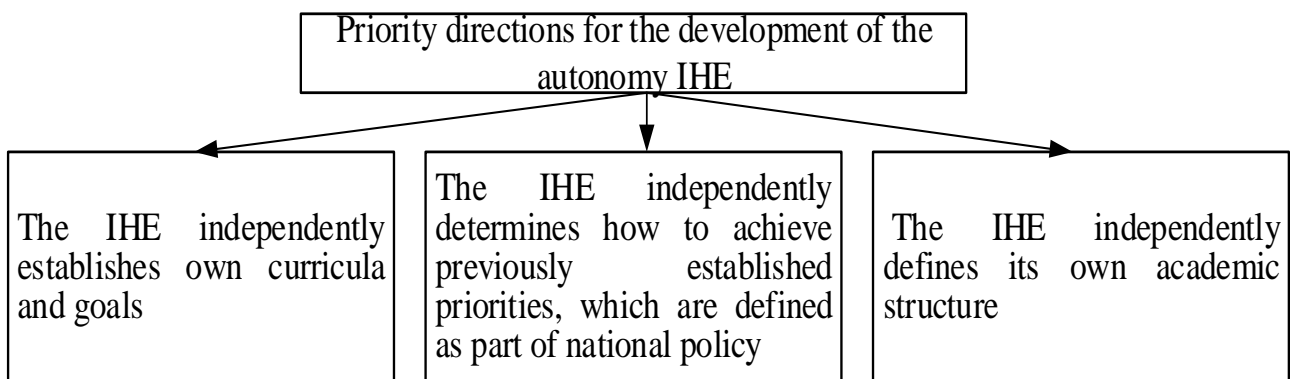


Fig. 2. Directions a development of the autonomy IHE [2]

A prerequisite for the introduction of autonomy is a thorough scientific definition of the model of an innovative and active educational institution in Ukraine. It should take into account the following features of the development of higher education in Ukraine, as [3, 4]:

lack of stable traditions of autonomy;

features of funding for higher education in Ukraine. The analysis showed that in the developed countries of the world there is a multichannel system of science financing. Significant donors in funding universities there stand private firms, banks, concerns. In Ukraine, the main source of funding is the state, the private sector's share does not exceed 2%;

The feature of autonomous universities in the world is that almost all science is concentrated in universities. They fulfill the lion's share of orders for conducting a hands-on research. In Ukraine, science is divided into university and academic. As a result, the meager finances allocated by the state for the development of science, the state is forced to divide between universities and academic institutions.

Students in the conditions of autonomy are given the right to choose the trajectory of independent participation in the real management of the university through the introduction of student self-government. But this requires an increase in the requirements for students, first of all, their social responsibility. In addition, the introduction of autonomy in a particular institution of higher education largely depends on the work of each scientist and pedagogue in the direction of improving the quality of education, introducing into the educational process the latest methodological techniques and information technologies, transforming the educational process from the theory-oriented and practical-directional, which will accelerate the process of reforming the system of higher education, characteristic of the democratic states of the world in the XXI century. Thus, the state of university autonomy for Ukraine today is no longer a myth and is in the making stage.

Thus, changes in the economic priorities and mechanisms of higher education in an autonomous environment require not only the development of appropriate strategies and tactics for the development of universities and their legislative provision, but also the strengthening of the responsibility of the management of the law enforcement to society, students and research and teaching staff. The financial, personnel and managerial freedoms of universities should not turn into a "feudal" permissiveness of their leadership. Academic freedom of scientists should not be

subordinated to the temporary interests of educational and other markets. The reform of university education must be democratic, rely on an increasing role in educational processes of student and academic communities.

REFERENCES:

1. Альтернативное высшее образование: вызовы и амбиции (L'ALTERNANCE DANS LE SUPÉRIEUR UN DÉFI, UNE AMBITION). <https://www.cesi-alternance.fr/wpcontent/uploads/2016/04/livre-blanc-alternance-superieur-cesi.pdf>

2. Стратегія реформування вищої освіти в Україні до 2020 року (проект) [Електронний ресурс] – Режим доступу: <http://www.tnpu.edu.ua/EKTS/strate2014.pdf>

3. Університетська автономія: кембриджський досвід і українські реалії / Інтернет-ресурс: офіційний сайт Українського католицького університету – Режим доступу: <http://ucu.edu.ua/media/2221/>

4. Панич О. Акредитація і перспективи університетського розвитку: зауваження до реформи вищої освіти в Україні [Електронний ресурс] / О. Панич. – Режим доступу: <http://educationua.org/ua/articles>.

5. University Autonomy in Europe III The Scorecard 2017 / European University Association (EUA) – Brussels, 2017 – 72 p.

6. University Autonomy in Europe III. Country profiles. – European University Association, 2017. – 224 p.