NORTHWESTERN UNIVERSITY.
VIRTUAL VISIT

Oleksandra Borodiyenko
Doctor of Pedagogy, Institute of Higher Education of the National Academy of Educational Sciences of Ukraine
1. PUBLIC-PRIVATE PARTNERSHIP IN EDUCATION

Meeting with Bennett Goldberg,
Faculty Director, Program Evaluation Core
**Educational System of Ukraine**

**Undergraduate**
- Bachelor’s Degree (Bakalavr) 3-4 years
- Master’s Degree (Magistr) 1-2 years
- Doctor of Philosophy/Doctor of Arts (Kandidat Nauk) 3-4 years
- Doctor of Science (formerly Doctor Nauk)

**Postgraduate**
- Integrated Master’s Degree (Dyplom Spetsialista) 5-6 years
- Junior Bachelor/Junior Specialist 2-3 years

**Secondary General Education**
- Secondary General Education-Second Phase (Atestat Pro Povnu Zagal’nu Serednyu Osvitu) 2 years
- Vocational Education 1.5-4 years

**Elementary Education**
- Elementary Education (Pochatkova Osvita) 4 years

**External Independent Testing (EIT)** (Entrance Examination)
Why PPP?

Problematic areas (Ukrainian context):

1. Partnerships are often formal (for example, informal meetings of heads of educational institutions, enterprises, which often address personal issues rather than questions of development of educational institution).

2. Partnership is not systemic, based not on the idea of integrated influence and making difference, but on implementing some activities with the participation of partners.

3. There is lack of awareness of the value of such a partnership.

4. Partnership does not provide the active participation of the private sector (especially in case of universities).
What problems do you consider the most significant in the interaction of your university with stakeholders?

- **42%**: Organizational problems of interaction with partners
- **74%**: Imperfection of the regulatory and legal support of the partnership
- **26%**: Absence of a person who would undertake to organize the partnership
- **17%**: Problems of separation of powers between partners and university governing bodies
- **17%**: Misunderstanding by partners of the benefits of the partnership
- **15%**: Unwillingness to invest time and resources in partner activities
- **7%**: Other
Benefits: from the prospective of **Universities**

1. **Increasing the level of employment of graduates**
   - Frequency: 109

2. **Creation a quality educational environment**
   - Frequency: 78

3. **Improvement the quality of education**
   - Frequency: 73

4. **Possibility to use partner resources**
   - Frequency: 60

5. **Introduction of managerial innovations**
   - Frequency: 34

6. **Improvement the technical base of the university**
   - Frequency: 30

7. **Introduction of pedagogical innovations**
   - Frequency: 23

8. **Other**
   - Frequency: 1
 Benefits of: from the prospective of Vocational education institutions

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deepening connection with the labor market</td>
<td>31</td>
</tr>
<tr>
<td>Improvement the technical base of the institution</td>
<td>27</td>
</tr>
<tr>
<td>Improvement the image of the institution</td>
<td>25</td>
</tr>
<tr>
<td>Introduction of new programs of worker training</td>
<td>24</td>
</tr>
<tr>
<td>Participation of the institution in project-based activities</td>
<td>18</td>
</tr>
<tr>
<td>Improvement the quality of the educational process</td>
<td>17</td>
</tr>
<tr>
<td>Improvement learning outcomes of students</td>
<td>16</td>
</tr>
<tr>
<td>Improvement the quality of management</td>
<td>11</td>
</tr>
<tr>
<td>Effective use of funds</td>
<td>10</td>
</tr>
</tbody>
</table>
Experience of 2 implemented projects (supported by UNDP)

1 Implementation of joint PPP projects in vocational education institutions (2020).

2 Creation of supervisory boards in vocational education institutions (2021).

Tasks:

• establishing interaction with stakeholders
• creation of joint projects within the framework of PPP
• writing grant applications
• implementation of projects within the framework of PPP
• creation of supervisory boards of vocational education institutions
• ensuring the effective functioning of supervisory boards

General purpose

development of readiness of heads of vocational education institutions to implement effective cooperation within the framework of public-private partnership.
1. Implementation of joint PPP projects in vocational education institutions (2020)

Participants (68 vocational schools)

<table>
<thead>
<tr>
<th></th>
<th>Lugansk oblasts</th>
<th>Donetsk oblasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agrarian</td>
<td>20,8</td>
<td>23</td>
</tr>
<tr>
<td>Industrial</td>
<td>37,5</td>
<td>10</td>
</tr>
<tr>
<td>Construction</td>
<td>4,2</td>
<td>5</td>
</tr>
<tr>
<td>Transportation</td>
<td>12,5</td>
<td>8</td>
</tr>
<tr>
<td>Retail and HoReCa</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Multipurpose centers</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Vocational centers</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Metallurgical</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mining</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Machine Building</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Quantity of students

<table>
<thead>
<tr>
<th></th>
<th>Lugansk</th>
<th>Donetsk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of students</td>
<td>3548</td>
<td>9800</td>
</tr>
</tbody>
</table>

Quantity of professions

<table>
<thead>
<tr>
<th></th>
<th>Lugansk</th>
<th>Donetsk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of professions</td>
<td>49</td>
<td>110</td>
</tr>
</tbody>
</table>
1. Implementation of joint PPP projects in vocational education institutions (2020)

<table>
<thead>
<tr>
<th>Training, post training support</th>
<th>Application</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program (2-days online training) (instead of 2-days off line training)</td>
<td>Training on filling in a project application, submitting a project application, evaluating project applications, determining the winners, financing projects</td>
<td>Receipt of funds</td>
</tr>
<tr>
<td>Presentation (challenge – to make is engaging and interactive)</td>
<td></td>
<td>Implementation of project tasks in accordance with the project application</td>
</tr>
<tr>
<td>Handouts (list of PPP projects with description, description of CANVAS model, check-list for project team, examples of application forms, questionnaire for experts)</td>
<td></td>
<td>Evaluation of project results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensuring the sustainability of project results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation of project results at the conference</td>
</tr>
</tbody>
</table>
1. Implementation of joint PPP projects in vocational education institutions (2020)
1. Implementation of joint PPP projects in vocational education institutions (2020)

Model of evaluation of learning outcomes (D. Kirkpatrick and J. Phillips)

- **Reaction**
  - 96% satisfied with quality of training
  - 81% satisfied with personal performance

- **Learning**
  - Skills development (negotiations, identification of current problems, ideation, conceptualization of the project, writing a project application)

- **Behavior**
  - Awareness of the value of partnership, interaction from the standpoint of mutual benefit, non violent communication, team work

- **Results**
  - 35 project applications were submitted

- **ROI**
  - 18 projects received funding (average funding of $30K), 18 projects were completed
1. Implementation of joint PPP projects in vocational education institutions (2020)

### Joint PPP Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Vocational Institution</th>
<th>Budget, US dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of a training center for welders</td>
<td>Kurakhiv Professional Lyceum</td>
<td>30 760</td>
</tr>
<tr>
<td>Creation of a regional coordination center for logistics of vocational education</td>
<td>Donetsk Regional Institute of Postgraduate Pedagogical Education</td>
<td>23 614</td>
</tr>
<tr>
<td>Career Guidance Center for Students and Community Residents</td>
<td>Regional Center for Vocational Education of Taras Shevchenko Luhansk National University</td>
<td>29 518</td>
</tr>
<tr>
<td>Platform of dual training and career postgraduate growth of workers in the specialty &quot;Locksmith&quot;</td>
<td>Melitopol Professional Agrarian Lyceum</td>
<td>28 361</td>
</tr>
<tr>
<td>Robota for the community! Creation of innovative platforms for training of skilled workers</td>
<td>Vocational school of the city of Privillya</td>
<td>29 714</td>
</tr>
<tr>
<td>The educational cluster - a competitive worker</td>
<td>Mariupol Professional Lyceum of Motor Transport</td>
<td>30 817</td>
</tr>
</tbody>
</table>
Evaluation of learning outcomes

Meeting with Faculty staff, Program Evaluation Core
EXPERIENCE OF IMPLEMENTED PROJECT (SUPPORTED BY UNDP)
“DEVELOPMENT OF PROFESSIONAL COMPETENCE OF HEADS OF VOCATIONAL EDUCATION INSTITUTIONS” (2019)

Key ideas:

1. **Awareness.** Participants must be clearly aware of the benefits of Result-based management paradigm implementation.

2. **Practical.** The training program should be as practice-oriented as possible; after its completion the participants should develop specific skills and get concrete results.

3. **Strategic.** Participants should elaborate Strategic development plans for their institutions based on main principles of Result-based management.

4. **Evaluated.** All Strategic development plans should be evaluated using 360 degree evaluation methodology.
FEATURES OF THE TARGET TRAINING AUDIENCE

**Age distribution**
- 30-40 years: 16%
- 41-50 years: 36%
- > 50 years: 48%

**Distribution by profile of institutions**
- Agrarian: 16%
- Retail and HoReCa: 14%
- Construction: 16%
- Service sector: 14%
- Transportation: 16%
- Mining: 7%
- Industrial: 5%
- Multipurpose: 28%

**Distribution by sex**
- Women: 54%
- Men: 46%

**Management experience**
- < 3 years: 21%
- 4 - 10 years: 18%
- 11 - 20 years: 36%
- > 20 years: 25%
AUTHOR'S PROGRAM FOR THE DEVELOPMENT OF MANAGERIAL CAPACITY

- **Contextuality** (taking into account the current and future context of the activities of heads of vocational education institutions);
- **Technologies-based** (management process as a technology – an algorithm with management tools to ensure the achievement of the goal);
- **Optimality** (identification of optimal tools in terms of resources used);
- **Versatility** (the possibility of using the management tools to solve a wide range of tasks).
### Интегральная экспертиза оценки проектов (стратегий)

#### Батник

| № | Название заказчика | Правосторонняя оценка проекта | Левосторонняя оценка | Решение в проекте | Инвестиции в проект | Внутренний эксперт | Зарубежный эксперт | СУ НД (ШП) (в 100 млрд) | Головок (внешний эксперт) | Головок (внутренний эксперт) | Внешний эксперт | Инвестиции в проект | СУ НД (ШП) (в 100 млрд) | Количество баллов |
|---|-------------------|-------------------------------|----------------------|-------------------|-------------------|------------------|------------------|---------------------|-------------------------|------------------------|------------------------|------------------|------------------|---------------------|----------------|
| 1 | СПСТ (МФТУ)      | 40                            | 40                   | 41                 | 38                 | 34               | 33               | 38                  | 245000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 2 | СПСТ (МФТУ)      | 37                            | 36                   | 39                 | 34                 | 31               | 33               | 31                  | 180000                 | 4                      | 2                      | 5                | 4                | 5                   | 4                |
| 3 | СПСТ (МФТУ)      | 29                            | 30                   | 31                 | 30                 | 26               | 33               | 33                  | 210000                 | 4                      | 5                      | 5                | 4                | 5                   | 4                |
| 4 | СПСТ (МФТУ)      | 31                            | 33                   | 32                 | 28                 | 26               | 29               | 20                  | 550000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 5 | СПСТ (МФТУ)      | 33                            | 33                   | 32                 | 28                 | 26               | 29               | 20                  | 550000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 6 | СПСТ (МФТУ)      | 35                            | 32                   | 32                 | 28                 | 26               | 29               | 20                  | 550000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 7 | СПСТ (МФТУ)      | 37                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 8 | СПСТ (МФТУ)      | 39                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 9 | СПСТ (МФТУ)      | 41                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 10| СПСТ (МФТУ)      | 43                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 11| СПСТ (МФТУ)      | 45                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 12| СПСТ (МФТУ)      | 47                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 13| СПСТ (МФТУ)      | 49                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 14| СПСТ (МФТУ)      | 51                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 15| СПСТ (МФТУ)      | 53                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |
| 16| СПСТ (МФТУ)      | 55                            | 32                   | 31                 | 28                 | 26               | 25               | 22                  | 380000                 | 5                      | 5                      | 3                | 4                | 4                   | 5                |

Количество баллов: 10,166666 7,466666 3,0625 11,7
MODEL OF EVALUATION OF LEARNING OUTCOMES (D. KIRKPATRICK AND J. PHILLIPS)

**ROI**
- 4 grant applications were approved (up to 150 thousand dollars each)

**Results**
- 50 Strategic development plans have been created
- 15 grant applications were written

**Behavior**
- In-depth experience of using management tools

**Learning**
- Positive dynamics in the development of competencies

**Reaction**
- 96% - satisfied with quality of training
- 81% - satisfied with personal performance
# Respondents' Self-Assessment of the Level of Development of Competencies for the Implementation of Results-Based Management

<table>
<thead>
<tr>
<th>Competency</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to accelerate learning and assimilation of a large amount of information</td>
<td>9.1%</td>
<td>52.3%</td>
<td>38.6%</td>
</tr>
<tr>
<td>Ability to organize work independently, prioritize tasks, clearly plan own activities</td>
<td>10.1%</td>
<td>61.5%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Focus on results (ability to find the optimal solution)</td>
<td>6.8%</td>
<td>56.8%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Informing colleagues about the strategic goals of the institution, constant feedback on performance</td>
<td>6.8%</td>
<td>64.4%</td>
<td>28.8%</td>
</tr>
<tr>
<td>Ensuring a high level of staff involvement in the implementation of tasks and responsibility for their results</td>
<td>4.5%</td>
<td>61.4%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Use of technologies for implementing innovations in the activities of the institution</td>
<td>6.8%</td>
<td>77.3%</td>
<td>15.9%</td>
</tr>
<tr>
<td>Ability to set priorities of the activities of subordinates</td>
<td>4.5%</td>
<td>62.4%</td>
<td>33.1%</td>
</tr>
<tr>
<td>Ability to interact with partner organizations</td>
<td>0.0%</td>
<td>63.6%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Psychological knowledge, ability to use tools to increase subordinates’ motivation to work</td>
<td>3.8%</td>
<td>65.8%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Ability to structured management</td>
<td>6.8%</td>
<td>61.4%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Use of technologies of operational and strategic management of the institution</td>
<td>15.9%</td>
<td>61.4%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Use of effective tools for managing the performance of subordinates</td>
<td>11.4%</td>
<td>68.2%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>
EXPERIENCE IN USING RESULT-BASED MANAGEMENT TOOLS

- Never used
- Plan to use in the nearest future
- Tried to use unsuccessfully
- Used successfully several times
- Use successfully all the time

SMART KPIs

KPIs

Mind map

Pareto principle

Eisenhower Matrix

ABC-analysis

Snapshot of the working day

Meta program profile
THE IMPACT OF RUSSIAN-Ukrainian War on Higher Education

Meeting with Physics and Astronomy Learning and Teaching Seminar
Map of war action
President Biden:
“It’s become clearer and clearer that Putin is trying to wipe out the idea of being Ukrainian”.

President Zelensky:
“77 days of brutal Russian war, which can really be called a total war to destroy the Ukrainian nation”.

Olena Zelenska:
“The real goal of the Russians is genocide and the extermination of Ukrainian nation”.
RUSSIA KILLS CHILDREN

Most children were affected in such regions:

243 children died

>446 children were injured

The data are not final, as information from many regions cannot be obtained.
RUSSIA DESTROYS UKRAINIAN CULTURE

Destruction of cultural heritage sites is a war crime.

In which regions of Ukraine are these crimes recorded and how many:

367 episodes of the destruction of cultural heritage have been recorded so far.

incl. 133 religious buildings that were destroyed or damaged

Source: Ministry of Culture and Information Policy of Ukraine, as of May 27, 2022.
In the last century, there has not been a single generation of Ukrainian who have not suffered from Russia's crimes.

- Some fabricated mass lawsuits
- Mass and individual terror
- The struggle against religion
- The struggle against statehood
- Assimilation
- Deportation
- Economic wars

Source: open data

t.me/uwarinfographics
Political factors

Economic factors

- significant losses of economic potential of territories;
- significant damage of infrastructure;
- significant loss of human resources due to external migration;
- rising unemployment;
- loss of scientific potential;
- loss of export positions on strategically important/critical goods;
- slow recovery of technical base of enterprises/organizations;
- structural and territorial restructuring of Ukraine’s economy in comparison with more conservative processes in education;
- relocation of business from areas that are particularly affected by hostilities, especially to the traditionally redundant regions of Western Ukraine.

1708
- educational institutions damaged

14.0 million
- migrants

7.1 million
- internally displaced persons

JOB LOST 53%
DECLINE OF GDP 45%
BELOW THE POVERTY LINE 70%
INFRASTRUCTURE DAMAGE 40%
Social and demographic factors

- significant migration flows of the population (including external migration and internal displacement);
- reducing the pace of demographic reproduction of the population;
- acceleration of the aging process;
- gender and age redistribution of the population unfavorable for further reproduction of the population and human potential;
- the risk of non-return to Ukraine of large families and women with children, people with special needs, chronically ill, and qualified, ambitious, mobile people;
- increase in the number of single-parent families;
- the risk of potential reunification of men with their families after the end of hostilities;
- ongoing forced deportation of the population to the territory of Russia;
- the unity of Ukrainian society in the direction of countering the enemy;
- high wave of patriotism;
- further development of a democratic political nation and civil society, which realizes its strength, responsibility, ability to radically change the future history of Ukraine.
Education now

Russian propaganda: “Our targets – only military sites”.

1708 educational institutions were damaged

188 educational institutions were totally destroyed
Development of university education in the Western region of Ukraine during the post-war period

Research period: 1st of May – till now.
Empirical phase: 1st of May – 14th of May.
Desk research: 15th of May – till now.

Research team:

Mykola Baranovskyi
Professor,
Doctor of Geographical Sciences.

Olesandra Borodiyenko
Associate Professor,
Doctor of Pedagogical Sciences

Iryna Drach
Associate Professor,
Doctor of Pedagogical Sciences

Olha Petroye
Professor,
Doctor of Sciences in Public Administration
is to substantiate strategic vectors of development of university education in the Western region of Ukraine

Tasks:

✓ to make a comprehensive retrospective analysis of economic and social situation as a background for further development of university education;

✓ to make a comprehensive retrospective analysis of university education in the Western region (by qualitative indicators obtained from official sources) – to reveal compliance/inconsistency with the current situation, potential and probable growth points;

✓ to carry out the forecasting (to reveal probable/desirable scenarios of development of university education in the researched region);

✓ to substantiate strategic vectors of university education development, the implementation of which would fully meet the needs of the region and Ukraine.
Western region of Ukraine

good geographical and transit location, long borders, common stages in historical development with EU countries;

higher birth rates;

high migration activity of the population;

structure of employees: agriculture (23.7%), wholesale and retail trade (21.2%), industry (12.1%);

insignificant volume of industrial production; domination of low-tech production;

developed tourist and recreational sphere;

active cross-border cooperation (Euroregions "Bug", "Carpathian" and "Upper Prut").
University education in Western region of Ukraine

- discrepancy between license volumes and total number of applicants for the master's level;
- there are significant recruitment problems and insufficient level of competitiveness of universities and programs in some fields of knowledge and specialties;
- low share of researchers (10% of the total for universities in Ukraine);
- the share of scientific and pedagogical, pedagogical staff are better in comparison with the average in Ukraine;
- the tendency to increase the number of foreign students;
- 6 universities were relocated from the territories where atrocities takes place;
- 11 universities in the Western region are included in the ranking of the top 40 universities in Ukraine.

<table>
<thead>
<tr>
<th>QUANTITY OF UNIVERSITIES</th>
<th>17%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE FINANCED</td>
<td>87%</td>
</tr>
<tr>
<td>GRADUATES</td>
<td>20%</td>
</tr>
<tr>
<td>TEACHING STAFF</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Lviv Polytechnic National University</td>
</tr>
<tr>
<td>6</td>
<td>Lviv National University named after Ivan Franko</td>
</tr>
<tr>
<td>10</td>
<td>Yuriy Fedkovych Chernivtsi National University</td>
</tr>
<tr>
<td>13</td>
<td>Uzhhorod National University</td>
</tr>
<tr>
<td>18</td>
<td>Vasyl Stefanyk Precarpathian National University</td>
</tr>
<tr>
<td>19</td>
<td>Western Ukrainian National University</td>
</tr>
<tr>
<td>24</td>
<td>Gorbachevsky Ternopil National Medical University</td>
</tr>
<tr>
<td>27</td>
<td>Bukovynian State Medical University</td>
</tr>
<tr>
<td>28</td>
<td>Lesya Ukrainka Volyn National University</td>
</tr>
<tr>
<td>33</td>
<td>Ivan Puluy Temopil National Technical University</td>
</tr>
<tr>
<td>40</td>
<td>Ivano-Frankivsk National Technical University of Oil and Gas</td>
</tr>
</tbody>
</table>

- the university invariably occupies a leading position and is attractive to entrants from all over the region
- the university occupies a worthy place and is attractive to entrants to the region
- The university has a unique specialization that attracts not only Ukrainian but also foreign entrants
- the university needs a radical change in strategy and approaches to managing its competitiveness
Challenges for universities

- the need to restore technical base, human potential and research infrastructure of universities;
- deepening efforts to attract applicants;
- bringing training programs in line with the current requirements of regional labor markets (ICT, construction, green energy etc.);
- increasing the level of employment of graduates;
- introduction of retraining/advanced training programs for adults;
- introduction of a system for the recognition of qualifications acquired through non-formal learning;
- optimization and reengineering of business processes, providing flexibility in changing conditions, introduction of the concept of result-based management;
- increasing the level of technologization and digitalization of business processes;
- strengthening the research component of the activity of universities along with deepening the level of international partnership.
University education in Western region: scenarios

1. **Competitive university education** which involves strengthening the competitive position of universities in the market of educational services, choice of adequate leadership strategy, development of unique competitive advantages, commercialization of activities.

2. **Quality university education** which focuses on ensuring the quality of educational process, the quality of learning outcomes, the quality of university management.

3. **Partnership-based university education**, which in practice embodied in the deepening of interaction with stakeholders, cooperation at every stage of the university life cycle (from career guidance, ensuring the quality of educational process, improving technical base of the university, to the practice and certification of students and teachers).

4. **Cooperative university education** involves concentrating efforts on building relationships with so-called internal stakeholders - students, teaching and non-teaching staff, creating a unique and attractive corporate culture, increasing level of students’ satisfaction.

5. **Innovative university education** focuses on the continuous implementation of management, technological and pedagogical innovations, participation in joint research and educational international projects, implementation of PHD programs, integration into the European research area.
Possible organizational transformations

- cooperation of universities, companies, international organizations, vocational education institutions;
- focusing on research aimed at overcoming the greatest societal challenges (energy sources, water resources, health care, education, public transport);
- a broader prism of vision of innovations (both technological innovations and innovations in business models, design, branding, service);
- involvement of a wide range of stakeholders in the process of joint production and implementation of innovations (universities, small and medium-sized businesses, non-governmental organizations, private companies, citizens and their associations);
- building "smart specialization" of university with concentration on its strong positions and active partnership and interaction with stakeholders;
- intensification of interaction with partners, which can be implemented either in the form of project activities or permanent forms of public-private governance;
- entering the European alliances of universities which will enable common research strategy, mobility between partner institutions, knowledge-creating teams of students, academics, and other parties.
Meeting with Faculty staff, Sigal Design Institute
University-Industry Partnership

Problematic areas (Ukrainian context):

1. Partnerships are often formal (for example, informal meetings of heads of educational institutions, enterprises, which often address personal issues rather than questions of development of educational institution).

2. Partnership is not systemic, based not on the idea of integrated influence and making difference, but on implementing some activities with the participation of partners.

3. There is lack of awareness of the value of such a partnership.

4. Partnership does not provide the active participation of the private sector (especially in case of universities).
What hinders the establishment of effective cooperation between your company vocational education institution?

- Lack of interest on your part in the institution: 143
- The management of the institution is only interested in funding from our company: 12
- The management of the institution does not take into account the comments and suggestions made by our company on the quality of training: 5
- Passive position of the institution's management: 18
How satisfied is your company with the level of cooperation with the vocational education institutions?

- Completely satisfied: 42
- Completely unsatisfied: 20
- Rather satisfied: 2
- Rather unsatisfied: 2

What types of cooperation with the institution seem to your company the most appropriate?

- We are satisfied with the existing format of cooperation: 292
- It is desirable that our company be involved in the process of training at all stages: 74
- Involvement of our specialists to the educational process: 79
- Involvement of representatives of our company in the interim and final assessment of the quality of training: 96

Is your company ready for public-private partnerships and investments in institutions?

- No, we are not interested in such cooperation: 408
- This is a new form of cooperation about which little is known: 69
- Ready for such cooperation, but without financial commitments: 1
- We are ready for such cooperation in all aspects: 54

What forms of cooperation have developed between your company and vocational education institutions?

- Our employees are involved in assessing the quality of training of workers: 27
- On the basis of our company students undergo practical training: 55
- Our specialists are involved in development of professional standards: 3
- Our company company provides equipment: 5
- Our company carries out current repair of classes and workshops: 12

Is your company involved in the process of development of curricula, determining the list of disciplines and professional competencies?

- No, our company does not participate in the process of curricula development: 222
- Our company agrees with the institution on the list of disciplines: 302
- Our company agrees with the institution on the list of professional competencies (knowledge and skills): 4
- Our company is involved in the process of curricula development formally: 19
- We are satisfied with the version of educational and methodological support that is currently available at the institution: 1
## Existing forms of University-Industry Partnership

<table>
<thead>
<tr>
<th>Versatile</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short-term</td>
</tr>
<tr>
<td>Job fairs</td>
<td>Guest lectures</td>
</tr>
<tr>
<td>Sponsorship in conferences</td>
<td>Specialized courses</td>
</tr>
<tr>
<td>Interaction with structural subdivisions (faculties) of the university</td>
<td>Contests</td>
</tr>
<tr>
<td></td>
<td>Excursions to the enterprise</td>
</tr>
<tr>
<td></td>
<td>Equipment purchase</td>
</tr>
<tr>
<td></td>
<td>Publication of textbooks and other educational literature</td>
</tr>
<tr>
<td></td>
<td>Preparation of theses</td>
</tr>
<tr>
<td></td>
<td>Joint departments</td>
</tr>
</tbody>
</table>
# Joint Projects

(Within the framework of University-Industry Partnership)

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Title</th>
<th>Web site</th>
</tr>
</thead>
<tbody>
<tr>
<td>UniClaD</td>
<td>Enhancing Capacity Of Universities To Initiate And To Participate In Clusters Development On Innovation And Sustainability Principles</td>
<td><a href="http://uniclad.net">http://uniclad.net</a></td>
</tr>
<tr>
<td>ALIOT</td>
<td>Internet of Things: Emerging Curriculum for Industry and Human Applications</td>
<td><a href="https://aliot.eu.org">https://aliot.eu.org</a></td>
</tr>
<tr>
<td>GameHub</td>
<td>University-Enterprises Cooperation in Game Industry in Ukraine</td>
<td><a href="https://gamehub-cbhe.deusto.es/project/">https://gamehub-cbhe.deusto.es/project/</a></td>
</tr>
<tr>
<td>FabLab</td>
<td>FABLABs - new technologies in adult education</td>
<td><a href="https://fablabserasmus.eu">https://fablabserasmus.eu</a></td>
</tr>
<tr>
<td>MASTIS</td>
<td>Establishing Modern Master-level Studies in Information Systems</td>
<td><a href="https://mastis.competence.in.ua">https://mastis.competence.in.ua</a></td>
</tr>
<tr>
<td>PAGOSTE</td>
<td>New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine</td>
<td><a href="https://pagoste.eu">https://pagoste.eu</a></td>
</tr>
<tr>
<td>ITE-VET</td>
<td>Improving teacher education for applied learning in the field of VET</td>
<td><a href="https://www.wiwi.uni-konstanz.de/">https://www.wiwi.uni-konstanz.de/</a></td>
</tr>
<tr>
<td>UKROTHE</td>
<td>Study Programme Occupational Therapy in Ukraine</td>
<td><a href="https://www.ukrothe.eu/uk">https://www.ukrothe.eu/uk</a></td>
</tr>
<tr>
<td>dComFra</td>
<td>Digital competence framework for Ukrainian teachers and other citizens</td>
<td><a href="https://dcomfra.vdu.lt/about/">https://dcomfra.vdu.lt/about/</a></td>
</tr>
<tr>
<td>SMALOG</td>
<td>Master in Smart Transport and Logistics for Cities</td>
<td><a href="http://smalog-2017.uniroma2.it">http://smalog-2017.uniroma2.it</a></td>
</tr>
<tr>
<td>TOPAS</td>
<td>From Theoretical-Oriented to Practical Education in Agrarian Studies</td>
<td><a href="https://erasmus-topas.eu">https://erasmus-topas.eu</a></td>
</tr>
<tr>
<td>HEIn4</td>
<td>Boosting the role of HIEs in the industrial transformation towards the industry 4.0 paradigm in Georgia and Ukraine</td>
<td><a href="https://hein4.net">https://hein4.net</a></td>
</tr>
</tbody>
</table>
| BIHSENA      | Bridging Innovations, Health and Societies                            | https://bihsena.mumc.maastrichtuniversity.nl/bridging-
innovations-health-and-societies-1 |
Questions/comments/suggestions

Contacts:

oborodienko@ukr.net
+38 050 198 50 92