

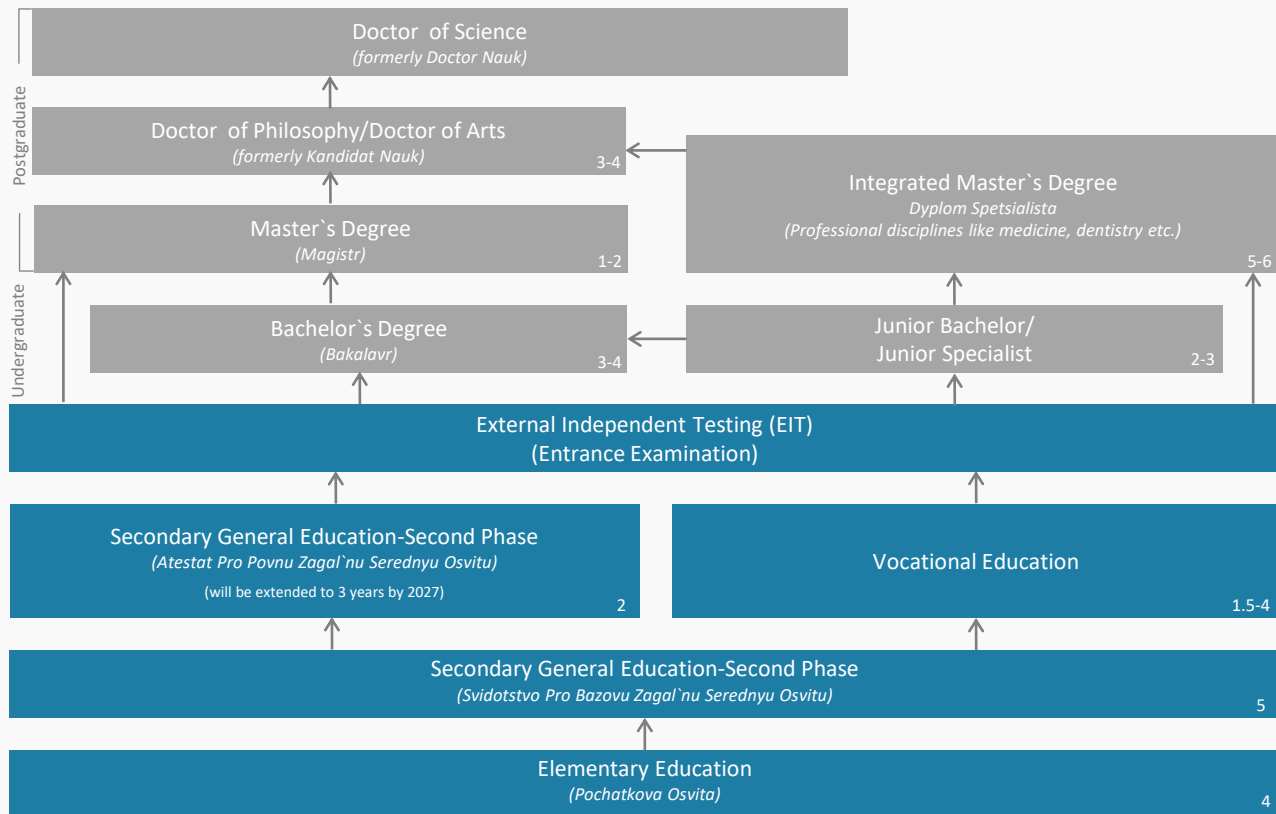
NORTHWESTERN UNIVERSITY. VIRTUAL VISIT

Oleksandra Borodiyenko

Doctor of Pedagogy, Institute of Higher Education of the National Academy of Educational Sciences of Ukraine



Educational System of Ukraine



Why PPP?

Problematic areas (Ukrainian context):

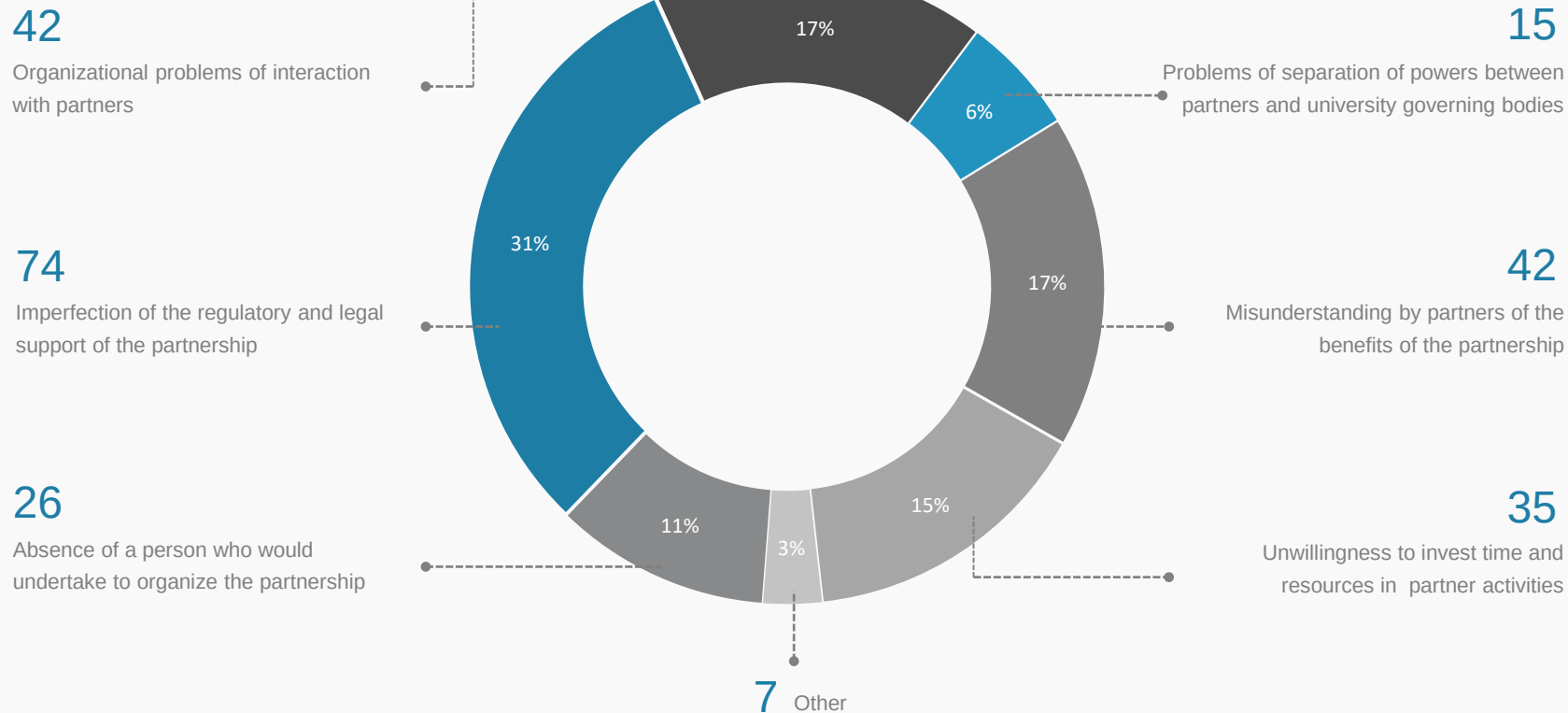
- 1 Partnerships are often formal (for example, informal meetings of heads of educational institutions, enterprises, which often address personal issues rather than questions of development of educational institution).

- 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?



Benefits: from the prospective of Universities

109 Increasing the level of employment of graduates

78 Creation a quality educational environment

73 Improvement the quality of education

60 Possibility to use partner resources

34 Introduction of managerial innovations

30 Improvement the technical base of the university

23 Introduction of pedagogical innovations

1 Other

Benefits of: from the prospective of Vocational education institutions

Deepening connection with the labor market 31

Improvement the technical base of the institution 27

Improvement the image of the institution 25

Introduction of new programs of worker training 24

Participation of the institution in project-based activities 18

Improvement the quality of the educational process 17

Improvement learning outcomes of students 16

Improvement the quality of management 11

Effective use of funds 10

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).



General purpose

development of readiness of heads of vocational education institutions to implement effective cooperation within the framework of public-private partnership.

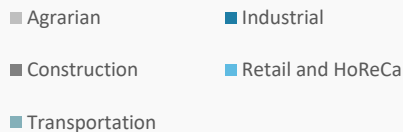
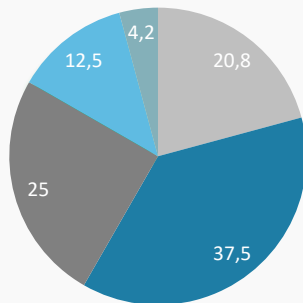
Tasks:

- 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

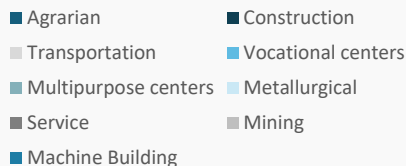
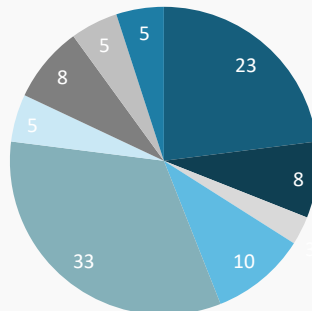
1. Implementation of joint PPP projects in vocational education institutions (2020)

Participants (68 vocational schools)

Lugansk oblasts



Donetsk oblasts



Quantity of students

Lugansk

3548

Donetsk

9800

Quantity of professions

Lugansk

49

Donetsk

110



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

Training, post training support

Program (2-days online training) (instead of 2-days off line training)

Presentation (challenge – to make is engaging and interactive)

Handouts (list of PPP projects with description, description of CANVAS model, check-list for project team, examples of application forms, questionnaire for experts)

Application

Training on filling in a project application, submitting a project application, evaluating project applications, determining the winners, financing projects

Implementation

Receipt of funds

Implementation of project tasks in accordance with the project application

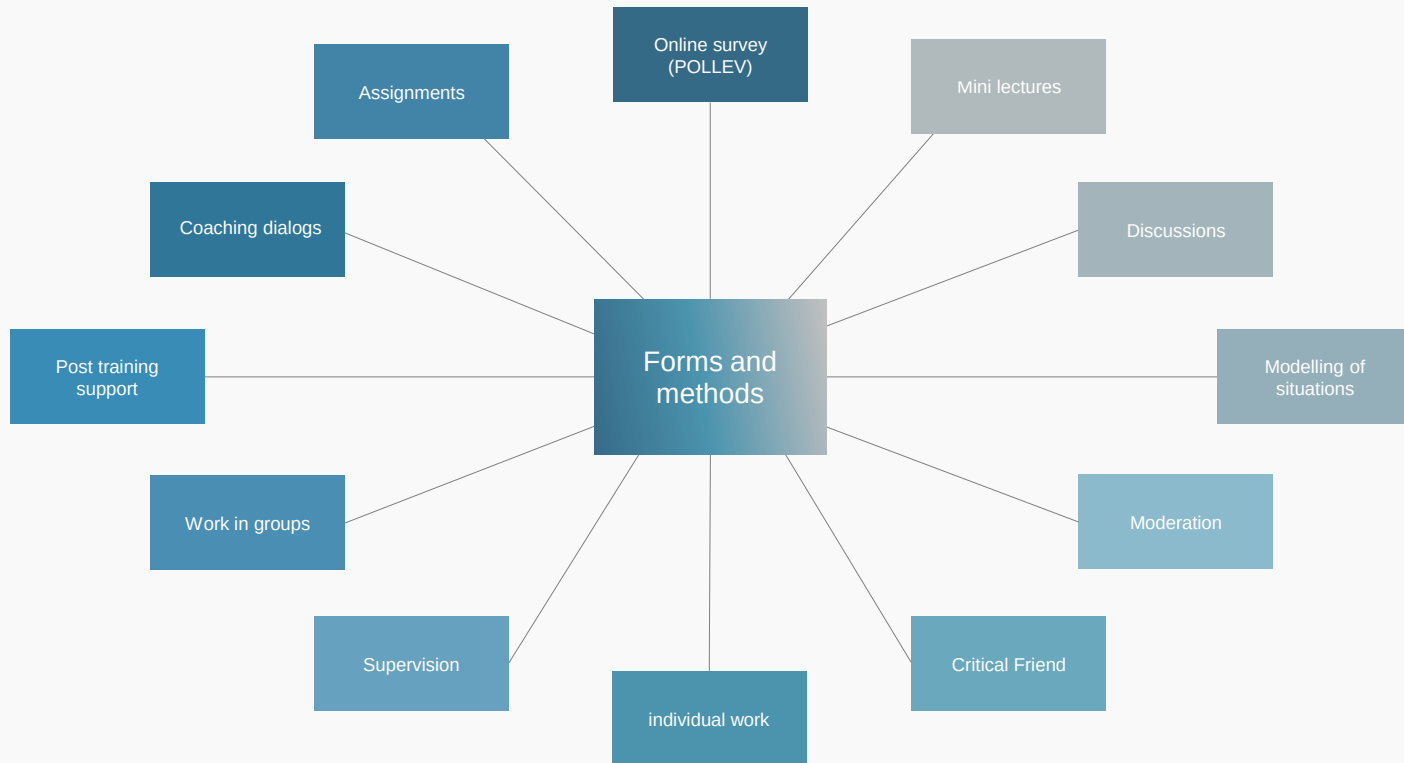
Evaluation of project results

Reporting

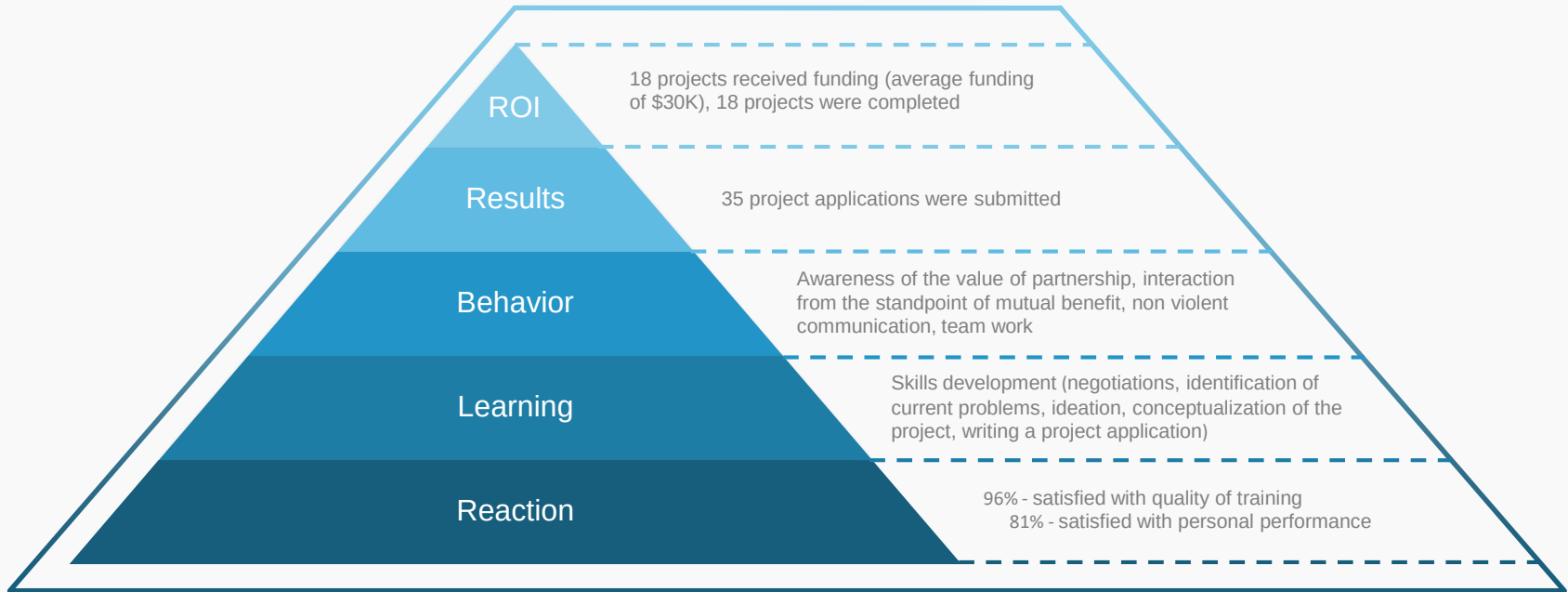
Ensuring the sustainability of project results

Presentation of project results at the conference

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)

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

Joint PPP Projects

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



Evaluation of learning outcomes

Meeting with Faculty staff, Program Evaluation Core



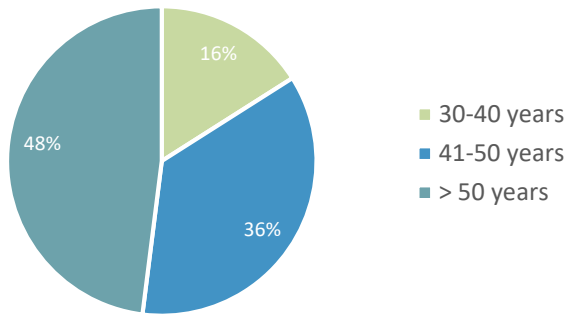
EXPERIENCE OF IMPLEMENTED PROJECT (SUPPORTED BY UNDP) “DEVELOPMENT OF PROFESSIONAL COMPETENCE OF HEADS OF VOCATIONAL EDUCATION INSTITUTIONS” (2019)

Key ideas:

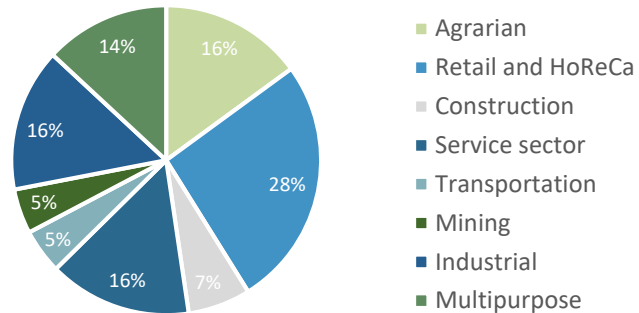
- 1 **Awareness.** Participants must be clearly aware of the benefits of Result-based management paradigm implementation.
- 2 **Practical.** The training program should be as practice-oriented as possible; after its completion the participants should develop specific skills and get concrete results.
- 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

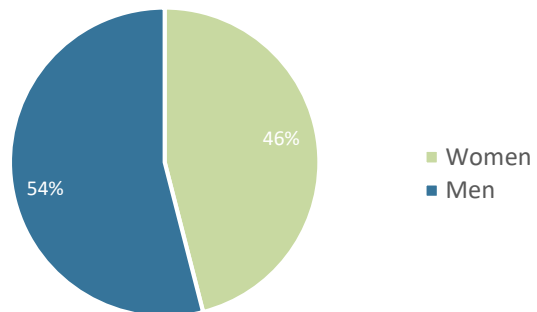
Age distribution



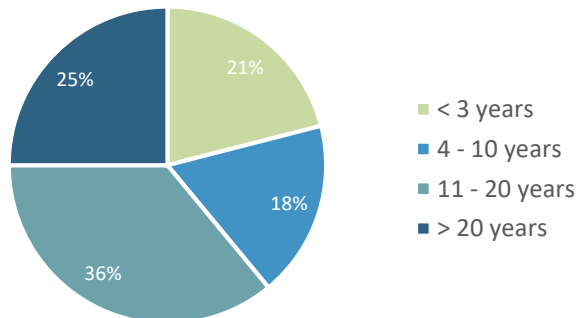
Distribution by profile of institutions



Distribution by sex



Management experience





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).

STAGES



ФайлГлавнаяВставкаРазметка страницыФормулыДанныеРецензированиеВидРазработчикAcrobatPower PivotЧто вы хотите сделать?

ВставитьВырезатьКопироватьБуфер обмена

Шрифт

Выравнивание

Число

Стили

Ячейки

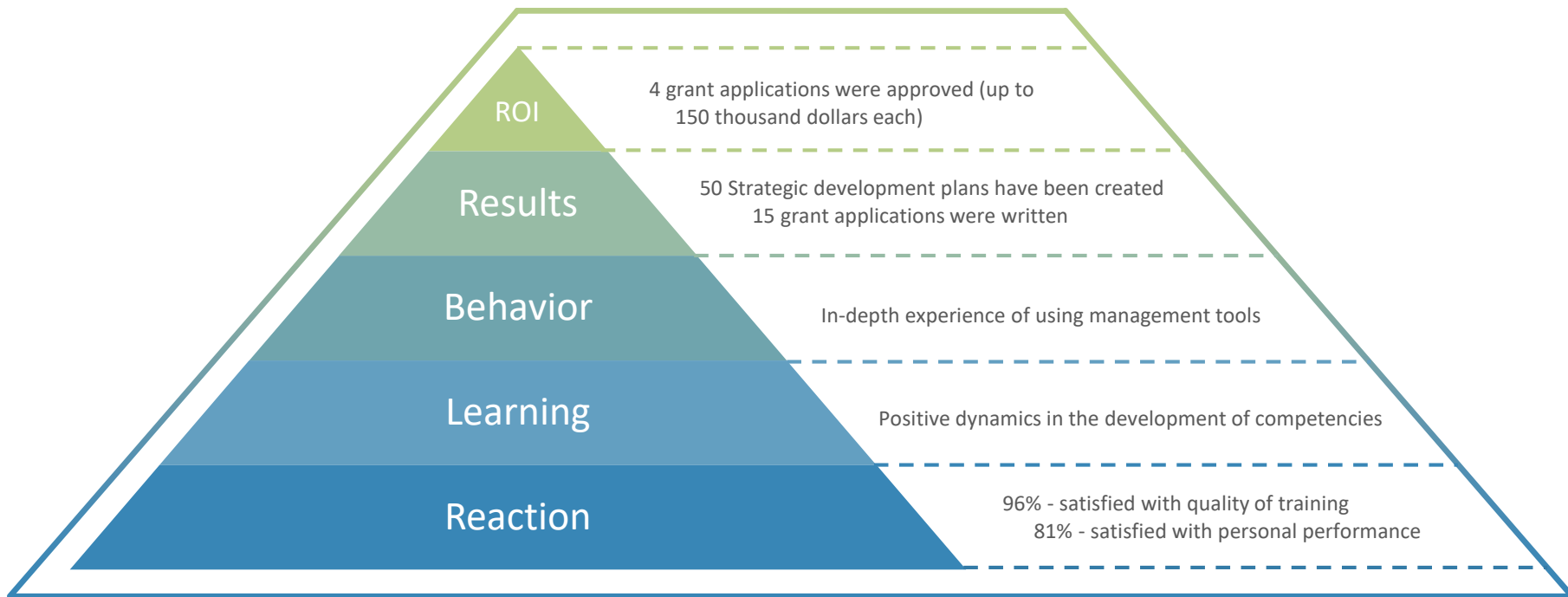
Редактирование

Q21

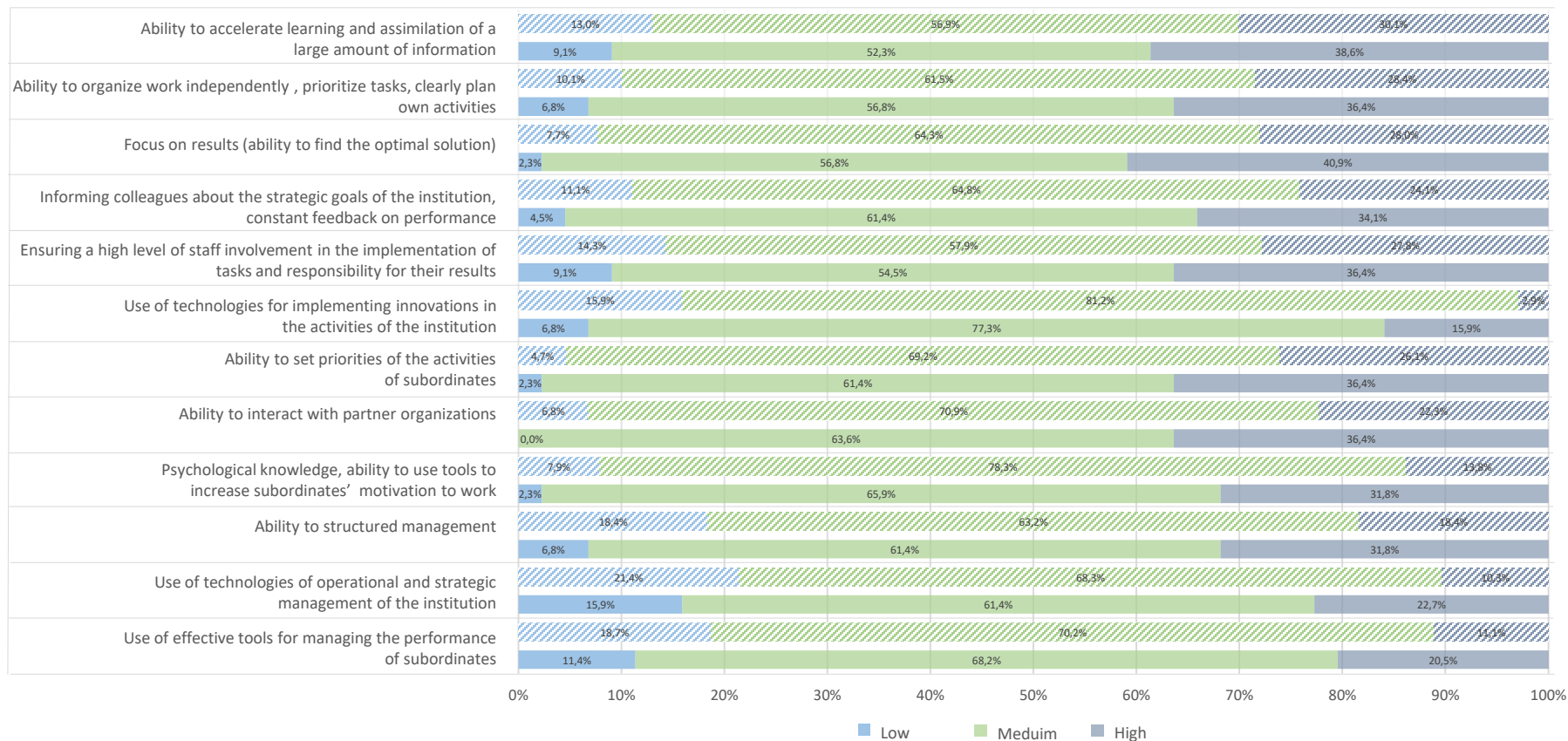
Интегрирована експертна оцінка проєктів (стратегій)																	Рейтинг	Кількість оцінок	9			
360°																						
		Батьки			Внутрішній експерт					Інвестор	Зовнішній експерт											
		Престижність закладу	Надійність	Перспективність навічання	Релевантність проєкту	Вірогідність реалізації проєкту	Наявність метрик	Вплив (Impact)	Додача вартості	Додача цінності	Сума, грн. (100 000)	Релевантність проєкту	Вірогідність реалізації проєкту	Наявність метрик	Вплив (Impact)	Додача вартості	Додача цінності					
		O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	O-S балів		O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	O-S балів	Кількість балів				
No	Назва закладу																					
3	Ефименко (МВМПУ)	40	40	42	41	40	38	34	33	38	245000	5	5	3	4	4	5	32,39583333	10,16667	7,466667	3,0625	11,7
4	Головань (МПЛА)	37	36	37	39	37	34	31	31	33	180000	4	2	0	5	4	5	27,25	9,166667	6,833333	2,25	9
11	Саврова (МПЛ)	29	30	29	31	30	26	33	33	29	213000	4	5	0	4	4	5	25,9625	7,333333	6,066667	2,6625	9,9
2	Гакеєва (МПМЛ)	31	33	32	28	26	23	23	20	20	55000	5	5	1	4	4	5	24,15416667	8	4,666667	0,6875	10,8
5	Тальман (МПЛСП)	26	25	28	31	28	23	26	24	25	83000	3	5	0	2	1	4	19,60416667	6,583333	5,233333	1,0375	6,75
8	Яковлева (МЦПТО)	34	36	37	29	26	25	26	22	22	38000	1	1	0	1	0	1	16,19166667	8,916667	5	0,475	1,8
9	Шатіло (ВПТУ)	25	28	25	27	28	18	25	23	21	90000	1	3	0	2	0	1	15,50833333	6,5	4,733333	1,125	3,15
7	Богадиця (МПАЛ)	20	20	21	27	24	23	27	21	22	30000	1	0	0	1	0	1	11,60833333	5,083333	4,8	0,375	1,35
6	Грода (МПЛБ)	20	21	19	14	12	8	11	8	9	22000	1	0	0	1	0	1	8,691666667	5	2,066667	0,275	1,35
15	Казанцева (МПЛСПІТ)	22	24	23	14	14	13	15	11	11	13000	0	0	0	0	0	0	8,5125	5,75	2,6	0,1625	0
10	Гончаров (НМЦ)	20	20	19	12	12	8	10	8	8	5000	0	0	1	0	0	0	7,3625	4,916667	1,933333	0,0625	0,45

Загальний рейтинг

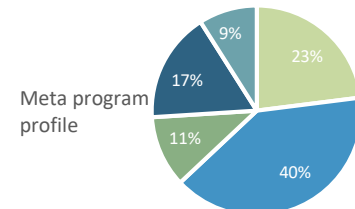
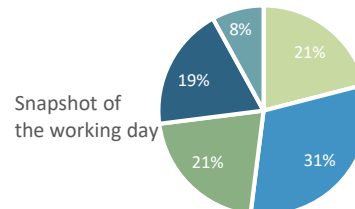
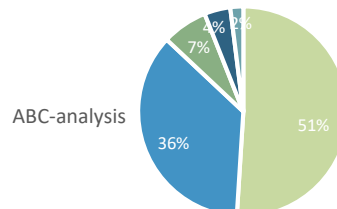
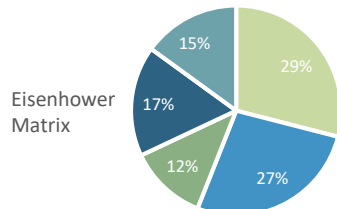
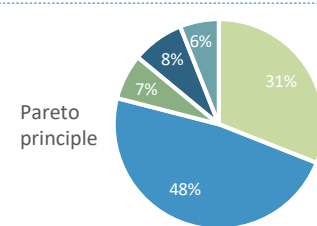
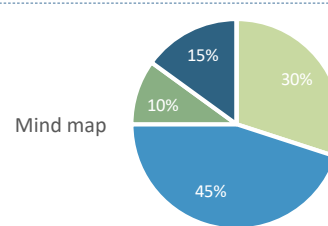
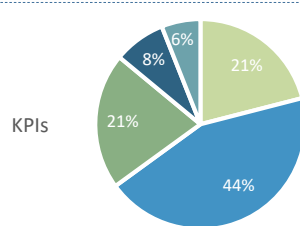
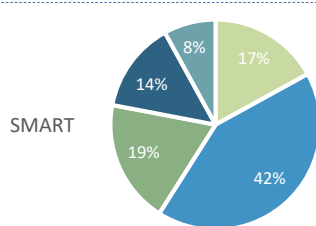
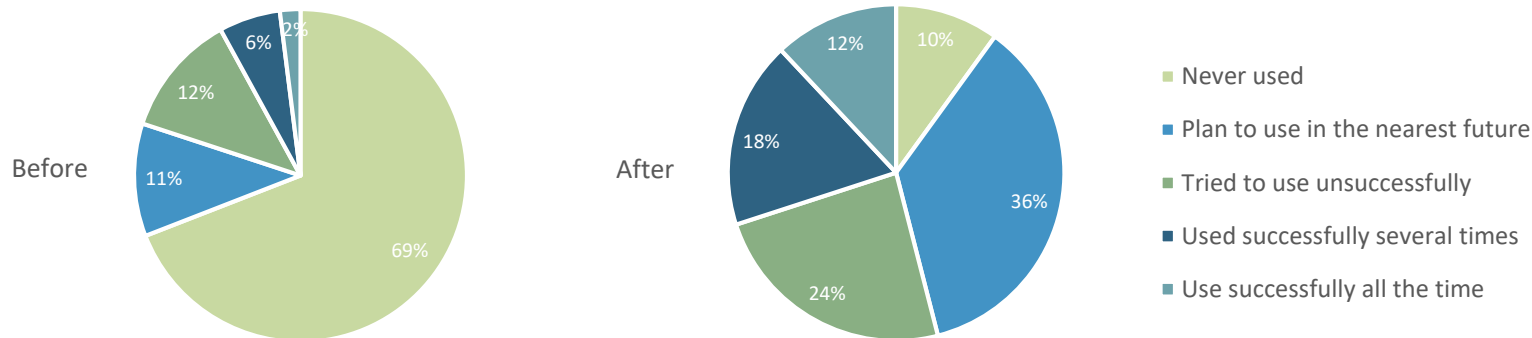
MODEL OF EVALUATION OF LEARNING OUTCOMES (D. KIRKPATRICK AND J. PHILLIPS)



RESPONDENTS' SELF-ASSESSMENT OF THE LEVEL OF DEVELOPMENT OF COMPETENCIES FOR THE IMPLEMENTATION OF RESULTS-BASED MANAGEMENT



EXPERIENCE IN USING RESULT-BASED MANAGEMENT TOOLS



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:

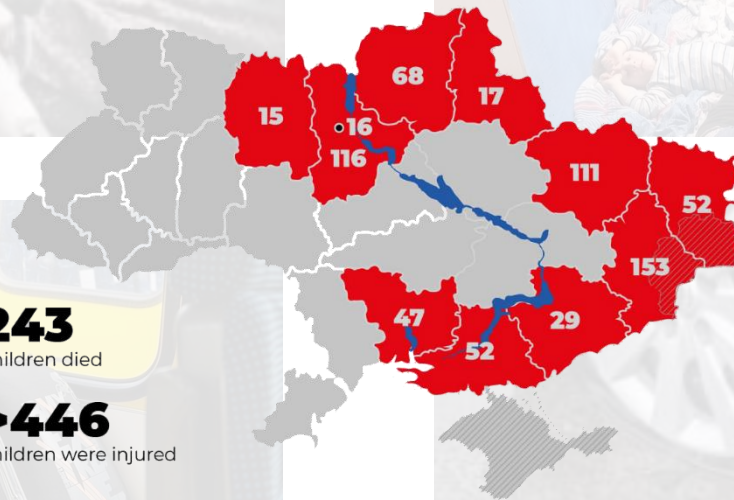
“The real goal of the Russians is genocide and the extermination of Ukrainian nation”.



RUSSIA KILLS CHILDREN

TOP
LEAD

Most children were affected in such regions:



243
children died

>446
children were injured

Source: Office of the Attorney General. Data as of June 1, 2022.
The data are not final, as information from many regions cannot be obtained

t.me/uawarinfigraphics



RUSSIA DESTROYS UKRAINIAN CULTURE

TOP
LEAD

Destruction of cultural heritage sites is a war crime.

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



Source: Ministry of Culture and Information Policy of Ukraine, as of May 27, 2022

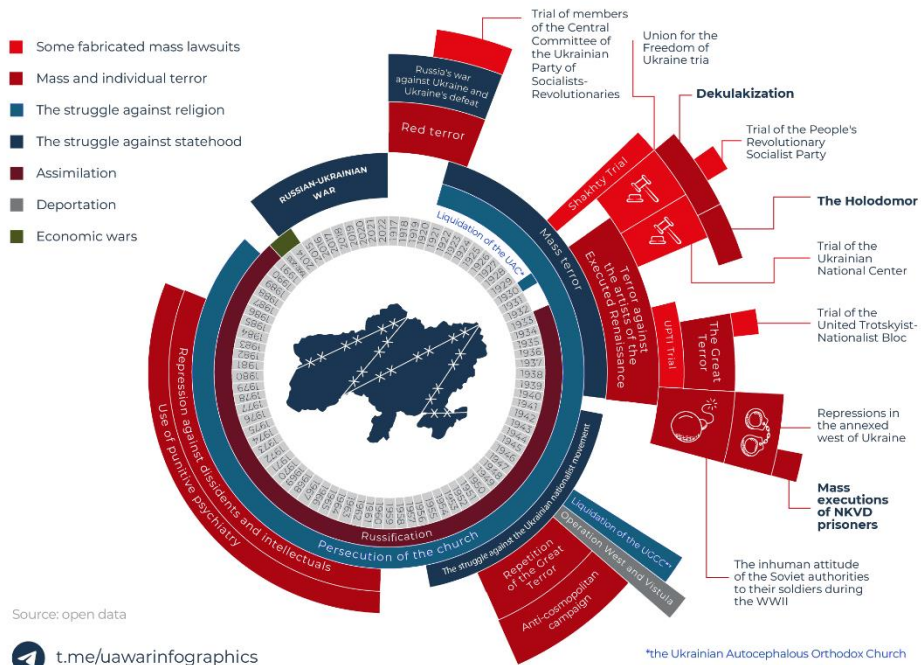
t.me/uawarinfographics



THE CENTURY OF RUSSIAN TERROR

TOP
LEAD

In the last century, there has not been a single generation of Ukrainian who have not suffered from Russia's crimes



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 7.1 million

migrants

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

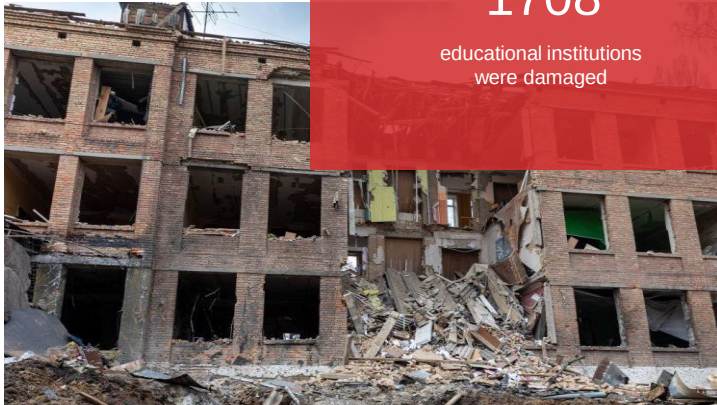


Russian propaganda:
“Our targets – only military sites”.



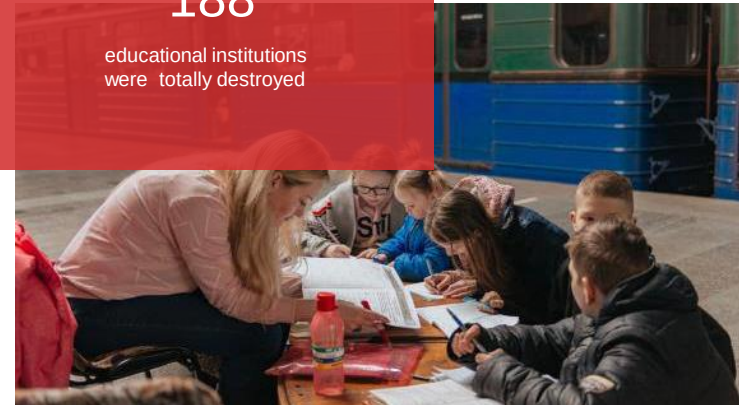
1708

educational institutions
were damaged

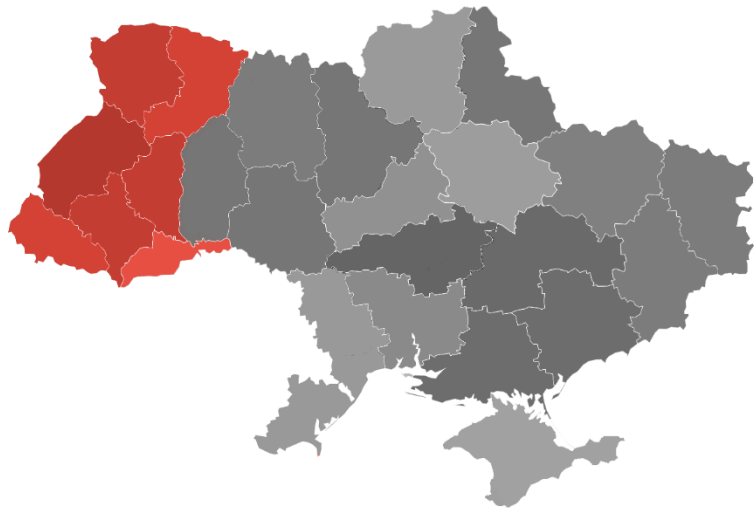


188

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.

Oleksandra Borodiyenko

Associate Professor,
Doctor of Pedagogical Sciences

Iryna Drach

Associate Professor,
Doctor of Pedagogical Sciences

Olha Petroye

Professor,
Doctor of Sciences in Public Administration

General purpose

is to substantiate strategic vectors of development of university education in the Western region of Ukraine

155

respondents

2

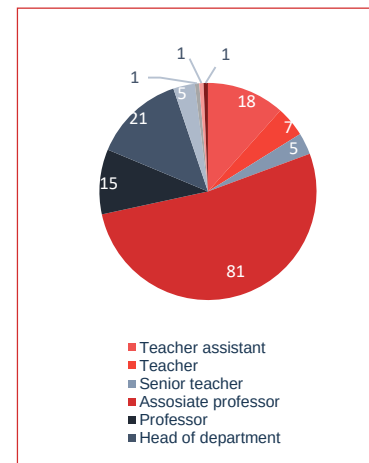
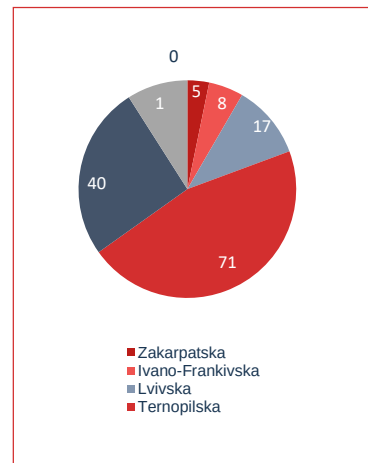
iterations during
empirical stage

5

possible/desirable
scenarios defined

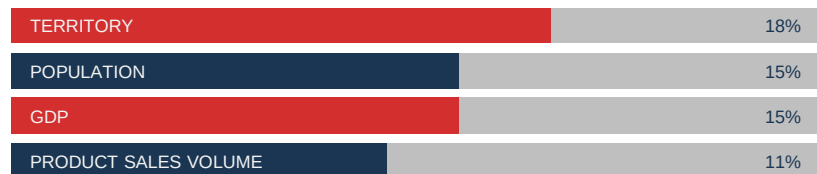
Tasks:

- ✓ 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.

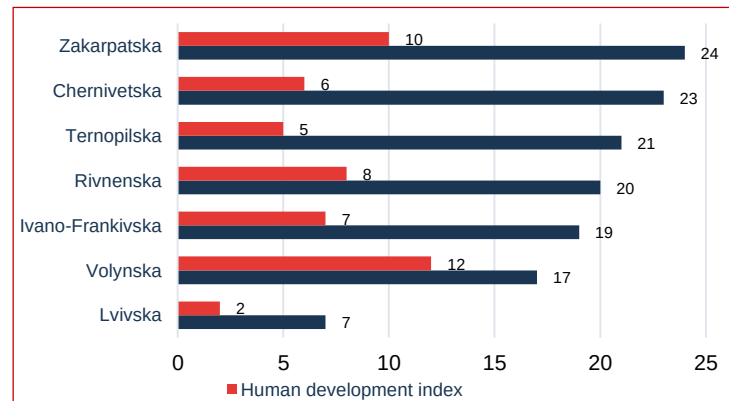
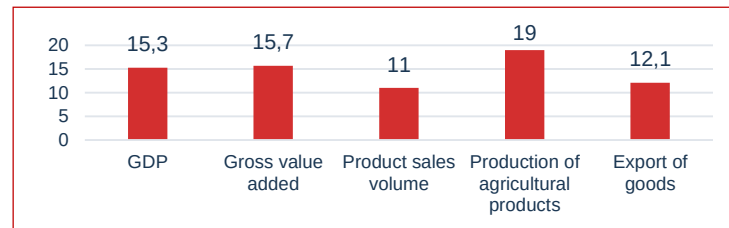


Western region of Ukraine

- ✓ 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").



400K business entities 1M of internally displaced persons 400 relocated business entities



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.

910785

Students

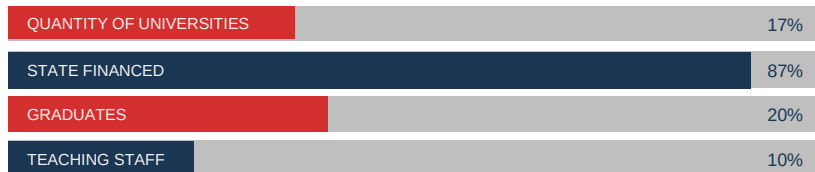
49694

Master degree students

12822

Foreign students

Range	University
4	Lviv Polytechnic National University
6	Lviv National University named after Ivan Franko
10	Yuriy Fedkovych Chernivtsi National University
13	Uzhhorod National University
18	Vasyl Stefanyk Precarpathian National University
19	Western Ukrainian National University
24	Gorbachevsky Ternopil National Medical University
27	Bukovynian State Medical University
28	Lesya Ukrainka Volyn National University
33	Ivan Pulyuy Ternopil National Technical University
40	Ivano-Frankivsk National Technical University of Oil and Gas



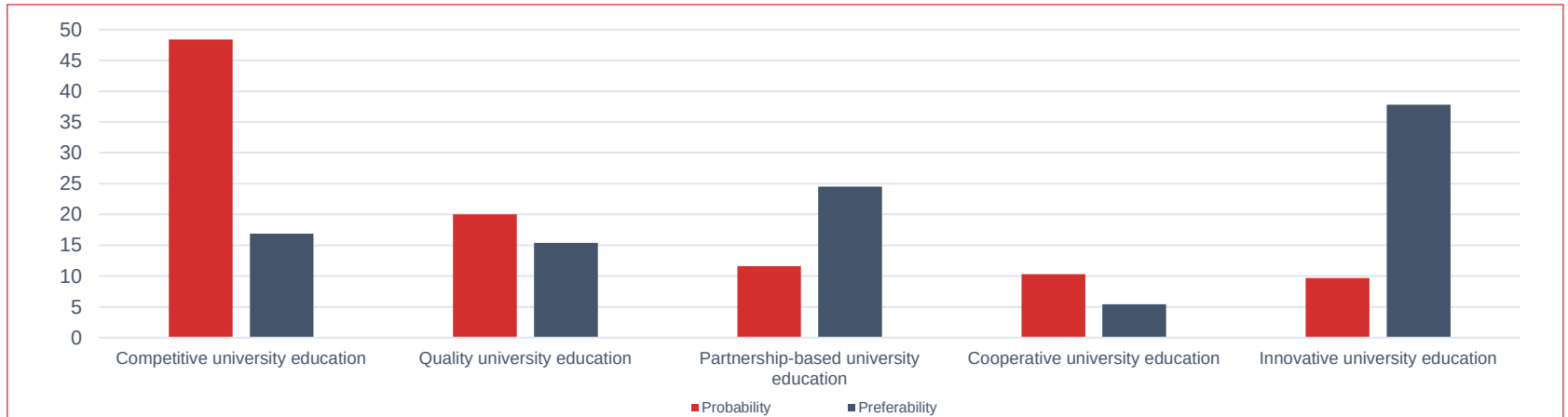
Challenges for universities



- ✓ 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.



4.UNIVERSITY- INDUSTRY PARTNERSHIP

Meeting with Faculty staff, Sigal Design Institute

University-Industry Partnership

Problematic areas (Ukrainian context):

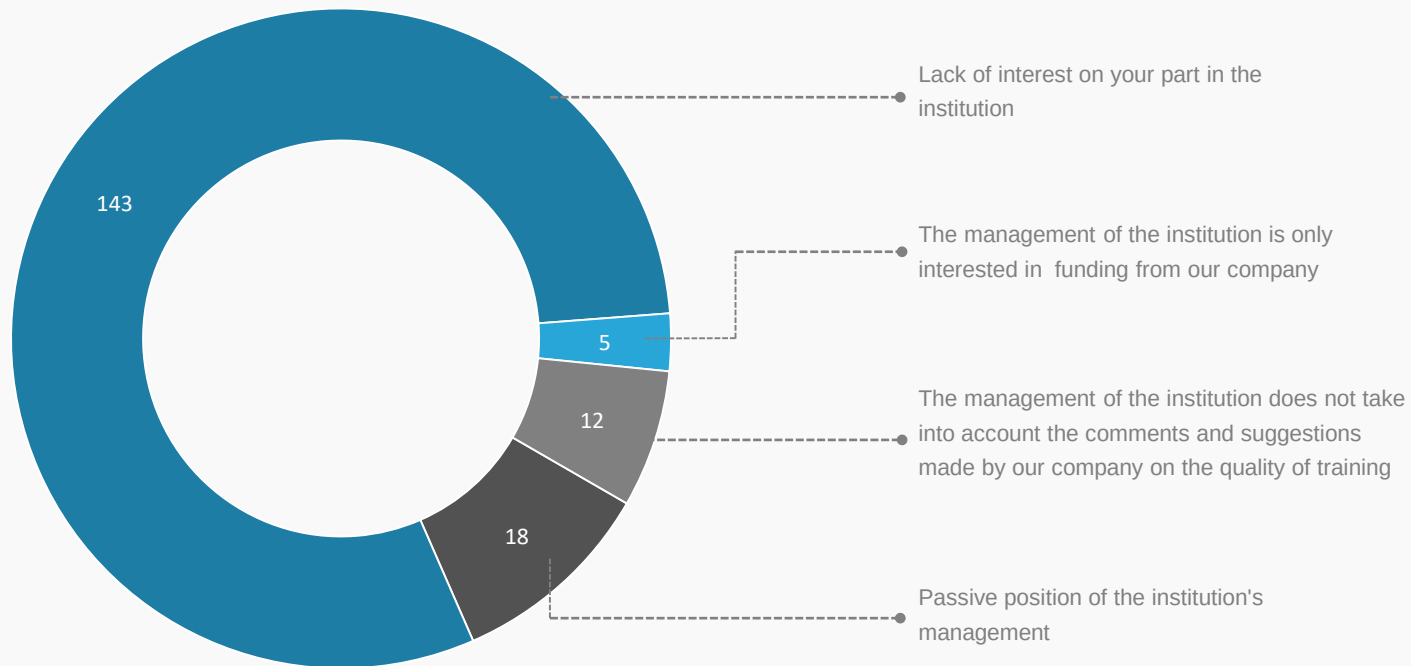
- 1 Partnerships are often formal (for example, informal meetings of heads of educational institutions, enterprises, which often address personal issues rather than questions of development of educational institution).

- 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.

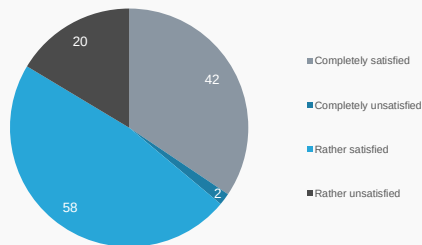
- 4 Partnership does not provide the active participation of the private sector (especially in case of universities).

What hinders the establishment of effective cooperation between your company vocational education institution?

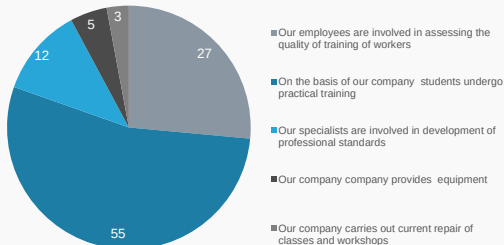


Industry Glance

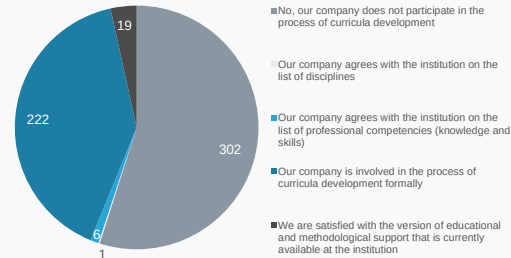
How satisfied is your company with the level of cooperation with the vocational education institutions?



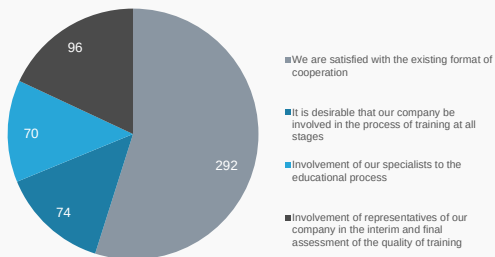
What forms of cooperation have developed between your company and vocational education institution



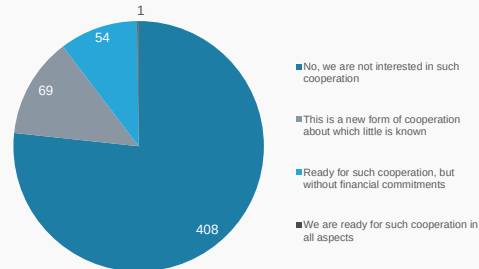
Is your company involved in the process of development of curricula, determining the list of disciplines and professional competencies?



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



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



Existing forms of University-Industry Partnership

Versatile	Specific	
	Short-term	Long-term
Job fairs	Guest lectures	Joint laboratories
Sponsorship in conferences	Specialized courses	Research centers
Interaction with structural subdivisions (faculties) of the university	Contests	Practice / internship
	Excursions to the enterprise	Joint departments
	Equipment purchase	
	Publication of textbooks and other educational literature	
	Preparation of theses	

Joint Projects

(within the framework of University-Industry Partnership)

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

Questions/comments/suggestions

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