

*Ciele OSN v oblasti udržateľného rozvoja:
Agenda 2030*

Sustainable Development Goals: The 2030 Agenda



**Ekonomická univerzita v Bratislave
Fakulta medzinárodných vzťahov**

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Agenda 2030***

Sustainable Development Goals: The 2030 Agenda

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EDUCATIONAL MANAGEMENT IN UKRAINE: THE PLACE OF DISPLACED UNIVERSITIES

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Abstract: The military-political crisis in Ukraine as a result of external interference has led to a decrease in the availability of higher education for people living on territories temporarily uncontrolled by the authorities and the deterioration of the conditions for the activities of higher educational institutions that were relocated to move from such territories to other regions of the country. The purpose of the study is to analyze the activities implemented by the Ukrainian authorities in the field of higher education management to address such issues as ensuring the availability of high-quality higher education for people living on the uncontrolled territory and the adaptation of higher education institutions relocated from such territories to other regions of Ukraine. The classification of universities, that have changed their location depending on the nature and purpose of such change, was also proposed.

Key words: 2030 Agenda, displaced university, management, Ukraine

JEL: I23, J62

Introduction

In September 2015, new goals for sustainable development for the countries of the world were approved at the United Nations Summit on Sustainable Development, which held at the 70th session of the UN General Assembly. The resolution *Transforming our World: The 2030 Agenda for Sustainable Development* was approved. This resolution consists 17 sustainable development goals and 169 targets.¹ The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

One of the main goals was proclaimed the goal *Ensure inclusive and equitable quality education and promote of lifelong learning opportunities for all* (SDG 4). Within the framework of this goal, there was proclaimed the target to achieve the equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university by 2030 (target 4.3).²

Ukraine as UN member country has joined the global sustainable development process. For the purpose of the inclusive process of adaptation of the Sustainable Development Goals, the strategic framework of the national development of Ukraine for the period up to 2030 was

¹ *Transforming our World: The 2030 Agenda for Sustainable Development* (2015), p. 1.

² *Ibid.*, p. 17.

determined, 86 national development targets were set up and 172 indicators were determined for their monitoring.³ Within the scope of the target 4.3 there is proposed to provide access to vocational education (including higher education) as one of the indicators to use the indicator *Share of households suffering from lack of funds to receive a family member of any vocational education* (indicator 4.3.1). The fulfillment of this task will be determined if in Ukraine the share of such families will decrease from 7.6% in 2015 to 5% in 2030.⁴

Ukraine's aspiration to achieve the goals set in Agenda 2030 takes place on the background of the Crimea annexation and anti-terrorist operation in eastern Ukraine. These events of 2014-2017 led to massive displacement from some regions of the country to others, not only hundreds of thousands of people, but also dozens of enterprises, organizations, institutions, including higher education institutions (universities). The availability of higher education for people residing in the country's temporarily uncontrolled territory has also greatly diminished.

The goal of the paper is to study the measures implemented by the Ukrainian authorities to the field of higher education management in order to solve such problems:

ensuring the availability of high-quality higher education for persons living on the territories, temporarily uncontrolled by the Ukrainian authorities,

the adaptation of higher education institutions that have relocated from temporary uncontrolled territory by the Ukrainian authorities to another part of Ukraine.

For this first part of the article examines how to interpret the university, which changed its location for political reasons or due to military conflicts. The second part analyzes the measures taken by the Ukrainian authorities to increase the availability of higher education for people living in a uncontrolled territory and to create conditions for further adaptation of displaced universities in new places.

1 Universities in exile, divided or displaced universities?

Universities, which change their location as a result of hostilities, violence, political repressions, etc., were called differently in different situations and in different countries.

In order to determine the peculiarities of the activity of such universities, in the researches there are such terms as *universities in exile* (Mikhailov, 2009; Goncharova, 2014; Kostomarov, 2015), *divided universities* (Dodonov, 2015; Svyrydenko, 2017), and *displaced universities* (Samosonok, 2016; Nestorenko, 2017).

To study what Ukrainian relocated universities are represented in essence, let's consider the peculiarities of the application of each of these terms.

1.1 Universities in exile

The term *university in exile* is most often used to emphasize that this university is located outside of its country in which the university was founded.

In the post-Soviet area, the university, which positions itself as a university in exile, is the European Humanities University (EHU). Established in 1992 in Belarus (Minsk), in 2005 this university had to move to Lithuania because of pressure from Belarusian authorities. The exiled university found its new home in Vilnius.⁵ EHU successfully develops with the support of the Lithuanian government and various international organizations. The question of the come back home is not yet up to date for EHU – at least until the change of the political regime in Belarus.

Another example of a university in exile is the Polish University Abroad in London (Polski Uniwersytet Na Obczyźnie – PUNO). This university serves all generations of Poles

³ *Cili stalogo rozvytku: Ukraina (2017): Nacionalna dopovid, p. 2.*

⁴ *Cili stalogo rozvytku: Ukraina (2017): Nacionalna dopovid, p. 35.*

⁵ KRYVOI, Ya. (2011): EHU: Belarusian University In Exile or For Exile?

who, outside their mother country or the land of their forebears, wish to continue their academic studies, broaden their knowledge of the contemporary world and maintain contact with Polish science and culture.⁶ The history of PUNO dates back to December 1, 1939, when the inauguration of the first academic year Polish University Abroad took place. As a result of various transformations and relocations of this university PUNO received all the rights of a private academic school in the United Kingdom on December 15, 1952.

After the fall of the communist regime in Poland in 1989, PUNO continued its activities in the UK, developing active cooperation with Polish universities, but it didn't return to Poland. Thus, today PUNO continues to formally remain a university in exile, but in fact it is not being a university of this type now.

Another case is university in exile that was founded in a safe country. The goal of its founding was the organizing of training and research activities of scientists and students migrated from countries where there was a threat to their life and activity. A vivid example of such kind of university is the University in Exile. This University was founded in 1933 under the New School for Social Research (US). It was specifically founded for scientists forced to leave Nazi Germany and fascist Italy.⁷ The University in Exile was sponsored more than 180 individuals and their families, providing them with visas and jobs. Some of these refugees remained at the New School for many years and some moved on to other institutions in the United States.⁸

Sometimes such universities, which formally cannot belong to this category, are considered as universities in exile. For example, we can recall Tibetan monastic universities.⁹ Major of them are Gaden, Sera, and Drepung, all located in southern India. However, from a formal point of view, these universities are not universities in exile: they were founded on the basis of educational centers of Buddhist monasteries or monastic colleges after the emigration of monasteries from Chinese Tibet to India.¹⁰

So, a university in exile is a university relocated to other country. On the one hand, main activity of a university in exile is aimed at serving to the interests of its home country. On the other hand, after stabilizing the situation in its home country, the university in exile does not usually come back home.

1.2 Divided Universities

The term of *divided universities* is not common. From our point of view, the use of such a term is justified only in the case, when on the basis of one university two universities are formed in different countries, and each one further functions in accordance with the legislation of its country. The reasons for dividing of the university into two independent ones can be military and political conflicts.

The use of the term *divided universities* for contemporary Ukrainian universities is not advisable, because after displacement of some part of teaching staff and students from uncontrolled territory to other regions of country, only displaced universities act due to current Ukrainian legislation.

To some extent, Silesian University of Technology (SUT) and Lviv Technical University can be attributed divided universities. The inauguration ceremony of Silesian University of Technology's first academic year was held in Gliwice in 1945. Didactic curricula

⁶ The Polish University Abroad in London. Our mission and tasks.

⁷ RUTKOFF, R. M. – SCOTT, W.B. (1986): *New School: a History of the New School for Social Research*.

⁸ The New School for Social Research. History. <https://www.newschool.edu/nssr/history/>

⁹ ETSI Overview and Curriculum. In: *Advancing the Convergence of Science and Spirituality*.

¹⁰ About The Re-establishment of Drepung Gomang Monastic University in India.

and plans were based on the standards from Lviv Technical University. The academic staff of the SUT comprised almost solely of the former academics from Lviv.¹¹

Another example of divided universities is Nicolaus Copernicus University in Torun and Stefan Batory University in Vilnius. The history of Nicolaus Copernicus University in Torun is inextricably linked with Stefan Batory University, functioning in the years 1919-1939 in Vilnius, when Vilnius was part of Poland. In 1939, after the occupation of Vilnius by the Soviet Union, the staff and students of Stefan Batory University had to leave their alma mater. Stefan Batory University was closed on December 15, 1939 by the authorities of the Republic of Lithuania. Then in its place a new university, named Vilniaus universitetas, was created.¹² Later it was opened as Vilnius University. The historical date in the history of Nicolaus Copernicus University is May 9, 1945, when the first group of former employees of Stefan Batory University arrived in Toruń.¹³

Displaced Universities

One more term for relocated university is *displaced university*. This term should be used when a university transfers its activities from uncontrolled territory to regions that are controlled by the authorities. Sometimes these universities are called evacuated universities. The main feature of the relocated university is that it moves within the country. Once the occupied territories have been liberated and the authorities have established control over them, the displaced universities come back home.

From the end of 20th century to the beginning of 21st century political and military conflicts on the territory of countries – former Soviet republics – led to the emergence of uncontrolled territories and, as a consequence, to the displacement of some universities from these territories to other regions of the home country.

After the political events of 1989 Georgian sector of University with the majority of professors and students seceded and on May 14, 1989 on its base was established Sokhumi Branch of Tbilisi State University, which since December of 1993 continued functioning in Tbilisi. On July 31, 2007 Sokhumi branch of Tbilisi State University by the regulation of Georgian government re-established as Legal Entity of Public Law – Sokhumi University. The newly established Sokhumi University obtained License for educational activity (04.01.2008) and Governmental Accreditation (08.01.2008). On December 10, 2008 by the Provision #239 the Georgian Government adopted an amendment to the provision #160 (2007) after which the Legal Entity of Public Law Sokhumi University has been renamed as the Legal Entity of Public Law Sokhumi State University.¹⁴

An example of a displaced university is Tiraspol State University (TSU) too. During its history this university were displaced (evacuated) twice. The WWII led to the evacuation of university in Orenburg region (Russian Federation). After the liberation of Moldova in August 1944, the TSU returns to Tiraspol and activates as the Pedagogical Institute.

From May 1992, the Institute received a university status, and in July 1992, following the outbreak of military conflict by anti-national forces, Tiraspol State University was evacuated in Chisinau in accordance with the Government Decision no. 480 of 9 July 1992.¹⁵ On the material basis of the Tiraspol State University in the territory of the unrecognized Pridnestrovian Moldavian Republic, T. G. Shevchenko Transnistrian State University was founded. But training activity of this organization is unrecognized all over the world.

¹¹ History. Silesian University of Technology.

¹² LIEKIS, S. (1 January 2010). *1939: the year that changed everything in Lithuania's history*. Rodopi. pp. 174-175.

¹³ Wileńskie ślady w Toruniu, czyli krótka historia powstania Uniwersytetu Mikołaja Kopernika (2015).

¹⁴ Brief History of University.

¹⁵ History. Tiraspol State University.

In Ukraine at the beginning of 2017 the status of the displaced university was given to 18 educational institutions from Donbas and one from Crimea – V. I. Vernadsky Taurida National University. Last one came back to Kyiv – the city, where this higher education institution was established in 1918.¹⁶

Taking into account the peculiarities of the reasons for the transfer of universities to other regions or countries, the study proposes the following classification of such universities (Table 1).

Table 1: Classification of university, which changed their location due to political reasons and/or violence, military-political conflicts

<i>Type of relocated university</i>	<i>Direction of displacement</i>	<i>Displacement characteristic</i>	<i>Examples</i>
University in exile	To another country	University relocates to other country. Historical experience shows, that after stabilizing of the situation in its home country, the university in exile does not usually come back home.	European Humanities University (relocation from Belarus to Lithuania), University in Exile (US)
Divided university	To another country. Often a name of relocated university has been changing.	After relocation of a university to another country a new one is founded on the basis of old university. Each university acts in accordance with the law of its present country.	Silesian University of Technology (Poland) – Lviv Technical University (former USSR / Ukraine); Nicolaus Copernicus University in Torun (Poland) and Vilnius University (former Stefan Batory University) (Lithuania)
Displaced university (evacuated university)	To another region of country	In the territory from which the university moved, a twin university may remain and work (fake university) outside the law. Diplomas of fake university are not recognized by any country or most countries. Displaced university is planning to come back home after the legitimate authority restoration there	Tbilisi State University (Georgia), Tiraspol State University (Moldova), Donetsk National University (Ukraine)

Source: Authors' own

Given characteristics of various types of relocated universities, it should be noted that at the legislative level the peculiarities of changing the conditions of activity of the universities, relocated from the uncontrolled territory, were defined quite accurately. According to the Law

¹⁶ NESTORENKO, T. – NESTORENKO, O. – PELIOVA, J. (2017): Displaced and Fake Universities – Experience of Ukraine, p. 266.

of Ukraine,¹⁷ the temporarily displaced university is the state, municipal or private institution of higher education, which in the period of temporary occupation or the anti-terrorist operation has changed its location (relocated) from temporarily occupied territory to the territory, controlled by Ukrainian authorities.

Displaced universities in the context of increasing accessibility of higher education in Ukraine

Military actions, international armed or frozen conflicts in the country dramatically reduce access to education for the population. However, under such conditions, the state should define and implement a strategy and appropriate set of measures to provide citizens with access to quality education.

Since 2014 in Ukraine, access to education (in particular, higher education) for people living in temporarily occupied territories or in the area of an antiterrorist operation has sharply deteriorated. According to the Law "On Higher Education", admission to study for a postgraduate or undergraduate degree is carried out on the basis of complete general secondary education based on the results of an external independent assessment of knowledge.¹⁸ Therefore, citizens living in temporarily occupied territories or in the area of an anti-terrorist operation are not able to obtain a certificate recognized by the Ukrainian authorities and physically unable to undergo an external independent assessment of knowledge. Certificates issued by secondary schools in areas beyond the control of the Ukrainian authorities are not recognized in Ukraine. So they are not a certificate of secondary education.

In post-Soviet territories Ukraine is not the first country to face the problem of recognizing or not recognizing education documents from uncontrolled territories.

In countries – former Soviet republics – the problem of access to education for citizens living on uncontrolled territory, is decided differently. Thus, in 2010 Georgia, as a country facing this problem in the 90's of the twentieth century, decided to resolve it in the framework of the implementation of the strategy of "Engagement through cooperation" in relation to the occupied territories. According to this strategy, Georgia provides residents of the occupied territories with opportunities for education in their native language, Georgian, Abkhaz and Ossetian. In addition, Georgia recognizes certificates and diplomas which confirm the education of Georgian inhabitants of Abkhazia and Tskhinvali / South Ossetia, and allows residents of these occupied territories to continue their studies in other regions of Georgia or abroad.¹⁹

Moldova is differently concerned with the recognition of documents certifying the level of education received by residents of the unrecognized Transnistria. If the certificate of secondary education, which was received by a person in Transnistria, can be legalized in accordance with the established procedure of Moldova, the Transnistrian diplomas are not recognized in Moldova. Graduates from Transnistria apply to the Moldavian universities, where they are asked to pass academic differences, including the Romanian language, and pay for the Moldovan diploma.²⁰

In Ukraine, any educational documents issued in settlements on the territory temporarily uncontrolled by Ukrainian authorities are considered as unavailable.²¹ In order to provide access

¹⁷ Pro vnesennia zmin do deiakyh zakoniv Ukrainy shodo diyalnosti vyshih navchalnyh zakladiv... (2016). Zakon Ukrainy

¹⁸ Pro vyshiu osvitu (2014). Zakon Ukrainy, st. 44.

¹⁹ Mezhdunarodnaya konvenciya o likvidacii vseh form rasovoj diskriminacii. Shestoj-vosmoj periodicheskie doklady gosudarstv-uchastnikov, podlezhashie predstavleniyu v 2014 godu. Gruzija.

²⁰ Legalizacii pridnestrovskih diplomov ne budet.

²¹ Poriadok prodovzhennia navchannia osib, yaki navchalsia u vyshih navchalnyh zakladah, sho roztashovani u naselenyh punktah, na terytoriyi yakych organy derzhavnoi vlady tymchasovo ne zdijsniuiut svoi povnovazhennia (2017): Nakaz MON Ukrainy, № 74, 19. 01. 2017.

to secondary education the external and distance learning forms were offered to the citizens living on such territories.

Thus, for the Ukrainian authorities the task was, on the one hand, provide the opportunity for persons from uncontrolled territories to get into universities of Ukraine, on the other hand, to support displaced universities, which, as a result of moving from uncontrolled territories of the government, were in a difficult situation.

That is why at the legislative level it was established that the norms of the number of persons studying on one position of scientific and pedagogical worker in temporarily displaced universities are determined by the Cabinet of Ministers of Ukraine with a coefficient of 0.8 from the established norms.²²

Namely, the required number of students per one teacher of the displaced university will be 20% less than for an other universities. Also, temporarily displaced universities have retained the status of national and have continued accreditation. That is, they continue to work in the legal field.

To solve the problem of access to higher education from 2016, entrants from uncontrolled territories by Ukrainian authorities were given the opportunity to get into universities through a simplified procedure.

For this purpose, *Crimea – Ukraine* and *Donbas – Ukraine* educational centers were created. In 2017, such centers worked from June 19 to September 30 for the graduates from temporarily occupied territories of the Crimea and the city of Sevastopol and the territory of antiterrorist operation.²³

35 *Crimea – Ukraine* educational centers were created on the basis of some universities of Zaporizhzhya, Dnipropetrovsk, Kyiv, Lviv, Mykolayiv, Odesa, Kharkiv, Kherson regions and on the basis of the Taurida National V. I. Vernadsky University, which is a displaced university and located in Kyiv since 2016.

Donbas – Ukraine educational centers were created on the basis of the universities of Donetsk and Luhansk regions (17 centers) and on the basis of displaced universities (17 centers), regardless of the region in which the university is located now. The Taurida National V.I. Vernadsky University became the only university in which the *Crimea – Ukraine* and *Donbas – Ukraine* educational centers were created.

Thus, the state supports displaced universities, because half of the *Donbas – Ukraine* educational centers have been created precisely at these universities.

This model of facilitating access to higher education for graduates from uncontrolled territories and supporting displaced universities has already demonstrated its effectiveness. In 2017 1,550 students from temporarily uncontrolled and occupied territories joined Ukrainian universities.²⁴ Almost 4,000 persons applied for consultations to *Donbas – Ukraine* educational centers and 1346 persons got into various Ukrainian universities. In comparison with 2016 the number of enrolled students increased by 1.5. In particular, 224 persons were enrolled to Taras Shevchenko Luhansk National University (displaced to Starobilsk), 154 students were enrolled to Volodymyr Dahl East Ukrainian National University (displaced to Severodonetsk), 106 persons were enrolled to the Luhansk National Agrarian University (displaced to Kharkiv), 96 persons were enrolled to Donetsk National Technical University (displaced to Pokrovska) and 83 persons were enrolled to Taurida National V. I. Vernadsky University (displaced to Kiev).

²² Pro vnesennia zmin do deiakyh zakoniv Ukrainy shodo diyalnosti vyshih navchalnyh zakladiv... (2016). Zakon Ukrainy.

²³ Finansuvannya osvithnih poslug, a ne rektoriv hochut u Minosviti. 12. 06. 2017.

²⁴ U 2017 roci do ukrainskyh VNZ vstupylo 1550 studentiv z tymchasovo nepidkontrolnyh ta okupovanyh terytorij (2017).

The educational center *Crimea – Ukraine* has provided consultations to more than a thousand people. There were 204 university entrants in 2017, which is 51 persons more compared to 2016. The most popular universities for graduates from Crimea were Kyiv National University named after Vadym Hetman (31 persons) and Taurida National V.I.Vernadsky University (67 persons).²⁵ Through educational centers, university entrants from temporarily uncontrolled and occupied territories can enter both on the basis of external independent testing (to any university) and without it – on the basis of entrance exams (to a university or college on the basis of which an educational center was created).²⁶

That is, such entrants can choose the option of admission, according to which she/he has a greater chance of enrolling at a university under government order (namely, studying for free). At the same time, through the educational centers the entrants can't get into any university, but only in the one in which from the list of educational center. This limits their choice.

Conclusion

Achieving the goals and targets set out in Agenda 2030 has the ambition to eliminate extreme poverty, reduce inequality including ensuring equal access to higher education. Ukraine, like other UN member states, has joined the global process of sustainable development. Ukraine, like other UN member states, has joined the global sustainable development process, one of the goals of which is to provide everyone with access to quality education.

The military-political crisis in Ukraine as a result of Revolution of Dignity, annexation of Crimea by Russia as well as formation of quasi-republics of the East of Ukraine has led to worsening access to higher education for citizens living in uncontrolled areas of power. Also these events led to the relocation of 17 universities from uncontrolled territories by Ukrainian authorities to other regions of Ukraine. We considered the differences between some possible definitions of such universities (university in exile, divided university, displaced university or evacuated university). And we defined, that the closer to the Ukrainian reality definition for relocated university is displaced university.

To support displaced universities, the Ukrainian authorities applied a simplified mechanism for admitting entrants from the Crimea and temporarily uncontrolled territories to such universities. For university entrants from the temporarily uncontrolled territories and Crimea a separate model of admission to university institutions was implemented in 2016. For this purpose, educational centers were created on the basis of the displaced universities. University entrants from the temporarily uncontrolled territories may get into a university either in general or in a simplified procedure.

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²⁵ U 2017 roci do ukrainskyh VNZ vstupylo 1550 studentiv z tymchasovo nepidkontrolnyh ta okupovanyh terytorij (2017).

²⁶ Instrukciyi yak otrymaty dokumenty pro osvitu i vstupyty do VNZ dlia zhyteliv Krymu i Donbasu.

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