



TAICER TALK

September 2022

Volume 8, Number 2



Special Edition: Ukraine



Quality Assurance in Ukrainian Education

In order to understand the complicated system of quality assurance functioning in the current system of education in Ukraine, it is necessary to briefly review how quality assurance operated while Ukraine was part of the USSR. Whereas education in general in the Soviet era was highly centralized, ideologically overloaded and politically oriented, management in education was complex, intricate and multifunctional. It was conducted on the levels of two major Ministries of Education: the Ministry of Higher and Secondary Specialized Education of the USSR (Moscow) and the republican (Ukrainian) Ministry of Higher and Secondary Specialized Education (Kyiv), as well as various local educational agencies overseeing education on all levels.

Soviet quality assurance in education could be traced in the systems of secondary specialized and higher education, criteria for educating qualified specialists, curricular and training materials, instructional textbooks, institutional admission policies, policies for educational and scientific training of specialists, institutional management.

The genesis of the Ukrainian Ministry of Education (MOE) includes multiple name changes and reorganizations over more than seventy years of its history summarized in Table 1.

Table 1: The Genesis of the Ukrainian Ministry of Education

Time Frame	MOE in Ukrainian	MOE in English
1946-1988	Міністерство освіти УРСР	Ministry of Education of the UkrSSR
1988-1992	Міністерство народної освіти УРСР/України	Ministry of Public Education of the UkrSSR/Ukraine
1992-1999	Міністерство освіти України	Ministry of Education of Ukraine
1999-2010	Міністерство освіти і науки України	Ministry of Education and Science of Ukraine
2010	Міністерство освіти і науки, молоді та спорту України	Ministry of Education and Science, Youth and Sport of Ukraine
2013 - current	Міністерство освіти і науки України	Ministry of Education and Science of Ukraine

Needless to say, each new name of the MOE is listed on the credentials issued in their respective time frames. Therefore, it is helpful to bear in mind the correlation of each ministerial name change with the credentials. Since 1991 when Ukraine was undergoing tumultuous changes in economics and politics, the same turbulent transformation occurred in Ukrainian education resulting in numerous reforms. Besides the fact of the Ukrainian MOE changing its names several times, it is important to note that only through the thirty-year period twelve ministers of education were appointed to head the MOE.

When Ukraine gained its long-awaited independence in 1991, there arose an urgent need to revise education completely by disposing of the Soviet style of education. The main goal was to adopt national legislation in education and to follow the world tendencies in education.

Although Ukrainian education still retained a lot of features of the Soviet model of education in the early and mid-90s detected in the types of institutions and credentials (especially documentation formats), curricula, programs, language of instruction, etc., the major reforms in education promulgated at that time are tied to several important laws on education aimed at developing the national Ukrainian quality of education.

Quality of education, in its general understanding, is defined as the set of characteristics of competencies and professional consciousness which reflect the ability of a specialist to conduct professional activity according to the requirements of current state of economics, on a defined level of effectiveness and professional success with understanding of the social responsibility for the results of the professional activity. Quality of education deals with the result of the educational activity (an institutional graduate with skills of a specialist) and the factors of developing this result, which depend on the goal of education, content and methodology, organization, and technology.

Quality of higher education is the compliance of learning outcomes with the requirements established by law to the relevant standards of higher education and/or the contract for educational services provision.

Quality of education observed in quality of higher education, quality of educational activity, and quality assurance in education is defined and spelled out in the educational legislations of 1991, 1995, 1996, 2002, 2014, 2017, 2020 with variations, improvements, amendments per each year when the laws were adopted.

Reference to quality assurance in education per various levels can be found in Table 2 containing the educational legislation adopted since 1991. It should be noted that the older legislation was amended, edited, revoked, expired, or replaced by updated and newer legislation in education through the years.

Table 2: Educational Legislation

Law Title and Year of Adoption	Link
Закон України Про освіту (1991)	Law of Ukraine On Education (1991)
Указ Президента України Про Основні напрями реформування вищої освіти в Україні (1995)	Decree of the President of Ukraine On Main Directions of Higher Education Reform in Ukraine (1995)
Закон України Про внесення змін і доповнень до Закону Української РСР Про освіту (1996)	Law of Ukraine On Education (1996)
Закон України Про професійну (професійно-технічну) освіту (1998)	Law of Ukraine On Vocational (Vocational-Technical) Education (1998)
Закон України Про загальну середню освіту (1999)	Law of Ukraine On General Secondary Education (1999)
Закон України Про вищу освіту (2002)	Law of Ukraine On Higher Education (2002)
Про Національну доктрину розвитку освіти (2002)	National Doctrine of Education Development (2002)
Закон України Про вищу освіту (2014)	Law of Ukraine On Higher Education (2014)
Закон України Про освіту (2017)	Law of Ukraine On Education (2017)
Закон України Про фахову передвищу освіту (2019)	Law of Ukraine On Specialized Pre-Higher Education (2019)
Закон України Про повну загальну середню освіту (2020)	Law of Ukraine On Complete General Secondary Education (2020)
Про затвердження Порядку проведення моніторингу якості освіти (2020)	Decree On Approval of the Order of Conducting of Quality Assurance Monitoring in Education
Про затвердження плану заходів на 2020-2027 роки із запровадження Концепції реалізації державної політики у сфері професійної (професійно-технічної) освіти “Сучасна професійна (професійно-технічна) освіта” на період до 2027 року	Order On Approval of the Action Plan for 2020-2027 on Enactment of the Concept of Implementation of State Policy in the Field of Vocational (Vocational-Technical) Education “Modern Vocational (Vocational-Technical) Education for the Period up to 2027

The [Law of Ukraine On Higher Education \(2014\)](#) with amendments is of crucial importance for establishing the **system of quality assurance in higher education** (Chapter V, Article 16).

The system of quality of higher education consists of the following components:

- Quality assurance system of quality of educational activity and quality of higher education by HEIs (internal quality assurance system).
- External quality assurance system of educational activity of HEIs and quality of higher education.
- Quality assurance system of activity of the National Agency for Higher Education Quality Assurance, and independent agencies in evaluation and quality assurance in higher education.

According to the [Law of Ukraine On Education \(2017\)](#) (Chapter V, Article 41) the system of quality assurance in education aims to provide the following:

- Quality of education guarantee
- Development of societal trust in the system and institutions of education, management in education
- Constant and consistent improvement of quality of education
- Assistance for educational institutions and other subjects of educational activity in improvement of the quality of education.

Quality assurance in education analyzed in this chapter represents external quality assurance in education. Therefore, it is necessary to enumerate all the instruments, procedures, and measures for ensuring and improving quality of education from the external quality assurance perspective of the system of quality assurance in higher education. Per 2017 [Law of Ukraine On Education](#) the following components of the external quality assurance are observed in higher education:

- Standardization
- Licensing of educational activity
- Accreditation of educational programs
- Institutional accreditation
- Public accreditation of educational institutions
- External independent evaluation of learning outcomes
- Institutional audit
- Quality of education monitoring
- Attestation of pedagogical staff
- Certification of pedagogical staff
- Public supervision
- Other instruments, procedures and measures defined by specialized legislation.

State policy in education is determined by the Supreme Council of Ukraine and it is being carried out by the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine and other central bodies of executive power.

Quality assurance bodies in Ukraine include but are not limited to the state organizations of executive power overseeing, monitoring, supervising, adopting, and implementing educational legislation in the sector of quality assurance in education.

In this article we will focus closer attention on the main and obligatory components of external quality assurance system: **licensing** (applied to all levels of education), **attestation** (for secondary and vocational-technical education), **accreditation** (for pre-higher and higher education), standards of education for all levels of education and/or all specialties.

[Law on Education](#) (2017, art. 43.1) defines licensing of educational activity as a procedure for ensuring the capacity of an entity to provide educational activities at a certain level of education in accordance with the licensing conditions specified by the legislation. The licensing of educational activity by the decision of the Cabinet of Ministers of Ukraine became mandatory since February 1996 by [Resolution](#) of the Cabinet of Ministers of Ukraine.

Licensing in Ukraine is obligatory at all levels of education and for all educational institutions. Licensing is done before the opening of an educational institution and is provided by the Ministry of Education and Science of Ukraine, central and regional education authorities. Licensing certificates are issued with no expiration date since 2015.

Licensing of education institutions of foreign countries or their separate branches/campuses that operate in the territory of Ukraine is also mandatory.

The license confirms the ability of an educational institution to conduct educational activities at a certain level and/or for a certain program in accordance with list of requirements of [licensing conditions](#) relating to teaching staff, facilities (including compliance with the requirements for people with special needs), approved educational programs (according to the state standards), provision of the quality of education, number of students (if applicable, including international students), educational activities, website, etc. License conditions may contain special requirements for specialized secondary education (like sports, music, arts, etc).

Some changes to the licensing in higher education were implemented in 2021. Before 2021, higher education institutions received licenses for each specialty at a certain level of higher education, and it was mandatory. But in 2021 that was changed, and the higher education institutions were thereafter required to get licenses for teaching at higher education levels, like junior bachelor, bachelor, master, doctorate. Licensing of each specialty is not needed any more except for professions for which additional regulation is required (Table 3). In this case licensing of programs remains mandatory along with the licensing of educational levels. So, if a higher education institution wants to offer programs from the list of professions for which additional state regulation is required, they should get a separate license for each of those programs. The Ministry of Education and Science has the [registries](#) of the licensed institutions on its website for pre-higher and higher education.

Attestation of secondary and vocational-technical education as a component of quality assurance of education.

Attestation of an educational institution determines the compliance of the educational institution with the state standards and their requirements to a certain educational level, ensuring the provision of quality education; and also providing organizational and methodological assistance to attested educational institutions. The state attestation is carried out by the Ministry of Education and Science of Ukraine, central and local executive bodies in the sphere of management where the certified educational institutions were located, according to the attestation regulations.

In 1992-1994, there was a pilot project for the attestation of secondary schools. In 1996, legislation act [Model Regulation on the Attestation](#) was adopted and made the attestation mandatory. The attestation was held once every five to ten years. Attestation procedure for the general secondary schools was canceled in 2018. According to the law [On Education](#) (2017) and [On Complete General Secondary Education](#) (2020) the quality assurance in the field of secondary education is provided by the following: licensing, compliance of the programs with the state standards of secondary education, state final attestation of the students at all three levels of secondary education, state attestation of teachers, institutional audit (every ten years), public accreditation (optional), etc.

Attestation in vocational-technical education is regulated by the aforementioned Resolution of 1996 and [Law on vocational-technical education](#) (1998). Attestation of vocational-technical education as a component of external quality assurance is done once every ten years and includes evaluation of the study process, teaching staff, knowledge obtained by the students, technical equipment, etc. Attestation could be conducted only for the licensed vocational-technical educational institutions. A vocational-technical educational institution is considered attested when no less than 75% of programs are successfully attested.

Accreditation of pre-higher and higher education

In 1992 The first legal act in Ukraine regulating the accreditation of public and private higher education institutions was the [Resolution](#) on accreditation of June 1992, that explained accreditation of higher educational institutions as an official recognition of their right to carry out their activities according to the state level requirements and standards of education. Accreditation of higher educational institutions was done by IV accreditation levels. An HEI was considered accredited if its structures were approved and 70% of its programs. Higher educational institutions were given some time for getting accreditation up to 1996. The accreditation in higher education institutions was regulated by the [amended Law on Education](#) in 1996.

The accreditation included (up to 2014):

- Certificate of accreditation of a higher education institution at a certain level (I, II, III or IV) issued by the Ministry of Education and Science of Ukraine based on the decision of the State Accreditation Commission up to 2012, or the Accreditation Commission of Ukraine since 2012.
- Certificate of accreditation of every field/specialty issued by the Ministry of Education and Science of Ukraine based on the decision of the State Accreditation Commission, or the Accreditation Commission of Ukraine since 2012.

Accreditation levels` description of higher education institutions by levels (up to 2014):

- I (first) accreditation level offered for *Junior Specialist* programs
- II (second) accreditation level offered for *Junior Specialist* and/or *Bachelor* programs.
- III (third) accreditation level offered for *Bachelor*, *Specialist*, and, in specific qualifications, *Master degree* programs
- IV (fourth) accreditation level offered for *Bachelor*, *Specialist*, and *Master degree* programs.

The Law on Higher Education in 2014, that is in force now, canceled the accreditation levels of HEIs. Accreditation of educational programs is mandatory if an educational institution wants to issue state format diplomas to its graduates. Accreditation certificates were issued by the Ministry of Education and Science of Ukraine (based on the decisions of the Accreditation Commission of Ukraine), and since 2019 they have been issued by the National Agency for Quality Assurance in Higher Education. The quality assurance system is being implemented by the National Agency for Quality Assurance in Higher Education, which was founded as an independent institution for quality assurance in higher education and began functioning in 2019.

Accreditation of educational programs in higher education in Ukraine can also be confirmed by an accreditation certificate issued by a recognized independent or [foreign accreditation agency](#) for quality assurance in higher education.

Information on licensing and accreditation has been added to the [Unified State Electronic Database on Education](#) and is available in the «Реєстр суб'єктів освітньої діяльності» (Registry of educational activity entities) on the pages of educational institutions.

The Law On Higher Education by the amendments of 2017 provides the possibility of institutional accreditation for higher education institutions. Institutional accreditation is not mandatory and is carried out by the National Agency for Quality Assurance in Higher Education. The institutional accreditation certificate is issued for a five-year period and gives right to higher education institutions to self-accredit educational programs, except for those programs that are being accredited for the first time. For the programs being accredited for first time, the accreditation of educational programs must be carried out by the National Agency for Quality Assurance of Higher Education. As of 2021, the self-accreditation mechanism is under development and implementation.

Standardization of education is provided by State Education Standards which describe the requirements for education programs for all levels and/or specialties and are used to assess the quality of education. The Standards are approved by the Ministry of Education and Science of Ukraine and developed in accordance with the National Qualifications Framework for all levels of education.

The standards of education define the following requirements for educational programs:

- Study load (if applicable ECTS credit load)
- Admission requirements
- List of mandatory competencies of graduates
- Normative program content in terms of learning outcome
- Forms of final attestation/examination
- Requirements for the creation of educational programs and the requirements of professional standards (if applicable).

Table 3: List of specialties leading to professional qualifications in professions that require additional regulation

Table 3: List of specialties leading to professional qualifications in professions for which additional regulation is required

Field code	Field of knowledge	Specialty code	Specialty
08	Law	081	Law
14	Electrical Engineering	143	Atomic Energy
		144	Heat Power
		145	Hydropower
19	Architecture and Construction	191	Architecture and Urban Planning
21	Veterinary Medicine	211	Veterinary Medicine
		212	Veterinary hygiene, sanitary and expertise
22	Healthcare	221	Dentistry
		222	Medicine
		223	Nursing
		224	Technologies of Medical Diagnostics and Treatment
		225	Medical Psychology
		226	Pharmacy, Industrial Pharmacy
		227	Physical Therapy, Occupational Therapy
		228	Pediatrics
25	Military Sciences, National Security, State Border Security	251	State Security
		252	State Border Security
		253	Military Administration (by type of armed forces)
		254	Army (forces) Support
		255	Weapons and Military Equipment
26	Civil Security	261	Fire Security
		262	Law Enforcement Activities
		263	Civil Security
27	Transport	271	River and Sea Transport
		272	Aviation Transport
		273	Railway Transport
		275	Transport Technologies (by types)
29	International Relations	293	International Law

Summary:

Quality assurance in Ukrainian education is a complex system of educational legislation regulating all levels of education. In this article we attempted to review and analyze the key concepts of quality assurance, such as quality of education, quality of higher education, and external quality assurance (licensing, attestation and accreditation) in addition to educational legislation.

Resources:

- Concept of Quality of Education - <https://osvita.ua/school/method/1342/>
- Law of Ukraine On Education (2017) - <https://zakon.rada.gov.ua/laws/show/2145-19#n1235>
- Law of Ukraine On Higher Education (2014) - <https://zakon.rada.gov.ua/laws/show/1556-18#Text>
- Resolution of the Cabinet of Ministers of Ukraine dated 12.02.1996 №200 On Licensing, Attestation and Accreditation of the Educational Institutions (only the part on attestation of vocational and technical educational institutions is valid) - <https://zakon.rada.gov.ua/laws/show/200-96-%D0%BF#Text>
- Resolution of the Cabinet of Ministers of Ukraine dated 30.12.2015 №1187 On Approval of the Licensing Conditions of the Implementation of the Educational Activity - <https://zakon.rada.gov.ua/laws/show/1187-2015-%D0%BF#Text>
- Registry of licenses of the educational activity - <https://mon.gov.ua/ua/ministerstvo/poslugi/licenzuvannya/vidomosti-pro-pravo-zdijsnennya-osvitnoyi-diyalnosti>
- Order of the Ministry of Education of Ukraine No 66 dated 05.03.1996 About Model Regulation on the attestation of secondary, out-of-school, preschool educational institutions... - <https://zakon.rada.gov.ua/laws/show/z0139-96#Text>
- Resolution of the Cabinet of Ministers of Ukraine dated 01.06.1992 №303 On Accreditation of Higher Education Institutions - <https://zakon.rada.gov.ua/laws/show/303-92-%D0%BF#Text>
- Unified State Electronic Database on Education - <https://info.edbo.gov.ua/>

Valentyna Krasnoshchok – ENIC Ukraine

Tatiana McKenna – ECE





Education During the War: Ukraine 2022

The military aggression of the Russian Federation on the territory of Ukraine since February 24th, 2022, has impacted education on all its levels. The scope of destruction is beyond any monetary compensation as not only many educational institutions (secondary, vocational, and higher) have been ruined resulting in the damaged educational infrastructure. The most irreparable loss in this brutal and senseless war is the lives of students and teachers. The Ministry of Education and Science of Ukraine launched an interactive map of destroyed and damaged educational institutions at <https://saveschools.in.ua/>. According to this website 111 professional pre-higher and higher education institutions have been damaged, 14 have been destroyed.

[Assessments undertaken by UNESCO](#) provide the statistics of 2211 educational institutions suffered by bombing and shelling (1981 damaged and 230 destroyed institutions) as of 12th of August 2022. As a result of the military aggression over 23 thousand teachers and over 600 thousand students left the territory of Ukraine. Tentatively speaking, it may take decades to bring education back at least to the level it was prior to 2022 in terms of infrastructure, educational reforms, student-teacher manpower, institutional ranking, quality of education, etc.

The main challenges and difficulties in Ukrainian education caused by the war in 2022 between Russia and Ukraine have been outlined in the analytical [research](#) conducted by I. Shevchuk and A. Shevchuk:

I. Destroyed HEI's (Higher Education Institution) infrastructure:

- Decreased number of HEIs starting in 2015/2015 caused by demographics;
- Territorial “dispersion” of students and personnel;
- Distance and mixed modes of study during Covid, post-Covid and during the war time frame vs full-time mode of study in pre-Covid period;
- HEIs in active military zones;
- Relocated HEIs; logistics, financial issues related to relocation of HEIs, their facilities, equipment, software, archives, teaching materials, libraries, etc.

II. Reduced financing of higher education:

- Decreased state order for training professionals in peaceful time and even more so in the war time leading to negative consequences for regional HEIs resulting in the outflow of students;
- Higher education becoming inaccessible for the public caused by financial war-related issues.

III. Loss of human resources in higher education:

- War-related financial issues for HEIs and diminished labor compensation for higher education personnel

IV. Outflow of Ukrainian and foreign students from HEIs.

According to the [Draft Ukraine Recovery Plan](#) presented by the National Council for the Recovery of Ukraine from the Consequences of the War in July 2022, some of the key challenges of the impact of war in higher education have been summarized in the following list pertinent to the topic:

- Many educators and students have lost access to their workplaces (have moved out or stay under occupation). There is a risk that these people may be lost for Ukrainian higher education system;
- Relatively high level of corruption, including crediting for certain benefits to teachers and other employees (bribery) and academic dishonesty (factual appropriating other's intellectual property);
- Insufficient integration of Ukrainian higher education into the global and especially European system of higher education, barriers to engagement of foreign lecturers and foreign students in education or training in Ukraine by exchange programs;
- Ukrainian network of higher education and professional pre-higher education institutions is redundant and does not correlate with the country's financial capacity to support them. However, there is a lot of opposition to HEI (higher education institutions) & PPHEI (pre-professional higher education institutions) network optimization from educators. Added to this is the issue of destroyed and relocated educational institutions;
- Most HEI & PPHEI face difficulties with infrastructure, such as maintenance and renovation of educational premises with due regard to inclusion requirements, construction of new modern campuses and dorms, outdated laboratory and research equipment. Added to this is lack of register of HEI infrastructural losses due to armed hostilities.

The publication "[Ukraine Higher Education Needs Assessment Initial Analysis 25 June – 04 August 2022](#)" compiled by the Ministry of Education and Science of Ukraine, the Institute of Educational Analytics, the Educational Cluster in partnership with the United Nations Children's Fund (UNICEF), Save the Children and World Bank dwells on the current state of professional pre-higher and higher education and identifies current losses and damages as well as the urgent needs.

The survey conducted by the above-mentioned organizations shed light on the educational infrastructure, teaching, learning, and scientific activities, mental health and psychosocial support and inclusion for students and academic staff due to war and war-related displacement, and finances. The results of the survey with the interactive map of the damaged institutions by regions are available at the following [link](#).

Despite the Russian Federation's ongoing active military aggression on the territory of Ukraine daily, education continues its route, though with multiple changes and adaptation to the conditions of war. Some participants of the educational process were forced to relocate internally (to safer areas of Ukraine) or externally (abroad of Ukraine) with the aim to continue the educational process remotely.

Unfortunately, some teachers and students who were not able to relocate physically, still remain on the temporarily occupied territories (TOT) desperately needing assistance to live and study.

The new wartime situation requires urgent and proactive action from the Ukrainian government and educational management to search for the decisions and solutions as to how to organize the educational process for students and teachers in Ukraine and/or in their evacuation sites, how to successfully complete the 2022 academic year, how to assess the knowledge of students, how to issue educational credentials, how to arrange the labor compensation for teachers, how to conduct the attestation of pedagogical personnel, how to provide psychological assistance, etc.

The educational Ombudsman of Ukraine provides education-related legal [information](#) regarding the educational process, educational documentation, admission, distance work, and also educators' work on the TOT during the war.

In terms of being kept abreast of the latest developments in the educational sector during the war the [Ministry of Education and Science of Ukraine](#) is the main reliable official educational resource supporting education and science of Ukraine as it publishes frequent updates in its website.

Sometimes it is tricky to obtain educational credentials in peaceful times due to the plethora of circumstances connected with institutional closures, mergers, unavailability of archives, lost credentials, etc. However, during the war the process of obtaining specific educational credentials has been taken to a totally different level, and as evaluators, we have already experienced it.

In 2014 it was extremely problematic to request and verify credentials from the East of Ukraine and the Autonomous Republic of Crimea, known as temporarily occupied territories (TOT). In an attempt to ease the process of obtaining educational credentials from Ukraine during the wartime period we have compiled the guidelines on how to obtain/verify credentials summarized in the Table 1.

Table 1: Obtaining Education Information

No	Required Action
1.	Contact schools directly by emailing/telephoning for confirmation of study, sealed documents, emailed documents, duplicates on the basis of archives. It's advisable to contact schools in the Ukrainian language for faster response.
2.	Contact local Departments of Education (all secondary schools report to Departments of Education) – the list of regional and city quality assurance in education is available in EDEBO registry https://registry.edbo.gov.ua/ruo/
3.	Contact Ministry of Education and Science of Ukraine https://mon.gov.ua/ua
4.	Contact EDEBO (USEDE) – information on students since 2012 (admission, serial numbers, fact of study, except diploma supplements which can be verified only with the school and possibly the MOE) https://info.edbo.gov.ua/
5.	Contact Inforesurs (check online Inforesurs database for diploma verification since 1998) – transcripts cannot be verified. Inforesurs contains lists of secondary, vocational and higher education institutions with addresses. https://www.inforesurs.gov.ua/
6.	Contact ENIC Ukraine – apostille verification (be cautious of fake credential apostilles though!) http://enic.in.ua/index.php/en/aporegen
7.	Contact ENIC network, colleagues from evaluation agencies (offer free public service), MOEs.
8.	ENIC Ukraine contains samples of educational documents http://enic.in.ua/index.php/en/educational-documents-samples
9.	Register (free) with ECE Connection https://theconnection.ece.org/Home for document formats, inquiries on documents, schools, any issues in education with colleagues in the USA and globally!

In the context of research on how education is functioning in Ukraine during the war, this article presents a case study involving two universities located in the USA and Ukraine. The subtitles “The USA Perspective” and “The Ukrainian Perspective” focus on the unique relationship of two universities which is developing between students from two different continents who might not have heard about each other were it not for the war.

The Ukrainian Perspective

The 24th of February. It is the date that divided the life of millions of Ukrainians before and now, it has changed the life, plans, and dreams forever. This military aggression against Ukraine has touched all spheres of everyday life. And of course, it concerns education as well. As a teacher of higher educational establishment in Ukraine I must say the consequences are enormous.

During several pandemic years education of all levels tried to get accustomed to new conditions due to COVID-19. There were great challenges in front of teachers as well as pupils, students. Nobody knew how to use and apply different platforms ZOOM, GOOGLE MEET, MICROSOFT TEAMS, and so on.

The question of creating GOOGLE CLASSES was the most difficult. Then various online schooling initiatives appeared, distance internet learning became the norm of getting secondary or higher education.

And again a new challenge in Ukraine is war. You should not only give lessons but stay alive. Nobody knows when the missile strike alarm will be announced. Very often the one finished, another started at once, and there is no possibility to conduct classes in a proper way. Besides you must think about your students who are from various regions of Ukraine, and some of them are in the hottest places.

Another issue is that the war in Ukraine resulted that more than 6 million Ukrainians fleeing to neighboring countries or become internally displaced people. And of course this displacement has had a significant impact on education service delivery, taking into account damage and destruction of educational facilities. Many students and teachers experience stress and trauma that make learning and teaching difficult. Explosive weapons are used in attacks in Ukraine, had devastating effects.

They are dangerous because they produce a large blast that can propel bomb fragments a great distance, in all directions, harming civilians and civilian buildings. Fortunately, the missiles attack in Vinnytsia, 14 July 2022 did not hit Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, though it is situated very close to the place of the attack. Many civilians were killed, including children, and more were injured. It is impossible to imagine if the educational process was going on. In spite of everything students are ready to study in order to reach their aims.

The screenshot of the Google Maps shows the proximity of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (1) to the site of the rocket attack (2) on July 14th, 2022. The university is within walking distance of several minutes from the site which was hit by the missiles launched from a submarine in the Black Sea located in approximately less than a thousand miles away from the city of Vinnytsia.



The USA Perspective

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame (SSND) and located in Milwaukee, Wisconsin, provides an environment for the development of the whole person. The university encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. The School Sisters of Notre Dame established Mount Mary University's Catholic identity with its founding in 1913 as St. Mary's in Prairie du Chien, Wisconsin (USA).

Throughout its 100-year history, Mount Mary has remained faithful to Catholic traditions by adapting a teaching philosophy that recognizes each student as a reflection of God's image and by utilizing a holistic approach in developing students to their fullest potential. We believe that the responsibility for creating change in a divided world rests in the hands of individuals. Students, faculty, employees, and friends of Mount Mary are joined in their commitment to live the mission of our SSND.

As the crisis in Ukraine started to make headlines around the world in spring 2022, many on campus were drawn to action trying to find ways in helping friends, families, and organizations in Ukraine. In my role as Advisor for the International Club at Mount Mary, I immediately reached out and planted the seed for a fundraiser in support of Ukraine. My longstanding friendship with a native Ukrainian impacted my outreach hugely, as it made it very personal to me.

During our brainstorming on what fundraiser would be most effective, we learned that other organizations on campus were planning similar efforts. After reaching out and collaborating among three groups, including "Empower Voices", "Student Government" and the "International Club", we decided on a three-day fundraiser with a presentation from a native Ukrainian and a professional in higher education, representing international education evaluation of foreign credentials in the USA, as centerpiece of the effort.

The main goal of the fundraising event was not only sharing the culture of Ukraine with traditional food and crafts, but also offering an educational experience for the entire campus community and raising awareness of the crisis. This holistic and inclusive approach created impactful support and our community responded on numerous levels with empathetic feedback and monetary aid.

In alignment with Mount Mary's mission, we decided to select a target group of students from [Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University](#), Ukraine, as beneficiary of our fundraising efforts. The group of students, in their freshman year, are studying English as a Second language. The funds could provide support for ongoing activities of their studies or related resources. The second goal is to establish a "pen pals" activity among Mount Mary students and students from Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University as a continuum of relationship building and bringing the world a little closer, student by student. Mount Mary students shared their excitement and care for supporting the young students who experience such travesty at no fault of their own.

This collaborative effort among university students, university staff, and higher education members is exemplary of human interaction from around the world in times of crisis and political upheaval.

The fundraising event which led to fruitful communication of three groups of higher education representatives (the USA university, the USA evaluation agency, and the Ukrainian university) is a small example but impactful on various levels for many compassionate individuals from all parts of the globe.

The pictures taken during the fundraising event show friendliness, dedication, passion, and sincere involvement of American students in the process of helping Ukrainian students in the adverse times.



Summary:

The global international educational community representing various continents is very closely monitoring the situation in Ukrainian education during the war. Further research is being done and policies are being implemented to facilitate the smooth inclusion and transition of Ukrainian refugees into the labor market of the countries which became their new homes. Our case study example is proof of American students not being indifferent to their peers living and studying during the war. On a positive note, international educators are looking with hope and optimism into the future despite the gloomiest and tragic wartime situation Ukraine is experiencing in 2022. The Ministry of Education and Science of Ukraine team has already contributed to the activity of the working group on the recovery of Ukraine both at the stage of development and at the stage of summarizing the first draft of the Plan for the Recovery of Education and Science.

Resources:

- Ministry of Education and Science of Ukraine: <https://mon.gov.ua/ua>
- Unified State Electronic Database on Education: <https://info.edbo.gov.ua/>
- ENIC UKRAINE National Information Centre of Academic Mobility: <http://enic.in.ua/index.php/en/>
- ECE Connection: <https://theconnection.ece.org/>
- Educational System of Ukraine (for Connection Advantage subscribers): <https://theconnection.ece.org/EdalSystemUkraine/750/r>

Additional Resources:

- Ministry of Education and Science of Ukraine - <https://saveschools.in.ua/>
- UNESCO - <https://www.unesco.org/en/ukraine-war>
- Serghiy Shkarlet: "I will not allow educational looting" - <https://mon.gov.ua/ua/news/sergij-shkarlet-ya-ne-dopushu-osvitnogo-maroderstva>
- Educational Analytics Through the Prism of War: Challenges and Opportunities for Higher Education in Ukraine - <https://economyandsociety.in.ua/index.php/journal/article/view/1420>
- Draft Ukraine Recovery Plan - https://uploads-ssl.webflow.com/621f88db255fbf24758792dd8/62d81570d6b09563fac7ffde_Education%20and%20science.pdf
- Ukraine Higher Education Needs Assessment Initial Analysis 25 June – 04 August 2022 - https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/ukraine_higher_education_initial_report_final_en.pdf
- Ukraine Higher Education Needs Assessment by UNICEF EDUCATION - <https://public.tableau.com/app/profile/unicef.education/viz/UkraineHigherEducationNeedsAssessment/HigherEducationNeedsAssessment>
- Education under Martial Law - <https://eo.gov.ua/osvita-v-umovakh-voiennoho-stanu/2022/04/11/>
- Ministry of Education and Science of Ukraine - <https://mon.gov.ua/ua/ministerstvo/diyalnist/mizhnarodna-dilnist/pidtrimka-osviti-i-nauki-ukrayini-pid-chas-vijni>

Antje Streckel – Mount Mary University (USA)

Iryna Hracheva – Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Ukraine)

Tatiana McKenna – Educational Credential Evaluators (USA)



EDUCATION IN THE TEMPORARILY OCCUPIED TERRITORIES OF UKRAINE: 2014-2022

After the occupation of the Ukrainian territories in the East (Donetsk People's Republic – DPR or DNR and Luhansk People's Republic – LPR or LNR) and in the South (the Autonomous Republic of Crimea) that took place in 2014 “with unannounced and covert incursions in the territory of Ukraine by units of the armed forces and other power agencies of the Russian Federation”, the authorities in charge started issuing educational documents of the state format of the Russian Federation. No possibility to receive Ukrainian documents was left, so the Ukrainian Ministry of Education and Science (MES) introduced a procedure to “convert” such educational documents into the Ukrainian state standard ones. The procedure could be adopted only upon request by a graduate and only for the documents issued in 2014. No such procedure is available for any later documents issued in the temporarily occupied territories (TOT).

The temporarily occupied territories is a new geopolitical phenomenon in the Ukrainian modern history. The correct officially designated terminology for defining the areas of Ukraine occupied by the Russian Federation is “temporarily occupied territories” (TOT) with the following definition by the [Law of Ukraine](#) adopted on the 21st of April 2022 No. 2217-IX:

“The territory of Ukraine temporarily occupied by the Russian Federation (temporarily occupied territory) includes the parts of the territory of Ukraine within which the armed forces of the Russian Federation and the occupation administration of the Russian Federation have established and exercise de facto control or within which the armed forces of the Russian Federation have established and exercise general control with the aim of establishing the occupation administration of the Russian Federation.”

The date of the beginning of the temporary occupation of certain territories of Ukraine by the Russian Federation is [February 19th, 2014](#). Some oil and gas production facilities within the continental shelf of Ukraine have been occupied by the Russian Federation since February 19th, 2014. The list of such objects is determined by the Cabinet of Ministers of Ukraine.

The Autonomous Republic of Crimea and the city of Sevastopol have been temporarily occupied by the Russian Federation since [February 20th, 2014](#).

Separate territories of Ukraine, which are part of the Donetsk and Luhansk regions, have been occupied by the Russian Federation (including the occupation administration of the Russian Federation) since [April 7th, 2014](#).

On [April 20th, 2016](#), the [Ministry for Reintegration of the Temporarily Occupied Territories of Ukraine](#) (Міністерство з питань реінтеграції тимчасово окупованих територій України) (hereafter - Minreintegration), the main central executive governmental body, was created to provide the development and implementation of the state Ukrainian policy in the TOT in the Donetsk and Luhansk regions and the TOT of the Autonomous Republic of Crimea and the city of Sevastopol, as well as the adjacent territories.

The main goals of the Ministry for Reintegration of the TOT of Ukraine are achieved through the following actions:

- Support of citizens who suffered from the military aggression of the Russian Federation;
- Economic development of territories adjacent to the TOT of Ukraine;
- Support of informational sovereignty on the territories of the Donetsk and Luhansk regions, the Autonomous Republic of Crimea and the city of Sevastopol;
- Renewal of justice.

In order to perform the above-mentioned goals, the Minreintegration is carrying out important tasks and measures for reintegration of the TOT of Ukraine safely and fast into a unified constitutional space of Ukraine. The Minreintegration maintains the [database](#) of official documents on changes occurring in the TOT. The most current information support and guidelines regulating the rights of students, availability of education for students in the TOT and other education related issues are published on the website of the Minreintegration.

On the 26th of January 2016 the Ministry of Education and Science of Ukraine signed the Order No. 50 to create the Council of Rectors of the HEIs temporarily relocated from the zone of the anti-terrorist operation (ATO). The Council of Rectors of the HEIs was a temporary consultative and advisory body created to protect the rights of participants in the educational process considering the complex humanitarian, political and socio-economic situation that developed in certain territories of the Donetsk and Luhansk regions and the special conditions of the activities of such HEIs. One of the main goals of the Council of Rectors was the coordination of the activity of the relocated HEIs of the Luhansk and Donetsk regions, the organization of their functioning, educational and scientific activity, humanitarian, and social components of the educational and training process.

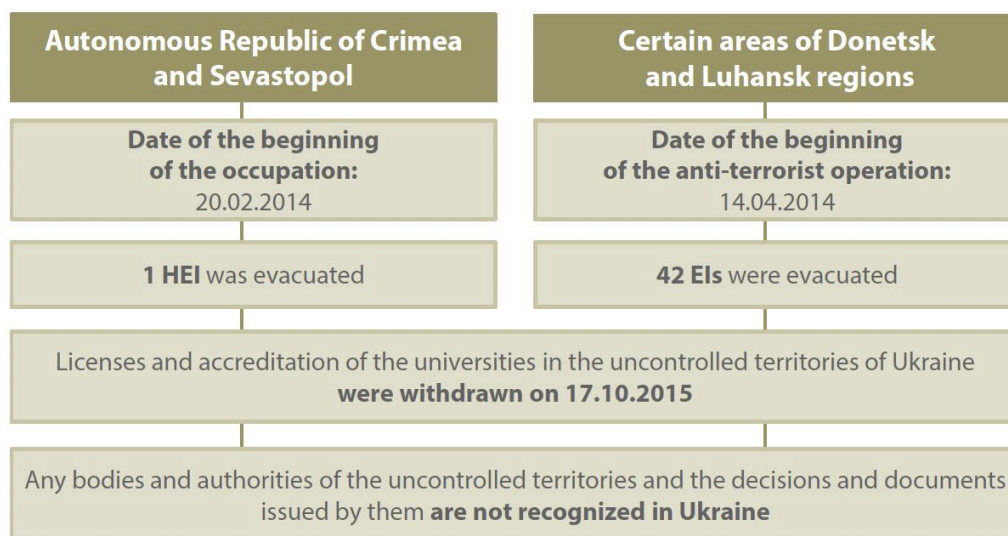
In terms of education in the TOT students were provided with the possibility to be transferred to educational institutions that were under the Ukrainian jurisdiction, namely, the Ministry of Education and Science of Ukraine. Pupils from the TOT have the right for admission into the educational institutions of secondary education on the territory controlled by Ukraine. Alternatively, their training can be based on distance learning.

After passing the final attestation, graduates receive the document on education of the state standard, which provides access to higher education in Ukraine.

After the occupation of the Crimea, the Donetsk and Luhansk regions in 2014, some of the Ukrainian HEIs were transferred from their original location to other Ukrainian cities. In the Donetsk and Luhansk regions there were about forty-two such transferred institutions (Table 1), while only one in Crimea. The “original” ones had different destiny - some of them became “Russian” HE institutions, some became the so-called “twin” institutions and some remain Ukrainian in “transfer”.

It is worth mentioning that in most cases the relocated institutions left their archives behind in the process of transferring to the Ukrainian-controlled territory, for which reason information about educational documents of pupils/students of such institutions could be (partially) unavailable.

Table: Relocated HEIs Statistics in 2014



The so-called “twin institutions” is another Ukrainian educational phenomenon related to the TOT situation with the relocated vs non-relocated institutions. Some HEIs stayed behind in the East of Ukraine: hence in some cases it is possible to see the same name of the school with slight variations but in different languages (Russian vs Ukrainian). The recognized schools are under the jurisdiction and recognition of the Ministry of Education and Science of Ukraine and their websites are in the Ukrainian state language of instruction. The non-recognized HEIs are under the jurisdiction of the Ministries of Education or supervisory bodies of the DNR, the LNR, the Crimea, and the Russian Federation.

In the Donetsk and Luhansk regions the local authorities are issuing educational (both secondary and higher education level) documents of their own format, as they established their own Ministries of Education. These documents are in the Russian language, stamped and signed by local authorities. Those documents are not recognized by the Ministry of Education and Science of Ukraine.

Whereas in 2014 only the DNR, the LNR and the Autonomous Republic of Crimea were officially considered the TOT, in 2022 at the time of writing this article, the TOT areas have expanded to other geographical parts of Ukraine and keep changing depending on the progress or regress of the active military hostilities and combat of the adversaries involved. Needless to say, the educational institutions located in the areas affected by the war are either destroyed (partially or completely) and/or experience the urgency to relocate to safer areas of Ukraine in order to continue the educational process. The evaluation world has been closely monitoring the route of the relocated institutions since 2014, the number of which unfortunately has grown progressively larger by the day. The statistics of relocated institutions in 2014/2015 and 2022 differs dramatically in numbers.

The Ministry of Education and Science of Ukraine is constantly updating the most current information on institutions already relocated or in the process of relocating from the TOT to other areas of Ukraine. A list of the educational institutions that are under the responsibility of the Ministry of Education and Science of Ukraine and that were relocated in 2022 can be found [here](#) (in the Ukrainian language only).

The Unified State Electronic Database on Education - [EDEBO](#) - should also be monitored for the relocated HEIs which are listed in the [Registry of Subjects of Educational Activity](#) with their new geographical location. For instance, a search by the name of the geographical location in the upper right corner of the EDEBO database for “Луганський” (Luhansk) resulted in fifteen relocated HEIs from Luhansk in the other areas of Ukraine identifiable by the new address.

Table 2: Relocated HEIs in EDEBO

The screenshot shows the EDEBO website interface. At the top, there is a navigation bar with the logo of the Ministry of Education and Science of Ukraine and the text 'Заклади освіти' (Educational Institutions). Below the navigation bar, the main heading is 'РЕЕСТР СУБ'ЄКТІВ ОСВІТНЬОЇ ДІЯЛЬНОСТІ' (Registry of Subjects of Educational Activity). The search results are displayed in a list format, showing 15 relocated HEIs from Luhansk to various locations in Ukraine. The results are organized by region: Дніпро (Dnipropetrovsk), Івано-Франківськ (Ivano-Frankivsk), and Потіва (Potava).

Region	HEI Name	Address
Дніпро	Відокремлений підрозділ "Луганський державний обласний навчальний центр підготовки, перепідготовки і підвищення кваліфікації кадрів АПК Луганського національного аграрного університету"	просп. Гагаріна, 12, Дніпро, Дніпропетровська область
Івано-Франківськ	Луганський державний університет внутрішніх справ імені Е.О. Дідоренка	вул. Національної Гвардії, 3, Івано-Франківськ, Івано-Франківська область
Потіва	Державний заклад "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений підрозділ "Регіональний центр професійної освіти Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ «Фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"»	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Брянківський фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Кадітський педагогічний фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Лисичанський педагогічний фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Рубіжанський фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	просп. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Старобільський фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Державний обласний навчальний заклад "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ «Фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"»	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Лисичанський педагогічний фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Рубіжанський фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	просп. Ковалів, 3, Потіва, Потіва область
Потіва	Відокремлений структурний підрозділ "Старобільський фаховий коледж Державного закладу "Луганський національний університет імені Тараса Шевченка"	вул. Ковалів, 3, Потіва, Потіва область

According to the [information](#) provided by the Ministry of Education and Science of Ukraine in August 2022, eighty-four institutions of specialized pre-higher education of the state, public and private forms of ownership were relocated from the Donetsk, Luhansk, Kherson and Zaporizhzhia regions, where active hostilities are ongoing. The list published by the Ministry of Education and Science of Ukraine includes not only the relocated institutions but also the regions and cities into which they were relocated, similarly to the EDEBO search results in Table 2.

Summing up, the Ministry of Education and Science of Ukraine maintains an up-to-date comprehensive record of all the changes happening with institutions already relocated or in the process of relocating from the TOT to other parts of Ukraine. All the institutions can be accurately traced in the official written resources published by the MES or EDEBO. The situation with the institutions that are still operating in the TOT is dramatic, complex, two-fold (clashes of the Ukrainian vs Russian systems of education), and in a state of flux.

Whereas the Ukrainian MES does everything possible to assist the students and teachers left behind by providing the guidelines for the course of action in the conditions of the Russian military occupation, the reality is such that Ukrainian students and teachers, living and working in the TOT, require a lot of courage, strength, and perseverance. Education in the TOT for Ukrainian students has specific features and scenarios, such as:

- Education institutions continue working remotely according to Ukrainian standards and curricula: children study, and teachers work from home or from their temporary places of residence; local government bodies responsible for education work remotely. In some cases, the Ukrainian authorities and educational institutions decide to end the school year early.
- The occupation government tries to resume the education process under its management, in Russian and with Russian textbooks for certain subjects, possibly according to Russian standards. In some cases, the leadership of local education administrations or certain schools collaborate with the occupiers; in other cases, headmasters and teachers hide or leave the occupied territories, and other individuals are appointed to their positions.
- The education process does not take place at all due to intense hostilities and the absence of the participants of the education process who have evacuated from the city, town or village.

Despite the arduous educational process in the TOT for Ukrainian students during the war, the Ukrainian educational government has already implemented several supportive initiatives to alleviate the war-induced stress and to facilitate the learning environment.

Contract students of higher educational institutions who are registered in the territories of hostilities, as well as those who are (were) in temporary occupation or blockade, will be exempted from paying tuition debts, as reported by the Minister of Education and Science Serhiy Shkarlet in his [Telegram channel](#). Another [initiative](#) deals with eighteen private universities that will be providing free or at a big discount admission slots for applicants from the TOT.

On [February 21st, 2022](#), the Russian Federation (RF) recognized the DNR and the LNR and it is understood that institutions functioning in those republics fall under the jurisdiction of the Ministries of Education of the DNR and LNR, as well as the Ministries of Education of the Russian Federation.

It should be noted that per [Rosobrnadzor](#) (Рособрнадзор) the Russian state accreditation of educational institutions in the DNR and LNR has been carried out since 2018. At the time of this article the statistics of the accredited institutions by Rosobrnadzor in the DNR included eight HEIs, eleven secondary professional institutions and ten secondary schools. In the LNR seven HEIs and three colleges have received the Russian state accreditation.

Prior to that, certificates of the state accreditation were issued to the secondary general education school No. 15 in Melitopol, Melitopol multiprofile college and Kherson school No. 48. The Russian Federation is working on providing other areas besides the DNR and LRN with the Russian state accreditation. For instance, five educational organizations of Zaporizhzhia and Kharkiv regions have already received the certificates of the Russian state accreditation in July 2022.

The [Ministry of Science and Higher Education of the Russian Federation](#) has recommended the Russian HEIs along with the universities from the DNR and LNR to implement the program of dual degrees for students studying in the breakaway republics. The program includes HEIs partners of twenty-three universities from Russia and twenty-two universities from Donbass. Since July 2022, eight HEIs of the DNR have undergone the Russian state accreditation to be eligible to issue Diplomas of the RF and DNR formats to their graduates.

The head of the Federal Service on Supervision in Education and Science Anzor Muzaev stated that all the HEIs of the DNR and LNR would be accredited in accordance with the Russian state standards of education. The goal of the Russian Federation is to create the unified educational environment for all the HEIs of the breakaway republics to integrate them with the HEIs of the RF.

Although the official Rosobrnadzor [website](#) may not always be accessible now, it is still possible to access it with a VPN connection rendering the regular verification of the Russian state-issued Diplomas and a search of accredited institutions.

In July 2022 Rosobrnadzor published ninety-one entries with the current and expired certificates for institutions of various levels in Donetsk and thirteen entries for institutions of various levels in Luhansk. Regarding the verification of credentials issued in the Crimea after 2014, they have already been stored in the Federal Registry of Rosobrnadzor by levels of education since 2014. No verification information by institutions or credentials issued in the DNR and LNR is available in the Federal Registry yet.

Summary:

Education in the temporarily occupied territories of Ukraine in the time frame of 2014-2022 has experienced numerous complex challenges and difficulties resulting in the relocated institutions from the TOT to safer areas of Ukraine and continuation of the educational process in the TOT under the Russian occupation. As the military hostilities are still ongoing it is difficult to predict the future of education in the TOT. Currently the Ministry of Education and Science of Ukraine is taking active steps to assist students and teachers who relocated from the TOT as well as those who are still living and studying in the TOT.

Laura Dirvonskyte -CIMEA

Luca Ferranti - CIMEA

Tatiana McKenna - Evaluator, Educational Credential Evaluators

A very special thank you to the contributors of this issue:

Valentyna Krasnoshchok – ENIC Ukraine

Antje Streckel – Mount Mary University (USA)

Iryna Hracheva – Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Ukraine)

Laura Dirvonskyte –CIMEA

Luca Ferranti – CIMEA

Tatiana McKenna – Educational Credential Evaluators (USA)

