

Practical significance of comparative researches of higher education reforming in Poland, Hungary, Czechia, Slovakia consists first and foremost in substantiation of perspective ways of higher education system of Ukraine integration into the international system of education on the basis of appropiated experience.

Igor V. Folvarochny



HIGHER EDUCATION INNOVATION AND REFORM*

CASE STUDY OF UKRAINIAN PRIVATE HIGHER EDUCATION

Ukrainian higher education is in the middle of a significant transformation that began with Perestroika in 1985, accelerated with its independence from the Soviet Union in December 1991 and the ascension of an initial democratically elected government strongly committed to Ukrainian independence and continues under the auspices of a new government which assumed power in summer of 1994. This paper will focus on the emergence of a small number of private institutions of higher education which have either begun embryonic operation since Ukraine's independence in 1991 or are currently seeking licenses from the Ministry of Education.

Beginning with some background on the overall higher education in Ukraine the paper shifts to an examination of the chief emerging structural types of private higher education and will examine some of the chief exemplars of private higher education in that nation with a special emphasis upon three particular categories: finance, governance and function. Finally, the paper will examine the emerging patterns of interaction between the emerging sector of private higher education and the Ukrainian government.

The data cited for this paper were chiefly gathered as part of two consultations sponsored by the Ukrainian Ministry of Education and the Ukrainian Association of Private Higher Education (UAPHE) in late Spring of 1994 and 1995. The consultations were designed to assist the UAPHE and Ministry with their planning. As part of consultations 44 interviews were conducted with faculty and administrators from eight private institutions of higher education and various officials within the Ministry. The purpose of those interviews was to gather data on the reasons behind the development of private higher education and its scope, function, governance and financing. To gather an external or consumers' perspective on the utility of Ukrainian higher education in an emerging market economy additional interviews were also conducted with managers of five American or Western European companies with substantial operations in Kyev region. While the data base for this study is limited it does provide the basis for this initial study of the indigenous private higher education system in Ukraine.

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Ukrainian Higher Education: The Broader Context of Eastern Europe and Russia

Higher education in the countries comprising the former Soviet Union is undergoing its second revolution of the twentieth century. The first began in 1917 and expanded in the years following World War II especially under Josef Stalin, who sought to impose a socialist and to varying degrees a Russified system of higher education upon the countries comprising the Soviet Union. Ideological in orientation with strong central state planning, control and academic orthodoxy, it lacked the intellectual pluralism – particularly in the social sciences and humanities – essential to institutional vitality. This initial revolution limited academic freedom and imposed a strong governmental imprimatur upon the growth, direction and development of higher education in Ukraine as well as the other Soviet Union and Eastern Bloc countries.

However, a second revolution is now underway in Eastern Europe. Volatile, unpredictable and centrifugal in orientation this revolution seeks to radically and profoundly restructure higher education. It seeks to substantially alter, if not eradicate, the official state dogmas through healthy doses of pluralistic thought and academic freedom. This second revolution also seeks to recapture national history and identity, expand the barriers of institutional autonomy while rethinking and redefining the role of government *viz a viz* the university. It seeks to foster educational pluralism (e.g. private educational institutions), reinstate indigenous language and cultural studies and infuse higher education with an increased, although often undefined emphasis, upon individualism.¹

While conservative ideologues are still strong throughout much of the former Soviet Union, they are especially evident in Ukraine, where tensions between ethnic /linguistic Russians are strong and Ukrainian nationalistic sentiments must be balanced against the interest of the substantial Russian minority. Nevertheless, higher education planning is being infused with new perspectives. Rejecting simplistic approaches which tend to characterize higher education as the passive product of society or the active engine of change,² Ukrainian reformers – clustered disproportionately in the private sector – are looking at ways reform and restructure higher education within a broader systematic perspective which accommodate varying views of mission, values, structure, function, rationalization and bureaucratization. As Bjorn Wittrock and Sheldon Rothblatt suggest in their comparative look at European and American universities:

The disenchantment with State planning, “command economies”, and large-scale bureaucracy... the balkanising of former Soviet regimes have predictably led to a search for new and different ways of structuring and financing higher education to achieve the three goals of economic development, social mobility and “quality”.³

1 E. S. Swing and F. Orivel (1992) Education in a New Europe. *Comparative Education Review* No. 1, pp. 1-9.

2 See K. H. Jarausch (1983) Higher Education and Social Change: Some Comparative Perspectives. In: K. H. Jarausch (ed) *The Transformation of Higher Learning 1860-1930*. Chicago, The University of Chicago Press.

3 S. Rothblatt & B. Wittrock (1993) *The European and American University since 1800*. Cambridge, Cambridge University Press, p. 5.

In Ukraine as well as several other nations of the former Soviet Union small but vocal bands of higher educational reformers are attempting to integrate the dynamics of reform and restructuring with a sensitivity to national idiosyncrasies.⁴

An Overview of Ukrainian Higher Education

Ukrainian higher education, while considerably younger than the ancient universities of Western Europe, nevertheless has deep roots. The first Ukrainian university, Kyev-Mohyla Academy was founded in 1632. Other older universities include: Lyiv University (1795), Taras Shevchenko Kyev [State] University (1834), Kharkiv University (1804) and Odessa University (1868).

Ukrainian higher education is now being shaped by the changes that have occurred in Ukraine since the beginning Perestroika in 1985. In 1991 there were 156 institutions which could be characterized as post-secondary. Among them were 10 universities, 2 agricultural universities, 3 academies, 3 conservatories and 138 institutes. Collectively, these institutions enrolled 876,000 students.⁵

Most institutions of higher education also offered postgraduate instruction and approximately 31,000 students were enrolled in nearly 300 different areas of specialization. Postgraduate students who successfully defend their research receive Candidate of Science (Cand.Sc.) degree which roughly corresponds to doctorate. Doctor of Science (Doc.Sc.) degree could be awarded to Cand.Sc. degree holders upon further defense of research. In the years immediately preceding and following independence Ukrainian higher education began to move towards the more international standard of academic degree programs. In place of their traditional first degree [the five year magisterum] Ukrainian universities are offering a bachelor degree after four years of study, a master's degree after five or six years of study and a Ph.D. or Cand.Sc. after additional study. In short, a higher education system rather developed and in step with international norms is emerging in Ukraine.⁶

Independence in 1991, however, heightened concern for the future of Ukrainian higher education. As suggested, in a nation of 52 million the higher education system was deeply rooted and quite well developed. As was typical, those roots were shaped and controlled, for the greater part of this century, by central authorities in Moscow not Kyev. Ukrainian history, culture and language were suppressed and nearly all of higher education was Russified. In addition, educational planning was viewed from a Soviet Union rather than Ukrainian perspective. Ukrainian universities prepared specialists not only for their own needs but also for

4 For some contemporary and historical perspectives on higher education in Eastern Europe see: Ministry of Education of Ukraine (1993) *The Changing Role of Government in the Development of Education of the Ukraine*. Policy Paper Office of International Relations, Kyev; Ministry of Higher and Specialized Secondary Education of the Ukrainian SSR (1985) *Higher Education in the Ukrainian SSR*. Bucharest, UNESCO CEPES; T. Kozma & J. Setényi (1992) Changing Policies and Dilemmas in Higher Education Finance. *Higher Education in Europe* No. 1, pp. 107-117; B. VonKopp (1992) The Eastern European Revolution and Education in Czechoslovakia. *Comparative Education Review* No. 1, pp. 101-113; D. Turner (1995) Shifting Patterns of Governance of Education. The Case of Higher Education in Europe. Paper Presented at CIES Annual Conference, Boston, April; J. Stetar (1995) Ukrainian Private Higher Education. Paper Presented at Annual Meeting of American Educational Research Association, San Francisco.

5 Ukrainian Ministry of Education (1994) *The Development of Education in Ukraine (1992-1993)*. Kyev, pp. 81-95.
6 Slavonic Center, Ministry of Education of Ukraine (1994) *Universities and Institutes of Ukraine*. Kyev, Slavonic Center.

other republics according to the dictates of the central planners in Moscow and to a lesser degree Kyev. At the same time, the academic preparation of individuals who would serve in the key areas of the Ukrainian economy occurred in Moscow, St. Petersburg or other areas of the Soviet Union. Having gained its sovereignty in 1991 the new government embarked upon a policy – ameliorated somewhat since Fall of 1994 – to insure it would not be overly dependent upon Russian higher education for the development of the leaders and talent needed for its economic development.

Under Soviet domination the higher education system was financed by and a monopoly of central government. Private higher education institutions were prohibited (as was any form of private enterprise) and the state higher education system was funded by what Ukrainian academics call the “residual principle”, i.e., only the funds that remained after other spheres such as military – industry – political complex were adequately provided for.

Independence in many ways exacerbated the problems. There are severe problems regarding the geographical dispersal of higher education and the attendant problems of access. Currently, several of the largest Ukrainian educational centers such as Kyev, Lvov, Kharkiv and Odessa are arguably overbuilt with higher education while other regions of the nation face severe shortages of higher educational opportunities. In addition, with curricula offering often ill-suited to meeting the needs of a country trying to forge its national character, and maintain its independence while embarking on the long road to democracy and a market-oriented economy, Ukrainian higher education remains in need of considerable reform.

Immediately following independence the Ukrainian economy embarked on a path leading to recurring currency crises, hyperinflation, declining Gross National Product (GNP), disinvestment and massive economic dislocations. By May 1994 these powerful forces left the traditional Ukrainian, government-run and financed higher education sector in a state of crisis. Despite perhaps unrealistic aspirations to integrate its higher education sector in a state of crisis. Despite perhaps unrealistic aspirations to integrate its higher education institutions into a system on par with the European community funding has not kept pace with inflation. In May of 1994 with their laboratories and libraries in disarray, basic services irregular at best and professorial wages in the \$30.00 per month range – faculty at State universities were severely curtailing if not abandoning their traditional professorial duties – but not their posts – in an effort to make ends meet. The conditions ameliorated modestly by May 1995 as inflation was tamed considerably, State funding of public higher education was somewhat stabilized and faculty salaries increased to the \$100.00 per month range. While slowing the precipitous decline in public sector of higher education these improvements did little to stem the search of faculty who – while carefully holding on to their sinecures at the State universities – continued to look for opportunities to supplement their salaries. Professors at the State universities see their posts as part-time base as they search for additional and often more lucrative positions to augment their generally declining financial status.

Academic salaries must be viewed within the context of a period of rapid economic change which dramatically altered the traditional economic and social order. It was during this time that taxi drivers and waiters with Western customers in Kyev were making \$30.00 a day, skilled employees of Ukrainian companies were making \$250.00 per month and Ukrainians talented and fortunate to secure positions with such European and American companies at Siemens, At&T, Ciba-Geigy, and TamBrands, to name just a few, were earning salaries in the \$700.00 to \$1200.00 month range.

A small emerging private sector economy seduced some of the most appropriately skilled and flexible academics from the state universities; other faculty struck out on their own entrepreneurial efforts that were in far too many instances ill-conceived, naively planned and woefully undercapitalized. In numerous instances academics from the state universities gravitated to the emerging private institutions where academic salaries were generally higher.

In this milieu academic sinecures in the state universities were not particularly attractive to many academics and it is within these changing economic and deteriorating educational conditions that Ukrainian private higher education emerged in the early 1990s.

Defining Private Higher Education from a Cross-Cultural Perspective

In focusing on private higher education, questions regarding definition inevitably arise and this is certainly the case in Ukraine. Attempts to examine private higher education in an international context quickly confronts the difficulty of defining what is meant by private higher education. In the United States the distinction between private and public or state higher education has become increasingly blurred in recent decades. Many private colleges now receive substantial assistance from state government while public institutions have raised tuitions and aggressively seek private funds. Finance alone is generally not an adequate measure for determining privateness.

The ambiguity regarding public – private institutions is also deeply rooted abroad. In his study of private higher education in Latin America Daniel Levy uses three indices: finance, governance and function in an attempt to arrive at a better understanding of the distinctions between private and public higher education. These categories are also useful in determining the degree to which these emerging institutions of higher education in Ukraine are actually private.

The indices utilized by Levy are defined along these lines:

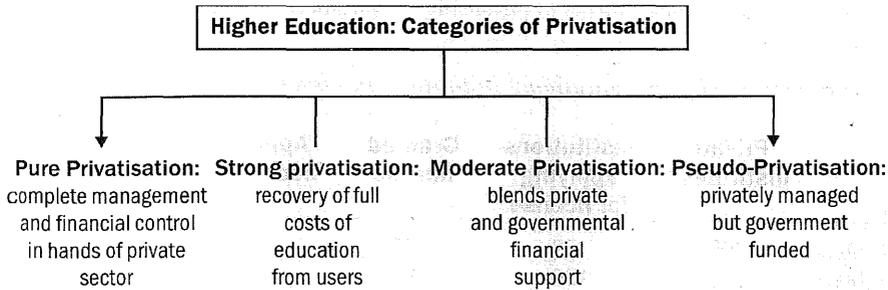
- Finance: an institution is private to the extent it receives its income from non-government sources and public to the extent it relies on the state.
- Governance: an institution is private to the extent it is governed by non-state personnel and public to the extent it is governed by the state.
- Function: the extent to which an institution generally assumes a public or private mission and how that mission relates to governance and finance.⁷

In studying private higher education it is also generally illuminating to consider the degree to which an institution is private. Jandhyala Tilak, a professor with the educational and finance unit at the National Institute of Education Planning and Administration in New Delhi, contributes to our definitions of private and public by providing four distinct categories (Figure 1) for determining privatization.⁸ While his focus on finances as the determinant of privateness does not take into account the important elements of governance and function it is nevertheless useful in providing a perspective for looking at higher education in terms of degree of privateness.

7 Daniel C. Levy (1986) *Higher Education and the State in Latin America: Private Challenges to Public Dominance*. Chicago, The University of Chicago Press, pp. 15-18.

8 A. Utley (1992) Private Fears, Public Worries. *The Time* [UK] Higher, 27 November; For a perspective on private higher education internationally see: J. Stetar (1990) Privation of Higher Education. An International Perspective. *South African Journal of Higher Education* Vol. 4, pp. 9-13.

FIGURE 1
Degrees of Privatization of Higher Education



Through the course of this paper the degree of privatization permitted in the Ukraine will be examined and this study will focus on the nongovernmental, post secondary educational institutions whether they be proprietary, nonprofit or sectarian or some combination thereof.⁹

Overview of Ukrainian Private Higher Education

The break-up of the Soviet Union, the advent of Ukrainian independence and a rise in nationalistic sentiment coupled with the dramatic economic, social, religious and cultural changes that accompanied these phenomenon has given rise to a proliferation of private institutions seeking to address rapidly changing or long suppressed educational needs. For example, linguistic and religious groups, buoyed by the increased freedom gained in the break-up of the Soviet Union, expressed an interest in establishing institutions of private higher education to further religious or cultural goals.¹⁰ The Ministry of Education in Kyev estimated that in 194 about 40,000 students or nearly 5% of the total post secondary enrolment of 880,00 students were in private post secondary institutions most of which were unlicensed and therefore unsupervised by the state. Figures for May 1995 are not available but are estimated to be similar. However, institutions which have not been licensed by the Ministry of Education as of July 1995, will be forced to cease operation. Such action should bring the number of private higher educational institutions into the 100 range. With licensed institutions continuing to expand it is anticipated the emerging private sector will continue to enrol with about 3.5–4.5% of total post-secondary students.

The Ministry differentiates between licensing and accreditation. Licensing is a temporary, 5 year right granted by the state permitting an institution to begin operation based upon a relatively modest quality assurance process. Licensing is the first step in the accreditation process. Accreditation is a much more complex process, still very much in the formative stage,

⁹ For a discussion on nuances of defining private and public higher education see: Roger L. Geiger (1989) *Private Sectors in Higher Education: Structure Function and Change in Either Countries*. Ann Arbor, The University of Michigan Press, pp. 1-12.

¹⁰ The Greek-Catholic Church as well as other religious groups, especially in Western Ukraine, sought to establish private institutions of higher education going so far as to unsuccessfully seek license from State to operate prior to ceasing efforts in 1994. Indications are they may renew initiatives in 1995. Similarly a new institution the International Christian University has begun operations in Kyev.

which is designed to insure broad institutional and educational quality. Despite the uncontrolled start-up of private post-secondary educational institutions throughout the nation, the Ministry of Education which is responsible for all educational planning a quality assurance was able to provide this statistical portrait of private higher education depicted below in Table 1).

TABLE I.

Number of Private Higher Educational Institutions in Ukraine

Year	Private Institutes*	Institutions applying for license	Granted license	Applying for accreditation	Institutions without license**
1994 (May)	200	89	45	17	155
1995 (May)	200	126	85	41	115

* Private Institutes (train specialists) and Magisterum (e.g., universities and academies).

** Estimated.

Figures provided by Association of Private Higher Education of Ukraine at 23 May 1994 and 6 June 1995 meetings at Ministry of Education in Kyev.

The surge in the number of private post secondary education since 1991 appears to have created a schism within the Ministry regarding its role with respect to private higher education development. On one hand there are those at the higher levels of the Ministry and others active in the private higher effort who are anxious to move away from the monopolistic, command and control central administrative bureaucracy which drove higher education in the Soviet era. These few reformers seek to create an environment where democratic principles, institutional autonomy and differentiation play an important ideological role. However, even these reformers recognize that State has a legitimate role to play in quality assurance and that all sectors of higher education – including the privates – have a major responsibility in the nation building process currently underway in Ukraine.

These reformers are quickly checked by some of the more conservative factions within the Ministry and other branches of government who for a large part of apparatchiki held over from the Soviet era. These factions, anxious to keep a state monopoly on higher education, see little need for private post secondary education and the undermining of state authority attendant with its rise. Anxious to reassert state primacy in higher education – although there is little evidence it has been seriously challenged – these factions seem intent on maintaining many of the commanding administrative processes and strict regimentations that characterized Ukrainian education in the pre-independence era.

Rectors of the state universities with their substantial influence over higher education policy are generally seen by their private sector counterparts as inimical to the development of private higher education. Viewed as anxious to maintain their monopoly over higher education the state university rectors were characterized by both private higher education rectors and Ministry officials as supporting higher education only to the extent that they – the state universities – are free to develop private branches and institutes i.e., institutions free from state control and entrepreneurial in outlook that can serve as revenue producing centers for their overall institutions.

At first glance these seemingly oxymoronic efforts to establish private universities and institutes within the established and highly subsidized public university sector may seem like folly. But like public and private higher education in other parts of the world Ukrainian universi-

ties have an insatiable need for funds and given the limited opportunities for substantially enhanced State support they have turned to entrepreneurial approaches. In seeking to create "private" appendages the State universities are exhibiting the same predatory behaviour associated with any monopoly; maintenance of the monopoly at almost any price. In 1994 and 95 different elements of the State university sector sought to establish private institutions as appendages to the public university in such fields as management, law, market economics and international affairs. These are fields where quality of instruction is suspect and student demand far exceeds space available in the State university sector. However, support for these private appendages to the State sector began to wane considerably in 1995 as government bureaucrats moved swiftly to confiscate tuition revenue collected by the State universities and the Ministry of Education seemed to reaffirm principle that public higher education, despite its severe financial, quality access limitations, ought to be free.

The emergence of a private sector has certainly created considerable concern and havoc within the ranks of the Ministry and public sector rectors. By the Summer of 1994 and continuing through 1995 the ongoing ideological struggle saw a Ministry with no clearly acceptable plan for integrating private higher education into the broader post secondary educational system, and the promulgation of a series of conflicting and confusing laws and regulations regarding everything from the licensing and accreditation of private higher education to the taxation of its tuition revenues only further clouded the situation. This schism within the Ministry regarding post secondary policy is reflected in part in the rapid and successive turnover of the vice minister post with major responsibility for higher education policy. Effectively, three people occupied the sensitive vice ministerial post responsible for higher education in the period from May 1994 to February 1995 reflecting, in part, the policy and political schisms regarding higher education that appear to be deeply rooted. To add to the confusion it is useful to note that in June 1995 the incumbent Minister of Education held three posts simultaneously: Minister of Education, rector of state run Kiev Polytechnic and rector of an emerging technical private university. The Deputy Minister also staked claim to three posts spanning the Ministry, state and private higher education; a Byzantine organizational structure by any definition. Thus, it is within this context we must look at issues of finance, governance and function within the emerging Ukrainian private sector of higher education.

Financing of Private Higher Education in Ukraine

The financing of private higher education in Ukraine is, as are so many processes in that country, quite complex. As a hybrid between old central administrative command and efforts to provide for increased institutional autonomy and diversity, financial policies governing private higher education are very much in flux. While the Ministry of Education clearly states that government policy precludes the provision of financial support to private higher education, interviews with Ministry officials and visits to seven private institutions of higher education in the Kyev region revealed that one institution receives indirect government support through subventions which provide virtually free instructional and administrative space.¹¹

11 Representatives at the institution receiving free instructional and administrative space from the state indicated that while they were probably the only institution in the country to receive this benefit it was something that other institutions could receive. A representative from the Ministry echoed essentially the same message. Administrators at the other six private institutions visited in the Kyev region indicated it was not possible to receive this benefit.

While Ministry officials indicate that theoretically this facility subvention is available to any private institution of higher education reality suggests that is not the case. It is not clear why only one institution was granted this indirect but important support in 1994 while others were denied it.

While state policy prohibits direct support to private higher education, tuition collected by the private institutions was subject to an onerous, if not confiscatory tax rate of 70%. Seventy (\$70.00+) of every \$100.00 collected in tuition and fees by the private institutions is payable to the government as taxes. Understandably, virtually every private post secondary educational administrative officer interviewed viewed this tax as the biggest barrier to the development of private higher education. Those one private university rector who did not see the tuition and fee tax as the biggest barrier to private higher education cited the absence of clear laws regarding the ownership of private property, especially real estate, which made it extremely risky and difficult to acquire and renovate buildings for instructional purposes.

Tuition is the principal if not sole source of financial support for the emerging private higher education section in Ukraine. A breakdown of the sources of financial support for the eight institutions which form the basis for this study is included in Table 2. All data suggests the pattern emerging from these institutions – seven of which are located in Kyev – which are among the two dozen or so most clearly established private institutions in the country would generally apply to private universities in other regions of Ukraine. Despite all of its problems and limitations the Kyev region is still very much Ukraine's financial and capital center. And, the ability for private institutions outside the Kyev region to secure substantial non-tuition support would be extremely limited. Given the necessity to recover with few exceptions virtually all of operating cost from tuition and with no pattern of state subvention Ukraine's private sector of higher education exhibits a high degree of privateness and precariousness.

Governance of Private Higher Education in Ukraine

In attempting to understanding the development of Ukrainian private higher education it is important to look at how the institutions are internally governed and the nature of their relationship with the state. Tony Becher and Maurice Kogan, two British academics, present an interesting model for looking at how various higher educational institutional functions are associated with various levels of organization. The levels as depicted in Figure 2 are:

1. the individual professor,
2. basic unit (e.g., department, center, program etc.),
3. institutional and
4. central authority or governmental agency responsible for higher education.¹²

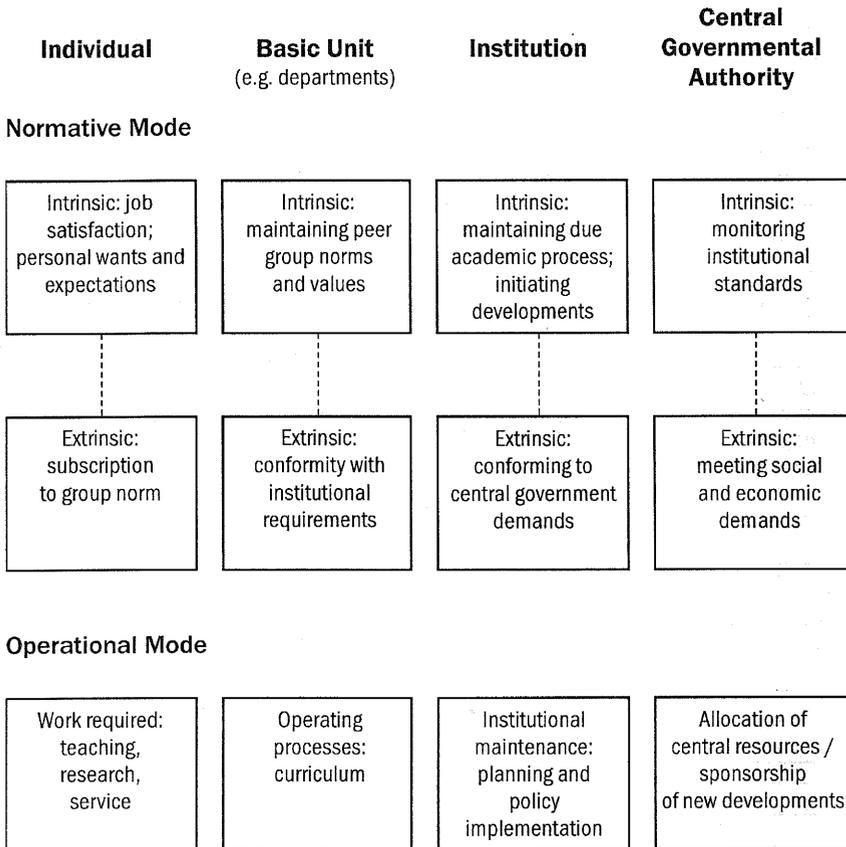
This model is particularly useful in looking at Ukrainian private higher education because it helps illuminate the planning practices under way in that country. As David Turner points out (Figure 2) contemporary higher education planning in Western Europe has focused on creating a loose link between government and higher educational institutions while in Eastern Europe the emphasis has been upon breaking the tight link between central government and individual institutions.

Operationally, that means in Western Europe the goal was to make the institutions of higher education more responsive to national needs as perceived by government. In Eastern

12 T. Becher & M. Kogan (1980) *Process and Structure in Higher Education*. London, Heinemann, p. 19.

Europe the demise of central planning should have meant that national governments sought to provide the institutions with greater latitude and autonomy in addressing perceived needs and in filling educational niches; conditions generally favorable and necessary for the spawning of private higher education in economically developing countries such as Ukraine.

FIGURE 2
Model for University Activities



footBecher and Kogan: *Process and Structure in Higher Education*, p. 19; D. Turner: *Shifting Patterns of Governance of Higher Education. The Case of Higher Education in Europe*.

The internal governance processes and activities – the intrinsic and extrinsic norms of the individual, basic unit and institutional components in the Turner model – of the eight institutions upon which this study is principally based appear to be functioning in a reasonably autonomous manner. The individual institutions are for the most part free of state interference in their day to day management. However, it is the need to adhere to a licensing and accreditation processes – the extrinsic components of the normative mode depicted by Turner – developed and implemented by the Ministry and state university sector as a quality assur-

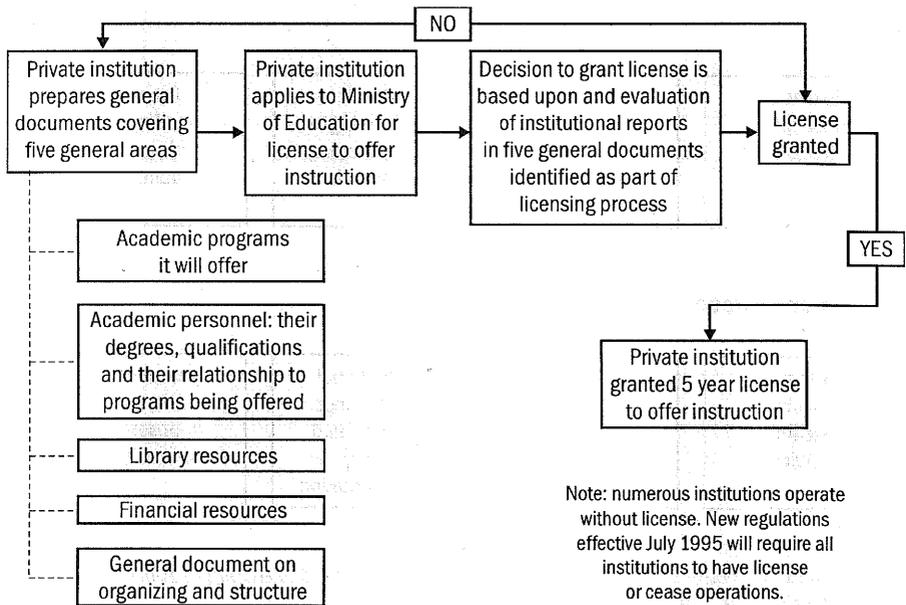
ance measure – that is the nexus for a fundamental conflict between the Ministry and emerging private higher education sector.

While the Ministry reacted swiftly and forcefully to impose order and standards – albeit somewhat questionable and confusing ones – upon the embryonic private higher sector there is little evidence to suggest it currently has the ability to proceed to the next phase of fostering the development of private higher education to meet social and economic needs. From virtually any perspective the Ministry appears at best to assume a regulatory and at worse an adversarial role with respect to private higher education.

Despite these enormous problems, Ukrainian private higher educational institutions are, on balance, developing a healthy distance from central government and are governed by non-state personnel. For example, each of the eight institutions studied had non-state appointed boards with primary responsibility for selection of institutional officers and overall policy, planning and development processes. Efforts to break the historically tight links between central government and individual institutions, at least with respect to the emerging private sector, appears to be slowly succeeding.

FIGURE 3

Ukrainian Ministry of Education Licensing Process for Private Higher Education



As previously suggested the hand of the state for Ukrainian private higher education is felt most firmly and one could argue most appropriately in the areas of licensing and accreditation. The licensing process depicted below (Figure 3) outlines the steps institutions must follow to gain the authority to offer instruction for 5 years. Under current licensing regulations only not-for-profit institutions are eligible to receive a license. All profits must be expended for educational purposes and proprietary institutions are not permitted. The close relationship between several of the recently licensed institutions and for profit firms calls into

question the degree to which this regulation is being evenly administered. Nevertheless as previously indicated, institutions which have not been licensed by the Ministry of Education as of July 1995, will be forced to cease operation. If the Ministry effectively follows through on this mandate the number of private higher education institutions, as Table 1 suggests, will be reduced by 50% to the 100 range.

While additional institutions may apply for licensing in future, the initial surge in the development of private higher education is rapidly giving way to financial realities and the need to rationalize the system, avoid duplication and co-ordinate efforts suggests numerous institutional consolidations and closings are on the near horizon. Evidence of private higher educational Darwinism is evident and there will soon be a major takeout in the private sector. Unless the Ukrainian Association of Private Higher Education receives technical assistance with planning, begins to form appropriate consortial arrangements among its members and can fashion more favourable conditions with government it is much more in danger of extension than over development.

Joseph Stetar



BEOBACHTUNGEN EINER AUSLÄNDISCHEN PÄDAGOGIN

*„Und immer wichtiger als Sich-Wohlfühlen wird das
Mitfühlen und das Mitdenken mit dem, was hier gespielt
und bewegt wird...“*

Ingeborg Bachmann

Ungarn war für mich ein fremdes Land, als ich 1989 nach Szombathely kam, um dort an der Pädagogischen Hochschule als Lektorin zu unterrichten. Ich hatte keine Ahnung von unseren östlichen Nachbarn, stamme ich doch aus Westösterreich, und der Eiserner Vorhang war weit weg. Jetzt gab es ihn nicht mehr, und doch spürte ich ihn 30 km entfernt, nur stand ich plötzlich auf der anderen Seite, so unterschiedlich empfand ich diese beide Welten. Ich wußte nichts von den Menschen, kannte die Geschichte des Landes nicht. Fremd war ich in meiner Art auch den StudentInnen, wie sie mir später erzählten. Sie waren irritiert, daß ich im Unterricht eigene Meinungen und Positionen verlangte und auch immer wieder wollte, daß sie selbst Themen, für die sie sich interessierten, vorschlagen sollten. Sie schienen anderes gewöhnt zu sein, und ich erlebte immer wieder, daß ich mindestens genausoviel zu lernen hatte wie sie. Fremd fühle ich mich auch heute noch manchmal, doch habe ich vieles über dieses Land dazugelernt und vieles verstehen gelernt.

Unwissend war ich, als ich nach dem Mann einer Kollegin fragte, der auch am Lehrstuhl zu unterrichten schien. Sein voller Name mit einem „né“ versehen stand auf dem Schild des Büros, bisher hatte ich aber nur seine Frau kennengelernt.