



On the positive side, other sources of financing research now exist, such as the National Committee for Science and Education, which provides funding on the basis of submissions. Several new Ukrainian Academy of Science institutes have been established, such as the Institute of Eastern Studies and regional centers in cities other than Kyiv, Lviv and Kharkiv.

Although research and teaching are still separated, with the former done at the institutes while teaching is the responsibility of universities, there are moves to join them on the Western model. A significant change in higher education has been the growth in the number of universities, which has gone from 10 to 59 in the last three years. The Ministry of Education has been issuing university licenses to higher education establishments that did not hold that designation, such as institutes of education and new establishments, such as the University of Kyiv-Mohyla Academy. Since the granting of university licenses was previously controlled by Moscow, there is good reason to re-evaluate the process. The process of accreditation of postgraduate degrees is currently under the control of a central body, the Higher Accreditation Committee of Ukraine. All candidate and doctoral degrees must be approved by this committee (on the recommendation of the university council where the degree was completed).

As for education in general, the shortage of teachers has become a serious problem. The shortage was 5,000 in 1993 but jumped to 22,500 in 1994 as teachers fled schools due to low salaries and better opportunities elsewhere. There is a critical lack of teachers of foreign languages even at the university level; for example, this year there were 80 vacancies in the department of Romano-Germanic languages at Kyiv University.

According to Dr. Zahorodny, 74 percent of schools in Ukraine are now teaching in Ukrainian (the percentages were 45 percent in 1988 and 56 percent in 1993). The situation at individual universities varies greatly, however. At Kyiv University, 98 percent of the classes are taught in Ukrainian, with only individual lecturers still using Russian. Theses and examinations are all now written in Ukrainian. But the reverse situation exists at the universities of Kharkiv, Donetsk, Odessa and Dnipropetrovsk, where Russian still is the language of instruction and only individual lecturers teach in Ukrainian.

Throughout his presentation, Dr. Zahorodny maintained that, in spite of the present hardships, the percentage of good students at institutions of higher learning in Ukraine has not decreased over the last ten years, and there is some hope that higher education and scientific research will be able to weather the current difficulties, especially with opportunities opening up with the West.

Ukrainian Policy Makers to Study at Queen's Joint Canada-Soros Democracy Project

Top Ukrainian policy makers and analysts will learn about the role of public opinion in democratic development from experts at Queen's University, when an innovative \$200,000 pilot project is implemented this September.

Initiated by the Queen's Centre for the Study of Public Opinion (CSPO), the one-year program is funded by Canada's Department of Foreign Affairs and International Trade, the International Renaissance Foundation, the Soros Foundation (See additional stories on page 47) and the university. It will include a two-week core course given at Queen's to 15 Ukrainian legislators, government officials, and journalists, the development of a text for use in future courses in Ukraine, and a one-week seminar in Kyiv.

The project arose from discussions by Queens' with the International Renaissance Foundation in Kyiv, an organization that has been funded by the Soros Foundation of New York to assist the process of democratization and economic reform in Ukraine. The Renaissance Foundation identified the Democratic Initiatives Centre (DIC) in Kyiv as an appropriate group through which to work in Ukraine. This led to an agreement for Queen's to provide the courses and help DIC develop a wider program of teaching and research of public opinion.

The course and instructional materials will focus on what research in established democracies has found about the values and attitudes needed to sustain democratic systems, how citizens form opinions about public policy, the most effective means to create an informed public opinion, and how best to incorporate public opinion in the political process. It will also show policy makers and analysts the uses and limitations of opinion research in the policy process.

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