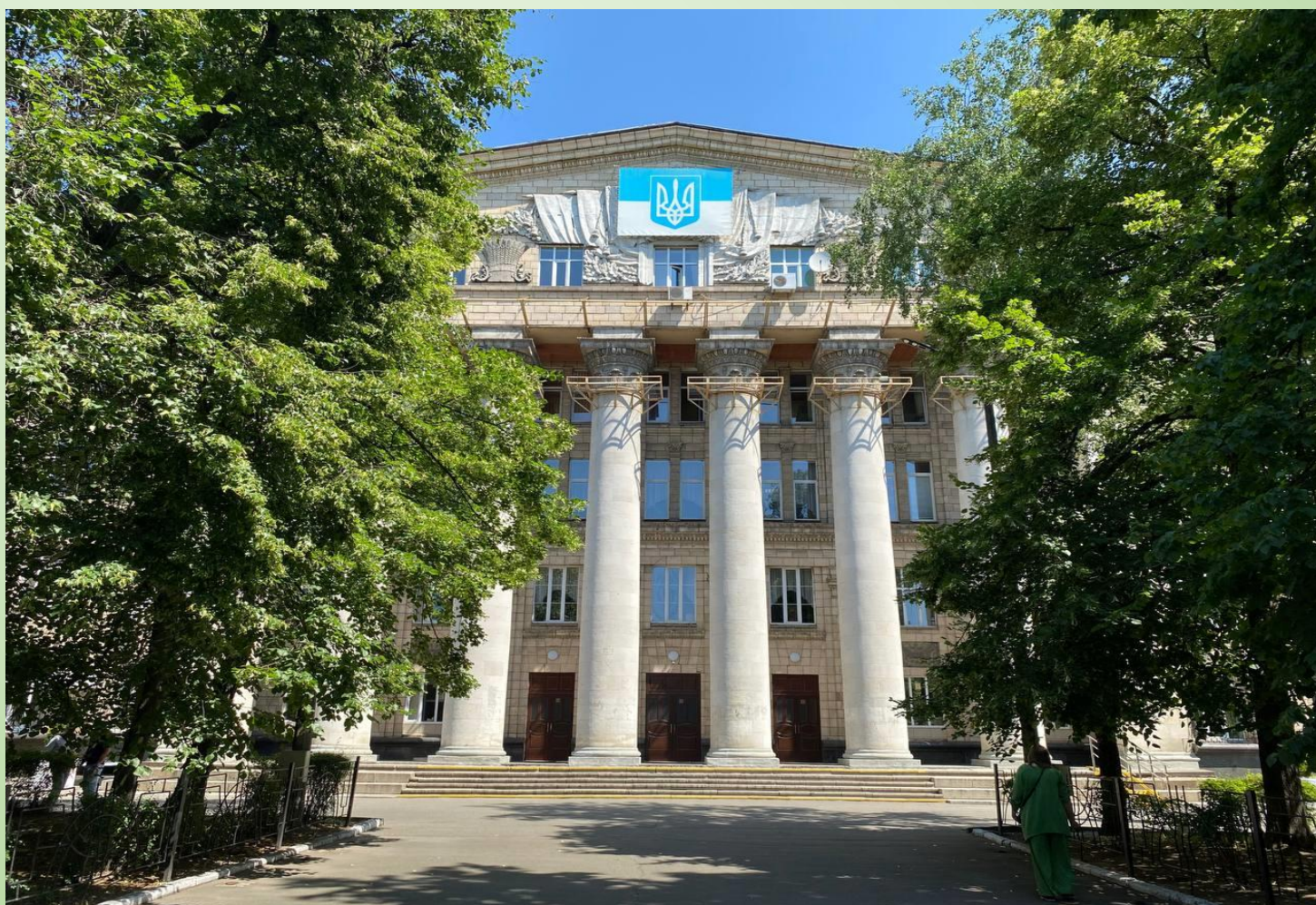


Kyiv National Economic Universit named after Vadym Hetman



Self-Assessment Report for Institutional Accreditation 2025

Kyiv – 2025

kneu.edu.ua

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Abbreviations

ATS	Academic and Teaching Staff
CA	Collective Agreement
CCA	Centre of Culture and Arts
DB	database
DDS-EP	Department of Documentary Support for the Educational Process
DIAM-KNEU	Department of International Academic Mobility
DPDS	Department of Postgraduate and Doctoral Studies
EAD "Perspektyva"	Employment Assistance Department "Perspective"
ECTS	European Credit Transfer and Accumulation System
ED	Educational Department
EIE	External Independent Evaluation
EMDQAA	Educational and Methodological Department of Quality Assurance and Accreditation
EP	Educational Programme
EPP	Educational and Professional Programme
ERP	Educational and Research Programme
ESI	Educational and Scientific Institute
GACT	General Academic Competence Test
HEI	Higher Education Institution
HoD	Head of Department (Heads of Departments)
HR-department	Human Resources Department
IA	Institutional Accreditation
IBE	Institute of Business Education named after Anatoliy Poruchnyk
ICC	Information and Computer Centre
IDE	Institute of Distance Education
ISLR	Institute of Social and Labor Relations
ISR	Institute of Sociological Research
Library	Scientific Library named after M.V. Dovnar-Zapolsky
MESU	Ministry of Education and Science of Ukraine
Museum	Museum of University History
NAQA	National Agency for Higher Education Quality Assurance
NQF	National Qualifications Framework <ul style="list-style-type: none"> • Level 4 or 5 – the third (higher) level of vocational (professional-technical) education • Complete General Secondary Education (11 years of schooling) – Level 4 of the National Qualifications Framework • Professional Junior Bachelor, Junior Bachelor (short cycle of higher education) – Level 5 of the National Qualifications Framework
NMT	National Multisubject Test
PGP-EPG	Heads of Project Groups (Programme Guarantors) for Educational Programmes
RI	Research Institution
SAC	Student Academic Council
SC	Physical Culture and Sports Complex "Economist"
SEC	Scientific and Expert Council
SMC	Scientific and Methodological Council
SSB	Student Self-Government Bodies
SSS	Separate Structural Subdivisions
UEE	Unified Entrance Examination
UPET	Unified Professional Entrance Test
USEDE	Unified State Electronic Database on Education

Appendixes

Appendix 1. Rectorate

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Appendix 19. Statement of receipt and use of funds_2024.

1. INTRODUCTION

1.1. MISSION, PRINCIPLES AND FUNDAMENTAL VALUES

Kyiv National Economic University named after Vadym Hetman (hereinafter – KNEU named after V. Hetman / the University), is a leading higher education institution in Ukraine that provides training for students at various levels of higher education (from Bachelor's to Doctor of Philosophy (PhD)). Additionally, the University conducts relevant fundamental and applied scientific research in the fields of social and technical sciences. The University has a well-developed research and innovation infrastructure, a strong academic and professional staff, and sustainable competitive advantages in training highly qualified scientific and academic personnel. The scientific achievements of KNEU named after V. Hetman reflect contemporary advancements in global economic science, the values and principles of the European integration path, and the needs of Ukraine's post-war reconstruction and development.

As a state higher education institution, KNEU named after V. Hetman operates in accordance with the Constitution of Ukraine, the laws of Ukraine, decrees of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and Science of Ukraine (hereinafter – MESU), as well as the University's internal regulations (Figure 1).

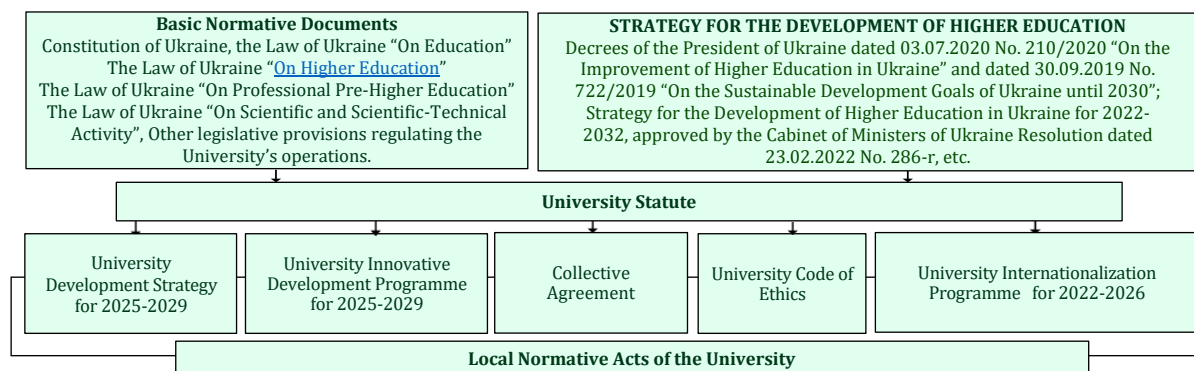


Figure 1 – Normative Framework of the Activities of KNEU named after V. Hetman

The activities of KNEU named after V. Hetman are based on a long-term strategic vision and the results of systematic analyses of both the internal and external environments.

Taking into account the existing potential and the position of the University within the national system of economic education and being aware of its responsibility to society for further development and for reinforcing practice with scientific knowledge and highly qualified personnel of the 21st century, the University community defines in the **KNEU Development Strategy for 2025-2029** (hereinafter – the University Development Strategy) its **MISSION** as **making a significant contribution to societal development through research, the generation of new knowledge, its dissemination, and the training of socially responsible, creative individuals and competitive professionals**. The mission of the University is not only to provide students with modern and cutting-edge knowledge but also to foster the development of a new philosophy of thinking—from acquiring higher education to lifelong learning—thereby realizing their own trajectory of development.

The University implements its **VISION — national and international leadership and excellence in education and research**—guided by the following principles: safety and resilience, openness and transparency, readiness for change and a commitment to continuous improvement, adaptability, and systemic thinking, the capacity for self-renewal, student-centricity, democratic and inclusive values, strategic partnership and collaboration, collective and individual responsibility, and sustainable development. The organizational culture and standards of conduct are established in accordance with the key **values** of the University (Figure 2).

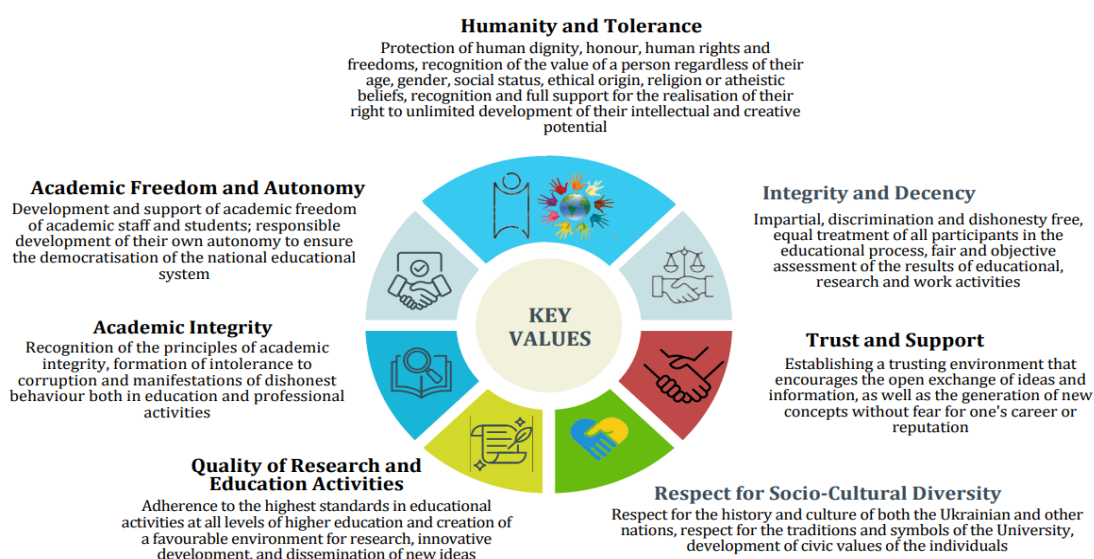


Figure 2 – Key Values of KNEU named after V. Hetman

1.2. HISTORICAL BACKGROUND AND CURRENT STATE

1.2.1. Milestones in the History of KNEU named after V. Hetman

KNEU named after V. Hetman was founded in 1906 as the Higher Commercial Courses. Its founder was a distinguished Ukrainian historian Mytrofan Dovnar-Zapolskyi. At the turn of the first decade of the 20th century, during a challenging time of social and spiritual catastrophes, he established the first private institution of higher education in Kyiv with a four-year study programme. The university's history, spanning more than a century, is rich in events and personalities, and it demonstrates the tangible development of economic science. Within KNEU walls, scholars whose names are renowned in the international scientific community (K. Voblyi, Ye. Slutskyi, M. Delone, O. Rusov, M. Ptukha, M. Kravchuk, S. Pokropivnyi, and others) have worked. Many renowned faculty members have been recognized with high state distinctions and government awards – the Honored Economists of Ukraine and the Honored Workers of Higher Education of Ukraine. The highest honor of the Ukrainian State – the title of Hero of Ukraine – has been awarded to alumni such as V. Matvienko, V. Stelmakh, O. Omelchenko, and V. Hetman. Anatoliy Pavlenko, Hero of Ukraine, led the university for 30 years.

The University, developing and transforming while changing its name, has always been a center for training economists, a hub for seeking innovative scientific ideas, and a place for implementing practical developments across various sectors of the economy (Figure 3). Many of Ukraine's scientific schools in diverse fields of knowledge originate from KNEU named after Vadym Hetman.

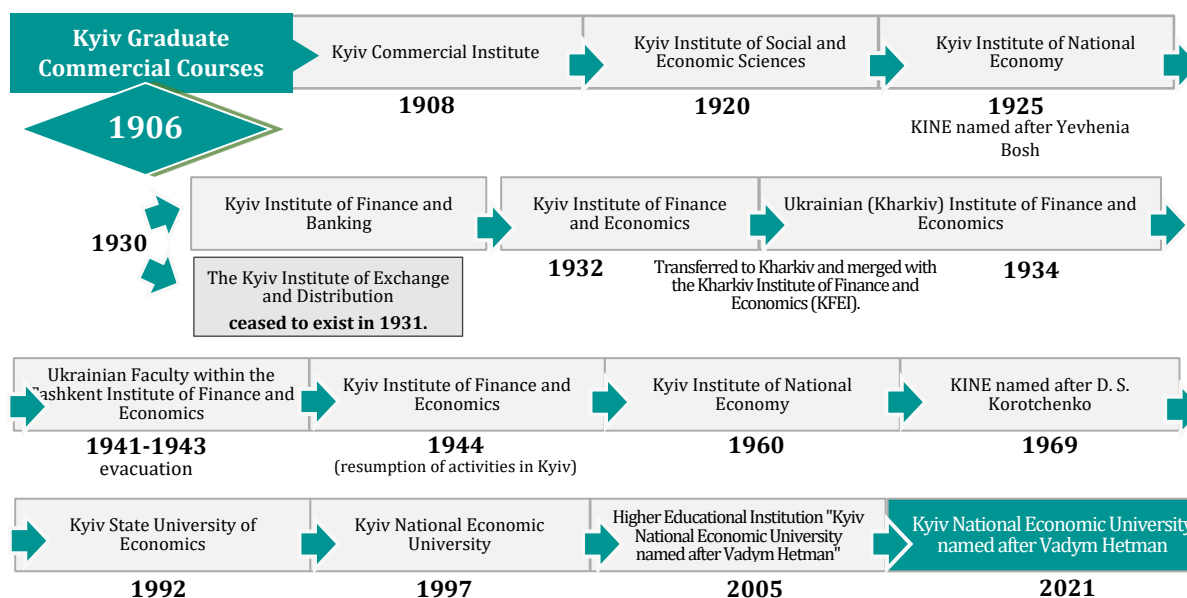


Figure 3 – Chronology of the University Name Changes

The development of the University as a comprehensive educational, scientific, and cultural center is closely linked to societal processes. On May 1, 1966, student H. Moskalenko and worker V. Kuksa raised the blue and yellow flag over the main building of the University.

After achieving state independence, the University has maintained its status as a leading institution of higher economic education, where cutting-edge educational programmes are developed, effective educational technologies are implemented, and opportunities for cooperation with stakeholders are expanded. Through its membership in various associations, the University has also activated international scientific communication oriented toward the Sustainable Development Goals. One striking manifestation of the University's social responsibility is that in 2017, KNEU, named after V. Hetman, became a signatory of the [United Nations Global Compact](#). With a robust scientific potential, a highly qualified staff, and a well-developed infrastructure, the University develops innovative solutions and trains professionals capable of contributing to the development of the national economy and the achievement of the Sustainable Development Goals.

Today, KNEU, named after V. Hetman, is a harmonious blend of tradition, uniqueness, and promising prospects; it represents dynamic development based on classic educational approaches to training future professionals, enhanced by the innovative thinking of educators and students. KNEU, named after V. Hetman, has become a true educational brand that is recognized both in Ukraine and around the world.

1.2.1. KNEU named after V. Hetman in International Rankings and Recognition

KNEU, named after V. Hetman, is an innovative research and educational center highly esteemed in Ukraine, which enjoys a wide international recognition.



Kyiv National Economic University named after Vadym Hetman is featured in the following [rankings](#):

- «[QS World University Rankings: Europe 2025](#)»:

– Rank 521-530 (entered for the first time)

- «[THE Impact Rankings 2024](#)» (Table 1):

Table 1 – Positions of KNEU named after V. Hetman in the "THE Impact Rankings" Over the Years

Ranking Indicators: UN Sustainable Development Goals	2020		2021		2022		2023		2024	
	In Ukraine	Worldwide	In Ukraine	Worldwide	In Ukraine	Worldwide	In Ukraine	Worldwide	In Ukraine	Worldwide
SDG 4. Quality Education	3	401-600	3	601-800	3	801-1000	1	201-300	4	1001+
SDG 5. Gender Equality	1	201-300	1	301-400	1	401-600	1	301-400	4	601-800
SDG 9. Industry, Innovation and Infrastructure	2	400+	3	601+	2	601+	2	601-800	3	801-1000
SDG 11. Sustainable Cities and Communities	–	–	3	401-600	2	401-600	2	601-800	2	601-800
SDG 2. Zero Hunger	–	–	1	301-400	–	–	3	401-600	3	601-800
SDG 10. Reduced Inequalities	–	–	–	–	3	401-600	3	401-600	3	601-800
SDG 1. No Poverty	–	–	–	–	2	401-600	3	601-800	3	801-1000
SDG 16. Peace, Justice and Strong Institutions	–	–	–	–	3	401-600	3	601-800	5	601-800
SDG 17. Partnerships for Sustainable Development	3	301-400	3	801-1000	3	601-800	3	801-1000	7	1001+
SDG 8. Decent Work and Economic Growth	2	301-400	4	401-600	4	301-400	5	401-600	8	401-600
Overall Ranking Position	2	401-600	3	801-1000	2	801-1000	3	801-1000	4	1001+

Source: compiled based on <https://www.timeshighereducation.com/rankings/impact/2024/partnerships-goals>



- «**QS World University Rankings: Eastern Europe 2025**»:
 - **76th** place (entered for the first time).
- «**QS World University Rankings: Sustainability 2025**»:
 - **88th** place among higher education institutions in Eastern Europe;
 - **515th** place in Europe;
 - **1501+** place worldwide.
- "**UI GreenMetric World University Rankings 2024**" is in charge:
 - **1026th** place worldwide;
 - **265th** place in Europe;
 - **12th** place in Ukraine.
- **Transparent Ranking** from Webometrics:
 - **1st** place among economic universities;
 - **5th** place among all higher education institutions in Ukraine (155,257 citations – July 2024).
- **Academic Influence Rankings**:
 - **475th** place worldwide in the "Economics" subranking;
 - **1023rd** place worldwide in the "Business" subranking (October 2024).
- **uniRank**:
 - **1st** place among all Ukrainian universities with an economic profile (October 2024).
- The profile of KNEU named after V. Hetman in the multidimensional comparative U-Multirank ranking:
 - Score "A" in "Teaching and Learning";
 - Score "B" in "Research";
 - Score "B" in "Regional Engagement" (2022).
- **Ukrainian National H-index Ranking**

Kyiv National Economic University named after V. Hetman belongs to the group of "**Leaders in Scientific Potential**," ranking **2nd** in Ukraine in the international ranking of scientific productivity, impact, and credibility of scientific organizations according to **Google Scholar metrics (Ranking of Organizations in Google Scholar)**, and the **1st** among all Ukrainian HEIs with an economic profile, as well as 17th among all Ukrainian HEIs in the overall **Ukrainian National H-index Ranking** (IV quarter 2024).

In 2024, the Faculty of International Economics and Management confirmed its position in the **Eduniversal Ranking** and is the leader in the group "**3 Palms – Excellent Business School**" in Ukraine.

The Eduniversal Best Masters & MBAs Ranking 2024 recognized six master's programmes at KNEU named after V. Hetman:

- **Investment Management** – 3 stars and 37th place worldwide in the "Real Estate Management / Wealth Management" category;
- **Insurance and Financial Security** (until 2023 – Insurance and Risk Management) – 2 stars and 42nd place worldwide in the "Insurance and Actuarial Sciences" category;
- **Human Resources Management** – 2 stars and 77th place worldwide in the "Leadership" category;
- **Business Administration** – 3 stars and 15th place in Central and Eastern Europe in the "MBA full-time" category;
- **International Business** – 2 stars and 17th place in Central and Eastern Europe in the "International Business" category;
- **Accounting and Auditing in Business Management** – 2 stars and 17th place in Central and Eastern Europe in the "Accounting" category.

In October 2023, the project "**Digital Innovation Accelerator 'Innovation Ukraine'**," implemented by the team at KNEU named after V. Hetman, received international recognition and an award in the "Economic Development" category at the "Partnership for Sustainable Development 2023" competition organized by the UN Global Compact in Ukraine.

The digital platform developed by the team at KNEU is intended to serve as the foundation for a modern digital

infrastructure within Ukraine's sustainable innovation ecosystem. The [project idea](#) emerged through KNEU's membership in the **Global Federation of Competitiveness Councils** is developed within the framework of the National Plan for the country's economic recovery, supported by the Ministry of Economy of Ukraine. Additionally, the project is implemented as part of the activities of the [Global Research Network "Competitive Ukraine,"](#) which was established at KNEU in the summer of 2022 and represents a concrete step toward achieving its vision: "Ukraine – a competitive country of happy people."

1.3. STRUCTURE

Kyiv National Economic University named after V. Hetman is a multifaceted educational and research space with an organic organizational structure designed in accordance with the principles of academic autonomy and effective management. The university's organizational structure can be roughly divided into five blocks (Figure 4) (Appendix 1-2):

I - managerial block, which defines strategic development directions, shapes educational policy, and coordinates research activities.;

II – educational block, represented by **three Educational and Scientific Institutes**:

1. **The Law Institute of KNEU named after V. Hetman** – which operates the activity of the *Legal Clinic "Social Justice" and the University's Educational and Research Laboratory for Countering Disinformation*;

2. **The Institute of Information Technologies in Economics of KNEU named after V. Hetman** – within which three educational and research laboratories operate: the Educational and Research Laboratory of Systems Analysis and Managerial Decision Making, the "Cybersecurity Polygon" Educational and Research Laboratory, and the Educational and Research Laboratory of Information Management Systems and Technologies;

3. **Institute of Business Education named after Anatoliy Poruchnyk** – within which the *Teaching Excellence Center, the Admissions Preparation Department, the Scientific and Educational Center for Intensive Learning of Foreign and Ukrainian Languages "Intensive," and the Department of Innovative Business Technologies* operate. The mission of the Institute of Business Education is to prepare highly qualified specialists in economics, management, and law based on modern educational programmes, cutting-edge teaching methods, and technologies that harmoniously combine academic education with practical experience and meet global standards;

and Six Faculties

1. **Economics and Management**

2. **Marketing**

3. **International Economics and Management**

4. **Accounting and Tax Management**

5. **Human Resource Management, Sociology, and Psychology**

6. **Finance**

– **a university-wide Department of Military Training**, within which operates the Educational Laboratory "Organization of the Food Supply for a Military Unit According to NATO Standards" (additionally, outside the regular structure – the *Laboratory for Mobilization Training and Mobilization and the Department for the Accounting, Operation, Preservation, Maintenance, and Repair of Armaments and Military Equipment*);

and **three separate structural subdivisions**: *Professional Economic College of KNEU named after V. Hetman; Professional College of Information Systems and Technologies of KNEU named after V. Hetman (Kyiv); and Romensky Professional College of KNEU named after V. Hetman (Sumy region, Romny).*

This block is further complemented by the *Institute of Distance Education; the Institute of English-Taught Programmes; the Information and Computing Center; the Educational Department; the Educational and Methodological Department for Quality Assurance and Accreditation; the Department of International Academic Mobility; the Department of Document Support for the Educational Process; the Employment Assistance Department "Perspektiva"; the Service for Social Adaptation and Psychological Assistance; the Institute of Sociological Research; and the M.V. Dovnar-Zapolskyi Scientific Library (which holds over 1.3 million copies).*

III – scientific research – is represented by 14 research institutes (Figure 4), the postgraduate and doctoral department, the scientific information department, the "KNEU Startup School," the scientific society of students, postgraduates, doctoral candidates, and young researchers of the University, the KNEU Science Park, and the Digital Innovation HUB Win-Win EDIH—a digital transformation hub that will provide high value-added services for testing, training, ecosystem networking, and financing support for SMEs, startups, and the public sector in Ukraine (project launch: January 1, 2025. https://kneu.edu.ua/ua/University_en/international_connections/project_win2edih/);

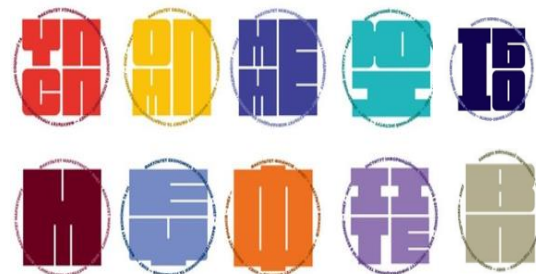
IV – auxiliary structures – are represented by various departments and services, the "Economist" sports complex, the Center for Culture and Arts, and the KNEU History Museum.

V – student self-government– whose main structural components include the primary trade union organization of students and postgraduates, the student academic council, the Office of the Ombudsman for Student Rights, and the student town council.

The primary activity of the educational structures is focused on training professionals in modern fields, considering global trends and labor market needs. A broad network of departments (40) and programme guarantors are responsible for developing educational programmes, academic curricula, course syllabi, methodological support, and conducting research.

The University's research institutes implement innovative projects, bring together scientists into interdisciplinary teams, and ensure effective institutional coordination of the scholarly activities of the University's faculty. They identify priority interdisciplinary and socially significant research directions in the context of Ukraine's post-war economic recovery and implement international research projects and grant programmes on their institutional platform, thereby strengthening and expanding international cooperation.

Auxiliary structural units are responsible for organizational, administrative, and operational aspects, creating favorable conditions for educational and scientific activities. Active student self-governance serves as a source of initiative and fosters leadership skills among future professionals. This comprehensive and flexible university structure enables the seamless integration of science, education, and management practices, guided by the principles of PDCA ("Plan-Do-Check-Act"), ensuring a high level of graduate competitiveness in the global environment.



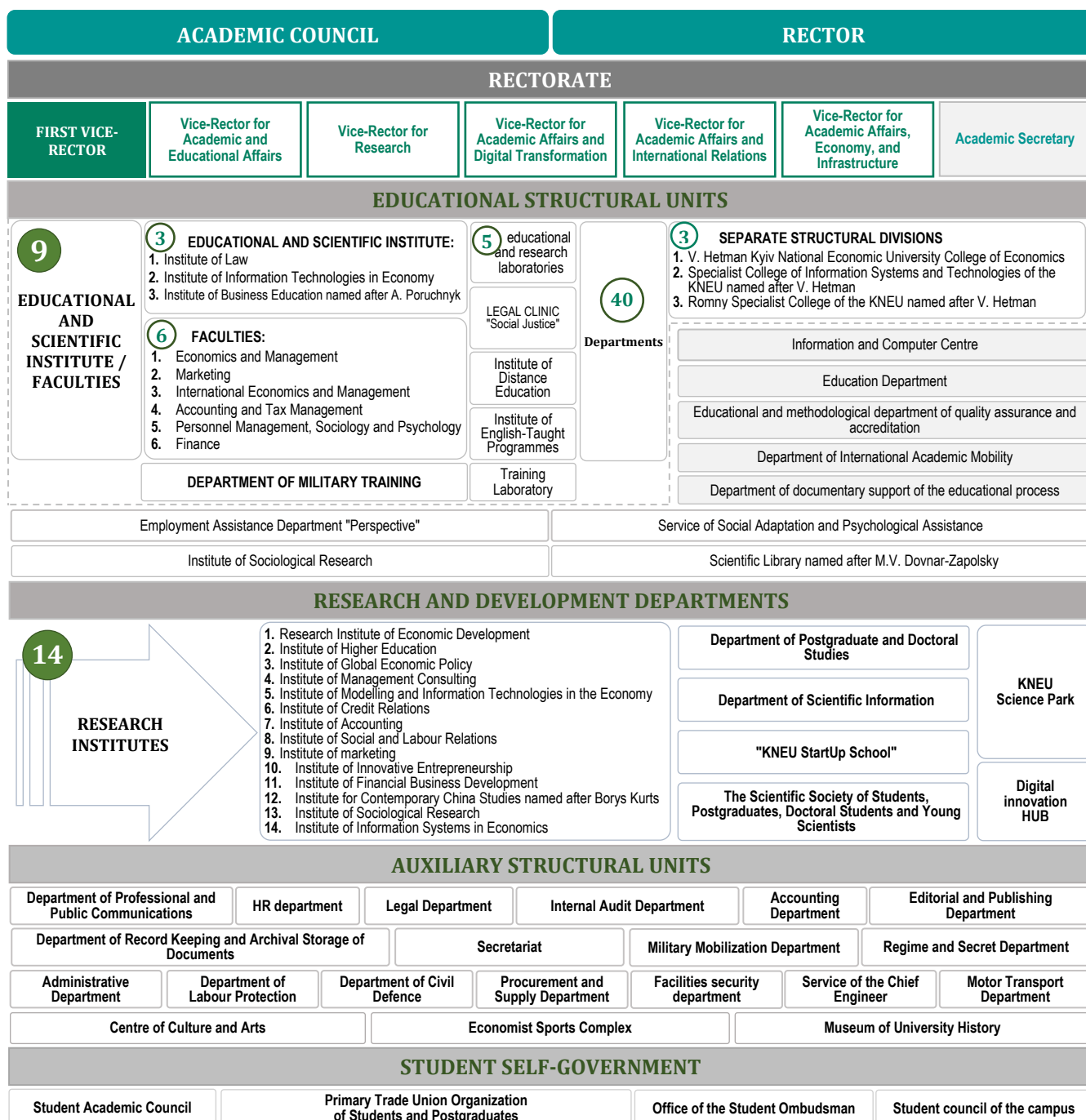


Figure 4 – Organizational Structure of KNEU named after Vadym Hetman

Today, Kyiv National Economic University named after Vadym Hetman comprises 7 buildings and 3 separate structural units:

- Building 1 – Kyiv, Beresteiskyi Avenue, 54/1
- Building 2 – Kyiv, Dehtiarivska Street, 49 (structure "g")
- Building 3 – Kyiv, Dehtiarivska Street, 49 (structure "g")
- Building 4 – Kyiv, Dehtiarivska Street, 49 (structure "g")
- Building 5 – Kyiv, Illienka Street, 79/81
- Building 6 – Kyiv, Illienka Street, 79/81
- Building 7 – Kyiv, Lvivska Square, 14

Separate Structural Units: *The Professional Economic College of KNEU named after V. Hetman; Professional College of Information Systems and Technologies of KNEU named after V. Hetman (Kyiv); The Romensky Professional College of KNEU named after V. Hetman (Sumy region, Romny).*

Before the annexation of Crimea, the structure of KNEU named after V. Hetman included the *Simferopol College of the State Higher Educational Institution "Kyiv National Economic University named after Vadym Hetman" and the Crimean Economic Institute of the same institution (located in the Autonomous Republic of Crimea, Simferopol).*

1.4. MANAGEMENT

The activities and governance of the University are based on the principles of autonomy and self-governance; the delineation of rights, powers, and responsibilities between the Ministry of Education and Science of Ukraine, the University administration, and its structural units; a balance between collegial and centralized decision-making; and independence from political parties, public organizations, and religious institutions. The management structure of KNEU named after V. Hetman is presented in Figure 5 (Appendix 1-2).

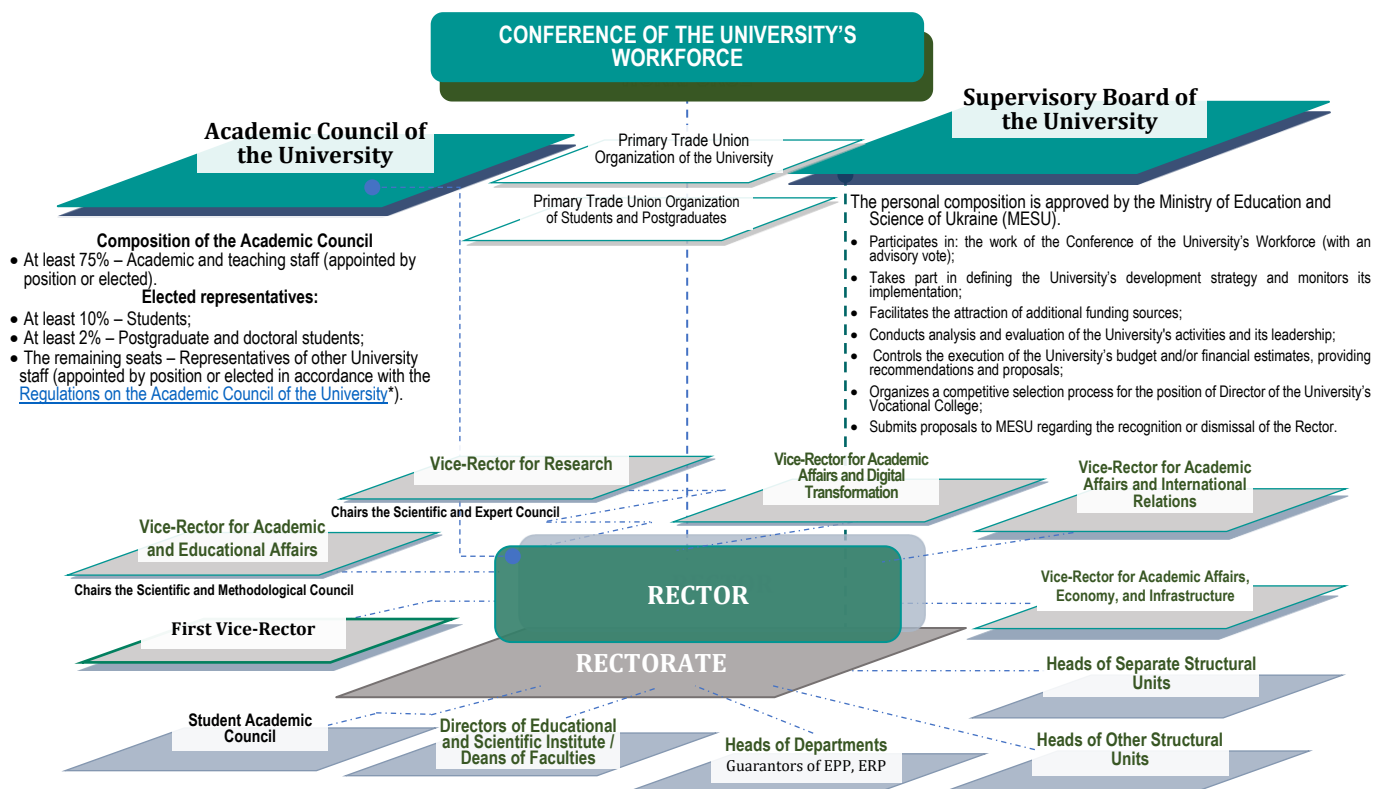


Figure 5 – Management Structure of KNEU named after V. Hetman

The **Rector** is responsible for the direct management of the University's activities. Legislation, the University Charter, and the employment contract define the rights, duties, and responsibilities. The Rector is accountable for overseeing educational, scientific, and innovation activities at the University, managing financial and economic operations, and ensuring the maintenance and preservation of the University's movable and immovable property.

Each year, the **Rector reports** to the Conference of the University's Workforce and the Ministry of Education and Science of Ukraine (MESU). Annual reports are published on the official University website for public review and discussion.

The Rector is elected for a five-year term through a direct secret ballot in accordance with the current legislation of Ukraine. Elections are considered valid if more than **50%** of eligible voters participate. Each eligible voter has one vote and must cast it personally. The total number of academic, scientific, and teaching staff participating in the elections must constitute at least **75%** of all eligible voters; the number of elected representatives from other University employees must not exceed **10%**, while the proportion of elected student representatives must be no less than **15%** of the total eligible voters.

The Rector determines the number, areas of responsibility, and competencies of the **Vice-Rectors**. Their functional duties specify: primary area of work; powers and responsibilities; structures under their direct supervision; list of committees, councils, and other advisory or consultative bodies chaired by the respective vice-rector within their authority; composition of the rectorate (as outlined in the [Regulations on the Rectorate](#))

Employment contracts with Vice-Rectors are concluded for a defined term, which corresponds to the term of office of the Rector or Acting Rector but does not exceed five years.

At the Rector's proposal, the University's Academic Council establishes working bodies—such as the Rectorate, Deans' Offices, and Admissions Committee—to address the University's operational matters. To develop and implement strategies and directions for educational and research activities, the Rector has the right to create advisory (consultative) bodies on a voluntary basis. These may include the Scientific and Methodological Council, Scientific and Expert Council, Employers' Council, Investors' Council, Business Council, and Student Scientific Council.

The **Academic Council** is a collegial governing body that brings together researchers, faculty members, administrative leaders, and students to make strategic decisions regarding the development of education, research, and innovation at the University. Its composition was approved by Order No. 548, dated October 21, 2021, with subsequent amendments reflecting the ongoing improvement of the structure and organization of its activities. The Chair of the Academic Council is elected by secret ballot from among its members who hold an academic degree or an honorary academic title. The Chair leads the Council for a five-year term. In their absence, responsibilities are assumed by a Deputy Chair, who is elected by open voting during the first meeting of the newly elected Council. The representation of the Academic Council is carried out by the Chair or, by their delegation, the Deputy Chair. The Secretary's functions are regulated by a service instruction, ensuring that each Council member is informed about the meeting agenda in a timely manner, which is formed no later than seven calendar days before the meeting. The composition of the Academic Council includes the Rector, Vice-Rectors, directors of educational and research institutes, deans of

faculties, academic secretary, director of the Dovnar-Zapolsky scientific library; chief accountant; heads of self-governance bodies; head of the elected body of the primary trade union organization of the university; head of the elected body of the primary trade union organization of students and postgraduates; head of the university's student self-governance body; chair of the scientific society of students, postgraduates, doctoral candidates, and young scientists.

Additionally, the elected representatives include: Representatives of scientific and academic staff, elected from among department heads, professors, PhDs (Candidates of Sciences), and Doctors of Sciences; Representatives of other University employees working on a permanent basis; Representatives of students, postgraduates, and doctoral candidates elected according to the quotas established by the University Charter and Regulations on the Academic Council. By the Academic Council's decision, representatives of employer organizations may also be included in its composition.

Meetings of the Academic Council are conducted in accordance with the approved agenda, and decisions are made by open voting, except in cases where legislation or regulations require secret voting. The decisions of the Academic Council come into effect through University orders.

The Academic Council defines the strategy and key directions for the development of the University, reviews and approves plans for its innovative development, and drafts amendments to the University Charter, which are submitted for consideration by the Conference of the University's Workforce.

The Council also oversees organizational and staffing policies, including: conducting competitive selections for the positions of heads of departments, professors, library director, and academic staff of the Military Training Department, through secret voting; awarding academic titles of professor, associate professor, and senior researcher, with subsequent submission to the attestation board of the Ministry of Education and Science of Ukraine (MESU) for approval; granting honorary titles of the university in accordance with established procedures; nominating university employees for honorary titles, state awards, prizes, distinctions, and named scholarships; in coordination with student self-governance bodies, recommending top-performing students and postgraduate students for named scholarships; reviewing candidates for the appointment or dismissal of vice-rectors upon the rector's proposal and in agreement with student self-governance bodies; addressing other university-related matters in accordance with the university charter.

Additionally, the Academic Council develops internal quality assurance procedures, assesses the quality of graduate training, and evaluates the efficiency of material and technical resources. It also examines issues related to the development of the University's social infrastructure, approves financial plans and annual reports, and makes decisions regarding the allocation of its own revenues. The Council also resolves matters concerning organizational and structural changes, including establishing, reorganizing, and liquidating structural units. It has the authority to propose the dismissal of the Rector and may delegate part of its powers to the academic councils of individual structural units. By ensuring a comprehensive approach to University governance, the Academic Council contributes to enhancing the quality of education and research activities while facilitating the integration of the University into the national and international educational systems.

The highest **collegial** self-governance body, which represents the interests of all University employees and determines the key directions of its governance policy, is the **Conference of the University's Workforce** of KNEU named after V. Hetman. On December 21, 2022, a new version of the Regulations governing its activities was approved. In December 2024, a new composition of the Conference was formed, with its number of members determined by the University's Academic Council, in coordination with the elected bodies of the Primary Trade Union Organization of the University and student self-governance bodies. The term of office is five years. To ensure the uninterrupted operation of the Conference, permanent working bodies have been established, including the Secretariat and the Mandate Commission. This self-governance body promotes the protection of employees' rights, engages staff in decision-making processes, and supports the development of democratic governance institutions within the University.

The **Supervisory Board** ensures that the University fulfills its functions and oversees its activities based on the principles of autonomy, self-governance, and cooperation with state authorities of Ukraine and other organizations. Its mission is to provide effective oversight of the University's performance as a national higher education institution and to develop a long-term strategic vision for its growth.

The Supervisory Board is a representative body composed of: prominent scholars and experts in the fields of economics, science, pedagogy, and law; government representatives, including those from the Ministry of Education and Science of Ukraine (MESU), who ensure the University's compliance with state education standards; business leaders and professional consultants with expertise in management and investment; Other specialists who contribute to the University's integration into the global education system and the development of strategic partnerships. This diverse composition ensures a comprehensive approach to strategic management, facilitates the collaboration of all key stakeholders, and proactively enables the University to respond to challenges in the modern educational landscape. The decisions of the Supervisory Board are mandatory for all University departments and are considered in the monitoring and assessment process conducted by relevant state authorities.

Advisory bodies, such as the Scientific and Methodological Council and the Scientific and Expert Council, play a significant role in the University's management system.

The **Scientific and Methodological Council** monitors, analyzes, coordinates, and plans educational and methodological activities within the University. Its goal is to achieve world-class educational quality standards and ensure competitive advantages for all participants in the educational process. The Council consolidates and endorses the best educational and methodological work practices from the University's faculties and departments, as well as leading global institutions in economics and management education. It develops recommendations for the adaptation and implementation of these best practices into the University's educational processes. The Council's responsibilities include: Implementing the University's quality assurance policy for educational activities and higher education; approving the annual monitoring plan for education quality; coordinating educational and methodological work at the level of educational and research institutes (ERIs), faculties and departments; reviewing and discussing new regulatory documents that govern the organization and content of educational and methodological processes; preparing recommendations for their improvement. The work of the Scientific and Methodological Council ensures the systematic enhancement of educational methodologies, the improvement of educational quality, and the University's integration into the modern global higher education system.

The **Scientific and Expert Council** was established to support the achievement of strategic objectives in the scientific and educational spheres, as well as to develop a modern research university infrastructure in line with the University's Development

Strategy and Programme of Innovative Development. The Council's primary goal is to facilitate the University's contribution to societal development through research, knowledge generation, dissemination, and the training of socially responsible, creative individuals and competitive professionals. The Scientific and Expert Council includes leading academic and teaching staff, primarily professors, associate professors, PhDs (Candidates of Sciences), and Doctors of Sciences. Additionally, it incorporates representatives of student self-governance, including the chair of the student scientific society of the university, elected representatives from the student academic council, and elected representatives of the university's student and postgraduate trade union organization. The quota for student and trade union representatives within the Scientific and Expert Council is 10%.

The Scientific and Expert Council is responsible for the collegial review and approval of priority areas in the University's scientific, methodological, and innovation activities. It analyzes prospective research development plans and prepares conclusions and recommendations for the Academic Council to enhance research planning, financing, and organization. The Council also initiates the involvement of academic and research staff in the development of national, regional, innovation, investment, economic, social, and environmental programmes that align with the University's areas of specialization.

The Scientific and Expert Council plays a key role in fostering the development of scientific, educational, and innovation activities at the University. This contributes to enhancing research infrastructure, strengthening the University's competitiveness, and ensuring its significant contribution to societal development.

An active component of the University's management is the **Student Academic Council (SAC)**, which serves as the main executive body of the Student Self-Governance Organization (hereinafter – SSO). The SSO of KNEU named after V. Hetman unites all University students, fostering transparency, integrity, and openness in the educational process. Its activities focus on protecting students' rights and interests, developing leadership skills, and organizing various events.

The SSO operates in accordance with the laws of Ukraine, "On Education" and "On Higher Education," the University Charter, the regulations on student self-governance, and other university regulatory documents.

The SSO functions at all levels, from academic groups to the University level, including the student campus. Its structure is well-balanced, featuring a clear division of powers, responsibilities, and a system of checks and balances.

The University's student self-governance system consists of (Figure 6):

- **Conference of University Students** – the highest representative body, which oversees the executive body and other entities established under it (including the Student Audit Commission and the Central Student Election Commission).

- **Student Academic Council (SAC) of the University** – the executive body of the SSO at the University level.

At the structural unit level: General Student Meetings – the highest governing body within faculties and institutes. Student Academic Councils of Educational and Scientific Institutes (ESIs) / Faculties (Figure 6). Course Representatives of structural units.

At the academic group level: academic group representatives (group leaders).

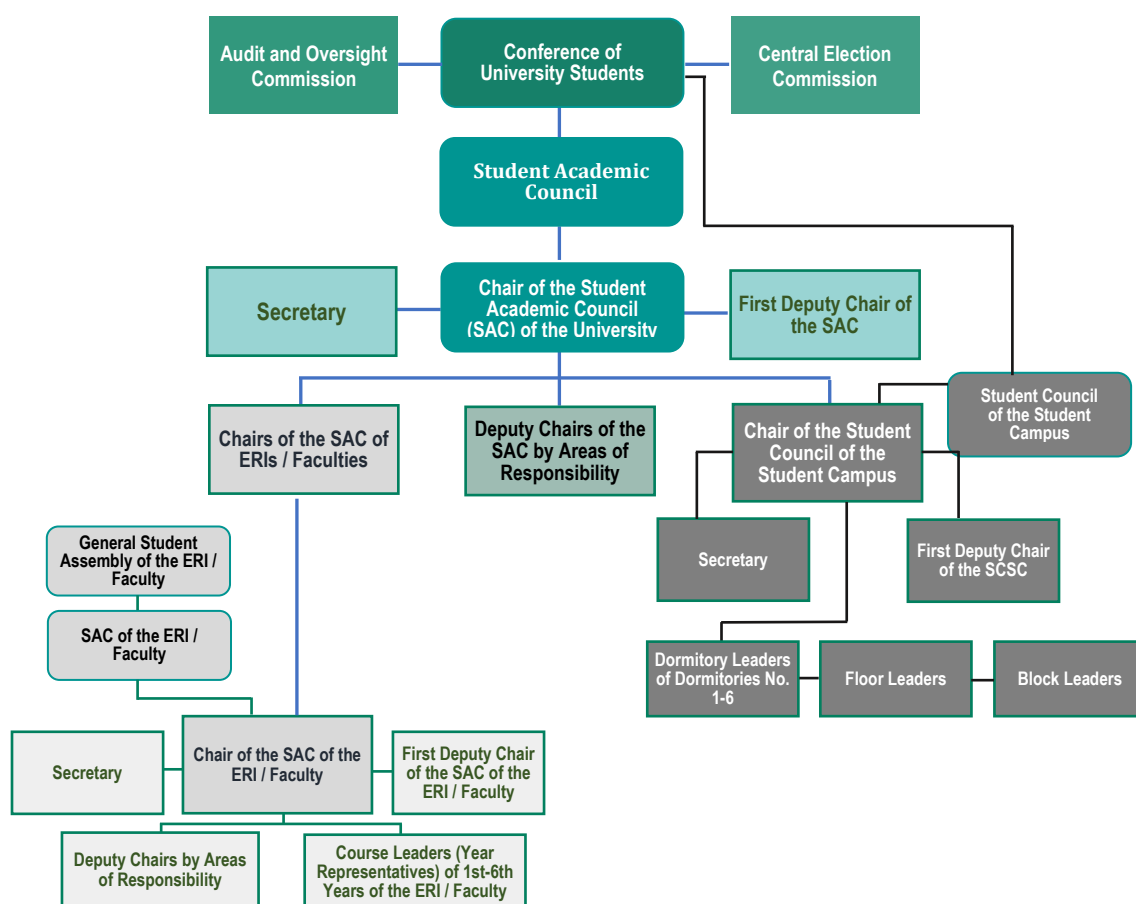


Figure 6 – Structure of the Student Self-Governance Bodies of KNEU named after V. Hetman

SSO ensures student participation in the University's decision-making processes, including representation in the Rectorate, Academic Councils, Conferences of the University and structural unit workforce, commissions, working groups, and other governance bodies.

Over the past five years, SAC has rapidly evolved, demonstrating increasing competence in various areas. In the last two and a half years, particular emphasis has been placed on communication with students and responding to national challenges amid

the escalation of Russian aggression. The SAC has consistently stood alongside KNEU students, providing support and opportunities for development.

Following the introduction of quarantine restrictions, SAC recognized the importance of maintaining contact and communication with students. As a result, it prioritized the development of social media platforms as an information and engagement tool for young people. With the intensification of Russian aggression, the SAC transformed into a platform for student initiatives, enabling responses to contemporary challenges, including hundreds of charity fundraisers, volunteer activities, and humanitarian aid efforts.

SAC actively advocates for students' rights and interests, ensuring prompt responses to relevant inquiries. In cases requiring special review, SAC representatives participate in the University's Ethics Committee, submitting requests that are considered in accordance with established regulations.

In 2024, the SAC launched the initiative ["My Feedback Has Back,"](#) aimed at collecting and processing student complaints and suggestions regarding the organization of the educational process. The SAC team analyzes the information received and provides recommendations to the university administration to enhance the quality of education.

1.5. SELF-ASSESSMENT PROCESS AND REPORT PREPARATION

From May 2024 to December 2025, the Estonian Quality Agency for Education (HAKA) and the National Agency for Higher Education Quality Assurance of Ukraine (NAQA) are implementing a joint project to develop and test a model for institutional accreditation of higher education institutions in Ukraine. The developed model will align with European Standards and Guidelines (ESG) while considering the national context. The Estonian Centre for International Development (ESTDEV) funds the project.

In the summer of 2024, the Estonian Quality Agency for Education (HAKA) and the Estonian Centre for International Development (ESTDEV) announced the launch of an application competition for Ukrainian higher education institutions to undergo institutional accreditation. On the initiative of the Rector of KNEU named after V. Hetman, Dmytro LUKIANENKO, the University submitted an application, which resulted in its selection for the project's next stage.

In September 2024, the University began preparations for the self-assessment process for institutional accreditation (IA) and the preparation of the self-assessment report. By Rector's Order No. 501, dated September 18, 2024, a working group was established to conduct the self-assessment and prepare for the institutional accreditation procedure at KNEU named after V. Hetman.

According to the order, the process of preparing the necessary documents for this project was led by the First Vice-Rector Andriy Omelchenko, and the project coordinator was appointed to be the Head of the Educational and Methodological Department for Quality Assurance and Accreditation (hereinafter – EMDQAA), Tetiana Frolova.

The working group comprised 35 members, who collaboratively developed a detailed action plan, schedule, deadlines, principles for report preparation, and task distribution. To facilitate the group's work coordination, a shared Google Drive folder was created to store materials and draft the report. Additionally, the working group held regular Zoom meetings to enable efficient information exchange and discussions to address matters related to the self-assessment report.

On October 8-9, 2024, HAKA and NAQA organized a two-day online training session for working group members and other stakeholders. Furthermore, regular discussions took place within working groups, along with separate meetings with representatives of structural units.

The preparation of the self-assessment report coincided with the new [University Development Strategy](#) and [Programme of Innovative Development of Kyiv National Economic University named after Vadym Hetman for 2025-2029](#) (hereinafter – Programme of Innovative Development). The revision of these documents was initiated following the appointment of Doctor of Economics, Professor Dmytro LUKIANENKO, as Rector on June 19, 2024, after the Rectoral elections held on March 24, 2024. The aim was to implement the key provisions of the Rector's election programme, incorporate recent changes in Ukrainian legislation, and reflect major trends in both national and international higher education practices.

To ensure accuracy, relevance, and consistency in the self-assessment report, the preparation of its Ukrainian version was conducted in two stages:

- In the first stage, working groups prepared their respective sections, which were reviewed by the designated responsible persons for each section.
- In the second stage, the report was reviewed by University experts, including student representatives.

A final English-language version of the report was also prepared after necessary refinements. The English version underwent an additional review process by members of the University's academic and student community to ensure its quality and consistency.

KNEU named after V. Hetman's self-assessment report for institutional accreditation, was approved at the University's Academic Council meeting on February 27, 2025 (Protocol No. 6).

1.6. KNEU: STATISTICAL OVERVIEW

Table 2 – Key Performance Indicators of the University (as of December 1 each year)

Indicators	2019	2020	2021	2022	2023	2024
Overall number of students (University total)	14389	13052	13046	13636	13021	12984
Total number of students (excluding VSP and postgraduates)	10689	10941	10887	11446	10930	10853
Overall number of students (excluding VSP), including:	10930	10770	10856	11394	10864	11250
– bachelor's students, including foreigners and stateless persons	8081	8605	8744	9229	8756	8634
– master's students, including those in second higher education and foreigners/stateless persons	2608	1906	1829	1798	1726	2219
– postgraduate students	241	259	283	367	382	397
Number of doctoral candidates	15	14	11	19	29	37
Number of individuals at the Institute of Business Education:						
– students of second higher education	466	332	266	222	272	250
– participants in professional development courses	962	895	752	294	731	2111
Number of foreigners and stateless persons arriving in Ukraine for study	91	71	79	31	9	7

In the specialized academic councils of the University, dissertations defended (total), of which:	87	49	92	0	40	46
– for the degree of Doctor of Sciences	17	12	14	0	7	6
– for the degree of Candidate of Sciences	70	23	33	0	4	2
– for the degree of Doctor of Philosophy (PhD)	–	14	45	0	29	38
Number of international cooperation agreements	119	100	102	90	90	90
Number of English-taught programmes	11	11	11	11	11	11
including international accreditation	2	2	2	2	2	2
Total number of academic staff	1121	981	999	909	865	835
of which, Doctors of Sciences	159	151	171	172	174	169
PhD	660	594	580	545	514	505
Total number of academic staff (on the approved staff list)	1005	898	854	809	747	715
Number of state-funded R&D projects	6	6	8	7	6	5
Total volume of state funding for R&D (million UAH)	2,509	3,357	4,83	3,997	4,615	4,327
State-planned research topics (thousands of UAH)	155,6	333,6	890,7	20,5	126,8	185
Grants (international cooperation, thousands of UAH)	1 112,27	1 183,2	969,8	1 619,20	3811,6	46232,2
Bibliometric databases (Scopus and WoS)	113	134	187	108	165	175
Intellectual property rights	99	45	56	58	115	85
State funding of the University (general fund, million UAH) (plan / actual)	155/165	157,3/156,9	181,6/185,7	191,9/181,4	140,5/145,5	160,3/149,9
Non-state funding (special fund, million UAH) (plan / actual)	141/166	165,3/169,7	165,8/208,3	204,9/233,1	204,6/261,3	287,7/316,6

Source: Annual Rector's Reports of the University

1.6.1. Aggregated data on students

In recent years (2019-2024), KNEU named after V. Hetman has experienced a fluctuating trend in student enrollment. This trend includes slight increases (2020, 2022) and minor declines in the number of bachelor's and master's degree students (2021, 2023-2024). However, a steady increase in doctoral (PhD) student enrollment has been observed over the past six years (Figure 7, Table 3).

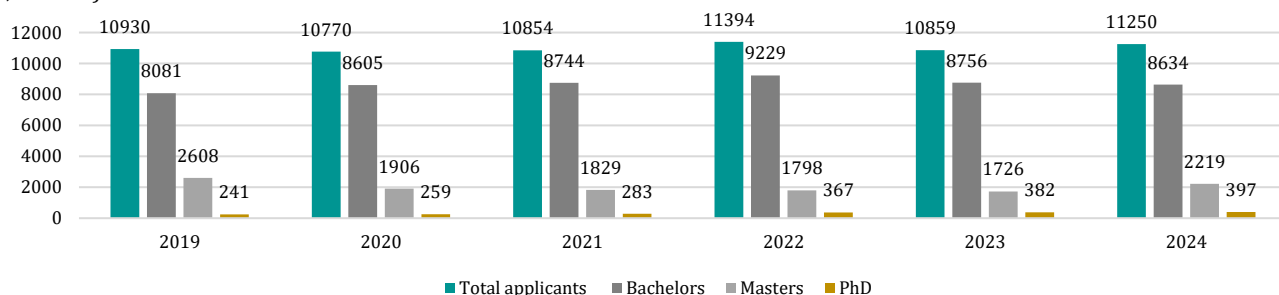


Figure 7 – Structure of the University's Higher Education Students in 2019–2024 (number of students)

Source: Database of the Educational Department and the Department of Postgraduate and Doctoral Studies

According to the results of the admission campaign, KNEU named after V. Hetman has consistently ranked among the top ten most popular higher education institutions in Ukraine among applicants (based on data from the Ministry of Education and Science of Ukraine) (Table 3).

Table 3 – Number of First-Year Entrants to the University in 2019-2024 (persons)

Indicators	2019	2020	2021	2022	2023	2024
KNEU named after V. Hetman's ranking among Ukrainian higher education institutions	8	8	8	7	9	7
Enrolled in the first year of the bachelor's programme, including:	2383	2875	2768	2508	2108	2219
– State-funded places	760	704	478	444	473	200
– Tuition-based (contract) places	1623	2171	2290	2064	1635	2019
Enrolled in the first year of the master's programme, including:	1188	1096	912	1152	1107	1213
– State-funded places	523	332	316	323	295	339
– Tuition-based (contract) places	665	764	596	829	812	874
Enrolled in the first year of the doctoral (PhD) programme, including:	87	76	96	133	129	91
– State-funded places	40	34	53	35	33	49
– Tuition-based (contract) places	47	42	43	98	96	42
Total number of entrants to the University	3658	4047	3776	3793	3344	3523
Total number of high school graduates	198 230	222 000	228 946	220 593	222 953	231 000

Source: Database of the Educational Department and the Department of Postgraduate and Doctoral Studies

Reasons for the Decline in First-Year Enrollment.

According to data from the MESU, in 2024, a total of 187,801 individuals enrolled in the first year of higher education institutions (state-funded and tuition-based). This represents a decrease of 80,000 students compared to 2023 when 267,000 students were admitted. This figure marks the lowest level in the past nine years, raising serious concerns for the education system and society as a whole.

Demographic decline. The decrease in the number of high school graduates significantly affects the number of university entrants. In 2008, there were approximately 640,000 graduates, whereas by 2024, this number had dropped to about 231,000. The ongoing demographic crisis, which has persisted in Ukraine for over a decade, continues to reduce the overall number of applicants.

Martial law and forced migration. Due to the full-scale war, many young people have been forced to leave the country and pursue higher education abroad, leading to a further decline in university enrollment in Ukraine. This situation has also resulted in a sharp decrease in the number of international students, from 94 in 2019 to just 7 in 2024.

Changing priorities. The growing popularity of alternative education formats, such as online courses, retraining programmes, and vocational education, has influenced prospective students' choices, shifting them away from traditional university education.

Reduction in state-funded places. Decreased government funding for education has reduced the number of state-funded places, creating additional barriers for those seeking higher education.

Table 4 provides an overview of aggregated data on the educational process at KNEU named after V. Hetman, categorized by higher education attainment levels from 2019 to 2022.

Analysis of data in Table 4 confirms the following trends:

- A significant decline in the **number of international students** enrolled at the University, from 94 in 2019 to just 7 in 2024, due to the impact of the COVID-19 pandemic and the introduction of martial law. However, there was a slight increase of 2 students in 2024 compared to 2023. At the second (master's) level, only one international student was enrolled in 2024, while at the third (doctoral) level, there were no international students.
- A downward trend in the number of students **successfully completing their studies at the University over the past five years**. At the first (bachelor's) level, the number of graduates remained relatively stable, with the lowest figure recorded in 2022 (1,737 students). At the second (master's) level, a clear decline was observed, from 1,371 graduates in 2019 to 370 graduates in 2024. Meanwhile, the number of students at the third (doctoral) level has increased, reaching 36 in 2024.
- A rising trend in the **number of students who discontinued their studies at all levels of higher education**, with the full-scale war since 2022 being the primary reason for this increase.

Table 4 – Aggregated Data on the Educational Process at the University (as of December 1 of Each Year)

Indicators	Degree of Higher Education	2019	2020	2021	2022	2023	2024
Number of Educational Programmes Open for Admission	Junior Bachelor	0	1	1	0	0	0
	Bachelor	44	51	43	46	42	42
	Master	57	60	62	57	53	54
	PhD	8	8	8	8	9	10
	Total	109	120	114	111	104	106
Number of Students	Bachelor	8081	8605	8744	9229	8756	8634
	Master	2608	1906	1829	1798	1726	2219
	PhD	241	259	283	367	382	397
	Total	10930	10770	10854	11394	10859	11250
Number of Foreign Students	Bachelor	68	54	44	31	5	6
	Master	23	18	18	11	0	1
	PhD	3	2	3	3	0	0
	Total	94	74	65	45	5	7
Number of Individuals Who Successfully Completed Their Studies	Bachelor	2227	1850	1758	1737	1849	2100
	Master	1371	957	1135	892	892	370
	PhD	0	7	27	18	25	36
	Total	3598	2814	2920	2647	2766	2506
Number of Individuals Who Discontinued Their Studies	Bachelor	323	535	782	421	711	568
	Master	286	321	135	201	341	775
	PhD	24	14	27	18	29	50
	Total	633	870	944	640	1081	1393
Number of Graduates	Bachelor	2371	2385	2540	2158	2560	2668
	Master	1530	1278	1270	1093	1233	1145
	PhD	0	39	51	35	79	21
	Total	3901	3702	3861	3286	3872	3834

Source: Database of the Educational Department and the Department of Postgraduate and Doctoral Studies

Figure 8 presents data on the student body ESI and faculties structure from 2019 to 2024 (%). The largest increase in student enrollment in 2024 was observed in the Faculty of Marketing, which accounted for 20.1% of total enrollment (compared to just 12.9% in 2019). Significant growth was also recorded in the Faculty of Economics and Management (17.2%) and the Faculty of International Economics and Management (16.3%). In other ERIs and faculties, changes in student distribution structure have shown only minor fluctuations over the analyzed period.

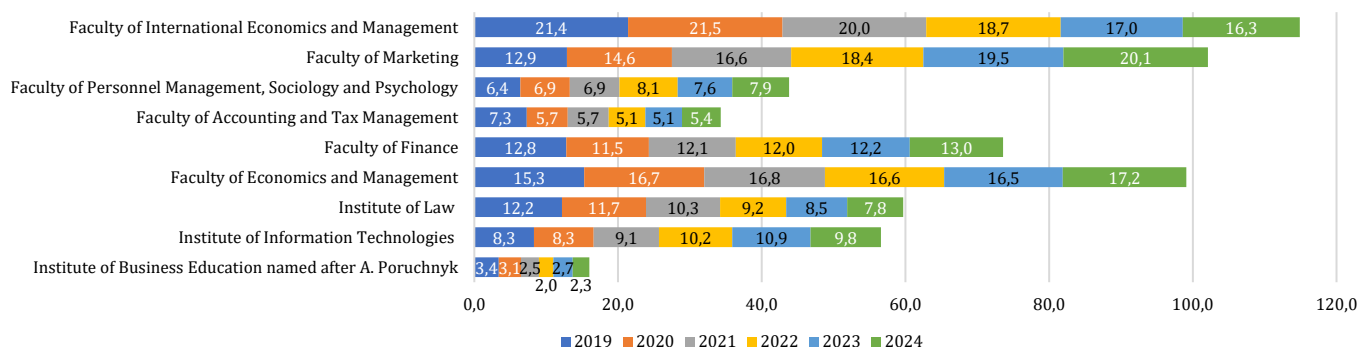


Figure 8 – Structure of the Student Body by Scientific Institutes and Faculties in 2019–2024 (%)

Source: Database of the Admissions Committee and the University Educational Department

Every year, the University nurtures true professionals who work to benefit people and the country's economy and promote the KNEU brand far beyond its borders.

1.6.2. Aggregated Data on University Academic Staff

Table 5 presents aggregated data on the staff of KNEU named after V. Hetman.

Table 5 illustrates that over the past six years, the University has experienced a decline in both the number of departments (from 52 in 2019 to 40 in 2023) as well as in the number of full-time staff (from 1,121 in 2019 to 835 in 2024) (Table 2) and the total number of faculty members (from 1,005 in 2019 to 715 in 2024). At the same time, during the analyzed period, the number of professors has increased, highlighting the University's commitment to enhancing the quality of higher education and strengthening its academic research capacity.

Table 5 – Composition and Structure of Academic Staff and Support Personnel

CATEGORIES OF EMPLOYEES	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
ACADEMIC STAFF (Total), including by positions:	1121	981	999	909	865	835
– department heads	52	43	43	39	40	40
– professors	189	180	205	199	201	202
– associate professors/professors	568	519	507	469	443	431
– senior lecturers	214	176	185	168	150	140
– assistants	80	51	48	27	27	19
– lecturers	18	12	11	7	4	3
by gender:						
– % of female academic staff	69,4%	71,4%	72,5%	71,8%	71,1%	69,0%
– % of male academic staff	30,6%	28,6%	27,5%	28,2%	28,9%	31,0%
by academic degree:						
– % of doctors of sciences among total academic staff	14,20%	15,40%	17,10%	18,90%	20,10%	20,30%
– % of PhD among total academic staff	59,0%	60,6%	58,1%	60,0%	59,4%	60,5%
average age of academic staff	47,0	47,8	48,5	49,5	50,3	50,8
SUPPORT STAFF (Total, including):	851	839	800	715	705	713
– % of females among support staff	73,60%	72,70%	73,60%	71,50%	72,20%	69,70%
– % of males among support staff	26,40%	27,30%	26,40%	28,50%	27,80%	30,30%
average age of support staff	49,0	51,4	52,0	53,1	53,8	52,9
ratio of support staff to academic staff	0,76	0,86	0,80	0,79	0,82	0,85
TOTAL EMPLOYEES	1972	1820	1799	1624	1570	1548

Source: HR Department Database

Table 6 shows the student-to-full-time academic staff ratio, which has been increasing each year (from 10.9 in 2019 to 15.7 in 2024).

Table 6 – Number of Students per Full-Time Academic Staff Member

Indicators	2019	2020	2021	2022	2023	2024
Total number of students	10930	10770	10854	11394	10859	11250
Full-Time Academic Staff (SPS)	1005	898	854	809	747	715
Doctor of Sciences	159	151	171	172	174	169
PhD	660	594	580	545	514	505
Number of students per academic staff member	10,9	12,0	12,7	14,1	14,5	15,7

Source: Database of the HR Department and the Educational Department

The average age of faculty members from 2019 to 2024 ranges between 47.0 and 50.8 years, which is considered a positive factor, as it embodies a triple advantage: work capacity, awareness, and experience. Traditionally, the proportion of women has remained high among students and faculty members at the University (Figure 9).

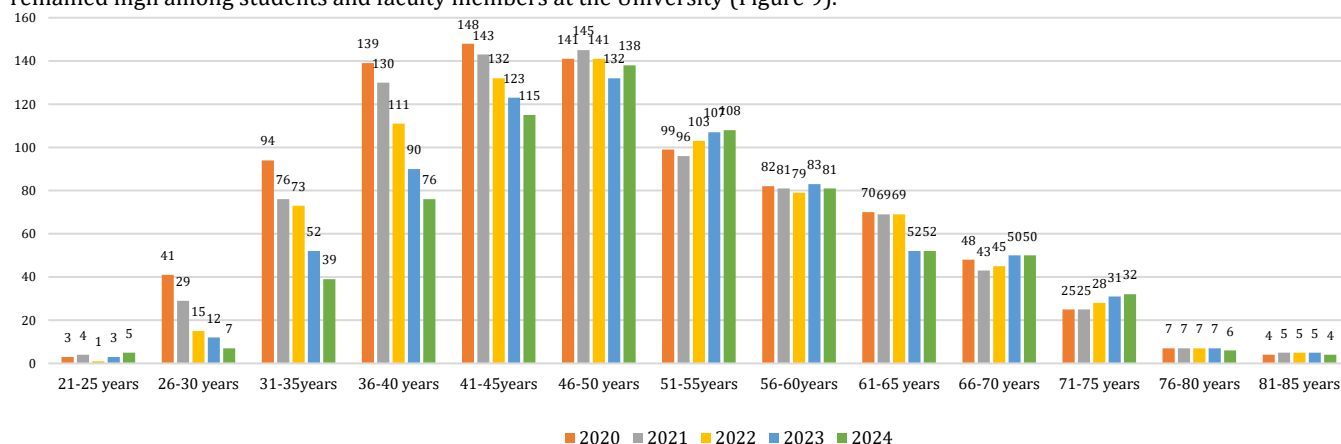


Figure 9 – Distribution of Academic Staff by Age Groups

Source: HR Department Database

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- A clear understanding of the University's role, mission, vision, and core values within the national education system, along with a strong sense of responsibility to society for advancing education and preparing competitive 21st-century professionals.
- An organic University structure built on principles of openness, inclusivity, adaptability, and systematic development, committed to continuous improvement. The University embraces student-centered learning, democratic governance, and academic dialogue, fostering effective interaction among all structural units.

- A well-established management system, with a clear distribution of responsibilities among structural units and regulatory mechanisms that ensure effective University governance.
- The University's structural units operate based on the PDCA (Plan-Do-Check-Act) principle, contributing to the continuous improvement of educational quality;

Areas for Improvement and Planned Development Initiatives:

- Continuous monitoring for organizational structure enhancement based on comprehensive audits and assessing each structural unit's efficiency.
- Increasing the accountability of structural units in fulfilling the University's mission, ensuring the effective implementation of all components of the PDCA cycle.
- Enhancing autonomy and increasing responsibility within the University's management system to strengthen governance and operational effectiveness.

2. QUALITY CULTURE

2.1. Results of Educational Programme Accreditation

The University conducts educational activities and trains specialists, professionals, and Doctor of Philosophy (PhD) candidates in 10 fields of knowledge (Appendix 3).

The accreditation process for educational programmes by the [National Agency for Higher Education Quality Assurance \(NAQA\)](#) began at the University in 2020 in accordance with the [Regulations on the Accreditation of Educational Programmes for Higher Education Institutions](#), approved by the Ministry of Education and Science of Ukraine (MESU) on July 11, 2019 (Order No. 977). Starting from September 2024, the accreditation of educational programmes by NAQA has been carried out under the updated regulations (MESU Order No. 686, dated April 15, 2024). Over the past five years (as of January 31, 2025), a total of 50 educational programmes at various levels of higher education at the University have successfully obtained accreditation (Table 7). Additionally, two conditional (deferred) accreditations were granted, both of which successfully passed accreditation the following year after initially failing. Furthermore, 63 educational programmes hold an accreditation certificate for their respective specialties issued by the Ministry of Education and Science of Ukraine (Appendix 4).

For more information, visit the webpage: Accreditation of Educational Programmes – https://kneu.edu.ua/ua/University_en/lic ta akr/

Table 7 – Results of the Accreditation of Educational Programmes from 2020 to 2024

Degree of higher education	Total number of existing educational programmes	Number of educational programmes accredited by NAQA			
		Total	Share, %	Including those designated as "exemplary"	
				Total	Share, %
Bachelor's degree	42	13	31%	2	15%
Master's degree	54	28	52%	4	14%
PhD	10	8	80%	4	50%
Junior bachelor		1			
Total number of educational programmes and results of their accreditation	106	50	47%	10	20%

Source: EMDQAA Database (Educational and Methodological Department for Quality Assurance and Accreditation)

2.2. Accreditation Culture of Educational Programme Quality

At the initiative of the Educational and Methodological Department for Quality Assurance and Accreditation (EMDQAA), a training course titled "[Accreditation Coaching](#)" has been organized for leaders and members of educational programme project groups at the University. The training has been conducted since January 1, 2023, at the IBE named after A. Poruchnyk. The primary goal of the training is to bring together project group members and other representatives of the University's academic community to discuss and analyze their roles in preparing educational programmes for a successful accreditation review. The training involves leading experts from the National Agency for Higher Education Quality Assurance (NAQA) and members of Sectoral Expert Councils. The online training is designed to create a unique educational environment where active participation enables attendees to acquire theoretical knowledge and practical skills aligned with the training's objectives. Additionally, participants develop a comprehensive understanding of the organizational and procedural mechanisms of accreditation, along with its regulatory framework. The training programme is also aimed at expanding the participants' professional communication network and fostering new academic and personal connections (Figure 10).

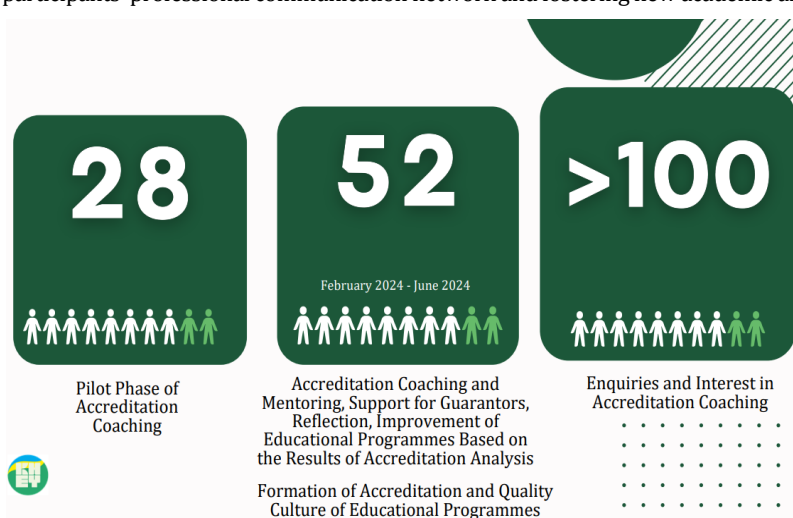


Figure 10 – Dynamics of the Number of Participants in the "Accreditation Coaching" Training Course

During the training, the trainers reveal the secrets of successful accreditation and share tips for document preparation. They acquaint the participants with the specifics of pre-accreditation, accreditation, and post-accreditation monitoring, considering the requirements of higher education standards, university autonomy, and innovation in developing educational programmes—both within a single specialty and across interdisciplinary and intersectoral fields.

To standardize the procedures for preparing educational programmes for accreditation and to incorporate the recommendations of the NAQA accreditation expert commission, the University has developed the [Procedure for Auditing Educational Programmes](#). A systematic, semester-based process has been introduced for collecting data on the academic and teaching staff (ATS) composition at departments, ensuring compliance with the [Licensing Conditions for Educational Activities](#). Additionally, local regulatory documents have been improved to enhance procedural efficiency.



Figure 11 – Accreditation Quality Culture of Educational Programmes

The topics covered in the training course address both global issues related to developing a quality culture within the new paradigm of higher education and specific aspects of the accreditation process. These include the preparation and submission of the self-assessment report for an educational programme, as well as the rights and responsibilities of educational programme project group members, accreditation experts, sectoral expert councils, NAQA, and higher education institutions.

Upon completion of the course, participants will receive a certificate of professional development, the format of which complies with the current legal requirements for institutional professional development of academic and teaching staff in higher education institutions (Figure 11).

2.3. Multilevel System for Ensuring the Quality of Educational Activities and Higher Education

The interaction between the University's structural units in the context of implementing internal quality assurance processes and procedures is regulated by the [Regulation on the System for Ensuring the Quality of Educational Activities and Higher Education](#), which clearly delineates the rights and responsibilities of all participants in the educational process. The existence of a five-level system of authority distribution within the University has contributed to the development of a quality assurance culture in the functioning of educational programmes (Figure 12).

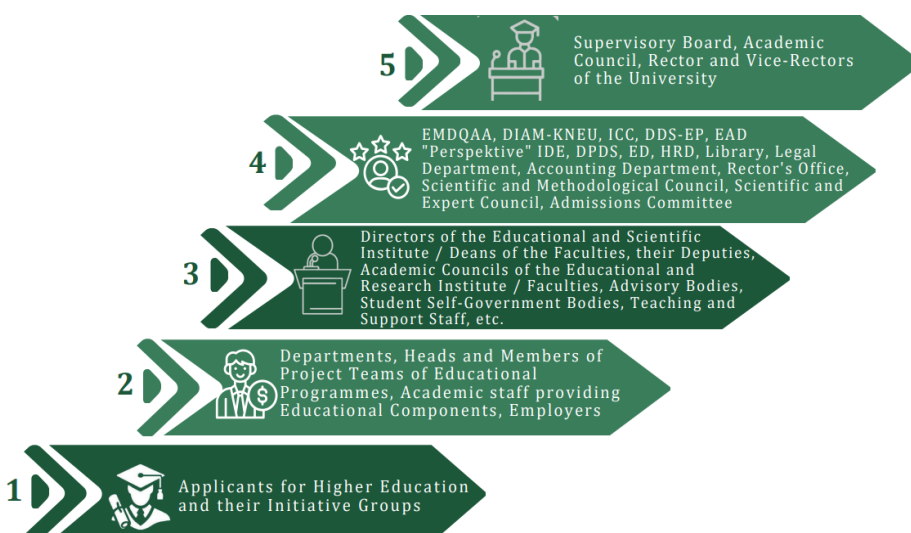


Figure 12 – Five levels of distribution of powers of the internal quality assurance system

The management functions related to ensuring the quality of educational activities are distributed as follows:

- Educational programmes and academic curricula are developed by project groups;

- The syllabi and methodological materials for courses are reviewed at departmental meetings responsible for their delivery and are approved by the University's Academic and Methodological Department and the Vice-Rector for Research;

- The parties responsible for the ongoing monitoring and review of educational programmes include: the departments in charge of implementing the educational programme, the academic councils of research institutes/faculties and project groups, the Educational and Methodological Department for Quality Assurance and Accreditation (EMDQAA), and the University's Academic Council.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- the five-level internal quality assurance system for education and academic activities creates a comprehensive environment (a quality culture as a core value of modern education), ensuring comparability and interconnection of performance and quality indicators, as well as establishing feedback mechanisms with external and internal quality assessment processes:

- a well-defined policy for ensuring the quality of higher education and academic activities;
- the existence of the educational and methodological department for quality assurance and accreditation (EMDQAA);
- a well-established practice of engaging internal and external stakeholders in the quality control process;

- a strong accreditation culture for educational programme quality, supported by a robust institute of programme guarantors and a mentorship system through the ongoing "Accreditation Coaching" training course;

- transparency in monitoring the achievement of performance and quality indicators, allowing for the active involvement of various stakeholder groups (faculty, students, alumni, and employers) in discussions and decision-making processes aimed at enhancing the existing quality assurance system;

- a systematic and consistent approach to monitoring educational, research, and organizational activities, providing a comprehensive overview of the University's sustainability and identifying areas that require improvement;

Areas for Improvement and Planned Development Initiatives:

- enhancing the internal quality assurance system for higher education and updating the University's regulatory framework as needed;

- further development of the accreditation culture for educational programme quality through thematic Problem-Based Learning (PBL) sessions with heads of structural units, representatives of NAQA, and other key stakeholders;

- strengthening the institutional culture of quality assurance within the University.

2.4. ACADEMIC ETHICS

2.4.1. General Principles and Rules of Academic Ethics and Integrity at the University

KNEU named after V. Hetman, recognizes that adherence to ethical behavior by all members of the university community is a key prerequisite for the successful fulfillment of its mission.

Establishing a system for ensuring academic integrity (AI) and academic ethics at the University began in 2015 (<http://surl.li/otzhdo>). Over this period, documents have been developed that define the policies, standards, and procedures for maintaining AI, including: – the "[Regulation on the Organization of the Educational Process](#)" (p.14), – the "[Regulation on the System for Ensuring the Quality of Educational Activities and Higher Education](#)" (p.9), – the "[Regulation on Academic Integrity](#)", – the "[Regulations for Checking Academic and Scientific Texts](#)", – the "[Regulation on Qualification Works](#)", – the "[Recommendations on the Preparation and Formatting of Methodological Materials for the Study of Academic Disciplines](#)" (p.15).

From 2020 to 2022, the University participated in the international project "[Academic Integrity and Quality of Education Initiative](#)" (Academic IQ Initiative), implemented by the American Councils for International Education.

In 2024, the process of joining the "[European Network for Academic Integrity \(ENAI\)](#)" was initiated. Normative and useful materials on AI are available on the website in the "[For Students](#)," "[For Lecturers](#)," and "[Science](#)" sections, as well as on the website of the [Scientific Library named after M.V. Dovnar-Zapolsky](#).

In order to foster a unified organizational culture at the University and in response to societal demand for professionals with high moral and ethical standards, the [Ethical Code](#) of KNEU named after V. Hetman was developed and approved by the Labor Collective Conference in 2017 (the new version of the Code was approved by the protocol dated December 21, 2022, No. 6).

This [Ethical Code](#) has been developed in accordance with international treaties—whose mandatory acceptance has been affirmed by the Verkhovna Rada of Ukraine, the Constitution of Ukraine, and Ukrainian laws in the field of education (p. 1.1)—as well as the University's [Statute](#) and internal regulatory legal acts.

The [Ethical Code](#) defines the key values, core principles, and standards of ethical behavior. Its provisions apply to all members of the university community—i.e., all participants in the educational process at the University—as well as to third parties (employers, representatives of business organizations, the scientific and academic communities, public associations, state institutions, etc.).

2.4.2. Research Ethics

The University places significant emphasis on adhering to the rules and principles of academic integrity in its educational and research processes. Implementing these principles means that in the course of their studies and research, students, academic staff, and researchers must primarily adhere to the tenets of honest, responsible work and learning.

The University actively promotes academic integrity among all participants in the educational process by integrating it extensively into its internal quality culture—for example, through annual [masterclasses featuring expert professionals](#). The promotion of academic integrity is ensured at all organizational levels: the Student Academic Council (which promotes the principles of academic integrity and the provisions of the Ethical Code among students); academic staff (during classes, in the requirements for individual assignments, and while conducting assessments); programme guarantors and department heads (in meetings with students); research supervisors for qualification, individual, and competitive works; and heads of specific structural units. The Information and Library Centre also monitors the infrastructure to ensure academic integrity and quality education through surveys (<http://surl.li/throrh>).

The Scientific Library promotes academic integrity (<http://surl.li/ilksfz>), monitors compliance with citation standards, checks scientific works for academic plagiarism, and provides individual [consulting services](#). Additionally, the "[Declaration on the Academic Integrity of Academic Staff](#)" and "[Declaration on the Academic Integrity of Higher Education Students](#)" are signed.

To support research and implement best practices, the University has established an Ethics Committee, which is a permanent, independent advisory body dedicated to promoting adherence to ethical principles and standards and resolving ethical conflicts among members of the university community. The Committee operates in accordance with the [Regulation of the Ethics Committee](#).

The Ethics Committee comprises individuals who enjoy unquestionable moral authority within the University community and possess the necessary personal qualities, as well as social and academic experience, to monitor compliance with the Ethical Code by all members of the university community.

The Ethics Committee may include representatives of academic staff, administrative personnel, higher education students, and the [Student Ombudsman](#), who are elected by the University Labor Collective Conference, with a maximum of 15 members. Currently, the Ethics Committee consists of 12 members.

The Ethics Committee is empowered to receive and review complaints (including statements, appeals, memos, etc.) regarding incidents (or conflicts) and/or violations of ethical standards and integrity. These complaints are sent to the University's postal or electronic address and are directed either by the Rector for review by the Ethics Committee, directly to the Ethics Committee (to the Chair of the Ethics Committee), and/or through the Student Ombudsman and the Student Academic Council. The University's Documentation and Archive Department and the Ethics Committee's secretary carry out the registration of submitted complaints.

Complaints (statements, appeals, memos, etc.) must be submitted in writing and include the complainant's details (first name, last name, workplace, position, structural unit), place of study (faculty/educational and research institute, course, group), address, contact information, a description of the conflict and/or the action being challenged, and the complainant's signature. Anonymous complaints or those not meeting these requirements will not be considered.

If a violation of the Code is detected, any member of the university community may take corrective measures on their own or report the matter to their immediate supervisor. Additionally, a member of the university community may exercise the right to appeal to a higher-level supervisor.

Individuals who report violations or potential violations are guaranteed protection from retaliation.

In the event of ethical conflicts among members of the university community, voluntary reconciliation is the optimal means of resolution. If the conflict cannot be resolved through regular channels, a member of the university community may submit a complaint to the Ethics Committee (Table 8).

Table 8 – Number of Cases Reviewed and Resolved Involving Educational Process Participants by the Ethics Committee from 2017 to 2024

2017	2018	2019	2020	2021	2022	2023	2024
0	0	0	0	0	1	0	3

Source: Ethics Committee Database

2.4.3. Academic Integrity

The University upholds a zero-tolerance policy regarding violations of academic integrity. According to the "Regulations on Academic Integrity" (Section 5), both academic staff and students may be subject to academic accountability for breaches of academic integrity, which may result in the following sanctions: denial of the awarding of an academic degree or academic title; revocation of an awarded academic degree or title; denial of an educational qualification; disqualification from participation in legally defined governing bodies or holding legally defined positions; prohibition from defending a qualification thesis, dissertation, or taking an attestation exam; retraction of a publication, qualification paper, coursework, or competition work from further consideration; denial of recommendations for participation in competitions, research projects, and other professional initiatives; revocation of an academic scholarship; cancellation of university-provided tuition benefits; expulsion from the university; informing internal and external stakeholders; other sanctions as prescribed by the legislation of Ukraine.

At the University, the following academic works are subject to plagiarism checks: bachelor's and master's theses; dissertations for the degree of candidate of sciences (PhD) or Doctor of Sciences; manuscripts of monographs, textbooks, and authored educational materials; manuscripts of articles, abstracts, and conference papers submitted to scientific journals or conference organizing committees.

Plagiarism detection is conducted using specialized software solutions, including [StrikePlagiarism.com](https://www.strikeplagiarism.com) and [Unichek.com/uk-ua](https://unichek.com/uk-ua) (Table 9).

Table 9 – Number of Uploaded Documents to Specialized Plagiarism Detection Software

Specialized Software Products	2019	2020	2021	2022	2023	2024
Unichek	0	491	2775	481	2763	2570
StrikePlagiarism	1745	3300	454	1223	247	943

Source: Academic anti-plagiarism system Unichek, StrikePlagiarism:

Table 10 presents data from 2020-2024 on cases of excessive textual borrowing and detected signs of academic dishonesty in qualification (diploma) papers, as well as the use of unauthorized assistance during examinations.

Table 10 – Cases of Academic Integrity Violations

Qualification Works	2019	2020	2021	2022	2023	2024
Qualification Bachelor's Theses	0	0	0	0	6	5
Attestation Exam (Bachelor's Level)	0	0	0	0	0	5
Qualification Master's Theses	0	0	0	1	0	1

Source: Database of the Directorate of Scientific Institutes/Faculty Deans' Offices

Due to the organization of the educational process in a remote format, the primary types of academic integrity violations included isolated cases of other forms of misconduct, such as attempts to use unauthorized assistance during exams, efforts to have proxy individuals complete academic assessments, use of artificial intelligence tools during ongoing and final assessments.

As part of the [Erasmus+ DEFEP international project](#) ("Distance Education for the Future: Best EU Practices in Response to the Needs of Modern Higher Education and the Labor Market"), in which KNEU named after V. Hetman is a participant, the University has developed: a new academic discipline titled "Academic Integrity" (3 ECTS credits); a roadmap for ensuring quality assurance and compliance with academic integrity standards in distance education.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- The University's Code of Ethics and foundational documents on academic culture provide a comprehensive framework for work practices and academic activities within the University.
- The Code of Ethics serves as the foundation for educational, research, and teaching activities, with academic ethics issues addressed in collaboration with key stakeholders, including student self-governance bodies.
- Systematic promotion of academic integrity principles across the University.
- A transparent and functional mechanism for resolving conflicts among participants in the educational process.
- Comprehensive plagiarism detection procedures applied to all qualification papers, dissertations, monographs, and scientific publications.

Areas for Improvement and Planned Development Initiatives:

To enhance awareness among University community members regarding the Ethics Committee's activities, the Code of Ethics, and key academic integrity documents, the following initiatives are planned:

- Strengthening internal communication on academic ethics to raise awareness of ethical issues among all members of the University community. Relevant materials will be made available in the electronic portals of academic staff and students.
- Implementing a training system on academic ethics for academic staff and students to prevent potential issues arising from a lack of understanding or awareness of the ethical norms and principles established by the University

3. SELF-ASSESSMENT OF KNEU NAMED AFTER V. HETMAN ACCORDING TO VARIOUS STANDARDS

3.1. STRATEGIC MANAGEMENT

3.1.1. The Role of KNEU named after V. Hetman in Ukrainian Society

KNEU, named after V. Hetman, is a modern educational institution that occupies a historically determined and significant position within Ukraine's higher education system. The scientific and research achievements of previous generations of the University's faculty have laid the foundation for shaping its educational environment, defining the main directions of the University's development on a solid base of national traditions while embracing advanced international trends.

Twenty-first-century education must directly align its priorities with societal needs, respond promptly to labor market demands, and foster the personal and professional growth of students. In this context, KNEU's philosophy is one of social responsibility, built on the principles of openness, democracy, resilience, inclusiveness, and more. The University demonstrates a remarkable ability to chart a unique development trajectory by combining classical scientific schools with innovative interdisciplinary projects, revitalizing dialogue with practitioners and employers, teaching modern students how to learn, and nurturing conscientious citizens of its country. A judicious balance between autonomy, academic freedom, and adherence to national higher education standards underpins the University's development strategy as a scientific and educational institution, while continuous monitoring of the expert environment helps to address their expectations appropriately. Modern KNEU is a distinctive, innovative hub—a high-tech platform for implementing forward-thinking ideas that carefully uphold Ukrainian national values and firmly maintain a leading position in the educational services market.

3.1.2. Development of the New University Development Strategy

The strategic management of KNEU named after V. Hetman is based on Ukrainian legislation in the field of higher education as well as strategic development priorities defined in national development plans. The University's management system plans its development in accordance with its mission, vision, and core values, while aligning with national objectives, decision-making processes, regular performance evaluations, impact assessments, and stakeholder engagement.

For the first time in its modern phase, the conceptual foundations of the [University's Development Strategy](#) were formulated for the 2016-2020 period and later updated in the 2018-2025 Strategy as part of ongoing improvements in the higher education system. However, the disruptive impact of the full-scale invasion of Ukraine by the aggressor country necessitated a revision and re-approval of the University's Development Strategy in January 2023. Additionally, the need for a substantial update was driven by: the specification of key performance indicators (KPIs) for the University, as outlined by the MESU; The clarification of the conceptual vision for the university's future operations; a deeper understanding of global trends in the educational and research landscape. As a result, the [University Development Strategy](#) for 2025-2029 was approved, along with the creation of a Roadmap for its implementation.

Thus, the system for continuously updating strategic documents developed at the University ensures the principle of continuity in its strategic planning and implementation.

The University implements its **Strategy** through the achievement of key **objectives**, as illustrated in Figure 13.

The approval of this foundational document will enable the University to operate as a systematic and goal-oriented institution, aligning with societal expectations. By maintaining a strategic focus, the University aims to contribute to national and global processes, enhance the quality of higher education and research, and support economic development. Our ambition is to meet the standards of the best economic universities in Europe.

The University Development Strategy defines operational objectives, key performance indicators (KPIs), and a Roadmap for its implementation. It outlines pathways for achieving strategic goals,



Figure 13 – Goals of the University Development Strategy of KNEU named after V. Hetman for 2025-2029

expected outcomes, responsible stakeholders, and implementation timelines. Accountability at all levels of governance is clearly defined in the Strategy, ensuring the achievement of institutional objectives and the coordinated execution of core processes.

The Roadmap for the Implementation of the University Development Strategy serves as a key tool for selecting the optimal approaches to proactive and innovative development while maintaining continuity with previous strategic phases. It integrates strategic concepts and the University's core philosophy, shaping its institutional ideology, which unites the academic community and directs its efforts toward common goals. The Roadmap plays a critical role in preserving and strengthening the values of the University community and advancing its mission. It encompasses the definition of strategic, medium-term, and short-term objectives, functioning as both the University Development Strategy and a detailed action plan outlining specific implementation steps.

The preparation of the University Development Strategy for 2025-2029 and its Implementation Roadmap involved a broad spectrum of stakeholders, ensuring that every participant had the opportunity to contribute their perspective. The leadership of the working group coordinated the strategy development process, stakeholder engagement, and communication efforts related to its implementation. The discussion and refinement process included input from the [University's Supervisory Board](#), Educational and Scientific Institutes (ESIs), faculties, departments, student representatives, researchers, and heads of structural units.

The successful implementation of the Strategy's objectives will enhance the competitiveness of KNEU named after V. Hetman in both the Ukrainian and international educational and research landscape. Furthermore, it will ensure the University's long-term success by cultivating graduates with the skills and competencies needed to thrive in a rapidly evolving global environment, equipping them with undeniable competitive advantages as specialists of a new generation.

Programme of Innovative Development defines the key directions of innovative activities that will ensure the effective integration of the University into the European and global scientific and educational space, including: 1. Scientific research; 2. Innovative activities of KNEU research institutes; 3. KNEU Science Park; 4. KNEU Startup School; 5. European Digital Innovation Hub WIN2EDIH; 6. KNEU Entrepreneurship Center; 7. KNEU Innovation Laboratories; 8. Intellectual property protection and innovation commercialization; 9. International innovation networks and platforms.

The developed versions of the University Development Strategy and the Programme of Innovative Development for 2025-2029 underwent several rounds of discussion and were approved by the Academic Council in December 2024.

Table 11 presents the **KPIs** of the University's activities in terms of effectiveness, efficiency, and quality for 2025-2029, as specified in the contracts of state higher education institution leaders¹.

Table 11 – Key Performance Indicators (Effectiveness, Efficiency, and Quality) of the University (2025-2029)

KPI for University Performance (Effectiveness, Efficiency, and Quality)	Result as of 31.12.2024	Timeframes	Target
Section 1. Mandatory Key Performance Indicators, as stipulated in the contracts with the heads of all state higher education institutions			
1.1. Implementation of the development and approval of a five-year strategic development plan for the institution, including strategies for digitization and internationalization.	Implemented	The contract does not provide for	Achievement of strategic goals
1.2. Launch and improvement of the electronic Learning Management System (LMS), with significant enhancements including: – Improvement of the distance learning platform – Improvement of the automated E-library system – Improvement of the automated E-repository system	Implemented	31.12.2025	Improving the LMS
– Development of the University’s scientific publications portal—for DOI systematization and indexing by search engines and bibliometric databases (Scopus, Web of Science, etc.).	Developed	The contract does not provide for	Improvement of the portal
1.3. Implementation of comprehensive automation of University management, including an electronic document management system:			
Implementation of an electronic document management system	Implemented	31.12.2025	Improving the system
– Launch of the mobile application “KNEU-Digital”	Not implemented		Implement within a certain period of time
– Launch of the platform for academic staff activity (E-portfolio for lecturers, ratings, reports, record-keeping)		Improvement of the system	
– Improvement of the automated management system for the educational process “Dean’s Office”	Implemented		21.12.2026
– Implementation of an automated system for managing the educational process with features for automated subject selection to form an individual educational trajectory and individual study plans	Implemented	The contract does not provide for	Improvement of the system
– Use of the scheduling system “Rozklad”	Implemented		
– Development of the web interface for the scheduling system “Rozklad”	In the process of development		
– Use of the system for planning and accounting for the teaching load	Implemented		
– Use of the accounting and HR system “IS PRO”	Implemented		
– Development of the Information System “Campus KNEU”	Developed in 2024		
Ensuring the accreditation of at least 50% of the University’s educational programmes at the level of full accreditation (not “conditional” or “deferred”): – National Agency for Higher Education Quality Assurance (NAQA); – Ministry of Education and Science of Ukraine (MESU).	50 (47%) 63 (59%)	Constantly	> 50%
1.4. Increase in the volume of income to the special fund based on the results of scientific and research works through contracts and the provision of scientific services	Implemented (+46%)	31.12.2025 – 31.12.2028	By 5% annually
1.5. Increase in the number of higher education students participating in international academic mobility programmes (with a duration of at least one month per calendar year)	Implemented (+32%)	31.12.2028	By 5%
1.6. Increase in the number of full-time academic staff participating in international academic mobility programmes (with a duration of at least one month per calendar year)	In the process of implementation (–45%)	31.12.2028	By 3%
Section 2. Specific Key Performance Indicators as stipulated in the contract with the head of the state higher education institution (proposed by the selected head based on his pre-election programme and/or the institution’s strategy)			
2.1. Implementation of a system of key performance indicators in the contracts of deputy heads of the institution and heads of structural units (for: – the First Vice-Rector and Vice-Rectors for academic and scientific work (by activity areas); – directors of educational and research institutes, deans of faculties and heads of departments. Introduction of a system of key performance indicators in contracts with the academic staff	Implemented	31.12.2025 31.12.2026	Implement within a certain period of time
2.2. Increase in the number of hours of classes conducted in English (excluding language courses) for higher education students	4067 hours (+1%)	31.12.2025 31.12.2026– 31.12.2029	By 5% Achievement by 2029 18%
2.3. Increase in the volume of expenditures on updating scientific laboratory equipment (including the book value of equipment received as a gift, on lease, or via rental agreements) to an amount not less than that specified in the University’s expenditure budget (in constant 2024 prices)	1 439 345 UAH (+1162%)	31.12.2025 31.12.2026– 31.12.2029	500 thousand UAH. Annual growth of UAH 100 thousand.
2.4. Increase in the number of publications in foreign periodicals of OECD countries	Implemented (+100%)	31.12.2025 – 31.12.2028	By 5% annually
Section 3. Programme Key Performance Indicators as stipulated in the contract with the head of the state higher education institution (proposed by the selected head based on his pre-election programme and/or the institution’s strategy)			
3.1. Ensure the University’s participation in European University Alliances (at least two).	Implemented	31.12.2026	Improvement
3.2. Implementation of joint international educational programmes with European and other foreign universities: – at least two international joint programmes; – + two additional joint international educational programmes by 2025.	Implemented Implemented	31.12.2025 31.12.2027	
3.3. Creation by the University of an adapted educational infrastructure that includes: – Development and implementation of specialized educational methods and technologies for working with war veterans, including professional development for academic and scientific staff working with war veterans; – Adaptation of the University’s educational programs with subsequent provision of educational services to war veterans, taking into account their unique experiences and needs.	In the process of implementation, no deadline	31.12.2025	

Source: [University Rector's Report](#)

¹ Clause 1, Section I of the Model List of Target Indicators included in the contract with the head of a state higher education institution, approved by Order No. 299 of the Ministry of Education and Science of Ukraine dated March 5, 2021 (as amended by Order No. 416 of the Ministry of Education and Science of Ukraine dated March 28, 2024).

An in-depth annual analysis of the achievement of strategic goals across areas of responsibility and expected outcomes is planned. Based on this analysis, the University Development Strategy Roadmap implementation will be assessed, and adjustments will be made if necessary. A working group will be established for this process, comprising academic and teaching staff (ATS); representatives of the administration and structural units; student self-governance representatives; and external stakeholders (including alumni, business representatives, and institutional partners).

The University Development Strategy and the Programme of Innovative Development are publicly available documents accessible to all employees of KNEU named after V. Hetman.

3.1.3. Internal and External Communication

The University's internal and external communication strategies play a key role in shaping its image, ensuring effective interaction among all stakeholders, and achieving strategic goals.

The **internal communication** system at KNEU aims to create an open information environment for students, faculty, and staff, facilitating efficient information exchange, ensuring transparency in decision-making, and fostering a strong corporate culture. The main internal communication channels include:

- **Corporate email** (kneu.edu.ua domain) – the primary tool for official information exchange between the administration, faculty, students, and staff.
- **The official University website** – contains dedicated sections for internal users, including important announcements, schedules, timetables, and internal documents for administrative use.
- **Specialized open and closed groups in messengers** – used for quick information dissemination among students, departments, and structural units.
- **Staff meetings** – organized to address key operational issues that require discussion promptly.

External communication serves as a key tool for building the University's reputation, strengthening the KNEU brand, attracting prospective students, expanding partnerships with businesses and research institutions, and increasing the University's recognition on both national and international levels. The main external communication channels include:

- The official University website – the primary information resource for prospective students, partners, and the public.
- **Social media platforms** (Facebook, Instagram, Telegram, YouTube) – used for engagement with target audiences, event coverage, and promotion of University activities.
- **Open Days, conferences, and business forums** – offline and online events designed for interaction with prospective students, business partners, and academic colleagues.
- **Collaboration with businesses, government institutions, and international partners** – including joint mobility programmes, grants, internships, and projects.
- **Media and press releases** – cooperation with journalists, publication of articles, interviews, and press releases about University events.
- **Email newsletters and printed informational brochures** to inform prospective students, alumni, partners, and potential investors.

The assessment of communication effectiveness and the information environment by prospective students during the admission process is presented in Table 12 and Table 13 (according to ISR data).

Table 12 – Assessment of Information Resource Usage During University Admission (%)

Information Resources	2023	2024
KNEU Website	95,6	97,8
Facebook	4,8	7,5
Telegram	80,8	83,9
Google+	43,0	46,2
Instagram	38,4	42,3
Twitter	2,4	1,1
LinkedIn	2,6	0,7

Table 13 – Satisfaction with Communication and Information During University Admission (%)

	Completely Satisfied		Rather Satisfied than Dissatisfied		Rather Dissatisfied than Satisfied		Completely Dissatisfied		Difficult to Answer	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Work of the Admissions Committee of ERI/Faculty	66,8	67,4	26,6	26,2	3,2	3,9	0,8	1,4	2,6	1,1
Work of Accounting Representatives During Contract Signing	58,6	63,8	25,0	26,2	3,2	2,9	1,4	1,8	11,8	5,4
Communication with the Programme Guarantor / Admissions Committee Representative	66,4	63,8	28,4	27,2	1,0	2,2	0,8	1,8	3,4	5,0
Completeness of Provided Information	55,6	58,1	34,2	30,8	6,0	6,5	1,8	2,2	2,4	2,5

KNEU has a dedicated structural unit, the **Department of Professional and Public Communications**, which, through a targeted and strategic approach to University communications, supports its competitiveness, fosters trust-based relationships with a diverse target audience and facilitates the expansion of collaboration with stakeholders.

3.1.4. Support for Strategic Management: Evaluation of the Quality of Core and Auxiliary Processes

The University has defined the quality of core and auxiliary processes and the principles of quality assurance by implementing a multilevel system for organizing and conducting sociological research. This system is designed to ensure high quality in educational and support processes and encompasses all key levels of the University's operations. The organization and execution of sociological research at the University is regulated by the [University's official regulations](#).

At the University leadership level (Rector, Academic Council, Vice-Rectors), sociological research is initiated, and the results are utilized for strategic management and decision-making. The Educational and Methodological Department for Quality Assurance and Accreditation (EMDQAA), together with the Institute of Sociological Research (ISR), coordinates these research activities, develops appropriate methodologies, organizes surveys, analyzes the collected data, and prepares analytical-statistical reports for University leadership.

The ERIs and faculties also play an active role in the internal evaluation process by initiating research, facilitating its implementation, ensuring participant engagement, and applying the results to improve their operations. Other University departments ([Information and Computer Centre](#), [Department of Professional and Public Communications](#), [Department of Postgraduate and Doctoral Studies](#), [Legal Department](#), etc.) support research processes within their respective areas of competence. Departments and programme coordinators initiate thematic research aimed at enhancing specific academic disciplines, while student initiative groups and self-governance bodies formulate research requests and actively participate in their execution.

The University adheres to the principles of regular evaluation, transparency of results, and alignment with the needs of students, academic staff, and other stakeholders in the educational process. The results of sociological research are compiled and published on the University's official website, ensuring accessibility for all interested parties.

Internal evaluation supports the strategic management of the University and is conducted regularly at various levels: university-wide level (analyzing the institution's overall performance); faculty and ERI level (assessing the effectiveness of structural units); educational programme level (evaluating programme effectiveness through student and faculty surveys). The evaluation results are used for strategic planning, policy adjustments, regulatory improvements, educational programme enhancement, and the development of new approaches to the educational process. The aggregated research data serve as the basis for decision-making, ensuring transparency, efficiency, and responsiveness to stakeholder needs in the academic environment.

Since 2017 and up until 2021, the Institute of Sociological Research (ISR) systematically conducted an annual comprehensive sociological monitoring. These studies aimed to assess the perceptions of students and academic staff regarding the quality of the educational process.

However, starting in 2022, following the outbreak of full-scale military aggression, the methodology for university-wide monitoring underwent a significant transformation to address new challenges and strategic tasks related to the organization of the educational process. The discontinuation of comprehensive monitoring in its previous format was driven by multiple factors and requires further clarification. First, under martial law conditions, there was an increased need for managerial decision-making flexibility, adaptation to new challenges—particularly those related to security risks, changes in the learning format, and the reassessment of educational priorities. In response, the University redirected resources toward sociological research methods that were more adaptive and responsive, with a focus on addressing immediate operational issues.

The improved monitoring system has been structured into two primary types of research:

1. **University-wide Studies.** These studies are conducted in response to requests from the Rectorate and serve to provide critical information for socially responsible decision-making. They gather insights from all participants in the educational process, focusing on pressing issues related to academic organization. This approach enables rapid response to evolving challenges and enhances the effectiveness of strategic management.

2. **Systematic In-depth Studies at the Educational Programme Level.** These studies aim to provide detailed sociological data to assess the functioning of educational programmes based on feedback from students, industry partners, and alumni. This method aligns with modern higher education quality assurance trends, emphasizing detailed diagnostics of the academic environment. Additionally, these studies contribute to developing scientifically grounded recommendations for improving educational programmes, which is essential for maintaining the University's competitiveness.

The shift away from the previous monitoring technology after 2021 was driven by external circumstances and the strategic need to transition to more flexible and adaptive data collection methods. This transformation aligns with modern higher education management concepts, which emphasize data-driven decision-making in dynamic environments.

Thus, the adoption of enhanced sociological research methodologies has enabled the University to Ensure a higher level of effectiveness and targeted management decisions, Improve the relevance of collected data to contemporary educational realities, and maintain the quality and functionality of the educational process, even under extraordinary circumstances.

Table 14 – Satisfaction with the Organization of the Learning Process in Hybrid/Remote Mode (Survey of Academic and Teaching Staff), %

	March 2021 Report	February 2022 Report	March 2023 Report	April 2024 Report
Completely satisfied	36,3	35,1	41,8	35,5
Somewhat satisfied	40,2	44,4	40,3	46,3
Somewhat dissatisfied	5,3	6,7	4,2	14,3
Completely dissatisfied	1,2	1,4	2,3	3
Difficult to answer	17	12,8	11,4	2

Table 15 – Satisfaction with the Organization of the Learning Process in Hybrid/Remote Mode (Survey of Higher Education Students), %

	March 2021 Report	February 2022 Report	March 2023 Report	April 2024 Report	September 2024 Report
Completely satisfied	36,3	35,1	41,8	20,2	21,3
Somewhat satisfied	40,2	44,4	40,3	57	55
Somewhat dissatisfied	5,3	6,7	4,2	12,6	13,6
Completely dissatisfied	1,2	1,4	2,3	5,4	6,3
Difficult to answer	17	12,8	11,4	4,8	3,8

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- The University has clearly defined its strategic goals and a Roadmap for their implementation.
- KNEU Development Strategy for 2025-2029 is a comprehensive, multi-faceted document that involves broad stakeholder engagement and encompasses all aspects of the University's activities. It focuses on preserving and enhancing human capital, optimizing governance and operational excellence, ensuring high-quality education and academic activities, prioritizing research, strengthening international partnerships, digitalizing the educational and research ecosystem, mobilizing resources, and fostering patriotism and social cohesion.
- The University's key performance indicators (KPIs) are aligned with the KNEU Development Strategy and interconnected with the Rector's KPIs;
- The existing Programme of Innovative Development defines the main directions of innovation, ensuring the University's effective integration into the European and global scientific and educational landscape;
- A well-established monitoring system tracks progress in achieving strategic goals and innovation-driven development;
- The University has a strong, modern brand recognized by partners both domestically and internationally;
- A systematic and structured internal evaluation process is conducted through regular surveys and feedback from students, academic staff, and employers, assessing the overall educational process and its individual components.

Areas for Improvement and Planned Development Initiatives:

- Enhancing participation in higher education and research policymaking, including collaboration with the MESU, the NAQA, and other relevant institutions, to ensure the sustainable and innovative development of the University.;
- Improving the alignment of action plans across structural and auxiliary units to achieve the University's strategic objectives effectively;
- Introducing a KPI system for directors of educational and research institutes (ERIs), faculty deans, academic staff, and department heads;
- Enhancing internal communication systems among staff, students, and the public regarding organizational initiatives, achievements, and University events, utilizing communication channels such as the official website and social media platforms.

3.1.5. Human Resource Management

3.1.5.1. Principles and Procedures for the Selection and Development of the University's Academic Staff

The principles and procedures for staff recruitment at Kyiv National Economic University named after Vadym Hetman (KNEU) are outlined in: [The Collective Agreement for 2025-2027](#) (hereinafter referred to as the CA); [The Regulation on the Procedure for Competitive Selection for Filling Vacant Academic Positions at KNEU](#) (Regulation 1); [The Regulation on Professional Development of Teaching and Research Staff at KNEU](#) (Regulation 2). The policies governing competitive selection and academic staff development align with the University's [Teaching Excellence Strategy](#).

The principles of staff selection and development at the University are based on the goals of the University's Development Strategy, which focuses on preserving and enhancing human capital (Section 3.1). This is achieved by Creating conditions for professional growth, Establishing criteria for personnel policies, Updating contractual frameworks, and Implementing development programmes. Special emphasis is placed on recruiting highly qualified professionals with strong academic and pedagogical achievements.

The principles and procedures for staff selection and development not only align with the [strategic](#) development goals of the University but also contribute to academic sustainability and international integration, enhancing the university's competitiveness in the labor market.

1. **Alignment with the University's Strategic Goals.** The CA (Sections 1.1–1.9) stipulates the promotion of fundamental and applied research, the development of innovative educational products, and integration into the international academic space through modern technologies. Consequently, there is a need to select employees with the necessary competencies to fulfill these tasks. [Regulation 2](#) states that professional development is essential for ensuring the quality of education (Section 1.4 of [Regulation 2](#)) and the implementation of national education policies. This contributes to staff integration into the international academic community and the enhancement of professional competencies (Section 1.8 of the CA).

2. **Linkage to Institutional Development Plans.** Section I of the CA directs the University's efforts toward stimulating research, innovation, and modern technologies. Recruitment procedures outlined in [Regulation 1](#) support these objectives by attracting candidates with the necessary expertise. Regulation 1 defines staff selection as a key element in ensuring the University's strategic development by recruiting highly qualified personnel (aligned with [KNEU's Statute](#), Section 1.1).

3. **Academic Sustainability.** [Regulation 1](#) (Section 2.5) emphasizes equality, objectivity, and legality in recruitment to maintain high academic performance standards. Regulation 2 (Section 3.1) mandates regular professional development to ensure staff competency in line with modern educational requirements.

4. **Transparency and Ethical Recruitment Procedures.** Section 2.6 of the CA specifies that academic staff are employed under contracts, following a competitive selection process, ensuring transparency, and recruiting highly skilled professionals. Regulation 1 ([Sections 3.1–3.8](#)) details the selection process, including job postings, application reviews, candidate discussions, and decision-making, ensuring accountability and fairness.

5. **Ensuring Continuity in the Educational Process.** Regulation 1 mandates timely recruitment to vacant positions (Sections 2.6.1–2.6.3) to maintain academic stability. Regulation 2 (Section 3.6) highlights ongoing staff training, reinforcing educational quality and institutional sustainability.

6. **Retention of Qualified Staff.** The CA provides for long-term employment contracts with renewal options, ensuring the retention of academic talent (Section 2).

7. **Professional Development.** Section III of the CA emphasizes support for innovation through grants, incentives, and awards (Section 3.2) to motivate staff for continuous improvement. Section 1.6 supports PhD training programmes and the

development of international research publications, contributing to the professional growth of faculty. [Regulation 2](#) (Sections 2.1–2.9) includes various training formats, such as internships, academic mobility programmes, and research activities.

8. Encouraging Faculty Engagement. Section III of the [CA](#) (Section 3.2) outlines financial incentives for research achievements, mentorship, and international projects, increasing staff motivation. [Regulation 2](#) (Section 3.8) provides for individualized professional development planning based on institutional and personal priorities.

9. Facilitating International Integration. Section 1.8 of the [CA](#) prioritizes international academic mobility, granting staff access to cutting-edge knowledge and global collaboration opportunities.

10. Institutional Support for Professional Growth. Section 2.20 of the [CA](#) states that faculty workloads include research, methodological, and organizational activities, fostering continuous professional development. The Academic Council is responsible for organizing professional development programmes and ensuring systematic and high-quality training (Regulation 2, Section 3.9).

11. University's Commitment to Creating Developmental Conditions. Section 1.3 of the [CA](#) underscores the need to integrate research into the curriculum, enhancing both staff competencies and academic relevance.

12. Alignment with Labor Market Demands. The [CA](#) mandates continuous curriculum updates (Section 1.9) to ensure faculty selection meets contemporary educational trends.

The University Development Roadmap for 2025-2029 prioritizes creating **conditions for maximizing the potential of each employee and enhancing their contribution to the University's growth and achieving Sustainable Development Goals (SDGs)**. To support this, KNEU implements the lifelong learning concept.

In accordance with the Law of Ukraine "On Higher Education," every academic staff member (faculty) is required to continuously enhance their professional qualifications, pedagogical skills, and academic expertise (accumulating at least 6 ECTS credits over five years). The University ensures conditions for academic staff to undergo professional development every five years while maintaining their salary and granting them the right to freely choose the content of training programmes, the format of learning, and the organizations and institutions that provide professional development. Professional development for academic staff at KNEU is conducted in accordance with approved five-year and annual plans. Most faculty members enhance their qualifications through internships at research institutions, universities, private organizations, and specialized training programmes. This includes business and pedagogical courses, seminars, practical workshops, training sessions, webinars, and masterclasses.

Each year, more than 20% of the University's academic staff undergo professional development (Figure 14).

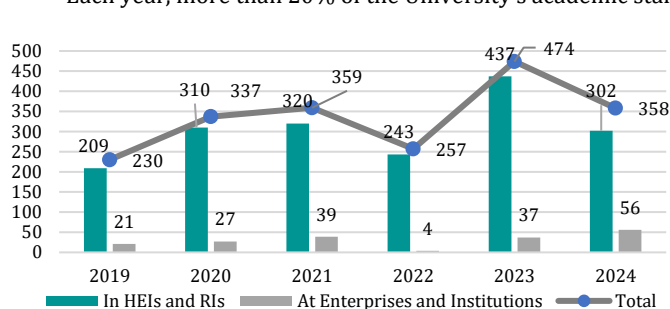


Figure 14 – Number of Academic Staff Who Completed Professional Development from 2019 to 2024

Source: HR-Department Database

Brand of a Modern Professional" (41 participants); "Technologies and Tools for Digital Transformation and Their Application in Academic Institutions" (40 participants); "Introduction to Data Science" (14 participants).

[The Scientific and Educational Center for Intensive Language Learning "INTENSIVE"](#) is a structural unit of the Institute of Business Education named after Anatoliy Poruchnyk and is designed to provide educational services by implementing intensive foreign and Ukrainian language learning. The center focuses on language acquisition as a means of communication and cultural immersion. Training is available in the following languages: English, German, French, Spanish, Italian, Swedish, Polish, Turkish, Arabic, Chinese, and others. The center conducts language proficiency testing and specialized training for academic staff (faculty) using customized communicative programmes aligned with the Common European Framework of Reference for Languages (CEFR). Upon completion of the courses, participants receive state-recognized and international diplomas or certificates.

To support the professional development of academic staff, develop certified teaching excellence programmes, promote best teaching practices, and implement policies governing faculty development, KNEU has established the Center for Teaching Excellence. This initiative is aligned with the University's Development Plan and ensures academic sustainability ([Teaching Excellence Strategy](#), Section 3.3). The center played a crucial role in organizing training during the COVID-19 pandemic and martial law in Ukraine. The "[Teaching Excellence](#)" professional development programme was developed within the framework of the EU-funded Erasmus+ KA2 CBHE project titled "University Teachers' Certification Centers: Innovative Approaches to Teaching Excellence (UTTERLY)" (2021-2024) № 619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP.

3.1.5.2. Participation of Academic Staff in International Academic Mobility Programmes

The [Department of International Academic Mobility](#) (DIAM KNEU) is responsible for organizing internships and international assignments at foreign higher education institutions for a significant number of the University's faculty and staff.

Academic staff (faculty) at KNEU have ample opportunities for professional development through participation in international projects and grants, short- and long-term internships, and teaching university-developed and accredited courses at foreign higher education institutions (Table 16).

Table 16 – Participation of Academic Staff in International Academic Mobility Programmes (2020–2024)

Years	2020	2021	2022	2023	2024
Number of Academic Staff (Faculty Members)	25	27	37	88	57

Source: DIAM KNEU Database

Active engagement in global academic networks and collaborative research is a crucial aspect of the University's internationalization strategy. KNEU's academic staff have been actively involved in the development of dual-degree programmes with universities in the USA and Germany, while projects with Poland and Slovakia are nearing completion. In 2024, academic staff participated in international projects and internships in 11 countries (Figure 15). Further details are provided in Appendix 5.

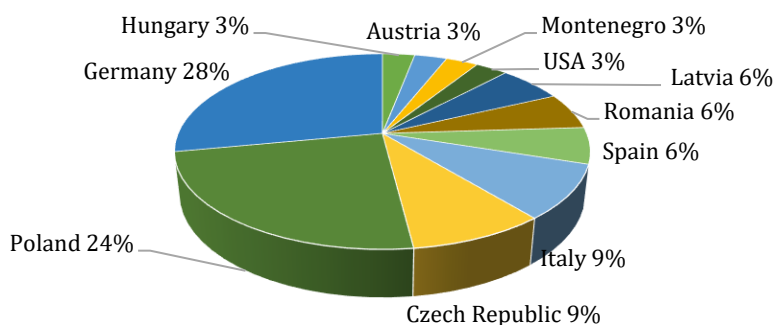


Figure 15 – Geography of Academic Staff Business Trips and Internships

Source: DIAM KNEU Database

Since 2023, the University has successfully implemented the "CIVICA for Ukraine" international project in collaboration with the Warsaw School of Economics (Poland), supported by the Polish National Agency for Academic Exchange (NAWA).

Project Activities for Faculty and Staff in 2024 under the "CIVICA for Ukraine" Initiative:

- Participation of academic staff in the "Summer School on Human Rights and European Law" and the EUI Conference (Florence, Italy);
- Faculty internships at the European Commission's Directorates-General (Brussels, Belgium);
- International Forum on "Leadership During War", Warsaw School of Economics;
- Participation of PhD students and young researchers in the "Summer Doctoral School", Warsaw School of Economics;
- Participation of academic staff in "International Week", Warsaw School of Economics;
- Internship for international department staff at the International Office of the Warsaw School of Economics;
- Participation of academic staff in research internships at the Warsaw School of Economics.

3.1.5.3. Principles of Evaluation, Reward, and Motivation of Academic Staff

The selection and evaluation of academic staff take into account their scientific and pedagogical performance, as well as student feedback. Particular emphasis is placed on scientific productivity indicators, including the number of publications, citation rates, participation in international programmes, and contributions to the development of educational processes. This approach ensures a balanced assessment of candidates and enhances the quality of educational activities. All types of contracts and fixed-term agreements with academic staff include an appendix that stipulates the consideration of scientific performance, including publications, citations, and participation in international projects, in compliance with the Licensing Conditions defined by the Cabinet of Ministers of Ukraine Resolution No. 1187 (as per [Regulation 1](#) and [Regulation 2](#)). The established evaluation criteria encompass teaching effectiveness, citation indices, and student feedback, ensuring adherence to the principles of academic transparency and objectivity ([Regulation 1](#)).

During the selection, appointment, and evaluation of academic staff at the University, their prior achievements are considered in a balanced manner, fully complying with the Cabinet of Ministers of Ukraine Resolution No. 1187 dated December 30, 2015, as illustrated in Figure 16.

Legal Compliance	CMU Resolution No. 1187 of 30.12.2015 provides for ensuring the quality of educational activities, including the professional level of teachers. Clause 2.10 of Regulation 1 states that a candidate for a position must have the appropriate qualifications, confirmed by academic degrees, publications and teaching experience
Analysis of previous activity	In accordance with the CA, academic staff are recruited through a competitive procedure (clause 2.6), which takes into account achievements in teaching, research, etc. Competitive selection guarantees an objective assessment of candidates. According to clause 2.5 of Regulation 1, the competition is held on the basis of openness, publicity, legality, equality of rights of applicants, and objectivity of decisions, which includes consideration of previous activities of academic staff, including research and teaching
Meeting qualification requirements and implementing a competency-based approach	When filling vacant positions, it is mandatory to take into account the qualification requirements, which include academic degrees, academic titles, as well as teaching experience and scientific works (Regulation 1 (clause 2.10)). The results of professional development are taken into account during the certification of pedagogical staff and election to a position by competition (clause 3.3 of Regulation 2), which indicates the importance of professional development and competences of the academic staff
A comprehensive approach to assessment	Various forms of motivation are provided, including awards for scientific achievements, participation in international programmes and grant projects (clause 3.2), which helps to increase the involvement of the academic staff in innovation and achieve the university's strategic goals
Balance between teaching and research	Section I of the CA (clauses 1.1-1.9) focuses on the equivalence of teaching and research, which is in line with the requirements of Resolution No. 1187 to ensure the integration of research into the educational process
Consideration of students' feedback	According to the CA, the assessment of the quality of teaching takes into account the assessment of students, which contributes to raising the standards of educational activities, in accordance with clause 13 of Resolution No. 1187. The Institute of Sociological Research regularly conducts student surveys, the results of which are taken into account during the competitive selection process

Figure 16 – Approaches to Evaluating the Professional Performance of Academic Staff

[Programme of Innovative Development](#) envisions the enhancement of a system for financially incentivizing researchers who achieve high rankings in the "Monitoring of Innovative Contributions of Departments (Academic Performance Indicators) in Strengthening the University's High Scientific Accreditation Rating." This monitoring is conducted in accordance with the [Regulations on Monitoring the Innovative Contribution of Departments \(Academic Staff\) to the Formation of the University's High Rating in Scientific Accreditation](#). Based on these regulations, an annual Department [Ranking for Innovative Contribution to the University's High Rating in Scientific Accreditation is compiled \(for instance, in 2023, the ranking was formulated based on the results of the year\)](#). The criteria for evaluating the innovative contributions of departments and academic staff are presented in Figure 17.

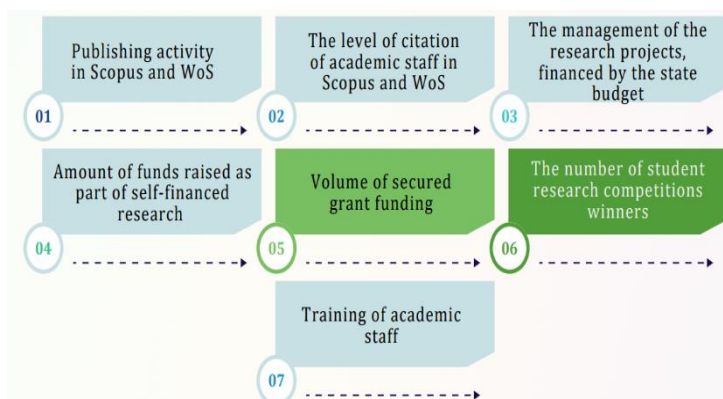


Figure 17 – Criteria for Evaluating the Innovative Contribution of Departments and Academic Staff

Considering the aforementioned points, this ranking largely aligns with the requirements of the Cabinet of Ministers of Ukraine Resolution No. 1187 of December 30, 2015, as it:

- Evaluates both scientific activity (publications, grants, research projects) and the training of academic personnel as well as student achievements in scientific work, ensuring a balanced assessment approach;
- Complies with Resolution No. 1187, which mandates universities to maintain education quality, academic integrity, research activities, and international integration;
- Incorporates evaluation through citation indexes, publication activity, and grant support, aligning with the established criteria.

Thus, the procedures for selecting and evaluating academic staff at the University fully meet the requirements of Resolution No. 1187, ensuring a

comprehensive and balanced approach to assessing their professional performance.

The principles of motivation and employee rewards are defined by the [CA](#) and aim to ensure fair working conditions and encourage professional development. The University implements a salary enhancement system, performance-based rankings, and financial support for participation in scientific and educational projects. These motivation mechanisms contribute to attracting highly qualified personnel and foster the development of innovative approaches in the academic environment.

The Collective Agreement ([CA](#)) defines the following principles of motivation and rewards for University employees:

- Remuneration, including setting allowances, bonuses, and premium payments;
- Financial incentives for publishing educational literature and monographs;
- Encouragement of innovative activities among academic staff;
- Provision of financial assistance to employees;
- Free issuance of special clothing, footwear, and personal protective equipment in accordance with established standards;
- Procedure for granting financial aid by the University's Primary Trade Union Organization;
- Awarding the honorary title of "Distinguished Employee of KNEU."

The principles of employee rewards and motivation at KNEU are clearly defined, accessible to all employees, and implemented through the key approaches outlined in Figure 18.

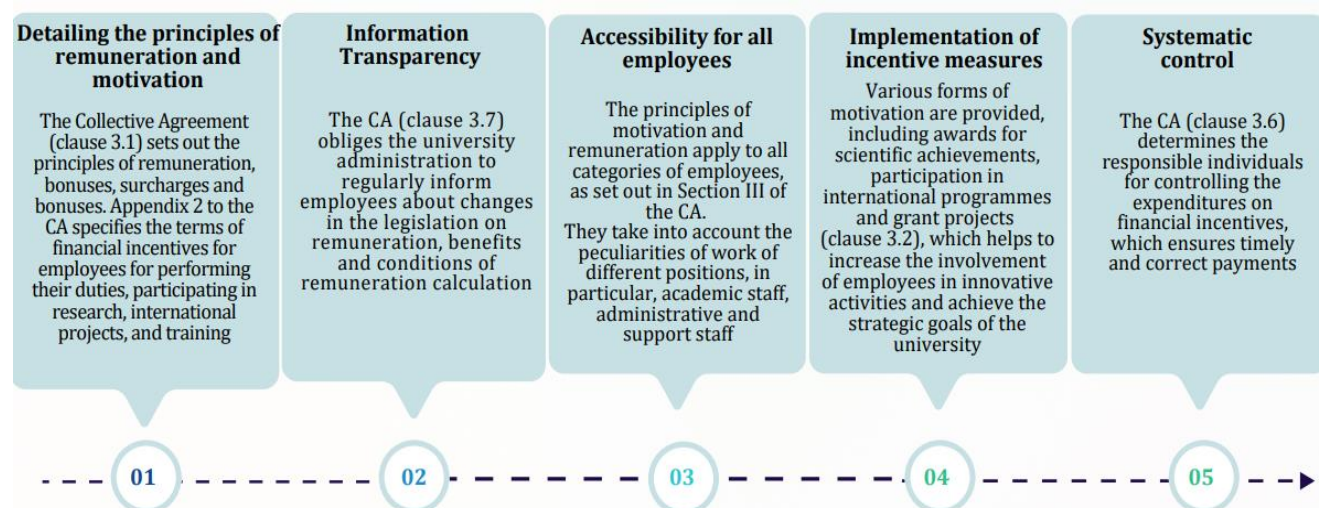


Figure 18 – Key Approaches to Implementing the Principles of Motivation and Rewards

Among the personnel management policies at KNEU that align with the [Teaching Excellence Strategy](#), several key policies regulate essential processes. These include the recognition of professional achievements of academic staff and departments through systematic monitoring of innovative activities and contributions. Additionally, the university has established material and non-material incentive mechanisms for faculty members, such as bonuses, additional payments for outstanding achievements, and institutional awards from KNEU, the Ministry of Education and Science of Ukraine, the Cabinet of Ministers of Ukraine, and the President of Ukraine. Another fundamental policy focuses on developing academic careers and mobility, supporting professional growth, international collaboration, and faculty exchange programmes (Clause 4.16).

Furthermore, salary and incentive structures remain a critical aspect of faculty management. From 2019 to 2024, the share of salary expenditures ranged from 75.4% to 86.4% of the University's total budget. This allocation underscores KNEU's commitment to fair compensation and faculty motivation. More detailed insights can be found in the Rector's Report at https://kneu.edu.ua/ua/dostup/zvit_rectora/ (Table 17).

Table 17 – Compensation and Incentives from 2019 to 2024 (thousand UAH)

Indicator	2019	2020	2021	2022	2023	2024
Total Wage Fund	222761,0	236155,2	291613,9	293657,7	284325,2	317057,7
<i>Including</i>						
Hourly Pay	3542,6	2642,7	4125,7	3360,2	4085,9	6849,7
Performance-Based Allowances	21236,6	22769,2	23870,0	25255,0	22654,6	24976,1
Bonuses	2638,9	5090,0	12436,1	9725,2	10899,9	12139,4
Financial Assistance	102,7	234,5	349,8	165,6	166,0	207,9
Labor Agreements (Honorariums)	1609,4	1927,3	1987,2	909,0	614,8	510,1

Source: Accounting Database

The dynamics of remuneration and labor incentives confirm that the principles of rewards and motivation for employees are consistently implemented in practice each year. The wage fund during the analyzed period demonstrates stable growth, except for a slight decline in 2023. Despite the full-scale military invasion of Russia into Ukraine in 2022-2024, the wage fund remained at a high level. In 2024, it increased to 317 million UAH, indicating a systematic approach to ensuring stable salaries.

Incentive-based allowances show steady growth from 21.2 million UAH in 2019 to 24.9 million UAH in 2024, apart from a slight decrease in 2023. This confirms the implementation of clear motivation principles that encourage effective performance. Bonuses also exhibit a positive trend, with a particularly notable jump in 2020 (5 million UAH) and a significant increase in 2021 (12.4 million UAH). This highlights the introduction of a structured reward system for achieving specific results.

Honoraria payments through contractual agreements have shown a downward trend since 2022, which can be attributed to a decline in publication activity (monographs, textbooks) due to the necessity of dedicating more time to security concerns amidst wartime conditions.

Overall, the wage fund, allowances, and bonuses growth demonstrate clearly defined and implemented reward principles. The significant increase in hourly pay and the stable level of financial assistance confirm the accessibility of the motivation system for all employees. In general, the positive trend indicates that the incentive system operates effectively.

A crucial tool for monitoring the quality of educational activities is the university-wide surveys conducted by the [Institute of Sociological Research](#). Similar studies are conducted among academic and administrative staff to analyze working conditions and identify ways to improve educational services. According to pre-war survey data, 71.6% of employees expressed satisfaction with their work at the University (Table 18).

Table 18 – Job Satisfaction at the University

Responses	2017-2018	2019-2020	2021
Very satisfied / Rather satisfied	72,4	59,6	71,6
Difficult to answer	19,0	27,3	21,5
Rather dissatisfied / Completely dissatisfied	8,6	13,2	6,9

Source: Based on survey results conducted by the Institute of Sociological Research.

More details in: [Monitoring General Report "Quality of Educational Activities at the State Higher Educational Institution 'Kyiv National Economic University named after Vadym Hetman' Based on Faculty Surveys \(2017-2018, 2019-2020, 2020-2021\)."](#)

The University regularly conducts employee surveys to assess satisfaction with various aspects of their professional activities, such as working conditions, management performance, communication efficiency, and information flow. These surveys provide valuable feedback, help identify key issues, and determine areas for improving internal processes. According to the survey results, employees are most satisfied with their relationship with their immediate supervisor (84.6%), autonomy in their work (84%), job content (76.9%), opportunities for self-fulfillment (70.4%), and work schedule (70.0%). However, the lowest level of satisfaction is observed regarding salary (Table 19), which is attributed to the generally low wage levels in the country and the low base rates established by current Ukrainian legislation.

Table 19 – Assessment of Satisfaction with Aspects of Professional Employment

Aspects of Professional Employment	Very Satisfied / Rather Satisfied			Difficult to Answer			Very Dissatisfied / Rather Dissatisfied		
	2017-2018	2019-2020	2021	2017-2018	2019-2020	2021	2017-2018	2019-2020	2021
Salary	11,7	9,8	20,3	26,3	19,4	26,0	62	70,8	53,8
Work schedule	76,6	76,8	70,0	18,2	14,2	21,1	5,2	9	8,9
Job content	75,3	75	76,9	19,0	16,7	17,0	5,7	8,3	6,1
Social status provided by work	58,1	55,2	64,7	31,0	23,5	22,7	10,9	21,3	12,6
Autonomy in work	77,1	83,9	84,0	18,8	11,9	12,4	4,2	4,2	3,7
Working conditions	46,6	39,8	50,3	31,8	27,5	32,5	21,6	32,7	17,2
Relationship with immediate supervisor	83,1	86,5	84,6	12,2	9,4	9,3	4,6	4,2	3,0
Opportunities for self-fulfillment	63,8	61	70,4	26,0	25,8	22,1	10,1	13,1	7,5

More details in: [Monitoring General Report "Quality of Educational Activities at the State Higher Educational Institution 'Kyiv National Economic University named after Vadym Hetman' Based on Faculty Surveys \(2017-2018, 2019-2020, 2020-2021\)."](#)

In addition, the university conducts ongoing monitoring of the organization of the educational process under martial law conditions. This approach helps to address the needs of both students and faculty members during this challenging period.

The university places special emphasis on topics related to the impact of war on educational activities. Specialized surveys of students and academic staff allow for assessing the effectiveness of the learning process under martial law, taking into account their needs and suggestions. The regular implementation of such research ensures that the university remains responsive to the needs of its staff, maintains a high level of employee satisfaction, and continuously improves its activities.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- Strategic approach to personnel management – The human resources management at KNEU aligns with the university's strategic goals and development programmes.
- Transparency and objectivity in HR procedures – Recruitment competitions, selection criteria, and staff development procedures are open and based on clear regulations.
- Staff stability – The university provides conditions for long-term employment and academic continuity.
- Professional development – Active policies for professional training, internships, and academic mobility.
- International integration – Encouragement of international academic mobility, participation in international projects, and joint research.
- Motivation and reward system – The university provides bonuses, allowances, and financial incentives for scientific achievements.
- Regular staff satisfaction monitoring – Employee surveys are conducted to improve working conditions.
- Support for innovative educational products – Encouraging faculty members to develop new teaching methodologies and implement digital technologies.
- Flexibility in organizing the educational process – Adaptation to changes, including in times of martial law.
- Development of digital competencies – The university implements digital transformation programmes, distance learning, and digital literacy training for staff.

Areas for Improvement and Planned Development Measures:

- Salary levels – According to surveys, low salaries remain among the biggest challenges.
- Enhancing non-material motivation – Expanding mechanisms for non-financial incentives for staff.
- Strengthening institutional support for staff development – Expanding professional growth and academic mobility programmes.
- Improving internal communication – Enhancing information flows and ensuring real feedback between administration and employees.
- Optimizing staff workload – Balancing teaching, research, and administrative duties requires improvement.
- Expanding funding for internships and training – More resources are needed for participation in international projects and programmes.
- Enhancing digital transformation in education – Continuing the integration of advanced technologies into the educational process.
- Improving working conditions – Enhancing the physical environment (material and technical resources) and social support.
- Increasing flexibility in career growth – Improving career planning and promotion mechanisms within the university.
- Refining personnel evaluation processes – Implementing more effective methods for assessing the performance of faculty and researchers.

3.1.6. Financial Resource and Infrastructure Management

3.1.6.1. Financial Management

As a state higher education institution, the University conducts financial, economic, and other activities in accordance with Ukraine's legislation and the University's Charter.

The University's funding is provided through the State Budget of Ukraine under government contracts for providing educational services, training of professionals, and scientific and academic personnel. Additionally, it is financed by its own revenues and other sources permitted by Ukrainian law, ensuring compliance with the principles of targeted and efficient use of funds, transparency, and public accountability in decision-making. These funds are managed through treasury accounts opened with the State Treasury Service of Ukraine to ensure proper treasury servicing of state budget funds.

The University operates as a non-profit institution, meaning that it does not pursue profit-making objectives, and its financing is fully administered through the primary budget holder – the Ministry of Education and Science of Ukraine.

The University's main financial document, the income and expenditure estimate, is prepared in accordance with the requirements of the Budget Code of Ukraine, the Law of Ukraine "On the State Budget of Ukraine", and the Cabinet of Ministers Resolution on the Procedure for Budgeting, Reviewing, Approving, and Executing the Estimates of Budget Institutions. Additionally, it aligns with the Order of the Ministry of Finance of Ukraine regarding documents applied in budget execution (including amendments and supplements). The estimate is based on the budget allocation limits and is officially approved by the Ministry of Education and Science of Ukraine.

The formation and allocation of the University's budget align with the strategic objectives outlined in the University Development Strategy and its Roadmap for Implementation. During the 2019-2024 budget period, the University's financial planning was aimed at achieving 1.3-fold growth in average salaries, scholarships, maintenance and development of infrastructure, funding of scientific research, and other institutional needs. The budget estimate accounts for all income and expenditure in compliance with the requirements of the Law on Higher Education and other legislative acts.

From 2019 to 2024, the University's budget policy was primarily focused on ensuring the continuity of the educational process, maintaining social guarantees, and strengthening the material and technical infrastructure. The University's revenues, as reflected in the budget, are categorized into three main sources: budget allocations from the General Fund, tuition fees under the Special Fund, and other revenues within the Special Fund, which include charitable contributions, grants, and funds allocated for specific targeted initiatives. Over this period, the share of self-generated revenues (Special Fund Revenues) in the University's total income has been declining, decreasing from 21% in 2019 to 12.8% in 2024.

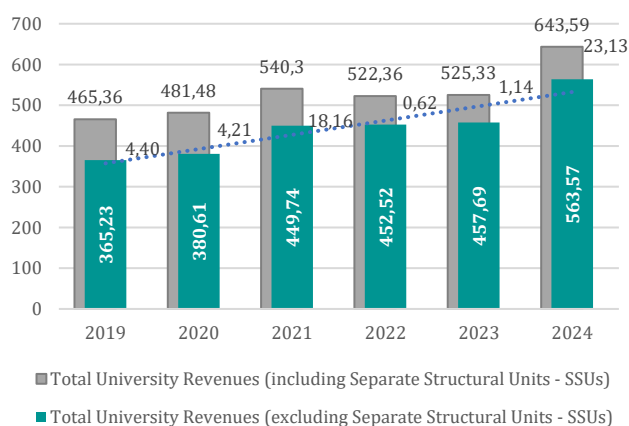


Figure 19 – Dynamics of Total Revenues of the University in 2019-2024 (million UAH)

Source: Annual Reports (Appendix 14-19)

The University's revenues (excluding its separate structural units) fluctuated unevenly from 2019 to 2024 due to objective reasons. Between 2020 and 2021, revenues increased by more than 14%, followed by a 17% decline in 2022. However, in 2024, revenues experienced a sharp 22% growth (Figure 19).

Educational activities' revenues, including funds from the General and Special Funds, have historically constituted the largest portion of the University's revenue base. From 2019 to 2023, this share consistently exceeded 99%. However, in 2024, it decreased to 91.7% due to a substantial increase in charitable contributions, grants, and funds allocated for specific targeted initiatives, rising from 5.58 million UAH in 2023 to 46.82 million UAH in 2024 (Table 20).

Between 2019 and 2023, budget allocations amounted to 1,056.28 million UAH, averaging 50.3% of the total budget. Funds generated through tuition fees totaled 1,038.09 million UAH, accounting for 48.9% of the budget. Other self-generated revenues, including donations and grants, amounted to 15.05 million UAH, representing 0.8% of the total budget.

Table 20 – Structure of the University's Revenues (excluding Branch Campuses) in 2019-2024 (million UAH)

Revenue Sources	2019		2020		2021		2022		2023		2024	
	million UAH	%	million UAH	%	million UAH	%	million UAH	%	million UAH	%	million UAH	%
Total Budget, including:	365,23	100	380,61	100	449,74	100	452,52	100	457,69	100	563,57	100
- Budget allocations (General Fund)	196,67	54%	197,53	51,9%	233,25	52%	235,09	52%	190,52	42%	199,79	35,5%
- Funds received as tuition fees (Special Fund)	166,14	45%	181,62	47,7%	213,03	47%	215,8	47,7%	261,59	57%	316,96	56,2%
- Other revenues under the Special Fund (charitable contributions, grants, targeted project funding)	2,4	1%	1,46	0,4%	3,46	1%	1,62	0,3%	5,58	1%	46,82	8,3%

Source: Annual Reports (Appendix 14-19)

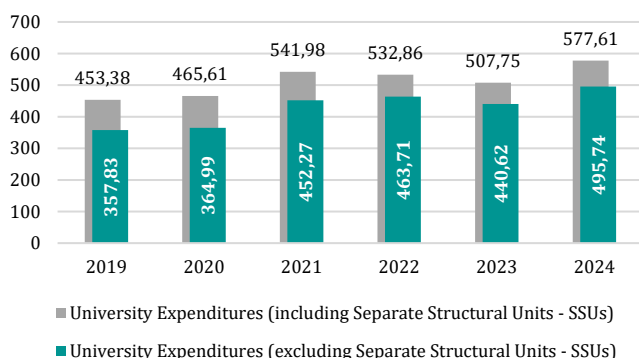


Figure 20 – Dynamics of University Expenditures in 2019-2024 (million UAH)

Source: Annual Reports (Appendix 14-19)

The utilization of funds from the general and special state budget funds was carried out strictly for their designated purpose, in accordance with the economic classification codes and within the limits specified in the budget, as approved by the Ministry of Education and Science of Ukraine.

The dynamics and structure of the University's expenditures for the period 2019-2024 are presented in Figure 20 and Table 21.

The management and use of budgetary funds adhere to the established legal framework and regulatory acts. The accrual and payment of salaries to University employees are conducted within the timeframes stipulated in the Collective Agreement, ensuring continuous oversight to prevent salary arrears. Additionally, strict control is maintained over the energy and utility services payment, ensuring their consumption remains within the allocated limits.

Table 21 – Structure of University Expenditures in 2019-2024

University Expenditures	2019		2020		2021		2022		2023		2024	
	million UAH	%	million UAH	%	million UAH	%	million UAH	%	million UAH	%	million UAH	%
Total Expenditures	357,83	100	364,99	100	452,27	100	463,71	100	440,62	100	495,74	100
- Salaries and benefits	269,88	75,4	289,88	79,4	357,76	79,1	359,8	77,6	351,44	79,8	382,95	77,2
- Scholarships and other payments	39,64	11,1	40,15	10,9	41,21	9,1	52,21	11,26	44,1	10	50,8	10,2
- Communication services, procurement of materials, inventory, educational equipment, current repairs, maintenance of buildings, dormitories, transport, and educational process services	6,93	1,9	10,72	2,9	11,03	2,4	5,48	1,18	8	1,8	11,19	2,3
- Acquisition of fixed assets, library collections, long-term use equipment	0,76	0,2	0,42	0,09	0,44	0,1	0,25	0,05	1,67	0,4	3,97	0,8
- Capital repairs	6,53	1,8	0,16	0,04	3,38	0,75	0	0	1,12	0,2	1,44	0,3
- Utilities and energy costs	31	8,7	23,37	6,6	35,97	7,9	41,66	8,98	32,96	7,5	40,42	8,2
- Business trips	0,6	0,2	0,03	0,01	0,17	0,05	0,25	0,05	0,61	0,1	0,35	0,1
- Scientific research and development	2,5	0,7	0,26	0,06	2,31	0,6	4,06	0,88	0,72	0,2	4,62	0,9

Source: Annual Reports (Appendix 14-19)

The expenditure dynamics at KNEU follow a consistent upward trend similar to revenue growth. Traditionally, the largest share of expenditures is allocated to payroll and related contributions (Unified Social Contribution - USC). Between 2019 and 2024, this share fluctuated between 75.4% and 79.4%, highlighting the prioritization of social expenditures. Despite insufficient state funding, KNEU allocates funds annually for development. In 2024, for example, 3.97 million UAH was spent on acquiring fixed assets and replenishing library collections.

The share of expenditures on utilities and energy resources varied between 6.6% and 8.98% over the analyzed period, demonstrating a conscious and responsible approach to resource consumption. Expenditures on scientific research and development do not show a stable trend due to the competitive selection process for project funding and the high level of competition in this field. However, despite the stressful conditions that KNEU faculty members have faced over the past three years due to the full-scale war in Ukraine, the number of applications for research competitions (both domestic and international) continues to grow annually. This has enabled the University to attract additional funds for scientific research.

3.1.6.2. Digital Platforms for University Management Support

The University continues to expand its digital ecosystem—a comprehensive system of digital technologies, processes, and resources that support learning, research, administrative operations, and other institutional functions. This ecosystem comprises three interrelated components: digital platforms, infrastructure, and education. Existing digital platforms are being supplemented with new systems based on principles of secure data exchange, integration with external data sources, and high-quality output data (Figure 21). The connections marked in turquoise indicate those currently being established while the information systems are in the development or design phase.

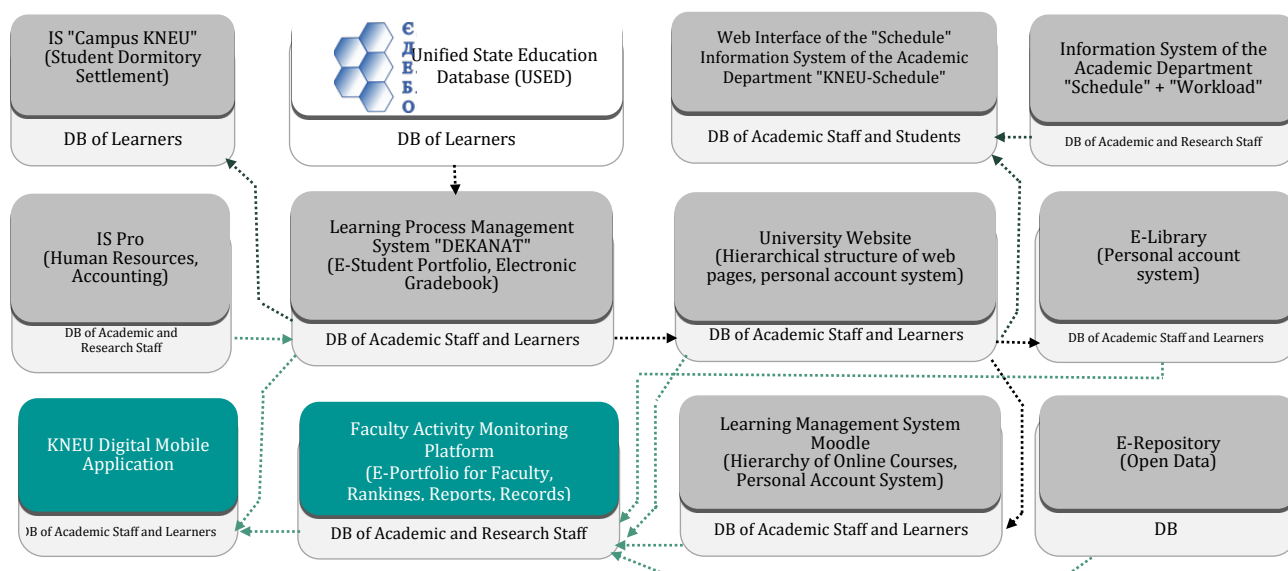


Figure 21 – University Digital Platforms: Databases (DB)

The comprehensive management system implemented at KNEU includes the following information systems:

- Automated Learning Process Management System "Dekanat"
- This system consists of several modules:
 - Electronic Academic Performance Journal ([regulated by the Regulation on the Electronic Journal of Academic Performance](#));
 - Automated Course Selection and Individual Learning Path Formation;
 - Student's Individual Study Plan and Academic Record ([Regulation on the Electronic Individual Learning Plan](#));
 - Automated Generation of Diplomas and Academic Transcripts;
 - Faculty Members' Individual Work Plan;
 - *Exploring the addition of a module for student surveys and feedback.*
- "Rozklad" Academic Scheduling Information System. The system includes the following modules:
 - Local System for Planning Academic Sessions ([Regulation on Planning Academic Sessions within the Automated Learning Process Management System](#));
 - Web Interface for Class Scheduling "KNEU-Schedule";
 - *Currently reviewing integration with the "Dekanat" system.*
- Faculty Workload Planning and Tracking System ([Regulated by the Regulation on Planning and Accounting for Faculty Workload](#)).
- "IS PRO" Information System (Previously Implemented), this system consists of two key modules:
 - Accounting Module;
 - Human Resources Module.
- «KNEU-Campus» — Student Accommodation Management System. This system facilitates:
 - Creation of a database containing information about university dormitories (descriptions, types, management, location, contact details, photos);
 - Automated monitoring of dormitory occupancy (allocation, relocation, search functionalities);
 - Automated student housing assignments (student data entry, eligibility verification, document uploads, dormitory and room selection, and issuance of accommodation orders).
- "E-Portfolio for Faculty" (Development Stage). This system will track, rank, and generate reports on faculty members' professional activities.
- "KNEU-Digital" Mobile Application (Project Phase). A comprehensive app integrating all of the above systems into a user-friendly interface for students, faculty, and staff.

Advantages of the Multi-Module System. Each information platform has its specific functional purpose, ensuring its efficiency, mobility, and adaptability. On the other hand, the integration of databases within these platforms enables seamless data exchange within the granted access rights. This allows for the retrieval of up-to-date, detailed, and aggregated data on all aspects of the University's activities, facilitating effective management.

3.1.6.3. Working Conditions for Employees and Learning Environment for Students

The working conditions for staff, as well as the learning and research environment for academic staff and students, are tailored to the specific needs of the University's activities. Both faculty members and students have free access to infrastructure and information resources. As part of the Programme of Innovative Development, KNEU is undergoing modernization and [development of its material and technical base](#) to align with European and global educational and research standards. Since 2020, the University has been implementing the concept of a [Digital University](#). A comprehensive [digital ecosystem](#) has been established, which includes the [PS-Dean's Office](#) automated management system, an [electronic library](#), and the [Moodle distance learning platform](#) with over 2,000 online courses. Faculty members and students have free access to [international scientometric databases](#), [digital resources of the National Science and Technology Library of Germany](#), and [KNEU's institutional repository \(iRKNEU\)](#), which provides open-access full-text scientific, educational, and methodological materials. Additional electronic resources are available (<https://surl.li/gozhra>, <https://surl.li/wwhoju>). To ensure uninterrupted server operation, generators have been acquired. All University computers are connected to the Internet, with free Wi-Fi access across campus. In each dormitory, students have access to two independent internet service providers (<https://surl.li/bgaydo>). The University also conducts [digital hygiene and cybersecurity](#) awareness programmes. Students and faculty members benefit from access to a vast array of scientific and educational resources, including licensed databases and digital platforms provided by the University's [Scientific Library](#), which houses over 1.3 million publications. All students and academic staff are provided with [licensed accounts for Zoom](#), Google Workspace for Education, and [Microsoft 365](#), ensuring seamless access to virtual learning tools. Since 2022, the University has implemented a system of measures to enhance workplace safety, provide a secure educational environment, and protect the health and well-being of staff and students. This initiative focuses on maintaining safe working conditions for employees and ensuring a secure learning environment for students throughout their academic journey.

3.1.6.4. Creating a Modern and Safe Educational Environment for the Well-being of All Participants in the Educational Process

One of the strategic goals of the University's development is to create a modern, safe, and accessible educational environment that fosters personal, professional, and cultural development for all participants in the educational process, promotes partnership, and facilitates the free exchange of experiences. The safety of the educational environment is ensured through compliance with sanitary and fire safety standards, occupational health and safety requirements, and the availability of a mental health support system. The University guarantees all participants the right to safe learning, working, and living conditions, protecting them from any forms of exploitation or physical or psychological violence.

At the University:

- A position of [Advisor on Equal Opportunities, Diversity, and Inclusion](#) has been established and is operational
- A [Concept for Implementing the Policy of Equal Opportunities, Diversity, and Inclusion](#) has been developed
- The [KNEU Social Adaptation and Psychological Assistance Service](#) operates, providing psychological counseling to students and staff.

The University has established an organizational culture that promotes a conflict-free environment regarding ethical conduct. [Regulations on anti-bullying measures](#) and the [prevention of sexual harassment and discrimination](#) have been developed and implemented. Various initiatives are conducted to counter bullying, sexual harassment, smoking, and drug addiction. The [Occupational Safety Department](#) continuously monitors changes in occupational safety regulations and conducts training for all participants in the educational process on occupational safety, fire safety, and first aid. During the pandemic, all members of the educational process were offered free vaccination. Campus buildings and dormitories are equipped with safety measures.

In the event of an "Air Raid Alert," all individuals present in the University's academic buildings are promptly notified through loudspeakers by the security staff stationed at the University's security post. Instructions on emergency actions, shelter plans, and related information are available on the University's website in the "For Faculty" and "For Students" sections. The primary instructional materials can be found here:

- Instructions for faculty members on actions during an air raid alert: https://kneu.edu.ua/ua/subdivisions/vidzs/vidzs_alarm_vukl/.
- Instructions for students on actions during an air raid alert during classes: https://kneu.edu.ua/ua/subdivisions/vidzs/vidzs_alarm/.

The University established eight in-house shelters to protect participants in the educational process from potential consequences of military actions and secured access to four additional external shelters between 2022 and 2024.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths

- Satisfactory financial stability, considering the realities of wartime conditions.
- A well-established salary and motivation system for University employees.
- A fully developed digital ecosystem integrating digital platforms, infrastructure, and education, composed of interconnected information systems and platforms of various functional purposes. This enables efficient management and digital transformation across all levels of the University and the integration of digital technologies into education and research.
- A modern and safe educational environment that supports the well-being and development of all participants in the educational process, fostering personal, professional, and cultural growth, partnerships, and free exchange of knowledge.
- The active Office of the Advisor on Equal Opportunities, Diversity, and Inclusion.
- The operation of the Social Adaptation and Psychological Support Service.

Areas for Improvement and Development Initiatives:

- Financial autonomy of higher education institutions in Ukraine in general, and the University in particular.
- Modernization of the academic workload calculation system aligns with the new career model.
- Enhancing the technical capacity to support the digital infrastructure.
- Development and/or implementation of information systems and platforms to improve communication, document management, monitoring, and analytics.
- Increasing investments in improving the University's material and technical base.

3.2. TEACHING AND LEARNING

3.2.1. Effectiveness of teaching, learning, and student development

The University has defined its educational goals and regularly monitors their achievement and implementation. The necessary base of strategic documents has been formed (https://kneu.edu.ua/en/University_en/dostup/). The documents are publicly available on the University's website. [The Rector reports](#) on the University's achievements at the end of each calendar year, detailed information on financial results can be found on the page "Annual Reports", on the University's positions in various rankings (section 1.2.1. of this report) https://ivo.kneu.edu.ua/ua/spiv_un/), the peculiarities of work on achieving the [goals of sustainable development in the University's](#) activities. The dynamics of the key performance indicators (efficiency, effectiveness, and quality) in relation to the strategic goals are presented in Table 11 of this report.

The high level of demand for the educational services of the University is evidenced by the fact that for the past 5 years, it has been among the top 10 universities in the ranking of the most popular universities among applicants in the admission campaign by the number of applications from applicants according to [the ranking](#) of the MESU, and in the ranking of employers. Thus, the University is considered one of the best in the education of economists and managers (in the broad sense of these professional fields). This is confirmed by the results of relevant national rankings. (<https://osvita.ua/vnz/news/35356/>, <https://vnz.org.ua/statti/10201-top-50-vyshiv-ukrayiny-za-otsinkamy-robotodavtsiv>, <https://uplan.org.ua/analytics/khto-hotuie-upravliniski-kadry-ukrainy-pro-shcho-svidchyt-reitynh-zakladiv-vyshchoi-osvity-ukrainy-za-spetsialnistiu-publichne-upravlinnia-ta-administruvannia/>). Monitoring of employment of graduates of the programme is carried out by project groups of educational programmes in cooperation with the EAD "Perspectyva". Feedback from graduates is provided through the official website of the University - [Feedback communication](#), where graduates can leave feedback and suggestions. A similar link is available on each page of the "Portfolio of the EP". The [Professional Advisory Committee](#) is a special mechanism of interaction with alumni.

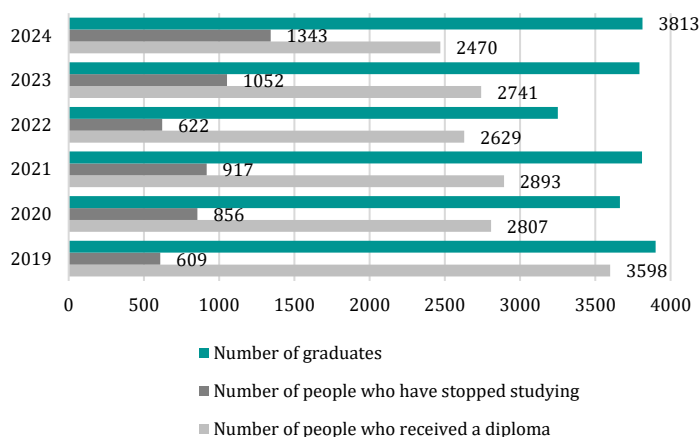


Figure 22 – Number of applicants who received a university diploma in 2019-2024

Source: Database of Admission Committee

academically capable and motivated applicants, the University constantly holds public events to inform various stakeholders about the admission procedure, features of educational programmes, and the educational environment. The Ukrainian Financial Battle "[Life Capital Management](#)", the All-Ukrainian Business Tournament "[Firm Strategy - 2024](#)", the offline event for applicants "[Open KNEU](#)", "[Applicant's Checklist](#)", School of Young Professionals of KNEU (https://fupstap.kneu.edu.ua/ua/kaf_fupstap/k_upravlinnia_personalom/young_hr_school/, https://kneu.edu.ua/ua/departments/faculty_of_economics_and_administration/school_eu/) and the ATS of the University conducted trainings on preparation for the a UPET as part of the additional career guidance for future masters.

Information about the admission campaign is available for applicants on the website [«Applicants»](#), personal consultations for applicants and their families are provided by the [Applicants' Information Office](#), the admission algorithm and educational opportunities are presented annually at the [KNEU Open Doors Week](#). The eligibility requirements are summarized in Table 22. With the help of the [Map of educational programmes](#), applicants can familiarize themselves with the content of EP and prospects for future employment.

The procedure for registration of applications for participation in the competitive selection for study, the list of required documents does not contain discriminatory requirements for citizenship and place of residence of the applicant. The applicant submits the documents through "Personal electronic cabinet of the applicant" and with the support of USEDE, or in paper form if the applicant is unable to register a personal electronic cabinet. The competitive selection is based on the competitive score and consideration of the letters of motivation. The competitive score is calculated on the basis of the result of the NMT / UPET / UEE for Bachelor's / UEE for Master's Degrees. The methodological approaches to the calculation of the competitive score and the minimum competitive score are defined in the [Rules of admission to the University](#). Taking into account the weighting coefficients established by the MESU, the "[Competitive Score Calculator](#)" has been created and published on the website, which allows you to calculate the total competitive score for each EP.

The University offers applicants to study in educational programmes of various specialties: Economics, Accounting and Taxes, Finance, Banking and Stock Exchange, Entrepreneurship and Trade, Management and others (Appendix 3). In total, as of 01.09.2024, the University has implemented 53 EP for the first (bachelor) level of higher education, 45 EP for the second (master) level of higher education, 10 EP for the third (pedagogical and scientific) level of higher education.

The dynamism of the graduates, who have successfully completed their studies and received their diplomas, testifies to the awareness of the choice of the University for their studies (Figure 22). The [Rules of admission to the University](#) are updated annually and are formed on the basis of the [Procedure for Admission to Higher Education](#) developed by the MESU, taking into account the mission and goals of the University. In order to attract the most

In order to provide access to education for people with different levels of education ([NQF 4](#), [NQF 5](#)), in addition to the NMT results, you can submit the results of the EIE and the UPET. All necessary documents for participation in the competitive selection are submitted through the applicant's electronic account or in person. The page "[Applicants](#)" contains information on the specifics of the procedure for submitting documents by [foreign citizens](#), stateless persons, and persons from the [temporarily occupied territories](#).

Table 22 –Requirements for applicants by level of education

Level of education	Entrance requirements
First (bachelor's)	Competitive subjects of the NMT (2022/2023/2024) / EIE (2021) Motivation letter
Second (master's)	Document on obtaining a bachelor's degree/specialist's degree (higher education in a specific specialty may be required) UPET / UEE and professional exams (subject test)
Third (educational and scientific)	Document on obtaining a master's degree/specialist's degree (higher education in a specific specialty may be required) EIE, general educational competence test (GECT), foreign language test detailed proposal: research plan and information on the scope of scientific work (scientific results).
Doctoral studies	A document on obtaining the degree of Doctor of Philosophy (PhD), scientific achievements that require completion or formalization in the form of a dissertation (scientific report), at least half of the number of scientific publications on the topic of the dissertation (research report) determined by the Ministry of Education and Science that meet the requirements established by the Ministry of Education and Science in scientific periodicals in the relevant field of research.

Source: Database of Admission Committee

For certain categories of citizens, "Special conditions for participation in the competitive selection" were applied, and for the implementation of which "Interview programmes" and "Programme of professional examination" were developed.

Recommendations to applicants for admission to study under a state or regional order are made using a nationwide algorithm in USEDE based on the results of the targeted allocation of budget places. The volume of admissions to a non-budget competitive offer is determined by the University within the [License volume](#) for a certain level of higher education and the actual resources of the University. The results of enrollment and License volume fulfillment by year and education level are shown in Figure 23, Figure 24.

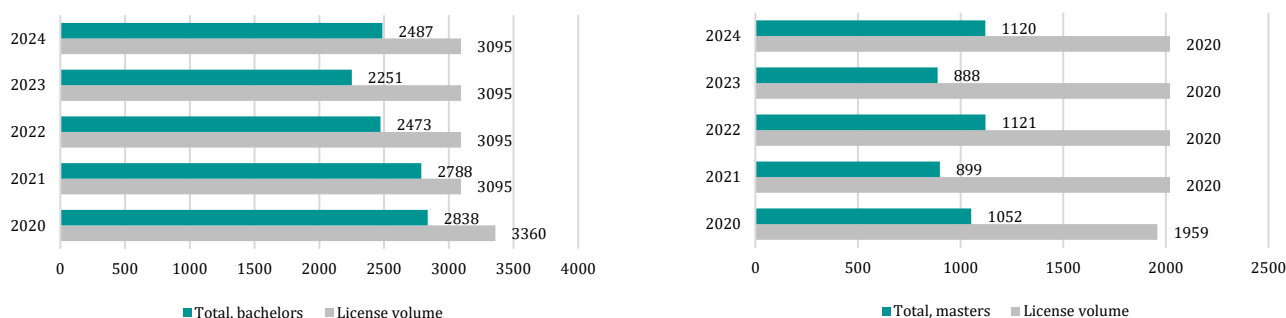


Figure 23 – Fulfillment of the License Volume for the recruitment of applicants to the first and second levels of higher education, 2020-2024

Source: Database of Admission Committee

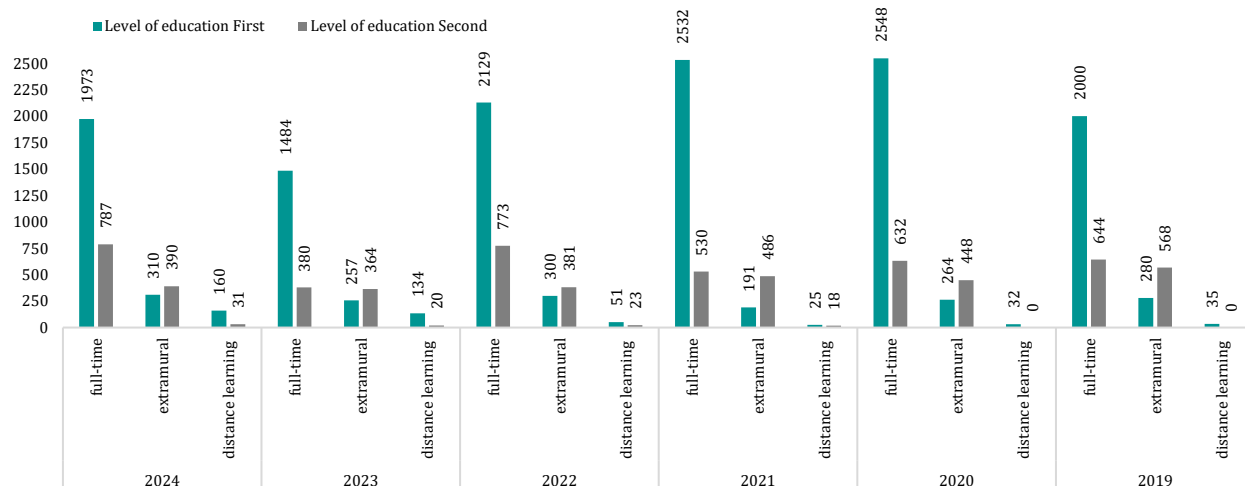


Figure 24 – Data on enrollment by levels and forms of education, 2019-2024

Source: Database of Admission Committee

The total number of budget places and the number of admissions to non-budget competitive offers are published on the website "[Applicants](#)" immediately after receiving the necessary information from the state client. The Admissions Committee systematically monitors the dynamics of applicants' applications, which allows to adjust the volume of admissions to certain

specialties/educational programmes. The competitive selection is based on the evaluation of applicants (<http://surl.li/rsenmb>, <http://surl.li/xrhfmz>).

Admission to postgraduate and doctoral studies is based on the [Rules for Admission to Postgraduate and Doctoral Studies](#), which is an annex to [the University Admission Rules](#). The document clearly defines the list of documents and procedures required for admission, as well as admission restrictions. The quality of guidance in the preparation of the dissertation is controlled by regulating the workload of the supervisor ([one supervisor should not have more than two postgraduate students and two doctoral students at the same time](#)). The PhD programme lasts four years. During the first year, the candidate presents the final topic of his/her research to the Department for further approval by the Academic Council of the ESI/Faculty.

The University implements a policy of equal opportunities, diversity and inclusion in accordance with the requirements of Ukrainian and international legislation (https://kneu.edu.ua/ua/University_en/advisor_eodi/), and all necessary conditions for the education of persons with special needs have been created. In accordance with article 4, paragraph 3 of the [Statute](#), the University creates the necessary conditions for persons with special educational needs to obtain higher education. In addition, the [Statute](#) guarantees the participants of the educational process special educational and rehabilitative support, as well as free access to the University's infrastructure in accordance with medical and social indications in the case of disabilities caused by health conditions. In particular, [special equipment and infrastructure](#) are available for people with special needs: fixed and mobile ramps, toilets, and elevators. Accessibility of the buildings and premises of the University for persons with disabilities and other groups with reduced mobility, including persons with visual, hearing and locomotor disabilities, is confirmed by [scientific and expert opinions](#) of the Interregional Center for Scientific Expertise, Attestation, Certification, Passportization and Personnel Policy. [The procedure of support](#) (assistance) of persons with disabilities and other groups with low mobility has been developed. The [Advisor for Equal Opportunities, Diversity and Inclusion](#) is responsible for monitoring the implementation of legislation to ensure the right to education for people with special needs. Social protection of students with special needs is implemented, including free accommodation in a dormitory (https://kneu.edu.ua/ua/student_life/Campus/news01/25.08/). According to the results of sociological studies at the level of educational programmes, at least 70% of applicants are satisfied with the social infrastructure of the university ([Comprehensive reports](#) on the results of the sociological study "Satisfaction of higher education applicants ___ level of study at KNEU" Educational programme ____ P 1. Overall evaluation of satisfaction with learning)

Inclusion is also realized through the organization of individualized learning using distance learning technologies (Section 3.2.4. of this report). Applicants can receive information support from public student organizations and the Student Union, and the Telegram bot@profkneu_bot is available to applicants around the clock. Taking into account the particularities of martial law, the [Social Adaptation and Psychological Assistance Service](#) provides psychological counseling to students and employees of the University.

In this way, the University ensures equal access to education for all students, regardless of their characteristics, and promotes their academic development and social integration.

The publicity and transparency of admission procedures and information about educational programmes ensures that applicants make a conscious choice of EP and encourages applicants to take responsibility for their studies and career planning. This contributes to the achievement of the goals set out in the [Strategy](#): directly - to train highly qualified personnel (Goal 7), to increase human capital (Goal 1), indirectly, to ensure the competitiveness of the University in the market of educational services - to guarantee high quality of education and educational activities (Goal 3), to a perfect management system (Goals 2, 6), and to the development of international cooperation (Goal 5). The absence of discriminatory aspects in the admission rules turns the admission procedure into an element of the mechanism of social consolidation (Goal 8).

3.2.2. Educational programme development

The University has a regulatory process for the development and implementation of new / amendment / closure of EPs ("[Regulations on Educational Programmes](#)", "[Procedure for the examination of educational programmes](#) for which higher education applicants are trained", "[Regulations on the System of Quality Assurance of Educational Activities and Quality of Higher Education](#)" (p.3), "[Regulations on the Organization of the Educational Process](#)" (p.3.6), which are freely available on the University's website in the section "[Public Information](#)". The dynamics of changes in the number of educational programmes at the University in 2019-2024 is shown in Figure 25.

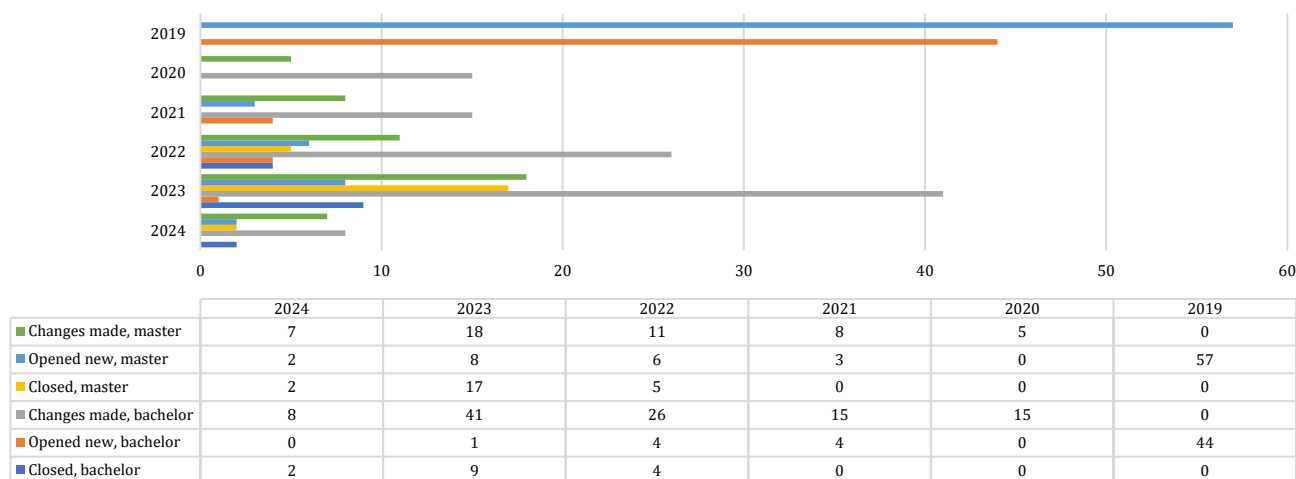


Figure 25 – Dynamics of changes in the number of EPs at the University, 2019-2024

Source: EMDQAA Database

The development of a new EP is preceded by the formation of an initiative group and its comparative analysis of similar EP in domestic and foreign educational institutions. The results are used in the development of the EP. The regulatory documents define the frequency of the EP revision: not more than once a year, but at least once every four years for the programmes of the first (bachelor) level of higher education, and once every two years for the programmes of the second (master) level of higher education. Changes in the EP are preceded by the processing of proposals from stakeholders by the project team and discussion at the level of the department and the academic council of the ESI / Faculty. The PGP-EPG is responsible for initiating the revision and monitoring of the EP on the basis of the ["Regulations on the PGP-EPG"](#). The basis for the revision of the EP may be: the results of monitoring, analytical studies, external evaluation, proposals from stakeholders, etc. (clause 9.2). Mandatory changes in the approved EP occur in case of changes in the current legislation, approval of new Standards of Higher Education, changes in local regulations, introduction of new forms of education in EP, changes in the educational component.

The support for the development and improvement of the EP is provided by the EMDQAA, which operates on the basis of the [Regulations of the EMDQAA](#). An ["Accreditation Coaching"](#) training course is conducted for guarantors and project team members.

The establishment of a balanced structure and scope of higher education, taking into account the needs of individuals, the state, local communities and employers, is defined among the principles of the University's development in the [Development Strategy](#) for 2025-2029. The University systematically consults with internal and external stakeholders to take into account their expectations and needs through a targeted survey, public university-wide and departmental events. The [Strategy](#) provides for continuous monitoring of stakeholders' opinions on the quality of the educational process, in particular by conducting [university-wide](#) and [programme-specific](#) online surveys and by [maintaining communication with graduates and employers](#). [ISR](#) compiles and processes the relevant questionnaires.

To ensure that the educational process and programmes meet the needs of employers, the University analyzes their feedback and suggestions. Meetings with employers take place both at the University level (career event ["Time to Work 2024"](#), business forum ["SCIENCE-BUSINESS EDUCATION: Strategic Partnership"](#)) and at the level of departments and EP ([conferences](#), open [lectures](#), [sociological surveys](#)). The University has set up a [Professional Advisory Committee](#), one of whose tasks is to advise project teams on the requirements of the labour market and the competencies of specialists in certain fields. The most common forms of cooperation with employers within the EP are: examination and review of the content of EP; organization of educational events in the academic disciplines in particular and in the professional fields in general; organization of internships for applicants and training/certification programmes for ATS; participation in certification examination commissions; public discussion of draft documents. Reporting documents on cooperation with employers are published on the pages of the "Portfolio of the EP", tabs "Stakeholder Engagement" / "Meetings with Employers", / "Documents for Discussion", "Results of Surveys of Applicants and Employers" / "Feedback".

(https://kneu.edu.ua/ua/depts4/k_menedzhmentu/km_OP_bak/httpskneu.edu.ua/depts4k_menedzhmentukm_OP_bakka_OP_manbusorgbak/, https://kneu.edu.ua/ua/fm_depts/k_marketynu/kmark_OP_bak/kmark_OP_marketingbak/). At the request of the project teams, the ISR conducts surveys of stakeholders, the results of which are published both on the pages of the EP and on the pages of the [ISR](#).

Students are directly and indirectly involved in the processes of revising EP and improving the quality of their implementation through the representative SSB. Forms of direct involvement of applicants: submission of proposals for draft documents submitted for public discussion, confirmation of the results of the discussions posted on the website; participation in extended departmental meetings; personal communication with the PGP-EPG/or members of the project team EP. Reports on such meetings are published on the pages of the respective EP and are documented in extracts from the minutes of the departmental meetings. According to the results of sociological research at the level of EPs, on average at least 70% of the applicants to a particular educational programme indicate that their opinion was sought to identify shortcomings of the program and that the guarantor devoted sufficient time to communicate with them. ([Comprehensive report](#) on the results of the sociological study "Satisfaction of applicants to higher education 1/2/3 levels of study at KNEU" Educational programme __ P 1. General assessment of learning satisfaction). According to the surveys, on average, at least 65% of the students of the first and 70% of the students of the second level of higher education are satisfied with the quality of education (answers "completely satisfied" and "probably satisfied") and 80% are satisfied with the organization of the educational process ([Comprehensive Report](#) on the Results of the Sociological Survey "Monitoring of the Organization of the Educational Process under the Legal Regime of Martial Law in Ukraine", Table 2). According to the results of sociological surveys at the level of educational programmes, on average, at least 70% of students in a particular educational programme Overall assessment of learning satisfaction). According to the results of sociological research at the level of EPs, on average, at least 70% of applicants for a particular EP agree that the EP meets the requirements of the labor market and gives confidence in future employment; EP has its own market niche and prospects; Practical training in EP provides an opportunity to acquire the competencies necessary for professional activity ([Comprehensive report on the results](#) of sociological research "Level of satisfaction of higher education applicants __ level of study at KNEU" Educational programme __ P 1. General assessment of learning satisfaction).

Applicants can participate in the procedures of internal quality assurance of EPs through SSB, which include the [SAC](#) and the [Student Council of the Campus](#), the [Primary Trade Union Organization of Students and Postgraduates](#). The activities of student self-government are regulated by the [Regulations on Student Self-Government](#) and other documents, which are available through the tab ["Student Life"](#) on the University's home page. Members of the SAC have representation in collegial, representative, working, advisory bodies and other structural subdivisions ([Academic Council of the University](#) /ESI/ Faculties, Scientific and Methodological Council of the University, Conference of the University / ESI / Faculty staff, etc, and also join the procedures for monitoring and improving the content of the EP, the quality of teaching, public discussions of documents, strengthening the practical component of training of higher education students, developing research work of students, conducting surveys of students and heads of academic groups together with the ISR to identify the strengths and weaknesses of the educational process.

The University administration can also initiate the improvement of EP. Usually this is a reaction to changes initiated by the MESU - the introduction of new specialties ([Order](#)), improvement of Standard of higher education in the specialty ([order](#)), which involves the development of a new edition of the EP, as well as recommendations of NAQA experts based on the results of accreditation examination, are summarized and communicated to the academic community of EMDQAA, introduced into the educational process and EP (for example, [clarification of information about the duration of training in EP](#)). For example, in order

to implement the State Anti-Corruption Programme for 2023-2025, all EPs of the first level of higher education were changed in 2024 to ensure competencies in anti-corruption activities ([Order](#)).

The procedure for changing the EP includes a public discussion - targeted mailing to stakeholders and publication on the "Portfolio of the EP" page under the link "Documents for Discussion". Based on the results of the discussion, the final draft of the EP is formed, which is recommended by the departmental meeting and approved by the academic council of the ESI/Faculty. In addition to extracts from the minutes of the meetings of the relevant structural units, the project team prepares a list of changes with their justification.

Thus, the changes are based on the feedback received from various.

Regardless of the reasons for changing the EP, it is reviewed by MDQAA. One of the elements of the EP review is the verification of compliance with the Standard of higher education in the specialty and other regulatory documents of the MESU and NAQA, strategic documents of the university and local regulations.

The [reports of the NAQA](#) expert groups and [expert opinions](#) of the sectoral expert councils confirm that the programmes are developed taking into account the recommendations of stakeholders and meet the Standards of higher education and Quality of Educational Activities.

The development of new and updating of existing educational programmes is completed before the formation of the rules for admission to the University.

3.2.3. Student academic progress and student assessment

The quality of the educational process at the University is monitored by both internal and external stakeholders. One of the manifestations of the quality of the educational process in the EP is the academic performance of the students. During the semester the rhythm of students' work is assessed by analyzing the timeliness of submission of works (individual tasks of independent work, control module works, course and qualification works, reports on the implementation of the practical programme). The requirements for such works and the rules for their preparation are specified in the Work Programmes of academic disciplines and Methodological Materials for their study, Methodological Recommendations for course and qualification works and the implementation of the internship programme. These documents are published on the websites of the respective departments and EP. The results of the analysis of the timeliness and quality of the work are discussed regularly (at least every two months) at the level of departments and ESI/Faculties. [The Information and Computing Center](#) and the [Educational Department](#) monitor the final academic performance of students every semester.

The main organizational and technical tool for controlling the educational process and monitoring academic performance is the Electronic Journal ([Regulation](#) on the Electronic Journal of Current Academic Performance of Higher Education Students), which is a convenient tool for informing all stakeholders (students and their parents, staff, administration, etc.) about the progress and results of the educational process. According to the results of the University Sociological Survey, at least 70% of students agree with the fact that the academic staff submits grades to the Electronic Journal in a timely manner ([Comprehensive Report](#) on the Results of the Sociological Survey "Monitoring the Organization of the Educational Process under the Legal Regime of Martial Law in Ukraine", Table 2).

Another technological tool for ensuring the educational process (including its support and control) is the Moodle educational platform, which hosts courses of academic disciplines available to students in asynchronous mode and contains appropriate tools for monitoring and evaluating current progress.

The advisory support of the applicants in the organization of the educational process and the assessment procedures is provided both by the appointed Curators (academic staff and senior students for freshmen) ([Curators' page](#)) and by the ATS in the respective disciplines. The procedure of continuous and final assessment is described in the Work Programme of the discipline ([Regulations](#)) and Methodological Materials for its study ([Method of recommendation](#)), which are published on the pages of the respective departments, EP, and courses of academic disciplines in the Moodle environment. According to the results of sociological research at the level of EP, at least 60% of applicants agree with the availability and accessibility of Methodological Materials on educational components ([Comprehensive report](#) on the results of sociological research "Satisfaction level of higher education applicants 1/2/3/ levels of study at KNEU" Educational programme __ P 1. General assessment of learning satisfaction).

Learning outcomes are assessed according to universal, transparent and fair procedures and criteria defined in a set of local regulations available to students ([Students](#)). The information is summarized in the [Student Handbook](#).

Evaluation procedures and criteria are communicated to students at the beginning of the semester and remain unchanged until the end of the semester. Standard grading scales (four-point, two-point (pass/fail), 100-point and ECTS) are used for assessment. The evaluation system takes into account the form of education: when evaluating the results of the current educational activities of part-time students, a larger share of individual tasks for independent work is given, while the share of answers in practical classes is smaller than in full-time education. In cases of absence, illness or other extenuating circumstances, students have the right to make up missed classes and submit unfinished assignments within the deadlines established and agreed with the academic staff.

Forms of control over the learning results of students of higher education and criteria of their evaluation, coordinated with the types of educational activities of the respective discipline. This information is provided in the Work Programme of the discipline and Methodological Materials for the study of the discipline, which ensures the validity of the assessment of the progress of higher education students and the establishment of the fact of achievement of learning outcomes.

The existing system of evaluation at the University is based on the general requirements for admission of students to the final control (final control work - test, examination work - exam) ([Regulations](#)), rules for the settlement of academic debts, and repeated study of the discipline. Due to martial law at the University, full-time students must attend 50% of seminars (practical, laboratory) every semester is reviewed and canceled by the [Rector's order](#).

The assessment system supports learning, as each student is assessed in each practical lesson (seminar, laboratory, contact, distance), encouraging students to prepare for and attend all of them. The existing system of assessment of learning outcomes ([Regulations](#)) takes into account the specifics of students' educational needs: availability of individual tasks of the student's choice, proposals for taking into account the results of non-formal and informal education ([Regulations](#)), bonus points for participation in scientific events and scientific publications). According to the results of the sociological survey of the University, at least 80% of

students note that the academic staff provides consultations on the discipline ([Comprehensive report](#) on the results of the sociological survey "Monitoring of the organization of the educational process under the legal regime of martial law in Ukraine", Table 2).

On the basis of the results of the evaluation, every semester at the ESI / faculties, an evaluation of the students' performance is made for the purpose of awarding academic scholarships. In addition, the most talented students may be awarded academic scholarships by the President of Ukraine, academic scholarships named after Vadym Hetman, academic scholarships named after Mykhailo Hrushevsky, and academic scholarships from the Cabinet of Ministers of Ukraine. The decision on granting such scholarships is made by the Academic Council of the University ([the Minutes of the Academic Council of the University dated January 30, 2025, ¹ 5, item 12](#)).

Special attention is paid to the objectivity of the evaluation. Oral and written exams are always evaluated by the ATS committee. The criteria for grading examinations are memorized by the students and they can ask for clarification of their grades. During their studies, students write term papers (projects), practical reports, which are evaluated by the ATS of the respective department; qualification papers, which are evaluated by external experts (second level of higher education), and the public defense of which is evaluated by a commission that includes a representative of employers. The evaluation of theses and qualification works is determined by the criteria for the evaluation of the work and the defense process, which are described in the corresponding Methodological Recommendations, which are published on the pages of the EP and the departments.

The objectivity of the evaluation is also ensured by the existence of an appeal system - the student's right to appeal the grade assigned to him/her. Information on the procedure of evaluation and appeal of evaluation results is provided to the applicants for the ATS at the beginning of each discipline, by the guarantor during the course of study, as well as during the relevant trainings. This information is also available in the Work Programme of the discipline and in the Methodological Materials for its study. In order to prevent conflicts regarding the current/final assessment, students are informed about the appeal procedure and their right to seek appropriate advice/complaints from the guarantor of the EP, the Dean's Office staff, the [Ombudsman for Human Students](#), the [Anti-Corruption Commissioner](#) and the [Ethics Commission](#).

According to the results of sociological research at the level of EP, at least 80% of the applicants agree that the distribution of points between the current and the final examination is optimal and the grading scale during the examination is justified; academic staff objectively assess the learning results, interest and motivation of the students to study the subject; academic staff at the beginning of the semester familiarize the applicants with the procedures for passing the control measures, the procedure for appealing the results of control measures; applicants for higher education always have the opportunity to familiarize themselves with the results of control measures. ([Comprehensive report](#) on the results of the sociological survey "Level of satisfaction of higher education students ___ with their studies at KNEU" Educational programme ___ P 1. General assessment of learning satisfaction).

Local regulations give students the right to have [the results of previous studies recognized; results obtained in non-formal and informal education](#), in the [framework of academic mobility programmes](#). Subject to certain procedures, these results can be taken into account in the student's semester load. Students have access to counselling on the recognition of prior learning provided by the staff of the relevant structural units (Dean's Office, EMDQAA, DIAM-KNEU), ATS or the PGP-EPG. Recognition can be either full - enrolment in the entire educational component, or partial - a separate content module of the discipline. The reasons for non-recognition are usually related to the fact that the material learned during previous education or work experience does not correspond to the learning outcomes of a particular educational component. According to the results of sociological studies at the level of educational programmes, at least 70% of students agree that the recognition of learning outcomes obtained in other educational institutions is based on clear and understandable rules that are accessible to all. ([Comprehensive report](#) on the results of the sociological survey "Satisfaction level of higher education applicants ___ with the level of education at KNEU" Educational Programme ___ P 1. Overall evaluation of satisfaction with learning. Table 1.3). According to the results of the sociological survey of higher education institutions, at least 50% of applicants note that ATS offer courses of publicly available educational platforms for independent study of disciplines ([Comprehensive report](#) on the results of the sociological survey "Monitoring the organization of the educational process under the legal regime of martial law in Ukraine", Table 2).

3.2.4. Support processes for learning

In order to create an educational environment that creates conditions for full learning and active social life, as well as timely and successful completion of studies, the university has a system of support processes. In addition to educational counseling, the University provides career and psychological counseling, creating conditions for the full development of the applicant's personality. Educational counseling is provided by deans, guarantors of EP and curators. Career counseling is provided by the [EAD "Perspectyva"](#), and psychological counseling is provided by the [Service of Social Adaptation and Psychological Assistance](#). Support and clarification on other issues can also be obtained from the [Ombudsman's Office](#), the [Equal Opportunities, Diversity and Inclusion Advisor](#) and the [Anti-Corruption Officer](#). For clarification of student rights and responsibilities, you may also contact the [Student Government Association](#), [the Student Academic Council](#), or the Student Union. The responsibilities of these institutions are described on their official websites and in the [Student Handbook](#).

Personal intellectual development is ensured by granting the applicant the right to create an individual educational trajectory, the possibility to take into account the results of scientific activity and the results obtained in informal and non-formal education. The individual educational path is completed by the applicant on the basis of the [Catalogue](#) of Elective Disciplines. The procedure for the formation of an individual study plan is regulated ([Procedure, Regulations](#)), the Catalogue and the notes on the elective courses are public and are communicated to the applicants through the publication of the relevant information on the pages of the ESI / Faculties, EP, the web page "[Students](#)" and the [EMDQAA](#). When formulating proposals for the catalog, the PGP-EPG holds meetings with internal and external stakeholders. According to the results of [Sociological surveys](#), more than 70% of the interviewed applicants agree that they have enough time to create an individual educational path, the choice of disciplines in the Catalog is sufficient and corresponds to their interests.

Candidates also have the right to determine the results obtained in non-formal and informal education and participation in scientific events within the disciplines. According to the [Regulations](#) on the Procedure for Recognition of Learning Outcomes" (section 3.4), students have the right to recognize learning outcomes obtained in non-formal and/or informal education.

Recognition of learning outcomes is regulated by the "[Regulations on the Procedure for Recognition of Learning Outcomes Obtained by Applicants in Non-formal and Informal Education](#)". Recognition of learning outcomes obtained in non-formal education applies only to mandatory educational components. Participation in conferences, round tables, research competitions, etc. provides the possibility of additional (bonus) points. Students are supported in their research work by the [Scientific Society of Students, Postgraduates, Doctoral Students and Young Scientists](#).

The University offers students the opportunity to participate in academic activities actively. The Economist Sports Complex offers additional classes in various fields and [sports competitions](#). The Department of Physical Education has developed [video lessons on wellness and fitness](#). Intellectual and meaningful leisure is facilitated by the [Center for Culture and the Arts](#), which hosts artistic and creative studios, clubs, and groups in various cultural and artistic fields, and annual festivals of creativity in which students of all years participate: "Autumn Fairy Tale", "Student BOOM (University Youth Benefit)". Students can develop their personal organizational and managerial skills by participating in the work of [student self-government bodies](#) and the [Student Union](#). According to the results of sociological surveys, more than 70% of applicants are satisfied with the university's offers for organizing free time activities.

Mental health support is provided by the [Service of Social Adaptation and Psychological Assistance](#), which provides psychological assistance, among other services. Social support, as well as advisory and methodological management of academic groups, is provided by [Curators](#).

In order to provide effective information to students, the University has developed a personal student account, which contains information on the organization and implementation of the educational process, access to the Moodle environment and the Electronic Journal, schedules, and surveys. Students can also receive information about extracurricular activities through the University's website (news), Telegram channel, and Instagram.

The success and professional development of students are key tasks of the university, which is defined in its strategy. The University has created an infrastructure for professional development: [Business Clinic](#), [IDEAFEST](#) business idea competition and [StartUp School KNEU](#), [Legal Clinic](#), internships and cooperation with employers.

In order to make it possible to combine study and practical activities, the University implements EP in part-time, distance and dual forms of education. An obligatory part of all EP is practical training, the minimum duration of which is determined by the Standard of Higher Education.

The development of professional competencies and soft skills is facilitated by projects aimed at involving employers in the organization and implementation of the educational process, using their practical skills and scientific potential to form relevant professional competencies of applicants. Systematic cooperation has been established with CFA Society Ukraine, CFA Institute, NSSMC, NBU, UAIB, PwC, Ministry of Digital Transformation, Deloitte, E&Y, KPMG, Ministry of Economic Development, British Council, Kyiv School of Diplomatic Arts, Ministry of Foreign Affairs, Chamber of Commerce and Industry, Ministry of Finance, National Bank, etc. Information on the form of cooperation and events held within the framework of EP is published on the pages of the respective educational programmes in the tab "Cooperation with Stakeholders". The University has an [EAD"Perspectyva"](#), which has created a database of partner companies. Every semester, job fairs are held with the participation of leading domestic and foreign employers. Information about vacancies is posted on the University's website with the direct participation of the [EAD"Perspectyva"](#). Effective forms of partnership between the University and business are implemented on the platform of the business forum "Science-Business-Education: Strategic Partnership."

The University has created the necessary regulatory and organizational conditions to support international student mobility. Internationalization is ensured through continuous cooperation with other universities (Appendix 5), dissemination of information about academic mobility opportunities through the [DIAM-KNEU](#), and provision of advisory and support services for organizing mobility (Figure 26). The University has adopted a strategic ([Internationalization Strategy](#)) and other local regulations on international mobility and the recognition of its results, which are available on the tab "International Relations and Projects" on the University's home page.

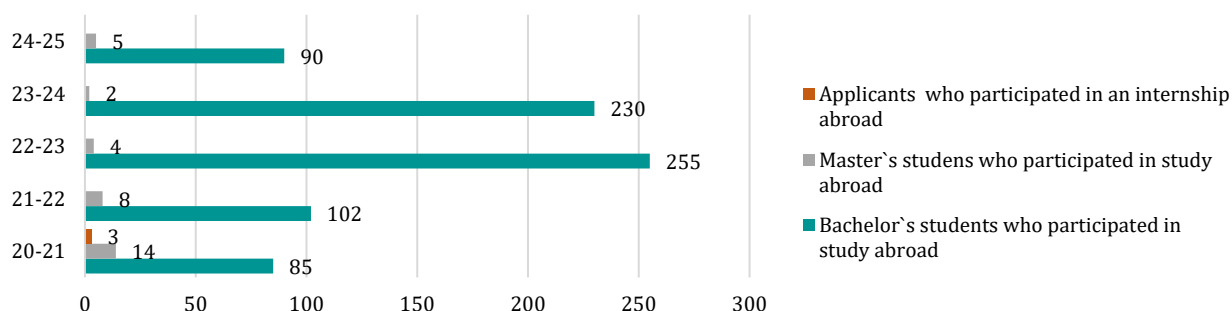


Figure 26 – Dynamics of the number of students studying abroad (including education abroad (including training)) as of 07.01.2025

Source: DIAM-KNEU -KNEU Database

Modern technical and pedagogical resources are used to organize educational activities. The University pays attention to the development of digital education, which is realized through

- use of modern technologies in the organization of educational activities:
- distance learning technologies for the organization of the educational process (distance, mixed) in all forms of education under special circumstances (quarantine restrictions, martial law)
- E-learning technologies to support the educational process for students in all forms of education (under normal conditions).
- development of digital skills of participants in the educational process:
- training courses in digital technologies for academic staff and other university employees;
- disciplines of the computer science cycle for students of all educational programmes.

Since 2013, the University has been using the learning management system [Moodle](#) for the implementation of distance education. The use of Moodle is regulated:

- [Regulation](#) on Distance Education;
- [Regulation](#) on Distance Education and its Certification;
- [Regulation](#) on the Institute of Distance Education.

As of 01.12.2024, the Moodle platform contains more than 5,200 distance courses of various types with almost 16,000 users (Figure 27). The system of distance courses has a hierarchical structure (ESI /Faculty → Department → type of distance courses → distance courses). The list of distance learning courses and their content is constantly updated and supplemented. The Moodle platform is accessed through the teacher/student's personal account on the University's website.

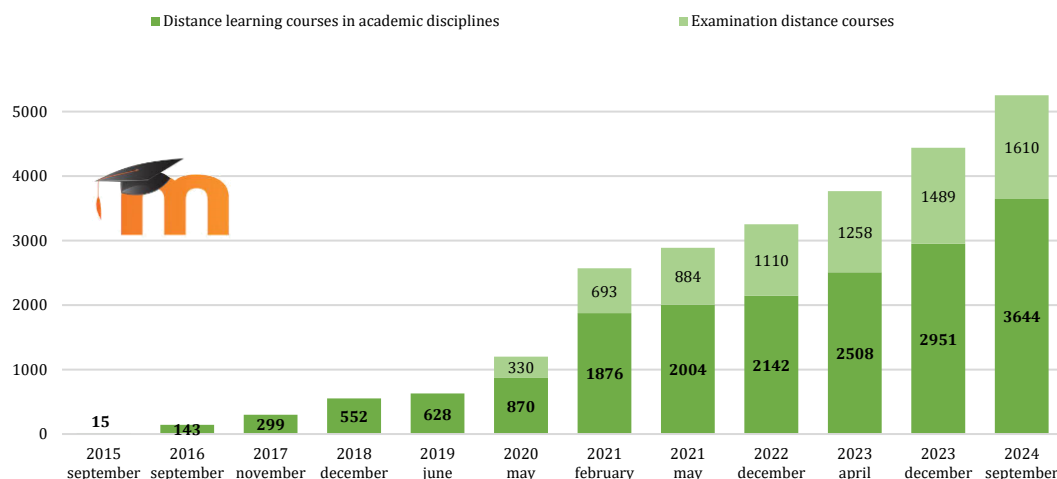


Figure 27 – Dynamics of the number of distance learning courses on the Moodle platform

Source: IDE Database

The general administration of the University's e-learning resources hosted in the Moodle learning management system is carried out by a special structural unit - [IDE](#).

In order to find ways to improve the quality of distance education and to solve the existing problems in the current model of organizing the educational process in the form of distance education, the staff of the IDE and the research and ATS of the University have been actively participating in the implementation of the project 101083143 - DEFEP "[Distance Education for Future: EU best practices in response to the demands of modern higher education seekers and the labor market](#)" of the Erasmus + programme in the direction of ERASMUS-EDU-2022-CBHE-STRAND-2 - Capacity Building in the field of Higher Education: Strand 2 - Partnerships for Higher Education Transformation. One of the results of the grant project is to improve the model of the orientation of the educational process to distance learning and to introduce two types of distance learning: synchronous and asynchronous. With the support of the Ministry of Education and Science of Ukraine, under the legal regime of martial law, the Institute of Distance Education and the Information and Computing Center staff provide free access to digital platform resources for university teachers and students (Figure 28).

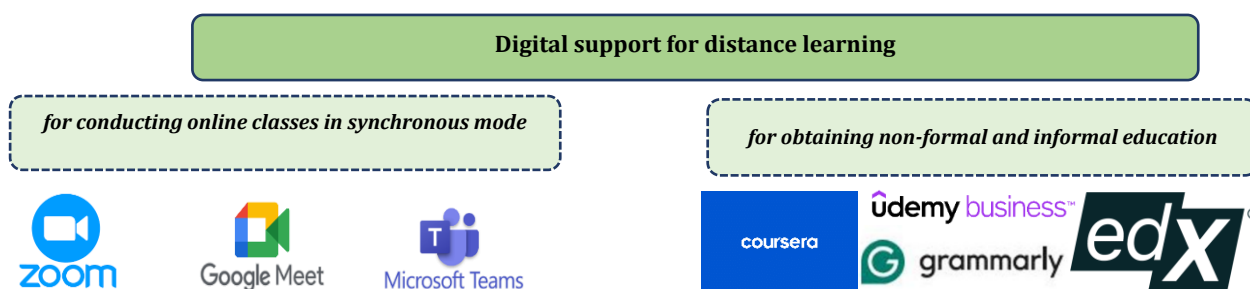


Figure 28 – Digital support for distance learning

Source: IDE Database

Considerable attention is paid to the systematic development of digital skills of the University's academic staff. From 2013 to 2024, more than 800 academic staff members will improve their skills solely on the basis of the university training courses "[Distance Technologies in the Educational Space of the University](#)" (currently 6 ECTS credits) (Figure 29).

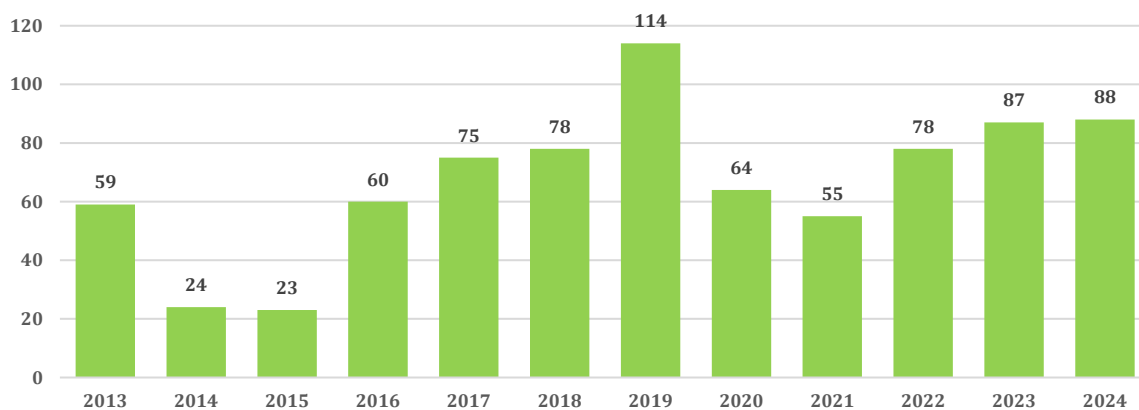


Figure 29 – Number of teachers who have successfully completed professional development courses

Source: IDE Database

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- The university has a comprehensive system of local regulations governing various aspects of the educational process.
- Polymorphism of forms of cooperation with stakeholders: from participation in the stage of development of the educational programme and its further improvement, to implementation of the educational process, certification of candidates and their employment. Mechanisms have been developed to involve stakeholders in cooperation and to take into account their opinions in the organization of the educational process, both in specific educational programmes and in the University as a whole.
- The introductory briefing for new students (curators, communication with project groups) is well organized.
- Systematic use of digital technologies to organize the educational process, including its individualization.
- A significant number of academic disciplines with electronic support, which improves the quality and flexibility of learning.
- Accessibility of documents on admission rules and content of educational programmes, conducting explanatory activities.

Areas for Improvement and Planned Development Activities:

- Formation of a single strategic document with an assessment of labor market trends in relation to the University's educational programmes, and generalization of the results of sociological research.
- Expanding the areas of implementation of digital technologies in the educational process and supporting processes (professional development, academic mobility) to increase flexibility and quality of education.
- Further development of the feedback system to receive equal feedback from different stakeholders and to encourage students to self-reflect (development of learning and self-organization skills, responsibility for their learning).
- Further development of the alumni engagement strategy, improve the data quality in the alumni database and update the alumni survey questions.

3.3. RESEARCH, DEVELOPMENT, AND/OR OTHER SCIENTIFIC ACTIVITIES (RDC)

3.3.1. University Goals for R&D and Measures for Their Implementation

Scientific research is an integral component of the activities of Kyiv National Economic University named after Vadym Hetman. It not only strengthens the university's competitive position in the domestic scientific and educational services market but also enhances its international reputation and prestige. Additionally, it facilitates the diversification of funding sources, primarily through the development of various forms of collaboration with the entrepreneurial sector, as well as participation in international programmes and grant projects. Over its more than a century-long history, the University has accumulated rich academic experience and built a strong intellectual, human, and scientific-methodological resource base, ensuring its effective role as a leading research and educational institution in Ukraine.

The modern scientific activity of the University focuses on conducting fundamental and applied cutting-edge economic research, integrating scientific results into the educational process, and promoting science among young people. Implementing these scientific and innovative activities aligns with the University Development Strategy for 2025–2029. Thus, the activation of interdisciplinary research based on the principles of open science, the generation and commercialization of new knowledge aimed at addressing pressing societal issues, and the post-war economic recovery of Ukraine are the primary objectives of the University's research activities.

The University has an effectively functioning innovation system encompassing the full research cycle, from fundamental and applied studies to creating and commercializing innovative developments.

The priority strategic goals for the University's scientific development include enhancing the efficiency of the University's research ecosystem by leveraging the experience of the European Research Area, applying the principles of open science promoted by UNESCO and the European University Association, aligning university scientific journals and monographs with international standards, and integrating them into global academic databases such as Scopus and/or WoS.

Achieving the University's strategic goals for the internationalization of research, maintaining national scientific leadership, and promoting the achievements of its scientific schools requires attracting new sources of research funding from EU funds, utilizing grant opportunities, fostering partnerships with international foundations operating in Ukraine, supporting academic mobility for researchers, and strengthening collaboration with partner countries and international scientific alliances (such as the Global Federation of Competitiveness Councils and the European University Alliance for Social Sciences "CIVICA").

The realization of strategic goals for improving the quality of research training (Ph.D. and Doctor of Science programmes) necessitates adopting the principles of the Council for Doctoral Education of the European University Association and leveraging the benefits of membership in the European Doctoral Programmes Association in Management and Business Administration (EDAMBA), including participation in summer research academies, Ph.D. supervisor forums, dissertation competitions, and annual conferences. This strategic direction involves close collaboration between the University and employers to enhance the quality of Ph.D. programmes and develop practical research competencies. It also includes support and stimulation of research projects involving doctoral students and young researchers, as well as the creation of infrastructure for student research development through a comprehensive approach to motivating and engaging talented students in departmental and/or university-wide research projects, scientific conferences, academic competitions, and student, doctoral, and young researcher contests.

The strategic objectives of establishing corporate institutions for academic entrepreneurship, intellectual property rights, academic integrity, knowledge commercialization, and knowledge transfer include intensifying the activities of the University's Science Park to accumulate and commercialize scientific ideas, inventions, and innovations of the University's faculty. This also involves systematically integrating the Science Park into national and international research and consulting networks; developing the KNEU Startup School, the University Entrepreneurship Center, the University Business Clinic, and the Digital Accelerator "Innovative Ukraine"; creating engineering schools; and deepening cooperation with national and international organizations and venture capital funds.

The achievement of the University's reputational goals is supported by developing an image policy based on its long-standing traditions, experience, and collective achievements, incorporating best global practices in this domain. The aim is to enhance the University's significance in the Ukrainian and global information space and position it as one of the leading innovation and intellectual centers for research activities in Ukraine.

3.3.2. An Effective R&D Support System

A strategic priority of Kyiv National Economic University, named after Vadym Hetman (KNEU), is its positioning as a leading national research center through the development of a network of research institutes, schools, and laboratories, as well as integration into the global research space and innovation networks. The university's research achievements have secured high rankings in the SCImago Institutions Rankings. In 2023, KNEU ranked 1st among economic and humanities universities in the research performance sub-ranking, 5th among all research and educational institutions in Ukraine, and 42nd among Eastern European universities.

Scientific and Educational Schools. KNEU has 20 scientific and educational schools that conduct a diverse range of research, including projects funded by the Ministry of Education and Science of Ukraine, externally commissioned research, and independent faculty-initiated studies. These efforts yield cutting-edge scientific results actively applied in socio-economic practice. The university's scientific schools serve multiple roles: generating new knowledge, disseminating innovative ideas in society, and training young scholars and talented students.

Research Institutes. KNEU is home to **14 research institutes**, which are key in coordinating the university's scientific activities, defining research priorities, and implementing international research projects and grant programmes. These include:

- Institute of Economic Development
- Institute of Higher Education
- Institute of Global Economic Policy
- Institute of Innovative Entrepreneurship

- Institute of Social and Labor Relations
- Institute of Management Consulting
- Institute of Credit Relations
- Institute of Marketing
- Institute of Accounting
- Institute for Financial Business Development
- Institute for Economics Modeling and Information Technologies
- Institute for Contemporary China Studies, named after Boris Kurtz
- Institute of Sociological Research
- Institute of Information Systems in Economics



Research and Educational Laboratories. KNEU has established five research and educational laboratories, serving as a bridge between theory and practice, where students and researchers collaborate on solving real-world challenges and developing innovative solutions. [Laboratory of Information Control Systems and Technologies](#) and [Artificial Intelligence Systems Laboratory](#) (Department of Information Systems in Economics): These laboratories focus on information systems, automated management, cloud technologies, and the Internet of Things (IoT). They integrate science and education by involving students in research and developing modern educational materials. [Cybersecurity Testing Ground and Systems Analysis and Decision-Making Laboratory](#) (Department of Systems Analysis and Cybersecurity): These laboratories specialize in cybersecurity research, including threat detection, analysis, and response. They also conduct innovative studies on decision-making optimization in complex systems, research emerging cyber threats, and develop preventive solutions using Cisco Academy resources. Additionally, they foster collaboration with businesses and the IT industry, creating a platform for partnerships in cybersecurity and data analysis and executing joint projects for the real economy sector. [Shared Research Equipment Center: Laboratory for Innovative Technologies in Agribusiness](#) (Department of Business Economics and Entrepreneurship): This laboratory serves as a hub for scientific and technological leadership, training specialists capable of advancing global science and implementing cutting-edge digital, bioeconomic, and other innovative solutions. Its mission is to improve quality, efficiency, and sustainability in agribusiness and trade, considering the physicochemical properties of products and soils affected by war or technological factors.



KNEU Science Park. LLC "Science Park of Kyiv National Economic University" was founded in 2012 to maximize the scientific and educational potential and material-technical resources of the university. It facilitates complex interdisciplinary research, educational, and consulting projects. The mission of the Science Park is to integrate intellectual resources into national economic development, enhancing Ukraine's global competitiveness and promoting the sustainable development of society and the state.



Startup School KNEU is Ukraine's first humanities-focused startup school, significantly enhancing the economic literacy of startup founders and reducing the risks of unsuccessful startup projects. Its activities are aimed at strengthening the innovation entrepreneurship ecosystem in Ukraine by integrating science, academic education, and the practical experience of entrepreneurs to train highly qualified business professionals. Special emphasis is placed on fostering collaboration between youth initiatives and businesses.



Digital Innovation HUB. [Win-Win EDIH](#) is a digital transformation hub that provides high-value services for testing, training, networking, and funding support for SMEs, startups, and the public sector in Ukraine. The Win-Win EDIH service package includes:

- Pre-investment testing: Access to cutting-edge technologies and solutions, allowing businesses to validate ideas before implementation.
- Digital skills development: Training sessions, workshops, and short educational programmes for entrepreneurs, government officials, and educators.
- Funding consultancy: Assistance in identifying grant programmes and preparing for investment attraction.
- Networking opportunities: Facilitating collaborations with Ukrainian and European partners within the innovation ecosystem.



challenges.

The Council of Young Scientists and the Scientific Society of Students, Postgraduates, Doctoral Students, and Young Scientists play an active role in KNEU's academic self-governance system. They work to create an environment that fosters the scientific and creative potential of students and faculty at Vadym Hetman Kyiv National Economic University. In the challenging conditions of martial law, the Council and the Scientific Society focus on expanding KNEU's domestic and international cooperation, ensuring continuous scientific and innovation-driven development despite external



Scientific Library named after M. V. Dovnar-Zapolskiy. The university library provides essential research support, access to global scientometric databases (Scopus, Web of Science), and document management services. Amid the ongoing war, it has adapted to support the university's research and education activities through digital communication tools and European higher education standards. The library provides a documentary and informational foundation along with comprehensive expert support for students, faculty, and researchers of the University throughout the entire educational process and at every stage of scientific research. It facilitates effective searching, collecting, analyzing, and processing of research data, the preparation of research results, and the storage, exchange, and dissemination of scientific findings, including access to international scientometric databases (ISDB) (Table 23, Table 24). [The library's collection](#) is universal in content, comprising books and

periodicals in Ukrainian and foreign languages, totaling approximately 1 million copies in both traditional and electronic formats, along with digital resources such as the KNEU **Institutional Repository and the Electronic Library**. Amid Russia's full-scale military invasion of Ukraine, the Library quickly adapted to the University's organizational changes, leveraging global communication tools to support educational and scientific activities with relevant information. It continuously improved and adapted its information and library services and products to meet the needs of researchers and higher education seekers. The library's activities focused on implementing European norms and standards in higher education, enhancing the quality of educational services, and advancing the level of scientific research.

Table 23 – Statistics on the Use of the Scopus ISDB

Database	Indicator	2020	2021	2022	2023	2024
Scopus Platform	Sessions	5266	9328	8797	7087	8836
Scopus Book	Queries	3011	5546	2451	16524	12717
	Views	148	4135	2114	5387	1150
Scopus Journal	Queries	29800	54022	33505	116572	48848
	Views	3397	36149	26428	36948	127536
Scopus Other	Queries	3423	8331	9305	23445	9743
	Views	2587	6208	8709	12045	25802
Scopus Unspecified	Queries	13	25	61	727	33
	Views	1	12	42	577	76

Table 24 – Statistics on the Use of the Web of Science ISDB

Database	Indicator	2020	2021	2022	2023	2024
Web of Science Portal	Sessions	528	710	451	4083	2664
All Databases	Subsessions	–	679	428	–	–
	Queries	71	10	0	–	–
	Views	4	14	0	–	–
	Subsessions	–	467	167	–	–
Web of Science Core Collection	Queries	2775	3462	10	1716	2463
	Views	1414	2059	2	1374	3554
	Subsessions	–	0	0	–	–
Derwent Innovations Index	Queries	4	0	0	–	–
	Views	2	0	0	–	–
	Subsessions	–	0	0	–	–

Intellectual Property Protection Sector in Information Activities ensures that the university acquires property rights over intellectual property objects created as a result of its scientific and research activities and facilitates their commercialization. The sector provides information and analytical support for the university's efforts in creating, protecting, and safeguarding intellectual property rights and technology transfer. Additionally, it defends the university's rights and legitimate interests in administrative proceedings. Since its establishment, the sector has secured over 600 intellectual property protection documents for scientific and technological research results (Table 25).

Table 25 – Protection of Intellectual Property Rights for Research Results

Indicators	2020	2021	2022	2023	2024
Applications for protective documents submitted, total units, including:	45	56	58	115	88
– In Ukraine, including:	45	56	58	115	88
– <i>Patents for inventions</i>	0	0	0	0	0
– abroad, including:	0	0	0	0	0
– <i>Patents for inventions</i>	0	0	0	0	0
Protective documents obtained, total units, including:	45	56	58	115	88
– In Ukraine, including:	45	56	58	115	88
– <i>Patents for inventions</i>	0	0	0	0	0
– Abroad, including:	0	0	0	0	0
– <i>Patents for inventions</i>	0	0	0	0	0

Scientific Periodicals. The university publishes nine scientific periodicals (**KNEU Scientific Periodicals**), including Seven professional category B journals, such as: “Scholarly Notes”, “Economics and Entrepreneurship”, “Strategy of the Economic Development of Ukraine”, “Social and Labor Relations”, “International Economic Policy”, “Modeling and Information Systems in Economy”, “Kyiv Journal of Law”, “Neuro-Fuzzy Technologies for Economic Modeling” (*indexed in Scopus*) and “University Education”, an international scientific-practical journal. KNEU's Science Park, in collaboration with the Information and Computing Center (IOC) and the Department of Informatics and Systemology, has developed an online platform for the university's scientific periodicals (**KNEU Prints**). The platform aims to provide full-text electronic versions of all periodicals and monographs, ensuring DOI registration and indexing in databases like Scopus, Web of Science, and others. Additionally, eight of KNEU's periodicals are indexed in international scientometric databases, increasing citation rates and enhancing the global recognition of the university's researchers. In the Transparent Ranking, KNEU ranks 1st among economic universities and 4th among all higher education institutions in Ukraine for Google Scholar citations. The university is also recognized as a "Leader in Scientific Potential" in the Ukrainian National H-index Ranking.

3.3.3. University Participation in Research Networks

KNEU is a member of several international organizations, including:



European University Association (EUA) – fostering cooperation and joint research projects.



EUA Council for Doctoral Education (EUA-CDE) – the largest European community for doctoral training.



European Doctoral Association in Management and Business Administration (EDAMBA) – advancing doctoral education in management.



Global Federation of Competitiveness Councils (GFCC), Magna Charta Universitatum, and others.



European Universities Alliance, promoting cross-border cooperation in education, research, and innovation. The Alliance of European Universities focuses on strengthening cooperation in education, research, and innovation. Its goal is to establish a European university model based on high-quality teaching, international mobility, and innovative solutions to societal challenges.

KNEU actively participates in numerous research networks, including:

- **Global Innovative Network for the Economic Renaissance of Ukraine** aimed to substantiate strategic priorities for Ukraine's recovery and innovative development. A significant outcome of this collaboration was the development of strategic documents for both university and national progress, including the Doctrine 2030 and **the Digital Transformation Roadmap**.

- **Global Digital Economy Research Network** – dedicated to studying the impact of the digital economy and digital competencies on sustainable development, inclusive growth, and global competitiveness of individuals, businesses, regions, and nations. The network also promotes interdisciplinary joint research on the effects of information and communication technologies on socio-economic development and monitors research outcomes.



YEP Incubators and Accelerators Network – implementing incubation and acceleration programmes, providing mentorship, and granting funding to early-stage startups. Through this partnership, KNEU has introduced a certified course, "Innovative Entrepreneurship and Startup Project Management", integrated into various academic programmes. Students participate in startup competitions and pitch events, receiving mentorship from leading Ukrainian and international experts, while winners gain access to incubation programmes.



KPMG Laboratory – in collaboration with KPMG Ukraine, KNEU established Ukraine's first "KPMG Lab", an innovative educational hub for students, postgraduates, and young professionals. The lab bridges theoretical knowledge with KPMG's research resources and practical skills, enhancing students' career readiness. Participants in specific projects gain insights into economic sector careers, and the best graduates receive job offers at KPMG Ukraine.



Technology and Innovation Support Centre (TISC) – part of the international TISC network, developed in cooperation with the World Intellectual Property Organization (WIPO). This initiative provides students and researchers with access to WIPO's patent research databases, significantly expanding their research opportunities.



"Information Support for EU Youth Networks in Ukraine" Project – implemented by the Delegation of the European Union to Ukraine, this project expanded the university's student network, fostered new ideas, and helped students find partners for business initiatives. As part of this initiative, KNEU also joined the **EU Network Communication and Interaction Platform**.



Businet – an international network of higher education institutions that share a common vision of internationalization, exchange best practices, collaborate across various fields, and participate in joint projects.

KNEU is the only higher education institution and the sole representative of Ukraine in the Global Federation of Competitiveness Councils (GFCC). This collaboration has led to several significant initiatives, including The launch of the Master's Programme in International Competitiveness Management, developed in partnership with Professor G. Gardener from the State University of New York Business School; Participation in 11 online discussions within the *Frame the Future Conversation Series*; Engagement in an international panel discussing the role of universities in the "new normal"; Contribution to a special GFCC session on the impact of the war in Ukraine on society and business, as well as strategies and priorities for economic recovery; Development of scientific and analytical materials on the war in Ukraine and the resulting polycrisis, which were incorporated into GFCC's global initiatives for addressing major crises.

Additionally, KNEU is a member of The Regional Studies Association (RSA) and The Jean Monnet Professors Association.

Membership in these organizations enables KNEU's faculty, students, doctoral candidates, and researchers to participate in international conferences, publish research in global journals, contribute to dissertation development, write monographs, and enhance the overall quality of.

3.3.4. Competitive scientific and applied results of the University

In the difficult conditions of unprecedented external aggression, KNEU scientists continued to carry out their research in the context of topical issues of economic science and practice. Consistent and diversified research and innovation activities of the University are aimed at performing research works based on the results of the competitive selection of projects of the Ministry of Education and Science of Ukraine, works commissioned by third-party organizations, as well as initiative research works performed by academic staff within the departmental topics. The joint work results in obtaining competitive scientific and scientific-applied results that are actively used in domestic social and economic practice.

The significant scientific potential of the Kyiv National Economic University named after Vadym Hetman is represented by young scientists who are actively involved in the research activities of the University: publishing monographs and academic articles

(including in publications indexed in the international scientometric databases Scopus and Web of Science Core Collection), participation in international research networks, grant projects and internships. Young scientists at KNEU make a significant contribution to the university's high ranking. During 2019-2023, the dynamics of the number of young scientists at the University fluctuated: 2020 - 292 people, 2021 - 296 people, 2022 - 343 people, 2023 - 321 people. 2024 - 344 people. Despite the difficult situation with martial law in Ukraine, the publication activity of the University's teaching staff remains at a fairly high level (Table 26).

Table 26 – Publication activity of the University's research and teaching staff for 2020-2024

Indicators	2020	2021	2022	2023	2024
Monographs published	105	99	70	80	61
- Total number of monographs in Ukraine	67	60	39	39	34
- Total number of monographs published abroad	38	39	31	41	27
Number of publications (articles)	1027	1046	872	1115	1293
- Total units published in Ukraine	769	735	663	904	943
- Total units published abroad	258	311	209	211	350
Number of publications published in journals that are indexed in the Scopus scientometric database	89	137	81	144	157
Number of publications published in journals that are indexed in the Web of Science scientometric database	62	116	58	63	65
Number of citations in publications indexed by the scientometric database Scopus	674	1182	1887	2882	4417
Number of citations in publications indexed by the scientometric database Web of Science	212	495	999	1357	1526
Integral h - index of a higher education or research institution					
Google Scholar	94	100	103	209	215
Scopus	11	16	19	24	26
Web of Science	6	10	17	18	20

In 2024, the University's teaching staff managed to maintain the number of publications in the international scientometric databases Scopus and Web of Science at the appropriate level. The development of this area of publication activity by the University's teachers is considered one of the key tools for innovating scientific research with their focus on a steady increase in the frequency of citations and the introduction of scientometric indicators to assess their own scientific productivity. Publications in international scientometric databases ensure the international popularisation of scientific research by the University's teachers, their transformation into active subjects of global knowledge sharing and the promotion of the University in international and national rankings.

In 2020-2024, the University performed an average of 15 research projects per year (Table 27), including

- 6 applied research works under the competitive selection of the Ministry of Education and Science of Ukraine, with a total funding of UAH 20,967.319 thousand over five years
- 9 research works on a contractual basis commissioned by non-state economic entities for UAH 1,732,914 thousand over five years.

Table 27 – Number and amount of funding for research works of the University for 2020-2024

Indicators	2020		2021		2022		2023		2024	
	units	th. UAH	units	th. UAH	units	th. UAH	units	th. UAH	units	th. UAH
Applied	6	3357,5	8	4830,617	7	3996,650	6	4 615,172	5	4167, 380
Self-financing	15	279,0	13	1101,614	4	20,5	5	146,8	8	185,0
Total	21	3636,5	21	5932,231	11	3996,670	11	4761,972	13	4352,380

The research topics of the academic staff and degree candidates were largely focused on the problems of ensuring security, restoring the Ukrainian economy, digitalization of production and the labor market, social development in the post-war period, social, technological, and financial innovations, introduction of flexible forms of employment, crisis management, etc. The increase and active promotion of the scientific achievements of the University's scientists in social industrial and public administration practice, both at the level of individual regions and in cooperation with state, public, and business institutions, remained unchanged.

The results of scientific research and new scientific knowledge obtained by the University's scientists in the implementation of fundamental and applied research works based on the results of the competitive selection of projects of the Ministry of Education and Science of Ukraine, research commissioned by third-party organizations, as well as initiative research carried out by research and teaching staff within the departmental topics, have been widely used in the training of bachelor's, master's and PhD students, in increasing the scientific component in teaching methods, in the comprehensive development of research methodology, systematic implementation of innovative scientific approaches in the educational process and training of professionals. In 2023, following the results of the «Young Scientist of the Year» competition held under the auspices of the Council of Young Scientists at the Ministry of Education and Science of Ukraine, Professor of the Department of Business Economics and Entrepreneurship

T. Skoda won the competition in the nomination «Scientific Project» for leading the project of young scientists, «Realising the potential of young scientists in the integration of science, education, business» (2020-2022) (state registration number 0120U102126), and Associate Professor of the Department of Business Economics and Entrepreneurship M. Teplyuk. A. became a

laureate in the nomination «Entrepreneurship, Trade, and Exchange Activities» as the responsible executor of the research project 0122U000962 «Development of academic entrepreneurship and business acceleration in the COVID-dependent socio-economic space». Based on the results of a competitive selection, Borys Fomenko, a postgraduate student of the Department of Business Economics and Entrepreneurship, received an academic scholarship from the President of Ukraine for the academic year 2024/2025.

In 2024, the Science Park of Kyiv National Economic University concluded 7 new commercial agreements for a total of UAH 2158 thousand, in particular with: the German company SKIY31 GmbH for the development of an intelligent system for analyzing video images and detecting defects in metal structures of metallurgical plants; the International Charitable Organisation «Eastern Europe Foundation» for the development of tools for determining the value of customs cleared cars and analyzing tax revenues, as well as the development of a toolkit «calculator for determining customs payments for cleared cars».

In addition, KNEU Science Park, as part of a consortium with organizations from Sweden, Latvia, and Armenia, received a research grant under the SI Baltic Sea Neighbourhood Programme for 2024-2025 to conduct research and information literacy training on the use of models and algorithms of machine and deep learning, artificial intelligence to detect disinformation in text and media data.

The result of the work carried out by the University Science Park is that it has been awarded for five consecutive years by the National Rating Programme for Awarding Leaders of the Ukrainian Economy in the «Financial Indicators of Successful Activity» nomination. In addition, the Science Park received the status of «Industry Leader» and was included by the Association for Economic Cooperation and Development in the Register of the best suppliers of goods and services of Ukraine within the framework of the National Programme «Consumer Choice».

3.3.5. Scientific supervision of students and doctoral studies

One of the key components of the University's research activities is student research. According to the results of the survey, by 2022, 60-70% of applicants noted that the University constantly received proposals for possible student participation in research (Monitoring General Report «Quality of Educational Activities at the Kyiv National Economic University named after Vadym Hetman», based on the Results of the Student Survey (2017-2018, 2019-2020, 2020-2021)). In 2023-2024, 55-60% of respondents noted that they participated in scientific activities (Comprehensive report on the results of the sociological study «Sociological portrait of a first-year student». (19 – 25 September 2023) and Comprehensive Report on the results of the sociological study «Sociological Portrait of a First-Year Student» (October 2024). About 30% of students are involved in research (Table 28).

Table 28 – Participation of students in the research work of KNEU

Indicators	2020	2021	2022	2023	2024
Number of students involved in research, persons	2204	2015	1951	2271	1837
Share of students involved in research in the total number of students, %	27,53	22,98	22,93	29,63	22,26
Number of students participating in All-Ukrainian and international competitions of student research projects, including:	53	68	101	121	123
– Winners of the All-Ukrainian student research competitions	23	32	0	27	30
– Winners of international student research competitions	2	1	3	35	16
Number of students who received scholarships from the President of Ukraine	11	11	9	10	10

In 2023, the University held 14 scientific conferences of higher education students and young scientists. Student scientific conferences play an important role in instilling in students the skills of public presentation of research results, substantiation of their own scientific ideas, demonstration of the depth and completeness of scientific analysis, its content, literacy and academic integrity, as well as objectivity and logic in compliance with all standards of scientific style and academic integrity. The leadership of the Scientific Society and the Council of Young Scientists, in cooperation with foreign partner universities, organised a number of joint scientific and practical events, including international conferences and seminars, workshops with higher education institutions in Germany, Poland, the USA and South Africa.

An important form of research activity of the University's students is participation in student research competitions, which are universal tools for developing students' creative abilities. In 2023, KNEU students received first, second and third-degree diplomas at the International Competition of Student Research Papers «Management, Social and Behavioural Sciences in the Implementation of Sustainable Development», the International Competition of Research Papers of Higher Education Applicants (areas: Art and Design, Fashion industry, Public and Corporate Management, International Student Research Paper Competition «Credit and Banking System: History, Present and Prospects for Development», International Student Research Paper Competition «Black Sea Science 2023», and two international student business idea competitions IDEAFEST, Startup School of KNEU and others.

Doctoral studies. The University trains applicants for higher education of the third educational and scientific level «Doctor of Philosophy» in 10 areas of study, namely: 2 - in the field of 05 social and behavioural sciences (051 «Economics» and 053 «Economic and social psychology»); 4 - in the field of management and administration (071 «Accounting and Audit», 072 «Finance, Banking and Insurance», 073 «Management», 076 «Entrepreneurship, Commerce and Exchange Activities»); 1 - in the field of law (081 «Law»); 1 - in the field of social security (232 «Social Security», launched in 2024).); 1 – in field 28 Public Management and Administration (281 «Public Management and Administration»); 1 – in field 29 International relations (292 «International Economic Relations») (Table 29)

«Economics», «Accounting and Audit», «Entrepreneurship, Commerce and Exchange Activities»); «International Economic Relations» are accredited by the NAQA as exemplary.

Table 29 – Training of research and teaching staff at the KNEU named after V. Hetman

Indicators	2020	2021	2022	2023	2024
Number of doctoral students	14	11	19	29	37
Number of postgraduate students, including:	259	283	367	382	401
– 051, «Economics»	87	90	107	114	106
– 053, «Economic and Social Psychology»	0	0	0	2	5
– 071, «Accounting and Audit»	16	18	23	27	32
– 072, «Finance, Banking and Insurance»	53	61	78	76	77
– 073, «Management»	10	15	22	22	24
– 076, «Entrepreneurship, Commerce and Exchange Activities»	12	13	19	25	31
– 081, «Law»	30	32	42	38	45
– 232, «Social Security»	0	0	0	0	4
– 281, «Public Management and Administration»	8	11	17	12	16
– 292, «International Economic Relations»	43	43	59	66	61
Number of educational and research programmes	8	8	8	9	10
The university's specialized Academic Councils defended theses, including:	49	92	0	40	46
– for the degree of Doctor of Science	12	14	0	7	6
– for the degree of Candidate of Sciences	23	33	0	4	2
– for the degree of Doctor of Philosophy (Ph.D.)	14	45	0	29	38
Number of young scientists who received awards, including:	9	2	10	3	5
– Scholarships of the Verkhovna Rada of Ukraine	3	-	6	-	-
– Scholarships of the Cabinet of Ministers of Ukraine for young scientists	6	2	4	3	5

In 2024, 91 people were enrolled in postgraduate studies, 42 of whom were enrolled at the expense of legal entities. There were 69 full-time postgraduate students enrolled, 20 of them at the expense of legal entities, and 22 part-time postgraduate students, all at the expense of legal entities. In addition, in 2024, 2 people were renewed for study from other HEIs (all at the expense of legal entities).

In 2024, 21 people graduated from postgraduate studies, including 14 full-time students and 7 part-time students, of whom 19 defended their theses on time.

In 2024, 19 people were admitted to doctoral studies, including 5 teachers of our University. The total number of doctoral students at the end of 2024 was 37 (including 21 at the expense of legal entities). The graduation rate is 9 people (3 of them defended their theses on time).

In 2024, the University had 46 permanent and one-time specialised academic councils for the defence of doctoral (candidate) dissertations in economics and law, including 38 specialised academic councils for the degree of Doctor of Philosophy.

In 2024, 46 dissertations were defended in the University's specialised academic councils, including 6 for the degree of Doctor of Sciences (including 4 by University teachers), 2 for the degree of Candidate of Sciences and 38 for the degree of Doctor of Philosophy. There were no cases of rejections of dissertations defended at the University's specialised academic councils.

At the end of 2024, the total number of postgraduate students was 397 (338 of them were full-time students (174 at the expense of legal entities) and 59 part-time students (all at the expense of legal entities)), as well as 37 doctoral students.

3.3.6. Academic mobility of students of the third (educational and scientific) level of higher education

The «CIVICA for Ukraine» project provided a unique opportunity for KNEU professors to undergo a long-term research internship at partner universities: EUI (Florence, Italy), IE (Madrid, Spain), SSE (Stockholm, Sweden), Hertie School of Governance (Berlin, Germany), CEU (Vienna, Austria) to study the best university practices and implement them at KNEU. An important part of the project implementation was the holding of scientific seminars and schools for postgraduate students of CIVICA partner universities. For example, the doctoral school held at the Central European University (Vienna, Austria) was attended by KNEU PhD students who took into account the recommendations provided in preparation for the defence of their dissertations.

Iryna Hromnytska and Viktoriia Pidhurska, PhD students of the Department of Banking and Insurance and Department of Marketing named after A.F.Pavlenko, attended the Polish-Ukrainian Summer Camp for Young Scientists. The project was made possible thanks to the joint organization of the Council of Young Scientists at the Ministry of Education and Science, the Polish Association of Doctoral Candidates, the Polish Academy of Sciences, the SGGW Warsaw University of Life Sciences, the SGH Warsaw School of Economics, and the NAWA Polish National Agency for Academic Exchange. They also took part in the international conference CIVICA Doctoral Conference 2023: «How to Prepare Yourself for the Academic Job Market» (15-17 November 2023), which took place in Vienna (Austria).

Postgraduate student of the Department of Business Economics and Entrepreneurship Puzko Serhii Hennadiiovych of the educational programme «Entrepreneurship, Commerce and Exchange Activities» conducted his dissertation research at Cambridge Judge Business School (UK) in 2022-2023 with the grant support of postgraduate students and young scientists «The Ukrainian Academic Support Scheme for visiting Postgraduate Research students and Academics». The grant provides for attendance at classes and research in the field of entrepreneurship, as well as participation in conferences, seminars and other scientific events.

Postgraduate students of the Department of Corporate Finance and Controlling and the Department of Business Economics and Entrepreneurship had the opportunity to receive training and research consultations on their dissertation topics abroad. Yuliia Tereshchenko, a PhD student at the Department of Business Economics and Entrepreneurship, took part in the «CIVICA4Ukraine-SGH International Leadership Training for Early Career Researchers» summer school for Ukrainian young researchers, which took place at the Warsaw School of Economics, Poland, on 15-22 September 2024. Louise Mahauri, PhD student at the Department of Corporate Finance and Controlling, visited the University of Marburg from 20-26 October 2024 (Marburg, Germany).

As a result of long-term fruitful cooperation with the University of Bremen on the development of PhD training, dual scientific supervision of PhD students' dissertations continues, innovative disciplines are introduced, and research visits of the KNEU scientific community to the University of Bremen are organized.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- The powerful scientific potential of KNEU is ensured by the diversified scientific and innovative ecosystem of the University, which includes 20 scientific schools, 14 research institutes, 5 educational and scientific laboratories, a Science Park, a Startup School, etc.; a flexible convergence of fundamental and applied research; systematic integration of the University into international research networks and European Digital Innovation Hubs. The use of digital technologies and the integration of the scientific and innovation ecosystem into the global research space ensure the sustainable development of KNEU's scientific potential, including in the face of challenges and threats posed by martial law.
- The compliance of scientific research with international standards and its interdisciplinary nature, in accordance with ENQA requirements, is ensured by high-quality research, academic integrity, accreditation of programmes by NAQA, active involvement of students and young scientists in research projects, and a high level of academic mobility (Erasmus+, Fulbright, DAAD). The internationalization of scientific activity is supported by researchers' participation in global programmes such as Horizon Europe and Jean Monnet. KNEU's interdisciplinary approach combines economics, finance, management, digital technologies, social sciences, public administration, psychology, and econometrics, allowing the development of new scientific concepts on the most pressing issues of sustainable development, the green economy, digital transformation, and financial stability, ensuring the University's integration into the global scientific space.
- The high effectiveness of scientific activities is confirmed by the scientific and practical significance and competitiveness of research results; the publication activity of the academic staff, including in Scopus and Web of Science-indexed journals; the implementation of projects commissioned by Ukrainian and international companies as a guarantee of innovation commercialization; large-scale attraction of funding from international foundations and programmes (Horizon Europe, Erasmus+, DAAD); participation in the development of national strategies, programmes, and roadmaps in various fields, influencing economic policy, green and digital transformation, and ensuring the implementation of the UN Global Compact principles and high rankings in THE and QS sustainable development indices.
- The internationalization of scientific activity is based on KNEU's membership in leading international scientific associations and global research programmes (EDAMBA, Global Federation of Competitiveness Councils, European Association of Universities and its Council for Doctoral Education, Horizon Europe, Erasmus+, Digital Europe); active international cooperation with universities and research institutions in Europe and the USA, enhancing the quality of scientific research and facilitating international knowledge and experience exchange. A key priority is participation in global scientific programmes that play a crucial role in increasing publication activity in Scopus/Web of Science, confirming the quality of scientific developments.
- The high practical orientation of scientific research is based on the integration of fundamental and applied scientific research in social, humanitarian, and technical sciences into real economic practice, business activities, public administration, and entrepreneurship, confirming their full compliance with international quality standards, particularly EQAE. KNEU's scientific achievements reflect modern global economic science advancements, European values, and principles, with a maximum concentration of research efforts by university departments, research institutes, and scientific schools on strategic priorities for Ukraine's post-war economic recovery in the context of global digital and green transformation megatrends.
- The monitoring and stimulation of scientific activities of academic staff are ensured through an effective monitoring system developed and implemented at the University to evaluate their contributions to KNEU's innovative development, considering criteria such as publication and grant activity, participation in state-funded research, training of highly qualified specialists, and consulting for government and business structures. This enables the use of financial incentive tools for research activities among faculty members, with continuous revision in accordance with CoARA principles to strengthen the University's leadership in national and international scientific and educational spaces.
- The diversification of financial resources for scientific research is implemented based on the principles of multi-channel funding sources and attracting orders from a wide range of stakeholders, including government and departmental enterprises, and international organizations. The number of research projects implemented through state competitions and commissioned by businesses is constantly growing. Additionally, the variety of international scientific projects funded by international foundations and organizations is increasing, confirming the University's compliance with EQAE requirements regarding participation in international scientific initiatives and resource mobilization for research development.
- The high level of PhD programmes and doctoral training at KNEU is ensured by compliance with international standards, integration into the European Research Area (Horizon Europe, Erasmus+), membership in the European University Association's Council for Doctoral Education, cooperation with European academic alliances (CIVICA), research networks (COST), and participation in EDAMBA. The use of modern research methods (Big Data, econometrics, machine learning, etc.) and engagement of renowned scholars in teaching contribute to improving the quality of PhD programmes, implementing best European practices in doctoral education, ensuring graduate competitiveness, and exemplary accreditation by NAQA. Quality control and publications in Scopus/Web of Science guarantee the recognition of KNEU's research.
- KNEU's effective innovation ecosystem includes the European Digital Innovation Hub, Science Park, Startup School, Entrepreneurship Center, and Business Clinic, creating conditions for the commercialization of scientific developments, the development of entrepreneurial thinking, and the support of startups at all stages of their growth. Through the integration of education, science, and business, the University enhances students' and researchers' digital competencies, generates competitive innovative solutions, and attracts international partners and investors for financing. This ensures KNEU's leadership in innovation and integration into the global high-tech development market.
- Effective mechanisms for engaging students in scientific work and a high level of participation in competitions and conferences foster the development of research skills, the formation of academic culture, and the integration of young scientists into the international scientific community. The University actively supports student scientific initiatives through research clubs and the Startup School, involving young scientists in international grants, academic mobility programmes, research internships, and events such as conferences and the IDEAFEST business idea competition. This contributes to the training of competitive professionals and the formation of an innovative scientific environment.

Areas for improvement and planned development activities:

- Strengthening competitive advantages in domestic and global markets for scientific and educational services, enhancing international reputation and prestige as a competitive expert center.
- Ensuring leadership in social, humanitarian, and technical sciences, as well as expanding the potential of transdisciplinary research on the most pressing topics of global development.
- Developing a culture of continuous improvement and enhancing the quality of higher education based on SDG principles.
- Expanding KNEU researchers' participation in international and national competitions to boost the University's project activities.
- Increasing the commercialization of scientific developments and protecting intellectual property rights.
- Enhancing KNEU researchers' participation in joint international scientific projects and co-authored publications with foreign colleagues.
- Diversifying funding sources for scientific activities from grant programmes and commercial projects.
- Deepening the integration of science and business by involving enterprises and venture funds in the innovation ecosystem.
- Increasing student involvement in research activities.
- Developing digital infrastructure to support open science and research data exchange.
- Enhancing academic integrity and improving open science policies.

3.4. SERVING THE SOCIETY

3.4.1. Popularization of the main activities of the University and its participation in social development

Information about the University's activities is regularly published on the official website <https://kneu.edu.ua/>. The University's website, in particular on the pages of the Faculties/ESI, contains information about all educational programmes in line with which the educational process takes place. Information about scientific research is also posted on the [website's](#) relevant pages.

If you have any questions, you can contact the University representatives via official e-mail or the [feedback form](#).

The University has a Department of Professional and Public Communications, which ensures the functioning of the system of public and professional communications with external and internal target audiences, official pages of the University in social media ([Facebook](#), [Instagram](#), [Telegram](#), [YouTube](#), etc.), improves the information and communication policy of the University, and works to develop and promote the University brand.

The Department promotes the University's activities to the following groups of stakeholders:

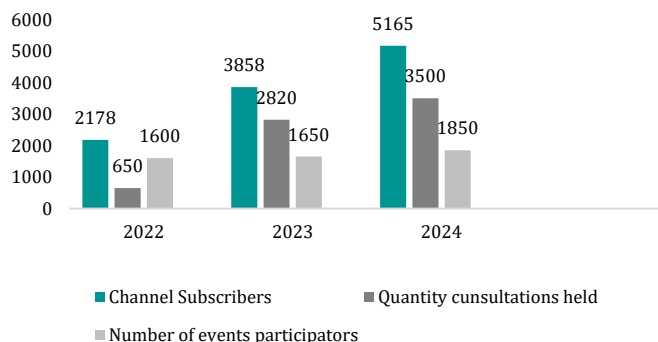


Figure 30 – Dynamics of growth in the number of participants of career guidance events and consultations provided to them through the “Applicant Information Office” activities

Source: Based on the data of the Department of Professional and Public Communications

consultations, which positively impacts the results of the admission campaign (Figure 30).

2. Organizing and conducting, together with other structural units of the University, activities aimed at forming sustainable relationships with internal and external stakeholders under accordance with the University's development strategy. For over a decade, KNEU has been a powerful platform for interesting discussions and forward-looking projects, continuing to consolidate Science, Business and Education. For 12 years in a row, the University has been holding the International [Business Forum “Science - Business - Education: Strategic Partnership”](#), which hosts relevant panel discussions with the participation of business representatives, educators and scientists who are experts/opinion leaders in their areas. Recordings of the panel discussions of recent years are available on the KNEU YouTube channel ([2024](#), [2023](#), [2022](#)). Also, in 2024, [the International Forum “Economic Revival of Ukraine”](#) was held at the KNEU. The event, organized under the auspices of the Ukrainian Peace Council, became a platform for discussing the prospects and directions of Ukraine's post-war economic revival on a qualitatively new basis, including possible sources of funding and determining Ukraine's place in the new geo-economic structure of the world. Over 500 participants from 16 countries took part in the two-day Forum. The organizers engaged leading national and foreign experts in discussing the Forum's topics, who highlighted many aspects that are extremely important not only for Ukraine but also for the stability of European countries. KNEU has a network of scientific and journalistic [publications](#) that popularize its activities.

3. Relations with employers are established by the [Department of Employment Promotion “Perspective.”](#) It sets up direct contacts between students and employers, assists employers in recruiting specialists from the database of candidates for employment, and holds career events (Figure 31). These are the annual [“Career Labyrinth”](#) job fair (30 companies, 168 students participating), [“Time to Work 2024”](#) (50 companies participating, 60 events: workshops, HR sessions, and meetings with experts, 120 vacancies for the youth, about 1,500 students, and graduates who joined the event. The Department conducts trainings for students to improve soft skills.

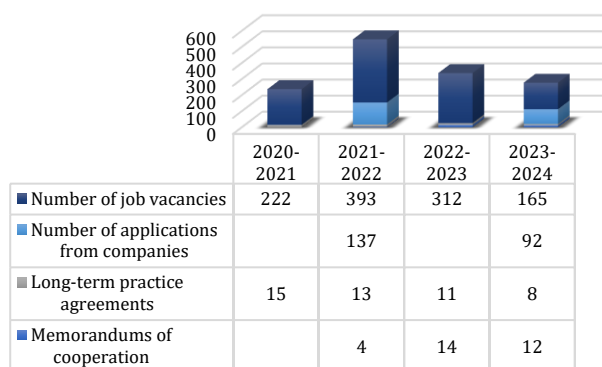


Figure 31 – Results of interaction with employers

Source: Based on the data of Department of Employment Promotion

1. Career guidance, information and consulting work with applicants of all levels: creation and support of the University Contact Center and together with the [University Admissions Committee](#), to provide information to potential applicants, students of other universities, their parents and the public on admission to the University. Since 2019, the University has launched the initiative “Applicant's Information Office”, where the department's specialists conduct information and consulting work with applicants of all levels as online and offline [personal consultations](#). The University annually organizes the [“Applicant Forum”](#) and [Open Days](#).

During the busy time of the admission campaign, the Department and the Admissions Committee staff provide information assistance to all applicants through the [KNEU Applicant support channel](#) and create applicant support chats for each Faculty. Each year, KNEU increases the number of subscribers to the channel for applicants and the number of participants in career guidance events and

4. Interaction with the University's alumni is coordinated by the [KNEU Alumni Association](#), which has the status of an international public non-profit organization.

5. Internal (corporate) communications. Information for the University employees is regularly updated on the website in the section [“For Lecturers”](#). An electronic document management system has been established through [corporate e-mail](#) for effective communication between structural units. Councils, meetings, methodological conferences and seminars are regularly held to share professional knowledge and resolve work issues.

[The Trade Union Organization](#) functions at the University to voice, represent, and protect the University employees' economic, social, and labor rights and interests. The organization has about 1200 members and is a part of the Kyiv City Organization of the Labor Union of Education and Science of Ukraine. To motivate the staff, the Primary Union

Organization of the University organizes guided tours and vacations, and provides health improvement for employees (Figure 32). To establish effective communication with freshmen, there are curators from among academic staff and senior students.

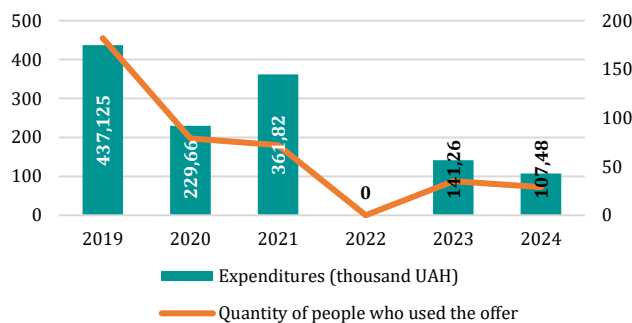


Figure 32 – Expenditures of the Primary Trade Union Organization of the University

Also, applicants and employees of KNEU have the opportunity to apply to the [Service of Social Adaptation and Psychological Assistance](#). Over the past 5 years, the Service has conducted more than 61 educational activities and 40 psychological events. In particular: [“Methodological seminars for curators of academic groups of 1st-year students”](#); [“Our real leaders \(meetings with 1st-year elders\)”](#); [trainings on prevention of suicidal behavior among students, bullying](#), trainings on [healthy lifestyle, psychological health](#), and [stress management](#). Also master classes on the following topics: “Time Management for Students”; “How to Save Resources During the Session”; “Why We Need Anxiety and How to Get along with It”; “Prevention of Emotional Burnout During the Session”; a series of lectures on [sex education](#) for students were held. The psychologists of the Service of Social Adaptation and Psychological Assistance have held more than 120 individual sessions for students and teaching

staff of the University. In May 2024, the Service organized a Forum on [“Psychological Assistance to Students of Ukrainian Higher Education Institutions. Combining Efforts and Finding Resources”](#). Psychological services of higher education institutions of Ukraine, scientists, and representatives of public organizations attended it.

Due to quarantine and security restrictions, direct communication between staff and students has become much more difficult, so there is a need to use electronic channels and platforms for prompt communication. For 80% of students and about the same number of teachers, Telegram is the most convenient channel for asynchronous communication and communication outside of class ([Comprehensive report](#) on the results of a sociological study within the framework of the Erasmus+ ka2 DEFEP project [“Distance Education of the Future: EU Best Practices in Response to the Demands of Modern Higher Education Students and the Labor Market”](#)). Therefore, communication groups were created at the level of academic groups and structural units.

3.4.2. Cooperation with professional associations, organizations and institutions

Kyiv National Economic University named after Vadym Hetman is a member of such reputable international organizations as the European University Association (EUA), the European Doctoral Programmes Association in Management and Business Administration (EDAMBA), Global Federation of Competitiveness Councils (GFCC), Magna Charta Universitatum, Regional Studies Association (RSA) and Jean Monnet Programmes.

In 2021, Kyiv National Economic University named after Vadym Hetman joined the [Global Federation of Competitiveness Councils \(GFCC\)](#). In the summer of 2022, KNEU representatives took part in a special GFCC session dedicated to the effects of the war in Ukraine on Ukrainian society and business, as well as the strategy and priorities for reviving its economy. In cooperation with this organization, in 2023, scientific and analytical materials were prepared on the war in Ukraine and the related political crisis, which formed the basis of part of the [GFCC initiative](#) to find ways out of global crises. KNEU researchers have also proposed their own [Model of Ukraine's Revival](#) (Competitive Country of Happy People). Thanks to KNEU's membership in the GFCC, the KNEU team is successfully implementing the [Innovation Ukraine Digital Accelerator project](#). In the summer of 2022, KNEU created the [Competitive Ukraine Global Research Network](#).

In 2024, the University became a member of the [European University Association \(EUA\)](#), a representative organization of universities and national conferences of rectors from 49 European countries that plays a crucial role in the Bologna Process and in affecting EU policies on higher education, research and innovation. Through its cooperation with a number of other European and international organizations, the EUA ensures that the voice of European universities is heard wherever decisions are made that will affect their activities. The Association provides unique expertise in higher education and research and a forum for exchanging ideas and best practices between universities. The results of EUA's work are shared with members and stakeholders through conferences, seminars, websites and publications.

Besides, on February 26, 2025, the University was granted membership in the [Ukrainian Chamber of Commerce and Industry](#), an independent non-profit organization of entrepreneurs, aiming to integrate economic education into the real business sector.

KNEU employees are experts of scientific and methodological commissions of the Ministry of Education and Science of Ukraine. For example, the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine for the Higher Education Sector.

The academic staff is actively involved in the activities of trade unions and associations. In particular, representatives of KNEU are members of the Audit Commission of the National Scientific and Technological Association of Ukraine, the Public Union “Ukrainian Association of Capital Markets”, the Supervisory Board - Independent Director of JSC “Polikombank”, the Exchange Board of LLC “Ukrainian Trading Platform”, the Supervisory Board of the State Land Bank of Ukraine, the Council of the National Bank of Ukraine; Private Joint Stock Company “Ukrnafta”, the Board of the Union of Economists of Ukraine, the Council of Prosecutors of Ukraine, the Scientific Advisory Council of the Constitutional Court of Ukraine, The Defense Research Cluster of the Ministry of Defense of Ukraine, the Center for Civil Society Research, the Institute for Practical Policy, the civic interactive streaming channel SPIRNO.tv, the Methodological Council on Accounting at the Ministry of Finance of Ukraine, the Scientific and Methodological Council of the Audit Chamber of Ukraine, the Methodological Group on the Implementation of International Standards INTOSAI, the Advisory and Scientific Council of the Accounting Chamber of Ukraine, and the Public Council at the Ministry of Finance of Ukraine.

KNEU employees are members of international and all-Ukrainian economic, financial and educational public organizations, such as the Austrian Economic Association, the Scientific Council of the Policy Crossover Center (Vienna, Austria), the British Educational Research Association (BERA, the UK), the European Marketing Confederation, the International Academy of Social and Economic Sciences, the NGO “Council of Independent Accountants and Auditors”, the NGO “International Foundation of Scientists

and Educators”, the Ukrainian Association of International Economists, NGO “Ukrainian Association of Management Consultants (CMC Ukraine)”, NGO “Association of Marketers of Ukraine”, NGO “International Center for Smart Society Development”, Ukrainian Association for Management Development and Business Education, Association of Political Economists of Ukraine, NGO “Innovative University”, NGO “Progressive”, NGO “Ukrainian Marketing Association”, Industrial Gender Committee on Advertising, NGO “Professional Organization of Auditors, Accountants and Teachers of Accounting and Control Disciplines”.

A range of KNEU Law Institute staff are members of the Ukrainian Union of Lawyers, the Ukrainian Lawyers Association, the Ukrainian Women Lawyers Association “JurFem”, the League of Law Professors, Doctors of Law and Doctors of Philosophy in Law, the National Union of Journalists of Ukraine, the NGO “Association of Teachers of Civic Education”, and the Union of Local History of Ukraine.

KNEU's academic staff are also experts of the National Agency for Higher Education Quality Assurance and sectoral expert councils. The full list of members of public organizations and professional associations of the KNEU is available at the [link](#).

KNEU employees regularly receive awards for their active social activities, including gratitude, certificates, diplomas from the Ministry of Education and Science of Ukraine, badges “Excellence in Education” and “For Scientific and Educational Achievements”. Academic staff also receive commemorative and anniversary medals, such as “30 Years of Independence of Ukraine” 2021, “200 Years of Taras Shevchenko” 2022.

KNEU has a network of student associations, namely: Office of Student Self-Governance, Office of the Ombudsman for the Protection of Students' Interests, Student Academic Council of the University, Student Council of the Campus and Primary Trade Union Organization of Students and Postgraduates of the University. [The Regulations on Student Self-Governance](#) regulate student self-governance at the University.

The Ombudsman's Office was established in March 2018 as part of the [project](#) “Protecting Students' Interests by Implementing the Ombudsman's Position. An average of 150 students apply to the Ombudsman's Office every year (Figure 33).

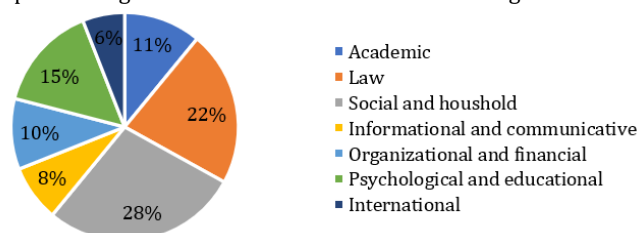


Figure 33 – The thematic direction of appeals to the KNEU Ombudsman Office

The Primary [Trade Union Organization of Students and Postgraduates of the University](#) keeps records of socially vulnerable categories of students, orphans, student families, students of children of ATO participants, and students left without parental care; deals with unified tickets for orphans (preferential certificates), which entitle them to free admission to cinemas, exhibitions, museums, sports facilities, as well as free public transport; organizes assistance to students in tough life situations; holds fundraising events for University students who are struggling with serious illnesses and need expensive treatment. It receives complaints about violations of moral and

ethical standards, rules of academic integrity and participates in conflict resolution. The trade union takes an active part in organizing charity events at the University. The Donor Day from the Kyiv City Blood Center was repeatedly held, during which students, teachers, and staff of the University had the opportunity to donate blood right on the territory of the University. On an ongoing basis, members of the trade union volunteer at the 10th Kyiv Wizz Air Marathon, the children's City of Professions, and social initiatives of the international charity fund Keeplife. The trade union regularly organizes trips to the “Nadiya”, “Berizka”, and “Barvinok” orphanages.

3.4.3. Lifelong learning and other educational initiatives for the general public

Continuing education and self-development of the educational community are among the main priorities of KNEU, which is reflected in Section 8, “Patriotism and Social Consolidation,” of the Roadmap for implementing the [Development Strategy of KNEU](#). The principles of lifelong learning are implemented in formal, non-formal and informal forms in scientific, educational, artistic and public areas. Students who have successfully completed non-formal education courses can receive a certain number of credits per the [Regulations on the procedure for recognizing learning outcomes obtained by students in non-formal and informal education](#).

[The Regulation on Advanced Professional Development of Academic and Pedagogical Staff at Kyiv National Economic University named after Vadym Hetman](#) lays down the principles of motivating academic and pedagogical staff to improve their skills regularly.

To coordinate the University's activities to ensure the continuity of education, the [Institute of Business Education named after Anatolij Poruchnyk](#) offers 8 specialized master's programmes, a universal programme - MBA, foreign language learning by intensive methods, and advanced training courses.

To create conditions for the harmonious professional development of pedagogical and research and teaching staff by providing quality educational services to improve their skills in teaching excellence programmes developed based on best practices in teaching and professional development of teachers, the [Teaching Excellence Programme](#) is functioning. It was developed within the Erasmus KA2 CBHE EU funding programme “Teacher Certification Centers: Innovative Approaches to Teaching Excellence (UTTERLY)” (2021-2024) No. 619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP. Within this programme, the teacher can choose the necessary trainings independently, forming his / her own individual track.

Within the frame of the Erasmus Plus [UTTERLY project](#) “Teacher Certification Centers: Innovative Approaches to Teaching Excellence (UTTERLY)”, a study of the existing model of professional development at KNEU was conducted, a model of teaching excellence was developed, selected trainers were trained in the EU, Certification Centers were opened, professional standards for university teachers were developed, necessary documents were prepared, the training platform was completed: a certification assessment methodology was created.

The Institute provides an opportunity for in-depth study of foreign and Ukrainian languages based on the [Scientific and Educational Center for Intensive Learning of Foreign and Ukrainian Languages "Intensive"](#), which provides testing and teaching of foreign languages to schoolchildren, university entrants, students, postgraduates, teachers, business representatives, foreign citizens and all interested persons according to specialized author's programmes of communication orientation in accordance under the Common European Framework of Reference for Foreign Languages (CEF). Students receive the appropriate national and international diplomas or certificates upon completing the courses.

The high quality of continuing education is evidenced by the number of students enrolled in master's programmes and attendees of advanced training courses (Figure 34).

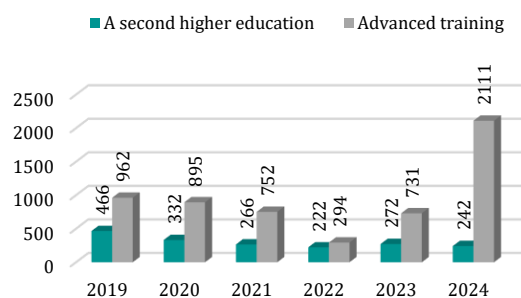


Figure 34 – Number of attendees of the Institute of Business Education named after Anatoliy Poruchnyk in 2019-2024

To date, 210 documents have been digitized and presented in the “KNEU Digital Library”.

KNEU provides wide opportunities for continuing education in response to requests from employers, applicants, university professors and alumni. To develop the entrepreneurial ecosystem and create opportunities for all applicants, students and postgraduates of Ukrainian educational institutions who have entrepreneurial talent and want to realize their ideas or design an innovative project, the [StartUp school KNEU](#) was created. It provides an opportunity to acquire theoretical knowledge and practical skills in creating and developing startups from professional trainers and mentors and to present a business idea to participate in a competition for a monetary prize.

As part of the [Creative Spark](#) project, an initiative of the British Council in Ukraine, the “KNEU Entrepreneurship Center” and the “KNEU Business Clinic” were established to coordinate various entrepreneurial activities. The “KNEU Center for Entrepreneurship” researches entrepreneurial ecosystems and academic entrepreneurship in Ukraine and engages in external relations with the local business community and NGOs. The Center coordinates and conducts a variety of events, including extracurricular initiatives (ranging from the “Business Incubator” and the “IDEAFEST” Student Business Idea Competition to “KNEU Start-Up Boot Camp”), and offers its students the opportunity to engage in project work.

The Institute of Business Education, named after Anatoliy Poruchnyk, is constantly studying the current requirements of specialists in specialized areas of improving knowledge, skills, and abilities, enhancing professional skills by acquiring new competencies. The Institute and specialized experts ensure the development and implementation of new training programmes and courses. The Institute is constantly expanding its circle of partners to provide a stream of continuing education and achieve effective training goals. These professional market players significantly enhance the practical component of training courses. In recent years, the most active partners of the Institute have become ASDE, EMAU, Deloitte, Baker Tilly, ExpertX, and KADROVYK.UA. Thus, there is a successful combination of academic and practical components in the training programmes. The Institute involves a wide range of university professors and practitioners in implementing the programmes, which allows them to enhance their potential and successfully achieve continuing education goals significantly (Table 30, Table 31).

To meet the needs of the teaching staff to improve the quality of teaching, such programmes have been developed and are actively implemented:

- Distance technologies in the educational environment of the University
- Accreditation coaching
- Modern information and communication technologies and their use in the educational process of the University of Economics

Economics

- IT platform of educational activity of the teacher
- Formation of students' competencies of the XXI century
- Language brand of a modern professional
- Introduction to Data Science
- Cybercrime analysis tools and digital hygiene.

To meet the needs of specific target groups, the Institute constantly implements partnership programmes. The most popular are:

- Organization of activities for the management of a residential complex
- Financial management of projects
- Digital technologies for personnel development
- Business Intelligence using MS Office
- The language of business communication
- Practical psychology
- Military accounting at enterprises, institutions, organizations, government agencies and local authorities.

Table 30 – Number of academic staff participating in staff development activities in 2020-2024

Skills and competencies	2020	2021	2022	2023	2024
Digital	195	107	102	128	134
Teaching and supervision	31	40	55	68	93
Language and culture of communication	23	71	43	31	50
Management competencies	10	19	–	22	28
Accreditation practice	–	–	–	110	51
Intensive English	36	50	12	39	45
Psychological and pedagogical skills	16	23	–	20	–

Source: Based on the data of IBE

Table 31 – Participation of teachers in self-education by areas of training

Area of study	2020	2021	2022	2023	2024
Teaching skills	65	84	15	49	93
Leadership skills	8	11	–	111	79
Exchange of best practices	3	8	–	12	23
Language and culture of communication	13	44	10	37	35
Digital	68	94	27	39	81
Intensive English	7	10	–	17	33
Psychological and pedagogical skills	–	4	11	16	28

Source: Based on the data of IBE

The Student Academic Council (SAC) is active in improving the educational level of students and promoting their professional development.

In 2021, the SAC [took part](#) in the international student competition CGMA Emerging Leaders Competition, organized an online training “[Behind the Scenes of Parliament](#)”, meetings with [Yevhen Cherniak](#) and [Dr. Kari Odermann](#), an online [workshop on resume writing](#) and interviewing, as well as Career Talk in KNEU [2.0](#) and [3.0](#). Other events included a meeting with IT entrepreneur and investor [Vitalii Horovyi](#), participation in the “[Student's Way](#)” online forum, the JCI Youth interactive game “[Youth Trajectory](#)”, and the [USL Science Conference](#) on Economics and State Building: Student Vision of Ukraine's Economic Development.

In 2022, a lecture “[Preparing for Family Life: Legal Aspects](#)”, a meeting with a businessman and mentor from BIG MONEY UNIVERSITY, a training “[It's Never Too Late to Volunteer](#)” and [KNEU Literary Club](#) were organized.

In 2023, a lecture “[Starting Your Own Business](#)” was held, [KNEU Business Club](#) was established, the event “[Starting a Business in Wartime: Prospects and Obstacles](#)” was organized, and the campaign “[Youth Against Tobacco Advertising](#)” was carried out.

The year 2024 was marked by significant activity in the education sector. The [JOB EXPO](#) was organized, and many meetings with representatives of [Deloitte](#), [Forvis Mazars](#), [SoftServe](#), and others were held. Trainings were held with the participation of such speakers as [Florian Andrews](#), [Yelena Shepel](#), [Yuriy Prus](#), [Vitaliy Tretiak](#), [Tetiana Strypko](#), [Vitaliy Zayets](#), [Anton Voitenko](#) and other experts.

SAC also actively promotes sharing information about vacancies for internships and subsequent employment among students, ensuring their integration into the professional environment.

With the beginning of the escalation of Russian aggression, the KNEU Student Academic Council faced the need to organize training in tactical medicine and first aid. In 2023, the tactical medicine training was held in cooperation with representatives of the Ukrainian Student League, and in 2024 - together with the [3rd Separate Mechanized Brigade](#). In addition, the SAC organized [courses](#) aimed at improving students' first-aid skills.

The content and features of continuing education programmes are discussed at the stage of their planning and amendment through surveys of key stakeholder groups, involvement of leading experts and employers in discussing and reviewing educational programmes. The Guarantors of educational programmes regularly conduct surveys of students on the level of study satisfaction.

New programmes are offered regularly in accordance with labor market requirements and social trends or at the request of government institutions and businesses.

For illustration, the military training of Ukrainian citizens under the reserve officer training programme is carried out by the Military Training Department in accordance with the Procedure for Conducting Military Training of Ukrainian Citizens under the “Reserve Officer Training Programme”, approved by the Cabinet of Ministers of Ukraine on Feb. 1, 2012, No. 48. Advanced training in mobilization is carried out in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 14.08.2019 No. 719 “On Advanced Training in Mobilization Preparation and Mobilization”, which determines that advanced training in mobilization (by sectors of the national economy) of employees of mobilization units and employees of mobilization work of state authorities, other state bodies, local self-government bodies, enterprises, institutions and organizations is conducted on the premises of the University according to the programme developed by the University in agreement with the state customer - the Ministry of Economy.

An important innovation of KNEU's public initiatives was the creation of the [Center for Veteran Development](#) in cooperation with the Verkhovna Rada [Committee on Social Policy and Veterans' Rights](#). The Center is designed to promote veterans' entrepreneurial initiatives, ensure their psychological recovery and social adaptation.

The [Institute of Sociological Research](#) regularly conducts surveys of academic staff, students of advanced training courses and students of second higher education on their interest in relevant educational programmes. Based on such sociological reports, it is possible to conclude the areas of improvement of continuing education. For example, the answers of respondents to the question “How often do you participate in professional development activities?” (in%) are presented in Table 32.

Table 32 – Share of staff participating in advanced training programmes (%)

Frequency	2017- 2018	2019-2020	2021
Several times a year	24,2	29,0	27,2
Once a year	20,3	18,8	18,5
Once every 2-3 years	25,8	28,8	30,0
Once every 4-5 years	27,9	22,5	23,5
Less than once in 5 years	1,8	1,0	0,8

Source: Monitoring report “Quality of educational activities in Kyiv National Economic University named after Vadym Hetman”.

Since 2022, no university-wide surveys have been conducted, as their focus has changed to the level and quality of adaptation to the challenges of martial law. This includes the organization of a safe educational process, the search for effective forms of distance asynchronous and hybrid learning.

The university also provides the opportunity for a second higher education (Table 33).

Table 33 – Educational activities of the Institute of Business Education named after Anatoliy Poruchnyk (08.01.2025)

Indicators	High education level	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Number of educational programmes open for admission	Master	11	11	9	9	9
Number of students	Master	128	140	73	219	91
Number of foreign students	Master	1				
Number of persons who received a diploma	Master	142	97	129	56	17
Number of those who stopped studying	Master	26	21	3	13	66
Number of graduates	Master	153	107	137	60	7

Employers and university partners are also actively involved in conducting trainings (Appendix 6)

3.4.4. Other public aimed activities

The main goals of the public-oriented activities are set out in the [University's mission](#), its principles and values, the Development Strategy of KNEU, the Programme of Innovative Development of the University, and other programme documents. The current version of the Strategy contains a section “Patriotism and Social Consolidation”, which defines the main goal of this area of the University's activity as the formation of social values of humanism, tolerance, active citizenship, consciousness, responsibility and spiritual guidelines of education and science, which are the basis for the development of a democratic civil society in the context of the development of such soft-skills as leadership, responsibility, communication, autonomy. Clear indicators for achieving these goals have also been developed, making it possible to assess the effectiveness of community-oriented activities, develop a roadmap for achieving the goals, and implement improvements.

As a member of various international associations, the University can join a number of important projects. For example, KNEU students joined the ENACTUS National Competition, implementing real social and entrepreneurial projects. In particular, as part of the TvorchBa project, students helped pensioners create advertisements and sell fashionable clothes and accessories made by the elderly. As part of the GradusDobra project, they taught young people with disabilities to make high-quality eco-candles, thus creating employment opportunities and helping them earn extra income. The HotPack project helped create jobs for residents of the village of Olesha in the Ivano-Frankivsk region by allowing them to be involved in producing healthy food. Mentoring support (online) during the preparation and implementation of the projects was provided by Antonina Kutova, Director of the KNEU Business Clinic.

In the fall of 2023, KNEU approved the [Concept for Implementing the Policy of Equal Opportunities, Diversity and Inclusion at Kyiv National Economic University named after Vadym Hetman](#). The University has a Special Advisor to the Rector for Equal Opportunities, Diversity, and Inclusion. He/she monitors the implementation of legislation in the sphere of gender equality and non-discrimination, the formation of a non-discriminatory educational and scientific environment at the University, taking into account the principles of ensuring equal rights and opportunities, promoting ethnic and cultural tolerance, and combating corruption, xenophobia and all forms of intolerance and discrimination based on ethnicity, religion and race in the multicultural space of the University, raising awareness of employees and students of the University about the importance of equality, tolerance and non-discrimination.

During 2020-2023, the GENIUS group at KNEU, together with the University of Konstanz (Germany), implemented the project “[Development of Women's Leadership in the Academic Environment of Germany and Ukraine](#)” (FLAMINGU), with grant funding from DAAD from the funds of the German Federal Ministry for Economic Cooperation and Development. The result of their

activities is a high representation of women among academic staff and applicants (Figure 35).

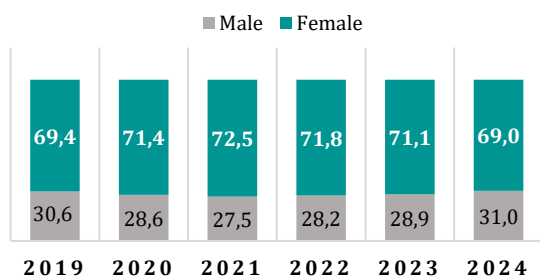


Figure 35 – Structure of the University's research and development staff by gender in 2019-2024

The University has established a [Social Adaptation and Psychological Assistance Service](#) to implement effective socially-oriented activities.

The «Social Justice» Legal Clinic operates within the structure of KNEU, which provides legal assistance to low-income groups of the population of Ukraine, as well as to teachers, students and staff of the University.

Student public organizations are also active. For example, in 2020, the [EcoLogic](#) project was implemented to clean up the university's territory. In 2023, the [greening](#) of the KNEU territory was organized, which contributed to the formation of a comfortable and environmentally friendly environment. In 2024, the ATS signed a

memorandum with the All-Ukrainian Ecological Movement “[Batteries. Give Up!](#)” under which special containers for collecting used batteries were placed in the University buildings and dormitories.

In 2021, SAC joined the NGO “[Ukrainian Student League](#)” and participated in the constituent assembly, gaining full membership. SAC members played a significant role in the organization's founding and held leadership positions. Such cooperation has allowed the implementation of a significant amount of inter-university projects both at the level of Kyiv and at the national level, and the voice of KNEU students is represented, in particular, in advocacy campaigns focused on the development of higher education and youth policy in Ukraine.

In 2023, a representative of the SAC was elected to the [Expert Council of Students of Higher Education Institutions](#) under the Head of the Verkhovna Rada Subcommittee on Higher Education. This advisory body unites more than 100 student organizations of Ukrainian higher education institutions and develops legislative initiatives to expand student rights. In [2023 and 2024](#), SAC representatives joined the Kyiv City Youth Council of the Kyiv City Council of the first and second convocations. This advisory body implements youth policy in the capital of Ukraine. In [2024](#), a representative of the SAC joined the Council for Cooperation with Student Self-Government Bodies of Higher Education Institutions under the Ministry of Education and Science of Ukraine.

At the current stage, in the context of armed aggression, the University is intensifying the formation of civic consciousness, statehood, and cultural identity based on historical heritage and national memory, combined with the acquisition of intercultural and global competencies, familiarization with national and world socio-cultural heritage, respect for the official symbols of Ukraine and other states, critical thinking, resistance to destructive information influences (for example, by creating an [Educational and Research Laboratory to counteract disinformation](#)).

Students and professors participate actively in volunteer initiatives, organize charity events aimed at improving the living conditions of the community. First and foremost, it is to help our military, the wounded and orphans. Thus, since 2022, SAC has initiated more than 25 events, including participation in the "Bachelor 4.5.0" flash mob, the implementation of the "To meet for" and "DONation" charity projects aimed at helping the National Children's Specialized Hospital "Okhmatdyt" and the Kyiv City Blood Center. In addition, a Blood Donor Day was organized, trench candles were made, and the organization participated in the all-Ukrainian initiative "Hot Holidays" and joined the DignityKits project. Separately, the victims of a missile attack on the "Okhmatdyt" were assisted, cleaned the territory of the KNEU College of Economics and eliminated the consequences of shelling. In addition, a fundraising drive was organized for the needs of the Main Military Clinical Hospital.

Since the beginning of the full-scale invasion, the SAC has been allocating part of its budget to support the Armed Forces of Ukraine. In 2023, [UAH 780,000 was transferred](#) to the official account of the Ministry of Defense of Ukraine. In 2024, a unique precedent was set for directly transferring budget funds to a specific military brigade: [UAH 1,200,000](#) was transferred to the 3rd Separate Assault Brigade, which became an example for other universities in Ukraine.

The SAC actively initiates projects aimed at honoring the memory of the fallen and supporting Ukraine's defenders. As part of the ["Unissued Diplomas"](#) project, an international exhibition commemorated 40 Ukrainian students who could not complete their studies due to the Russian invasion. Besides, the ["Handwriting of Courage"](#) project was launched, highlighting the stories of students and alumni who stood up to defend Ukraine. This initiative aims to support the heroes, preserve the memory of the fallen, and remind us of their feat's significance.

The strengthening of Ukraine's European integration course and the latest trends in the development of the world's leading countries encourage the University to intensify its participation in EU and UN projects and competitions, study and adopt best practices of European institutions, teach disciplines on European integration, conduct educational events for a wide audience on European values, European civilization in Ukraine, sustainable development, conduct scientific and informational events on clean environment, conscious consumption, and other issues.

The University has a well-developed infrastructure that enables it to realize its role as an important community development center.

For example, a separate structural unit of KNEU is the [Scientific Library named after M.V. Dovnar-Zapolsky](#), which provides a wide range of services and access to various resources, conducts many educational events, and implements socially important projects. In particular, it disseminates information about important dates and anniversaries of prominent figures, literature on the Ukrainian-Russian war.

The Library's cultural and educational work is carried out following the [Concept of national and patriotic education of students of KNEU named after Vadym Hetman](#). The Library held over 72 cultural and educational events during the last reporting period. In particular: ["Shevchenko Days at the KNEU Library"](#): meetings with 3rd and 4th graders of Taras Shevchenko Specialized School No. 82 on the 206th anniversary of Taras Shevchenko's birth; ["State and National Symbols of Ukraine"](#): a patriotic quest dedicated to the 30th anniversary of the approval of the national symbols of Ukraine by the Verkhovna Rada. ["A candle that never goes out"](#): a patriotic event on the 90th anniversary of the beginning of the Holodomor in Ukraine in 1932-1933; ["Glory to the Heroes"](#): a patriotic event dedicated to the Day of the Armed Forces of Ukraine; ["Fascinated by the Desna River..."](#): an event dedicated to the 130th anniversary of the birth of Oleksandr Dovzhenko (1894-1956), Ukrainian film director, screenwriter, writer, graphic artist, public figure, founder of national cinema, etc.

Over the past 5 years, the Library has organized 10 scientific and educational events: ["M. Dovnar-Zapolsky - the founder of the first university of economic profile in Ukraine"](#): a round table on the occasion of naming the library of KNEU after M. Dovnar-Zapolsky, ["S. Podolynsky, V. Vernadsky, M. Rudenko - ascetics of the natural principles of economic thinking and management"](#): round table on the 170th anniversary of Serhiy Podolynsky's birth, 100th anniversary of Mykola Rudenko's birth and 85th anniversary of Volodymyr Vernadsky's death, ["Humanity is the active organ of the Universe"](#) - Mykola Rudenko about Hryhorii Skovoroda": round table on the 300th anniversary of the birth of Hryhorii Skovoroda, ["Economic Science for the Intellectual and Spiritual Revival of Ukraine"](#): round table on the 100th anniversary of the birth of prof. L. Kornychuk and the annual December Rudenko Readings, etc. The co-organizers of the scientific and educational events were the Department of Economic Theory of the KNEU named after Vadym Hetman, the Institute for Economics and Forecasting of the National Academy of Sciences of Ukraine, the Serhiy Podolynsky Scientific Society, the Society for Relations with Ukrainians Outside Ukraine "Ukraine - World", the H. Skovoroda Institute of Philosophy, and the National University of Ostroh Academy. The roundtables were attended by academics, professors, NGO representatives, and students from many cities of Ukraine and other countries (Austria, Canada, the UAE, and Poland).

One form of public relations is creative meetings with famous people. For example, ["Trypillia and Tourism"](#): a creative meeting with M. Videiko, Doctor of Historical Sciences, Senior Researcher, Head of the Research Laboratory of Archaeology at Borys Grinchenko Kyiv University; ["Anton Tsedik - a true Soul in Search of Truth"](#): a meeting with participants of the Revolution of Dignity, dedicated to honoring the memory of Anton Tsedik, a graduate of our University, a participant of Euromaidan; ["Theatrical Moments of Halyna Yablonska"](#): a creative meeting with the People's Artist of Ukraine, heroic actress, public figure, Chevalier of the Order of Princess Olha (3 degrees), the Order of the Holy Great Martyr Barbara, Person of the Year 2012 in the nomination "Woman Artist", etc.

Book exhibitions and literature presentations (317 exhibitions in total) have been and remain an effective means of popularizing scientific knowledge and national and world literature. Thus, the Library organized book exhibitions: on the occasion of International Mother Tongue Day and the Day of Ukrainian Writing and Language; on Ukrainian ethnic holidays; on the Day of Ukrainian Cossacks, the Day of Defenders of Ukraine, the Intercession of the Holy Virgin; on the Day of Historical and Cultural Monuments, on the Independence Day of Ukraine, etc. The main book exhibition of the reporting period was the exhibition "Ukraine - Unbreakable, United", a book trailer for Adam Higginbotham's bestseller "Chernobyl: The Story of a Disaster" dedicated to the 35th anniversary of the Chornobyl disaster; ["War of Civilizations. KNEU Poetic Front"](#): presentation of a poetry collection of works by KNEU poets of different generations, etc.

The organization of excursions around Kyiv and visits to Kyiv museums, which involved faculty staff, students, and community members, became systematic. These museums include: "The National Museum of the History of Ukraine in World War II", "The National Museum of Chernobyl", "The National Museum of the Holodomor Genocide", "The Memorial Museum of the Babyn Yar Victims", "The Museum of the Formation of the Ukrainian Nation", and "The National Museum of Literature of Ukraine", which hosted a demonstration of the Ukrainian historical drama "Shchedryk" directed by O. Morgunets-Isaenko. Excursions were also organized: to the Heavenly Hundred Alley, to the Oleksandr Dovzhenko National Film Studio for an open day, etc.

The Library also actively participated in charity events: fundraising for the "Berizka" orphanage and the hospital. On Children's Day, the Library organized an exhibition of children's art for community children. On World Book and Copyright Day, the Library joined the "Book for Everyone" charity project. Books were collected for the Displaced Persons Hub in Kyiv during the event. At the event, Library Director Svitlana Yakubovska informed the audience about the Library's book collection and donated books to the [Hub](#).

The University has a [Museum of University History](#), which offers a fascinating view of collections and exhibitions about the University's history, reflecting its academic heritage and achievements. It contains unique artifacts and valuable archival materials. The Museum's mission is to preserve, research and popularize the history of the University, create an inspiring environment for visitors, promote understanding and recognition of the values of the academic community and scientific achievements, arouse interest in prominent personalities, encourage dialogue and discovery, and provide a platform for studying history, educational and cultural heritage.

The Museum regularly hosts general and thematic excursions, and hosts delegations from other Ukrainian and foreign universities and high-ranking officials. In addition, the Museum initiates temporary thematic exhibitions, visits to other museums in Ukraine, meetings with interesting personalities and veterans, holds thematic exhibitions and scientific and educational events, including regular meetings of the scientific club "From Trypillia to the Present", meetings with participants of the volunteer movement within the project "[Dialogues with Peers: \(Post\)War Contexts](#)", art events, and the All-Ukrainian Student Tournament "[Young Leaders for European Values](#)".

The total area of the Museum premises is almost 337 m². The Museum expositions are structured considering the general context of Ukraine's historical development, as the history of the University's formation and development is closely related to the country's development. A separate section tells about the University's complex history of mass repressions against rectors, teachers and students in the 1930s, the trials during World War II and postwar reconstruction, the current full-scale invasion, and the stands honoring the fallen Heroes, highlighted in the exhibition "[A Place of Honor and Gratitude](#)."

KNEU also has the [Centre of Culture and Arts](#) (CCA), an important center of cultural and educational work, a place of informal communication, formation of an atmosphere of understanding, harmony, friendly relations between students, and comprehensive personal development. The CCA organizes events to popularize intellectual and meaningful leisure, various types and genres of artistic and creative performing arts (theater, vocal, musical, choreographic, visual arts, etc.), as well as to unleash the creative potential of students, to familiarize them with the cultural and artistic heritage of the world, to organize leisure and cultural recreation for students, faculty staff of KNEU. These are the annual festivals of creativity "Student BOOM" - 10 events, "Autumn Fairy Tale" (festival of creativity among freshmen) - 10 events, "Freshmen Debut" - 8 events, "Legends of BOOM" - 1 event, charity concerts - 2 events. In total, this is 31 events over the past 5 years. Artistic and creative studios, clubs and groups in various cultural and artistic fields (fine arts and design studio, vocal, instrumental, choreographic and theater studios) operate permanently at the KNEU CCA.

In 2020, a series of publications entitled "Five Sources of the CCA" was launched, in which readers were introduced to the history and development of art, curious facts from the lives of creative figures, and the work of contemporary performers and artists. Since February 2022, publications have been dedicated to works of art created during the current wartime that reflect our fighting spirit and desire to defeat the enemy. More information is available on the CCC's social media (<https://www.facebook.com/ckmkneu>, https://www.instagram.com/ckm_kneu/, https://t.me/ckim_kneu).

An important role in the development of physical culture and health of the University community is played by the "[Economist](#)" Sports Complex (SC). It includes a stadium with stands for 3000 spectators, an athletics sector with 6 tracks of 400 m. each, 2 athletics sectors for jumping and throwing, a football field, a swimming pool with 6 lanes of 25 m. each, sports grounds, 3 gyms, a game room, a boxing room, a martial arts room, 3 halls for aerobics, pilates, shaping, rhythmic gymnastics, yoga, classes for special medical groups, and 3 tennis courts. The SC also has a safe shelter. The sports grounds can accommodate up to 1,000 people at a time. SC "Economist" holds compulsory training sessions in swimming, athletic gymnastics, football, basketball, aerobics, and fitness once a week for 1st and 2nd year students. Students of I-V years of study have the opportunity to improve their sports skills as part of the University's teams. The SC annually hosts the "Spartakiad" in 12 kinds of sport among students, as well as the "Health Spartakiad" among the University's teaching staff. To improve health, promote a healthy lifestyle, and relieve stress under martial law, the sports complex provides additional, free classes in various sports for students and academic staff. University teams take part in the Universiade in Kyiv. The students participate in the national team of Kyiv in the Universiade of Ukraine.

At the Student Academic Council (SAC) initiative, [the Interuniversity Student Ball](#) was organized in 2021, contributing to inter-university relations development. In 2023, a [Charity party](#) was held in the spirit of popular hits of the 2000s, which became a bright event for the student community. In 2024, a [Charity Student Ball](#) was organized to bring young people together and help raise funds to support charitable initiatives.

In 2024, the tradition of creating and supporting student sports teams was launched. In particular, the university's men's and women's volleyball teams were created at the initiative of the SAC. Support is also provided to the basketball and football teams. The assistance includes material support for the equipment purchase and organizing cheering squads during tournaments.

The SAC initiates its own sporting events, including tournaments among student councils of other universities. In 2021, [KNEU Esports](#), the University's e-Sports community, was created to host tournaments in various disciplines among students of KNEU and other universities. Charity basketball tournaments were held in [2023](#) and [2024](#). Due to the quarantine restrictions and escalation of military aggression, e-sports have become especially important. The following activities were organized as part of this activity: [Kyiv Students Cup in CS:GO, CS:GO 2x2 Charity Tournament, CS:GO and Dota 2 Charity Cyber Tournament \(2023\)](#), as well as the [All-Ukrainian Youth Cyber Tournament in CS2 and Dota 2 \(2024\)](#).

SUMMARY OF STRENGTHS AND AREAS OF IMPROVEMENT

Strengths:

- Comprehensive regulatory support and strategic justification of various aspects of the University's activities as a center of social and civic activity and interaction.
- An extensive institutional structure of Departments responsible for various areas of social work, which allows for the comprehensive and systematic implementation of the University's mission of social responsibility; continuous development and improvement of the organizational structure of KNEU, depending on new social challenges.
- Adequate and sustainable material base of the University, which allows it to provide a wide range of public services, engage a wide range of stakeholders in cooperation, and constantly expand the range of partners.
- The priority areas of scientific and educational activities of the University are formed following the interests of society and topical issues of our time. They are implemented using the best scientific achievements, which makes cooperation attractive to various groups of the public.

Improvements and the planned development activities:

- Transformation of the University's communication system in compliance with the new digital technologies, digital products, social media, etc., simplification of public access to information messages by updating the design of traditional channels.
- Deepening cooperation with partners, in particular, by involving them in win-win projects and receiving regular feedback on the needs of the public.
- Expanding the target groups and beneficiaries of the University's public activities in response to the challenges of wartime, including the provision of social services to vulnerable and priority social groups to achieve the goals of social consolidation, social dialogue and maximize the potential of social capital.