

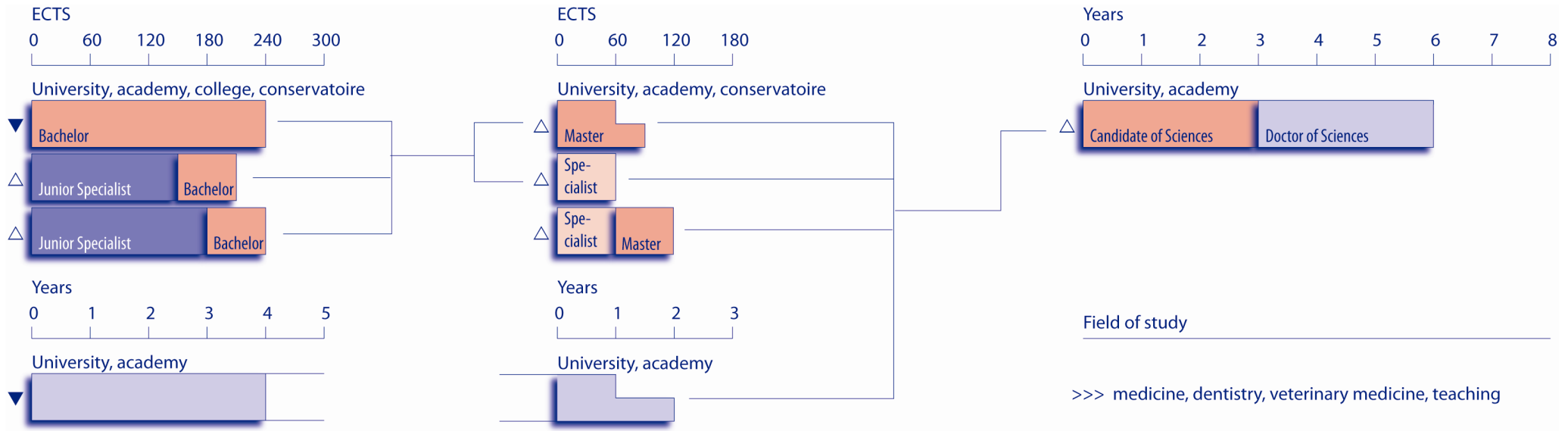


# HIGHER EDUCATION IN UKRAINE



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# The higher education system in Ukraine



	Most common length of a Bologna cycle	<b>ECTS</b> Credits according to the European Credit Transfer and Accumulation System	regulated at national level	decided at institutional level	
	Other length of a Bologna cycle				ALL programmes have admission requirements
	Programme outside the typical Bologna model		SOME programmes have admission requirements	▽	△
	Professional programme				

# I. Overall description

## 1. Major characteristics of tertiary education in the country

### Legislation covering the field of tertiary education

The legal basis for higher education (HE) in Ukraine is set by the Constitution of Ukraine, the laws of Ukraine on education, higher education, science and technical activity, the state budget of Ukraine, the budget code of Ukraine, the labour code of Ukraine, the national doctrine for the development of education and other legal acts.

In addition, numerous by-laws regulate the functioning of the HE system as a whole, as well as the operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine (Ukraine's parliament), orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine and orders and letters by the Ministry of Education and Science, Youth and Sports of Ukraine.

Currently, the draft law of Ukraine on higher education is under review by the Cabinet of Ministries. The pending changes in the above law encompass the key developments of the Bologna Process: implementing a three-cycle system; granting greater autonomy to universities; granting more rights to students' self-governance; supporting companies who employ graduates; improving the legal basis for independent external assessments and other issues.

### Types of tertiary education programmes and qualifications

There are four qualification levels in HE: junior specialist, Bachelor, specialist and Master. They cover the 1<sup>st</sup> and 2<sup>nd</sup> cycles of higher education according to the Bologna Principles.

Junior Specialist (*Molodshyi Spetsialist*, short term 1<sup>st</sup> cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education (after 9<sup>th</sup> or 11<sup>th</sup> year/form at school), has attained incomplete (short-term) higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity, stipulated for initial posts in a certain type of economic activity. The normative period of training is from two and a half to three years. Persons with basic (after 9<sup>th</sup> year/form at school) secondary education may study in the educational and professional programmes of

junior specialist's training, obtaining complete secondary education at the same time.

Bachelor (*Bakalavr*, 1<sup>st</sup> cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, has attained basic higher education, fundamental and special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is four years (240 ECTS). The training of Bachelor specialists may be carried out according to the shortened programme of studies on the basis of the Junior Specialist level.

Specialist (*Spetsialist*, 2<sup>nd</sup> cycle) is an educational-proficiency level of higher education of a person who, on the basis of the Bachelor degree, has attained complete higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is one year (60 ECTS).

Master (*Magistr*, 2<sup>nd</sup> cycle) is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge sufficient to cope with professional tasks and duties of innovative character at a certain level of professional activity (in engineering, business management, pedagogic, arts etc.). The training of students at Master level may also be carried out on the basis of the specialist level. The period of training is typically between one to one and a half years (60-90 ECTS). During the studies at the Master level, students are required to write their final thesis on a selected subject and present it, be able to collect, analyse, summarise and communicate study and practical material; often knowledge of a foreign language is also required.

Specialist and Master programmes in fields such as medicine, dentistry, veterinary medicine are carried out on the basis of complete secondary education within a period of five to six years (300-360 ECTS).

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and are granted state diplomas. The diploma is the state-recognised document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a

certain educational-proficiency level (an academic degree in a field of study and speciality). The law on higher education (2002) establishes the following types of documents that confirm higher education qualifications:

- *Dyplom Molodshogo Spetsialista* (diploma/qualification of junior specialist)
- *Dyplom Bakalavra* (diploma/qualification of Bachelor)
- *Dyplom Spetsialista* (diploma/ qualification of Specialist)
- *Dyplom Magistra* (diploma/ qualification of Master)

The statistics data for 1 September 2011 state that 2 312 000 students currently study at 846 higher education institutions (HEIs), including: 24 % in the junior specialist programmes, 55 % in the Bachelor programmes, 15 % in the specialist programmes and 6 % in the Master programmes.

At present National Qualifications Framework is developed according to EQF for Lifelong Learning (LLL) and approved by the Cabinet of Ministries of Ukraine in 2011.

Research programmes (assigned to third cycle) are implemented in a "non-Bologna" format, beyond the HE system:

- 1st stage: Aspirantura (postgraduate Doctorate programme), on completion, the degree of a Candidate of Sciences is granted (similar, but not equivalent to a PhD degree). 35 000 Aspirantura students are currently studying at 251 HEIs and 279 research institutions.
- 2nd stage: Doctorantura (post-Doctorate programme), on completion, the degree of a Doctor of Sciences is awarded. 1 600 Doctorantura students are currently studying at 164 HEIs and 99 research institutions.

Research programmes typically involve:

- conduct of original research, preparation and public defence of a dissertation;
- supervisory procedures (by higher education institution, research institutions) and assessment (by the Department of the Ministry);
- double status of research post-Doctorate programme students (students and early stage researchers).

Following implementation mechanisms for the third cycle are currently being introduced:

- Doctorate study programmes including both taught courses (lectures, seminars

and practical work) and independent research;

- supervisory and assessment procedures for Doctorate studies;
- inclusion of Doctorate and post-Doctorate studies in the National Qualifications Framework and linking it to learning outcomes;
- interdisciplinary Doctorate studies that facilitate development of transferable skills. The principles of continuity and succession of training courses are implemented in the second and the third cycles;
- Doctorate students, who have the status of both students and early stage researchers.

Some research programmes have been modernised in line with the Bologna Process. For example, a pilot PhD programme is offered at the National University Kyiv Mohyla Academy.

The programmes at all levels, except post-Doctorate programmes, are full-time or part-time. Part-time programmes have various formats: evening classes, correspondence programmes, distance learning, e-learning, mixed programmes.

### **Types of tertiary education institutions**

The law of Ukraine on higher education (2002) establishes four levels of accreditation of HEIs:

- 1st accreditation level HEIs train Junior specialists;
- 2nd accreditation level HEIs train Junior specialists and/or Bachelors;
- 3rd accreditation level HEIs train Bachelors, specialists and in certain professions (specialities) Masters;
- 4th accreditation level HEIs train Bachelors, specialists and Masters and offer postgraduate Doctorate (Aspirantura) and post-Doctorate (*Doctorantura*) programmes.

There are six types of higher education institutions (HEIs) in the Ukraine:

- Universities - *Universytet* (197 at present) have the 4<sup>th</sup> accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or 'branch' institutions (focus on some particular professional field as technical, medical, agricultural, pedagogical, economics, law etc.). They act as leading research and methodological centres in both fundamental and applied research.

- Academies – Akademia (66 at present) have the 4<sup>th</sup> accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research.
- Institutes – Instytut (102 at present) have the 3<sup>rd</sup> accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.
- Conservatoires – Konservatoria (one at present) have the 3<sup>rd</sup> accreditation level. They specialise in culture and arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.
- Colleges – Koledg (238 at present) have the 2<sup>nd</sup> accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.
- Technical and Vocational Schools – Technicum, Uchylische (242 at present) have the 1<sup>st</sup> level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.

With respect to the ownership, Ukraine’s HEIs are divided into public (661) and private (185) HEIs. Public forms of ownership are: municipal and state owned.

State (public) higher education institutions (HEIs) of the 4<sup>th</sup> accreditation level can be granted the status of National HEI by the President of Ukraine which results in greater funding of an institution. There are now 96 National HEIs.

<b>Number of students at HEI (academic year 2011/2012)</b>	
2 312 000	
<b>Junior Specialist</b>	<b>Bachelor</b>
24 %	55 %
<b>Master</b>	<b>Specialist Programme</b>
6 %	15 %

<b>Number of HEI</b>	
846	
<b>Public</b>	<b>Private</b>
661	185

## 2. Distribution of responsibilities

The Ministry of Education and Science, Youth and Sports of Ukraine sets standards for higher education, develops qualifications, organises and conducts licensing and accreditation processes and monitors educational processes and governance of HEIs. It develops qualification requirements for the staff and determines recommendations for their workload. The Ministry of Education and Science, Youth and Sports of Ukraine approves the statutes and admission rules of HEIs, drafted according to the Ministry’s guidelines. In elections of heads of HEIs, it appoints and dismisses the nominees. It also awards academic status (*Docent* or *Professor*) to academic staff.

The general trend is towards decentralisation, with the aim of delegating a certain amount of authority and responsibilities to the HEIs. This will allow further deconcentration or deregulation of the HE system.

General responsibility for HE administration lies with the Ministry of Education and Science, Youth and Sports of Ukraine. HEIs that are subordinated to other Ministries or were founded by municipalities or regional communities follow the rules and instructions of the Ministry of Education and Science, Youth and Sports of Ukraine, too. Regional and local authorities support and assist the Ministry of Education and Science, Youth and Sports of Ukraine with the implementation of its HE policies.

A Collegium – *Colegia* (advisory-consultative body) operates under the Ministry of Education and Science, Youth and Sports of Ukraine. The Rectors’ Council (national level) and Rectors’ Regional Councils are self-governing consultative bodies. The social partners, local community groups and employers’ associations are involved in the design of HE policy and reform of the HE sector.

## 3. Governing bodies of the higher education institutions

HEIs are governed by a head, advisory and operational bodies and self-governing bodies (including students’ self-governing bodies).

The head of an HEI (rector, president, director) is charged with a broad range of functions and responsibilities for strategies, management, finance, organisational structure and staff. The head represents the institution and reports on its operation externally.

The Academic Board of an HEI – the advisory (collegial) body – chaired by the head: approves the budget and financial report; submits the statute and amendments to it for

the approval of the self-governing body; approves curricula and syllabuses; adopts research plans; and votes on the appointment of chairs, professors and other staff. The Academic Board consists of the deputy heads of the HEI, deans, the chief accountant, the chairs of the self-governing bodies, elected representatives (teachers, professors and academic chairs) and students' representatives.

The Supervisory Board of an HEI – the advisory (collegial) body at national university level – is responsible for civil control and cooperation with civil society, the local community, employers, academia, politicians and the international community.

The operational bodies of an HEI include the rectorate, directorate, pedagogical council, admission board and others.

The self-governing bodies of an HEI include the employees' conference, faculty councils and students' parliament etc.

## 4. Financing

Public (state) HEIs are funded by the state budget via the Ministry of Education and Science, Youth and Sports of Ukraine. Public sectoral HEIs subordinate to line ministries are funded by the state budget via the relative ministry. Municipal HEIs are funded by municipal budgets. Private HEIs are funded by their owners (founders). The total education budget amounts to 6.5 % of GDP (6.2 % public and 0.3 % private), and 30.9 % of it is directed towards HE.

The Ministry of Education and Science, Youth and Sports of Ukraine, the Ministry of Economic Development and Trade and the Ministry of Labour and Social Policy identify demand (*state order*) for certain professions (qualifications) and allocate it among state-funded HEIs. The budget for a specific HEI is calculated on the basis of the state order in accordance with the norms set by the Ministry of Education and Science, Youth and Sports of Ukraine. Private HEIs do not receive public funding.

## 5. Students' contributions and financial support

Students who study under a state order do not pay fees. Additionally, full-time students who demonstrate good academic achievements receive a stipend (scholarship). There are various types of stipends: academic, social and special. The amount of an ordinary academic stipend is stipulated by the law of Ukraine on higher education. It depends on the qualification level programme and amounts to approx. 60 % to 70 % of the minimum living standard, which is fixed by the Regulation of

the Cabinet of Ministers of Ukraine.

Students who do not study under a state order pay study fees on a contractual basis. Students, or their parents, may obtain a loan from a private commercial bank or a loan from the state to pay for their studies. Also, parents of students or working students may claim tax relief.

## 6. Licensing, quality assurance and accreditation of institutions and/or programmes

The national system of quality assurance (QA) is implemented by means of licensing and accreditation procedures carried out by the Department for Licensing and Accreditation of the Ministry of Education and Science, Youth and Sports through the State Accreditation Commission, a network of experts.

Thus, on the national level, quality assurance (QA) is applied to higher education as a whole and consists of external and internal assessment and publication of results. Some universities in Ukraine contact international accreditation agencies directly.

The law on higher education (2002) stipulates that all HEIs must be licensed before they can offer tertiary-level education programmes. To be granted a licence, an HEI must meet the required standards set by the Ministry of Education and Science, Youth and Sports of Ukraine, which relate to infrastructure, resources, staff and programmes.

The accreditation procedures include the accreditation of education programmes and the institutional accreditation of HEIs. In order to have an education programme accredited, an HEI must meet the requirements of the HE standards. An HEI receives institutional accreditation if at least two-thirds of its educational programmes have been accredited.

## 7. Admission

Admission policy is developed by the Ministry of Education and Science, Youth and Sports of Ukraine, prescribed by the order of the Ministry. HEIs develop their own rules of admission according to this order and submit them for the approval of the Ministry of Education and Science, Youth and Sports.

For Bachelor level, it is a compulsory prerequisite to pass the Independent External Assessment (IEA) conducted by the Ministry of Education and Science, Youth and Sports of Ukraine. The IEA result must be not less than the specified minimum. For specific specialities, additional exams are possible. Also admission policy takes into account an average mark of school certificate. For the next level (specialist, Master), students must pass admission exams.

The admission procedure is the same for all students. During the enrolment process the quotas for relief categories are taken into account.

The number of students admitted is regulated by the number of licences for educational programmes.

## **8. Organisation of the academic year**

The length, beginning, end and organisation of the academic year are determined by the HEI and depend upon the type of the programme, the mode of its delivery, the year of studies and other factors. The official beginning of the academic year in Ukraine is 1 September, or the first weekday after 1 September if this date falls on a weekend. There is no common end of the academic year. The academic year usually consists of two terms (semesters) or occasionally three terms (trimesters), though a summer semester is not yet widespread. The length of a semester and academic breaks may vary among HEIs. The length of the examination period depends upon the programme and the mode of its delivery.

## **9. Curriculum content**

For all qualifications levels, the curriculum is comprised of two components: I – normative component (determined by the state standard and compulsory); and II – optional component. The first component includes subjects list appropriate to speciality state standard (generally foreign language). The second component is divided into two parts: the first includes disciplines compulsory for all students and determined by the HEI; the second consists of elective disciplines.

## **10. Assessment, progression, certification and degree**

For each discipline, the maximum number of points which students may receive is determined on the basis of progress assessments (home assignments, essays, projects etc.) and final assessment (exam, tests). The most widespread forms of assessment are tests, exams and projects. The transfer from one year to the next is only possible if students successfully complete the curriculum. Work practice is a compulsory component of a curriculum.

State attestation of students (award of a degree) generally involves an exam(s) and defence of a thesis or projects for 2<sup>nd</sup> cycle programmes. The types and forms of exams depend upon students' specialisations and disciplines; requirements to defend a thesis or projects are set and approved by the HEIs.

On successful completion of a programme, students are awarded a degree (junior specialist, Bachelor, specialist or Master) and an appropriate qualification (e.g. psychologist). Access to the next level is possible once the previous level has been completed and relevant degrees and qualifications awarded.

## **11. Academic staff**

Academic staff posts in HEIs include:

- within a chair (department): head of chair, professor, associate professor ("docent"), senior teacher (lecturer), teacher, assistant teacher;
- in research laboratories: head, lead researcher, senior researcher, junior researcher.

Appointment of academic staff is regulated by Ukrainian legislation and implemented through a number of steps:

- announcement of a contest for the post;
- admission and processing of applications;
- competition, election and recommendation of the Academic Board on the appropriate candidate;
- signing of the contract.

## **12. Research activities**

Academic staff working for a chair (department) conducts research activities, including the writing and publication of academic papers, preparation of theses, supervision of students, consultancy etc. The fundamental research in HEIs is mainly conducted by research laboratories. In general, Ukraine allocates 0.7 % of its GDP to fund R&D.

HEIs are actively involved in various research programmes, both at the national and international level. The research work of young scientists is supported by the President grants, Cabinet of Ministries of Ukraine and other scholarships.

## **13. University-enterprise cooperation**

As prescribed by the law of Ukraine on higher education, representatives of employers (as customers of educational services) are members of Academic Boards. To provide support to students in finding employment, some HEIs create careers centres in cooperation enterprises in order to provide placement programmes. The law of Ukraine on granting first jobs to young people with a HE degree, with provision of subsidies to employers, was adopted in 2004.

HEIs cooperate with branch and factory research. According to the State Agency of Statistics of Ukraine, Ukrainian enterprises spend 1.2% of their total expenditure on research.

## 14. International cooperation

The importance of international cooperation is declared in several Ukrainian laws and by-laws. The latest order of the Ministry of Education and Science, Youth and Sports of Ukraine "on implementation of ECTS in Ukrainian HEIs" will ensure the diploma recognition procedure and will facilitate student mobility.

Ukrainian HEIs take actively part in international cooperation. The efficiency of such cooperation depends mainly on the capacity of an HEI and its staff (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and is implemented according to an annual plan.

Cooperation activities and their funding vary

from case to case. As a rule, HEIs organise joint events, students' exchanges, participate in joint research projects, prepare joint publications etc. Various international educational programmes are open to Ukrainian HEIs; this ensures development of projects in line with HE strategy developments in cooperation with HEIs all over the world. HEIs participate in the following programmes: Tempus, Erasmus Mundus, Jean Monnet, 7<sup>th</sup> Framework Programme (FP 7), Tuning and others. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs.

Currently, there are some joint programmes and educational services for foreign citizens. Some 42 980 foreign students are studying at Ukrainian HEIs. The majority of foreign students study at the Kharkiv and Kiev HEIs.

Ukraine has signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are being amended.

# II. Current challenges and needs

## 1. Trends and challenges

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education; amendments to the law on HE, according to the Bologna principles and recommendations; inclusion of Ukraine as governmental member of the European Quality Assurance Register; further developed National Qualification Framework (NQF).

Significant progress has been achieved in three strategic areas of the Bologna Process: implementation of a two-cycle system; implementation of quality assurance in the field of higher education; recognition of diplomas and previous periods of study.

The transfer to the first and second cycles has been implemented; the preparation for the third cycle is under way. The pilot implementation of the European Credit Transfer and Accumulation System (ECTS) has been completed in the first and second cycles, and is now legally regulated by order of the Ministry of Education and Science, Youth and Sports on ECTS implementation in HEIs (2009).

The strategic objectives set by the Ministry of Education and Science, Youth and Sports of

Ukraine for the HE sector includes:

- development of a contemporary strategy for HE development, focusing on quality assurance and its integration with European and global HE areas;
- development of a sound legal-regulatory basis for the HE sector and HE institutions;
- monitoring and ensuring law enforcement by Ukrainian HE institutions;
- improvement of access to HE and vocational training for the disabled, to assist their adaptation and increase their employability;
- alignment of HE legislation with the requirements of the Bologna Process, specifically by implementing the National Qualifications Framework;
- promotion of university autonomy, students' self-governance and public involvement with university governance;
- implementation of programmes to promote talented youth, their academic development and career planning;



- development of a legal-regulatory basis and implementation of measures to increase the employability of university graduates.

As an active participant in the Bologna Process, Ukraine recognises the broad, updated mission of HE and the role it has to play in globalisation, the emergence of a knowledge economy, rapid technological developments and demographic crisis. Ukrainian HEIs are prepared to adjust to new challenges and act as drivers of innovation and change.

Along the path of modernisation, internationalisation and integration with the European Higher Education Area (EHEA), the upcoming challenges for Ukraine's HE include:

- completion of a three-cycle system;
- alignment of university curricula with the Bologna structure;
- curricula reform with a view to employers' needs;
- establishment of programmes for foreign students and further internationalisation of Ukraine's HE;
- creation of mechanisms for recognition of prior learning;
- implementation of a National Qualification Framework for Lifelong Learning;
- development of comprehensive guidelines for the implementation of ECTS and of the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of the mechanism for equal access to HE;
- development of the National Quality Assurance system for HE, in compliance with the European Standards and Guidelines for Quality Assurance, its full membership of the European Association for Quality Assurance in Higher Education (ENQA) and inclusion in the European Quality Assurance Register (EQAR);
- introduction of an HEI ranking system;
- increasing the outward and inward mobility of students and academic and administrative staff of HEIs;
- assuring the portability of student grants and loans;
- professional development of research and educational staff according to modern requirements with a view to ensuring sustainable development of HE system;
- development and introduction of new educational standards (curricula reform) with a view to improving the quality of the content of education and in order to facilitate employability of graduates;
- development of academic and financial autonomy of HEIs;
- promotion of the development of Ukrainian and global cultural values, orientation towards the ideals of democratic ideas.

## 2. The Bologna Process<sup>1</sup>

### General Information

<b>Level of integration in the Bologna Process</b>	X	Bologna-Signatory Country (in 2005)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

### Bologna cycle structure

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Extensive but gradual introduction of Bologna structure/ongoing adaptations or enlargement
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### Student workload/duration for the most common Bologna programmes

<b>Bachelor programmes</b>	240 ECTS (4 academic years)	<b>Master programmes</b>	60 ECTS (1 academic year)
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<b>Bachelor/Master cycle structure models most commonly implemented</b>	240+60 ECTS (4+1 academic years)
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### European Credit Transfer and Accumulation System (ECTS)

<b>Definition of the Learning Outcomes Concept</b>	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
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<b>Level of implementation of ECTS</b>	More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. Allocation of ECTS is based on learning outcomes and student workload.
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<b>Indicative number of hours of student workload corresponding to one ECTS</b>	1 ECTS = 30 – 40 hours
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### Bologna Diploma Supplement (DS)

<b>Level of implementation of the Bologna Diploma Supplement</b>	Partial and gradual introduction of the Bologna DS (25%-75% of institutions)
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<b>Diploma Supplement issued</b>	Bologna DS issued on request in return of payment	Bologna DS issued in the language of instruction and /or English
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<sup>1</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## National Qualifications Framework (NQF)

<b>Stage towards establishing a National Qualification Framework</b>		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

## Quality Assurance Practices

National Quality Assurance body				
<b>Name</b>	Department for Licensing and Accreditation of the Ministry of Education and Science, Youth and Sports of Ukraine, State Accreditation Commission			
<b>Status</b>	A Government-dependent body or Ministry has responsibility for quality assurance.			
<b>Year of establishment</b>	1996			
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students			X
	International Experts			X

## Recognition of foreign qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	X	1997 (signature), 2000 (ratification)
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by central or regional governmental authorities	
<b>Recognition of Foreign Qualifications for professional employment</b>	Recognition for professional employment by central or regional governmental authorities	

## Joint Degrees

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes and joint degrees are not mentioned in the higher education legislation whatsoever.
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## III. Participation in EU programmes

### 1. Tempus

Ukraine has participated in the Tempus Programme since 1993.

#### 1. Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
<b>Joint Projects</b>	35	80	12	9	5	8	16
<b>Compact Projects</b>	14	0	0	0	0	0	0
<b>Structural &amp; Complementary Measures (Tempus III)</b>	0	29	0	3	0	1	7
<b>Structural Measures (Tempus IV)</b>							
<b>Total</b>	<b>49</b>	<b>109</b>	<b>12</b>	<b>12</b>	<b>5</b>	<b>9</b>	<b>23</b>

**Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)**

Institutions	Total	Number of projects	
		JP	SM
<b>NATIONAL TECHNICAL UNIVERSITY "KHARKIV POLYTECHNIC INSTITUTE"</b>	<b>9</b>	8	1
<b>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</b>	<b>8</b>	4	4
<b>ZHUKOVSKY NATIONAL AEROSPACE UNIVERSITY "KHARKIV AVIATION INSTITUTE"</b>	<b>8</b>	7	1
<b>SUMY STATE UNIVERSITY</b>	<b>7</b>	5	2
<b>TAURIDA NATIONAL V.I.VERNADSKY UNIVERSITY</b>	<b>7</b>	5	2
<b>IVAN FRANKO NATIONAL UNIVERSITY, LVIV</b>	<b>6</b>	3	3
<b>LVIV NATIONAL POLITECHNIC</b>	<b>6</b>	5	1
<b>KHMELNITSKIY NATIONAL UNIVERSITY</b>	<b>6</b>	4	2
<b>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE "KYIV POLYTECHNIC INSTITUTE"</b>	<b>6</b>	5	1
<b>OLES GONCHAR DNIPROPETROVSK NATIONAL UNIVERSITY</b>	<b>5</b>	5	0

#### 2. Impact of the Tempus Programme

Ukraine joined Tempus in 1993. The projects carried out in Ukraine at that time focused on improvement of university governance and management, upgrading of old curricula and development of new courses and programmes and professional development of teachers, especially in disciplines such as economics, foreign languages, social science, European studies and law. Ukrainian HEIs carried out projects such as: *Establishing Social Work and Social Policy as Higher Education Disciplines in the Ukraine (1994)*; *'AGFED' Agricultural & Food Economics Development in Ukraine (1997)*; *Training of Marine Lawyers in European Law (1998)*; *Establishment of a*

*National Innovation Centre (1999)*; *Development of a New Framework for M.Sc. Thesis Work (1999)*.

During the third phase of the TEMPUS Programme in 2000-2006 there was a shift to new national priorities for Ukraine and a focus on new disciplines. Ukraine's participation in the Tempus III programme coincided with its wish to join the European Higher Education Area in line with Bologna Process, which was reflected in the projects undertaken. The list of priority disciplines for that period included, in addition to economics and business management, agrarian science, ICT and environment, as reflected in accepted projects such as: *Education development in environmentally safe energy (2000)*;

*Restructuring the B.Sc. in economics and management (2001); Electronic Media Resource Centre, Ukraine (2002); Master of Business Administration & Information Technology (2002); Agricultural Policy and Administration in Ukraine towards European Integration (2003).*

As from 2000, participation in the Tempus projects broadened beyond the scope of HEIs and was opened to companies, non-governmental and non-profit organisations and authorities. Accordingly, participants in Tempus projects in Ukraine included the Secretariat of the Cabinet of Ministers of Ukraine, the Ministries of Education and Science, of Environmental Protection and of Agricultural Policy, regional state administrations, municipalities, entrepreneurs' associations and students' unions, agricultural companies, seaports and research institutes.

As a consequence of Tempus projects, new courses and curricula were developed that meet the current requirements of the Ukrainian labour market. University teachers confirm that cooperation with European colleagues within the Tempus project enabled them to obtain new knowledge and Master new teaching skills and evaluation techniques which resulted in greater competitiveness of their universities and improved their status and standing. Many projects focused on use of ICT and involved purchase of equipment and software and implementation of courses in E-learning format. They contributed to the universities' capacity building as well as to the establishment of a distance education culture in Ukraine. Such projects included: *Elearning - The virtual law library and Law Consultancy Centre (2002); Accreditation and standardisation of distance education (2005); Adaptive Information and Communication Technologies for Education and Visually Impaired Students in Ukraine (2005); Practicum to Improve Ukrainian eLearning System (2006); ICT, media, libraries, e-learning (2008).*

Since 1994 more than 120 Ukrainian universities have participated in Tempus.

On the whole, the Tempus programme facilitated the internationalization of Ukrainian universities, helped to establish long-term partnerships between them and their European counterparts and contributed to the initiation of new research projects or exchange programmes. On many occasions, Tempus projects helped to set up a dialogue between HEIs and the Ministry of Education and Science or its regional branches; between faculty and administration and between employers, teachers and students.

Not all Ukrainian universities have implemented the Bologna principles and transferred to a three-cycle education system.

But those universities where changes have taken place and whose curricula fully meet the Bologna requirements link their progress and success to Tempus projects participation. Projects dealing with implementation of Bologna principles: *ECTS-implementation at Ukrainian universities (2004); Workshops for the Introduction of Practical Approaches in Transforming Higher Education in Ukraine (2005); All-Ukrainian Network of ECTS regional consultants points (2005); Quality Assurance in Ukraine (2006); Accreditation and licensing in the Ukraine (2006); Training for the Implementation of the European Higher Education Area Third Cycle in Ukraine (2006); Development of strategy of UA students international mobility using the ECTS opportunities (2006); Training courses in Ukraine on Bologna process (2006).*

A network of University ECTS Regional Consultation Centres was created thanks to Tempus project "All-Ukrainian Network of ECTS regional consultants points" (2005). Recognizing the important role of the centers, the mentioned experience has been studied by and disseminated to other Universities in Ukraine.

Tempus projects have helped to strengthen the cooperation between universities and enterprises, e.g. by establishing career development centres for students. Examples of such projects: *University-Industry Centres: Model for Cooperation (2004); Establishing Mechanisms of cooperation and interaction between universities and employers (2006); Bridging the gap between University and Business (2004); Promoting Technology Transfer and Entrepreneurial Activities in Ukrainian Universities (2006); Career & Employability Centre: new service for graduates (2006); Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities (2006).*

Tempus project "Career and Employability Centre: New Service for Graduates" (2006) provided students with an opportunity to take part in study visits to European universities and training sessions focused on career support and job search techniques, thus enhancing their employability.

In the framework of the project *Crisis Analysis and Decision-Making in Ukraine (2005)*, an EU-UA integrated Master course in crisis analysis and decision-making was developed and simultaneously introduced in four Ukrainian universities of various types. The course is based on advanced information technologies and existing European experience.

In the new Tempus IV (2007-2013) calls for proposals, Ukraine's national priorities have

placed a strong emphasis on implementing the Bologna Principles.

Projects selected within four calls for proposals with participation of Ukrainian partners cover topics such as: the three-cycle system in social work education, a new Master curriculum for intellectual property law, curricular reform in space technology, engineering, automation/mechatronics, E-commerce, geographic information technology, tourism, railway transport, intellectual transport systems, education measurement, educational management, environmental management, industrial ecology, renewable energy and environmental technology, foodstuff expertise and quality control, medical education, social psychology, land governance etc.

The project Master "Interopérabilité / Sécurité / Certification" dans le domaine du Transport International Ferroviaire (2008) actively involved employers and created new solid Master programme on railway transport that incorporated latest development in the sphere of railway and helped to prepare specialists of international level.

The study "Knowledge triangle education-knowledge-innovation" undertaken within the project "Towards research and entrepreneurial university models" (2008), outlined the ways to effectively apply European experience in property rights protection. The project created departments of innovation in partner universities and contributed to reforms in the area of technology transfer.

While improving the image of Ukraine as a space power, the Tempus project "Curricula Reform in Space Technology" (2008) had extended the network of space ground stations from Brussels to Krasnoyarsk. It also

established university labs of micro-satellites and regional coordination and technological bureaus that serve as a linkage between university and labour market in aerospace sphere.

The project "Quality Assurance tools for the Management of Internationalization" (2008) helped Ukrainian universities to reform the governance system by employing internationalization strategy.

Building upon developments in internationalization of higher education, another Tempus project "E-internationalization for Collaborative Learning" (2009) launched E-platform "International Clearing House" that enables knowledge sharing among professors from Ukraine and Europe, gives an opportunity to create joint international courses and enhance skills in international teambuilding.

In order to effectively market scientific inventions of universities, the project "Innovation cross-universities network for development of partnership with enterprises" (2009) trained representatives of partner universities to turn scientific products into business models.

Besides the ones mentioned, 38 projects of Tempus IV pursued with participation of Ukrainian higher education institutions, have generated variety of sustainable outcomes that led to creation of education centre network on modern technologies of local government, establishment of a West-East teacher education network, implementation of research and entrepreneurial university models in higher education, development of quality assurance system and others.

## 2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

### Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical "lot" on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-Doctorate – and for academic staff.

### Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php)

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Students</b>	4	23	18	24	34	29	30	28	52
<b>Scholars</b>	1	2	5	2	9	8	NA	NA	NA
<b>Fellows</b>	-	-	-	-	-	-	1	4	2

Nationals of the country participated in the programme for the first time in 2004-2005 (students and scholars).

### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

Year	Undergraduate	Masters	Doctorate	Post-Doctorate	Staff	TOTAL
<b>2007</b>	40	26	28	11	17	<b>122</b>
<b>2008</b>	47	29	28	11	10	<b>125</b>
<b>2009</b>	31	29	25	3	11	<b>99</b>
<b>2010*</b>	35	30	22	6	7	<b>100</b>
<b>2011*</b>	122	85	52	24	39	<b>322</b>
<b>Total</b>	<b>153</b>	<b>114</b>	<b>103</b>	<b>31</b>	<b>45</b>	<b>446</b>

## Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
<b>DNIPROPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>DONBAS NATIONAL ACADEMY OF CIVIL ENGINEERING AND ARCHITECTURE</b>	X		
<b>DONBAS STATE TECHNICAL UNIVERSITY</b>		X	
<b>DONETSK NATIONAL TECHNICAL UNIVERSITY (DNTU)</b>		X	

<b>DRAGOMANOV NATIONAL PEDAGOGICALUNIVERSITY</b>		X	
<b>INTERNATIONAL EDUCATION ADVISING CENTER</b>			X
<b>IVAN FRANKO LVIV STATE UNIVERSITY</b>		X	
<b>KROK UNIVERSITY HIGHER EDUCATION INSTITUTION</b>		X	
<b>LVIV POLYTECHNIC NATIONAL UNIVERSITY</b>		X	
<b>NATIONAL ACADEMY OF MUNICIPAL ECONOMY KHARKIV</b>	X	X	
<b>NATIONAL AEROSPACE UNIVERSITY "KHAI"</b>		X	
<b>NATIONAL AVIATION UNIVERSITY</b>		X	
<b>NATIONAL O.O BOHOMOLETS MEDICAL UNIVERSITY</b>		X	
<b>NATIONAL TARAS SHEVCHENKO UNIVERSITY OF KYIV</b>		X	
<b>NATIONAL TECHNICAL UNIVERSITY OF UKRAINE 'KYIV POLYTECHNIC INSTITUTE'</b>		X	X
<b>NATIONAL UNIVERSITY OF FOOD TECHNOLOGIES</b>			X
<b>NATIONAL UNIVERSITY OF "KYIV-MOHYLA ACADEMY"</b>	X	X	
<b>NIZHYN STATE MYKOLA GOGOL UNIVERSITY</b>	X		
<b>ODESSA I.I. MECHNIKOV NATIONAL UNIVERSITY</b>		X	
<b>ODESSA NATIONAL ACADEMY OF FOOD TECHNOLOGIES</b>			X
<b>ODESSA NATIONAL POLYTECHNIC UNIVERSITY</b>		X	
<b>OLES HONCHAR DNIPETROVSK NATIONAL UNIVERSITY</b>		X	
<b>TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV</b>		X	
<b>TAURIDA NATIONAL V.I. VERNADSKY UNIVERSITY</b>		X	
<b>VASSIL KARAZIN NATIONAL UNIVERSITY OF KHARKIV</b>		X	
<b>YURIY FEDKOYCH CHERNIVTSI NATIONAL UNIVERSITY</b>		X	
<b>KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS</b>		X	



## IV. Bibliographical references and websites

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- Ministry of Education and Science, Youth and Sports of Ukraine: <http://www.mon.gov.ua>
- Cabinet of Ministers of Ukraine: <http://www.kmu.gov.ua>
- President of Ukraine: <http://www.president.gov.ua>
- Verkhiova Rada (Parliament) of Ukraine: [www.rada.gov.ua](http://www.rada.gov.ua)
- European Education Portal: <http://www.eu-edu.org/>
- Education in Ukraine (information resource): <http://www.osvita.org.ua>

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