

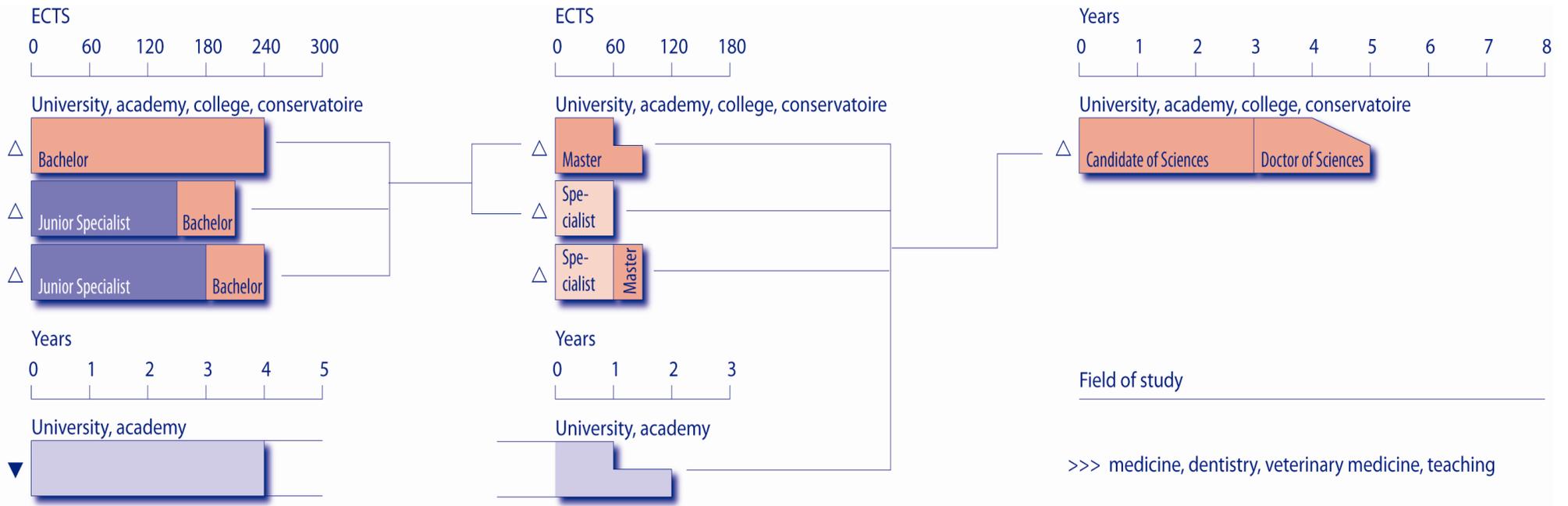


HIGHER EDUCATION IN UKRAINE



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The higher education system in Ukraine



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

Source: "Focus on Higher Education in Europe 2010 - The impact of the Bologna Process" (Eurydice, 2010).

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, Vocational – Technical Education, 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 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; ensuring placements for graduates; 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 1st and 2nd cycles of higher education according to the Bologna Principles.

Junior Specialist (*Molodshyi Spetsialist*, short term 1st cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, 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 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*, 1st 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 credits). 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*, 2nd 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 credits).

Master (*Magistr*, 2nd 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 credits). 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 credits).

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 01.09.2009 state that 2,600 million students currently study at 861 higher education institutions (HEIs), including: 21% in the junior specialist programmes, 60% in the Bachelor programmes, 14% in the specialist programmes and 5% in the Master programmes.

At present, consultations are being held by stakeholders (HEIs, employers, trade unions, the Ministry of Education and Science, etc.) to develop a National Qualifications Framework for higher education in Ukraine.

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). 33,344 thousand *Aspirantura* students are currently studying at 245 HEIs and 276 Research Institutions.
- 2nd stage – *Doctorantura* (post-Doctorate programme), on completion, the degree of a Doctor of Sciences is awarded. 1476 *Doctorantura* students are currently studying at 157 HEIs and 92 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 Supreme Attestation Commission);
- the 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 for higher education, 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 – *Univrsytet* (198 at present) have the 4th accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or 'branch' institutions (focus on some particular professional field (Technical, Medical, Agricultural, Pedagogical, Economics, Law, etc.)). They act as

leading research and methodological centres in both fundamental and applied research.

- Academies – *Akademia* (58 at present) have the 4th 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* (110 at present) have the 3rd 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 3rd accreditation level. They specialise in culture and the arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.
- Colleges – *Koledg* (231 at present) have the 2nd accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation.
- Technical and Vocational Schools – *Technicum, Uchylische* (263 at present) have the 1st level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3rd and 4th level accreditation.

With respect to the ownership, Ukraine's HEIs are divided into public (674) and private (187) HEIs. Public forms of ownership are: municipal and state owned.

State (public) higher education institutions (HEIs) of the 4th 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.

2. Distribution of responsibilities

The Ministry of Education and Science 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 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 of Ukraine. HEIs that are subordinate to other Ministries or were founded by municipalities or regional communities follow the rules and instructions of the Ministry of Education and Science of Ukraine also. Regional and local authorities support and assist the Ministry of Education and Science of Ukraine with the implementation of its HE policies.

A Collegium – *Colegia* (advisory-consultative body) operates under the Ministry of Education and Science 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 from the state budget via the Ministry of Education and Science of Ukraine. Public sectoral HEIs subordinate to line ministries are funded from the state budget via the relative ministry. Municipal HEIs are funded from 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% of it is directed towards HE.

The Ministry of Education and Science of Ukraine, the Ministry of Economy 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 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 through the State Accreditation Commission, a network

of experts and the Supreme Attestation Commission.

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 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 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.

For Bachelor level, it is a compulsory prerequisite to pass the Independent External Assessment (IEA) conducted by the Ministry of Education and Science 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 – optimal 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 2nd 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 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 0.8% 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 Statistics Committee of Ukraine, Ukrainian enterprises spend 1.2% of their total expenditure on research.

A draft decision of the Cabinet of Ministers of Ukraine on the employment of higher education graduates and the draft law on the involvement of employers in training and retraining of staff has been prepared in order to enhance the employability of graduates of all cycles.

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 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, 7th Framework Programme, 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 43 100 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 and its integration into the European and World Educational Community until end-2010; 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; the establishment of a working group to develop a National Qualification Framework (NQF) for higher education.

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 on ECTS implementation in HEIs (2009).

The strategic objectives set by the Ministry of Education and Science 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 developing 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 the new challenges and act as the 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;
- development of a National Qualifications Framework compatible with the EHEA Qualification Framework;
- development of a National Qualification Framework for Lifelong Learning;
- development of 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;
- creation of the National Quality Assurance Agency 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

The Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Extensive, but gradual introduction/ongoing adaptations or extensions
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	240 ECTS (4 academic years)	Master programmes	60 ECTS (1 academic year)

Bachelor/Master cycle structure models most commonly implemented	240 ECTS + 60 ECTS (4 + 1 academic years)
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European Credit Transfer System (ECTS)

Legislation on ECTS	Legislation governing the arrangements for implementing ECTS has been introduced.
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Level of implementation of ECTS	Over 75% of institutions and programmes are on the way to introduce ECTS, among them 5% have introduced ECTS for both transfer and accumulation purposes completely. Allocation of ECTS is based on student workload.
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Diploma Supplement (DS)

Implementation of the Diploma Supplement	Partial and gradual introduction of the Bologna DS	
Diploma Supplement issued	Various combinations	In the language of instruction and/or English

National Qualification Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally.
		<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 on-going 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.

National Quality Assurance System

National Body for Quality Assurance		
Name	Department for Licensing and Accreditation of the Ministry of Education and Science of Ukraine, State Accreditation Commission, Supreme Attestation Commission.	
Year of establishment	1996	
Status	Ministry	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private HEIs	
Main outcome of the review	X	A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
		Advice on how the reviewed institution/programme can improve quality in specific areas

Recognition of qualifications

Ratification of the Lisbon Recognition Convention	YES	1999
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	NO	
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Ministry of Education and Science of Ukraine, Supreme Attestation Commission	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Ministry of Education and Science of Ukraine, Supreme Attestation Commission	

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
Joint European Projects	35	80	12	9	5
Compact Projects	14	0	0	0	0
Structural & Complementary Measures (Tempus III)					
Structural Measures (Tempus IV)	0	29	0	3	0
Total	49	109	12	12	5

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
National Technical University «Kharkiv Polytechnic Institute»	17	9	8
Taras Shevchenko National University of Kyiv	13	13	0
National University Of «Kyiv-Mohyla Academy»	10	9	1
National Technical University of Ukraine «Kyiv Polytechnic Institute»	9	6	3
Zaporizhzhya National University	8	5	3
Dnipropetrovsk National University	8	8	0
Kherson State University	8	5	3
Zhukovsky National Aerospace University «Kharkiv Aviation Institute»	7	5	2
Odessa National Polytechnic University	7	4	3
Donetsk National University	7	5	2

2. Impact of the TEMPUS Programme

Ukraine joined TEMPUS in 1993. The projects carried out in Ukraine at that time focused on the improvement of university governance and management, upgrading of old curricula and development of new courses and programmes, and the 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, nongovernmental 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, ports 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)*.

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; Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities (2006)*.

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.

Joint projects approved in the first call 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, construction of an education centre network on modern technologies of local government, creation of a West-East teacher education network, implementation of research and entrepreneurial university models in higher education.

Projects selected under the second call for proposals focus on the wide spectrum of modernisation of higher education in tourism, foodstuff expertise and quality control, social partnership, land governance, university and enterprise partnership, university governance, the knowledge triangle, etc. The most active Ukrainian Universities at Tempus IV are the following: National Aerospace University "Kharkiv Aviation Institute", Taurida National

2. Erasmus Mundus

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates)

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. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 123 Master and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.

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

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world 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. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

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. HEIs (and other key players in the HE sector) may apply.

More information: http://eacea.ec.europa.eu/erasmus_mundus

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Students	4	23	18	24	34	29	30
Scholars	1	2	5	2	9	8	n/a

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 of Grant Allocation	2007	2008	2009
Undergraduate	40	48	31
Master	26	29	31
Doctorate	28	29	24
Post-Doctorate	11	11	2
Academic staff	17	11	11
Total	122	128	99

Institutions participating in the programme up to and including 2010

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
DNIPROPETROVSK NATIONAL UNIVERSITY		X	
NATIONAL ACADEMY OF MUNICIPAL ECONOMY KHARKIV		X	
VASSIL KARAZIN NATIONAL UNIVERSITY OF KHARKIV		X	
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE 'KYIV POLYTECHNIC INSTITUTE'			X
INTERNATIONAL EDUCATION ADVISING CENTER			X
NATIONAL O.O BOHOMOLETS MEDICAL UNIVERSITY		X	
NATIONAL TARAS SHEVCHENKO UNIVERSITY OF KYIV		X	
NATIONAL UNIVERSITY OF FOOD TECHNOLOGIES			X
TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV		X	
IVAN FRANKO NATIONAL UNIVERSITY OF L'VIV		X	
ODESSA I.I. MECHNIKOV NATIONAL UNIVERSITY		X	
ODESSA NATIONAL ACADEMY OF FOOD TECHNOLOGIES			X
TAURIDA NATIONAL V.I. VERNADSKY UNIVERSITY		X	
NATIONAL UNIVERSITY OF "KYIV-MOHYLA ACADEMY"	X		

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- 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
- European Education Portal <http://www.eu-edu.org/>
- Education in Ukraine (information resource): <http://www.osvita.org.ua>

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Web site: <http://eacea.ec.europa.eu/tempus/>

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