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REPORTS FROM
POTENTIAL NEW MEMBERS OF THE BOLOGNA PROCESS

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1. Towards Bologna**1.1. Give a brief description of policy developments and legislative reforms in higher education in your country**

In the present-day world, Ukraine views its development within the context of integration into Europe, orienting itself to the fundamental values of the Western culture, first of all, parliamentarism, human rights, liberalisation, freedom of travel, equal access to quality education of any level, etc., which are inalienable attributes of a civil democratic society. Ukraine is striving to be a full-fledged participant to the process of European integration. This is why the modernisation of Ukraine's higher education is realised in full accordance with the provisions of the Lisbon Recognition Convention which has been signed and ratified by Ukraine, Berlin Communiqué and the principles of the Bologna process. The above-mentioned Laws were performed in full and are obligatory for all higher education institutions for implementation.

The major directions of the government policies in the sphere of higher education are circumscribed by the Constitution (1991), the Laws 'On Education' (1991 – the first version, 1996 – the final version), 'On Higher Education' (2002), 'On Research and Technical-Scientific Activities', and executive acts of the President and the Cabinet of Ministers. (In accordance with the opinion by Council of Europe experts /Strasbourg, 26 November 2004 DGIV/EDU/HE (2004) 38/ you can see the list of them in the Appendix 1).

The legal basis for reforming higher education is the Law 'On Higher Education' aimed to facilitate the processes of democratizing relationships at all levels of education functioning. It delineates the powers and rights of all subjects of higher education, the principles of autonomy of higher education institutions, governs relations in the spheres of teaching, acculturation, and professional training of Ukraine's citizens, and creates conditions for personality self-realization, catering for the need of society and state in qualified specialists.

The Law includes several essentially new democratic provisions on the functioning of Ukraine's higher education. First of all, this is a mandatory requirement to create a supreme collective body of collective self-government at a higher education institution which adopts the Charter of an institution and hears annual rector's reports on an institution's performance. The Law also stipulates that the positions of the administration of a higher education institution should be filled only on a competitive basis. Applicants for the position of a chief administrator are elected by a secret ballot by the members of a supreme collective body of

community self-government of the institution. The new laws have substantially enlarged the powers of students' self-government bodies, and their capacities are provided for in a separate article of the Law of Ukraine 'On Higher Education'. The Universities are completely free to define the areas and scope of scientific research, the content of curriculum for training and retraining, forms and schedule of training.

In its appeal, the Association of the Rectors of Ukraine's Universities has supported the approaches to the accession to the Bologna process. In 2004, the Ministry of Education and Science of Ukraine has approved and implemented the curriculum 'Ukraine's Higher Education and the Bologna Process.' Top-priority approaches to Ukraine's accession to the Bologna process have been widely discussed at international scientific-practical conferences in Ukraine's regions with a ramified network of universities (in the city of Kyiv (twice), and in the cities of Dnipropetrovs'k, Kharkiv, and Lviv).

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

Administration in the field of Ukraine's education is exercised by the Cabinet of Ministers (Government) of Ukraine through a system of bodies of the executive power which includes: the Cabinet of Ministers. It organizes the research and fulfillment of the general educational programmes; issues the legislative acts on the problems of higher education and controls its execution; founds, reorganizes and liquidates higher educational institutions the III-IV levels of accreditation);

the Ministry of Education and Science (MES). It forms the strategy of the development of higher education; works up the programmes and standards of high education; organizes the procedure of getting license and accreditation; founds, organizes and liquidates higher educational institutions the I and the II levels of accreditation.

Other central bodies of the executive power, that hold down Higher Educational Institutions along with the MES. They take part in performing state politics in the realm of higher education, science and professional training of the staffs, licensing and accreditation; found higher educational institutions the I and the II levels of accreditation on their subordination; carry out the control functions for fulfillment the request for quality of higher education.

Supreme Attestation Board (SAB). In accordance with Article 19 of the Law of Ukraine "On Higher Education" the Supreme Attestation Board is a separate state-public administrative body, that organizes and manages the performance of the Specialized Academic Councils, that are created in universities and scientific institutions of all types of ownership and is composed of the leading scholars and consider the applications of the candidates and take decisions as for conferring the scientific title of PhD and ScD. The decisions of these Specialized Academic Councils come into effect after their approval by the presidium of the SAB. The membership of the presidium is approved by the Cabinet of Ministers from the number of leading scholars who work at the universities and scientific-research institutions for the term of 3 years. To the presidium also belong the Head of the SAB and two his deputies, who are appointed by the decree of the President, and the Minister of Education and Science. The SAB does not have any subordinate educational or scientific institutions (its own separate education and scientific subsystem), and that is why most of the scientific staff attestation issues are resolved jointly with the Ministry of Education and Science and the National Academy of Sciences.

Local self – government bodies. They carry out the state programmes in the realm of higher education; study needs in specialists and make propositions for contents of the state requests for training, re-training and rising up the level of the educators; found, reorganize and liquidate higher educational institutions of the I and the II levels of accreditation communal form of property.

All the Executive Bodies carry out other competence according to the law. The powers of the owner (owners) relating to the administration of a higher education institution are defined by the Charter of a higher education institution according to the law.

2.2. Give a short description of the institutional structure

(For example, number of public/private universities/other higher education institutions or numbers/percentage of students in public/private sector)

According to the Law “On High Education”, there are higher educational institutions of different types of ownership: state-run, municipal, private:

- **670 1st and 2nd accreditation level** institutions (colleges and technical training schools), including **586** state-run ones and **84** institutions of other property categories. The overall number of students at these institutions is **593,000** persons or **125** persons per **10,000** people. 1st and 2nd accreditation level institutions train specialist for a middle link of industry (only professional education);

- **339 3rd and 4th accreditation level** institutions (**141** universities, **63** academies, **135** institutes, music academies, including **235** state-run ones and **104** institutions of other property categories. The overall number of students is **1.8 mln.** students or **387** persons per **10,000** people.

In the first cycle, the 3rd and 4th level institutions offer bachelor degree courses (with a 3.5 or 4 year terms of education) and in the second cycle, specialist degree courses (the university level of education with 1 or two year term of education after the completion of a bachelor degree course). The studies end with the issuance of a specialist’s or master’s diploma. In order to achieve, beginning with the 2006-2007 academic year, a higher degree of conformity of the structure of degree courses to comply with the requirements of the Bologna process, the transition to only master’s courses (the single second cycle) is underway now. (More detailed description you can see in p.4).

In Ukraine, a system of further education (extension and retraining courses, second education) has been formed which includes 563 institutions and is viewed in the present-day society as the major component of continuous life-long learning that gives an individual opportunities to enlarge and renew her knowledge during the whole of her life. A lot of universities offer the programmes for further education.

2.3. To what extent are private and State higher education institutions covered by the same regulations?

Provision of education services is governed by the regulations which are the same for state-run education institutions and institutions of other property categories.

3. Quality assurance

If the answer to any of the questions 3.1. to 3.3. is no, what are your plans in the respective direction?

3.1. Does your country have a national quality assurance system? What are the

responsibilities of the bodies and institutions involved?

Higher education quality control includes internal and external assessment which is effected by higher education institutions, bodies of state control and the public.

Under the current law, the major forms of external assessment are the state attestation of students, state inspections, as well as the licensing and accreditation of degree programmes and educational institutions. The standing State control bodies are the Ministry of Education and Science of Ukraine, the State Inspectorate of Higher Educational Institutions, and a joint State and public body – the State Accreditation Commission (SAC).

The Ministry of Education and Science is commissioned in the field of quality guarantee to perform the following functions:

- take decisions and issue decrees on opening or closing of training courses on certain curriculum according to the petition of the State Inspectorate of Higher Educational Institutions on the results of the institution's inspection, decision of the SAC on license granting and carrying out educational activity by the new degree programme or withdrawal of license in case of organization's negative expert assessment, closing of an educational institution or its structural subdivision in case of license withdrawal on all degree programmes;

- on account of the decision of the SAC issues the decree on educational institution's accreditation of certain educational-qualification level and entitle the right to issue diplomas of state standard, which testifies to the state's guarantee of the necessary quality of graduates' training .

In case of negative assessment of results on certain degree programme accreditation higher education institution issues the diploma of its own standard or the graduates realize their right to get retraining and state attestation in other accredited higher education institution.

The SAC is state-public body, which is headed by the Minister of Education and Science. The decisions of the SAC are taken once per month at a working meeting of the SAC staff the membership of which is approved by the Cabinet of Ministers. The Commission membership rotates every 2-3 years. The rectors of leading universities, representatives of other ministries, non-government organizations, which carry out their activities on a voluntary basis, belong to the Commission.

The decisions of SAC are taken on the grounds of the results made by independent experts at the institutions where the education process is held in accordance with the license regulations. Leading teachers scholars and employers act as the experts according to their educational profile submitted for accreditation and licensing.

The experts are chosen from the database formed upon the documents, submitted by university rectors and approved by the order of the head of state accreditation committee.

The expert's independents must be considered in the sense that the expert is not the member of the institution where the license expertise is held.

Today the provision on accreditation is being amended, in order to provide for the necessary participation of the students in the work of expert commission, that appraises the quality of educational services. It will come into force in 2005.

The State Inspectorate of Higher Education Institutions conducts inspections by way of analyzing and assessing the levels of teaching, educational, scientific and methodological work, the way the potential of researchers and scientific-pedagogical staff is made use of, the development of the material and technical basis and social sphere, the observance of State standards of teaching students, etc. On the grounds of inspection results, prepares relevant application to the Ministry of Education and Science or to another ministry in accordance with educational institution's accountability.

A State attestation of students is conducted by the State Examination Board after the completion of their studies in a certain degree level. Importantly, each student takes State examinations and, as a rule, defends her diploma paper or diploma project. State examination commission is generally presided by the employer's representative. Such commission is created separately for every educational direction proposed by the university. In case when a graduate gets a poor mark he is obliged to pass the examination over and submit a new research paper in the consecutive year, and in case he gets a satisfactory mark he will be granted a state diploma. Besides, direct responsibility of higher educational institution for the quality of education, envisaged by Berlin Communiqué, is guaranteed by means of rector's test of knowledge and progress of semester examinations (tests) according to the academic schedule.

3.2. Does your national quality assurance system include evaluation of programmes or institutions, external review, international participation, participation of students, the publication of results? (If yes, please describe)

The national quality assurance system is based on the best education traditions and achievements, take into account the requirements and experience of the world education community.

Under Article 11 of the Law 'On Higher Education', education standards set out the requirements for the content, volume and level of educational and professional programmes of preparation. They are the major assessment tools of the educational and qualification level of citizens, irrespective of the form of education. According to the State Classificatory of Trades, the qualification of a specialist is determined by the level of education and specialization. Thus, there is a certain relationship between qualification (the level of professional activities) and the level of higher education. The structure of higher education standards is a hierarchical complex of interrelated components which set requirements at the level of the State, at the level of the sector, and at the level of a higher education institution.

Now in Ukraine the list of directions and specialities of education has been defined containing 76 programmes in preparing bachelors and over 500 specialities in programmes of preparing masters. This list is constantly changed upon the request of employers or universities. Besides, a student has the right to choose narrower specialities according to his liking and recommendations of employer.

All the rest subjects provide for fundamental, profile, humanitarian, economic, legal, ecological, components of educational plan and as usual they are identical for everyone.

It must be mentioned that the list of subjects in educational schedule the content of educational program of this subjects and the list of examinations and tests are assessed by experts in the process of licensing, and the graduates learning outcomes are controlled by tests in the process of accreditation expertise. This is the external evaluation.

The structure of the fields of knowledge and education directions in a certain respect corresponds to those given in the International Standard Education Classification, which simplifies the process of recognition and nostrification of education documents.

Higher education institutions govern their work independently issuing various kinds of documents (educational schedules, discipline programs) that regulate the educational process and define 30-35% of training content.

Also, international experts are involved to this commissions in case when collaborative, with the foreign partners, university programmes are licensed. Some universities, by of their own initiative, pass through the international accreditation but spreading this process meets with a balk of financial hardships.

The revoke of decree issues by the State Accreditation Commission for accreditation of the all

the programmes of tutoring in accomplice ship of the bodies of student's self government. Such procedure will be compulsory in 2005. Nevertheless, even today according to the article 38 of the law 'On higher education' student self-governed bodies have the right to defend their student's interests concerning the quality of organizational preparation. Namely, there is a practice of anonymous survey of students opinion whether they are satisfied with the quality of their education, methodological provision and the quality of instruction.

3.3.. Does your national quality assurance system include accreditation, certification or comparable procedures? (If yes, please describe)

State education quality guarantees are realised through the system of licensing and accreditation introduced in 1992 which is constantly being improved. Under the Law 'On Higher Education', education activity on the territory of Ukraine is carried out by higher education institutions only if they have licenses granted according to the procedure established by the Cabinet of Ministers. The licenses evidence the capability of an education institution to carry out the preparation of specialists at the level of standards, which protects young people from low quality education services. A license specifies the name of the direction of preparation, degree courses, education and qualification levels and the authorised volume of enrollment, the term of its validity, as well as the legal address of the institution and its separate structural units (branches).

The accreditation of a preparation direction of a degree course is recognition by the State of the conformity of the preparation (or retraining) level in a certain education direction of degree course with the State requirements, which entitles a higher education institution to confer documents of higher education authorised by the State. The accreditation of preparation directions and degree courses is carried out at the initiative of a higher education institution at a final stage of the preparation of specialists.

The certificate's validity term may not exceed 10 years. The procedure for the extension of the term is the same as for its receipt.

The results of licensing and accreditation are published in publications of the Ministry of Education and Science. Higher education institutions are obliged to publish the information that they have a license and a certificate of accreditation in their advertisements for entrants. In order to further improve the procedures of licensing and accreditation, the Ministry of Education and Science plans an obligatory (wider) involvement of undergraduates and employers into this work.

4. The two-cycle degree system

4.1. Has your country introduced a national degree system for higher education based on two main cycles (equivalent to a BA/MA structure)?

(If yes, please describe - for instance, are two-cycle degrees optional or obligatory for the institutions? - If not, what are your plans for introducing this measure?)

Since the 1990-ies, the system of Ukraine's higher education has been carried out on the basis of a two-cycle system. The Law of Ukraine 'On Education' has introduced the education and qualification levels of the bachelor and the master, retaining the preparation of professionals of the education and qualification levels of the junior specialist and the specialist, which were characteristic of the previous system of higher education. *At present, according to the Bologna Declaration the preparation of educated professionals at the level of specialists is abolished, and higher schools of learning have only bachelor's and master's courses. The education institutions which prepare junior specialists (technical and vocational*

schools) are excluded from the system of higher education. They will exist as a system of institutions of post-secondary professional education (vocational institutions).

The preparation of professionals with the education and qualification level of the bachelor is the first stage of the system of higher education. Ukraine has implemented a 3 to 4 years cycle of the preparation of specialists of the education and qualification level of the bachelor on the basis of general secondary education. Concurrently, the bachelor acquires the academic educational level of basic higher education, which entitles her to continue education on higher degree courses – those of masters. Bachelor's degree grants its owners access for getting the masters degree, or a possibility to get a job.

On completing the second cycle of higher education the graduate of a higher education institution acquires the professional qualification and education level of complete higher education, which entitles her to continue studies under the programme for preparation of scientific and scientific-pedagogical workers (the third cycle – post-graduate 3 years study – correspond to PhD programmes of universities of Europe). The cycle of preparation of professionals of the master level does not exceed 1 or 2 years, depending on the direction and specialisation of studies. Master's degree grants its owners the right for getting a doctors degree.

Today all educational programs, including the sector of polytechnic higher education are reorganized according to the implementation of bachelor's and master's degree. The programs of medical profile have a specific understanding.

The programs of junior specialists are separated from the bachelor's , master's and doctor's training system.

Educational institutions of the I and II level of accreditation cannot be treated as professional higher educational institutions. But all the graduates of these institutions (technical training schools, colleges) have the right to continue studying according to the bachelor's program at any university and then to continue studying according to the master's program.

Some technical schools and colleges are integral part of universities. This makes grounds for integral programs. In this cases the period of studying for the graduates of technical schools and colleges (that have already got the level of junior specialist) may be shortened from 4 to 3 years.

The majority of graduates of technical schools and colleges have the possibility to get a job. But they also have the right to continue their studying according to the extra correspondence and distance system of education.

4.2. Are different orientations of degrees embedded in the system e.g. through a legal division between academic and professional degrees, or through a binary system of institutions?

The qualification of higher education (academic qualification) in Ukraine's system of two-cycle education is determined in accordance with Section 1 of the Convention on the recognition of higher education qualifications in the European area (Lisbon, 1997).

According to the 'On Higher education', the term 'qualification/professional qualification' is used in diplomas of higher education solely in the meaning which is used in such documents, as the State Classifier of Trades in Ukraine and the International Standard Classification of Professions, which facilitated the professional mobility of graduates.

Thus, for 12 years in Ukraine there has been the binary system of institutions, a harmonic combination of a two-cycle structure of higher academic education (basic and complete education) and the system of professional preparation at two levels – those of the bachelor and master. This is a guarantee of adapting the national system of higher education to the needs of society that is changing dynamically, as well as to the realisation of the idea of

creating a *life-long learning system*. The draft Law of Ukraine ‘On the Education for Adults (Life-long Continuous Learning)’ has already been elaborated and submitted for consideration by the Verkhovna Rada (Ukraine’s Parliament).

5. Recognition of degrees and periods of study

5.1. If your country has not ratified the Lisbon Recognition Convention, when do you plan to do so?

The Lisbon Treaty has been signed and ratified by Ukraine in 1999 pursuant to the Law of Ukraine ‘On the Ratification of the Convention on the Recognition of Higher Education Qualification in the European Education Area.’

The recognition of higher education qualifications is governed by the Laws ‘On Education’, ‘On Higher Education’ (2002), the Resolutions of the Cabinet of Ministers No 1260 ‘On Documents on Education and Scientific Degrees’ and No 1380 ‘On Licensing Education Services’, and the Order of the Ministry of Education and Science No 563 ‘On the Approval of the Regulations on the Recognition of Foreign Documents of Education’ which lay down the legal and organisational frameworks for recognising foreign education documents. These primary and subordinate acts set out a centralised recognition procedure, which is a part of the purview of the Ministry of Education and Science. The recognition of scientific degrees is in the competence of the Supreme Attestation Commission.

National criteria for assessing the quality of foreign education qualifications, received in different parts of the world, are based on the corresponding provisions of the Lisbon Convention within the framework of the ENIC/NARIC network. In order to realise these functions, the Ministry of Education and Science has created a special unit – the Agency for Licensing, Accreditation and Nostrification.

5.2. Does every student graduating in your country receive the Diploma Supplement?

- *automatically and free of charge?*
- *in a widely spoken European language?*

If not, what are your plans for introducing this measure?

All graduates of Ukraine’s higher education institutions receive a diploma supplement automatically and free of charge. Beginning in 2005, Ukraine is to introduce a new diploma supplement in Ukrainian and major European languages (English, French) the form and content of which will correspond to the model developed by the European Commission, the Council of Europe and UNESCO/CEPES, adjusted for the specifics of Ukraine’s national system of higher education.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

In Ukraine, persons who received complete higher education of the education and qualification level of the Master (earlier, also the Specialist) have the right to enter a post-graduate programme school (the third cycle of education, the term of full-time studies is 3 years) on a competitive basis to work toward the scientific degree of the Candidate of Sciences (equivalent to the PhD). During her studies, a post-graduate takes Candidate

(qualification) examinations in the major subject, philosophy, does independent research on the theme of her thesis, prepares scientific publications, takes part in scientific workshops and conferences, holds 200 hours of classes with students (a sort of a pedagogical practice), and, finally, defends her Candidate thesis which is an outcome of her independent research work. A post-graduate is also offered 2 or 3 lecture courses on the speciality and related disciplines, courses on pedagogy and psychology of higher education.

6.2. What are the links between higher education and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

Scientific and technical-scientific work is an integral part of the education process at all higher education institutions of Ukraine. This ensures a high level of the fundamental preparation of students who participate in research, a professional growth of young teachers, and facilitates the introduction of new courses, using the latest scientific results and up-to-date technologies. The prominent specialists who work in the scientific system of the Academy of science are involved in the process of training. Students take part in scientific discoveries of their tutors, work in the scientific laboratories, the results of these researches is used in their diplomas projects. The main part of the graduate universities has their own branches in academic research institutions or is the subsections where the students get fundamental theoretical and practical training. So, one of the important principles – the unity of teaching and research work – is realised in this way.

At the same time, science at Ukraine's higher education institutions is an organic part of the general system of the scientific and technical-scientific sector of Ukraine's economy which efficiently redounds the socio-economic development of the State. Currently, nearly 1000 scientific schools and research teams and 42 scientific institutions, organisations and state-run enterprises operate at higher education institutions. More than 50 per cent of these has been defended by researchers in universities. Results of the research work done by the teaching staff and students are one of the most important criteria of assessing the potential of a higher education institution during its accreditation.

Under the law of Ukraine, the 3rd and 4th accreditation level institutions enjoy powers which are given to research institutions.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country *(For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)*

Ensuring conditions for a greater mobility is one of the most important tasks of Ukraine's integrating into the Bologna process which the country is facing now. This relates to students, the teaching staff and researchers of Ukraine who are given support within the framework of international 86 intergovernmental and 46 interdepartmental agreements with 61 countries of the world, 17 out of which are intergovernmental agreements on the recognition of education documents, scientific degrees and academic ranks., direct agreements between higher education institutions and scientific organisations and international programmes effective in the European region and accessible to Ukraine. Among the most popular programmes are DAAD (Germany), OAD (Austria), and TEMPUS (EU). EU Socrates-Erasmus and Leonardo large-scale programmes are of much importance for Ukraine.

The access of Ukrainian nationals to other countries' grants is limited, as is also the case with other European countries. Some of the greatest obstacles to greater mobility are the lack of financing, which to a certain extent negatively influences its dynamic development, and linguistic and visa support problems. The autonomy of higher education institutions makes it possible to develop and realise their own programmes of students and staff exchanges and visits to other higher education institutions in Ukraine and the world. The major factors which influence the international mobility of Ukrainian students are the support for education visas for students, the provision of students with the information about the conditions of study at higher education institutions in Ukraine and Europe, the simplification of the conditions relating to combining the studies at higher education institutions with work and the studies at other education institutions, the support by the Ministry of Education and Science of the mobility of studies of Ukrainian undergraduates at foreign higher education institutions through a corresponding system of grants, the harmonisation of curricula and programs of specialists' preparation of the corresponding preparation directions and degree courses at higher education institutions in Ukraine and European countries, the launching of short-term language courses, and the intensification of students' exchanges between higher education institutions in Ukraine and Europe.

Ukraine's higher education institutions cooperate with EU countries within the framework of various scientific and education programmes. For example, only within 10 years of realising the Trans-European programme of cooperation in the sphere of higher education – TEMPUS 126 projects at 40 higher education institutions have been completed, which is a weighty contribution to the modernisation of Ukraine's higher education. Ukraine has defined priorities for Ukrainian and western universities joint projects. About 20 more universities have joined such projects recently. The Ministry of Education and Science of Ukraine holds annual consultations with European Commission delegation representatives who are in charge of TEMPUS programme. These programmes provide the strategy for further cooperation with the TEMPUS program taking into consideration Bologna process principles. Ukraine has forwarded and submitted to the European Commission projects of a new type and topics for them that are implemented on the level of Bologna process member-states national higher education administration bodies. Within the framework of the current programme 'A Common European Higher Education Area', Ukraine's universities open up faculties of European Studies and launch European courses. Many Ukrainian universities, in conjunction with universities of other European countries, have developed agreed education and professional programmes, and now they can confer both the Ukrainian diplomas and the diplomas of their foreign partner universities to their graduates.

In general, annually over 6,000 Ukrainian students go to study and have training abroad.

29,000 foreign students from 110 countries of the world receive education in Ukraine.

Among these countries, there are 28 European, 40 Asian, 30 African, and 12 Latin American countries.

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

In order to improve and enhance academic mobility of students, the Ministry of Education and Science and higher education institutions implement a series of measures:

1. The system of European credits ECTS and the European-type Diploma Supplement is being introduced. This is a prospective basis for greater international mobility.
2. Additional conditions are being created for the use of the state-of-the-art technologies in teaching foreign languages.
3. Improvement of accommodation conditions for foreign students.
4. Information and Consultation Centres are opening in foreign countries. Presentations of

higher educational system achievements of Ukraine, Austria, Iran, Malaysia, Turkey, Tunis, Morocco and other countries are planned to be held to enhance academic mobility. Much is to be done in legislation regarding intergovernmental agreements on cooperation in education. About 90 draft agreements on intergovernmental cooperation in education are considered by the foreign partners of the Ministry of Education and Science of Ukraine.

5. This year the Decree of Ukraine's President 'On the Maintenance Allowances of the President of Ukraine for Talented Students and Young Scientists' was adopted to finance studies at and learning visits for 50 persons annually to foreign universities and research centres, taking into account priority directions of Ukraine's socio-economic development.

6. The Centre for International Education at the Ministry of Education and Science was created. Its main task is to promote exchanges of students and young researchers.

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)

In general, annually over 4,000 Ukrainian teachers go to realize scientific and pedagogical activities, for taking part in conferences and in language courses and have postgraduate education abroad. About 9,000 Ukrainian teachers, researchers, post-graduates and undergraduates take part in the realisation of international programmes and projects. **The main factors influencing mobility of students of Ukraine (7.1.) fully corresponds to Ukrainian teachers and staff.**

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

In order to improve and enhance academic mobility of academic teachers and staff, the Ministry of Education and Science and higher education institutions implement a series of measures:

1. Implementation of ECTS. .
2. The Centre for International Education functions at the Ministry of Education and Science of Ukraine. Its main task is to promote exchanges of students and young researchers.
3. Stimulating of universities to broadening joint projects on cooperation, exchanging specialists, scientists, including programs established by European Union.

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

The reforming of the system of higher education has been facilitated to a great extent by giving more autonomy to higher education institutions. The main principles of self-governing are determined in articles 46, 17 of the Law 'On Education' and in the articles 23, 29, 37, 38 of the Law of direct action 'On Higher Education' (See Appendix 1).

Each university has a plan for further development approved by the Academic Council. Annually the Ministry finances the following expenses of universities: teaching staff salary, scholarship, research studies (competition-based), accommodation facilities, construction, education materials and technical facilities. The amount of funds allocated for the above mentioned needs is previously agreed with universities. Rectors of universities are in charge

of further allocation of these funds and of additional funds received for their research work and consultative services.

All rights and obligations of participants of the teaching and education process are set out in the Charter of a university which is adopted by the supreme collective self-government body of a university administration (general meetings or conferences of the all staff of university).

The Charter of a university defines the composition and the procedure of conference participants election (Article 37, the Law 'On Higher Education'). Conference participants include research workers and teachers of the university (75%) and students and graduate students elected by the student self-government body (10%). It is the major normative document governing the activities of a university. At present, a university can decide on its own on the forms, profile (speciality) and contents of studies and the organisation of the teaching process, offer additional education services, engage teachers, conduct its own programmes of scientific and scientific-production activities, found education and scientific organisations as its structural units (institutes, colleges, branches, etc.), take part in the activities of international organisations, use in perpetuity allotted plots of land without any charge, etc.

8.2. Describe actions taken to ensure active participation from all partners in the process

The procedure of election by secret ballot on a competitive basis at a general meeting of the supreme collective self-government body of an institution has been introduced to employ the chief administrator of a higher education institution. All staff and some students take part in a general meeting of the supreme collective self-government body. The chief administrator should submit reports in accordance with the established procedure before a general meeting of the supreme collective self-government body which can discharge him from his position for the violation of the Charter of an education institution and the terms of the contract. Every years chief-administrator report to conference about results his activities.

The heads of sub-departments are also elected on an open competitive basis by the Senate (a consultative collective body) of a higher education institution for the term of five years (at national higher education institution, for seven years).

The teaching staff and researchers also undergo the procedure of competitive selection to fill in positions (once in 5 years). Universities and their structure's subsections have science councils, where all the questions of development and organization of the scientific and educational activity are solved.

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?(For example, participation in University Governing Bodies, Academic Councils etc)

Ukraine's legislation provides for a mandatory participation of students in decision-making at all levels in the system of higher education. In Ukraine, the All-Ukrainian Students' Council has been created in order to consider urgent problems in students' life. Under the Law 'On Higher Education', representative students' bodies may be formed at the levels of an academic group, faculty, hostel, and higher education institution as a whole. Depending on the number of students, the type and specifics of a higher education institution, such bodies may be formed, at the will of the students, also at the levels of a year of study, degree course, student quarter, and structural units of a higher education institution. So, the system of students' representation has a flexible structure, which ensures its closeness to every individual student. Falling under the cognizance of students' self-government bodies are the representation of students' interests regarding the matters of the content and organization of studies, the provision of opportunities for scientific and other creative activities, the social

security of students and the control over the conditions of their life in hostels, health improvement and recreation.

The heads of representative students' bodies of higher education institutions are members of the learned councils of faculties and the senates of higher education institutions. Academic Council consists of research workers and teachers of the university (75%) and students and graduate students elected by the student self-government body (10%).

The Ministry of Education and Science cooperates on the basis of an agreement with the Ukrainian Association of Students' Self-government (UASS) which unites on a voluntary basis the representative bodies of students' self-government of higher education institutions in all Ukraine's regions. This cooperation includes giving consultations, involving UASS representatives into the drafting of the subordinate legislation on issues of higher education, and students' social security, holding conferences and workshops, providing information necessary for UASS activities. In the framework of the Bologna process were been elaborated the amendments to the Law 'On Higher Education', which will further strengthen the legal status of representative students' bodies and will give them wider and more protected legal rights, as well as will increase the quantitative representation of students in all administration bodies of higher education institutions and in the processes of their accreditation.

Considerable assistance has been given by representatives of the National Students' Unions in Europe (ESIB), member-organisations of the ESIB, and students' unions of Austria, Hungary and Slovakia.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

Citizens of Ukraine have the right to receive higher education of any education and qualification level on a competitive basis at state-run higher education institutions at the expense of the State, if a citizen receives education for the first time, irrespective of sex, race, nationality, social and property status, trade or position, worldview, affiliation with a political party, attitude to religion, confession, state of health, the place of residence and other circumstances.

Access to higher education is regulated by conditions of entry to Ukraine's higher education institutions which are obligatory for all institutions, no matter of what property category they belong to and to whom they report.

In order to be entitled to receive higher education, it is necessary to have a certificate of 11-year complete secondary education (since 2000, 12-year secondary education has been introduced in Ukraine) or a diploma of a secondary vocational, technical or training school. Entrants take entrance examinations, based on the curriculum of a secondary school. Universities have a wide autonomy in conducting entrance examinations (as to the form, time, number, additional disciplines, etc.) and the range of requirements for selecting entrants. Certain privileges are provided for orphans and handicapped persons. In order to ensure fair assessment of knowledge and equal access to higher education, an experiment has been launched which presupposes an external testing for secondary school leavers at independent testing centres. The results of such knowledge testing may be considered as the results of entrance examinations to universities, if a school lever desires so.

Education of foreign nationals and stateless persons is regulated by special laws and other statutory acts which are in conformity with international practices.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?

In Ukraine, in order to provide social protection for citizens a system of post-diploma education has been formed which is viewed as a major part of the life-long continuous learning system. Each year, 563 education institutions and units of the post-diploma education network retrain more than 30 thousand people with higher education and offer extension courses for about 300,000 specialists. The financing of education in the system of life-long continuous learning (post diploma education) is carried out partly from the state budget or municipal budget of state budget institutions, for instance, of employees of the system of education, healthcare, culture, enterprises, as well as on own account of the citizens.

The retraining programme is closely linked in its content with the level of previous education, the needs of a retrained and, as a rule, it is oriented to the most current popular spheres of activities. There has also been formed a network of education institutions for professional training of civil servants, industrial organization managers, retired military servicemen, customs officers, etc. New specialisations in the directions of retraining have been opened for work in new economic structures and the sphere of small business, banking and insurance, MBA programmes.

Implementation of the system of ECTS gave us an opportunity to combine the content of training and re-training, which increases the quality of education in the system of re-training and let us reduce some syllabus and widening the opportunity of the citizens to make their choice. In Ukraine this system is going to be modernized and will provide the adapting of the Law 'On Education of Adults-Life- long Education'.

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

In 2004, the draft Law of Ukraine 'On the Education of Adults (Continuous Education)' has been submitted for consideration by the Verkhovna Rada (Ukraine's Parliament) which provides for new opportunities of continuing education both under the programmes of professional training and education programmes to suit the interests of people. 'The Programme of Development of Higher Education' (adopted by the Act of the President) foresees the development of long – life education and widening short-term postgraduate educational-qualification programs.

11. Contribution to the European dimension in higher education

11.1. Describe any transnational co-operation that contributes to the European dimension in higher education

Implemented in Ukraine a binary system of higher education is a valuable addition to the development of ideas of the convention on the Recognition of Qualifications concerning Higher Education in the European region (1997) and Bologna declaration on the providing of mobility of the graduates on academic and qualification levels. 10 years old Ukraine's experience in widening mobility of bachelor degree holders is a subject of interest.

In collaboration with the European universities were implemented the new master's degree programs as an element of additional system including the post graduating education (long-life education). The standards of higher education have been developed in Ukraine that are

adaptable to the system of ECTS and guarantees the quality of education of the competent model of specialist.

11.2. Describe how curriculum development reflects the European dimension
(For instance foreign language courses, European themes, orientation towards the European labour market)

According to the agreement with the European universities-partners, by the Ukrainian universities:

- are completed educational programs and curricular to the students of these universities, those give students an opportunity to get education in both universities, foreign and local.
- are organized the students studies and lectures in the language of the country and implemented the exchange of tutors, created text books and other educational material that is correspondent the programs of the certain special courses of European countries-partners.

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe any actions taken by your country to promote the attractiveness of European higher education

Scaled implementation of the two-cycle degree system, especially new programmes of master's preparing and short-term postgraduate professional or supplementary to the main syllabus programmes attracted a lot of foreign students. The amount of them has grown from 15,000 (2000) to 29,000 students (2004). It also encourage the development of university's bilateral cooperation on creation a joint syllabus and the broadening of exchange students and tutors. The practice of Ukrainian teachers obtaining training in European Universities is becoming more common. Together with the British Council, new methods of English language learning are applied, to ensure the appropriate level of language competence, sufficient for professional activity and continuation of studying outside of Ukraine. Preparatory work is being carried out and negotiations in action on cooperation with INQA on the issue of the quality of education insurance system development (QA), the experience of European universities in formation of modular system, which is based on learning outcomes, is being studied and implemented.

The national student self-governing body is getting support concerning cooperation with ESIB.

Principles of Bologna process are explained to students and educators: a number of monographs was created, in which aims and perspectives of creation a common educational area were made clear; was prepared and on the 1st of September lectured ' Bologna Process. The Way of Ukraine'; were held 60 international, national and regional conferences, meetings of the Association of Rectors, country, where the ideas were popularized of Sorbonne Declaration, Lisbon Convention and other communiqué of conferences of the Ministers of Education of the countries-participants in Bologna Process.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

The implementation of the Bologna ideas is considered to be not only the main part of the realization of the strategic assuagement of the Act of the President of Ukraine 'On the Strategy of Ukrainian's Integration to the Reforming of the Higher Education in Ukraine' but

as a base for modernization the system of higher education and science of Ukraine.

To implement the ideas of Bologna declaration, the Ministry of Education and Science has approved the Action Programme, which incorporates the activities till 2005. In particular, in addition to implementation of the main requirements of Bologna Declaration and Berlin Communiqué of the ministers of education of European countries the following has been planned:

- improve the quality of education monitoring system by means of implementing the effective mechanism of educational institution public rating;
- extension of application of expert and testing methods of the level of knowledge and competence assessment;
- efficient information dissemination to the public on the results of quality of education monitoring;
- create data base of the educational programmes of national and foreign universities with the purpose of their further concordance and assessment in the process of national educational programmes accreditation .

Ukrainian higher education reaches the purity in evaluation the system of the quality of the higher education on the state and international levels, the great conformity to the needs of the youth and the requests of the internal and external trade markets.

13.2. Give an indication of the main challenges ahead for your country

The quality of practical realization of the all ideas of Bologna Declaration:

- variation of the educational programs on the base of diversification of the programs of academic , professional and binary managing,
- achievement more adaptable and answer the purpose of educational programs and qualifications to the competence the graduates according the request of the trade market and make-up primary position,
- development of system of the additional educational programs in the system of education of adults (long-life education),
- creation new principles of training at the three-level cycle degree;
- renewing of technical base of study process;
- broadening of international cooperation creating the conditions for students and tutors mobility at the internal and external Global Market of service.