

**UKRAINE'S NATIONAL REPORT
ON THE IMPLEMENTATION
OF THE BOLOGNA PROCESS**

Country:	Ukraine
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Main achievements since Bergen

<p>1. Describe the important developments relating to the Bologna Process, including legislative reforms, since Bergen.</p> <p>Educational sector including higher education is considered to be a strategic sphere and the priority significance in the development of people and state of Ukraine.</p> <p>Since Bergen the important steps in realising the regulations of Bologna Process have been implemented in the system of higher education of Ukraine as well as Action Plan of their implementation till 2010 has been prepared.</p> <p>According to the instruction of the Ministry of Education and Science №93-r the ministerial Bologna Follow Up working group has been created in the Ministry as well as the interagency working group (according to the Ministry's decree №164).</p> <p>National Team of Bologna Promoters which consists of the specialists from the leading universities of the state has been created in 2006. They participate in training seminars on actual problems in higher education in European Education Area and further they organize the training seminars in Ukraine on such basic directions:</p> <ul style="list-style-type: none"> - QA; - Three Cycle System; - Recognition. <p>Ukrainian Council of Students, organized within the Ministry of Education and Science of Ukraine has become the candidate to the members of The National Union of Students in Europe (ESIB).</p> <p>During the academic year 2006/2007 all HEI of III-IV levels of accreditation have established the ECTS.</p> <p>The corresponding packets of innovation legislative documents and recommendations have been carried out, the draft of the Diploma Supplement and its implementation's procedure has been elaborated.</p> <p>Two seminars concerning the problems of convergence on the way to EHEA have been held in 2006 initiated by Magna Charta Council.</p> <p>The system of informing and activity motivation on the problem of Ukrainian education's integration into European system of higher education has been extended. For that purpose the contacts with EU working groups are being developed.</p>
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National organization

<p>2. Describe any changes since Bergen in the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their roles.</p> <p>Please include:</p> <ul style="list-style-type: none"> • whether higher education institutions (HEIs) report to /are overseen by different ministries • how funds are allocated to HEIs • areas for which HEIs are autonomous and self governing. <p>The draft Resolution of the Cabinet of Ministers of Ukraine "A number of issues concerning the Education Institutions management" has been prepared which stipulates for all Higher Education Institutions to be transferred to the Ministry's of Education and Science of Ukraine area of</p>
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administration. At present the HEI are subordinated to 27 ministries and departments.

3. Describe any changes since Bergen to the institutional structure.

Please include:

- the number of public/private HEIs
- are there different types of institutions delivering higher education (i.e. academic/professional, university/non-university etc.)
- the number/percentage of students admitted in academic session 2006-2007 to each type of institution
- the extent to which different types institutions are covered by the same regulations.

- The institutional structure of Ukraine represented 232 public and 113 private HEIs.
- The following types of the institutions that deliver higher education are in the educational system: colleges, technical vocational and training schools, academies, institutes, universities;
- The percentage of students admitted in 2006-2007 academic year to each type of institution is:
 - technical vocational schools – 12,4%;
 - technical training schools – 3,3%;
 - colleges – 8,9%;
 - universities – 55,9%;
 - academies – 12,5%;
 - institutes – 7,0%.
- Different types of HEIs, namely academies, universities, institutes, technical training and vocational schools, as well as colleges are regulated by the same rules and Laws, except the issues of financing for state and private educational institutions.

HEIs take the students on studies in accordance with the «Conditions of acceptance to HEIs» confirmed by order of the Ministry of Education and Science from 01.02.2006 № 71. The entrance examination boards of HEIs function according to “Approximate regulations on entrance examination board of HEI”, confirmed by order of the Ministry of Education and Science from 15.02.2006 № 101.

Partnership

4. Describe the structure which oversees the implementation of the Bologna Process in your country.

Please include:

- the membership and role of any national Bologna group (for example policy committee, promoters' group)
- the membership and role of students, staff trade unions, business and social partners in any national Bologna Group.

In the field of the Higher Education in Ukraine the Bologna Follow Up Working Group has been organized under the supervision of the Ministry of Education and Science of Ukraine (The Regulation of the Ministry of Education and Science of Ukraine № 93-p 24.05.2006.) according to the Resolution of the Cabinet of Ministers of Ukraine the Interagency Working Group has been organized on implementation of the Bologna Process (the Ministry of Education and Science of Ukraine order № 164 07.03.2006).

- In 2006 the National Group of promoters for the Bologna Process has been created in Ukraine (the National Team of Bologna Promoters) where the experts from the leading Universities of Ukraine participate. They organize the following training courses:
 - QA of Higher Education;
 - Theecycled system of Education;
 - EHEA qualification system.

5. Describe the arrangements for involving students and staff trade union/representative bodies in the governance of HEIs.

Please include:

- precise references (preferably with web links) to any legislation (or equivalent) in place to ensure students and staff are represented on HEI governing bodies
- the role of students in the governance of HEIs

the role of staff trade union/representative bodies in the governance of HEIs.

- Regulations on HEIs and amendments to the Law of Ukraine “On education” provide for:

- creation the student self-government bodies on university and faculty levels;
- students' representation in Academic Councils
- Abovementioned documents provide for students self-government bodies such authorities:
- participation in decision making on study organization,
- participation in solving the problem of educational services' quality assessment,
- participation in solving the life, leisure' problems and providing employment,
- Students trade union deal with the issues of scholarship provision, supporting socially disadvantaged students, improving the accommodation conditions in hostels,
In case of student's abandonment not caused by failing the studying programme rector must accept the students trade union's consent.

6. Describe the measures in place to ensure the co-operation of business and social partners within the Bologna Process.

The draft of Law of Ukraine "On involving of employers to the staff training and retraining and educational and scientific processes" and draft of resolution of Cabinet of Ministers "On the order of educational institutions graduates' employment" have been developed.

B. Main stocktaking questions, including scorecard elements

Degree system

Stage of implementation of the first and second cycle

7. Describe the progress made towards introducing the first and second cycle.

Please include:

- the percentage of the total number of students below doctoral level enrolled in the two cycle degree system in 2006/07.

100% of HEIs III-IV levels of accreditation students are involved into the two-cycled system of training according to the Bologna principles accept training in the field of medicine and veterinary.

Stage of implementation of the third cycle

8. Describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of 3rd cycle students following structured doctoral programmes
- the normal length of full-time doctoral studies
- the elements that are included in doctoral study programmes, e.g. do they include taught courses or independent research only
- the supervisory and assessment procedures for doctoral studies
- are doctoral studies included in your country's qualifications framework and are they linked to learning outcomes
- are interdisciplinary training and the development of transferable skills integrated in doctoral studies
- are credit points used in measuring workload in doctoral studies?

The mechanisms of implementation for the Doctoral training as the III Bologna cycle are under the development.

- the percentage of 3rd cycle students according to 2nd cycle students – 2,2%
- the normal length of full-time doctoral studies – 3 years
- doctoral study programmes include both taught courses and independent research
- the supervisory and assessment procedures for doctoral studies are under the development
- the work is underway on coordination of including doctoral studies' principles in the national qualifications framework
- interdisciplinary training and the development of transferable skills are integrated in doctoral studies. The principles continuity and advancement of training programmes on the 2nd and the 3rd cycles are realized step-by-step
- credit points are planned to be used in measuring workload in doctoral studies.

Access to the next cycle

9. Describe the arrangements for access between the first and second cycles and second and third cycles.

Please include:

- the percentage of first cycle qualifications that give access to the second cycle
- if appropriate, the percentage of first cycle qualifications that give access to the third cycle
- the percentage of first cycle qualifications that give access to both the second and third cycles
- the percentage of second cycle qualifications that give access to the third cycle
- specify any first cycle qualifications that do not give access to the second cycle
- specify any second cycle qualifications that do not give access to the third cycle.
- specify any examples where bridging courses are necessary to transfer between cycles in the same subject area

any measures planned to remove obstacles between cycles

All qualifications of the first cycle provide the access to several programmes of the cycle. All the next ones provide the access to at least one programme of the third cycle without bridge-programmes.

Implementation of national qualifications framework

10. Describe the stage of implementation of the national qualifications framework to align with the overarching Framework for Qualifications of the EHEA.

Please include:

- the stage of development of your national qualifications framework (for example: has your national QF been included in legislation or agreed between all relevant stakeholders; has a working group been established; have national outcomes-based descriptors of the main types of qualifications been prepared; has a timetable for implementation been agreed?)
- the extent to which your national qualifications framework is in line with the Framework for Qualifications of the EHEA
- the role of stakeholders in the development of your national qualifications framework.

The MESU has elaborated the following steps in forming and implementation of the National Qualification System. This process is planned to complete gradually till 2010 with realising the engagements, entered in Bergen in 2005. The basic point of the activities is the National Qualification System's co-ordination with the EHEA Qualification System.

Particularly the following actions are realised:

- The list of bachelor training programmes where the existing European experience is taken into account has been elaborated and affirmed on the governmental level. At present the forming of the National Bachelor Qualification structure, which corresponds to that list and will be presented at BFUG for adaptation in the European Qualification System has been initiated.

- Students of all universities of III-IV levels of accreditation are involved into Two-Cycle System of training that corresponds to Bologna principles in 2006/2007 academic year.

As far as the second cycle programmes are concerned, the programmes diversification following the academic and professional criteria has been examined. At present we offer the post-bachelor programme and the so called "specialist's" programme that is oriented mostly to practical activity.

Today the HEIs and the employers discuss the evolution of such programmes. The two variants are proposed:

1. To remain Master's training only on II cycle (however the problem of bachelors' and those who will have access to the Master's programmes employment will be accentuated).
2. To elaborate the two variants of Master's Programmes –Master of academic and professional profiles. For instance for technical specialities – Masters of Science, Master of Engineering. The last programme is oriented mostly to practical activity. Some integrated Masters training programmes are planned to create on the basis of secondary education.

Such programmes are already offered within the training of specialists in separate educational guidelines. Those programmes deal with Medicine and Veterinary. The extension is possible for the Philosophy and Art specialities.

The proposition concerning the concordance of National Qualification System to the EHEA have

been discussed with all interested parties on the national level and the terms of its implementation has been adjusted.

11. What measures are being taken to increase the employability of graduates with bachelor qualifications?

Please include where possible:

- the percentage of first cycle graduates who found employment after graduating in 2005/06
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06

the extent to which this is expected to change in 2006/2007.

- the percentage of first cycle graduates who found employment after graduating in 2005/06 – 13,9%
- the percentage of first cycle graduates who continued into the second or third cycles in 2005/06 – 81,8%
- the employment of graduates' increase is expected in 2006/07

Quality Assurance

National implementation of the Standards and Guidelines for QA in the EHEA

12. To what extent is your national system of QA already in line with the Standards and Guidelines for QA in the EHEA?

Please include:

- the stage of implementation of the national QA system in line with the Standards and Guidelines for QA in the EHEA
- any action that has been taken to ensure that the national QA system is in line with the Standards and Guidelines for QA in the EHEA
- any deadlines set for taking action to ensure that the national QA system is in line with the Standards and Guidelines for QA in the EHEA
- any action planned to ensure that the national QA system is in line with the standards and guidelines for QA in the EHEA.

Different events concerning the adaptation of national QA system to the standards and recommendations of QA in the EHEA have been held in Ukraine.

For that propose of cooperation and studying the ENQA activity in the State accreditation commission a special department is created.

Ministry of Education and Science of Ukraine has worked out the plans and determined the terms for improvement and coordination of the national system of QA to the standards and recommendations of QA in EHEA.

Ministry of Education and Science is going to hold a seminar on problems of QA with ENQA representatives' participation in April 2007.

The goal of carrying out this seminar - the further creation of methodology of higher education QA system according to ENQA requirements, studying of the best practices of this structure as well as of the countries - participants of the Bologna process, representation of the own experience and its evaluation and obtaining of our QA agencies' certification. Such experience will be useful for amending to normative documents concerning that problem.

At present the system of monitoring and HEI rate definition that uses the international parameters at an evaluation is formed in Ukraine. There is also the national system of monitoring and HEI rate.

Stage of development of external QA system

13. Describe the QA system operating in your country.

Please include:

- the stage of implementation of your external QA system
- the scope of your external QA system: does it operate at a national level; does it cover all higher education
- which of the following elements are included in your external QA system:

- internal assessment
- external review
- publication of results
- whether procedures have been established for the peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA.

The National QA system is implemented by means of licensing and accreditation systems. The external QA system extends to all HEIs of Ukraine and is spread over the existing branches of foreign Education Institutions in Ukraine.

The existing system of QA includes the following:

- internal evaluation (self-analysis of the Education Institution with further document preparation for licensing or accreditation);
- external expertise (expert assessment of the HEI activity).

The corresponding system of society informing on the accreditation results is in the process of elaboration.

In addition to the accreditation system the internal QA evaluation of the HEI is implemented by means of rector tests and the State Examination Boards system.

The State Independent Inspection also functions in Ukraine.

Students and the community take part in the QA evaluation.

The public Accreditation Commissions are created at regional education boards in all regions.

Thus, the QA system functions on the national level which can be applied to all higher education system and can include all elements of higher education QA: external and internal evaluation and publication of the results.

The procedures on the detailed examination of the national agency (ies) on QA according to standards and recommendations of the QA at EHEA are under the development.

Level of student participation

14. Describe the level of student participation in your national QA system.

Please include:

- whether students are included in the following aspects of QA:
 - the governance of national agencies for QA
 - as full members or observers in external review teams
 - as part of the decision making process for external reviews
 - in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
 - in internal evaluations.

The students are included in the following aspects of QA:

- Since 2007 the representative of students self-government bodies will be include to the governance of national agencies for QA
- as full members or observers in external review teams
- as the respondents in the consultation process during external reviews
- in internal evaluations.

Level of international participation

15. Describe the level of international participation in your national QA system.

Please include:

- whether there is international participation in the following aspects of QA
 - the governance of national agencies for QA
 - the external evaluation of national QA agencies
 - teams for external review, either as members or observers
 - membership of ENQA
 - membership of any other international network.

In the division of licensing, accreditation and nostrification of the MESU the special department was created in order to cooperate with ENQA and its experience analysis.

Some universities directly address international accreditation agencies. Today there are approximately 9 such HEIs.

Recognition of degrees and study periods

Stage of implementation of Diploma Supplement

16. Describe the stage of implementation of the Diploma Supplement in your country.

Please include:

- the percentage of students graduating in 2007 who will receive a Diploma Supplement
- which of the following apply to Diploma Supplements issued in your country:
 - issued in a widely spoken European language
 - free of charge
 - automatically
 - correspond to the EU/CoE/UNESCO Diploma Supplement format.

- The certain recommendations are worked out and the organizational events on implementing the Diploma Supplement which each graduate will receive in 2008/09 academic year.
- The following applies to Diploma Supplements will issue in Ukraine:
 - in widespread European language
 - free of charge
 - automatically
 - correspond it to the EU/CoE/UNESCO standards

National implementation of the principles of the Lisbon Recognition Convention

17. Describe the stage of implementation of the main principles and later supplementary documents of the Lisbon Recognition Convention.

Please include:

- whether your country has ratified the convention (including depositing ratification instrument at either CoE or UNESCO)
- whether all appropriate legislation complies with the legal framework of the Convention and the later Supplementary Documents
- which of the following principles are applied in practice
 - applicants' right to fair assessment
 - recognition if no substantial differences can be proven
 - demonstration of substantial differences, where recognition is not granted
 - provision of information about your country's HE programmes and institutions
- whether you have a fully operational ENIC
- any action being taken to ratify or fully implement the Convention and the later Supplementary Documents.

- The Lisbon Convention according to the Law of Ukraine "On Ratification of the Convention on Recognition of Higher Education Qualifications in the European Region" came into force in 1999.
- The Higher Education Qualifications recognition is regulated by the Laws of Ukraine "On Education", "On Higher Education", Cabinet of Ministers of Ukraine decrees № 1260 "On Education and Scientific Degree Documents" and № 1380 "On licensing of education services", Ministry of Education and Science of Ukraine order № 563 "On the Recognition of foreign documents on education" where the legal and organisational basis of the foreign education documents is determined. The abovementioned normative documents establish the centralised procedure of recognition which is under the supervision of the Ministry of Education and Science of Ukraine. The National criteria of quality assurance evaluation for foreign qualifications from different parts of the world are based on Provisions of the Lisbon Convention. The realisation of functions mentioned is carried out by the Division at the Ministry – the Licensing, Accreditation and Nostrification Board.
- all of the following principles are applied in practice
 - applicants' right to fair assessment

- recognition if no substantial differences can be proven
- demonstration of substantial differences, where recognition is not granted
- provision of information about your country's HE programmes and institutions
- The Division of licensing, accreditation and nostrification of the MESU forms the national ENIC.
- The current Legislation on foreign qualifications recognition does not contradict to the regulations and principles of the Lisbon Convention Ukraine has adopted 22 intergovernmental agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are in process off affirming.

Stage of implementation of ECTS

18. Describe the credit and accumulation system operating in your country.

Please include:

- the stage of implementation of ECTS in academic year 2006/2007
- the percentage of first and second cycle programmes using ECTS in academic year 2006/2007
- how any other credit or accumulation system in use relates to ECTS: is it compatible with ECTS; what is the ratio between national and ECTS credits.

In 2006/2007 academic year the ECTS are initiated in all expert training programmes of cycles I and II which allows to realize the students transfer and to accumulate credits. This system correlates with the ECTS. The ratio of the national and the ECTS credits is 1:1

19. Has your country produced a national plan to improve the quality of the process associated with the recognition of foreign qualifications? If so, give a brief description of the plan and attach a copy.

The Plan on improving and adapting the national HE QA system in accordance with ENQA standards and norms is worked out in Ukraine, that provides for:

- internal QA in HEI;
- external HE QA;
- QA in the activity of agencies/entities on external QA (a copy is attached).

Lifelong Learning

Recognition of prior learning

20. Describe the measures in place to recognise prior learning, including non-formal and informal learning.

Please include:

- the stage of development of any procedures or national guidelines to recognise prior learning
- a description of any procedures or national guidelines for assessing prior learning as a basis for access to HE

a description of any procedures or national guidelines for allocating credits as a basis of exemption from some programme requirements.

- The national recommendations on recognition of previous education are under development
- The national recommendations on previous education's evaluation as the base for access to the higher education have been worked out
- The students' studying load is evaluated in ECTS credits
- The national recommendations on credits' distributions has been worked out as well as the ECTS credits has been distributed in all programmes of the 1st and the 2nd cycles
- The corresponding activity on recognition of informal study in the system of LLL is in progress

21. Describe legislative and other measures taken by your country to create opportunities for

flexible learning paths in higher education.

Please include:

- any flexibility in entry requirements
- any flexible delivery methods
- any modular structures of programmes.

- The previous studying modules are enlisted to the graduates of I-II levels of accreditations HEIs who enter to the 1st cycle – bachelor, thus the studying term on the current cycle is shorten
- The students have the right to choose a definite portion of disciplines on the 1st and 2nd cycles
- The procedure of statement of master programmes list is simplified for universities. The universities can offer some students individual curricula.

Joint degrees

Establishment and recognition of joint degrees

22. Describe the legislative position on joint degrees in your country.

Please include:

- the stage of implementation of any legislation to establish joint programmes
 - whether joint degrees are allowed and encouraged in legislation
 - whether joint degrees are allowed and encouraged in all three cycles
 - an indication of the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries
 - any action being taken to encourage or allow joint programmes.
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- there is a respective legislative base to develop and to establish joint programmes in Ukraine
 - joint degrees are allowed and encouraged at experience exchange in the framework of joint programmes (TEMPUS/TASIS projects' support etc.)
 - joint degrees are allowed and encouraged in all three cycles of specialists' training
 - the percentage of HEIs that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries – 3%

C. Current issues in Higher Education

Higher education and research

23. Describe the relationship between higher education and research in your country - what percentage of research is carried out in HEIs; are any steps being taken to improve the synergy between HE and other research sectors.

Scientists from other research institutions are involved into teaching process at HEIs.

HEIs jointly with research institutions establish the departments' branches where the masters have probation period.

Regional and international students scientific conferences take place annually in Ukraine where students make scientific reports.

24. What percentage of doctoral candidates take up research careers; are any measures being taken to increase the number of doctoral candidates taking up research careers?

The quantity of candidates for doctoral degree who choose the research career has increased comparing to 2005. At present the percentage amounts 90%.

68998 persons with doctoral degree work in the HEIs, that come to 95% of the total amount of researchers with doctoral degree in Ukraine.

The social dimension

25. Describe any measures being taken in your country to widen access to quality higher education.

Please include:

- any financial or other measures to widen access in higher education amongst socially disadvantaged groups
- any measures in place to monitor the impact of policies to widen access to higher education, including results if possible
- any further measures planned, following evaluation of the widening access measures already in place.

- The governmental request on bachelors' training in all educational direction is 3% increased in 2006/07 academic year.
- The pre-university training faculties have been set up within the HEIs where school leavers have the opportunity to get prepared to the entrance at the HEIs.

26. Describe any measures to help students complete their studies without obstacles related to their social or economic background.

Please include:

- any guidance or counselling services and any other measures to improve retention
- any measures in place to monitor the impact of policies to improve retention, including results if possible
- any further measures planned, following evaluation of the retention measures already in place.

In case of appearing the obstacles in access to higher education for socially disadvantaged persons the state programmes provide for:

- the increasing of scholarships at the final year of studying as well as the improving of accommodation conditions in hospices
- the approaches concerning the establishment of HEIs for unsupported students
- the issue concerning providing the conditions for delivering higher education to the students with special needs is considered. There is the university "Ukraine" where mostly students with special needs obtain the education
- the distant study organization at students' place
- creating of the universities' departments in regions where the consulting and studying activities are set up domiciliary
- credits for obtaining higher educations

Mobility

27. Describe any measures being taken to remove obstacles to student mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward student mobility
 - any measures to increase outward student mobility
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- the mobility of students from one HEI to another one are simplified on account of transfer and accumulation ECTS' credits. The bachelor, graduates of any university, may continue the studying on the second cycle at another university.
 - the bilateral international agreements promote substantially international academic mobility. Factors influencing negatively on extension of the academic mobility are connected, first, with lack in financing of business trips abroad and, second, with slow

entering visa opening at European countries Consulates in Ukraine or the rejection on visas.

The indicator of the International academic mobility is the contingent of foreign students in Ukraine and the Ukrainian students abroad. In 2005/2006 academic year 35.000 of foreigners obtained the Higher Education in Ukraine and 20.000 of young Ukrainians had a chance to study and make a research work abroad which included the short term study, the full time study, the research work, the probation period, language courses, etc.

28. Are portable loans and grants available in your country? If not, describe any measures being taken to increase the portability of grants and loans.

There is no granting and lending system in Ukraine for students study trips abroad. The Current Legislation of the State does not provide it. Though at present the draft of President's Decree on granting the talented students and young researchers with the President's scholarship for study and period of probation in the leading foreign universities and research centres. The Decree provides for 50 annual scholarships

29. Describe any measures being taken to remove obstacles to staff mobility and promote the full use of mobility programmes.

Please include:

- any measures to increase inward staff mobility
- any measures to increase outward staff mobility.

- The measures to increase inward staff mobility are:
 - lectors' exchange between different HEIs
 - opportunity of holding more then one appointment by lectors of different HEIs
 - cancel of the rector's right on prohibition of holding by lectors more then one appointment
- The measures to increase outward staff mobility are:
 - probation of Ukrainian HEIs' lecturers at leading European universities
 - conclusion bilateral direct agreements on staff exchange
 - creating with the leading European universities the joint training programmes
 - carrying out with the leading European universities of countries – members of the Bologna process the joint scientific programmes

The attractiveness of the EHEA and cooperation with other parts of the world

30. Describe any measures being taken in your country to promote the attractiveness of the EHEA.

- Holding the regional international conferences, seminars, and symposiums concerning the issues of Bologna Process implementation into the higher education.
- The establishment of the leading universities' studying programmes
- Encouraging to hold the European studios' courses in Ukrainian universities
- "Europe Day" has been held in Ukrainian secondary schools

Future challenges

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

The development of the principles, mechanisms and procedures of implementation of doctoral study as Bologna cycle III according to structured doctoral programmes with standard term of full-time doctoral study.

The employment of bachelors - graduates of the first cycle.

The HE QA system elaboration correlating to the European standards and norms.

The increasing of students and pedagogical-scientific staff mobility in international educational area.

Extending of social HEI's partnership with employers, citizens and public associations and involving them to the process of decision elaboration on HE issues.

