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**NATIONAL ERASMUS+ OFFICE UKRAINE – Higher Education Reform Experts Team  
INSTITUTE OF HIGHER EDUCATION, NAESU**

## THE REVIEW

# The 2005-2020 Bologna Process in Ukraine: Achievements, Challenges and Prospects

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Kyiv 2020



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INSTITUTE OF HIGHER EDUCATION, NAESU**

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**Part 1. THE 2005-2020 DISCOURSE: THE BOLOGNA PROCESS IN UKRAINE**

**1.1. Ukraine on the way to signing the Bologna Declaration**



**Vasyl KREMEN**

*President of the NAPS of Ukraine*

*Minister of Education and Science of Ukraine (1999–2005)*

As any socially significant phenomenon, Ukraine's accession to the Bologna Process had its history and backstory, problems and victories. From the position of the Minister of Education and Science in late 1999 – early 2005, unfailingly embracing the European integration of Ukraine, I saw in the Bologna process the new opportunities for the national system of higher education to join the European structures and practices. The broader and deeper study of respective documents had definitely convinced me in the relevance of the decisive steps towards the European integration.

It should be noted that at the beginning, both the society and the educational environment, and even the ministerial team, had demonstrated different attitudes to the Bologna process on the pretext that even in Europe not everyone approved of it. However, my consistent position as a head of the Ministry had finally found support. The situation was further complicated by the Ministry's lack of the sufficient experience of the broad-scale international communication and collaboration, because Ukraine as an independent state had been in existence for just 10 years. Therefore, mechanisms of joining the European and international structures had not been developed. With a sincere desire to join the Bologna Process, we had been lacking in awareness and experience. Moreover, requirements for the accession to this process at that point were more demanding than they become later.

The first attempt to join the Bologna Process was made in 2003, when no other CIS country had been part of it. However, Russia was actively working in that direction. Ukraine was trying to keep pace, and in *June 2003* it also applied for membership, despite the fact that Russian leaders promoted an idea that their country would represent interests of all CIS states. Indeed, intentions of the priority creation of the unified educational space of the CIS states had been promoted, which I as a Minister did not support seeing a far better alternative in the Bologna Process.

As the Berlin Ministerial Conference on 18–19 September 2003 was approaching, the Russian colleagues had not made their successes public. Only during the conference the news broke that Russia was accessing the Bologna Process. Later, we found out that V. Putin, who was able to secure support from then German Chancellor Gerhard Schröder and Italian Prime Minister S. Berlusconi, personally lobbied the issue. When enquired why Ukraine's application had been declined, the conference organizers answered that, first, the application had been submitted too late, and, frankly speaking, that was a fair reproach; second, the Ukrainian higher education is largely unknown in Europe. However, analytical studies proved: Ukrainian higher education is no second to the Russian one, and sometimes even better. At the same time, there was no systemic popularization of the national achievements among the European partners.

That is why after the Berlin Conference, the Ministry's strategic plan was developed. The first step in its implementation was an international workshop "The Higher Education Reformation and



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the Bologna Process” that took place on 25–26 November 2003 at the Kyiv National Taras Shevchenko University and brought together heads of the leading Ukrainian universities and influential European representatives. In the following year, similar international events took place at the National Mining University (now the National University “Dniprovsk Politechnika”) and the National Technical University of Ukraine “KPI” (now the National Technical University of Ukraine “Ihor Sikorskiy KPI”). During the latter event, the European colleagues expressed a key idea that Ukraine is ready to join the Bologna Process.

In the meantime, the Ministry was making all efforts to promote ideas, principles and provisions of the Bologna Process. Under the auspices of the Ministry and active participation of the members of the National Academy of Pedagogical Sciences of Ukraine, a number of reference and educational materials on the Bologna agenda were published and disseminated, in particular, regarding the European meetings in Salamanca, Prague, and Berlin.

The next step was the preparation of a new application and detailed analytical information about the Ukrainian higher education, its current state and development prospects (in particular, a separate book was published about those issues and sent to the European structures). In 2004 already, an issue of Ukraine’s accession to the Bologna Process was included into the agenda of the Conference of the European Ministers of Education in the Norwegian city of Bergen. And during that conference, on 19–20 May 2005, when I had completed a cadence of the Minister of Education and Science, Ukraine was admitted to the Bologna Process.

Today, I am convinced that it was a strategically correct step, which had really boosted powerful transformations towards the Europeanization of the national higher education. It’s a different matter that after the accession Ukraine has not always used all the opportunities provided by this process. We must admit that in some years, necessary documents regarding the implementation of the Bologna Process in Ukraine were not submitted. Another task had not been implemented either – it was envisaged that Ukraine, having significant university potential, will take active part in the formation of the educational policy in the European continent, thus contributing to the development of the European Higher Education Area. That has not happened to the full extent, and that is an oversight, because our potential, our self-respect should motivate us to be not just passive consumers of the decisions formed in Europe, but rather active participants in their development and adoption.

Today, in 2020, a clear understanding arises that despite all the troubles, in 15 years the Ukrainian higher education has become an intrinsic integral part of the European Higher Education Area; together with the European countries, Ukraine heads towards new frontiers in the development of higher education in the context of the innovation-based human development.

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**1.2. The legislative framework for the implementation of provisions and tools of the Bologna Process –  
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The introduction of the Bologna Process in Ukraine officially started in 2005, but the first steps in implementing its individual provisions and instruments had been made earlier through the development of the national legislation on education.

***The Three-Cycle Structure of Higher Education.*** The educational and qualification levels of the junior specialist, *bachelor* and *master* were introduced in Ukraine by amendments to the Law of Ukraine “About Education” in 1996 and the Decree of the Cabinet of Ministers of Ukraine (CMU) of 20 January 1998 No. 65. They were in line with the educational levels of incomplete, basic, and complete higher education. In 2002, the Law of Ukraine “About Higher Education” provided a detailed description of those levels. In 2014, a new Law of Ukraine “About Higher Education” introduced the notions of the level of higher education and established five degrees: Junior Bachelor, Bachelor, Master, Philosophy Doctor (PhD), and Postdoctor/Doctor Habilitated, as well as respective levels of higher education – initial, first (Bachelor), second (Master), third (academic), and scientific. The first four of them correspond to the four cycles of higher education of the Qualification Framework of the European Higher Education Area (QF EHEA 2018). In 2017, amendments to the Law made it possible to receive a degree of Doctor of Arts at the third level and envisaged the usage of the term “educational and creative level” for respective study programs. The Law of Ukraine “About Higher Education” also provides that study programs pursuing medical, pharmaceutical, and veterinary specializations are integral, i.e., offered at the Master’s level only.

***The European Credit Transfer and Accumulation System (ECTS).*** ECTS officially came into practice at the Ukrainian higher education institutions in accordance to the Decree of the Ministry of Education and Science of Ukraine of 16.10.2009 No. 943 as a result of several years of the pedagogic experiment on the introduction of the credit-modular system in the organization of the study process. It conceptually had nothing in common with ECTS and only significantly delayed its implementation in Ukraine. In particular, such documents were introduced as the Student’s Application Form, Agreement about Study, Agreement about the Practical Training and Obligations regarding Quality, Academic Status Certificate, and the European-Style Diploma Supplement.



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In 2014, a new Law of Ukraine “About Higher Education” incorporated basic principles of ECTS and stipulated, for each level of higher education, a normative amount of the students’ learning workload necessary to achieve expected learning outcomes measured in *ECTS credits* (earlier, only a MESU recommendation existed). With that, the annual workload is 60 ECTS credits, and one credit is 20 hours. Later, the Law and standards in higher education envisaged a possibility to apply certain amount of the previous study results and established a maximum amount of credits that can be applied according to these results. In 2019, the amendments to the Law stipulated that HEIs must sign agreements about study with all students, not only those acquiring education on expense of funds provided by physical and legal persons. In 2020, the CMU approved a template for this agreement. Since 2017, a form of the study program description is in use that has been recommended by the MESU and is in line with the ECTS Users’ Guide.

**The Diploma Supplement.** The diploma supplement that contained a list of educational components, their volume and student’s marks had been used in Ukraine since the USSR. In 2009, the MESU Decree introduced a supplement according to the format that was in line with the European Diploma Supplement. And since 2014, the Law of Ukraine “About Higher Education” established that the European-style Diploma Supplement is obligatory and provided on a free-of-charge basis. Today, a new form of the Supplement is prepared for the approval, which is in line with the form agreed upon at the 2018 Paris EHEA Ministerial Conference.

**The National Qualification Framework.** The National Qualification Framework (NQF) was introduced in Ukraine in 2011 as a synthesis of the two European frameworks: the European Qualification Framework for the Lifelong Learning (EQF LLL) and the Qualification Framework of the European Higher Education Area (QF EHEA). The first edition of the NQF envisaged a definition for each level of the integral competency (on request of employers), 5 descriptors, and 10 qualification levels; with that, it was declared that NQF Levels 1-8 corresponded to EQF LLL levels; and Level 0 corresponding to the zero level of the International Standard Classification of Education (ISCED) and Level 9 corresponding to the highest Ukrainian scientific qualification – a scientific degree of Doctor of Sciences – were added to the eight EQF LLL levels.

After updates in the EQF LLL (a change of one descriptor) and the QF EHEA (4 cycles), the question came up about a need to amend the NQF as well. Moreover, in 2019, changes were introduced to the Law of Ukraine “About Education” that envisaged that a number of levels of the National Qualification Framework should correspond to the number of levels of the EQF LLL. When implementing those changes, the integral competency was abandoned in the NQF (for higher education, respective requirements were indicated in the Law of Ukraine “About Higher Education”). Therefore, since July 2020, *the NQF contains 8 levels* that correspond to the EQF LLL levels, with Level 5 *at the same time* corresponding to qualifications of both professional pre-higher (professional junior bachelor) and higher education (junior bachelor), and Level 8 *at the same time* corresponding to the qualification of Philosophy Doctor (PhD)/Doctor of Arts, and Postdoctor/Doctor Habilitated. Regarding the QF EHEA, the NQF levels correspond to it in the following way: NQF Level 5 – short cycle of higher education (junior bachelor), 6 – first (bachelor), 7 – second (master), and 8 – third (Philosophy Doctor). The 2020 edition of the NQF has four *descriptors* in accordance with the 2017 QF LLL and 2018 QF EHEA: knowledge, skills, communications, responsibility and autonomy.

According to the current editions of the Laws of Ukraine “About Higher Education” and “About Professional Pre-Higher Education,” the NQF is a basis for the development of educational standards at respective levels, which, in their turn, contain mandatory requirements to HEI study programs regarding competences and learning outcomes of the graduates. In case there are no standards for some specialities and educational levels, higher education institutions should be guided directly by the NQF in developing their study programs.

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**Quality Assurance in Higher Education (QA).** The Law of Ukraine “About Higher Education” (2014) envisages the creation of a system of quality assurance in higher education in line with the Standards and Guidelines on Quality Assurance in the European Higher Education Area (ESG 2005). According to the Law, a *National Agency for Quality Assurance (NAQA)* was established in 2015, but due to the flaws in the legislation and political contradiction, the first composition of the National Agency, in fact, had not been working and was dismissed in 2017 in accordance to amendments to the Law of Ukraine “About Higher Education” regarding the composition of the National Agency. In late 2018, a new composition of the National Agency was formed through a competitive selection; during in the first six months of 2019, it developed a normative basis necessary to start working, and during the second six months of the year, it started to perform study program accreditation according as required by the Law. Due to the COVID-19 pandemic, since spring 2020, the accreditation procedure is performed in a distance format which limits a possibility to reliably assess advantages and flaws of the new approach to the accreditation. At the same time, the need is obvious today for a more complete inclusion of the updated ESG 2015 in the Ukrainian legislation, first of all, in the Law of Ukraine “About Higher Education” and in the Regulation about the study programme accreditation (MESU Decree of 11.07.2019 No. 977).

Serious challenges exist today for the development of the system of external quality assurance in higher education. In particular, it is the clarification of a status of the National Agency that should guarantee its independence in the decision-making, development of the legislative basis for the institutional accreditation, independent assessment and quality assurance agencies in higher education, and awarding the degrees of Philosophy Doctor and Postdoctor/Doctor Habilitated as envisaged by the Law.

The experience of the first accreditations revealed problems in establishing systems of internal quality assurance in many HEIs. Despite the presence of respective provisions in the Law, institutions do not provide students with a possibility to choose educational disciplines and form their educational trajectories, do not ensure independence of the bodies of students’ self-governance from the administration, involvement of tertiary students and employers in the assessment and quality assurance. Significant problems persist with the violation of academic honesty by professors and students. This situation is partially explained by the sluggishness of system and partially by the insufficient institutional autonomy, limited funding, weak links with employers, excessive state regulation of the quantitative indicators of educational and scientific activities.

**The Internationalization of Higher Education.** The Law of Ukraine “About Higher Education” contains direct requirements regarding the application of requirements and provisions of the ESG, EQF LLL, QF EHEA, ISCED, other international documents in the field of higher education. It determines key areas of international activities, in particular, the harmonization of the Ukraine’s system of higher education with the EHEA, collaboration with the European universities and scientific institutions, etc. An important area of the international activity is the academic mobility of students and HEI staff that is realized based on the CMU Decree of 12 August 2015 No. 579 “About the approval of the Regulations about the procedure of realization of the right to academic mobility.”

At the same time, a portion of Ukrainian HEIs that participate in activities of international organizations, represent in the international university ratings, introduce study programs in English, have a noticeable international student population, and involve foreign professors is still insignificant. A situation is somewhat better with the implementation of international educational and scientific projects and international academic mobility. Finally, a regulatory base on the recognition of the academic mobility outcomes requires improvement.



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**Part 2. UKRAINE ON THE MAP OF THE EUROPEAN HIGHER EDUCATION AREA:  
THE BOLOGNA REPORT**

**Bologna Process Implementation Reports**



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The first comprehensive report about the introduction of reforms under the Bologna Process in the European Higher Education Area (EHEA) was developed in 2012. It reproduced in its structure key priorities of the higher education development fixed by the 2009 Leuven Communiqué – mobility, qualification frameworks, quality, social dimension of higher education, lifelong learning (LLL) and employability, and Bologna instruments. Since then, EHEA Bologna Process Implementation Reports serve as a powerful instrument of the periodic review and assessment of the progress in introducing structural reforms in national higher education systems in accordance with the Bologna Process for the EHEA development. The Bologna Reports are prepared for the EHEA ministerial conferences. Development of the reports is entrusted to the Bologna Follow-Up Group (BFUG).

Drafting of the Bologna Process Implementation Reports is coordinated by the European network for educational information, Eurydice. Provision of information about the progress in reforms, achievement and implementation of the main provisions of the Bologna Process is secured by national ministries responsible for higher education; quantitative information is prepared by the Eurostat (European Commission) and national statistical services.

For instance, the Bologna Process Implementation Report developed for the Yerevan Ministerial Conference (14-15 May 2015) and called “The European HE Area in 2015: Bologna Process Implementation Report” is based on indicators supplied in 2012 and new indicators on the efficiency of educational outcomes, employability, international cooperation and mobility. Improvement of the data collection and analysis methodology and inclusion of the fundamental values of the European Higher Education Area – academic freedom, university autonomy, and the rule of law – to the provisions of the Bologna Report was performed under the 2018 Bologna Process Implementation Report published prior to the Paris Ministerial Conference (24-25 May 2018).

The 2020 Bologna Process Implementation Report presented for the Rome Ministerial Conference (19 November 2020) featured a broad retrospective survey of structural reforms performed by the EHEA countries since the beginning of their accession to the Bologna Process.

The 2020 Bologna Process Implementation Report is built on the indicators used in the previous Bologna Reports. This approach allowed for higher effectiveness in the use of available information, tracing the progress in achieving the Bologna Process commitments, and drawing comparisons between the EHEA countries. A survey of the long-term trends in the development of the key commitments of the Bologna Process for the 2020 Bologna Report was prepared under participation of the European Quality Assurance Register for Higher Education (EQAR), a research





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project of the socio-economic dimension of the students' life Eurostudent, and the Academic Cooperation Association (ACA).

Following pages of the Review present the development of the Ukrainian system of higher education in the context of its integration to the European Higher Education Area by thematic fields of the Bologna Process Implementation Reports for 2015-2020.

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**2.1. The European Higher Education Area Landscape: Ukraine**

*(Chapter: 2015 – Context of the European Higher Education Area / 2018 – The European Higher Education Area Landscape / 2020 – European Higher Education Area key data)*



**VOLODYMYR LUHOVYI**

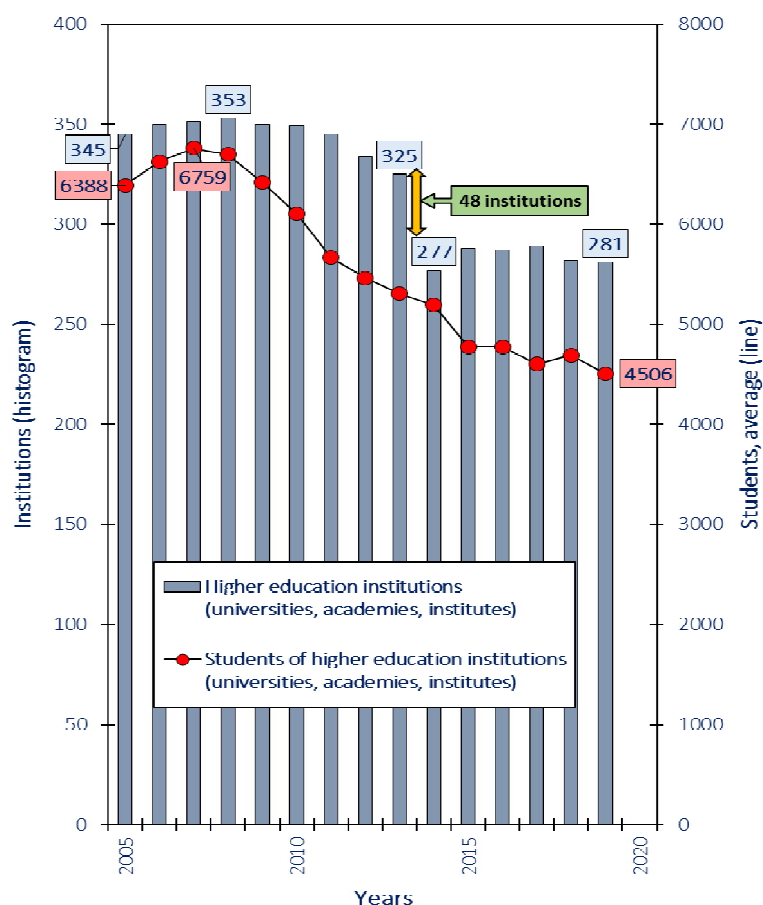
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**Ukraine's network of higher education institutions.** In 2005-2019, due to demographic, economic, social, political, and territorial reasons, the network of higher education institutions (HEIs) underwent significant changes. A number and an average size of HEIs decreased (Fig. 2.1.).

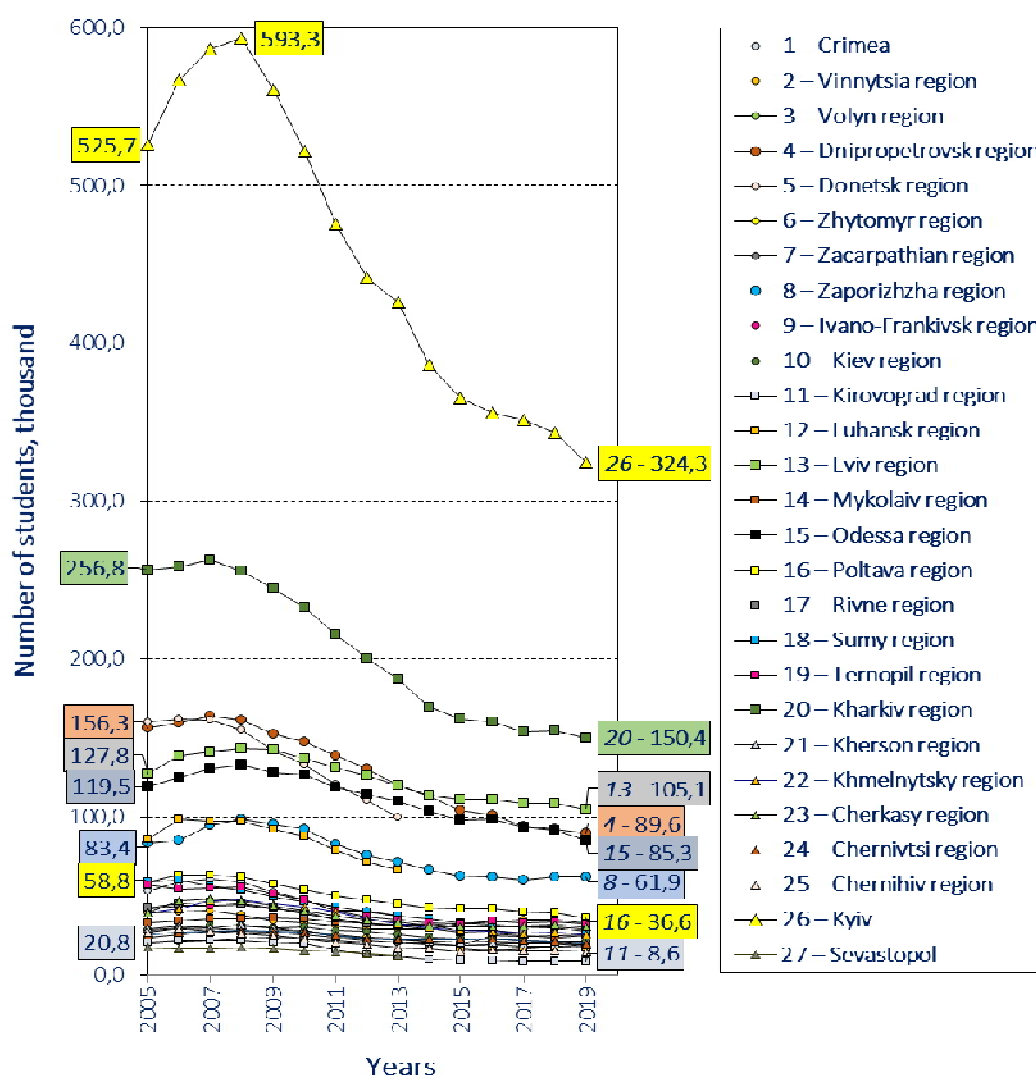


**Fig. 2.1. A number and an average size of HEIs in 2005-2019.**

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As compared to 2008, a number of HEIs (universities, academies, institutes) dropped from 353 to 281, in particular, by 48 in 2014, first of all, on expense of the part of Donetsk and Luhansk Oblasts, the Autonomous Republic of Crimea, and the City of Sevastopol. With that, an average student population at the institution decreased since 2007 from 6,800 to 4,500 students. Currently, there are 203 state and communal HEIs and 78 private ones. These HEIs are unevenly distributed among regions: 65 in Kyiv, 32 in Kharkiv Oblast, 25 in Dnipropetrovsk Oblast, 22 in Lviv Oblast, 20 in Odesa Oblast, and 12 in Zaporizhzhya Oblast. By contrast, there are only 3 HEIs in Chernivtsi Oblast, and only 4 HEIs in many other oblasts.

**The student population.** During the indicated period, a number of students at HEIs shrunk from 2.4 million in 2007 to 1.3 million (Fig. 2.2), and from 512 to 302 per 10,000 of population.



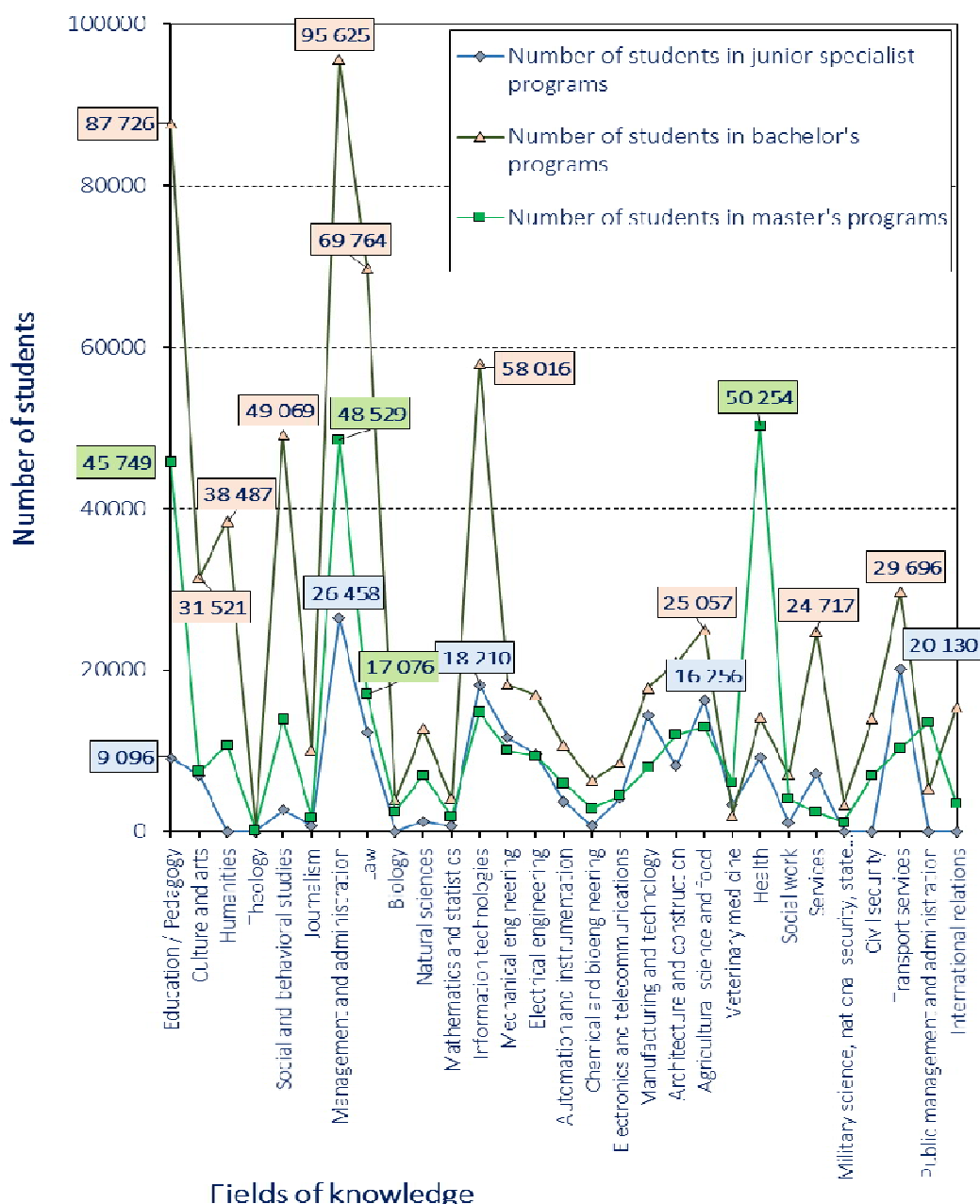
**Fig. 2.2. Changes in the number of tertiary students by regions of Ukraine**

(since 2014 excluding the uncontrolled territories of Donetsk and Luhansk Oblasts, the Autonomous Republic of Crimea, and the City of Sevastopol)

The territorial variation in the number of students grew from 34 to 38 times: in 2019, the differentiation was from 324,300 in Kyiv to 8,600 in Kirovograd Oblast. In a few regions, the concentration of students grew as well. In 2005, 61% of students studied in Dnipropetrovsk, Donetsk, Lviv, Odesa, and Kharkiv Oblasts and the City of Kyiv; in 2019, 64% studied in Dnipropetrovsk, Zaporizhzhya, Lviv, Odesa, and Kharkiv Oblasts and the City of Kyiv. Most students

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(57.2%) studied at the bachelor's level, 27.4% at master's, and 15.4% study under junior specialist programmes. In addition, 25,200 aspirants are pursuing a degree of Philosophy Doctor at the postgraduate programmes, and 1,100 postdoctoral students pursue a degree of Doctor of Sciences in postdoctoral programmes. Since 2015, Ukraine introduced a new classification of areas of knowledge (29) and programme subject areas / specialties (121), in which those seeking higher education are trained. A distribution of students by this classification in 2019 is presented in Fig. 2.3 and 2.4.

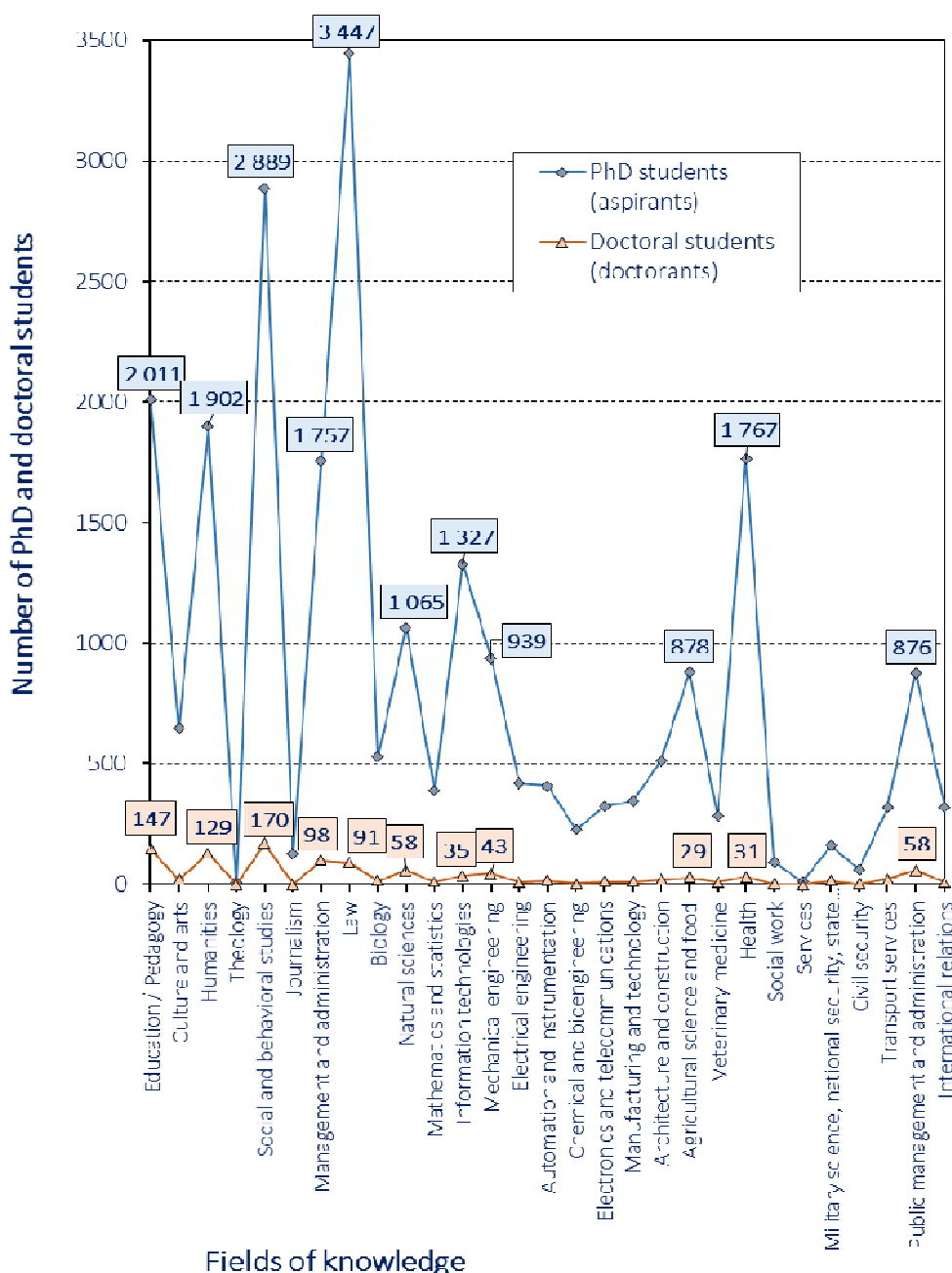


**Fig. 2.3. A distribution of students in junior specialist, bachelor and master programs by 29 areas of knowledge at universities, academies, and institutes in 2019.**

Most popular *areas of knowledge* among students are: education/pedagogy, culture and arts, humanities, social and behavioural studies, management and administration, law, information technologies, agrarian sciences and food, health, service industries, and transportation. In particular, for the training of postgraduate and doctoral students: education/pedagogy, humanities, social and

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behavioural studies, management and administration, law, natural science, information technologies, mechanical engineering, agrarian sciences and food, health, public management and administration.



**Fig. 2.4. A distribution of postgraduate and doctoral students by 29 areas of knowledge in 2019.**

In 2019, 59,800 foreign students studied at Ukrainian HEIs, accounting for 4.7% of the total number of students. Most of them came from India – 14,300, Morocco – 5,700, Azerbaijan – 4,700, Turkmenistan – 4,300, Nigeria – 3,300, Egypt – 2,800, Turkey – 2,300, Israel – 2,100, China – 2,000, Georgia, Jordan, and Uzbekistan – 1,500, and Ghana and Iran – 1,400 each. At the same time, there are just a few students from the OECD states.

**Academic, pedagogic, and scientific staff.** In 2019/20 academic year, 104,700 academic, 22,800 pedagogic, and 6,000 scientific workers were employed at HEIs. Over 70% of candidates of





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sciences (Philosophy Doctors) and doctors of sciences present in the Ukraine's economy work at HEIs as their primary employment. Main problems for effective activities of university teachers are high workload, uncompetitive salaries, and weak infrastructure.

**Expenditures on higher education.** Main sources of funding of tertiary education are the state budget, local budgets, legal entities, and physical persons (*Table 2.1*).

**Table 2.1**

**A number of students at Ukrainian HEIs by sources of funding of their education**

No.	Source of Funding	2007/08 (max)	2016/17	2019/20 (min)	2019/20 to 2007/08 %
1	2	3	4	5	6
<i>I. The number of students</i>					
1	All sources	2372462	1369432	1266121	53,4
2	State budget	807543	652935	534967	66,2
3	Local budgets	18749	12317	10926	58,3
4	Legal entities	12474	9227	2935	23,5
5	Physical persons	1533696	694953	717293	46,8
<i>II. The portion of students, %</i>					
1	All sources	100,0	100,0	100,0	
2	State budget	34,1	47,7	42,3	124,0
3	Local budgets	0,8	0,9	0,9	112,5
4	Legal entities	0,5	0,7	0,2	40,0
5	Physical persons	64,6	50,7	56,6	87,6

Though during 2005-2019 a role of different sources of funding had been gradually changing, a portion of students whose study is funded by private persons has always been dominating.

In total, in 2019, HEIs funding amounted to 1,2% GDP (48 billion hrn), which is equal to the average similar indicator (1.2% GDP in 2017) in 23 EU states – OCSE members, and included:

- 44 billion hrn of expenditures for higher education from the state budget, including 27 billion hrn from the general fund and 17 billion hrn from the special fund;
- 3 billion hrn (*an estimation by the student enrolment*) that are utilized by private HEIs;
- 1 billion hrn that are utilized by HEIs in total for scientific research and development from all funding sources.

**Conclusions.** Though Ukrainian higher education suffers stagnation in recent years, it still preserves its accumulated potential and attractiveness.

The main problem of the national education is that its HEI network is scattered and atomized, leading to the deficit in resource allocation, inefficient funding and management, and weak research activities.

This results in the poor competitive fitness of Ukrainian institutions. Interpreting the Shanghai Rating (ARWU), Ukraine is a blank space in the European continent: there are no Ukrainian HEIs among the top-1000 institutions of the general version, unlike 60 other countries of the world, or in the discipline-specific version (by 54 subject areas) of this rating, unlike 90 other countries.

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**2.2. Teaching and learning (ECTS, educational outcomes)**

*(Chapter: 2018 – Learning and Teaching)*



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The “return” to teaching and learning – the first mission of the university – actualized in the European Higher Education Area in 2010s, which is evidenced by the adoption by the European University Association in 2017 of the European Principles for the Enhancement of Learning and Teaching; the launch, the same year, of the European Learning&Teaching Forum; and establishment of the centres for the excellence in teaching and learning in many European universities.

The enhancement in teaching and learning as a strategic priority and a key area of the higher education reform was reaffirmed by *the Yerevan Communiqué* in 2015 (Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA), *Paris Communiqué in 2018* (the core mission of the Bologna Process and the main objective of structural reforms have been to ensure and enhance the quality and relevance of learning and teaching), and recently by the *Rome Communiqué in 2020*, among other things, through the adoption of the Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA.

In the EHEA, efforts to modernize and improve study programs are marked by a transit to the *student-centred approach*, a focus on the formation/development of student competencies through achieving respective *learning outcomes*, introduction of the *European Credit Transfer and Accumulation System* as an instrument of understanding, comparing, and improving quality of study programmes.

The Ukraine’s system of higher education demonstrates quite good results in the modernization and development of study programmes rooted in the competence and student-centred approaches, introduction of ECTS, and a focus on learning outcomes. The 2018 Bologna Report testified to the significant progress in introducing ECTS in Ukraine and put it with those EHEA states that fully use ECTS in describing programmes of the first (bachelor’s) and second (master’s) cycles. Currently the national regulatory provision of the Bologna Process requires the application of ECTS in the description of study programmes at the bachelor’s and master’s levels and of the educational components of programmes leading to the degree of Philosophy Doctor.

ECTS was introduced in the Ukrainian system of higher education in accordance to the Decree of the Ministry of Education and Science of Ukraine of 16.10.2009 No. 943 and the adoption by the Ministry of the respective guidelines of 26.02.2010 No. 1/9-119. ECTS was ultimately legalized by the



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2014 Law of Ukraine “About Higher Education” that approved a new name and provided a *definition of ECTS* as a credit transfer and accumulation system that is used in the EHEA with a goal to provide, recognize, and validate qualifications and educational components; supports academic mobility of students; is based on the determination of the student’s learning load necessary to achieve defined learning outcomes, and is accounted in the ECTS credits; *a credit* as a unit of measure of the student’s academic load necessary to achieve defined (expected) learning outcomes; *precisely defined* one unit as 30 hours; outlined an indicative study load per academic year as 60 credits; established the sizes of bachelor and master programmes in credits. The Law of Ukraine “About Higher Education” demands that higher education institutions develop, based on the respective study programme, a study plan that specifies educational components and their size in ECTS credits.

Alongside the establishment of ECTS in the Ukraine’s system of higher education, *the study programmes* had been *revisited*: their content updated, formulation of education outcomes improved, an adequate grading system developed. This practice was generalized in the Guidelines on the development of higher education standards approved by the Order of the Ministry of Education and Science of Ukraine of 1.06.2016 No. 600. This document, in particular, uses a definition of *learning outcomes* (knowledge, abilities, skills, ways of thinking, views, values, other personal qualities gained in the course of education, training and development that may be identified, planned, assessed and measured, and which a person can demonstrate after completion of the study program or separate educational components) that is widespread in the EHEA and formalized by the Law of Ukraine “About Higher Education”; restates a requirement to define sizes of the study programmes in ECTS credits and provide a list of general and special (professional, subject-specific) competences for each speciality.

To help Ukrainian HEIs, the following current EHEA documents were translated and published with the support of the National Erasmus+ Office and the British Council in Ukraine: the *ECTS Users’ Guide* adopted in 2015 by the Yerevan EHEA Ministerial Conference and recommended by the Ministry of Education and Science of Ukraine as resource materials for higher education institutions, and *A Guide for Formulating Degree Programme Profiles*, including programme competencies and program educational outcomes (EU CoRe-2 Project).

The **2020** Bologna Report confirms Ukraine’s commitment to continue reforms of study programmes with a focus on ECTS and learning outcomes. Referring to the recommendations of the ECTS Users’ Guide, authors of the Bologna Report collected data on the proper introduction and use of ECTS by national higher education systems concentrating on the role of the national agencies responsible for external quality assurance in higher education in the monitoring of the ECTS use. In other words, the monitoring of the ECTS use performed by national agencies in the course of external quality assessment in higher education in accordance with the criteria below signals about the proper use of ECTS at the national level:

- 1) credits are allocated on the basis of learning outcomes & student workload;
- 2) credit allocation is regularly monitored and followed up by appropriate revision if necessary;
- 3) ECTS is used as a credit system for the accumulation of credits acquired within higher education institutions;
- 4) ECTS is used as a credit system for the transfer of credits for student learning outcomes acquired in another institution in the country;
- 5) ECTS is used as a credit system for the *transfer of credits for periods of study abroad*;
- 6) The higher education institution has an *appropriate appeals procedure* to deal with problems of credit recognition.

According to the **2020** Bologna Process Implementation Report, Ukraine belongs to the groups of countries that *comply to 4-5* out of 6 criteria above. At the moment, no national HEIs are

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known to introduce at a system level an appropriate appeal system to deal with problems of credit recognition. Still, despite the enactment of the Regulations about the Procedure for Implementing the Right to Academic Mobility approved by the CMU Decree of 12 July 2015 No. 579, an issue of the automatic recognition of student's learning outcomes and credit transfer from study abroad is not settled at the institutional level. Moreover, only few HEIs really monitor and, if needed, provide a revision of ECTS credits allocated to study program components.

It should be mentioned that a system of grades conversion envisaged by ECTS is virtually not used in Ukraine today. Most higher education institutions do not provide information about grades distribution, use several grading scales in parallel, in particular, the long-abandoned 'national scale' and the 'ECTS scale' that only partially complies with the ECTS Users' Guide edition in force before 2009. The quality of learning outcomes formulation and development of an effective system of their assessment and validation requires further improvement. Only some higher education institutions use modular study programmes, envisage 'mobility windows' in those programmes, and have course catalogues/information packages in English posted on their web sites and reviewed on an annual basis.

According to the priorities of the Rome Communiqué and the *Recommendations for national/governmental support/action for the enhancement of European higher education learning and teaching*, Ukrainian higher education institutions should enhance teaching and learning in the context of the student-centred and competence approaches while benefitting from the digitalization, based on innovations and structured dialogue with stakeholders, backed by empirical data and scientific research.



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**2.3. Degrees and Qualifications**

*(Chapter: 2015 – Degrees and Qualifications / 2018 – Degrees and Qualifications / 2020 – Degree structures)*



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*The European Higher Education Area in 2015: Bologna Process Implementation Report*, in its part about Ukraine, partially presents data on the existing system of degrees in higher education, but there was no data on the National Qualifications Framework, ECTS, Diploma Supplement, or recognition and implementation of the Lisbon Declaration on Recognition.

**Degrees in Higher Education.** According to the **2018** and **2020** Bologna Process Implementation Reports (BPIR 2018, 102, 103; 2020, 49), *short-cycle higher education programs* are available in Ukraine. According to the 2014 Law of Ukraine “About Higher Education,” a degree of junior bachelor belongs to the short-cycle higher education, and enrolment to programs of higher education leading to the educational and qualification level of junior specialist stopped since 2019. The **2018** Bologna Process Implementation Report places Ukraine to the group of EHEA countries where a portion of short-cycle programs was from 25% to 49.9% (this group includes the United Kingdom (Scotland), Denmark, and Cyprus) (BPIR 2018, 103).

According to *The European Higher Education Area in 2018: Bologna Process Implementation Report*, a model of 240 ECTS credits for the first (bachelor) cycle is prevalent in Ukraine (this approach also exists in Georgia, Greece, and Turkey) (BPIR 2018, 96). This trend is also confirmed by *The European Higher Education Area in 2020: Bologna Process Implementation Report* that states that “[t]he 240 credits model is also quite widespread, applying to most first-cycle programmes in around one-third of EHEA countries. Georgia, Greece, Kazakhstan, Turkey and Ukraine apply this model to all first-cycle programmes” (BPIR 2020, 46). Moreover, in Ukraine, 75-100% of graduates after completing the first cycle enter the second cycle of education within one year (Albania, Greece, Luxemburg, the Netherlands, Slovakia, and Croatia) (BPIR 2020, 100). It should also be noted that currently 180 ECTS credits are also allowed, though not broadly used in Ukraine at the bachelor level. In particular, such normative amount is defined by the higher education standard for the speciality “Law Enforcement.” For people entering bachelor programs with a diploma about higher education at the educational and qualification level of junior specialist (such training still exists as a consequence of the previous national degree system), a term of study under the 4-year (240 ECTS credits) programme may be shortened for one year. Such graduates receive a Diploma Supplement where the study programme size is 180 ECTS credits, but it indicates enrolment based on the



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previously obtained higher education qualification of junior specialist. However, such cases are not numerous so far and exist within the transitional period. The Law of Ukraine “About Higher Education” commands that a size of the study program in ECTS credits cannot be reduced; instead, some outcomes of previous study and respective credits may be taken into account.

According to the **2018** Bologna Report, a 90 ECTS model is inherent for the *second (master) cycle* in Ukraine (such approach is also in practice in Ireland and Scotland) (BPIR 2018, 97). According to the **2020** Bologna Report, the situation has not changed – *the 90 ECTS model is dominating* in Ukraine (Greece, Malta, and the United Kingdom (Scotland)) (BPIR 2020, 47). At the same time, the Ukrainian legislation also permits 240 ECTS for educational and professional programmes, but such practice is not widespread due to the scarce financial and other resources. The Law of Ukraine “About Higher Education” also provides that for master-level academic programmes a normative size should be 240 ECTS credits.

Total *learning load* for the first and second cycles of higher education in Ukraine is 330 ECTS (as in Ireland and Scotland), the **2018** Bologna Report (BPIR 2018, 98) states. According to the next, **2020** Bologna Report, Greece has also been added to countries with such total learning load (BPIR 2020, 48).

*The third cycle programmes* in Ukraine last for 4 years (the same length exists in Sweden, Ireland, Belgium, Hungary, and Turkey) (BPIR 2018, 107), with a number of ECTS credits under these programs varying from 30 to 60 (BPIR 2018, 108). Less than 5% second-cycle graduates enter the third cycle programmes (a similar percentage is in Albania, Andorra, Belgium (French community), Bulgaria, Hungary, Kazakhstan, Lithuania, Luxemburg, Montenegro, Poland, and Portugal), according to **2018** Bologna Report (BPIR 2018, 105).

Ukraine has some *integrated* study programmes leading to the degree of the second (master) cycle, and a percentage of students in such programmes is under 10% (similar to Spain, Poland, and Turkey), reported in the **2018** and **2020** Bologna Reports (BPIR 2018, 109; 2020, 51).

According to the **2018** and **2020** Bologna Reports (BPIR 2018, 111; BPIR 2020, 53), Ukraine – as well as most EHEA countries – has no programmes outside of the Bologna degree structure.

***The Diploma Supplement and the National Qualifications Framework.*** According to the **2018** Bologna Report, in Ukraine, the *Diploma Supplement* is “issued to all first- and second-cycle graduates, automatically, in a widely spoken European language and free of charge” (BPIR 2018, 115), while at the short-cycle programmes and at the third cycle the Diploma Supplement is issued not to all graduate; there are also no large-scale projects on the *digitalization* of the Diploma Supplement (BPIR 2018, 116). The next, **2020** Bologna Report characterizes Ukraine as a state where the Diploma Supplement in the European EU/CoE/UNESCO format is issued to each graduate of the first and second cycle *automatically and in a broadly-used European language* (BPIR 2020, 57). Currently, at the first (bachelor) and second (master) cycles of higher education the Diploma Supplement is issued in two languages – Ukrainian and English. Training at the short (initial, junior bachelor) level started just in 2019, and diplomas and their supplements have not been issued yet. However, the Ukrainian form of the supplement to the European-style diploma is not fully in line with the one adopted in 2018 at the Paris EHEA Ministerial Conference. A respective order of the MESU about the updated supplement is being developed.

*The National Qualifications Framework* in Ukraine was approved back in 2011 (10 levels, the CMU Decree of 23.11.2011 No. 1341) under participation of the team of National Higher Education Reform Experts of the EU Tempus Programme; at the moment the NQF has been updated in line with changes in the QF EHEA (8 levels, CMU Decree of 25.06.2020 No 519). By indicator “Development of national qualifications frameworks” in the **2018** Bologna Report, Ukraine is at *step 6* – “the NQF is adopted at the legislative level” (BPIR 2018, 120), while the **2020** Bologna Report



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under the indicator “Implementation of the national qualifications frameworks, 2018/19” specifies Ukraine’s place as *steps 7-9*, which means: *“Qualifications have been included in the NQF; Study programmes have been re-designed on the basis of the learning outcomes included in the NQF; Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agency(ies) and other bodies”* (BPIR 2020, 59).



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**2.4. Quality Assurance and Recognition**

*(Chapter: 2015 – Quality Assurance / 2018 – Quality Assurance and Recognition / 2020 – Quality Assurance and Recognition)*



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During 2005-2020, especially in recent years, Ukraine has demonstrated significant progress in quality assurance and recognition of higher education degrees and qualifications. In accordance with the Laws of Ukraine “About Higher Education” (2014) and “About Education” (2017), a National Agency for Quality Assurance in Higher Education was set up and is running (CMU Decrees of 15.04.2015 No. 244, and of 21.08.2019 No. 761), the large-scale programme *accreditation* is under way (MESU Order of 11.07.2019 No. 977) – over 1 thousand accreditations have been conducted in 2020 – and the institutional one is in preparation (a respective draft decree is submitted for approval to the CMU), an updated National Qualifications Framework approved, etc.

***A system of quality assurance in higher education.*** *The European Higher Education Area in 2015: Bologna Process Implementation Report* does not contain any data about Ukraine regarding the indicators of the system of quality assurance in higher education. Indeed, information for the Bologna Report is being prepared and submitted almost a year prior to the formation of the final version of the document; therefore, as of 2014, there were no data yet on the indicators characterizing the status of quality assurance in Ukraine.

According to *The European Higher Education Area in 2018: Bologna Process Implementation Report*, Ukraine belongs to the groups of countries where “HEIs are legally required to have a strategy for quality assurance, but are not required to publish it” (Spain, Poland, and France also



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belong to this group) (BPIR 2018, 129), and to the group where “external QA is required to consider most elements of ESG 2015” (together with Spain, Italy, Latvia, and France) (BPIR 2018, 132).

In *The European Higher Education Area in 2020: Bologna Process Implementation Process*, Ukraine is positioned as a state where “a Quality Assurance system is in operation nationwide, but has not (yet) been fully aligned to the ESG” (the same situation exists in the Czech Republic, Croatia, and Turkey) (BPIR 2020, 73).

**Engagement of students and employers to quality assurance.** The 2018 Bologna Report places Ukraine among the states where “students participation sometimes happens” (Czech Republic, Switzerland, and Island are also in this group) (BPIR 2018, 133) and the states where “students participate at four of the five levels mentioned above” (together with Estonia, Poland, Slovenia, Bosnia and Herzegovina, Turkey, and Finland) (BPIR 2018, 134). The next 2020 Bologna Report states that “in all quality assurance reviews, students participate as full members at five levels: in governance structures of national Quality Assurance agencies; in external review teams; in the preparation of self-evaluation reports; in the decision making process for external reviews; in follow-up procedures” (BPIR 2020, 74).

Ukraine belongs to the group of states with “Compulsory involvement of employers in QA governance bodies” (together with Norway, Italy, Portugal, Estonia, Poland, Slovenia, Bosnia and Herzegovina, Turkey, and Finland) (BPIR, 135).

**International participation in quality assurance in higher education.** According to 2018 Bologna Report, the indicator “level of international participation in external quality assurance” puts Ukraine among the countries where “in all cases the following four aspects are met: agencies are members or affiliates of ENQA; international peers/experts participate in governance of national QA bodies; international peers/experts participate as members/observers in evaluation teams; international peers/experts participate in follow-up procedures” (Norway, Spain, France, Germany, and Finland are also in this group) (BPIR 2018, 136). However, according to results of the 2020 Bologna Report, this indicator deteriorated and changed to “one of the four aspects is met” (BPIR 2020, 76).

In December 2020, an international advisory council was created at the National Agency to implement points three and four: “International peers/experts participate as members/observers in evaluation teams” and “international peers/experts participate in follow-up procedures”. At the moment, international experts do not immediately participate in the accreditation procedures due to the high costs of their involvement. The Draft Regulations on the institutional accreditation envisages participation of international experts. Moreover, the National Agency is *an associated member of the ENQA and a full member of INQAAHE and EENQA*, but is not registered at EQAR. Therefore, as of 2020, Ukraine complies with three out of four requirements, and the next Bologna Report will demonstrate significant progress by this indicator.

Regarding the “Level of openness to cross border quality assurance of EQAR registered agencies,” the 2018 Bologna Report puts Ukraine in a group of states where “discussions are on-going or plans have been made to establish a legal framework allowing EQAR-registered agencies to operate in the country” (BPIR 2018, 140).

In the next 2020 Bologna Report, Ukraine has a status of the state where “All institutions and programmes can choose to be evaluated by a suitable quality assurance agency from outside the country to fulfil their obligations for external quality assurance, while complying with national requirements. EQAR registration always serves as a criterion for agencies to be allowed to carry out cross-border evaluation/accreditation/audit” (BPIR 2020, 77).



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Currently, a list of accreditation agencies and agencies for quality assurance in higher education that issue study programme accreditation certificates recognized in Ukraine is approved by the CMU Decree of 10 July 2019 No. 554-p. The list is comprised of EQAR registered agencies.

**Quality assurance of joint study programmes.** According to **2018** Bologna Report, by indicator “Countries allowing the European Approach for Quality Assurance of Joint Programmes,” Ukraine falls among countries where “the European approach to quality assurance of joint programmes is not permitted by legislation” (the group also includes the Czech Republic, Slovakia, Slovenia, Romania, Norway, Sweden, etc.) (BPIR 2018, 141). This trend persists in the following years, according to the **2020** Bologna Report (BPIR 2020, 79).

**Recognition.** The principles of the Lisbon Convention are that:

- 1) applicants have right to fair assessment;
- 2) there is recognition if no substantial differences can be proven;
- 3) legislation or guidelines encourage comparing of learning outcomes rather than programme contents;
- 4) in cases of negative decisions the competent recognition authority demonstrates the existence of substantial difference;
- 5) applicant's right to appeal of the recognition decision.

Implementation of these principles is an important step towards automatic recognition.

In the issue of recognition of the principles of the Lisbon Convention in the national legislation, according to the **2018** Bologna Report, Ukraine belongs to states where “four of the principles specified in national legislation” are recognized (the group includes also Turkey, Romania, Moldova, Czech Republic, Hungary, Poland, etc.) (BPIR 2018, 143). This trend persists in the following years, according to the **2020** Bologna Report (BPIR 2020, 84).

Regarding the monitoring of the Principles of the Lisbon Recognition Convention in external quality assurance, Ukraine belongs to the group of states with “No legal requirement, and would be unusual practice” (most states (29) belong to this group – Latvia, Estonia, Norway, Finland, France, Spain, Italy, and so on) according to the **2018** Bologna Report (BPIR 2018, 143). Regarding the responsible institution that makes final decisions on recognising foreign qualifications for academic purposes, Ukraine belongs to the group of states where this function rests with HEIs, as well as “in an overwhelming number of systems (39)” (BPIR 2018, 145). In the area of additional recognition procedures for higher education qualifications from other EHEA countries, Ukraine is among the states where “additional procedures for all EHEA countries” are present (Latvia, Estonia, Belarus, Poland, Turkey, Romania, Czech Republic, Hungary, etc.) (BPIR 2018, 146).

According to the **2018** Bologna Report, the “recognition procedures for qualifications held by refugees, displaced persons and persons in a refugee-like situation” in Ukraine is “legally required” (Italy, France, Germany, Poland, Czech Republic, etc.) (BPIR 2018, 150).

In the **2020** Bologna Report, Ukraine belongs to the group where “there is a clear legal requirement for procedures to be followed” (BPIR 2020, 85).

By the indicator “System level (automatic) recognition for academic purposes,” according to the **2018** Bologna Report, Ukraine is among the states where “there is no automatic recognition; at least two of the conditions apply to recognition practice” (BPIR 2018, 148).

In the **2020** Bologna Report, some progress is noticed, as Ukraine is in the group of states where “automatic recognition is in place for a subset of EHEA countries, meaning that all higher education qualifications issued in these countries are recognised at system level on an equal level with comparable academic qualifications in the home country and give the right to be considered for entry to a programme of further study at the next level.





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All of the following conditions apply to recognition practice: National legislation has been reviewed and, if necessary, modified to ensure that the principles of the Lisbon Recognition Convention (LRC) are respected; Higher education institutions or recognition bodies receive clear guidance on properly implementing the principles of the LRC; Recognition decisions are taken within a four month limit; Appeals procedures are in place, and decided within a clear and reasonable time limit; Recognition practice in HEIs is monitored by external quality assurance in line with the European Standards and Guidelines 2015” (BPIR 2020, 87).

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**2.5. SOCIAL DIMENSION AND EMPLOYABILITY**

(Chapter: 2015 – Social Dimension in Higher Education; Lifelong Learning / 2018 – Opening Higher Education to a Diverse Student Population / 2020 – Social Dimension; Chapter: 2015 – Effective Outcomes and Employability / 2018 – Relevance of the Outcomes and Employability)



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**Opening higher education to a diverse student population, social dimension.** Due to the limited information about the openness of higher education to a diverse student community in Ukraine, Bologna Reports lacks respective data, which complicates comparing the reform progress with the European counterparts. Starting from the **2018** Bologna Report, generalized information is available that characterizes a gender balance in higher education during the entrance and during and upon completion of study. The data shows that European countries monitor, first of all, the *sex* (46 states) and *age* (44 states) of persons and the *qualification level* sought at entrance (43 states). As a rule, only the first two characteristics are closely monitored during study and after the graduation. It should be noted that some EHEA states provide data about a number of persons *with disabilities, socio-economic status, migrant status, minority status*. Most of these indicators are used in Ukraine to calculate student and social stipends; however, these indicators are not published in an aggregated format and not presented at the level of the official state statistics and public data of HEIs.

An important problem is the achievement of the *gender equality* at HEIs. Equality of men and women is guaranteed in Ukraine, and the representation of women among tertiary students, according to the **2020** Bologna Report, is about 50 % (Luxemburg, Germany, Cyprus, and Switzerland also belong to this group), with EHEA average being 54%. The Statistical Bulletin of the State Statistics Service “The Higher Education in Ukraine: 2019” presents detailed information about the gender balance in the Ukraine’s system of higher education: in academic year 2019/2020, 650,780 women are studying in the Ukraine’s system of higher education, which is 51.4 % of the total number of students.

The **2020** Bologna Report demonstrates that Ukraine is significantly lagging behind in the portion of tertiary students at the age of over 30. If in most developed states this indicator is about 30%, EHEA average is 17%, in Ukraine it is only 6.5%.

Currently, Ukraine possesses the second place in Europe by “the portion of population with higher education”: almost 58% of people at the age from 23 to 34 have higher education, almost 52% of people in the age of 35-44, 47.2% of those aged 45-54, and 43.6% of those aged 55-64, according to data of the **2020** Bologna Report. The **2020** Bologna Report reflects the interest of adult population in lifelong learning; currently, Ukraine is categorized as a country where results of

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informal learning are recognized in some HEIs, which creates a barrier for pursuing higher education for the adult population with employment history and prior informal education.

Ukraine is virtually not presented in the **2020** Bologna Report in the context of indicators of access to higher education for people with disabilities. The measures envisage: the monitoring of the number of students with limited access to higher education; development of long-term policies on engagement of people with disabilities in higher education; national-level measures aimed at supporting students of higher education or HEI funding; national-level measures to ensure access to higher education for people with disabilities, etc. It should be noted that accessibility requirements to buildings, structures and premises of institutions of higher for people with disabilities are contained in the Law of Ukraine “About Higher Education” and the Licensing Conditions for conducting educational activities. The Law of Ukraine “About Education” envisages provision of the universal design and/or reasonable accommodation based on individual needs and abilities of such people, and other measures. However, implementation of these norms takes time.

**Relevance of outcomes and employability.** The **2015** Bologna Report does not contain information about Ukraine by the indicator of a number of those completing study and receiving a higher education diploma. The 2015, 2018, and 2020 Bologna Reports do not contain information about policies or measures in Ukraine to support students of higher education in completing their study, and practices to reduce a number of expelled students in higher education; encouraging students to continue study.

The **2015** Bologna Report analysed the average annual unemployment growth rate between 2008 and 2013. It showed that Ukraine does not reach an average annual unemployment growth in EHEA countries: if the highest levels are 32.7%, our state is in the middle of the list with its 6.7%.

Another general indicator of the graduate labour market analysis is the vertical inconsistency that arises when a level of education or skills of graduates does not match a level of education or skills necessary for their work. In 2013, an average over-qualification rate in Europe was 21.9%. In half of states, over a fifth of young higher education graduates worked in professions requiring a lower level of qualification. In 2013, Ukraine had the following distribution of people with higher education (levels 5-6 of the International Standard Classification of Education (ISCED)) aged 25-34 by levels of International Standard Classification of Occupations (ISCO): *ISCO 4 to 9* – 32.9%, *ISCO 3* (technicians, associated professional) – 19.6%, and *ISCO 1 or 2* (legislators, senior officials, managers and professionals) – 47.4%. These indicators are somewhat higher than EHEA average.

The **2020** Bologna Report testifies to the gradual deterioration of the situation in Ukraine: *ISCO from 4 to 9* – 34.3%, *ISCO 3* – 17.9%, *ISCO 1 or 2* – 47.8%. The median over-qualification rate in Europe is 23.6%.

The **2015** and **2018** Bologna Reports lack information about Ukraine regarding the labour-market and skills forecasting in terms of skills that will be in demand by employers; HEIs funding to develop career development services; monitoring graduates' employment through services and the systemic use of those data for planning in education. The **2018** Bologna Report stated that in 2016-2017, some monitoring of skills that are interesting for employers started in Ukraine, but this analysis is not systemic and is conducted on an ad hoc basis. Moreover, the **2018** Bologna Report puts Ukraine among the states that have started using labour-market and skills forecasting in central planning, namely, in forming enrolment quotas/state funded study places.

The **2018** Bologna Report holds that Ukraine has introduced a practice of involvement of employers in higher education planning and management in some HEIs. Ukraine therefore joined the 10 states that started such practice. It is shown that some HEIs have regulations or incentives on including work placements in HEIs' programmes, which is seen as a key element in enhancing graduates' employability. But this report does not contain any information about the employment



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rate in graduates after graduation. By the indicator “students’ transition to work,” Ukraine, for the first time, joined the countries where institutions are encouraged through incentives to support students’ transition to work, for instance, performance agreements or quality assurance procedures. In general, the Bologna Reports lack information about tracking the graduates’ career development and channelling this information education policy planning. It has also been noted that, unlike other EHEA states, in Ukraine the graduates’ surveys regarding their employment are conducted only by some institutions.



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**2.6. Internationalisation and Mobility**

*(Chapter: 2015 – Internationalisation and Mobility / 2018 – Internationalisation and Mobility / 2020 – Internationalisation)*



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The international mobility of students and staff in the framework of the Bologna Process has been and still is a key instrument of internationalization of higher education in the European Higher Education Area. In 2012, the Bucharest Ministerial Conference adopted a Mobility Strategy for the European Higher Education Area as an annex to the Bucharest Communiqué. The Strategy reaffirms the mobility goals formulated in Leuven/Louvain-la-Neuve (2009) and outlines key actions of EHEA states with respect to the high-quality exchanges and removing barriers to mobility.

The CMU Decree of 12 July 2015 No. 579 about the procedure for implementing the right to academic mobility establishes a procedure of organizing academic mobility programs for the participants of educational process in the Ukrainian higher education institutions (scientific establishments) at the territory of Ukraine or outside it and the participants of educational process from foreign higher education institutions (scientific establishments). The international mobility remains a key instrument of the higher education internationalization in Ukraine.

For the **2015** Bologna Report, Ukraine did not provide data on the national policy goals aimed to support staff mobility, national programmes of external staff mobility, legal requirements regarding publication of vacancy notes in the international media, about campuses abroad, online





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courses (MOOC), and quantitative indicators of staff mobility, inward and outward student mobility. Such data on the mobility level in Ukraine are available as percentage to the total number of students: outward mobility outside the EHEA is 0.09 % (with the EHEA average of 0.36%); inward mobility from the EHEA – 0.2% (2.1% in the EHEA); study outside of the EHEA – 0.1%, in the EHEA – 1.5%. Among the main reasons influencing participation in the mobility are *the insufficient foreign language competence*, which was noted by 39% of the surveyed, and the *additional financial burden* – 61%.

The **2018** Bologna Report says that Ukraine has a legislative base for the development and implementation of *joint study programmes*. Ukraine belongs to the group of countries where the percentage of institutions that *participate* in joint programmes is 11-25%, but a lot fewer HEIs award *joint degrees* – 0-2.5%.

At the moment, Ukrainian HEIs do not offer *mobility windows* for students within their study programmes. A number of joint dual degree programmes is growing very slowly in Ukraine. The reasons include financial barriers, low qualification of the academic and administrative staff in the area of international cooperation, development and ensuring sustainability of joint programmes, and low foreign language proficiency.

On the part of HEIs, there are cases of non-recognition of ECTS credits gained during study abroad, which says the academic staff poorly understands goals and tasks of international mobility; it is also testifies to the low qualification of the administrative staff responsible for the organization of international mobility. At the same time, experience gained by professors, administrative staff during the international mobility in most cases remains outside of the focus of the HEI management.

Currently, Ukraine does not have a *national strategy for internationalization of higher education*, programs of financing internationalization and encouraging higher education institutions to develop internationalization. By a percentage of HEIs that have an *internationalization strategy*, Ukraine belongs to the group of state where this percentage is 51–75%.

The **2020** Bologna Report for the first time presents data by levels of higher education and, separately, data on the credit and degree mobility.

Ukraine belongs to the group of state with the lowest percentage (below 5%) of students who received a degree or studied outside of their country of origin; in particular, in Ukraine, a level of the *degree mobility* of graduates who completed study abroad or received higher education in another state is 3.5% (*EHEA average is 3.5%*); there is *no data at all for Ukraine regarding the credit mobility* (*EHEA average is 5.9%*).

A level of the degree and credit mobility of graduates within and outside of the EHEA in 2017 by levels of higher education, in particular, levels 5-8 EQF:

Qualification level, EQF LLL	Ukraine	EHEA average
EQF 6	5.9	9.6
EQF 7	3.6	16.1
EQF 8	3.8	17.3
EQF 5-8	3.5	9.4

This indicator is relatively low in Ukraine (below 8%). Ukraine joined a group of 8 states out of 42 EHEA states that demonstrated higher mobility at the bachelor level than at the master's one.

Mobility of graduates outside of the EHEA by levels of higher education, 2016/17 (%):

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<i>Qualification level, EQF LLL</i>	<i>Ukraine</i>	<i>EHEA average</i>
EQF 6	5.8	3.3
EQF 7	3.5	6.0
EQF 8	3.5	12.6
EQF 5-8	3.3	3.5

A level of inward mobility by educational levels within the EHEA, 2017 (%):

<i>Qualification level, EQF LLL</i>	<i>Ukraine</i>	<i>EHEA average</i>
EQF 6	1.6	2.7
EQF 7	0.0	4.1
EQF 8	0.0	8.1
EQF 5-8	0.8	2.6

Ukraine is among the three countries with the lowest portion of inward EHEA students – below 1%. A balance between the inward and outward mobility as a measure of the attractiveness of the Ukraine's education system at tertiary education level (mobility flows within and outside EHEA): a level of outward mobility is 4.7, that is almost five times more students are going out of Ukraine for mobility as are coming in.

Ukraine belongs to the group of states that send a lot more students than receive. Top-3 countries of origin for students coming to Ukraine are Azerbaijan – 16.9%, Turkmenistan – 12.1%, and India – 11.3%. Ukrainian students are top-1 in Poland (54.3%), top-2 in Slovakia (11.8%), and top-3 in the Czech Republic (6.8%) and Estonia (14.8%).

The **2020** Bologna Report presented the following measures for the evaluation of the involvement of students from the disadvantaged groups (including with special educational needs) into the mobility:

- long-term quantitative policy objectives on the mobility participation of disadvantaged students in mobility programmes;
  - comprehensive monitoring of the participation of disadvantaged students in mobility programmes;
  - financial support in the following forms:
    - Targeted mobility grants;
    - Portable needs-based grants;
    - portable grants provided to the majority (more than 50 %) of students
  - recommendations / incentives provided to higher education institutions to implement targeted measures supporting the participation of disadvantaged students in mobility programmes.
- Therefore, according to the results of the **2015**, **2018**, and **2020** Bologna Reports, the following conclusions can be made.

At the moment, Ukraine does not have a common practice of providing *state-funded grants* and subsidized loans for mobility. The state-funded grants and subsidized loans are provided only in case when students study in their state or in exceptional cases – when no equivalent programme is offered in the Ukrainian HEIs. Mechanisms of financial support to mobility participants should be developed and implemented.

A *concept of the inclusive mobility* available to students from disadvantaged groups (tertiary students with disabilities, representatives of national minorities, students from conflict territories,

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etc.) has not been developed in Ukraine. The web site of the Ministry of Education and Science of Ukraine contains no information about the national mobility schemes for Ukrainian or international students.

In most HEIs supportive *conditions for study of international students* (participants of the credit and degree mobility) have not been created: an insufficient foreign language proficiency in teaching and administrative staff; a limited number of study disciplines taught in English; creation of the multicultural academic environment is not prioritized.

The *internalization of study programs* requires special attention at both national and institutional levels (respective professional development programmes for teachers, involvement of international teaching staff and students, etc.). A systemic realization of targeted information sharing with key stakeholders is needed – not only with teachers and students, but also with employers, society at large, promoting advantages of internalization to ensure quality in higher education and higher interest among potential international students.

It can be said that based on the results of the Bologna Reports (2015, 2018, 2020), Ukraine needs to solve three key problems: insufficient regulatory and financial support to the internationalization of higher education in general and implementation of international mobility as a key instrument of the Bologna Process at the national and institutional levels; financial barriers to the development of mobility; and a low level of proficiency in foreign languages in teachers and students in tertiary education.

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**Part 3. THE BOLOGNA MATRIX – UKRAINE 2020**



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The presented Bologna matrix that illustrates the development of the Bologna Process since 1998 characterizes Ukraine's integration into the European Higher Education Area through introduction of the Bologna process policies, strategies and instruments during 15 years – from 2005 to 2020.

First of all, Ukraine demonstrates impressive achievements at the national and institutional levels with regard to the implementation of the *Bologna Process Instruments* – the three-cycle structure of higher education, the National Qualifications Framework, ECTS, the Diploma Supplement (DS), a system of quality assurance and accreditation in higher education (ESG) (green cells). All instruments are legally recognized and have respective implementation mechanisms.

Considerable changes took place in introducing policies of *lifelong learning*, development of the *qualifications and recognition system*, building flexible *educational trajectories* – the National Qualification Agency has been established and started its operation; a draft law on adult education is under development, a dual form of receiving higher education is legally defined (yellow cells). Implementation mechanisms for these provisions at the national and institutional level are in the process of development.

The legislative basis is established for the international cooperation and *internationalization* of higher education, implementation of the principles of *the integration of higher education and research*, in particular, through higher education standards that, as a rule, envisage, in particular, respective research competencies for the bachelor and master levels of higher education. Challenges remain to the implementation of these provisions at the institutional level.

There are problematic areas in the implementation of the Bologna Process provisions regarding the *mobility* (provision of mobility loans and grants, visas and work permits under the mobility, automatic recognition, digitalization of exchange data of tertiary students); *the cycle structure* of higher education (a short cycle as a particular/separate level of higher education – the NQF); *social inclusion* in higher education; *lifelong learning* (entrepreneurship competencies and employability through cooperation with employers); *the European approach to the joint programme quality*; *teaching and learning* (relevance and quality, innovation and inclusion, digitalization).



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**The Bologna Process: from Sorbonne, 1998 to Roma, 2020 – UKRAINE (2005-2020)**

<b>Mobility students and teachers</b>	<b>Mobility students and teachers, researchers and administrative staff</b>	Social dimension of mobility	<b>Portability of loans and grants</b> Improvement of mobility data	Attention to <b>visa and work permits</b>	Attention also to <b>pension systems and recognition</b>	Target: 20% graduate mobility by 2020	Explore path to <b>automatic recognition</b> of academic qualification	Implementation of key commitments	<b>Student digital data exchange</b>
A common 2-cycle degree system	Easily readable and comparable degrees	Fair <b>recognition</b> Development of recognized Joint degrees	Inclusion <b>doctoral level as 3rd cycle</b>	<b>QF EHEA adopted</b> National QFs launched	NQFs by 2010	NQFs by 2012	Roadmaps for countries without NQF	Implementation of key commitments	<b>Short cycle as a stand-alone qualification level</b> Revised DS
		<b>Social dimension</b>	<b>Equal access</b>	Reinforcement of social dimension	National action plans	National targets for the social dimension to be measured by 2020	Widening access and completion rates	<b>Social inclusion</b>	<b>Inclusion of underrepresented and vulnerable groups</b>
		<b>Lifelong Learning (LLL)</b>	Alignment of national LLL policies Recognition of Prior Learning (PRL)	<b>Flexible learning paths in HE</b>	Partnerships to improve <b>employability</b>	LLL as a public responsibility Focus on employability	Enhance employability, LLL and <b>entrepreneurial skills</b> through <b>cooperation with employers</b>	Employability	<b>Combine academic and work-based learning</b>
Use of credits	A system of credits (ECTS)	ECTS and <b>Diploma Supplement (DS)</b>	ECTS for credit accumulation		Coherent use of tools and recognition practices	Implementation of Bologna tools	Ensure that Bologna tools are based on <b>learning outcomes</b>	Adoption of <b>ECTS Users Guide</b>	
	European cooperation in quality assurance (QA)	Cooperation between QA and recognition professionals	QA at institutional, national and European level	<b>ESG for QA adopted</b>	Creation of the European QA Register (EQAR)	Quality as an overarching focus for EHEA	<b>Allow EQAR registered agencies to perform their activities across the EHEA</b>	Adoption of revised ESG and <b>European Approach to QA of joint programmes</b>	Ensure compliance with ESG 2015 Promote European Approach for QA of joint programmes
Europe of Knowledge	European dimensions in HE	Attractiveness of the EHEA	<b>Links between HE and research areas</b>	<b>International cooperation</b> on the basis of values and sustainable development	Strategy to improve the <b>global dimension</b> of the Bologna process adopted	Enhance global policy dialogue through Bologna Policy Fora	Evaluate implementation of 2007 global dimension strategy with aim to provide guidelines for further development		Develop <b>synergies between EHEA – ERA</b>
								<b>Learning and Teaching: Relevance and quality</b>	Innovation and Inclusion in Learning and Teaching <b>Digitalisation and digital skills</b>
								<b>Sustainable Development</b>	Support to <b>UNSDGs</b>
1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven / Louvain-la-Neuve Communiqué	2012 Bucharest Communiqué	2015 Yerevan C Communiqué	2018 Paris Communiqué





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**Regulatory document and guidelines: Ukraine and the EHEA**

The web site of the National Erasmus+ Office in Ukraine presents, in English and Ukrainian:  
**Documents of the European Higher Education Area.**

*In Ukrainian:*

<https://erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/materialy-here-team/1904-dokumenty-yevropeiskoho-prostoru-vyshchoi-osvity-yepvo.html>

*In English:*

<https://erasmusplus.org.ua/en/erasmus/ka3-support-to-policy-reforms/here-materials/2166-ehea-materials.html>

**National regulatory documents and sources.**

*In Ukrainian:*

<https://erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/materialy-here-team/1903-natsionalni-dokumenty.html>

*In English:*

<https://erasmusplus.org.ua/en/erasmus/ka3-support-to-policy-reforms/here-materials/2165-national-documents.html>

**Materials and presentations of the National Higher Education Reform Experts of the EU Erasmus+ Programme.**

*In Ukrainian:*

<https://erasmusplus.org.ua/erasmus/ka3-pidtrymka-reform/materialy-here-team/1905-publikatsii-ta-prezentatsii-here-team-ta-ekspertiv-yepvo.html>