



МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

Bologna Process in Ukraine: current implementation and further avenues

FaBoTo+ Project Webinar "Bologna Process and International Academic Mobility", 25 November 2020

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Joining the European Higher Education Area



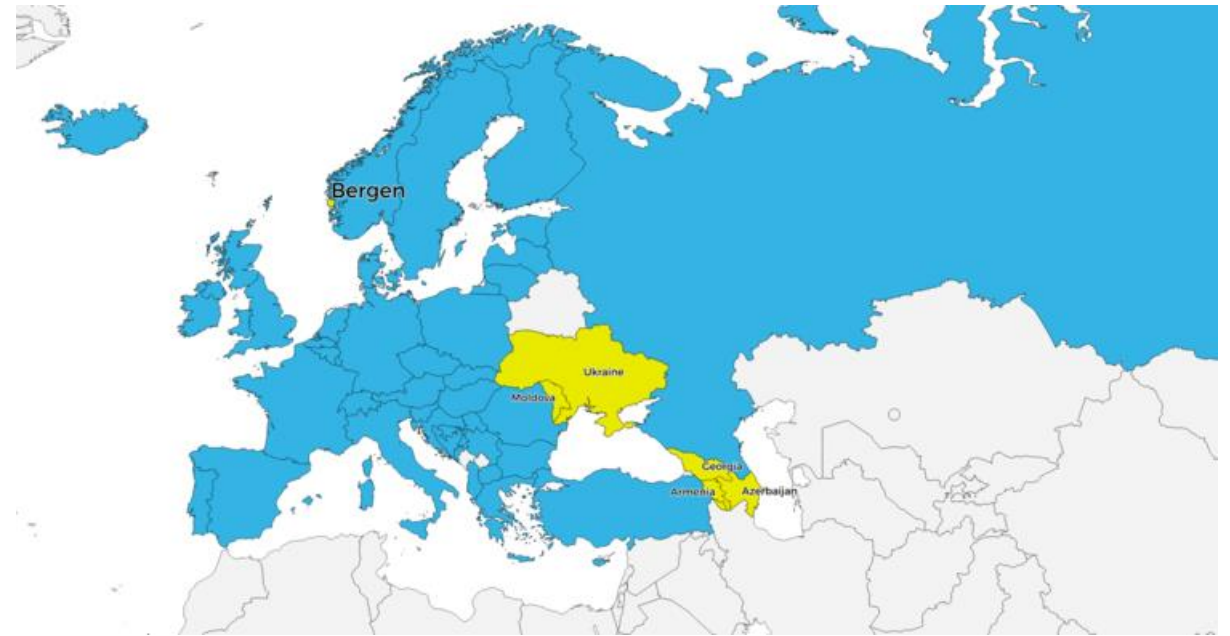
*“We, Ministers responsible for higher education in the participating countries of the Bologna Process, have met for a mid-term review and for setting goals and priorities towards 2010. At this conference, we have welcomed Armenia, Azerbaijan, Georgia, Moldova and **Ukraine** as new participating countries in the Bologna Process.”*



19/05/2005 - 20/05/2005



Bergen



MINISTERIAL CONFERENCE BERGEN 2005



Overview of the Bologna tools implementation

National Qualifications Framework

- ✓ Introduced in 2011
- ✓ Harmonized with the European Qualifications Framework for Lifelong Learning (EQF-LLL) and the Qualifications Frameworks in the European Higher Education Area (QF-EHEA) in 2020

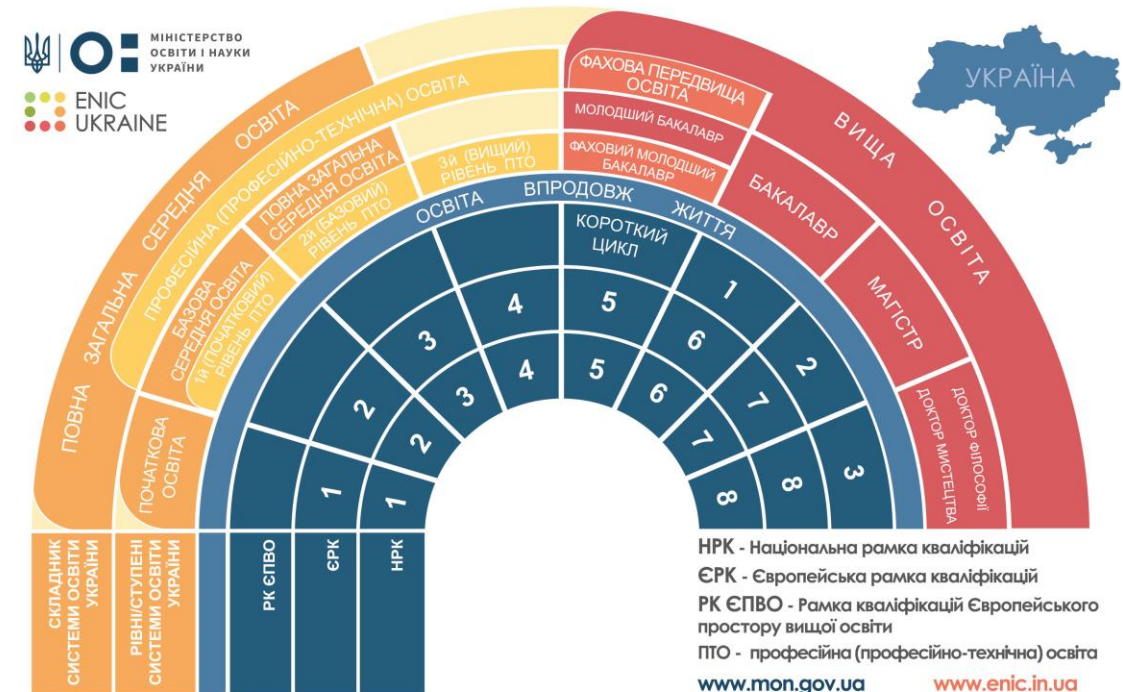
Practical use:

- competence-based standards of higher education: serves as a reference point for educational programmes development by HEIs
- drafting and implementation of national qualifications recognition policies
- engaging employers into educational politics

In progress – self-certification of the National Qualifications Framework

НАЦІОНАЛЬНА РАМКА КВАЛІФІКАЦІЙ УКРАЇНИ

в редакції постанови Кабінету Міністрів України від 25 червня 2020 р. № 519
затверджено постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1341





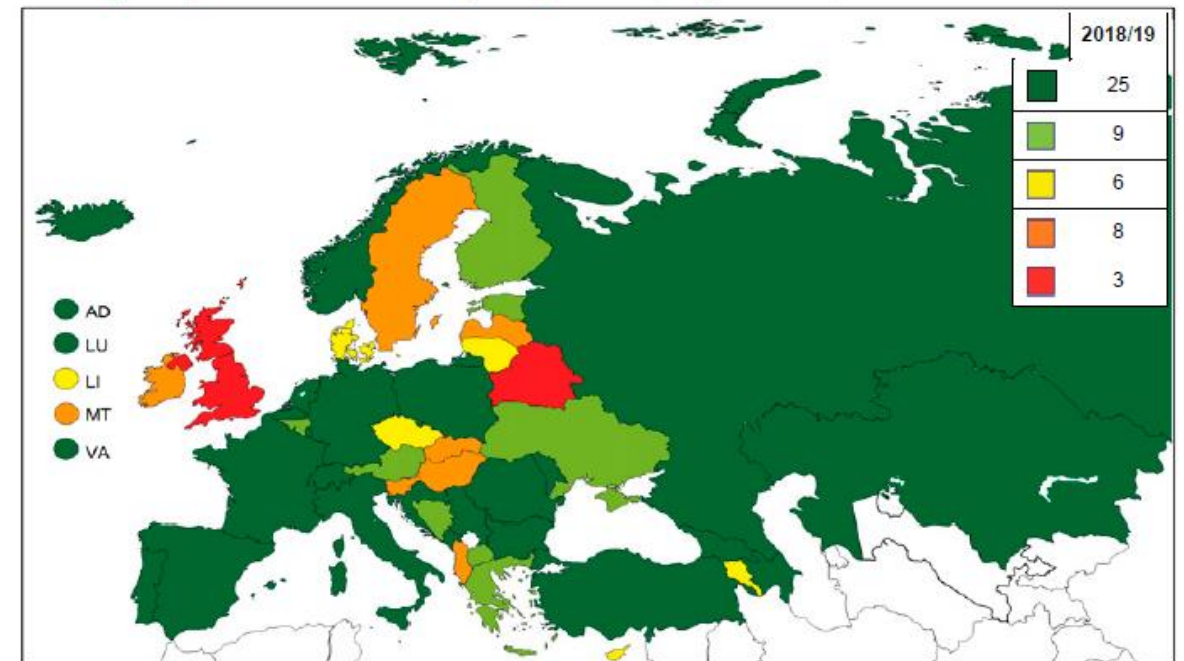
Overview of the Bologna tools implementation

European Credit Transfer and Accumulation System (ECTS)

- ✓ ECTS credits are allocated on the basis of learning outcomes & student workload
- ✓ ECTS is used as a credit system for the accumulation of credits acquired within higher education institutions
- ✓ ECTS is used as a credit system for the transfer of credits for student learning outcomes acquired in another institution in the country
- ✓ ECTS is used as a credit system for the transfer of credits for periods of study abroad
- ✓ The higher education institution has an appropriate appeals procedure to deal with problems of credit recognition

In progress - ECTS credit allocation is regularly monitored and followed up by appropriate revision if necessary

Figure 2.7: Scorecard indicator n°1:
Monitoring the implementation of the ECTS system by external quality assurance, 2018/19



Source: BFUG data collection.



Overview of the Bologna tools implementation

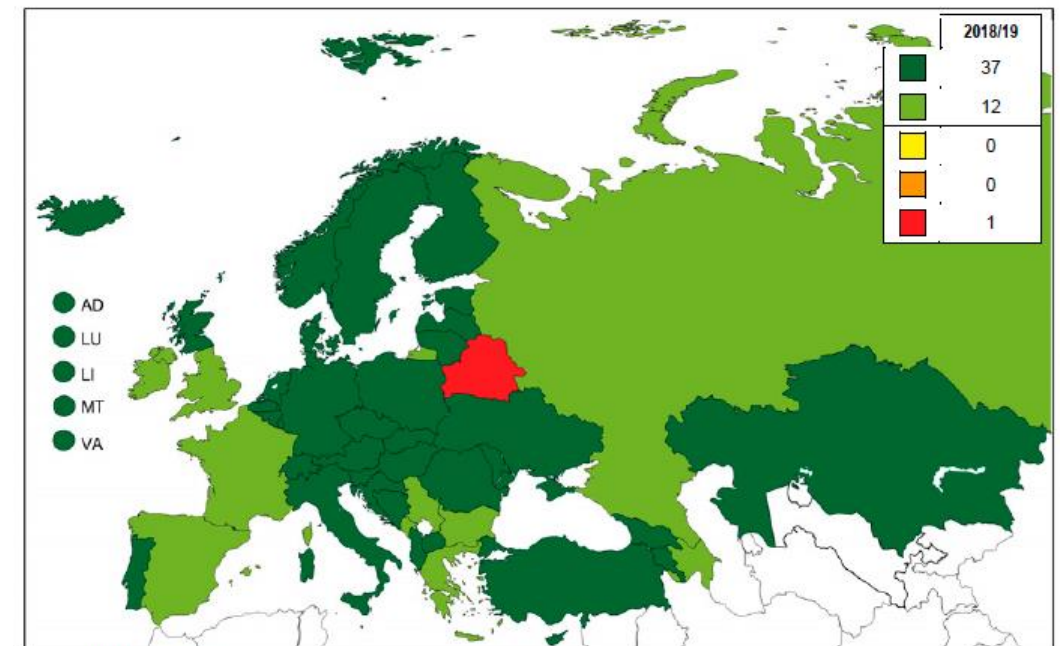
Diploma Supplement

Diploma Supplement in the EU/CoE/UNESCO Diploma Supplement format is issued to first- and second-cycle graduates:

- ✓ to every graduate
- ✓ automatically
- ✓ in a widely spoken European language
- ✓ free of charge

In progress - revision & digitalization of the Diploma Supplement (in line with the Paris Ministerial Communiqué 2018)

Figure 2.8: Scorecard indicator n°2:
Stage of implementation of the Diploma Supplement, 2018/19



Source: BFUG data collection.



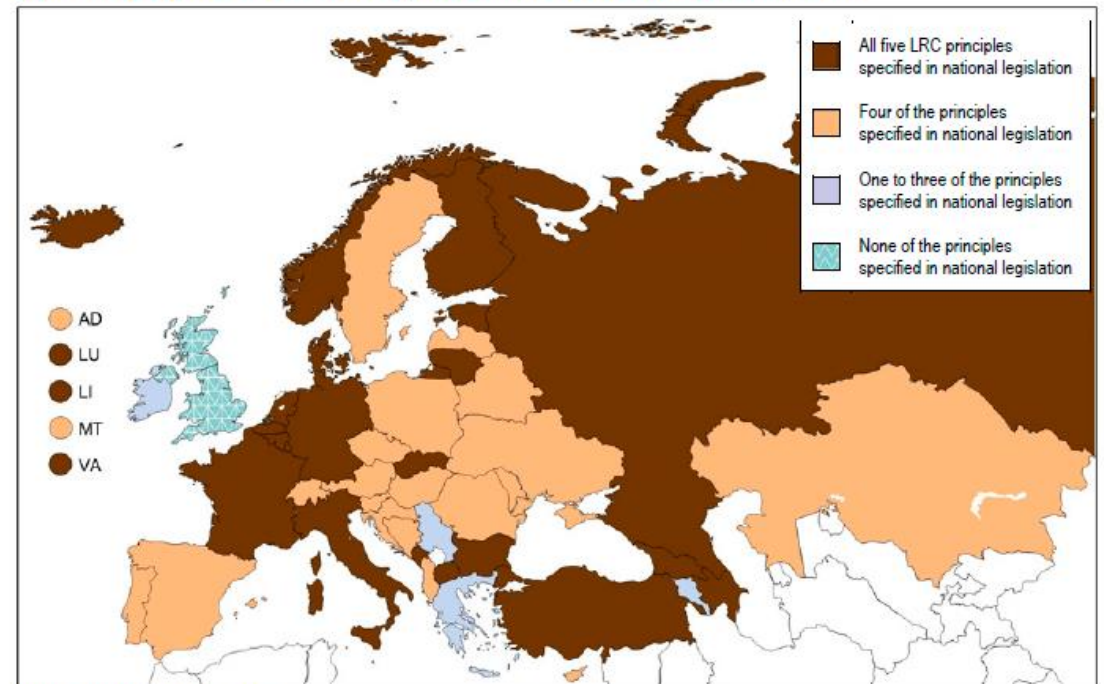
Overview of the Bologna tools implementation *Lisbon Recognition Convention*

Main principles of the Lisbon Recognition Convention are specified in the national legislation:

- ✓ applicants have right to fair assessment
- ✓ there is recognition if no substantial differences can be proven
- ✓ in cases of negative decisions the competent recognition authority demonstrates the existence of substantial difference
- ✓ applicant's right to appeal of the recognition decision

In progress – further clarification of substantial difference & legislation or guidelines encourage comparing of learning outcomes rather than programme contents

Figure 3.6: Principles of the Lisbon Recognition Convention in national legislation, 2018/19



Source: BFUG data collection.



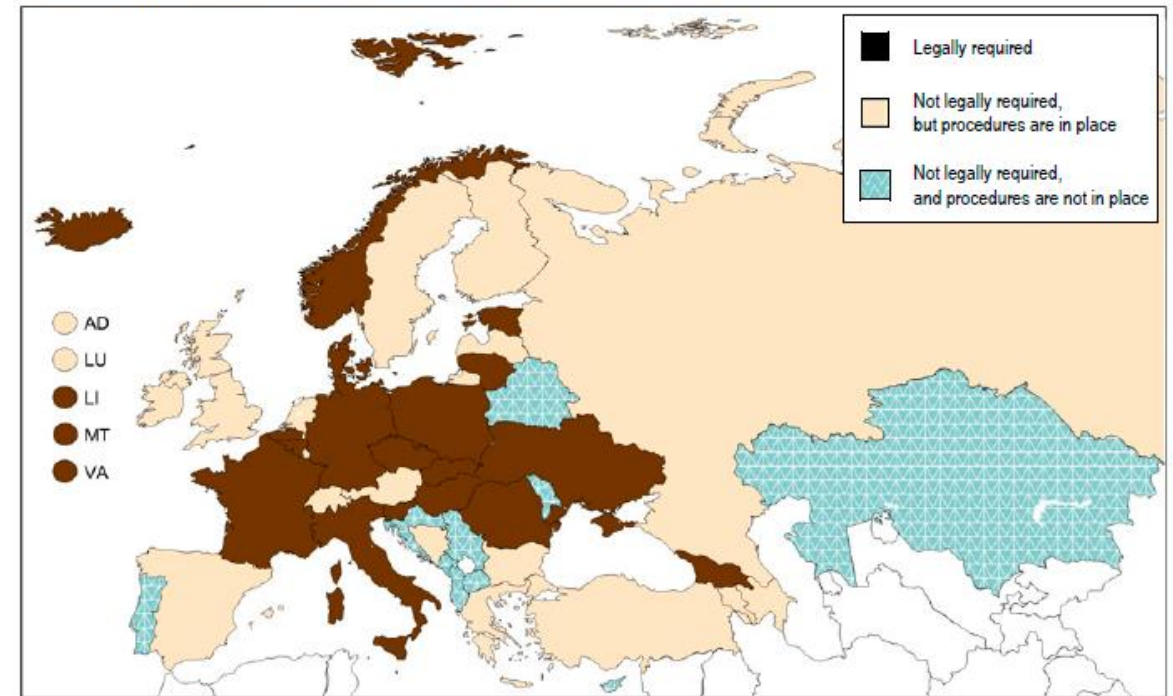
Overview of the Bologna tools implementation

Lisbon Recognition Convention: Article VII

*“Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether **refugees, displaced persons and persons in a refugee-like situation** fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.”*

In progress – need-based review of implementation of the European Qualifications Passport for Refugees

Figure 3.7: Implementation of Article VII of the LRC at national level, 2018/19



Source: BFUG data collection.



Overview of the Bologna tools implementation

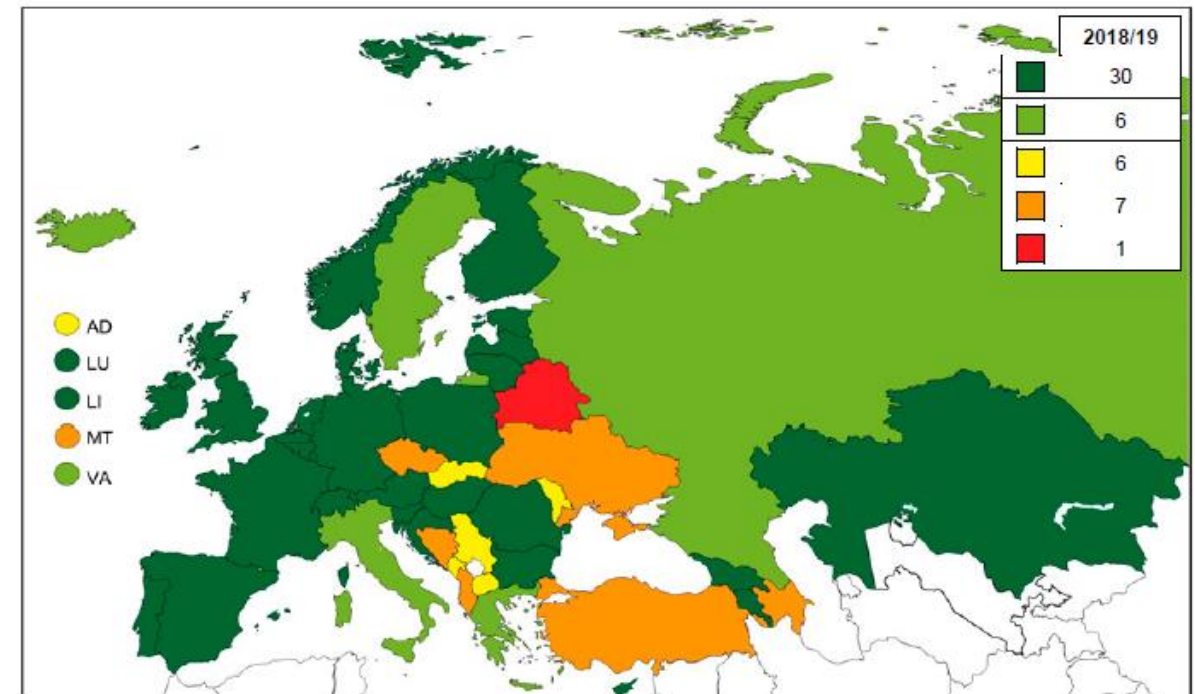
Quality assurance: Standards and guidelines for quality assurance (ESG)

A Quality Assurance system is in operation nationwide, but has not (yet) been fully aligned to the ESG

In progress - a fully functioning quality assurance system is in operation nationwide, in which all higher education institutions are subject to regular external quality assurance by an agency that has successfully demonstrated compliance with the Standards and Guidelines for Quality Assurance in the EHEA (ESG) through registration on EQAR

Figure 3.1: Scorecard indicator n°4:

Stage of development of external Quality Assurance system, 2018/19



Source: BFUG data collection.



Overview of the Bologna tools implementation

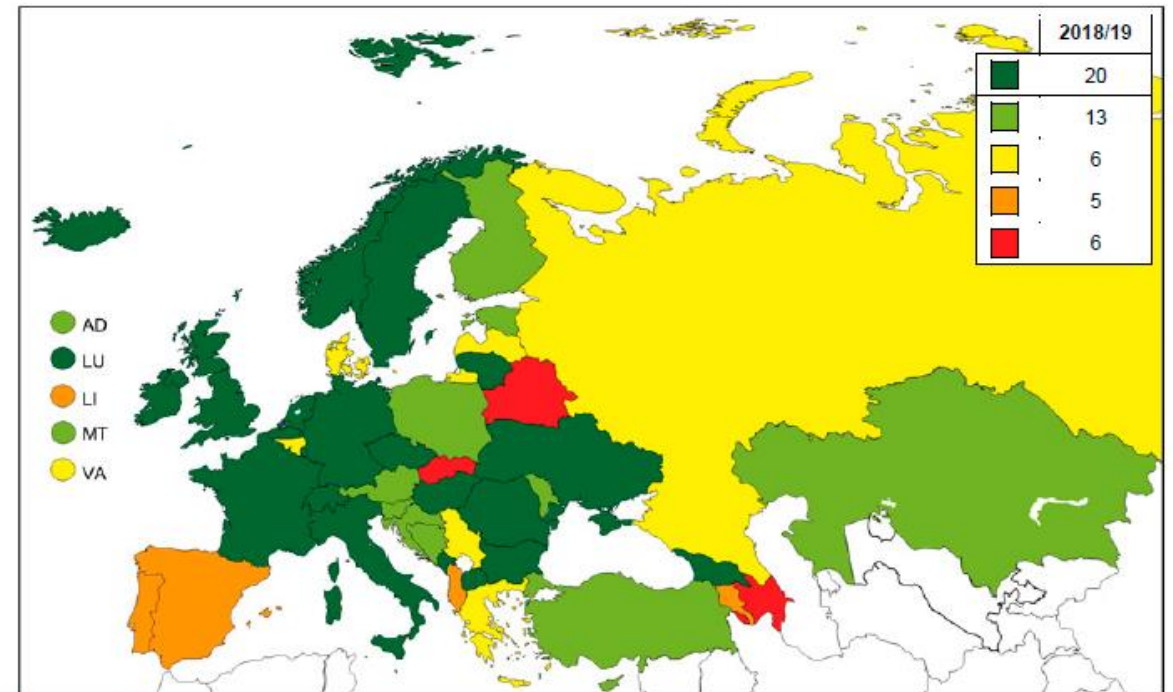
Quality assurance: Student involvement

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

Figure 3.2: Scorecard indicator n°5:

Level of student participation in the external Quality Assurance system, 2018/19



Source: BFUG data collection.



Overview of the Bologna tools implementation

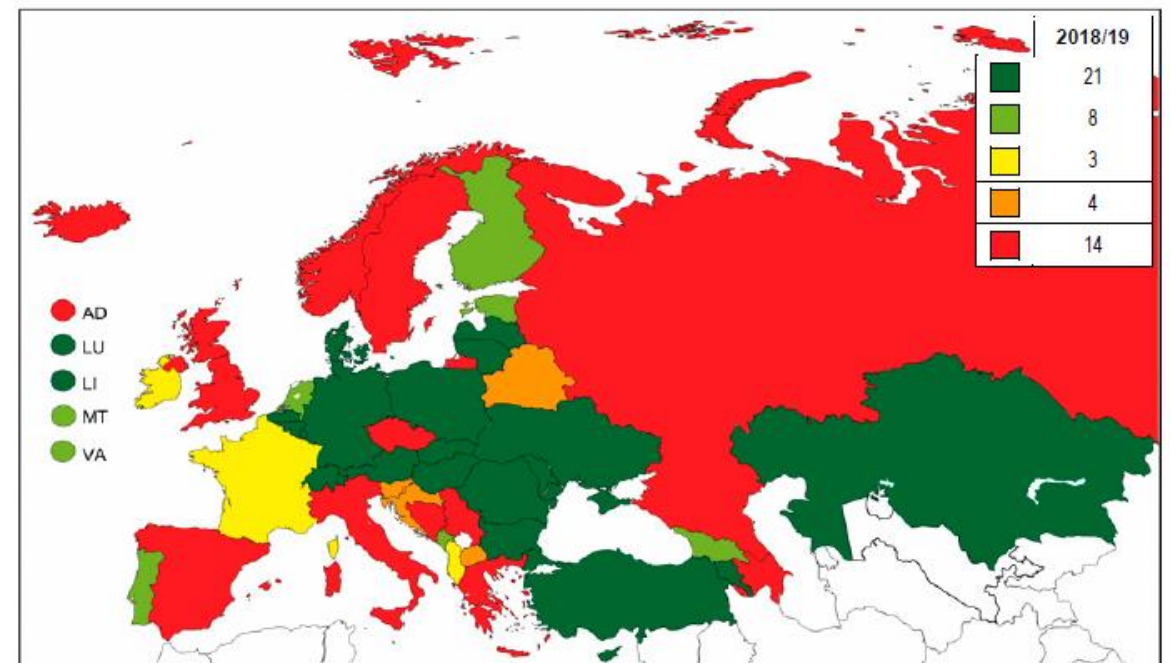
Quality assurance: Cross border quality assurance

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

In progress – implementation of the European Approach to the Quality Assurance of Joint Programmes in the EHEA

Figure 3.4: Scorecard indicator n°7:

Level of openness to cross border Quality Assurance of EQAR registered agencies, 2018/19



Source: BFUG data collection.



MINISTRY
OF EDUCATION AND SCIENCE
OF UKRAINE

Ukraine in the Bologna Follow-Up Group 2018-2020 - 1

*Co-chaired the European Higher Education
Area during January-June 2020*

*Contributed as a member of the BFUG
Drafting Committee to the Rome Ministerial
Communiqué 2020*

BFUG meeting LXIX

Sixty-ninth Bologna Follow-Up Group meeting in Kyiv, 4-5 March 2020.



EHEAROME2020

Rome
Ministerial
Communiqué

19 NOVEMBER 2020



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Ukraine in the Bologna Follow-Up Group 2018-2020 - 2

*Implement 3 Erasmus+ projects on
Support to the EHEA reforms*

*Active member of thematic peer-learning
groups on Lisbon Recognition Convention &
Quality Assurance*



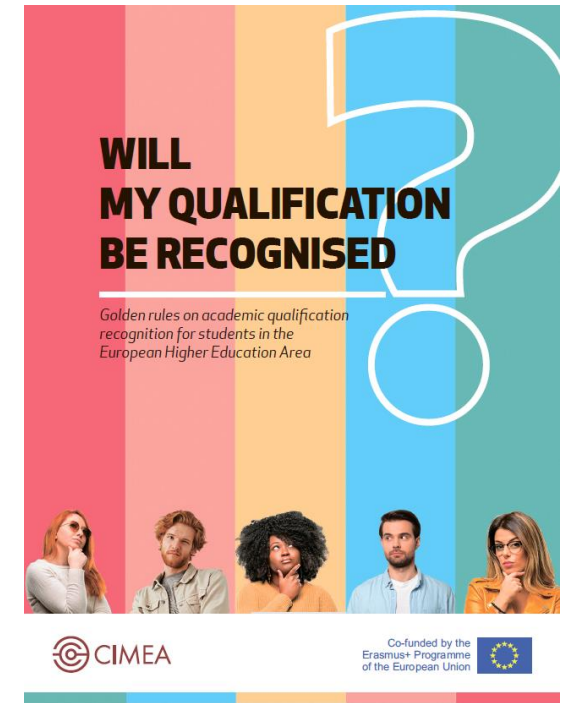
In the framework of the project: Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries



Co-funded by the
Erasmus+ Programme
of the European Union



**Bologna Hub
Peer Support**



**I-Comply - Implementation of LRC Compliant Practices in the
EHEA**



Academic mobility - national legislation

Provisions on academic mobility approved in 2015

- ✓ Legal grounds for academic mobility:
 - agreements / programs / projects on cooperation in education and science
 - own initiative of students / staff supported by their domestic institution
- ✓ Forms of academic mobility:
 - training in academic mobility programs
 - language internship
 - scientific internship
 - joint projects
 - teaching activities
 - scientific research
 - scientific internship
 - certification training



КАБІНЕТ МІНІСТРІВ УКРАЇНИ
ПОСТАНОВА

від 12 серпня 2015 р. № 579
Київ

**Про затвердження Положення про порядок реалізації права
на академічну мобільність**

Відповідно до пункту 23 частини першої статті 13 Закону України “Про вищу освіту” Кабінет Міністрів України постановляє:

Затвердити Положення про порядок реалізації права на академічну мобільність, що додається.

Прем'єр-міністр України

А.ЯЦЕНЮК

Інд. 73

In progress – full-scale revision of the Provisions on academic mobility



Progress of Ukraine in academic mobility

Erasmus+ Programme 2014-2020

KA1: ICM 16 955 mobilities for students&staff: 192 HEIs
11 505 from UA and 5 450 from EU in 1 717 projects

KA1: EMJMD - 288 scholarships: 274 for Master Course,
14 - PhD Course; 13 EMJMDs Projects with 16 partners

KA1: Youth Mobility - 11 600 young people and youth
workers; 153 volunteering and 3 278 youth mobility
projects including 12 UA HEIs as partners

120+1
Jean Monnet
projects
45 (out of 57)
HEIs

- 81+1* Modules
- 4 Centres
- 12 Chairs
- 10 Projects
- 8 Support for Associations
- 5 Networks
- *as experts

KA2: CBHE

- 48 projects
- over 200 partners
- over 100 HEIs
- about 43 mln.euro

KA2: CBY

- 59 projects
- 46 partners 3 HEIs
- 22 organisations as coordinators
- 6 mln. euro

KA2: SP in HE

- 7 projects
- 6 UA HEIs as partners

KA2: SP in Youth

- 16 projects with UA NGOs
- 4 UA HEIs are among partners

KA2: SP in Adult Education

- 10 projects with UA NGOs and 2 UA HEIs as partners

KA2: SP in School Education

- 3 projects with UA 2 NGOs, 1 school, 1 gymnasium, 1 HEI

KA2: European University Alliance

- 1 UA HEI as associated partner

*UA – Ukraine
KA – Key Action
CBHE – Capacity Building in Higher Education
CBY – Capacity Building in Youth HE – Higher Education
SP – Strategic Partnership
HEIs – Higher Education Institutions*

KA3: Support to Policy Reform: 5 projects for Peer to Peer & Network support on Higher Education with Ministry of Education and Science of Ukraine, ENIC/NARIC Ukraine and UA NGO as partners (NEO&HERE).

KA3: Support to Policy Reform: 42 Youth Dialogue and 2 Dialogue between Young People and Policy Makers - 44 projects with Ukrainian NGOs as partners.

Sport Actions: Collaborative Partnerships: 12 projects with Ukrainian sports organisations, NGOs and 1 HEI as partners (or associated partners) plus Be Active Week.

Erasmus+ School Education under E-Twinning: 1 317 schools, 2 549 teachers, 4 582 projects.



Progress of Ukraine in academic mobility - 2

German Academic Exchange Service & Horizon 2020

DAAD

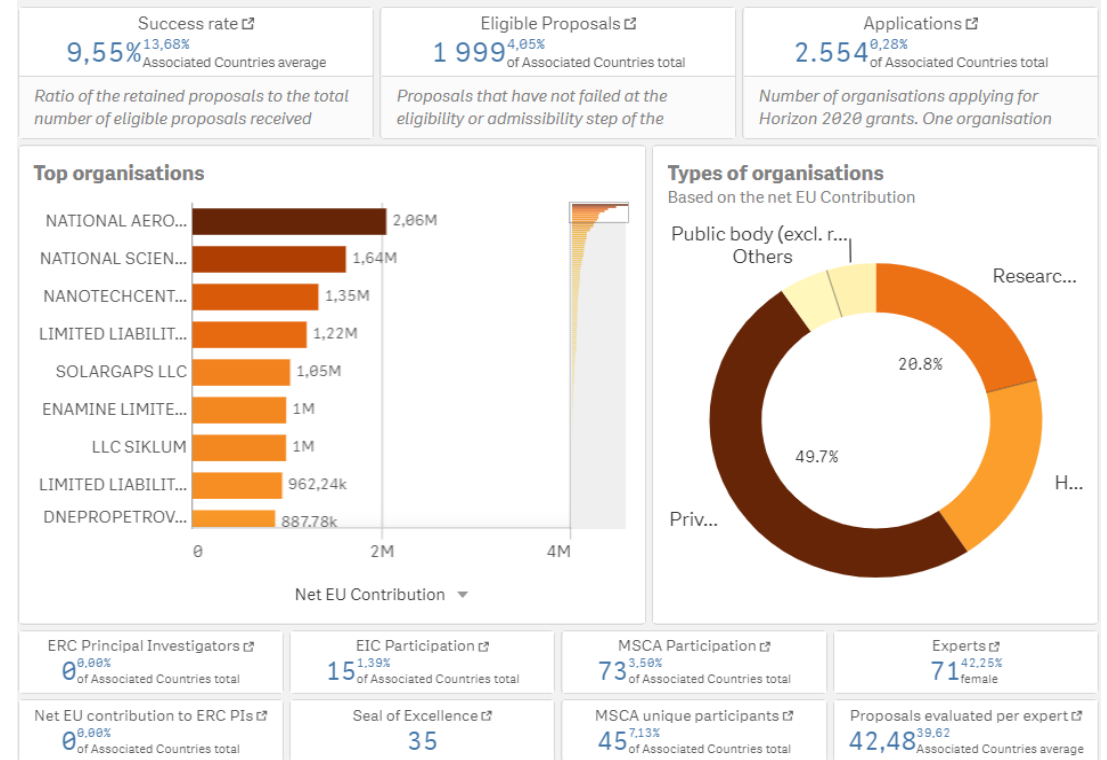
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

LÄNDERSTATISTIK 2019

Ukraine

	Geförderte aus dem Ausland		Geförderte aus Deutschland	
	gesamt	neu	gesamt	neu
I. Individualförderung - gesamt	225	122	64	43
1. nach Status				
Studierende auf Bachelor-Niveau	69	61	36	33
Studierende auf Master-Niveau	90	26	3	2
Doktorand/innen	39	11		
Wissenschaftler/innen u. Hochschullehrer/innen (inkl. Postdoktorand/innen)	27	24	25	8
2. nach Förderdauer				
< 1 Monat	57	57	31	31
1-6 Monate	33	28	4	4
> 6 Monate	135	37	29	8
3. Programmauswahl (Top 10)				
Stipendien für ausländische Graduierte und Künstler	59	17		
Hochschulsummer/winter- u. Intensivsprachkursstipendien; Sommerschulen deut. Hochschulen in Deutschland	55	55		
Mobilitätsförderung "Go East" Stipendien			30	30
Forschungstipendien für ausländische Doktoranden und Nachwuchswissenschaftler	28	7		
Aufwendungen für Lektoren der deutschen Sprache im Ausland			19	6
ERP-Masterstipendienprogramm	17	5		
Forschungsaufenthalte ausländischer Wissenschaftler	16	16		
Stipendien für Absolventen deutschen Auslandsschulen (PASCH-Schulen)	15	6		
Wiedereinladungen ehemaliger DAAD Stipendiaten	6	5		
Helmut-Schmidt-Programm	5	2		

German Academic Exchange Service, 2020



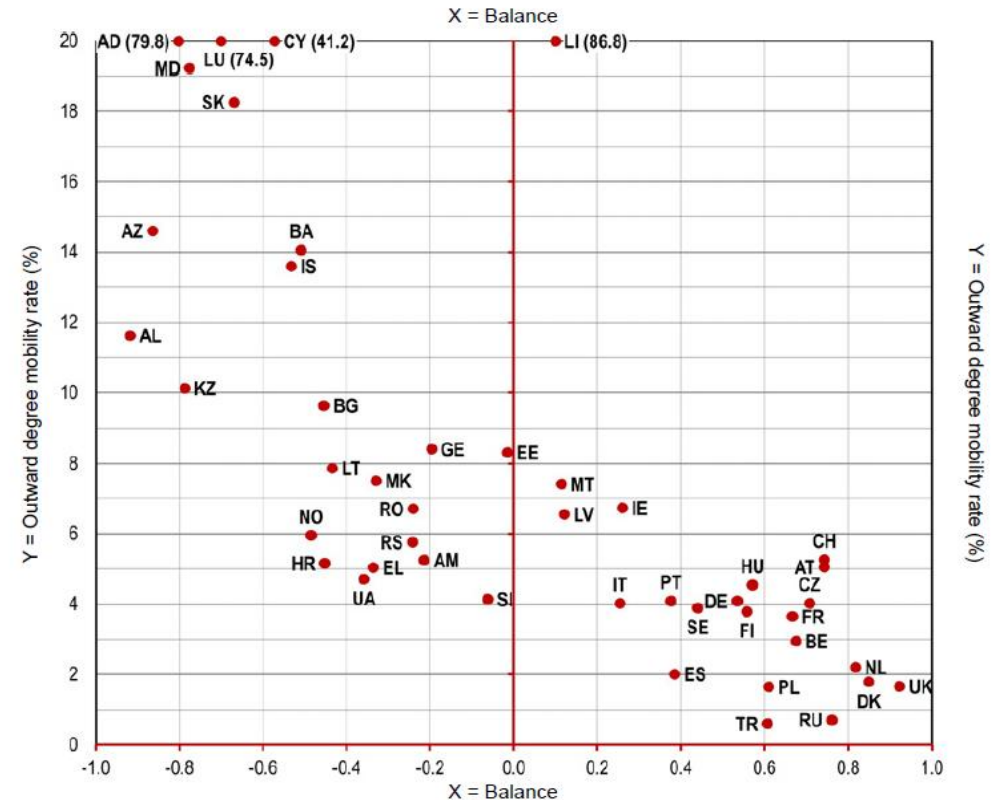
European Commission, 2020



Academic mobility: development areas

- Advocation for balance academic mobility among European Higher Education Area countries: *'brain circulation'* instead of *'brain drain'*
- Acknowledging the leading role of physical mobility as compared to virtual mobility

Figure 5.6: Balance as a measure of the attractiveness of the education system of the country at tertiary education level (mobility flows within and outside EHEA), 2016/17





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Thank you for attention!

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