The Law On Higher Education and the Strategy of the Higher Education Development in Ukraine for 2022-2032 determined key reforms in higher education in line with European integration objective and EHEA principles: ensuring equal access to quality higher education through digitalization, inclusion, and a flexible learning trajectory; building the system of higher education quality assurance and integrity; developing the national qualifications system and qualification recognition mechanisms; internationalization of higher education and research; modernization of the HEIs network.

The Strategy established appropriative Strategic goals for reforming higher education.

1. Effectiveness of management in higher education system, which is socially responsible, to promote social responsibility of HEIs for solving social and environmental problems, University autonomy. The objectives: HEIs network modernization; development of educational statistics and information systems; creation of an inclusive educational environment, universal design and provision of reasonable accommodation; strengthening of HEIs autonomy.

2. Trust of citizens, the State, and business in the educational, research, and innovative activities of HEIs that envisages such objectives: digital transformation of management, regulation and monitoring processes in HEIs and effective use of digital technologies in the educational process; development of standardized digital tools for measuring learning outcomes and checking for academic integrity.

3. Ensuring quality educational and research activities, competitive higher education, which is accessible to various segments of the population, including granting vulnerable and unprotected population groups, residents of temporarily occupied territories (TOT) special support in access to higher education; modernization of educational environment and equipment, taking into account the requirements of inclusiveness; higher education quality enhancement in line with ESG. The objectives: support for academic mobility of students; harmonization of educational and professional standards via involvement of business and professional communities in their development; development of internal quality assurance systems as a basis for quality higher education; the involvement of independent institutions in the accreditation; creation of conditions for accreditation by foreign accreditation agencies.

4. Internationalization of higher education of Ukraine to ensure comparability and recognition of Ukrainian education qualifications in Europe and the world, implement foreign best practice in higher education, increase the number of international cooperation projects. The objectives: ensuring the harmonization of the national higher education structure in accordance with EHEA principles; development of the national qualifications system, simplification of procedures for foreign education qualifications recognition; support of international joint study programmes; digital transformation of the process of foreign citizens admission; stimulating the study of English and other foreign languages; support for national and international academic mobility of academic staff.

5. Attractiveness of higher education institutions for study and academic career trough implementation of the student-centered approach, which is the basis for the educational process organization using innovative technologies and various forms of education. The objectives: development of management training programmes for management staff and promising leaders of HEIs (staff reserve), trainings to support reforms; recognition of the learning outcomes of non-formal and informal education, confirmation of professional qualifications; provision of conditions for the professional development of academic staff, in particular digital competence development programmes.

A number of steps have been taken to implement these reforms. The National Strategy for the Creation of a Barrier-Free Space in Ukraine for the period up to 2030 (adopted in 2021) will contribute to the further introduction of inclusion in higher education. The draft law on the development of individual learning trajectories in higher education, which will ensure access to higher education for citizens with limited educational and financial opportunities, has been prepared. The draft law on modernization of the HEIs network will create the prerequisites for building the HEIs capacities through the resource's accumulation and the expansion of autonomy. Also, a draft of the revised guidelines for study programmes accreditation, which provides the accreditation procedure for international joint study programmes, has been developed.

The following issues remain undefined: ensuring access to quality higher education for persons with limited educational opportunities through digitalization, assuring digital higher education quality, creating an inclusive educational environment using digital technologies.

Please indicate a maximum of top three political priorities that will be targeted by the HERE Team which you would like to address in 2024 under the SPHERE programme. Then indicate a maximum of three specific objectives linked to each priority:

	Priority 2	Priority 1	Priority 3
*Political priority *[Example] Exploiting technology for teaching innovation*	Higher education quality assurance and recognition	Digitalization and inclusion for ensuring equal access to quality higher education	Internationalization of higher education
*Explanation *[Example] HEI have enhanced ICT infrastructure but not all faculty understand how to exploit it in their teaching practices as a means to engage students and innovate…..*	*National Qualification Agency (NQA) introduced statements on qualifications recognition but:* *- NQA don't understand enough how to recognise microcredentials under the martial law and large-scale war and in line with EHEA trends* *- experts don't understand how to apply recognition procedure in their practices using digital mode.* *- HEIs have successful in-service training, courses, experienced academic staff but not all faculty understand how to develop and implement quality microcredential course in digital mode in particular*	*HEIs offer digital study programmes (distance/hybrid mode) and have ICT infrastructure but:* *- not all faculty understand how to enhance digital study programmes, exploit ICT, digital innovation in their teaching practices as a mean to improve teaching tools and techniques, develop digital manuals, tests, to engage student with disabilities, etc.* *- not all HEIs administrative and academic staff know how to modernize educational process and internal Quality Assurance system considering digitalization and inclusion under the martial law and large-scale war, as well as EHEA trends* *- there are no criteria and indicators for digital study programmes development, implementation and evaluation* *- there are no criteria and indicators for inclusion achievement within educational process.* *NAQA introduced statements on joint programme accreditation into the*	*HEIs have successful study programmes, experienced academic staff but not all management and faculty understand how to develop and implement international joint study programme, to tune curriculum with HEI-partner, funding issues, engage and register international students, etc.*

		Guidelines on accreditation but: *- NAQA don't understand enough how to modernize external Quality Assurance considering digitalization and inclusion under the martial law and large-scale war, as well as EHEA trends* *- QA experts don't understand how to apply accreditation procedure in their practices as a mean to get information from foreign HEI-partner, to communicate with its representatives, to use common criteria for assessment, etc., considering national and institutional regulations*	
*Objectives *[Example] To provide systematic and well financed teacher professional development opportunities linked to exploiting ICT in the classroom….*	*- To provide NQA members and staff training opportunities linked to developing methodical recommendation for microcredentials development and recognition in line with EHEA approach.* *- To provide systematic experts training opportunities linked to exploiting ICT in recognition process, learning best practice in microcredentials development and recognition* *- To provide HEIs administrative and academic staff professional development opportunities linked*	*- To provide HEIs administrative and academic staff professional development opportunities linked to modernizing educational process and internal Quality Assurance system, enhancing teaching tools and techniques considering digitalization and inclusion under the martial law and large-scale war, as well as EHEA trends.* *- To provide HEIs in development opportunities linked to developing, implementing and evaluating digital study programmes based on appropriative criteria and indicators, as well as evaluating*	*To provide systematic administrative and academic staff professional development opportunities linked to developing and implementing international joint study programmes*

	to developing microcredentials considering digitalization and inclusion under the martial law and large-scale war and in line with EHEA trends	*inclusion achievement within educational process* *- To provide NAQA members and staff training opportunities linked to developing methodical recommendation for joint programme accreditation in line with ESG criteria and EHEA approach.* *- To provide systematic QA experts training opportunities linked to exploiting ICT in accreditation process, developing intercultural and language competences, learning best practice in joint programmes implementation/ accreditation*	
Link with the EU policies and priorities [Example] Involvement in promoting European University Alliances, including their expansion to non-associated countries in 2023...	*Involvement in CBHE projects*	*Involvement in European University Alliances, CBHE and credit mobility projects based on inclusion and digitalisation*	*Involvement in Erasmus Mundus Master Programmes projects*

10. Please list a maximum of three concrete activities per priority that you plan to implement in 2024.

Priority 1

	Activity 1	Activity 2	Activity 3
* Type of activity linked to the SPHERE programme (Select one option for each listed activity)[1]. 1. TAM 2. TAM follow up activity 3. Events linked to the Bologna Process 4. Publications 5. Other (Please specify) [1] HERE seminars and study visits will be planned and informed based on the Annual Work Plan results and EU priorities.	TAM	TAM follow up activity	Publication
*Activity description	XIII Annual Bologna Conference "European Integration of Ukraine's Higher Education in the context of Bologna Process: Providing Equal Access to Quality Higher Education through Digitalisation and Inclusion" (1 day) is national event organised by NEO, Taras Shevchenko National University of Kyiv and Institute of Higher Education, NAESU in cooperation with the Ministry of Education and Sciences of Ukraine, Ukrainian Associaton of Rectors. Meeting (0,5 day) with HEREs and policy makers for clarifying some issues on topic, summarising event's outcomes and finalising the	Workshop with HERE and stakeholders (MESU, NAQA, HEIs) "EHEA priorities: QA, Digitalisation, Inclusion" including Session "How to Provide Equal Access to Quality Higher Education under the martial law and large-scale war in line with European Policies?"	E-publication on outcomes of the TAM and TAM follow up event including proposals and recommendations on providing equal access to Quality Higher Education under the martial law and large-scale war in line with European Policies and priorities: QA, Digitalisation, Inclusion as well as on identified ways to modernize external and internal Quality Assurance considering digitalization and inclusion

	Conference recommendations		
*Expected outcomes	- Understand actual impact of digitalisation and inclusion on Equal Access to Quality Higher Education - Identify ways to modernize external and internal Quality Assurance considering digitalization and inclusion under the martial law and large-scale war, as well as EHEA trends - Understand criteria and indicators for digital study programmes evaluation and for inclusion achievement in higher education	- Identify proposals for developing Roadmap to provide equal access to Quality Higher Education under the martial law and large-scale war in line with European Policies and priorities: QA, Digitalisation, Inclusion	- disseminated E-publication on outcomes of the TAM and TAM follow up event
*Timeframe (Q1, Q2, Q3 or Q4)	Q4	Q4	Q4
*Place / Format (online, offline, hybrid)	Taras Shevchenko National University of Kyiv / hybrid	Kyiv KNU / hybrid	NEO website / online
*Scope (national, regional, cross-regional)	national	national	national

	Activity 1	Activity 2	Activity 3
* Type of activity linked to the SPHERE programme (Select one option for each listed activity)[1]. 1. TAM 2. TAM follow up activity 3. Events linked to the Bologna Process 4. Publications 5. Other (Please specify) [1] HERE seminars and study visits will be planned and informed based on the Annual Work Plan results and EU priorities.	TAM	TAM follow up activity	Publication
*Activity description	Webinar "A Framework for Effective Microcredential Design: Best Practices and Guidelines for Developing High-Quality Credentials" and online consultations	Webinar "Introducing Microcredentials within higher education as a Response to the Challenges of European Integration and Post-War Recovery: Quality, Recognition, Digitalisation, Inclusion"	E-publication on outcomes of the TAM and TAM follow up event including recommendations on recommendations for introducing microcredentials within higher education as a response to the challenges of European Integration and post-war recovery: quality, recognition, digitalisation, inclusion
*Expected outcomes	Policy makers - Understand the policy and regulatory landscape for microcredentials - Learn about the best practices and guidelines for effective microcredential design	- Identify recommendations for introducing microcredentials within higher education as a response to the challenges of European Integration and post-war recovery: quality,	- disseminated E-publication on outcomes of the TAM and TAM follow up event

		recognition, digitalisation, inclusion	
	- Gain insight into the development process for high-quality microcredentials at the national level. - Develop an understanding of the key challenges and opportunities associated with the development of national regulations and procedures for microcredentials. - Be able to apply the framework for effective microcredential design to the development of national regulations and procedures for microcredentials. HEI institutional leaders - Understand the concept of microcredentials and their potential value in a variety of contexts. - Learn about best practices and guidelines for effective microcredential design, including identifying learning outcomes, designing assessments, and ensuring credential recognition and portability. - Gain insight into the development process for high-quality microcredentials, including defining target audiences and establishing partnerships with relevant stakeholders. - Develop an understanding of the key challenges and opportunities associated with microcredential development and recognition in different industries and contexts		

*Timeframe (Q1, Q2, Q3 or Q4)	Q1	Q1	Q1
*Place / Format (online, offline, hybrid)	online	online	online
*Scope (national, regional, cross-regional)	regional	national	national

Priority 3

	Activity 1	Activity 2	Activity 3
* Type of activity linked to the SPHERE programme (Select one option for each listed activity)[1]. 1. TAM 2. TAM follow up activity 3. Events linked to the Bologna Process 4. Publications 5. Other (Please specify) [1] HERE seminars and study visits will be planned and informed based on the Annual Work Plan results and EU priorities.	TAM	TAM follow up activity	Events linked to the Bologna Process
*Activity description	Seminar «Developing and implementing Joint Master's degree programmes: current challenges and prospectives» and meeting with Armenian and Ukrainian national experts and policy makers. The event is planned for a 1.5. days and an additional a half-day consultation to be organised with experts and policy makers (HEREs, Ministry of Education, Science, Culture and Sport of the Republic of Armenia, Ministry of Education and Science of Ukraine) on development of Joint/joint, double, multiple/ master programme framework including quality assurance	Workshop with HERE and stakeholders (MESU, NAQA, HEIs) "Development and Implementation of Joint Master Degree Programmes: Roadmap" to discuss issues concerning Joint Master Programmes implementation for summarising outcomes and finalising document	III Conference "Personality, University, Society: Interaction under Conditions of Change" including session on teaching and learning within international joint programmes
*Expected outcomes	- Understand the policies, existing international instruments and regulations for implementation of joint master	Developed proposals for Roadmap of development and implementation of Joint Master	- Understand approaches to teaching and learning within international joint programmes

	programmes (joint, double, multiple) - Differentiate between joint, double or multiple degree programmes and identify opportunities and challenges. - Identify important aspects of joint master programme development, including learning outcomes, admission requirements, quality assurance and monitoring mechanisms, integrated academic plans. - Understand inclusion policies while developing joint master programmes. - Discuss funding opportunities and develop sustainability plans. - Develop understanding of prior learning and credit recognition	Degree Programmes	under Conditions of Change
*Timeframe (Q1, Q2, Q3 or Q4)	Q1	Q2	Q2
*Place / Format (online, offline, hybrid)	Yerevan State University / hybrid	online	online
*Scope (national, regional, cross-regional)	regional	national	national

There is a set of CBHE project promoting and supporting defined objectives. For Priority 1 – the project 101129236-DigiUni-ERASMUS-EDU-2022-CBHE-STRAND 3-Digital University – Open Ukrainian Initiative will create a unified digital educational ecosystem in Ukraine providing continuous, high-quality, inclusive, and transparent education, regardless of the location of learners, using existing digital innovations in education and a clear paradigm for involving future innovations. 101129280-BEAUCOUP-ERASMUS-EDU-2022-CBHE-STRAND 3-Boosting Digital Excellence and Aptitude of Universities in the Countries of East Partnership, 101128509-RE-DIRECTION-ERASMUS-EDU-2022-CBHE-STRAND 2-Redefining Higher Education on a digital context and mainstreaming a common inclusive and green structure based on EU best practices and policy recommendations will provide and promote digitalisation and inclusion in higher education. The projects 598236-EPP-1-2018-1-LT-EPPKA2-CBHE-SP-dComFra-Digital competence framework for Ukrainian teachers and other citizens and 619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP-UTTERLY-University teachers' certification centres: innovative approach to promotion teaching excellence prepared background for digitalisation and teaching and learning inprovement in Ukraine. For Priority 2 the project 609995-EPP-1-2019-1-PL-EPPKA2-CBHE-SP-QuaRSU-Qualifications recognition support for Ukrainian universities provided key recommendations on recognition process improvement. For Priority 3 – 619451-EPP-1-2020-1-NL-EPPKA2-CBHE-JP-INTERADIS-International Students Adaptation and Integration, 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP-MultiEd-Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration developed recommendation for internationalisation in higher education, 101128713-EU4UA-ERASMUS-EDU-2022-CBHE-STRAND 2-Modernisation of university education programmes in foreign languages by integrating information technologies will contribute to internationalisation and digitalisation in higher education.

Monitoring performance and impact
Specify key indicators will be used to assess progress and impact. The HERE Team will be required to report on these metrics for 2023 in 2024, giving data, evidence, and narratives highlighting accomplishments, challenges, and lessons learned from the activities related to the SPHERE Annual programme.

As of 2023, 347 HEIs (Universities, Academies, Institutes) (1,053 mln students) are operating in Ukraine, of which 246 are public (1,018 mln students) and 101 (0,035 mln students) are private. About 50 thousand foreign students study in Ukrainian HEIs. In Ukraine, the 5 HEIs were completely destroyed and 88 HEIs were damaged. 19 HEIs were relocated to safer regions of Ukraine. Up to 30% of students became internally displaced persons or went abroad.

The three-cycle structure of higher education is implemented in Ukraine. In 2014, a new Law of Ukraine "On Higher Education" introduced five degrees: Junior Bachelor, Bachelor, Master, Philosophy Doctor (PhD), as well as respective levels of higher education – initial, first (Bachelor), second (Master), third (academic). The levels 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 programmes. The Law also provides that study programmes pursuing medical, pharmaceutical, and veterinary fields are integral, i.e., offered at the Master's level only.

The Law of Ukraine "On Higher Education" incorporated European-style Diploma Supplement as obligatory and free-of-charge, 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 (the annual workload is 60 ECTS credits, and one credit is 30 hours).

The National Qualification Framework (NQF) was introduced in Ukraine in 2011 as a synthesis of the two European frameworks: EQF LLL and QF EHEA. Since July 2020, the NQF contains 8 levels that correspond to the EQF LLL levels.

The Law of Ukraine "On Higher Education" envisages the creation of a system of quality assurance in higher education in line with 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 NAQA, in fact, had not been working and was dismissed in 2017. In late 2018, a new composition of the NAQA was formed through a competitive selection and it started to perform study programme accreditation according as required by the Law.

Due to the COVID-19 pandemic and later to the war in Ukraine, 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.

Strategy for the Higher Education Development in Ukraine for 2022-2032 (Regulation of the Cabinet of Ministers of Ukraine, on 23 February 2022, is developed in line with European Integration prospects as well as EHEA principles. Recent amendments to the Regulation of the Cabinet of Ministers of Ukraine "On the approval of the Procedure for the implementation of the right to academic mobility", 13 May 2022, in particular: internships (for practical skills development) and language internships will be added as forms of academic mobility, the right to mobility was extended to VET students. Draft Laws on academic integrity, on individual educational trajectory, and on modernization of the HEIs network have been developed and are currently under public discussion or being considered by the Parliamentary's Committee on education, science and innovation.

101129236-DigiUni-ERASMUS-EDU-2022-CBHE-STRAND 3-Digital University – Open Ukrainian Initiative will create a unified digital educational ecosystem in Ukraine providing continuous, high-quality, inclusive, and transparent education, regardless of the location of learners, using existing digital innovations in education and a clear paradigm for involving future innovations
to develop the concept, strategy, and action plan for creating an integrated, inclusive and highperforming digital education ecosystem in Ukraine to be submitted for state adoption; • to develop and launch the all-Ukrainian open digital education environment – DigiPlatform; • to create the Open DigiUni-Ukraine Charter; • to develop the rules for ensuring and improving the quality of the digital content at the higher education institutions of Ukraine, methods of the digital content quality assessment, developing methodology and guidelines for creating digital content and digital courses; • to create DigiCentres at each Ukrainian higher education partner institution with the necessary software and equipment; • to develop the primary DigiPlatform content; • to develop 100+ new courses in different fields of knowledge; • to train 600 educators as digital content facilitators and to provide 5,000+ students of the Ukrainian higher education partner institutions with courses and 1,000+ representatives of other target groups with educational modules using DigiPlatform within the pilot DigiUni project

101129280-BEAUCOUP-ERASMUS-EDU-2022-CBHE-STRAND 3-Boosting Digital Excellence and Aptitude of Universities in the Countries of East Partnership,
101128509-RE-DIRECTION-ERASMUS-EDU-2022-CBHE-STRAND 2-Redefining Higher Education on a digital context and mainstreaming a common inclusive and green structure based on EU best practices and policy recommendations will provide and promote digitalisation and inclusion in higher education.

598236-EPP-1-2018-1-LT-EPPKA2-CBHE-SP-dComFra-Digital competence framework for Ukrainian teachers and other citizens
Design Ukrainian Digital Competence Framework for Educators and for Citizens, on the base of EU Digital Competence Framework for Educators and for Citizens, Found UA National digital coalition. Using the UA project consortium's part, create the basis of coalition. Using the EU project consortium's part, receive an experience of national coalitions of European countries, Build dComFra infrastructure and facilities: create Digital Competence (DC) offices with set of necessary software and equipment for the practice implementation of project-based approach, distance education production and management, training of special groups of citizens (refugees and ATO-veterans) and for National digital coalition hubs; create an open access distance education platform for in-service trainings for school and vocational teachers and all target groups education process

simplification, Develop DC learning modules, the learning modules will be divided on groups: 1) for school and vocational teachers and provided to in-service training; 2) for refugees/ATO-veterans and presented to refugees'/ATO-veterans' groups and organizations; 3) for citizens and distributed by accessible channels for all interested in.

619227-EPP-1-2020-1-UA-EPPKA2-CBHE-JP-UTTERLY-University teachers' certification centres: innovative approach to promotion teaching excellence prepared background for digitalisation and teaching and learning inprovement in Ukraine.

609995-EPP-1-2019-1-PL-EPPKA2-CBHE-SP-QuaRSU-Qualifications recognition support for Ukrainian universities provided key recommendations on recognition process improvement.

619451-EPP-1-2020-1-NL-EPPKA2-CBHE-JP-INTERADIS-International Students Adaptation and Integration,

610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP-MultiEd-Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration developed recommendation for internationalisation in higher education,

101128713-EU4UA-ERASMUS-EDU-2022-CBHE-STRAND 2-Modernisation of university education programmes in foreign languages by integrating information technologies will contribute to internationalisation and digitalisation in higher education