



Education, Audiovisual and Culture Executive Agency

Tempus

Tempus country fiches

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Part 1 – Overall description of the HE system (UKRAINE)

The reformation (including modernization) of HE must be implemented considering the world tendencies, but on the basis of national context, national traditions and achievements. The purpose of systematization of basic achievements and interpretation of present status of development of the HE System in Ukraine needs presentation of key figures for each of its levels.

Legislation covering the field of tertiary education

The legal basis for HE in Ukraine is set by the Constitution of Ukraine, the Laws of Ukraine On Education, On Higher Education, On Vocational – Technical Education, On the State Budget of Ukraine, Budget Code of Ukraine, Labor Code of Ukraine, National Doctrine for the Development of Education and other legal acts.

In addition, numerous by-laws regulate the functioning of HE system as a whole, as well as operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine, orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine, orders and letters by Ministry of Education and Science of Ukraine.

Currently, the Draft Law of Ukraine On Higher Education is under review of the Cabinet of Ministries. The pending changes in the above Draft Law encompass the key developments of Bologna process: implementing 3-cycle system, granting more autonomy to universities, granting more rights to students' self-government, ensuring placements for graduates, support to companies who employ graduates, improving the legal basis for independent external assessments and other issues.

Types of tertiary education programmes and qualifications

There are 4 qualifications in HE system: Junior Specialist, Bachelor, Specialist and Master.

Junior Specialist (short term 1st cycle) is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete (short term) higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of study makes 2,5-3 years. Persons with basic secondary education may study on the Junior Specialist's programs, obtaining at the same time complete secondary education.

Bachelor (1st cycle) is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of study makes 4 years (240 ECTS credits).

Specialist (2nd cycle) is an educational-proficiency level of higher education of a person who on the basis of the Bachelor degree has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). Specialist's program student is required to write the Diploma thesis on a selected subject and make its presentation. The normative period of study makes 1-1,5 years (60 ECTS credits).

Master (2nd cycle) is an educational-proficiency level of higher education of a person who on the basis of the Bachelor degree has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogic, arts, etc.). The Master' program study makes typically 1-1,5 year (60-90 ECTS credits). Master's program student is required to write the thesis on a selected subject and make its presentation, to be able to collect, analyse and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

Specialist' and Master' programs in such fields as medicine, dentistry, veterinary medicine, teaching, engineering are carried out on the basis of complete secondary education within the period of 5-6 years (300-360 ECTS credits).

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and they are granted diplomas of the state format. The Diploma is the State-recognized document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality). The Law on Higher Education (2002) establishes the following types of documents that confirm higher education qualifications:

- Dyplom Molodshogo Spetsialista (Diploma/ qualification of Junior Specialist)
- Dyplom Bakalavra (Diploma/ qualification of Bachelor)
- Dyplom Spetsialista (Diploma/ qualification of Specialist)
- Dyplom Magistra (Diploma/ qualification of Master)

The statistics data for 01.09.2009 state that 2,704 million students currently study at 881 HE institutions. That includes: 22% – on the Junior Specialist programs, 60% – on the Bachelor programs, 14 % – on the Specialist programs, 4 % – on the Master programs.

At present consultations are being held by stakeholders (HEI, employers, trade unions, Ministry of Education and Science, etc.) to consider the expediency of inclusion of professional and academic levels into a national qualifications framework for higher education in Ukraine.

Research programs (3rd cycle) are practiced in the “non-Bologna” format beyond higher education system:

- 1st stage – Aspirantura (post-graduate program), on completion the degree of a Candidate of Sciences is granted (similar, but not equivalent of a PhD degree). 27,997 thousands students of Aspirantura currently study at 245 HE institutions.
- 2nd stage – Doctorantura (post-doctoral program), on completion the degree of a Doctor of Sciences is awarded. 1187 students of Doctorantura currently study at 157 HE institutions.

Research programs typical patterns include:

- conduct of original research, preparation and public defence of a dissertation;
- the supervisory (by HEI) and assessment (by Supreme Attestation Commission) procedures;
- double status of research programs students (students and early stage researchers).

Current status of the third-cycle programs has been modernizing in-line with Bologna process. For example, National University Kyiv Mohyla Academy is being piloted PhD program.

As to the modes of delivery of programs at all levels, they are: full-time or part-time. Part-time programs are realizing by diverse format: evening classes, correspondence programs, distance learning, e-learning, blended programs.

Types of tertiary education institutions and their main characteristics

The Law of Ukraine On Higher Education (2002) establishes four levels accreditation of higher education institutions (HEI).

- HEI of the 1st accreditation level train Junior Specialists;
- HEI of the 2nd accreditation level train Junior Specialists and/or Bachelors;
- HEI of the 3rd accreditation level train Bachelors, Specialists and Masters;

- HEI of the 4th accreditation level train Bachelors, Specialists and Masters, provide also postgraduate (Aspirantura) and post-doctoral (Doctorantura) programs.

There are 6 types of HEI in Ukraine:

- Universities (196 for current moment) have the 4th accreditation level. They may be multi-disciplinary institutions (follow a classical university model) or 'branch' (mono-disciplinary/specialist) institutions (focus on some particular professional field (Technical, Medical, Agricultural, Pedagogical, Economics, etc.)). They act as leading research and methodological centres in both fundamental and applied research.
- Academies (56 for current moment) the 4th accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research fields.
- Institutes (119 for current moment) have the 3rd accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.
- Conservatoires (1 for current moment) have the 3rd accreditation level. They specialize in culture and the arts, specifically music. They also conduct research and act as leading centres in the areas of their activity.
- Colleges (228 for current moment) have the 2nd accreditation level. They are related to training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEI with 3rd and 4th level accreditation.
- Technical and Vocational Schools (281 for current moment) have 1st level of accreditation. They provide education and training within several adjacent areas. They may also constitute sub-units within HEI with 3rd and 4th level accreditation.

With respect to the ownership (or founders' principle), Ukraine's HEIs are divided into Public (685 HEIs) and Private (196 HEIs). Public forms of ownership are: municipal and state.

State (public) HEIs of the 4th accreditation level can be granted the status of National, which results in more autonomy to an institution and now amounts to 96 national HEIs.

Distribution of responsibilities

Ministry of Education and Science of Ukraine sets standards for HE, develops qualifications, organizes and conducts licensing and accreditation processes, monitors educational process and governance of a HEIs. It develops qualification requirements for the staff, determines recommendations for their workload. The Ministry of Education and Science of Ukraine approves the statutes and admission rules of HEI drafted under the Ministry's guidelines. In the process of HEIs heads of elections it adopts the nominees and discharges them. It awards degrees to academic staff.

The general trend is towards decentralization with goal to delegate some authority and responsibilities to institutional level. It will allow further deconcentration or deregulation of the HE system.

General responsibility for HE administration lies with Ministry of Education and Science of Ukraine. Those HEIs that are subordinate to other Ministries or were founded by municipalities or regional communities follow rules and obey instructions of their founders. Regional and local authorities support and assist Ministry of Education and Science of Ukraine with implementation of its HE policies.

There is a Collegia (advisory-consultative body) operating under the Ministry of Education and Science of Ukraine. Rectors' Council (national level) and Rectors' Regional Councils are self-governing consultative bodies. The social partners, local community groups, employers' associations are involved in the design of HE policy or reform of the HE sector.

Governing bodies of HEIs

Governance in HEIs is comprised of head of a HEI, advisory and operational bodies, self-governance bodies (including students' self-governance).

Head of HEI (rector, president, director) is charged with a broad range of functions and responsibilities for strategies, management, finance, organizational structure, personnel, including overall activity. Head of HEI represents the institution and reports on its operation externally.

Academic Board of HEI – the advisory (collegial) body – chaired by head of HEI. It performs such functions as: approves the budget and financial report; submits the Statute and amendments to it for the approval of a self-governance body; approves curricula and syllabi; adopts research plans; votes for the appointment of deans, chairs and professors and other duties. The Academic Board consists of deputy heads of HEI, deans, chief accountant, chairs of self-government bodies, elected representatives (teachers, professors, academic chairs) and students' representatives.

Supervisory Board of HEI – the advisory (collegial) body at National universities – are responsible for civic control, cooperation with civil society, local community, employers, academia, politicians, international community.

Operational bodies of HEI are: rectorat, directorate, admission board and others.

Self-governance bodies of HEI are: employees' conference, faculty councils and students' parliament etc.

Financing

Public (state) HEIs are funded from the state budget via Ministry of Education and Science of Ukraine. Public sectoral HEIs subordinate to line ministries are funded from the state budget via the relative ministry. Municipal HEIs are funded from municipal budgets. Private HEIs are funded by their owners (founders). Total education budget amounts to 6,5 % of GDP (6,2 % public and 0,3 % private), 30 % of it is directed towards HE.

Ministry of Education and Science of Ukraine, Ministry of Economy and Ministry of Labour and Social Policy identify demand (state order) for certain professions (qualifications) and allocate it among state-funded HEIs. The budget for a concrete HEI is calculated based upon the state order in accordance with the norms set by Ministry of Education and Science of Ukraine. Private HEIs do not obtain public funding.

Students' contributions and financial support

Students who study for state order do not pay fees. Additionally, full-time students who demonstrate good academic achievements receive a stipend (scholarship). There are several types of stipends: academic, social, special. The amount of an ordinary academic stipend is stipulated by the Law of Ukraine On Higher Education. It depends on qualification level program and amounts to about 20% to 30% from the minimum living standard which fixed by the Regulation of the Cabinet of Ministers of Ukraine.

Students who study not for sate order do pay study fees on the contractual basis. Students, or their parents may obtain a credit from a private commercial bank or under state program on direct relief credits to pay for their HE. Also, parents or working students themselves may claim tax relief.

Licensing, quality assurance and accreditation of institutions and/or programmes

The national system of quality assurance (QA) is realized by means of licensing and accreditation procedures carried out by the Department for Licensing and Accreditation of Ministry of Education and Science of Ukraine through the State Accreditation Commission, the network of experts and the Higher (Supreme) Attestation Board.

Thus, on the national level there operates the QA system, which is applied to the whole higher education and includes all elements of higher education QA: external and internal assessment and publication of results. Some of the universities in Ukraine address directly the international accreditation agencies. At present there are more than nine such higher education institutions.

The Law On Higher Education (2002) stipulates that all HEIs must be licensed before they can offer tertiary level educational programmes. To be granted a licence a HEI must meet the required standards set by Ministry of Education and Science of Ukraine which refer to: infrastructure, resources, staff, programmes.

The accreditation procedures include accreditation of education programmes and institutional accreditation of HEIs. To have an educational programme accredited a HEI must meet the requirements of the HE standards. A HEI receives institutional accreditation if at least two thirds of its educational programs have been accredited.

Admission

Admission policy is developed by the Ministry of Education and Science of Ukraine, prescribed by the Order of the Ministry. HEIs develop their own Rules for Admission according to this Order and submit them for Ministry of Education and Science of Ukraine approval.

For bachelor level it is a compulsory prerequisite to pass the Independent External Assessment (IEA) conducted by Ministry of Education and Science of Ukraine. The result of IEA must be not less than the specified minimum. For specific specialities additional exams are possible. For the next level (specialist, master) the admission foresees exams.

Admission procedure is the same for all students. At the same time in the process of enrolment must be considered quotas for the relief categories.

The number of admitted students is regulated by the licences for the educational programs.

Organisation of the academic year

The length, beginning, end and organisation of the academic year is determined by a HEI and depend upon the type of the program, mode of its delivery, year of studies and other factors. The official beginning of the academic year in Ukraine is September 1, or the first working day after September 1 if it is a weekend. There is no common end of the academic year. The academic year usually consists of two terms (semesters), or occasionally three terms (trimesters), a summer semester is not yet spread. The length of a semester and academic breaks may vary at different HEIs. The length of examination period depends upon the program and mode of its delivery.

Curriculum content

For all qualifications levels the curriculum is comprised of two components: I – normative component (is determined by the state standard and compulsory) and II – optimal component. The second component is

divided into two parts: 1st included disciplines obligatory for all students and determined by HEI; 2nd consists of elective disciplines.

Assessment, progression, certification and degree

For each discipline the maximum number of points is determined which students receive during in-progress assessment (home assignments, essays, projects etc.) and final assessment (exam, tests). The most wide-spread forms of assessment are: tests, exams, projects. The transfer from one year to another is possible if students successfully complete the curriculum. Work practice is a compulsory component of a curriculum.

State attestation of students (award of a degree) as a rule includes an exam(s) and defence of a thesis for 2nd cycle programs. The types and forms of exams depend upon students' specialization and disciplines; requirements to Specialist' or Master' thesis are set and approved by HEIs.

On successful completion of a program students are awarded a degree (Junior Specialist, Bachelor, Specialist or Master) and an appropriate qualification (e.g. psychologist).

Academic staff

In HEIs positions of academic staff include:

- within a chair (department): head of a chair, professor, associate professor (docent), senior teacher (lecturer), teacher, assistant teacher;
- within research laboratories: head, lead researcher, senior researcher, junior researcher.

Appointment of academic staff is regulated by Ukrainian legislation and is implemented through a number of steps:

- announcement of a contest for the position;
- admission and processing of candidates' applications;
- contest and recommendation of the Academic Board on the appropriate candidate;
- signing the contract.

Research activities

Academic staff working for a chair (department) conducts research activities, which includes writing and publication of academic papers, preparation of thesis, supervision of students, consultancy etc). The fundamental research in HEIs is mainly conducted by research laboratories. In general, Ukraine allocates 0,8 % of its GDP to fund fundamental research and R&D.

HEIs are actively involved in different research programs both at the national and international level. Research of young scientists is supported by the President grants, Cabinet of Ministries of Ukraine and other scholarships.

University-enterprise cooperation

Representatives of employers as educational services customer are represented on Academic Boards as prescribed by the Law of Ukraine On Higher Education. To provide support to students for the further employment some HEIs create career centres in cooperation enterprises to provide placement programs.

The Law of Ukraine On Granting the First Employment to Youth People with HE, with Provision of Subsidies to Employers was adopted in 2004.

HEIs co-operate with branch and factory research. According to the State Statistics Committee of Ukraine expenditure of the enterprises of Ukraine on research makes 1,2% of their total expenditure.

International cooperation

HEIs take an active part in international cooperation. The significance of the latter is declared in several Ukrainian laws and bylaws. The latest Order of the Ministry of education and science of Ukraine “On implementation of ECTS into Ukrainian HE Institutions” will ensure the diploma recognition procedure and will help in wide mobility. The efficiency of such cooperation depends mainly on the international cooperation capacity of a HE institution and its personnel (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is rooted in partnership agreements signed by HE institutions and unfolds according to an annual plan.

The essence of cooperation activities and source of its funding differs from case to case. As a rule, HE institutions organize joint events, students’ exchange, engage in joint research projects, prepare joint publications etc. Different international educational programs are open to the Ukrainian HEIs which ensures development of projects in line with HE strategy developments in cooperation with HEI all over the world. HEIs participate in Tempus, Erasmus Mundus, Jean Monnet, 7th Framework Program, Tuning and others. Several scholarships and grants to study abroad and setting up collaboration strengthen the international collaboration between HEIs.

Currently, there are some joint programs and educational services for foreign citizens. The number of admitting foreign students counts to 43,1 thousand. The majority of them studies at Kharkiv and Kyiv HEIs.

Ukraine signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are in the process of adjustment.

Part 3 – Current challenges and needs

3.1 – Trends and challenges (UKRAINE)

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education and its integration into the European and World Educational Community for the period until 2010; amendments to the law on HE has been prepared according to Bologna provisions and recommendations; Ukraine has become a governmental member of the European Quality Assurance Register; a working group has been established to develop a NQF for higher education. Significant progress has been achieved on three strategic paths of Bologna process: implementation of three-cycle system; quality assurance of higher education; recognition of diplomas and previous periods of study. The transfer to the first and second cycle has been implemented; the preparation for the third cycle is under way. The pilot implementation of the ECTS is completed in the first and second cycles and now legally regulated by the latest Order of the Ministry of Education and Science of Ukraine № 943 dated on 19.10.2009 on ECTS Implementation at the HEI.

The strategic objectives set by the Ministry of Education and Science of Ukraine for the higher education sector include:

- developing the contemporary strategy for higher education development focusing on quality assurance and its integration with European and global higher education areas;
- developing the proper legal-regulatory basis for higher education sector and HE institutions;
- monitoring and ensuring law enforcement by Ukrainian HE institutions;
- improving access to HE and vocational training for disabled people, assisting their adaptation and increasing employability;
- aligning higher education legislation with the requirements of Bologna process, specifically via development of National Qualifications Framework;
- facilitating university autonomy, students' self-government, public involvement with university governance;
- initiating programs for nurturing talented youth, their academic development and career planning;
- developing legal-regulatory basis and initiating measures for increasing employability of university graduates.

As an active participant of Bologna process, Ukraine recognizes the broad updated mission of HE and the role it has to play under globalization, transfer to knowledge economy, rapid technological developments and demographic crisis. Ukrainian HEIs are prepared to adjust to the new challenges and act as the engines of innovations and change.

Along the paths of modernization, internationalization and integration with EHEA, the upcoming challenges for Ukraine's HE, include:

- introduction of the innovative institutional structure,
- completion of a three-cycle system and joint / double degrees;
- aligning university curricula with Bologna structure;
- curricula reform with a view to the needs of employers;
- establishing programmes for foreign students and further internationalization of Ukraine's HE;
- creating mechanisms for recognition of prior learning;

- development of a national qualifications framework compatible with the EHEA Qualification Framework;
- development of National Qualification Framework for Lifelong Learning;
- development of guidelines for implementation ECTS and the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of mechanism for equal access to higher education;
- creating the National Quality Assurance Agency for HE in compliance with the European Standards and Guidelines for Quality Assurance, its full ENQA membership and inclusion to the EQAR;
- creating the agency for academic recognition and international exchange as the national ENIC/NARIC centre;
- introduction of a system of ranking of HEIs;
- increasing in outward and inward mobility of students and academic and administrative staff of HEIs;
- assuring portability of student grants and loans;
- preparing of research and educational staff, improvement of their competencies according to modern requirements with a view to ensure sustainable development of the country and its system of HE;
- development and introduction of new educational standards (curriculum reform) with a view to the improvement of quality of the content of vocational/professional education and training and its adjustment to the needs of employers;
- development of the up to date mechanisms of taking into account labour market demands by HEIs to facilitate employability of graduates;
- promoting the development of Ukrainian and World cultural values, orientation towards the ideals of democratic ideas.

Part 4 – Impact of Tempus (UKRAINE)

Ukraine joined TEMPUS in 1993. At that period the program focused on improvements of university governance and management, upgrading old curricula and developing new course and programs, professional development of teachers, especially in such disciplines as economics, foreign languages, social science, European studies and law. In fact it resulted into the projects such as: *Establishing Social Work and Social Policy as Higher Education Disciplines in the Ukraine (1994)*; *'AGFED' Agricultural & Food Economics Development in Ukraine (1997)*; *Training of Marine Lawyers in European Law (1998)*; *Establishment of a National Innovation Centre (1999)*; *Development of New Framework for the M.Sc. Thesis Work (1999)*.

During the third phase of TEMPUS program in 2000-2006 the shift occurred to new priorities and new disciplines came into the focus of the program. Ukraine's participation in TEMPUS III program coincided with its aspirations to join the European Higher Education Area in line with Bologna process, which was reflected in the projects. As to the list of priority disciplines for that period of time, it included in addition to economics and business management, agrarian science, ICT and environment: *Education development in environmentally safe energetic (2000)*; *Restructuring the B.Sc. in economics and management (2001)*; *Electronic Media Resource Centre, Ukraine (2002)*; *Master of Business Administration & Information Technology (2002)*; *Agricultural Policy and Administration in Ukraine towards European Integration (2003)*.

Starting from 2000, participation in the TEMPUS projects is broadened beyond higher education institutions and is opened to companies, non-governmental and non-for-profit organizations, authorities. Accordingly, among participants of the TEMPUS projects in Ukraine, we can find the Secretariat of the Cabinet of Ministers of Ukraine, Ministries of Education and Science, Environmental Protection, Agricultural Policy, regional state administrations, municipalities, entrepreneurs' associations and students' unions, agricultural companies, ports and research institutes as in the project *True Assessment - Distance learning network for teachers (2003)* where there was a cooperation of partners represented by different stakeholders.

As a consequence of TEMPUS projects, new courses and curricula were developed that meet the current requirements of Ukrainian labour market. University teachers confirm that cooperation with European colleagues within the TEMPUS project enabled them to obtain new knowledge, master new teaching skills and evaluation techniques, which resulted in greater competitiveness of their universities, improved their status and standing. Taking into account that many programs have been developed using ICT and the courses implemented in e-learning format and equipment with software were purchased or developed, it contributes to the universities capacity building as well as establishment of the distance education culture in Ukraine, namely the projects: *ELearning. The virtual law library and Law Consultancy Centre (2002)*; *Accreditation and standardization of distance education (2005)*; *Adaptive Information and Communication Technologies for Education and Visually Impaired Students in Ukraine (2005)*; *Practicum to Improve Ukrainian eLearning System (2006)*; *ICT, media, libraries, e-learning (2008)*.

On the whole, the TEMPUS program facilitated internationalization of Ukrainian universities, helped to establish long-term partnerships between them and their European counterparts that did not stop after project completion, and assisted with initiation of new research projects or exchange programs. On many occasions, TEMPUS projects helped to set up a dialogue between higher education institutions and Ministry of Education and Science or its regional branches; between faculty and administration; between employers, teachers and students.

Not all Ukrainian universities have implemented Bologna principles and transferred to a three-cycle education system. But those universities where changes have taken place and whose curricula fully meet the requirements of Bologna process link their progress and success to TEMPUS projects participation.

Projects dealing with implementation of Bologna principles: *ECTS-implementation at Ukrainian universities (2004)*; *Workshops for the Introduction of Practical Approaches in Transforming Higher Education in Ukraine (2005)*; *All-Ukrainian Network of ECTS regional consultants points (2005)*; *Quality Assurance in Ukraine (2006)*; *Accreditation and licensing in the Ukraine (2006)*; *Training for the Implementation of the European Higher Education Area Third Cycle in Ukraine (2006)*; *Development of strategy of UA students international mobility using the ECTS opportunities (2006)*; *Training courses in Ukraine on Bologna process (2006)*.

Tempus projects have helped to strengthen the cooperation between the universities and enterprises, establishing career development centers for students, the examples of such projects are: *University-Industry Centers: Model for Cooperation (2004)*; *Establishing Mechanisms of cooperation and interaction between universities and employers (2006)*; *Bridging the gap between University and Business (2004)*; *Promoting Technology Transfer and Entrepreneurial Activities in Ukrainian Universities (2006)*; *Career&Employability Centre: new service for graduates*; *Establishment of mechanism of cooperation and interaction between universities and industry at the regional level as an element of development strategy of universities (2006)*.

In the framework of project *Crisis Analysis and Decision Making in Ukraine (2005)*, an EU-UA integrated Master Course in Crisis Analysis and Decision Making was developed and simultaneously introduced in four Ukrainian Universities of various types. The course is based on advanced information technologies and existing European experience.

The most active universities participating in Tempus projects are represented by *National Technical University "Kharkiv Polytechnic Institute"*, *Taras Shevchenko National University of Kyiv*, *National University of "Kyiv-Mohyla Academy"*, *National Technical University "Kyiv Polytechnic Institute"*, *Zhaporizhzhya National University*, *Zhukovsky National Aerospace University "Kharkiv Aviation Institute"*, *Kherson State University*, *Donetsk National University and others*. Since 1994 more than 120 different Ukrainian universities have participated in Tempus.

During the I, II, III phases of the Tempus Program from 1994 to 2006 with active participation of the Ukrainian partners 299 projects have been approved with the total budget of € 53,6 mln., including: Joint Projects, Structural Measures, and 100 Individual Mobility Grants.

In recent years new Tempus IV (2007-2013) calls for proposals priorities in Ukraine have placed a strong emphasis on Bologna principles implementation.

As a result of the 1st call of Tempus IV, 12 joint projects with participation of Ukrainian partners have been implementing and address: three cycle system in social work education, new master curriculum for intellectual property law, curricula reform in space technology, building educational centers' network on modern technologies of local governing, western-eastern teacher education network (*Western-Eastern Teacher Education Network*), research and entrepreneurial university models in the higher education (*Towards Research and Entrepreneurial University models in the Russian, Ukrainian and Moldavian Higher Education*) and others.

11 projects of the 2nd call selected comprise 8 Joint Projects (including 3 national ones) and 3 Structural Measures projects. The projects are devoted to the wide spectrum of modernization of higher education in tourism, foodstuff expertise and quality control (*EU Based Course in Foodstuff Expertise & Quality Control*), social partnership, land governance, university and enterprise partnership (*Innovation cross-universities network for development of partnership with enterprises*) university governance, knowledge triangle (*Boosting the knowledge triangle by establishing Innovation Offices in Ukrainian higher education institution*) etc.

The latest Tempus IV 3rd call priorities devoted to the wide spectrum of modernization of higher education including curricula reform within disciplines such as Pedagogy, Engineering and Technologies, Information technology, Law, Agriculture, Environment, Tourism and Services, Urban and Regional

Planning; governance reform – Equal and transparent access to higher education, introduction of quality assurance; higher education and society - development of partnerships with enterprises, knowledge triangle: education-innovation-research, training courses for public services, qualifications frameworks. The interest to the Tempus program has been increased among Ukrainian HEI since more critical strategic demands for Bologna process implementation which are the priorities for the program.

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