



COUNTRY ANALYSIS 2005
UKRAINE

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Summary

In the context of a decreased total population, active population and employed population, together with an increased unemployed population, migration rate and economic recovery, the distribution of students across the education system does not match with the current sectoral structure of the economy. There is therefore a need for additional and improved vocational education and training (VET) provision more relevant to the economic and social development of the country.

Reform has begun in the education sector in Ukraine within a lifelong learning perspective, and with donors' assistance. The strengthening of reform initiatives already under way is one of the main challenges, together with the recognition of qualifications and convergence with EU standards and practices in the education and training sector.

The main levers for these challenges are: (i) a sector policy support programme for the education and training sector, (ii) a national qualification framework, the European Credit Transfer System (ECTS), a national strategy for mobility, Europass and cross-border cooperation, and (iii) monitoring of progress towards the benchmarks established for the European Education and Research Area and promoting participation in EU projects and programmes opened to Ukraine.



1. Current situation and trends in human resources and labour market development in Ukraine

The Ukrainian population continues to decrease, a process that began at the start of the transition. In 2003, Ukraine had 4.1 million less citizens than in 1989¹. The decrease is more significant in rural than in urban areas. Nearly every third Ukrainian lives in a rural area². In 1990 the natural increase in population was still positive, while in 2003 there were more deaths than births³. The number of deaths has increased by 21.6% since 1990. Infant mortality is more than three times that of the EU-25 and almost four times that of the EU-15⁴. Adult male mortality is almost three times that of adult female mortality. In 2003, 1.3% of the population emigrated from Ukraine, but the country also received immigrants, at a lower level⁵. Around 83% of immigrants came from the New Independent States, while only 63% of those emigrating went to there. Of the 25 EU Member States, Germany, Portugal, the

¹ That is to say, Ukraine lost almost 8% of its population during these years.

² The decrease in the rural population is 9.4%, while in the urban population the figure is 7.2%.

³ 27,600 more births than deaths (1990); 35,700 more deaths than births (2003).

⁴ 16:1,000 in Ukraine.

⁵ 63,699 emigrants against 39,489 immigrants.

Czech Republic, Poland and Hungary were the countries receiving the most migrants from Ukraine in 2001. In some of these countries Ukrainians represent more than 20% of the total foreign population. With regard to illegal emigration, it is estimated that 4% of illegal foreign workers in the OECD countries are Ukrainian nationals.

There are regional differences in the reasons for the decrease in population. In some of the south-eastern oblasts where the monthly wage is higher than the national average, the proportion of the population younger than working age is lower than the corresponding proportion nationally; the proportion of the population older than working age is also higher, and emigration, both interregional and especially international (particularly towards the New Independent States, which accounts for 90% of those emigrating from Luhansk and 97% of those from Zaporizhyya), is high. The fact that the proportion of the population of working age is smaller in the south-east indicates that a greater number of individuals of working age migrate to other regions for jobs; this also results in a lower number of births. In some central oblasts, where the monthly wage is lower than the national average, the older population has increased, but migration is much more important at the interregional than at the international level. In the western oblasts, with a young population larger than the national average, the incidence of international emigration is also important, though migration towards the New Independent States is much lower than in the south-east.

Between 1995 and 2003, the economically active population (Labour Force Survey, ILO method) and the numbers of employed people have decreased, and unemployment has increased⁶. The estimated unemployment rate at the end of 2003 was 9.1%, in a population with a low activity rate and a low employment rate⁷. More than half of those who were unemployed had been without work for more than a year, although the average time taken to find a job was nine months. The youth unemployment rate is high (24%). In 2003 most of those laid off were women⁸. Industrial workers accounted for more than 40% of all those laid off, with workers from the manufacturing sector, followed by agricultural workers (almost 21% of the lay-offs), worst affected.

Employment opportunities have decreased in the past decade; the unemployment rate remains relatively low, however (although it is increasing), while the economy is starting to recover. In 2003, demand for labour was lower than the number of lay-offs. Two out of three vacancies were for blue-collar workers, except in the service sector, where the proportion of demand for white-collar workers was higher. More than half of those placed were blue-collar workers, while unskilled workers were slightly more likely to be placed than white-collar individuals. Blue-collar and unskilled workers represent over two-thirds of the working population⁹.

The number of students enrolled in education at all levels decreased by 5% between 1990/91 and 2003/04. In general education, however, the decrease is 13%, and in vocational education and training it is more than 25%. In higher education, while the number of students enrolled in courses for the first and second levels of accreditation has also decreased, the number of students enrolled in the third and fourth levels has more than doubled. It is this increase that offsets some of the decrease in general education and VET¹⁰. Public expenditure on education was 4.2% of GDP (0.2% on technical and vocational education and training (TVET)), which represents 15% of total public expenditure.

Participation in secondary education is high (96.8%) compared to the Russian Federation (92%), Belarus (84.1%) and Moldova (72.4%); it is also comparatively high in tertiary education (58%, compared with 36% in the Russian Federation and 28.7% in Moldova). In contrast, enrolment in TVET is only 6.7%, compared to a participation rate of more than 30% in many EU countries (ISCED 2 and 3). At a time of uncertainty regarding the evolution of the Ukrainian economy, families have given priority to increasing the education of the youngest family members; however, the present distribution of students

⁶ The decrease was 11.6% in the economically active population and 14.8% in the employed population; unemployment increased by 43%.

⁷ The activity rate was 62.3% and the employment rate 56.6%.

⁸ 58% of lay-offs affected women.

⁹ Only 45% of newly employed people were women, and a third were younger than 28 years old. While overall, white-collar workers represented 22% of all placements, in the service sector they represented one out of three. Similarly, unskilled workers were twice as likely to be placed in agriculture than the national average (23%), while it was harder than average for an unskilled worker to be placed in the service sector. Of those placed in industry, 65% were blue-collar workers.

¹⁰ In 2003/04, 1,269 per 10,000 inhabitants were enrolled in general education, while only 104 per 10,000 were enrolled in VET. However, the number of graduates from VET schools remained stable from 1995 to 2003. Some 71% of these graduates obtained both general and vocational qualifications.

across the different education levels does not match the competence requirements of the economy. As a result, one in four young workers is unemployed.

Despite a clear economic recovery in recent years (GDP grew by an annual average of 7.2% during the period 2000–03), Ukraine is one of only two Eastern European and Central Asian countries whose GDPs have not yet returned to 1995 levels (the other is Moldova). With regard to the structure of the economy, the highest average annual growth in 2001 and 2002 was in the manufacturing sector (14.2 % and 7% respectively).

Summary

In the context of a lower total population, active population and employed population, and with a higher unemployed population, migration rate and economic recovery, the number of students in secondary and higher education is high, but the number in TVET very low. This distribution does not match the sectoral structure and evolution of the economy, in which manufacturing is growing faster than the service and agricultural sectors.

2. Contribution of human resources development (HRD) to socioeconomic development

There is no doubt that transition has brought with it dramatic changes in all aspects of life, and that the social costs have been considerable. The very positive economic developments of recent years have not been able to compensate for the fact that living standards have declined, and that for too many people poverty and unemployment have become a sad reality.

The Human Development Index (HDI) has undergone significant changes over the past decade, with a sharp decline in the early 1990s and a recovery between 1995 and 2000 to previous levels. The most significant causes of this decline, according to the UNDP, are the problems associated with income levels and life expectancy. In addition to an overall decline at the national level, data indicate that regional differences are also widening in the areas measured by the HDI. There are significant variations in education, living conditions, and environmental and labour market situations. These variations are also highlighted in a recent World Bank study concerning the economic indicator of value added; this study determined that these regional variations are a result of differences in physical capital and labour resources.

Until 2002 the impact of the economic recovery on poverty was disappointing. Using a variety of consumption-based measurements of poverty, the number of Ukrainians falling below the poverty line may actually have increased slightly by 2001, before starting to decline. While absolute poverty was low by international standards, using the local definition of poverty around a quarter of the Ukrainian population remained below the poverty line by the third quarter of 2002. The poverty rate responded only slowly to substantial increases in real wages resulting from an improved economic situation, and gains in real pensions resulting from greater financial discipline and the elimination of pension and wage arrears.

In a survey by the International Organisation for Migration, a relatively large number of Ukrainians stated that they were considering going abroad or had taken steps to prepare themselves for going abroad. The main reason for leaving was the poor economic conditions in Ukraine. However, most Ukrainians wanted to go abroad only temporarily – they preferred short-term labour migration to emigration. In terms of working abroad in the EU, eastern countries were as important as western countries. Ukraine has a strong propensity for short-term labour migration, and Ukrainians are prepared to work in a wide range of countries. In practice, however, large numbers of Ukrainians work across the border in the eastern European new Member States.

Ukraine inherited an education system tailored to support a planned economy. A relatively high level of funding reflected the importance given to education, which produced outstanding results including high literacy levels, a solid foundation of basic knowledge, excellent scientific and technological achievements and a substantial core of skilled workers. After years of negative economic growth that seriously affected the financing of education and training, and in particular the vocational education system (more expensive in itself than general secondary education), VET is currently unable to maintain

its previous levels of quality. It needs radical modernisation and systemic transformation. As GDP decreased over a decade (between 1990 and 2000, per capita GDP fell by 60%), the funding of VET as a percentage of GDP also experienced a dramatic reduction: public expenditure on education diminished from 5.4% of GDP in 1995 to 3.7% in 1999, and on VET from 0.4% to 0.2% over the same period.

Sector research carried out by the World Bank in 2002 concluded that the major challenges facing the Ukrainian education system were: (a) low quality, an overemphasis on factual knowledge and a lack of programmes, curricula, teaching practices and modern aids appropriate to the needs of civil society and a market economy; (b) increasing problems relating to enrolment and access; (c) a system that has not adjusted to a falling student-age population, resulting in low utilisation of capacity and declining efficiency, especially in rural areas; (d) the lack of a national policy on educational evaluation and information on student achievement; (e) inequity in the provision of education, with the better-off urban population able to access higher-quality general education and to enrol at tertiary institutions; (f) ageing, inadequately equipped educational facilities, making learning increasingly difficult and costly; and (g) a lack of capacity on the part of the Ministry of Education and Science (MoES) and regional and local education authorities to plan, implement, manage, monitor and evaluate quality education policies and programmes. Moreover, funding for education is low (as a percentage of GDP) and more than 90% is spent on salaries and utilities.

In 2000 the government initiated a new phase of the education reform process that included redefined underlying principles and priorities for the entire sector. Increased relevance and improved service delivery from preschool through to tertiary education are key elements of the National Doctrine for Education Development in Ukraine in the 21st century, which guides the modernisation efforts. The priority issues for the sector are the introduction of an individual-centred approach, lifelong learning, equality of access to quality education, and integration into the European Higher Education Area.

An ETF study confirmed the MoES's concern that before the reform measures began, the VET system was unable to sufficiently meet the needs of an emerging labour market that is increasingly demanding a workforce with more flexible qualifications and competences. Deficiencies were present in financial provision, the flexibility of the structure, teaching and learning approaches, and links to the labour market. Eradicating outdated specialisations and attracting private sector support are among other government aims for VET reform.

Today the big challenge for the whole Ukrainian system of higher education is to achieve closer proximity to the European Higher Education Area model as defined by the Bologna Declaration of 1999. The Law on Higher Education, revised in December 2002, has already introduced principles and structures in line with the requirements and procedures for joining the Bologna process. The change from 11 to 12 years of primary and secondary general education as a basis for Ukrainian higher education is also an important development. Ukraine announced its candidature for joining the Bologna process before the ministers' meeting in Berlin (September 2003).

The National Doctrine underpins the understanding that the three VET subsystems (VET schools, employment training and continuing vocational training) must work together, and that they are integral parts of a unique VET system; this forms the main policy for HRD. The three subsystems should be based on an interconnected relationship between training providers and employers. However, neither the integration of the three nor actual links with social partners (for the purposes of planning, management, delivering or funding) are yet a reality.

During the second half of 2002 and at the beginning of 2003, political attention turned from higher and general education to VET. To facilitate the political discussion, the MoES compiled a report on the current situation regarding VET, which was focused on (i) chronic underfunding and its devastating effect on the quality of training; and (ii) the need for a critical review of the legal framework. Parliament issued a resolution on VET and the Cabinet of Ministers (CoM) reviewed a draft law amending the legal framework for VET in Ukraine that suggested a higher involvement of the regions (oblasts) and a decentralisation approach. More concretely, the MoES, with the support of the ETF and the participation of stakeholders from the three subsystems, initiated a process for the development of a new concept of VET that better responds to the needs of students and the labour market; this is the basis for future reform efforts. The concept of VET established common tasks and plans for the development of the whole system and for the actual integration of the three subsystems.

Since VET graduates can obtain both the general secondary and the vocational qualification, following this branch is potentially more useful for increasing employability without impeding further learning in

higher education. However, it is necessary to update the content and methods and to improve quality in order to increase the attractiveness of VET among students and their families.

On 18 September 2004 the president issued a decree concerning measures to improve the VET system. This urged the CoM to develop and ratify, before 1 March 2005, a State Programme for the Development of Vocational Education and Training; to reserve budgets for its implementation; to review the List of Professions for Qualified Workers; to develop an alternative funding system; to improve the involvement of employers; to establish practical training centres in schools, colleges and enterprises; to undertake labour market and training needs analysis; and to develop training programmes relevant to the labour market.

In order to contribute better to the economic and social development of Ukraine, and after defining a strategy for the whole education sector, reforms initially concentrated on higher and general education. With assistance from the EU, efforts have begun in the VET sub-sectors, in a lifelong learning context. The weak starting situation and the size of the gap between this and the benchmarks established for the EU in the Bologna and Copenhagen processes require a sustained and comprehensive approach in order to reduce this gap and ensure that progress is made towards the priorities established in the EU/Ukraine Action Plan relating to HRD.

3. Current EU interventions in education and training in Ukraine

The Tacis National Indicative Programme 2004–06 reflected the EU’s intention to support the increased national political focus on education, and especially VET, through financial assistance of €10 million. Thus the EU is playing an increasing role in reforming the Ukrainian VET system from 2005 onwards.

The “Development of a system of continuing education in the workplace” project aims to develop a comprehensive and sustainable policy and strategy on continuing vocational training in Ukraine. The project complements the government’s large-scale national “Ukrainian initiative” programme.

The Tacis Ukraine Action Programme 2004 included a project on strengthening regional VET management. This project attempted to lay the conceptual basis and build a critical mass of actors for further VET reform. In particular, the project developed a policy for the decentralisation of VET governance and management.

The Tacis Ukraine Action Programme 2006 complements reform efforts by developing a higher-quality education and training system in the country by assisting the establishment of national qualification frameworks for certain occupational families; reviewing and implementing teacher and trainer training and school management development programmes; and disseminating best practice previously developed in pilot regions to the other regions of Ukraine.

Other EC education and training initiatives in the programming period included the following:

- Two Tacis projects in the 2003 Action Programme: “SME support services in priority regions” and “SME support to the development of business capacity of Ukrainian SMEs – international dimension”.
- The Regional 2002–03 Tacis Managers’ Training Programme (fourth phase) benefited the Russian Federation, Azerbaijan and Uzbekistan as well as Ukraine.
- The “Programme for retraining managerial personnel for the entrepreneurial sphere” (also known as the “Ukrainian initiative”) was aimed at training a new generation of managers to contribute effectively to the development of a market economy in Ukraine.
- While the focus remains on cooperation in higher education, since 2000 cooperation in this sector has also included so-called “institution-building projects” aimed at extending the range of participants beyond the traditional academic community and providing training for public services, professional associations and social partners.
- Tempus has significantly contributed to reinforcing academic exchanges. Modern teaching methodologies and curricula have been licensed and are now operational.

- In 2005, the Tempus programme priorities in curriculum development include engineering in information technology, aerospace and aeronautics, and metallurgy. In the field of university management, issues such as cooperation between universities and employers, the development of evaluation techniques for students and teaching staff, student admission procedures and student self-management services will be addressed. Furthermore, quality assurance systems, accreditation procedures, the coordination of the two-level system, the introduction of credit transfer systems compatible with the European Credit Transfer System, and training of staff involved in the European Higher Education Area are priorities to be tackled. That is to say, these are the crucial developments for meeting the Bologna process criteria.

The ETF has supported capacity-building measures for VET actors at different levels in Ukraine. In 2005, the ETF strengthened regional capacity to manage a decentralised VET management system and supported the inter-institutional working groups that were created in order to develop measures aimed at improving VET quality, following the presidential decree of September 2004.

In 2003 and 2004, the ETF provided targeted support to the MoES and other stakeholders for identifying crucial VET reform policy and strategy issues and contributed to building national capacity to design reform programmes (“ETF support to VET policy development” project).

The implementation of the Tacis projects in support of the government’s reform will provide the basis for the enhancement of the modernisation of the education and training system. The projects will develop the system’s potential in terms of attractiveness and relevance, efficiency and effectiveness, increasing competences and continuous improvement, and dissemination of best practice across the country. This potential needs to be exploited; its development both inside the education system and in relation to other related sectors and policies (employment, economy) must be maximised; and the sustainability of the system will need to be ensured. This strengthening of the reform is now the main challenge for the new programming period 2007–13.

4. Significant investments by other donors in the field of HRD (from 2002 to date)

Member States

German assistance within VET has mainly been channelled through the TRANSFORM programme. This has been the framework for a number of VET-related projects and activities relating to enterprise development, agriculture, transport, construction and food processing. Denmark (in teacher and trainer training), Italy and France (both in agriculture training), Austria (in tourism training) and Sweden have been active in the field through the establishment of school-to-school partnerships. These projects have supported specific aspects of the education and training system, which has gained relevant experience in standards and curriculum development as a result. Other bilateral initiatives exist between some new member states (Poland, Hungary and Slovakia) and Ukraine in the fields of economic development and training.

UNDP–ILO

Support has been provided through project UKR/99/006, “Introduction of flexible vocational training programmes for the unemployed”.

The World Bank

A Country Assistance Strategy (CAS) 2004–07 has been the basis for the World Bank’s assistance to Ukraine. Among other top priorities, the CAS includes enhancing the accessibility of education, improving the quality of services and further supporting private sector development.

The Bank approved an education sector loan to implement the Equal Access to Quality Education Project (EAQEP). EAQEP (US\$80 million) contributed to a reallocation of resources within the education sector, providing for the rationalisation of unused facilities while improving access to modern technologies for all students. The project aimed to address such issues as (a) the inadequate quality of education, (b) the inequity and lack of efficiency in the education system, and (c) weak management capacity. It also built an independent assessment system for the whole secondary education system. The project primarily covered compulsory general education. As it has not yet been completed, its impact cannot be determined.

Summary

Donors have been contributing to the modernisation of education and training in Ukraine. The World Bank has concentrated on secondary general education and the UNDP–ILO on employment training. Member States, through smaller-scale projects, contribute to curriculum development on a sectoral basis and to enterprise development in general. The Tacis Programme is the main donor supporting VET reform and higher education, through the Tempus programme.

5. Main challenges for HRD and labour market-related reform and modernisation processes in underpinning European Neighbourhood and Partnership Instrument (ENPI) objectives

Priority line 22 of the EU/Ukraine Action Plan states the need to introduce sustainable systems for education, as one of the measures for effective employment creation and poverty reduction. This is in line with the latest demographic and economic developments, recent labour market trends, current quality levels of the different education sectors, and reform initiatives in the country, led by the Ukrainian government, the EU and other donors.

The first and main challenge is to develop the reform action plan activities in all regions and in the various components of the education and training system, and to consolidate the changes in a sustainable and long-term strategy. Tacis support in the period 2004–06 has contributed to a basis for reform that enhances the modernisation of the system. Consolidating the reform in the period 2007–13 will require national political, managerial, administrative and financial capacity in order to sustain these changes.

Priority line 36 of the Action Plan refers to the equal treatment of migrant workers (employment and working conditions). The migration of Ukrainians is increasingly intensive both from and towards neighbouring countries and to the EU. At present one of the obstacles to the movement of workers, and even more so to equal treatment, regardless of the origin of the individuals concerned, is a lack of transparency, portability and mutual recognition of qualifications.

The second challenge relates to the movement of people, including workers, and the equal treatment of migrant workers (employment and working conditions). The main issue here from an education and training perspective is the recognition of professional qualifications at the national level, within the regional area of European Neighbourhood Policy (ENP) Eastern European countries, and within the EU. The international mobility of students and staff is also one of the principles of the Bologna process.

Priority lines 66 (“Reform and upgrade the education and training systems and work towards convergence with EU standards and practices”) and 67 (“Enhance cooperation in the field of education, training and youth”) can be partially developed through participation in certain EC programmes. Since education and training is a sphere that is increasingly being developed in the EU through an open method of coordination (Bologna and Copenhagen processes), the linking of increasing cooperation with EU partners with the benchmarking approach proposed by the ENP would be an opportunity to evaluate progress in key areas of reform and against agreed targets.

The third challenge concerns the gradual opening of, or reinforced participation in, certain EC programmes promoting cultural, educational, environmental, technical and scientific links (people-to-people). The main challenge here is (i) to take advantage of this participation, working towards

convergence with EU standards and practices; and (ii) to reduce the gap between the Ukrainian education and training system's performance and the benchmarks and indicators established by the Bologna and Copenhagen processes.

6. Instigating sustainable system reform using HRD and related labour market policies

In relation to the first challenge described in the previous section, the best strategy for triggering sustainable reform of the education and training system is through the Sector Policy Support Programme.

This approach, based on the Ukrainian Strategy for Educational Sector Development (the Doctrine and the "VET Concept") and on the improvements achieved through the 2004–06 Tacis assistance projects, would (i) broaden the Ukrainian government's ownership of the reform; (ii) increase the coherence between sectoral policy, spending and results; and (iii) minimise as far as possible the transaction costs associated with the provision of external financing. The priority lines should be as follows:

- i. **An institutional capacity-building programme** (at the national, regional and school levels) to manage the decentralised education and training system (including competences for the new distribution of roles and functions; the management information system; planning; quality-assurance mechanisms; financial mechanisms; and the increased involvement of stakeholders). At the national level it is crucial to ensure equality of access to high-quality education and training and to facilitate continuing innovation within, and development of, the system in order to better match the needs of the economy and citizenship.
- ii. **Continuing innovation and competence development programmes** (including teaching and learning methods, pre- and in-service teacher and trainer training, updating and development of curricula, and the capacity to operate in open learning environments).
- iii. **National qualification framework** development programmes for the different occupational families. These will contribute to the integration of the three VET subsystems, both with each other and with the rest of the education sector, following the lifelong learning principle; to improved flexibility for individuals in terms of options for progression through the VET system and opportunities to switch between directions, between general and vocational education (horizontal flexibility) or between levels (vertical flexibility); to the development of credit transfer systems or measures for credit accumulation; and to the involvement of the different VET stakeholders, including social partners, in forecasting, updating and defining competences relating to qualifications.

The second challenge follows from the development of national qualification frameworks, and aims to ensure equal labour conditions for lawful migrants to other countries in the region and to the EU. Education and training actions to support such an objective are aimed at ensuring the recognition of the existing qualifications of individuals among countries.

In order to reach this objective the ETF proposes the following measures:

1. In higher education, policy advice, technical assistance and capacity building are needed to allow the use of the ECTS and the Diploma Supplement, and to support the various strands of the Bologna process. The aim is to achieve the conditions and criteria that will enable Ukrainian institutions to obtain ECTS labels for all first- and second-cycle degree programmes.
2. In VET there is a need for policy advice on defining a national strategy for overall and sectoral mobility, including (i) comprehensive (cross-ministerial) coordination structures, which, being compatible with both decentralised and centralised national systems, will contribute to a more efficient approach to mobility issues; (ii) the promotion of mobility measures, through marketing the benefits of mobility and the provision of adequate financial support and a good organisational framework, including language and cultural preparation; and (iii) measures aimed at reducing the administrative burden for both the sending and host bodies, and at developing incentives for SMEs and their staff to participate in mobility schemes.
3. Technical assistance and capacity building are necessary for the establishment of national reference points (NRPs) for vocational qualifications, aimed at providing citizens and operators with a contact point for all issues concerning qualifications. More specifically, NRPs would aim to

establish the conditions to enable the Ukraine qualification system to become compatible with the European single framework for the transparency of qualifications and competences (Europass).

4. Participation in cross-border cooperation projects with Member States and other neighbouring countries should aim to establish the conditions necessary to ensure that qualifications are recognised, that there is no discrimination in access to and retention of jobs, and that equal employment and working conditions are observed, regardless of the nationality of the worker.

In relation to the third challenge, the ETF proposes two types of initiative. On the one hand, national structures should be established for pursuing the objectives and requirements for full participation in the European Education and Research Area. On the other, measures should be taken to encourage the maximum and most effective participation in all EU programmes and projects that are open to Ukrainian citizens and institutions, by identifying needs, articulating priorities and increasing interest among potential actors.

National structures

- Specific issues for the further development of higher education are: (i) systemic issues (legislation, governance, finance to support academic freedom and institutional diversification); (ii) quality assurance and accreditation systems introducing a shift in emphasis from inputs to outputs, by concentrating on learning outcomes and research results; (iii) cooperation with industry and development of lifelong learning strategies; (iv) introducing the ECTS for credit transfer and accumulation more widely; (v) support for cooperation between institutions, mobility of students, joint teaching programmes and practical training, (vi) readable and comparable degrees by full use of the Diploma Supplement application of the provisions for the recognition of qualifications concerning higher education in the European region and (vii) further changes in the implemented two-tier system of academic qualifications.
- A task force relating to VET should be established, with responsibility for (i) overseeing performance in Ukraine, and comparing this with the situation in the EU, on the benchmarks and indicators established by the Copenhagen process, a statistical framework for measuring progress towards the 2010 Education and Training Programme objectives; (ii) carrying out a similar role for the learning practice and indicators relating to the European Area of Lifelong Learning; and (iii) proposing to policymakers actions and measures to improve performance on indicators that show significant divergence from established benchmarks.

Promoting participation in EU programmes

- A network of offices (at the national and regional levels) should be created, with responsibility for identifying needs, articulating priorities, disseminating project opportunities, identifying actors and helping in the establishment of trans-European partnerships, giving technical assistance in project preparation, supporting potential actors, and monitoring and evaluating projects.
- Exchange opportunities for Ukrainians should be increased through participation in the Erasmus Mundus programme.
- The Leonardo da Vinci and Socrates programmes should be opened to allow Ukrainian individuals and institutions to participate.
- There is a need to enhance youth exchanges and cooperation in the field of non-formal education for young people, and to promote intercultural dialogue through the YOUTH programme.

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