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THE TWENTY NINTH PLENARY SESSION OF THE PABSEC
GENERAL ASSEMBLY

CULTURAL, EDUCATIONAL AND SOCIAL AFFAIRS COMMITTEE

REPORT*

ON

**“THE BOLOGNA PROCESS AND THE REFORMS OF HIGHER EDUCATION
SYSTEMS IN THE BSEC COUNTRIES”**

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I. Introduction

1. Promotion of academic, educational and scientific cooperation in the Black Sea region as a contribution to the development of the human and cultural dimension of the Black Sea Cooperation process has been one of the important issues among the activities of the Parliamentary Assembly of the Organisation of the Black Sea Economic Cooperation.
2. In *Recommendation 10/1995* on “*Cooperation among the BSEC Member Countries for the Improvement of Education*” the PABSEC has for the first time proposed to consider the elaboration of bilateral and multilateral agreements on the recognition and equivalence of academic courses, diplomas, degrees and other education-related documents.
3. The Assembly’s *Recommendation 27/1998* on “*Cooperation of the Academic Communities of the BSEC Member Countries and its Legal Framework*” urged the national parliaments and governments to promote the conclusion of bilateral and multilateral agreements promoting academic mobility in the Black Sea region through the mutual recognition of higher education qualifications and to accede to the UNESCO and Council of Europe conventions in this field.
4. *Recommendation 31/1998* deals with the very important matter – the “*Mutual Recognition of Higher Education Diplomas by the BSEC Member Countries*”. This process which leads to the increased mobility of students, researchers and lecturers, paves the way for useful synergies among the academic communities of our countries, and contributes to attaining the goals set by the Black Sea Cooperation process. On this ground the PABSEC representatives took an active part in the BSUN meetings.
5. Under the European perspective, the Bologna Process declared in 1999 is a pledge by 40 countries to reform the structures of their higher education systems in a convergent way.
6. Taking into consideration the challenges of harmonizing the Higher Educational Systems of the BSEC member states with those of the European Union’s, PABSEC Cultural, Educational and Social Affairs Committee decided to take up the subject of “The Bologna Process and the reforms of higher education systems in the BSEC countries as the main item on the Agenda of its 28th Meeting.
7. The Report benefited from the contributions from the national delegations of Armenia, Azerbaijan, Greece, Romania, Turkey and Ukraine. In addition, the reference material has been obtained by the National Reports submitted to the relevant European Commission regarding the Bologna process.

II. Towards the European Higher Education Area of the Bologna Process

8. The Bologna Declaration of June 1999 has put in motion several reforms needed to make European Higher Education more compatible and more comparable, more competitive and more attractive for our own citizens and for citizens and scholars from other continents. Reform was needed then and reform is still needed today, because European system is lagging behind other higher education systems in the world, notably the United States and Asia.

9. From an EU perspective, the Bologna process fits into the broader Lisbon Strategy, launched in March 2000. In Barcelona, in March 2002, the European Council concluded that the European education and training systems should become a “*world quality reference*”. In Brussels, in March 2005, EU Heads of State and Government re-launched the Lisbon Strategy.

10. There is also an obvious link between the Bologna Process and the Copenhagen Process on enhanced European co-operation in Vocational Education and Training, launched in December 2002. The Commission has taken several initiatives to establish synergies between both processes in important fields such as transparency of qualifications (EUROPASS), Credit Transfer, Quality Assurance and the European Qualifications Framework (EQF).

11. The Commission supports most of the Bologna Action lines, e.g. through initiatives ranging from the European Credit Transfer System (ECTS) label (promoting transparency of qualifications), to the “Erasmus Mundus” Programme (fostering the attractiveness of European higher education on a global scale). These measures, which are part of the overall EU approach to educational matters, and the -geographically wider - Bologna process reinforce each other, improving the chances of the genuine implementation of declared objectives across the various higher education systems. Such synergies are illustrated, for instance, by the impact of EU mobility actions on the call for more transparency and recognition of qualifications in Europe. The latter, in its turn, supports the EU’s broader reform agenda under the Lisbon strategy.

12. In Bergen, in May 2005 Ministers took decisive decisions for the architecture of the European Higher Education Area. They concerned Quality Assurance and the European Qualifications Framework. As regards quality assurance, Ministers adopted European Standards as proposed by ENQA and partners.

13. Quality assurance and accreditation exercises usually take place at national or regional level. In certain highly international fields of studies, however, transnational evaluations and accreditations can be meaningful. For this reason, the Commission is supporting sector-led projects to establish European Quality Labels in Engineering and Chemistry. A few more fields of study might follow these two examples.

14. In Bergen it was also adopted the European Qualifications Framework (EQF) for Higher Education that links in with the Commission plans for a “European Qualifications Framework for Lifelong learning”, which, according to the request of the European Council of March 2005, was adopted by 2006. The European Qualifications Framework provides commonly understood reference levels on how to describe learning, from basic skills up to the doctorate, with an ECTS-like credit range attached to each level. In a few years from now, students, institutions, parents and employers in the wider Europe will be talking in terms of learning outcomes – what a graduate can actually do, at the end of his or her degree - and competences. This will certainly facilitate mobility and recognition across a wide variety of learning systems, as well as make our degrees more comprehensible for employers.

III. The Bologna process and the reforms of Higher Education System for the BSEC Countries

15. The Bologna Process is a process of voluntary cooperation between different national systems overseen by the Bologna Following-up Group (BFUG). There are no legally binding provisions except for the Lisbon Recognition Convention; the cooperation is based on mutual trust. All participating countries, including all the 12 countries of the BSEC Member States, have adopted their legislation to the principles and objectives of the Bologna Process, and higher education institutions are committed to implementing them, according to their National Reports. It should be mentioned that three countries within BSEC region-Bulgaria, Greece and Romania- are full members of the European Union and in case of Bulgaria and Romania the fulfillment of the Bologna process criteria played a substantial role to their accession to the European family.

16. **Albania:** Through sub legal acts, the organization of the first cycle studies in some pilot branches/courses of study has been finalized in accordance with the 'Bologna Declaration". In parallel, standards for the academic structures have been compiled, organization of university curricula on the basis of credits has come into play, reflection of credits on the grade report/transcript has materialized, the supplemental diploma has accordingly occurred, election to the students' governing body have taken place, introduction of a novel concepts on the teaching load of pedagogues has been instituted, the benchmarks for the institutional evaluation and standards on quality assurance in higher education have been created.

17. **Armenia:** The Republic of Armenia by joining the Council of Europe has stated its willingness to undergo all the necessary reforms to become a full-fledged member state. The Ministry of Education and Science of the Republic of Armenia being aware of the crucial role of education and cooperation for strengthening peaceful and stable democratic societies has embarked on the all-encompassing reform process of education.

18. The legal conditions for implementing the principles of the Bologna Process have been established by Law on Education (1999), Law on State program for educational

development for the period of 2001-2005 (adopted in 2001), Strategy of Higher Education (approved by Government in 2002), Law on Higher and Postgraduate Professional Education (adopted in 2004). Law on Education permits to introduce the two-tier degree structure, the framework that is introduced in some State Higher Education Institutions. Law on Higher and Postgraduate Professional Education is a significant point for the reform of the higher education.

19. The Law on Higher and Postgraduate Professional Education adopted in 2005 introduces the new ideas aimed at constructing a modern model of quality assurance, such as the definition of quality as such, the quality provision, quality improvement, self-evaluation, the definition of accreditation and the definition of credit system. It has made advancements in defining the institutional autonomy and academic freedoms; the requirement of transition from the placement of state demand to the system of scholarships and student loans, in the years of 2006-2007 is stipulated and the three-tier degree structure in higher end postgraduate education with qualification degrees of the bachelor, master and researcher/doctorate entered in force, in the years of 2005-2006. ECTS will be operational in all Higher Education Institutions of Armenia in the years of 2007/2008.

20. **Azerbaijan:** Education sector, including higher education sector is considered a field of activity of strategic significance and priority development and a pre-requisite for development of society and state in Azerbaijan. Higher education system of Azerbaijan is based on national and international values that are common to all mankind. Following the signing in 2005 by the Republic of Azerbaijan of the declaration on the accession to the Bologna Process a relevant working group has been established within the Ministry of Education of the Republic of Azerbaijan. The task of this working group was to examine the ways of joining the Bologna Process by Azerbaijan through the activities implying scientific and methodological guidance and administration of relevant measures. The working group has elaborated the “Plan of measures for introduction in 2006-2010 the provisions of the Bologna Declaration in the system of higher education in the Republic of Azerbaijan”, which was approved by the decision of the Minister of Education. To this end, the measures were taken for overall transition of higher education establishments towards two-tier system academic process, application of credit system in academic process, elaboration the European model diploma supplement, enhancement of higher education quality and the grades system, accreditation of higher education institutions, recognition of diplomas, mobility of students and teachers, etc.

21. Taking the above into consideration and given the positive experience of foreign countries using the credit system, the working group, having evaluated the system from the viewpoint of national peculiarities, has prepared a “Model regulation on organization of academic process in higher education establishments on the basis of credit system”. At the same time, the ECTS credit system applied in Europe at the time of signing the Bologna declaration is very much acceptable. This fact has been brought to the attention of a broad scientific-pedagogical public in the Republic of Azerbaijan and has been also discussed among the students and their parents. The Ministry of Education of the Republic of Azerbaijan took the decision to introduce such system in a way of

experiment. Relevant Higher education establishments and professions have been determined to participate in this experiment. The experiment has been launched in the beginning of the current academic year in 10 education institutions embracing 30 professions.

22. At present the working group of the Ministry has started the work on the preparation of a new model of a Diploma Supplement based on the European standards. A single model of European diploma supplement is an important instrument of the Bologna Process since it serves not only as a documental certificate of an academic performance of a student, but also as a means for equalization of the rights of an owner of a Bachelor's or a Master's degree in any of the member states of the Bologna Process. The Government of the Republic of Azerbaijan has adopted the regulation on accreditation of higher and specialized secondary education establishments and based on these regulations the Ministry of Education of the Republic of Azerbaijan has elaborated rules and criteria for accreditation procedure.

23. **Bulgaria:** After the Conference of Ministers responsible for Higher Education realized in Berlin in 2003, Bulgaria continued its efforts to implement at national level the main objectives of the Bologna Process. The main concern is to ensure the adaptability of the education system towards new challenges, as well as to guarantee sustainable system development in compliance with the objectives of the European Higher Education Area and capable to provide valuable and competitive knowledge and skills. Actually the major legal documents regulating the national qualifications framework for higher education are The Law on Higher Education (1995, last amendments - SG 64/6 June 2004) and The Classification of the higher education fields of studies and the professional areas (SG 64/02.07.2002). The 2004 amendments of 1995 Law on Higher Education brought considerable changes in the structure of the higher education in Bulgaria by introducing the degrees system. The amendments to that Law, related to the structure of higher education qualifications, are mainly oriented towards improving the opportunities for equal access to further studies, as well as towards increasing system effectiveness and internal mobility.

24. The most important step when amending the Law was the official implementation of the ECTS and the Diploma Supplement in their capacity of measures supporting mobility and assisting recognition in Europe. With the texts of the Law on Higher Education adopted in 2004 both the system for accumulation and transfer of credits and the Diploma Supplement were legally introduced. Accordingly, the secondary legislation was updated thus providing the legal framework for their practical implementation.

25. At the same time the Diploma Supplement has been promoted by different means (including seminars at national and university level, information brochures, meetings etc.) in order to assist the higher education institutions with these activities. Thus, as from 2005 the graduates will receive the Diploma Supplement automatically issued in one of the widely spoken languages in EU and Bulgarian. The second document is the Ordinance for the implementation of a system for credits accumulation and transfer

within the higher education institutions. This legal and structural move reflects the greater awareness of the need for protection of the interests of society in the quality of higher education. A step towards establishing environment to put the concept of lifelong learning into practice is the drafting of the National Strategy on Continuing Training for the period 2005 – 2010, adopted in 2004. The aim of the document is to define national priorities for the development of continuing training in the context of lifelong learning as well as to identify responsible institutions for their realization.

26. Georgia: The first actual steps towards legislative reform had been taken in June 2001, when the parliament of Georgia initiated a project aiming to determine the main directions of higher education development in Georgia. A task force of Georgian and European experts had been immediately set up. Consequently, eleven background papers had been drafted on the higher education system of Georgia. The papers covered such topics as, accreditation, attestation, licensing, quality assurance, student admission, academic staff, financing, evaluation, governance, private higher education institutions (HEI), and labour market. Students were involved in drafting the texts alongside with more than 20 local and international universities and institutions.

27. The Law on Higher Education adopted in 2004 serves as a driving force towards integrating Georgia with the Bologna Process. Namely, the law stipulates that all HEIs should move to three-cycle degree system (bachelor, master and doctoral). Although, in Georgia all HEIs are officially declared autonomous since 1992, the law reformulates the essence of institutional autonomy and further approximates it to the definition formulated in the Prague Communiqué. The Law also stipulates the introduction of modular programmes; tools for recognition of degrees such as diploma supplement and ECTS, Unified National Admission Exams based on the principles of transparency and meritocracy; system of quality assurance, evaluation and accreditation. Also, the law envisages changing the system of financing, enhancing student self-governance and their participation in decision-making, as well as life-long learning, internationalization, accessibility, and synergy between research and education etc.

28. Establishing sound and responsive higher education system that meets European standards has become a top priority for Georgia. Attaining this goal in a relatively short period of time, through the given resources and in line with the progressive development is an essential precondition for sustainable development, social cohesion, economic growth and international co-operation.

29. Greece: As a member-state of the European Union, Greece has strongly at the European effort which began in 1999 in Bologna with the aim of creating a European Higher Education Area. Today, Hellas along with 45 other countries participates actively in the establishment of the European Higher Education Area until 2010.

30. Greece is a Bologna Follow-Up Group Member and it had been a Member of the Board, which coordinates the Bologna Process, during 2005-2006. Greece also takes part in the Stocktaking Group which monitors the implementation of the Process and in the External Dimension Group which is concerned with the internationalization of the

Process. Moreover, Greece is the coordinating country of the Education Group within the Black Sea Economic Cooperation. Within this framework Greece organized a seminar with the title “Putting European Higher Education Area on the Map: Developing Strategies for Attractiveness” in June 24-26 2006, and the regional seminar for the elaboration of the National Qualification Framework in September 11, 2006, Athens. Moreover, Greece takes part in the European Union’s Lisbon Strategy aiming at the development of the knowledge-economy and the social prosperity and cohesion. Within this framework, Greece modernizes its whole educational system.

31. There was a legislative reform for joint post graduate studies by law 3255/22.7.04, which reforms law 2083/1992 and sets up a Specific Programme on inter-state co-operation in the field of postgraduate studies. Top priority has been given to establishing a national Higher Education quality evaluation system. Similarly, reforming legislation on the establishment of the Institutes of Lifelong Learning in all Universities and Technological Education Institutes (TEIs) on one hand, and on the reorganisation and functioning concerning the Recognition of Foreign Academic Titles on the other, is also under way. Under the supervision of the Ministry of Education, HE institutes' and stakeholders' active participation in the preparation for the implementation process of the Bologna targets has been secured with encouraging results.

32. **Moldova:** The Law on Education of 21 July 1995, with further amendments provides the legislative framework of the organisation of the higher education system of the Republic of Moldova. In order to meet the Bologna Process objectives some amendments to the Law of education were initiated and elaborated by the Ministry of Education, and adopted by the Parliament on 5.05.2005.

33. The amendments envisaged the adoption of the higher education system essentially based on two main cycles: *First cycle* lasts 3-4 years. The Diploma of Licentiate (equivalent with Bachelor) is awarded to the graduates of the first cycle and gives access to the IInd level of studies as well as to the labour market. *Second cycle* lasts 1-2 years. After the completion of the second level the Diploma of Master is awarded and permits to apply for doctoral studies. It is introduced the two cycles based system starting with the 2005-2006 year of study.

34. Other amendment regard the implementation at the national level of a credit transfer system (equivalent with the ECTS). In higher education of the Republic of Moldova no national credit system previously existed, thus the implementation of ECTS does not need any prior reform. Since 2000, an ECTS-type system of credits is already implemented in eight pilot higher education institutions. The introduction of ECTS at the nation-wide level started on 1.09.2005.

35. **Romania:** Romania has made major steps towards the European Higher Education Area by reorganizing the entire higher education system. A new higher education structure has been adopted following the discussions that occurred within the National Rectors Council in November 2003 which have shown a general consensus regarding the adoption of this structure. The Declaration of the National Higher Education Conference

released on 5 November 2003 expresses the commitment of all academic representatives (Universities, National Rectors Council and Ministry of Education and Research) to sustain the objectives stated in the Bologna declaration and in the Prague 2001, and Berlin 2003, ministerial meetings.

36. The Law no. 288/2004 stipulates the reorganisation of university studies in three cycles (Bachelor, Master, and Doctoral). Starting with the academic year 2005-2006, Romanian higher education structure will be as follows: First cycle (180-240 ECTS) – Bachelor degree; Second cycle (90-120 ECTS, exceptionally 60 ECTS) – Master degree; Third cycle (3 years and in special situations 4 or 5 years) - Doctoral degree. All candidates for the title of doctor must be graduates of master's study programmes. The applying of the European Credit Transfer System (ECTS) is mandatory to all universities and these are mandatory delivered for free, including in a foreign language of widespread circulation, the Diploma Supplement, whose content is in conformity with the European provisions, starting with 2005/2006 academic year. The provisions of the law 288/2004 applied to the public and private higher education, accredited or temporary authorized, according to the law. The studies leading to professions regulated by European Union sectoral directives are not subject to this law.

37. The Governmental Decision 75/2005 was adopted by the Law 87/2006 concerning the quality assurance in the field of education. Two bodies were set-up: The National Agency for Quality Assurance in the pre-university field – as a public institution of national interest, under the responsibility of the Ministry of Education and the National Agency for Quality Assurance in the higher education field – as an autonomous public institution of national interest.

38. **Russia:** The Decision on inclusion of Russia in the alliance of the European states for establishing European Higher Education Area is reflected in the joint Communiqué of the participants in the Berlin Conference. Participation in the Bologna Process, which envisages wide range of interconnected measures, allows to broaden the access to the European education, to improve the quality of education and to increase mobility of students and teachers through establishing comparable system of higher education cycles, using system of education credits and granting European type Diploma supplements.

39. In conformity with the responsibilities taken upon the accession to the Bologna Declaration, Russia has to complete a number of measures until 2010, among them to complete the transition to a two-level degree structure, to introduce ECTS to ensure recognition of the results of education, to assure the quality of education establishments and the curricula as well as the system of internal assessment of quality of education.

40. The measures are undertaken in order to implement the Concept of modernization of Russian education for period until 2010 approved by the Order of the Government of the Russian Federation of 29 December 2001 № 1756-r. The work is carried out to elaborate new education standards for higher education system in the Russian Federation in full conformity with the Measures for implementation of priority tasks in developing education system for the period until 2010 and the Plan of action for introduction of the

provisions of the Bologna Declaration into the system of higher education of the Russian Federation for the period 2005-2010. At the same time, the steps are taken for implementation of Federal purpose-oriented programme for development of education for the period 2006-2010 approved by the Resolution of the Government of the Russian Federation of 23.12.2005 N 803 «On Federal purpose-oriented programme for development of Russian education for the period 2006-2010».

41. The Government of the Russian Federation at its meeting on March 9th 2007, approved the Draft Law on transition to two level cycle system in Higher Education. The Draft Law foresees the introduction in Russia of such levels of higher professional education as bachelor to be the first level and master the second one.

42. **Serbia:** The Bologna Process, which is considered to be one of the national priorities, is conducted in the Republic of Serbia through implementation of Laws, creation of adequate institutions, and adequate measures of promoting this process. The Republic of Serbia signed the Lisbon Convention in 2001 and ratified it in September 2003. The ratification instruments were deposited in 2004. The Law on Higher Education (LHE), through which the Bologna Declaration was fully implemented, came into effect on 10 September 2005 and, by now, all relevant bylaws have been implemented. The Republic of Serbia has established the following institutions to insure the implementation of the above mentioned laws: The Conference of Universities of Serbia, The Conference of the Headmasters of Colleges, and also the National Council for Higher Education and the Accreditation and Quality Assurance Commission, the bodies entirely independent of the executive authorities. The National Council will establish, within its competences, an inter-departmental agency within the Government of the Republic of Serbia for the validation of the foreign higher education documents. The Agency would be vested with the competence to validate the foreign higher education documents.

43. The implementation of the Bologna process in Serbia, reached the PhD cycle (all the programmes of all cycles of studies use the ECTS as the sole system of credits), overseen by the Committee for the Monitoring of Implementation of the Law on Higher Education. The Minister of Education and Sports set up a commission mandated to create a National Qualifications Framework and align national qualifications framework with the Overarching Framework for Qualifications of the EHEA. The external quality assurance system is an independent higher education institution. The LHE provides that the Commission for Accreditation and Quality Assurance may solicit the services of international organizations and associations for quality assurance in higher education. The Standards and Guidelines for Quality Assurance adopted in Bergen were approved on 20 October 2006, determining detailed procedure for accreditation and code of conduct of all the participants in the process. Accreditation Commission has applied for the INQAAHE membership and was admitted as a full member on December 11 2006. The student representation is guaranteed through their representatives, elected by the student's parliament, who participate in the work of the National Council of higher Education. Also, Serbia organized several projects to widen access to quality higher education, such as “Decade of the Roma 2005-2015”, “School of Romology for Roma

and non-Roma students”, in collaboration with the Association of the students with handicaps, assistance to the most talented students through “Fund for Young Talents”, etc.

44. **Turkey:** The five basic principles related to the assessment of qualifications of the Lisbon Recognition Convention were adopted by the Decision of Council of Higher Education (CoHE) in 2006. These principles will be applied in the procedure of recognition both during the applications and the assessments of foreign higher education diplomas in Turkey. The abovementioned foresees that the relevant changes will be made in the “Regulation of Foreign Higher Education Qualifications” in order to ensure the implementation of these principles.

45. “Regulation on Academic Assessment and Quality Improvement at Institutions of Higher Education” was adopted by CoHe in 2005. The independent Commission for Academic Assessment and Quality Improvement in Higher Education Institutions was established in accordance with the abovementioned regulation. “The Regulation on Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions in Turkey” was enacted by CoHE in 2005. In accordance with this regulation, a national-level student council was established.

46. Diploma Supplement and ECTS became mandatory implementations at all higher education institutions from the end 2005-6 academic year onwards with the Decision of CoHE in March 2005. Higher education institutions issue Diploma Supplement including ECTS credits to students upon their graduation along with their diploma, on request. The “Regulation on Establishment of Joint and Dual Degree Programmes with Foreign Higher Education Institutions” was adopted by the CoHE in December 2006. This regulation encourages the establishment and provision of international joint and dual higher education programmes in Turkey. The Law No. 5544 of 2006 on the establishment of the Authority for Vocational Competencies was enacted. This new body is responsible for the administration of standards of the vocational qualifications obtained through informal/non-formal and formal education, and training below the higher education level.

47. **Ukraine:** The Education sector in Ukraine, including also higher education, is viewed as a sphere of strategic importance and the priority within the process of advancement of the Ukrainian society and state. Important steps have been taken in Ukraine since Bergen within the system of higher education regarding realization of the Bologna Process and the relevant plan of action has been elaborated is to be implemented until 2010. Upon the instructions of the government of Ukraine an inter-agency working group on implementation of the provisions of Bologna Process has been set up within the Ministry of education and science.

48. The National Team of Bologna Promoters has been set up in Ukraine in 2006 composed of the specialists from the leading Ukrainian universities. They participate in study and training programmes on topical problems in the sphere of higher education within the framework of European Education Area and, accordingly, promote academic training in Ukraine in such basic areas as quality assurance of higher education; three-

cycled system of education; and qualification system of the European Education Area. The All-Ukrainian Students' Council set up within the framework of the Ministry of education and science of Ukraine has become a candidate to a membership to the National Union of Students in Europe (ESIB). During the 2006/2007 academic year the European Credit Transfer and Accumulation System (ECTS) has been initiated in all higher education institutions of III and IV level of accreditation. The relevant package of innovative normative documents has been prepared, the recommendations have been elaborated and organizational measures have been undertaken for introducing a diploma supplement of the European pattern.

49. Ukraine has already concluded 22 international intergovernmental agreements on mutual recognition of certificates of education, academic degrees and academic titles. 32 drafts of similar agreements are in the process of consideration. Recommendations are elaborated and organizational measures are taken for implementation of diploma supplement, which meets the EC/Council of Europe/UNESCO format. Every student receives this supplement drawn in a prevalent European language automatically and free of charge in 2007/2008 academic year.

50. A governmental working group on follow up of the Bologna Process in the sphere of higher education system in Ukraine has been set up at the Ministry of Education and Science of Ukraine (Order № 93 by the Ministry of education and science of Ukraine of 24.05.2006) and an inter-agency working group for implementation of Bologna Process has been set up upon the instruction of the Council of Ministers of Ukraine (Order by the Ministry of Education and Science of Ukraine of 07.03.2006 № 164). In 2006/2007 academic year the students enrolled in all education institutions of III and IV levels of accreditation has been involved in two-cycle system of education which fully meets the Bologna principles.

51. The Lisbon Convention was enacted in Ukraine in 1999 upon the adoption of the law of Ukraine "On Ratification of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region". The National Plan on improvement of quality of higher education has been elaborated in Ukraine, which is based on elaboration of conceptual foundation for establishment of the system of assurance of quality of higher education in conformity with the requirements of the European Association for Quality Assurance for Higher Education (ENQA). They envisage creation/establishment of the following standards: internal quality assurance for higher education establishments; external (state and public) quality assurance for higher education establishments; assurance of quality in activities of the agencies/institutions of external quality control. The amendments to the law "On higher education" have been introduced thus facilitating equal access to the higher education, selection of personal roadmap and technology of study by a student, as well as setting up of a module-based study programmes. There are also the amendments to the law on Higher Education regarding establishment of common study programme and recognition of joint degrees for first two cycles – Bachelor's and Master's degrees. Legislative basis for creation of common programmes and recognition of joint degrees at the third cycle is already elaborated and agreed upon but not yet implemented.

IV. Concluding Remark

52. Bologna reforms are necessary and they will have the full support of the European Commission in the years to come. In the Commission's view, Europe needs a new kind of partnership between the State and the University, balancing autonomy, responsibility and self-governance on the one side with strategic guidance from governments; a stable and medium-term funding framework (which should incorporate a mix of public and private funding). At the same time, it is necessary to ensure equitable access for all students. Sufficient investment in, and sound management of higher education are core determinants of the future of each region and country in Europe and of the future of Europe in the world.