

**MINISTRY OF EDUCATION AND
SCIENCE IN UKRAINE**

**High-level education for all youth: challenges,
tendencies and priorities**

Kiev, 2004

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In Ukraine, like in other advanced states, education is supposed to be the constituent part of social and economical life of the State, the necessary condition of its stable development.

Without the high-level educational process it is impossible for the State to progress to future, to prepare the citizens for life and work in the democratic society which changes swiftly and claims higher demands to education level of younger generation.

National and comprehensive education tendencies in the education field emphasize education like a key to overcome poverty, like a guaranty of social peace and stable growth of democratic society.

These theses are decisive for reforming Ukrainian education, and for realization of the changes corresponding to new social-economic and political realities in Ukraine social life.

The object of the State educational policy of Ukraine is comprehensive development of a human like a person and the highest value of the society, development of his talents, intellectual and physical abilities, and upbringing citizens able to deliberate choice. Along with it, the object is to safeguard and increase values of the national culture and civil society, to promote development and strengthening Ukraine as sovereign and democratic state – equitable member of European and world society.

To achieve these objects, it was foreseen to solve such priority tasks:

- creation of conditions for personal evolution and self-fulfillment of every Ukrainian citizen;

- ensuring equal chances to get a valuable education, development of life-long educational system;
- promotion of professional and social status of pedagogical personnel, proper social and government support of their labor;
- permanent renovation of education contents corresponding to democratic values, market economy regulations, and contemporary science and technology achievements;
- building effective mechanisms for receiving and use of State resources for educational purposes;
- education and science integration, elaboration and implementation of new pedagogical technologies, informational provision of educational process;
- development of educational services' market, and school supplies and equipment industry;
- integration of Ukrainian education into the European and world educational space.

The State policy in the educational sphere is formed by the Constitution of Ukraine, by the Laws of Ukraine "On Education", "On Comprehensive Secondary Education", "On Pre-school Education and Upbringing", "On Extra-School Education", "On Vocational Education", "On Higher Education", and "On Childhood Protection".

There are, too, Decrees of the President of Ukraine and the Regulations of Cabinet of Ministers of Ukraine. A number of significant questions concerning education development was regulated by statutory and legal documents. These are Government Regulations, Orders and Instructions of Ministry of Education and Science, and of other Ministries and Departments.

Legislative ensuring of system changes in education became a foundation for reforming its contents, structure, and technologies, for affirmation of Ukraine priority in fundamental fields of education and science. These are the fields of Ukraine's traditional priority. Moreover, the real mechanism was created for convergence of national education to demands of international educational space in the aspects, which modernization is necessary: learning technology, democratization of learning process, perfection of model for state-social administration, and others.

The Second All-Ukrainian Congress of Educational Workers (October, 2001) did a prominent positive impact on national education development. State Administration representatives, People's Deputies of Ukraine, heads of Central and Local Executive Power, prominent Ukrainian scientists, and pedagogical experts participated in this educational forum. A deep analysis was done of education development during the years of Ukraine independence. Problems of education and strategy of its reforming were discussed.

The Congress approved National doctrine of education development, which was adopted by Decree of the President of Ukraine.

The document determines a system of conceptual ideas and views on the strategy and comprehensive directions of education development in the first quarter of the twenty first century. For its fulfillment, there were elaborated:

- actions for realization of the National doctrine of education development in 2002-2004 years that foresee adoption and implementation more than thirty of legislative decrees;
- State Program “A Teacher” on time period up to 2012 year;
- A program of development extra-school educational institutions in 2002-2008 years.

The Government adopted State programs for: development and functioning of Ukrainian language; development of juridical education; development of distant education; training, retraining, and raising the skill level of experts in the sphere of European and Euro-Atlantic integration of Ukraine, and others.

All the further development of educational science is to assist forming social point of view on education as national idea, to change the psychology of all community concerning education, to acknowledge it as an active part of community’s vital activity, not only a service sphere.

So, the reforming educational system of Ukraine is realized taking these points into consideration, and in accordance with proclaimed by legislation demands for radical renovation of

its personnel, learning and methodical ensuring; for elaboration of new generation of text-books, contemporary equipment, and suitable conditions of learning. Also, for ensuring accessibility to high-quality education independently of domicile, welfare standards, ideology, state of health, and others. This attitude is typical for all components of the educational sphere: pre-school education, contemporary second and vocational education, higher and post-diploma education.

Vector of contemporary politics and the State strategy is directed to further construction of national education system, its adaptation to conditions of socially directed economics, transformation and integration into European and world community. At the same time, challenges from economics' globalization and democratization and informational provision of society are the causes of a number of difficulties that confront the education in the period of transition.

Reforming of higher education is directed to broadening peoples' access to learning in higher educational institutions of all levels of accreditation and all forms of property. Typical is positive quantity dynamics of persons that got complete or not complete higher education per 1000 citizens of Ukraine, with age 10 years and older. In the period of 1989-2001 years, the number of persons with complete higher education for above mentioned sample group increased from 95 to 129 persons.

The structure of the higher education undergoes quantitative as well as qualitative changes. There became more universities and colleges.

The network includes 1009 higher educational institutions with all levels of accreditation and property. Private sector consists of 188 higher educational institutions.

The network is created of national higher educational institutions that became the sources of reforming the educational system, its transformation into European and world community. The rank "National" was awarded to 70 higher educational institutions by Decrees of the President of Ukraine. On the base of National higher educational institutions, Scientific and Methodological Centers are created for elaboration of methodology for science and theoretical investigations of education contents and educational technologies, models, programs of reforming, and development of educational sphere.

The number of students per 10000 citizens of Ukraine increased and was 512 persons at the beginning of 2003/04 academic year. The highest growth rates of this indicator demonstrates the system of higher educational institutions of III-IV accreditation levels. The index value reached 387 students per 10000 of Ukrainian citizens (159 students in 1993). In the last years, positive dynamic indices are typical for higher educational institutions of I-II accreditation levels. The number of students in them is 125 persons per 10000 Ukrainian citizens.

Analysis of higher education system from the point of view of its property status gives ground for conclusion:
specialists' training is concentrated in the higher educational

institutions with the state property. From the total amount of students, 11.9 percent of them (290 thousand) learns in private higher educational institutions.

Demographic structure of students' contingent prior to age groups is changing substantially. Number of students with age 14-24 years increases, their part in the total amount of students comes to 88.3 percent (2,151.8 thousand). Concerning forms of education in the system of higher education of Ukraine, internal learning constitutes 61.5 percent of students, external learning -37.8 percent of students, evening learning -0.7 percent of students.

Activity of higher school is directed on ensuring constitutional rights of the citizens with need of social protection. These are students with physical defects (invalids), and students-orphans. In last years, absolute dimensions of these categories grow. Compared with 1995/96 academic year, the number of students-invalids and students-orphans increased as much as 3 times and 2.2 times correspondingly.

At 2003/04 academic year, in the structure of higher educational institutions with III—IV accreditation level the amount of students that learn at the expense of the state budget is 37 percent, at the expense of individuals and juridical bodies is 61 percent, and the rest of students learns at the expense of industry branches and local budgets.

In the higher educational institutions with I—II accreditation levels, amount of students that learn at the expense

of the state budget is 40 percent, at the expense of individuals and juridical bodies -48.7 percent, at the expense of local budgets -11 percent, at the expense of industry branches -0.3 percent of students.

Access of citizens to higher education was broadened because of realizing a number of radical innovations. Diversification is made in the structure and range of specialists' training on the base of requirements of a person, a region, and the State as the whole. New branches and specialties put into action oriented on training experts for market economics infrastructure, using new technologies, processes of informational provision and telecommunication of the society.

The stable tendency takes place of growing the governmental contracts on training specialists of all education and qualification levels. It broadens youth abilities to get higher education at the expense of the State budget. At this, attention was paid to the necessity of high-level personnel provision of industrial branches that are catalysts of science and technical progress in the State. These branches are fuel-energy, chemistry, engineering, metallurgy, ore mining, and instrument making.

All the necessary conditions are created for youth to get comprehensive secondary education. Rights were done for graduates from 9-th school term to prolong their learning in higher educational institutions with I—II accreditation levels with aim to get comprehensive secondary education, and qualification degree “junior specialist”. Graduates from higher educational institutions with accreditation levels I—II who have got the qualification “junior specialist”, and

graduates from vocational institutions are able to prolong their learning on the base of the higher-level programs with integrated curriculum. Also, the educational systems were introduced of distant, individual, external, and other studies.

The situation is stabilized on the market of educational service, the basic strategic segments and the tendencies of their forming are revealed. The main consumers of educational service are persons graduated from educational institutions at present year (basic and senior secondary school, vocational institutions, higher educational institutions with I—II accreditation levels). At that, graduates from basic and senior institutions are forming strategic segments of educational services market.

The social protection is ensured for some categories of citizens whom distinct facilities are guaranteed by Terms of Admission when entering higher educational institutions. These categories include persons who had suffered from Chernobyl catastrophe of 1,2 and 3,4 categories, and country youth. In the total amount of persons who entered to higher educational institutions on the beginning of 2003/04 academic year, the constituent of Chernobyl sufferers of all categories was 3.4 percent, the country youth part is 28.4 percent. The part of the country youth who entered higher educational institutions according to target assignments and in compliance with established quota, is 4 percent. Among the country youth, the constituent of those who enter according to target assignments is 14 percent.

The measures are taken to rise a quality of educational process and higher education as deciding factors of evaluation the results of work of higher education as a whole, and every higher educational institution in particular. This is the central idea of the Bologna Process.

A teaching takes place on the base of fundamentally new coordinated curriculum that make it possible to obtain educational levels (incomplete, basic, complete higher education) and qualification levels (junior specialist, bachelor, specialist, master) that corresponds to national higher school and pedagogical traditions. Specialists are trained in 76 courses that include over 584 specialties. Individualization of learning is intensified by means of proposing master programs.

Learning process in stepped education is realized according to format “skilled worker – junior specialist”, and “junior specialist – bachelor” using integrated schedules and programs. Credit-module system of evaluating students’ knowledge is inserted.

Number of higher school graduates with regard to 10 thousands of population increases substantially. At 2003 year, more then 570 thousand specialists graduated from higher educational institutions. In their number, 163 thousand of graduates from institutions with I—II accreditation levels, and 415 thousand from institutions with III—IV accreditation levels.

A system of post-graduate education is formed as final and secular link in a national system of life-long education and social protection of citizens. Infrastructure is formed for

relearning specialists in questions of bankruptcy, protection of intellectual property, competitive ability, corporate management, also for training specialists to work with securities, average commissars, arbitrage governors, and for other actual professional orientations.

A net of educational institutions is formed for professional training of governmental personnel, heads of enterprises, military servicemen transferred to the reserve, customs officials, and others. New professions of retraining are open for work in new economic organizations and in sphere of small business, banking, and insurance. A system of post-graduate education makes it possible to a person to get a life-long learning. Every year in Ukraine, in 562 institutions of post-graduate learning more then 30 thousand persons with higher education take retraining, and nearly 300 thousand specialists raise their professional level. Significant condition for effective functioning of the Higher School and ensuring high-level education is its manpower resources.

Reformation processes connected with it are first of all directed on achievement of qualitatively new state of system for training new generation personnel of the highest qualification. It ensures priority-driven development of education and science, and integration into world and European space.

Positive dynamics reflects processes that take place in forming personnel resources of higher education. At the beginning of 2003/04 academic year, 136.5 thousand lecturers provide educational and training process. From them,

95.8 thousand of them works in staff of higher educational institutions with III—IV accreditation levels, and 40.7 thousand of them works in colleges, technical schools, and vocational schools.

Not only quantitative characteristics of the educational personnel change positively, but qualitative, too. The number increases of lecturers with academic degrees «doctor of sciences», «doctor of philosophy», with academic status of professor and assistant professor in higher educational institutions with III—IV accreditation level. It serves as promotional factor for improving quality of educational activity and quality of higher education.

Legislation in sphere of comprehensive secondary education is base for equal access of all citizens to high quality education and for strengthening its high standard.

Comprehensive secondary education ensures all-round development of child as personality, his/her tastes, abilities, and talents; forming of common morality, learning necessary volume of knowledge concerning nature, human being, and society, culture and production. According with legislation, Ukrainian state guarantees to youth a right to get a complete comprehensive secondary education.

Comprehensive secondary education in Ukraine is compulsory and it may be got in educational institutions of different types. For this, the net of comprehensive educational

institutions was formed (22.1 thousands altogether). It consists of secondary schools, gymnasiums, lyceums, specialized schools, education and training complexes, boarding schools, and sanatorium schools, schools of social rehabilitation of different types of ownership and subordination. Activity of private secondary schools began. There are 267 of them.

The persons who have not a chance to learn in schools with day form of learning may get secondary education in night (session) schools (there are 239 of them), and using individual curriculums with following State Attestation, in external form.

Vocational schools and higher educational institutions with I—II accreditation levels (technical schools, colleges, specialized schools) give, too, a complete comprehensive secondary education along with vocational one.

For fulfillment of the Law of Ukraine «On Comprehensive Secondary Education» the Cabinet of Ministers of Ukraine adopted at November 16, 2000 the Regulation «On the transition of comprehensive educational institutions of Ukraine to a new contents, structure, and 12-year term of learning». The Regulation has determined stages and technology of changes.

The gradual transition to 12-year term of learning began at 2001. Substantial organizational, scientific and methodical work was accomplished to prepare administrative structures, methodical services, and public opinion for transition of comprehensive secondary education to new substance and new technologies of learning. Bringing children to learning at

six-year age will help their socialization. The basic education puts foundation for comprehensive education competence, and profile senior school is a path to professional choice.

On the one hand, the better terms are made for senior pupils: more attention is paid to learn the educational subjects in which they demonstrate specific abilities. On the other hand, school-graduates can, according to learning profile chosen, can successfully realize his potentials and tastes.

A basis of reorganization in comprehensive secondary education is modernization of its contents directed on:

- increasing the level of erudition and culture of pupils for ensuring stable economical and social development of our nation;
- bringing the learning loads of pupils to standards corresponding to physiological and psychological features of pupils;
- preservation and strengthening children's health, their physical development;
- strengthening new pedagogical personally-oriented model of learning and upbringing;
- creative and practical direction of pupils' learning, and others.

To realize those aims before beginning 2002/03 academic year, the Cabinet of Ministers of Ukraine approved the State Standards of primary comprehensive education.

On their base, new curriculums and programs are elaborated for pupils of elementary schools. On the beginning of 2004 year, the State standard was approved for basic and complete comprehensive secondary education.

These normative documents are the result of long-term work of prominent national scientists of National Academy of Sciences and Academy of Pedagogic Sciences of Ukraine, the best methodical experts and teachers-experts.

State standards are oriented on complex development of personality according to cultural and political demands of society, on maximal utilization of personal and collective abilities for creation free democratic society, on overall harmonious evolution of human being, on forming creative personality able to specialize in ever-changing living conditions.

They carry on, too, functions of ensuring rights of every person on full-fledged and high-quality education, preservation of the indivisible educational expanse of the nation. They act as guarantor of quality of educational services.

On the base of the State Standard, Model curriculums are elaborated for basic and senior school.

Invariant constituent of secondary education contents is formed on the State level. It is to be common for all secondary educational institutions. Variable constituent, on the other hand, is formed by a comprehensive educational institution itself taking into consideration particular qualities

of the region and individual demands of pupils.

Openness of the Ukrainian society, intention of Ukraine to integrate into European Community, growing need for communication and collaboration among countries and nations with different languages and cultural traditions force to urgent changes in foreign languages learning in educational institutions.

Today the fact is evident that communicative competence of any person became irreplaceable method of international contacts. In conditions of openness, Ukrainian society felt a keen need in specialists of different branches who can manage actively with at least one of the languages widespread in the world, who can effectively use this language for changing information, getting into professional contacts, achievement mutual understanding in the dialogue of cultures.

Compulsory study one of the foreign languages is introduced in all comprehensive educational institutions starting from the second year of learning. Variants of curriculums are elaborated with study of two foreign languages. In gymnasiums and some colleges a few foreign languages are learned.

At the same time, a personnel is a sharp problem in realization of this task. For solving it, steps are carried out directed on intensification of teachers and interpreters training using contemporary communicative technologies.

Curriculums and text-books in English, French, and Spanish for 2—12 forms made and printed especially those constructed on fundamentally new methodological principles.

Measures are taken for retraining teachers of senior schools, their transportation to under-completed schools, drawing last-years' students to teach languages, planning to train foreign languages' teachers on all faculties where teachers of primary schools are prepared, and others.

Comprehensive secondary education plays deciding role in system of life-long education because this link is compulsory, the most large-scale and prolonged.

It is a basis of socialization of young person in society, foundation for his/her farther education or work. It provides stability in process of human formation.

For fulfillment of the Law «On compulsory secondary education», the State Concluding attestation is organized in Ukraine for graduates of compulsory educational institutions, and new 12-mark system of pupils' learning progress assessment is implemented. In some regions a system of external testing of pupils' learning progress is approved. On pupils' desire, the results of the testing may be reckoned when they finish school, and for admission to higher educational institution. New approaches to assessment of learning work are to rise a motivation of the learning process, to form sufficient competence of a pupil, systematic character and objectivity in checking syllabus materials knowledge.

In the system of the world renovation and reforming, Ukraine strives to create civil society on the new humanitarian foundation. The essential component of democratic civil society is **a gender culture. Its forming foresees affirmation of rights equality, ensuring partnership between men and women, their reciprocal responsibility in creating conditions for natural development of personality.**

In Ukraine, where strategy of European choice was proclaimed, the process of actual realization of gender equality was begun. Along with it, Verkhovna Rada (the Supreme Council) outlined the main directions of the State politics in the field of human rights, adopted Declaration “On General Basis of the State Policy Concerning Women Status”. The Government of the State adopted the Regulation “On the National Plan of Women Status Improvement and Assistance to Implementation of Gender Equality in the Society at 2001—2005 years”.

The contemporary Ukrainian society is on such a stage of its evolution when knowledge and information become the main resource and mover of its effective functioning. They designate new forms of economic growth, possibilities of efficient administration, and social changes. The main problem, in the bounds of gender democracy, is ensuring free spreading of knowledge, information resources, and foremost experience. Also, it is strengthening intellectual potential of the country.

Independent Ukraine inherited from past times one of the important principles of a secondary education. It is equality

in getting education independently from gender, race, nationality, social and property state, and the character of occupation.

In Ukraine, the right on getting education is fixed in the Constitution of Ukraine, in the Laws of Ukraine “On Education”, in some Clauses of the Laws of Ukraine “On Comprehensive Secondary Education”, “On Vocational education”, “On higher Education”. It agrees with demands of UNO Convention on liquidation all forms of women discrimination, and with aims of Millennium development adopted by Millennium Summit, where Ukraine took obligation to reach gender equality to 2015 year.

In Ukraine, a woman makes use of equal with man rights concerning access to education, getting papers on education in all types of educational institutions (with exception of some specialties connected with treat to health or with negative impact on women’s health). Women have rights equal with men to access to curriculums, literature, exams, to get professional skill, to get scholarship, and others.

On the beginning of 2003/04 academic year, 3437 thousand of students learned in the higher education system. From them, the number of women was 53 percent. At last years, in Ukraine as in many countries of Western Europe the tendency of higher school feminization became stronger, because the quantity of women-students increases with higher speed then that of men-students (at these years, the number of women-students became twice as much more, while the number of men-students rose only in 1.6 times).

The matter is, that nowadays Ukrainian women are more confident in possibilities of getting high-paid and prestige work.

By the way, according to data of investigations made by Organization of Economical Cooperation in 43 developed countries of the world at 2003 year, the quantity of women that got education of any level in as much as 1.8 times exceeded the number of men with the same education.

Among the constituents of democratization education, special position is set by implementation of gender education into learning process. According to monitoring data at the 2002/03 academic year, among 110 higher educational institutions with III—IV accreditation level the programs are lectured concerning gender competency in nearly 60 percent of those institutions. Additionally, teachers in 24 percent of higher educational institutions prepared the block of gender-oriented syllabuses, and in 33 percent of the institutions a small, but distinct learning time is destined to exposition of gender problems in course of teaching social and humanitarian subjects.

The level of dissemination of gender knowledge in the higher education system will be determined at the 1st all-Ukrainian competition of curriculums on gender problems. The competition will the first time at last 12 years be organized by Ministry of Education and Science of Ukraine in 2004 year among science and pedagogical specialists of the higher educational institutions, scientific organizations.

Recently, the number increased of defended theses for Doctor degree and post-graduate students' works on gender problems. Students demonstrate a great interest in this problem. Along with it, in 2003 year, on the base of National Technical University of Ukraine "Kyiv Polytechnic Institute" another all-Ukrainian competition was successively held of students' research works on gender problems. Students presented 140 research works (in 2002 year was presented 129 works). The geography of its participants broadened. Students of higher educational institutions from all regions of Ukraine took part in these competitions. Students made interesting investigations of poorly known gender problems in spheres of pedagogic, medicine, army, management, and others.

One of the main rights of Ukrainian citizens is realized consecutively. It is the right to get paid-free high-level education regardless of nationality.

According to estimations of international experts, Ukraine nowadays is an example to follow by other countries of European Community in question of **satisfaction educational needs of national minorities.**

Citizens of Ukraine that belong to national minorities have a right guaranteed by Constitution and educational legislation to learn on native language or to learn the native language in State and municipal educational institutions, or on the base of national culture associations. National languages are learned in Ukraine in different varieties: as teaching language, as distinct subjects, and in form of optional courses.

To realize a right to get an education on native languages, a net is formed of comprehensive educational institutions in places of compact dwelling of ethnic minorities. The educational and upbringing process in them is organized on national language.

In 16.9 thousand of comprehensive educational institutions teaching is carried out in Ukrainian. There are 1732 schools with teaching in Russian, 69 schools in Hungarian, 94 schools in Rumanian, 9 schools in Moldavian,

13 schools in Crimean-Tartar, and 4 schools in Polish. Along with it, in comprehensive educational institutions with teaching in Ukrainian, classes are open in which teaching is made in languages of national minorities. So, in 2125 schools there are classes with teaching in Russian, 65 schools - in Crimean-Tartar, 30 schools - in Hungarian, 10-schools - in Romanian, 5 schools - in Moldavian. There are classes with teaching in Polish and Slovak languages. In many comprehensive educational institutions Russian, Romanian, Moldavian, Hungarian, Polish, Bulgarian, New-Greek, Gagause, Rom languages, Hebrew and Yiddish are learned as school subjects. Armenian, Crimean, and Karaite languages can be learned by representatives of national minorities in Sunday schools.

Analysis of percentage of national composition of population and quantity of students that learn at national minorities languages or learn language witnesses that the net of comprehensive educational institutions, as a rule, satisfy need of getting education in native language.

Good-quality educational and methodical ensuring of educational institutions for national minorities favors to successful realization of the rights of national minorities for getting high-quality education. Nowadays, near 200 titles of textbooks is produced and printed for national minorities' needs.

For the purpose of coordination of methodic activity in comprehensive educational institutions with learning in languages of ethnic minorities, Branches of the Research and Methodical Center of Secondary Education are organized in towns Odesa, Chernivtsi, Uzhgorod, Simferopol (places of compact dwelling of national minorities). Officials of the Branches make research and experimental work in above-mentioned educational institutions, study the state of teaching languages, collaborate with authors of programs and textbooks, make scientific and pedagogic examination of manuscripts, and approbation of text-books. They elaborate methodical recommendations for teachers, organize competitions dedicated to national languages and literatures, research and practical conferences, research and methodical seminars on national minorities education, and give professional educational advises.

Systematic and many-sided work is carried out in Ukraine concerning **search, learning, and upbringing of talented youth - future intellectual power of the State.**

The most effective method of revealing talents among leaning youth is subject-oriented students' contests including international ones.

Aim of students' contests, along with any other intellectual competitions, is not only checking students' knowledge, but forming personalities of young men who are able to pose problems to themselves in the process of learning, and to find optimal paths to resolve them, who are able to implement acquired knowledge in practice. It is possible to reach this aim only owing to conscious and laborious combined work of talented child and his teachers.

In 2003/04 academic year, All-Ukrainian students' subject-oriented competitions were held, in which near 3 million students took part. On the fourth stage of the competitions 2041 students contested, and 1018 of them became winners.

On the base of contests' results at the fourth stage, groups are formed for participation in elimination and training contests of candidates to International Competitions in mathematics, physics, chemistry, biology, and ecology. In 2003 year, Ukraine was with dignity represented by 26 school pupils who took part in International Students' Competitions. They won 25 medals of different status: 3 golden, 10 silver, and 12 bronze medals.

Winners and participants of International Students' Competitions enter higher educational institutions of Ukraine without entrance examinations in case they choose a specialty with the profile subject same as on International competitions. Such students are awarded with the President scholarship.

For the purpose of bringing wider circle of pupils, including country pupils, to creative and research work, All-Ukrainian pupils' Internet-Contests began in 2001 oriented on basic subjects (mathematics, physics, chemistry, biology, geography, computer sciences, economics, and English).

Wide perspectives of farther activity are foreseen by "Program of work with talented youth in 2001—2005 years" adopted by Decree of the President of Ukraine.

Taking into account international experience in preparing learning youth to participation in national and international intellectual contests, educational officials' efforts are focused, when working with talented youth, at:

- careful preliminary selection of talented children realized in complex way, taking into account their results of participation in different intellectual contests, psychological testing, and others;
- purposeful development of pupils' creative abilities carried out using scientific methods, and not bounding by distinct school subject, learning profile, or single field of knowledge;
- long-term (during two or three years) and systemic training schoolchildren on chosen school subject with use of special programs, with calling best teachers, research workers, methodic specialists, and specialists in the given branch of science and qualification;
- psychological training of schoolchildren before the contest.

Ukrainian schoolchildren take permanent part in different international contests and achieve evident successes, for instance, in: XXXVII International Mendeleev Competition on Chemistry (Moscow); II International Schoolchildren Competition of SIS–States and Baltic States on Russian (Moscow); II International Contest of SIS-States and Baltic States on Russian (Erevan, Armenia), International Tournament of Young Physicists (Sweden).

All-Ukrainian Contest of Schoolchildren's Arts dedicated to prominent Ukrainian poet T. G. Shevchenko became a real traditional celebration of Ukrainian language and literature.

The net of comprehensive educational institutions is broadened for talented youth. Seven years ago, 387 gymnasiums and lyceums functioned, in which only 157.5 thousand pupils learned. Now number of them approaches to I million.

In lyceums and gymnasiums the work on revealing schoolchildren's talents has professional orientation and directed on ability to realize their natural tastes and gifts. In this, a great part belongs to higher educational institutions. Part of gymnasiums and lyceums is a chain of pre-higher educational training in the system of life-long education.

Integration of educational institutions of new types (gymnasiums, lyceums, specialized schools, learning and upbringing complexes) into the higher educational system makes it possible to use intellectual and creative potential of higher educational institutions' lecturers. Collaboration

with research workers, possibility to use teaching and material resources of higher educational institutions help pupils of lyceums, gymnasiums, and specialized schools to prepare better for learning in Higher School.

Pre-school education is a compulsory primary part of the national life-long educational system. It consists of pre-school educational complexes independently of their submission, property types, research and methodical organizations, education governing bodies, and upbringing in family.

On the beginning of 2002/03 academic year, 15.7 thousand children's pre-school complexes were in function, in which 96 thousand of children were learned and brought up. It amounted near 40 percent of the total number of children in pre-school age. The net of stationary pre-school institutions, actually, satisfies population's needs: there are spare places in pre-school complexes in all regions of the Country.

According to the Law of Ukraine «On Pre-School Education», integration processes widen in this educational sphere. So, 1565 learning and upbringing complexes «school-kindergarten» have 64 thousand children's contingent.

The process of creating new types of pre-school educational institutions: arts and aesthetics, physical culture and sanitary, humanitarian, and other types is continued.

Varied work is carried out in Ukraine concerning **total coverage with learning of all children in school age, supporting socially unprotected children and teenagers.**

On the whole, Ukraine saves high enough education indexes of population: 70 percent of citizens in age from 6 to 24 years learn in educational institutions of different types and forms of property. In total, more than 7 million of pupils get comprehensive secondary education, near 1 million children prepare to school in pre-school educational institutions. 1.5 million of children are covered with extra-curricular education along with concurrent learning in schools.

Problems and difficulties are taken into consideration connected with worsening demographic situation. Because of it, the number of uncompleted schools continues to rise, and their maintaining is burdensome to local budgets. For instance, in Chernigiv region there are in duty 300 uncompleted schools that constitutes 36 percent of the total amount of schools. In some regions there are near a half of such schools. Naturally, Chernigiv area became the first territory where a Program «School Bus» was realized successfully. According to this Program, specialized enterprises are fixed that give transport service, transportation routs are adopted, and the questions are solved of financial, material and technical along with personnel ensuring.

Adoption of the Program «School Bus» by the Government of Ukraine made it possible to improve availability of education for country children.

A net is developed of organizations and institutions suggesting social and psychological rehabilitation to children that have such a need. During four last years, near 100 thousands of juveniles came through the net of children's asylums.

The Interdepartmental Commission was organized for prevention of uncared-for children occurrence. Heads of Departments who directly engaged in childcare problems were included in its membership. This should ensure realization of practicable, coherent, and non-formal steps to solving problem of uncared-for children.

The object of permanent attention of the State is ensuring access to high-level education, supporting, learning, and upbringing children-orphans and children stayed without parents' care. The urgent need nowadays is breaking up into smaller units the orphan homes for such children. It will assist their social rehabilitation and adaptation. In this respect, experience is valid of Kyiv, Dnipropetrovsk, Lviv, and Trans-Carpathian regions, where small (for 15 - 30 persons) children's homes of mixed type were constructed at expense of local budgets. It substantially simplifies the procedure of property and housing rights protection. The children learn in local schools, maintain contacts with relatives.

For this purpose, the number rises of common children houses where children of school age are kept, brought up, and learned.

The measures are taken to renovate funds of supporting compulsory comprehensive secondary education.

High emphasis is placed on accordance of high-quality educational services to children with special demands. According with legislation of Ukraine concerning education and foundations of invalids' social protection, children with specific psychophysical development get the right equal to others on learning and upbringing. It ensures their self-esteem, helps getting belief in themselves, creates conditions for organic fusion in society. These are children-invalids, children with physical defects, sick children-victims of Chernobyl disaster. Such children have a possibility to get complete secondary education and vocational training, adapted to their conditions, in vocational specialized schools, and higher educational institutions with I—II accreditation level. They also learn in vocational boarding schools, and in International University on Development of Human.

For solving problems of social adaptation and bringing above-mentioned category of pupils in social life, the special groups are creates in vocational institutions (taking into account nature of disease: hearing, vision, CSIP consequences, mentality, oligophrenia, and others).

To increase social protection of above-mentioned children's categories, their favorable admission to vocational institutions is foreseen. So, according to Standard regulations of admission to vocational institutions of Ukraine, children-invalids are admitted hors concourse if the learning of profession choused will not affect their health, and the results of entrance examinations are positive. Those students have a right to have paid-free medical services,

medical treatment drugs, preventive health care.

They twice in a year get meticulous medical examination with previous laboratory and functional testes by profile specialists, and with determination the profiles of dispensary. According to existing legislation, paid-free medical service of children with specific psychophysical development is to be realized by institutions of Ministry of Health Care of Ukraine.

There learned in vocational institutions 12.7 thousand children-orphan, 75.8 children-half-orphan, 19.2 thousand uncared-for children, 3.5 thousand children with limited possibilities, 109.5 thousand children for which additional social help is needed. Vocational training of these teenagers, as all other students, is a necessary condition of guaranteeing their future employment and social protection.

For children with level of health that makes it impossible their learning in comprehensive educational institutions on general conditions, educational institutions were created of compensating type, special comprehensive boarding-schools (with prolonged school-time), teaching and educational complexes, teaching and rehabilitation centers, and specialized classes in comprehensive educational institutions. In them, learning is organized on the basis of special curriculums, in complex with correction-and-renovation work, and treatment-and-preventive work.

In majority of Ukrainian regions, stationary recreation departments of Education System are made for summer rest of children with special necessities, children-orphans, and uncared-for children (Vinnitsa, Dnipropetrovsk, Donetsk, Mykolaiv, Odesa, Kharkiv, Kherson regions). Sanitation children of such contingent is provided, too, in profile sanatoriums for children of Ministry of Health Care in Ukraine.

Tendency is seen of gradual diminishing the number of auxiliary boarding schools for children with mental deficiency. More than 40 thousand children with psychophysical peculiarities are integrated in comprehensive educational institutions.

Inmates of children's homes and boarding-schools are provided, at the expense of the State or local budgets, with prosthetic and orthopedic wares, otophones, glasses, contact lenses, and other facilities for individual correction of subnormal genesis.

In case of impossibility of learning children with special requirements in pre-school, secondary, and specialized educational institutions, individual learning is to be organized.

New technologies are in use in teaching process, for instance, distance education. It makes it possible to get high-level learning and profession taking into consideration health conditions. For more profound meeting the educational needs of students, specialized groups and rehabilitation complexes are organized in technical secondary schools and colleges.

Person-oriented system of school education demands psychology analysis of educational and training process. Psychological service in educational system proceeds 10 years. More than 6 thousand psychologists-experts and social pedagogues carry it on. Its aim is revealing peculiarities of individual evolution, determination adequate conditions for learning, upbringing, correction, medicosocial and labor rehabilitation. Along with this, it gives advice and methodical help to parents and teachers of comprehensive educational institutions.

Social orientation of secondary education includes teenagers' health protection. To form in Ukraine basis of health culture, diminishing schoolchildren illness, rising their physical and intellectual efficiency, and knowledge quality, the model is introduced «Educational Institution is a School Favorable to Health». Nowadays, the Program proceeds in 1.5 thousand of schools.

To forestall sickness, the active work is made to renovate physical training in school. Corresponding lessons are introduced, when children not only make physical exercises, but appreciate, too, validity of physical development and cultivate need and skill to maintain own health. From September 2001, gradual insertion began of the third compulsory lesson of physical culture.

There are revived all-Ukrainian football contest with prize of Club «Leather Ball», and popular contest «Starts of Hopes». Student Games, Sports Days, and other contests are systematically organized.

The stable attention is paid to improvement of educational and methodic ensuring of learning process.

During years of independence, native textbooks were elaborated in Ukraine, and teaching and methodic schoolbooks for all links of secondary education. Only for realization of subjects' contents in invariant part of Basic curriculum for comprehensive school, it was regulated 1071 titles of textbooks that have proper stamps of Ministry of Education and Science of Ukraine. Besides, more then 600 titles of additional teaching publications destined for deepening and improvement of comprehensive secondary education are used in Ukraine.

Variable textbooks are edited for practically all school subjects. It creates favorable conditions for democratization of teaching and education process.

With the purpose of improvement educational literature, this year Ministry of Education and Science of Ukraine announced All-Ukrainian Contest of curriculums and textbooks for comprehensive educational institutions. Its aim is selection and creation of high- quality educational and methodic ensuring for step-by-step application of State standards for primary, basic, and complete comprehensive secondary education.

Contemporary education editions synthesize in them the best achievements of national and world theory and practice of education. They reflect qualitatively new approaches to realization of school subjects' content and organization of teaching and educational process. Their content is oriented on realization not only informational, but motivational and

developing functions. Structure and contents of educational and methodic provision of new generation reflect innovational processes elaborated by contemporary pedagogical science. They directed to creative development of personality.

But didactic ensuring of teaching process in school will demand substantial improvement. Edition of necessary methodical literature for teacher and production of contemporary school supplies, specifically, electronic ones, are realizing with delay. Sharp necessity in such a literature and supplies is already felt by teachers of primary schools who has turned to new educational contents and who are working now with new curriculums and textbooks.

Tendencies of contemporary education's development demand insertion of informational technologies in educational process. Because of economic difficulties of transition period, computerization of education as a whole is realizing slowly. Only near 10 percent of total amount of schools is equipped with contemporary educational computer complexes that can be connected up to Internet. The most amounts of them are in towns Kyiv and Poltava, also in Zaporizhya, Chernigiv, Vinnitsa, and Rivno regions. The Government Regulation of 2001 year adopted the Program on informational provision of comprehensive educational institutions and computerization of country schools at 2001—2003 years. It made it possible during three last years to rise the level of schools provision with computer techniques up to 40 percent.

One of prominent components of high-level education is material and technical provision of teaching and education process in comprehensive school. The level of schools' provision with school supplies, reagents, audio-visual, printed, and other means of learning diminished to 20 percent from needs. It is on critical level, that makes it impossible to realize necessary amount of practical, laboratory, and demonstrative works, to learn an educational material on high level, to form skills and habits of students. It complicates performance of practical functions for education.

Now it is time to create industry of school supplies and to provide educational institutions with them. Realization of the idea is possible provided that changes are to be made in Budget Code of Ukraine. The appropriate program is prepared on the governmental level.

The key role in ensuring high-level education belongs to teacher. Through the teacher, the State policy is realized directed to strengthen intellectual and mental potential of the nation, to develop national culture, science and techniques, to save and augment culture heritage. Importance of social role of a teacher is caused by universality of education as institution of socialization of a man, his formation as a personality, a professional, and a citizen.

At last academic year, 546 thousand pedagogic specialists worked in comprehensive educational institutions of Ukraine. From them, 85 percent of teachers have educational level «specialist» and «master». Like in other countries with transitional economics, tendency is nowadays preserved

in Ukraine to flowing highly skilled pedagogical professionals out into other labor spheres. Because of it, educational institutions met with problem of shortage teachers, trainers, and other pedagogical specialists.

On the beginning of 2003/04 academic year, it was counted 7.4 thousand vacancies on teachers' posts, from them, 4.8 thousands of vacancies in country schools. Many teachers work with overstrains.

The State takes measures for improvement of teachers' financial position, and bringing their social status in conformity with pedagogue's social role. Government has adopted the State program «A Teacher». It contains specific, economically reasonable systematic measures directed on rising prestige of pedagogical profession. It includes elaboration of a new valuation and payment system for pedagogical specialists, establishing regional grants to teachers, and others.

On today, training of teachers and other pedagogical specialists in pedagogical universities and institutes is realized on the base of 20 specialties, and on the base of 10 specialties in pedagogical colleges and specialized schools. Compared with previous years, the magnitude of pedagogical personnel's training increased. For ensuring comprehensive educational institutions with pedagogical personnel in countryside, the training was broadened of teachers with two or three specialties. Respective shares are established for entrants to higher pedagogical educational institutions from countryside, and State credits are given for getting higher education.

Government took the measures for rising wages to pedagogical personnel on 50 percent in 2001 year, and additionally 15 percent in 2002 year. In present year, next rising is foreseen, too. Before beginning new academic year, in all regions of Ukraine arrears of wages were eliminated for all educational personnel.

To stimulate active participation of teachers in formation and development of national system of education, to attract attention of community to its problems, to rise teacher's role, annual all-Ukrainian contest "the Teacher of the Year" was stated by Decree of the President of Ukraine. During those intellectual and professional contests (along 9 years) more than 120 thousand teachers took part in them, including more than 1 thousand in final stages.

Winners of the contest got the high Government Award, the rank «Honored Teacher of Ukraine». Up to now, there are 45 of such teachers.

To improve pedagogical education, including after-diploma education, and to ensure high-quality methodical help to teachers, All-Ukrainian review-contest was held of methodical laboratories as structural subdivisions of Educational Sections from local bodies of educational administration.

These subdivisions are, actually, the centers of new pedagogical thought, data bases on the state of comprehensive education in every region, and organizers of spreading pedagogic knowledge.

However, it was not succeeded to obtain a proper improvement of teachers' status, especially in the questions of wages, living conditions, regularity of payments including ones for sanitation, and ensuring privileges and social guarantees. The problem of accommodation is not solved on the level of regions. More then 40 thousand teachers need improvement of living conditions. Half of them rents their dwellings.

Not always pedagogues' interests are taken into consideration in process of sharing allotments. It aggravates the problem of personnel for educational and training process in countryside. The part of teachers in pension age increases in pedagogical bodies. It complicates creation of new workplaces for graduates from pedagogic educational institutions.

At the same time, a teacher enjoys the Nation's confidence. According to data of Ukrainian Center of Economical and Political Research in the name of O. Razumkov, the level of confidence to teacher's profession in the society occupies the first place among the proposed ten other professions. Such an appraisal is based on understanding by citizens the importance of teacher's work, his professional keenness, high tolerance, and personal responsibility. The fact is, that every third citizen of Ukraine is directly connected with education as a teacher, a lecturer, or a pupil and a student.