Principles and general objectives of education

In the current process of state building, the main objectives of the national education policy are:

- to bring Ukraine’s education to world levels;
- to revive Ukraine’s original national character;
- to fully renew the content, forms and methods of education as well as its organizational structure;
- to enrich Ukraine’s intellectual potential and the well-being of its citizens;
- to bring its economy and science to higher levels.

Education in Ukraine is based on the principles of humanism, democracy, national conscience, and mutual respect between nations and peoples.

Current educational priorities and concerns

Ukraine declared its independence on 24 August 1991 by the Act of State Sovereignty which was adopted by its highest legislative organ, the Supreme Rada (Council). The Act was approved by the majority of Ukraine’s citizens through a national referendum on 1 December 1991. The country is divided into twenty-four oblasts (provinces), one autonomous republic (Crimea) and 479 raions (divisions or districts). The Autonomous Republic of Crimea has been granted special status, with considerable autonomy in its internal affairs.

During the economic crisis (1990-1999), the gross domestic product (GDP) fell by 59.2%; the volume of industrial product, by 48.9%; and agriculture, by 51.5%. In 2000, the economy had recovered from the crisis. GDP was up by 6%; industrial output by 12.9%; and agriculture by 9.2%. (Ministry of Education and Science, 2001).

The 1992-1993 period was the beginning of the reorganization of Ukraine’s education system.

The conceptual framework of educational reform was outlined in the State National Programme Ukraine in the Twenty-first Century. The Programme was developed by a group of specialists and teachers, and was discussed and adopted by the First Congress of Teachers of Ukraine in December 1992; it was then endorsed by the Cabinet of Ministers on 3 November 1993. The reform was directed to help education achieve a new qualitative level which will correspond to the modern world, be integrated into international education, and promote universal human values. One
of its main tasks was the rebirth and further development of the national education system and its re-orientation to the national, cultural and educational needs of all Ukraine’s citizens. The Programme provided for: (i) a fundamental overhaul of the content of education, taking into account new social realities such as the need for continuing education; (ii) re-organization of existing educational institutions and creation of institutions of a new type; (iii) satisfaction of the educational demands of the population and fostering personality development and the motivation to pursue lifelong education; and (iv) integration of education and science with the broadest possible implementation of scientific research into the education process, multiplying the contribution of scientists and educators in the development of fundamental and applied research in the natural and social branches of science.

In January 2001, the Ministry of Education and Science started working on the Programme for Support of the Development of a Strategy of Reform in Education. This large-scale project aims at defining a national strategy to develop education by: initiating a national debate on education; encouraging international and public evaluation of both strategic documents and the government's structural resources; and helping the Ministry of Education and Science to set up a National Concept Paper. (MES, 2001). Subsequently, the National Doctrine for the Development of Education in the Twenty-first Century has been approved on April 2002. The National Doctrine emphasizes that a variety of different types of educational institutions and programmes, as well as a diverse and individual approach to learning, should be made available; this necessitates the introduction of profile education at upper secondary school level both in general educational institutions and vocational schools. (MES, 2003 and 2004).

Laws and other basic regulations concerning education

The education system is regulated by federal legislative acts. In their activities the educational establishments follow the guidelines laid down in the Constitution, adopted in 1996, and the Law on Education approved in 1996. In accordance with this Law, education is considered as a priority sphere for the social, economical, spiritual and cultural development of the country. Education is also regulated by a number of Parliament Resolutions, Presidential Decrees and Regulations, Resolutions and Regulations of the Cabinet of Ministers, and normative acts of the Ministry of Education.

In compliance with Article 53 of the Constitution, everyone has the right to free education in State and municipal educational establishments. Comprehensive secondary education (Grades I-IX) is free and compulsory. Citizens also have the right to receive free higher education at State and municipal educational establishments on a competitive basis. This article also guarantees that citizens who belong to national minorities have the right to receive instruction in their native language at State and municipal educational establishments or through national cultural societies.

On 10 February 1998, the Government adopted the Law on Vocational Education and Training including a comprehensive reform plan. The Law on Higher Education was adopted by the Parliament on 17 January 2002.
The Law on General Secondary Education of 1999 (formally adopted in the year 2000) provides for significant changes in the structure, duration and content of basic and senior secondary education, to be introduced from 2001 over a period of more than ten years. The Law stipulates that elementary education will last four years and the admission age will be 6. Basic (lower secondary) education will last five years, completing the general secondary education programme. Upper secondary education will be a three-year programme mainly providing specialized training. The twelve-year programme will be compulsory for all pupils. (Ministry of Education, 1999).

The State Standard for Primary Education has been approved by Resolution No. 1717 of 16 November 2000. The State Standard for General Basic and Complete Secondary Education has been approved by the Ministry of Education in October 2003. (MES, 2003).

The National Doctrine for the Development of Education in the Twenty-first Century has been approved on 17 April 2002 by Decree of the President of Ukraine No. 347/2002.

**Administration and management of the education system**

The Ministry of Education was created in accordance with Presidential Order No. 186 of 12 December 1991, merging the former Ministry of Higher Education, responsible for higher education institutions, and the Ministry of People’s Education, responsible for secondary and vocational schools and pedagogic higher education establishments.

The Ministry of Education and Science (MES) is the central body of State management of education. Certain educational establishments fall under other ministries and departments, for example the Ministries of Health, Culture, Agriculture, etc. These ministries manage their educational establishments, but they follow the Ministry of Education’s orders, instructions and documents.

The MES performs analysis and forecasts future developments, regulates the network of State educational institutions and elaborates the normative and legislative basis of their activity. The Ministry has also elaborated, adopted and published more than fifty rules, instructions and other normative documents within its sphere of competence.

The Ministry also elaborates State requirements and standards on content and levels of education, on typical educational plans and programmes. It organizes the preparation and publication of textbooks and teaching aids, and determines the terms by which pupils are admitted to educational institutions. In 1993, the Ministry introduced tests as a method of measuring the achievement of school graduates.

Management of the education system in the districts is conducted by the local governments. The Crimean Republic has its own Ministry of Education. The Local Councils of People’s Deputies (LCPD) are responsible for financing the educational establishments, developing their network and their material-technical base, ensuring social security of the participants in the educational process, etc. Structural units

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under the executive committees of the LCPD may be created to organize the provision of education, improve the professional qualification of pedagogical staff, monitor the observance of State requirements according to the level of education, etc.

The direct administration of the activities of an educational establishment is realized by its **Board** and the principal (headteacher, director, rector) in accordance with the statute of the establishment. These statutes are worked out on the basis of the regulations approved by the government.

The **High Certification Committee** organizes and conducts the certification of scientific and pedagogical staff, and awards scientific degrees.

**Structure and organization of the education system**

**Ukraine: structure of the education system**

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**Pre-school education**

Pre-school education caters to children aged 3-5 years and is not compulsory. Pre-school establishments include nurseries, nursery-kindergartens, kindergartens, and school-kindergartens.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
Primary education

The primary-secondary education school (basic school) remains the main type of educational establishment offering general education. Elementary education covers a period of four years (Grades I-IV) and the admission age is 6 or 7. It is the first stage of compulsory education.

Secondary education

Compulsory education is completed at basic secondary schools (Grades V-IX). Basic secondary school graduates have the possibility to continue their education at senior general secondary (high) schools (Grades X-XI), professional trade schools, technical schools or vocational schools. At the end of general secondary education (Grade XI) students sit the state examination. Successful students are awarded the Secondary School-Leaving Certificate.

Postsecondary and higher education institutions (HEIs) are organized according four accreditation levels: (a) junior specialist courses taking no more than three years of study; (b) bachelor’s degree courses normally taking four years; (c) specialist degree courses generally requiring another one year or one and a half years; (d) master’s degree courses requiring at least one year of additional study beyond the bachelor’s degree. At the postgraduate level, three to four years of study are normally required for the doctoral degree.

The Law on General Secondary Education of 1999 envisages significant changes in the structure, duration and content of basic and senior secondary education. The reform will last more than ten years. The Law stipulates that elementary education will last four years and the admission age will be 6. Basic (lower secondary) education will last five years, completing the general secondary education programme. Upper secondary education will be a three-year programme mainly providing specialized training. The twelve-year programme will be compulsory for all pupils. According to the Article 15 of the Law, the amount of school hours (sixty minutes long) in Grades I and II will be 700 hours per year, and in Grades III and IV, 790 hours. The school year at the elementary level will consist of 175 working days or more (Article 16). The average duration of teaching periods will be thirty-five minutes in Grade I, and forty minutes in Grades II–IV. At the basic school level, the school year will consists of 190 working days—including periods for examinations. (Ministry of Education, 1999).

The school year normally consists of 160–165 working days.

The financing of education

Pre-school establishments, general education schools (elementary, basic and high schools) and other institutions which are subordinated to the Local Council of People’s Deputies are financed from the funds of the corresponding local budgets. Post-secondary and higher education institutions, professional and other state educational establishments are financed from the state budget.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
State educational establishments may have additional sources of financing: revenues derived from educational services, scientific-research works, incomes from commercial activities, various forms of subsidies, bank credits and loans, etc.

According to the World Bank, the public expenditure on education as percentage of GDP was 6.4% in 2005.

The educational process

Pre-primary education

The aim of pre-school education is to provide for the physical and mental health of children, promote their self-development, and create habits and skills necessary to study at school. A central place in the curriculum of pre-school education is occupied by activities aiming at developing children’s moral qualities and aesthetic tastes, and strengthening their physical condition. With older children more attention is paid to the development of their abilities, memory, thinking and language skills, etc. Pre-school establishments include nurseries, nursery-kindergartens, kindergartens, and school-kindergartens (the latter mainly in rural areas). The average workload for children is fifteen lessons per week (each lesson lasting thirty minutes).

In 1997, there were about 18,400 pre-school institutions with a total of 1.7 million children enrolled. About 837,000 children were taught in Ukrainian and 329,000 in Russian. There were also institutions teaching in Hungarian, Rumanian, Crimean Tatar and other languages. In 2001, there were approximately 17,200 pre-schools with some 1,055,000 children enrolled (about 39% of the age group concerned). (Ministry of Education, 2001). The number of pre-schools was about 15,700 in 2002/03 (Ministry of Education and Science, 2004).

According to the UNESCO Institute for Statistics, in 2004 there were 976,781 children enrolled at the pre-primary level; the number of teachers was 118,143 (mainly women) and the children/teacher ratio was 1:8. The gross enrolment ratio was estimated at 82%.

Elementary and lower secondary (basic school) education

As mentioned, the primary-secondary education school (basic school) is the main type of educational establishment offering general education. Elementary education covers a period of four years (Grades I-IV), followed by lower secondary (Grades V-IX) which complete compulsory education.

Elementary education provides general development for children, the ability to read, write, knowledge of main arithmetic rules, knowledge of the use of books to obtain information, gaining general knowledge about the world, assimilation of moral values, development of the first skills.

Lower secondary provides for thorough development of pupils’ personality, qualities and talents, building upon knowledge and skills acquired in elementary school.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
There are two components in the curricula: State and school. The State component provides the necessary level and volume of knowledge for every pupil. It includes: languages (native, state and foreign language and literature); mathematics; fundamental principles of information; social subjects (history, law); geography; natural science (physics, chemistry, biology); handicrafts; physical training; and art subjects. The school component is comprised of subjects of the students' choice and optional subjects. It strives to differentiate pupils' individual characteristics. The lesson timetables are presented in the table below:

### Elementary education: weekly lesson timetable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of weekly periods in each grade</th>
<th>Three-year programme</th>
<th>Four-year programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td><strong>Compulsory subjects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukrainian language</td>
<td>8.5</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Environment</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Music, art education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical training</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Work education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health protection</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Optional subjects</strong></td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total weekly periods</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

(continued page)

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
Government regulations concerning general secondary education institutions foresee that every school work out and have approved by its council a working curriculum on the basis of the main instructional plans. This enriches the opportunities for creativity and allows educational content to correspond to the specific conditions of a school.

In the first two years of general education pupils are assessed by teachers only verbally. From Grade III to Grade IX pupils are assessed according to a four-mark system (excellent, good, satisfactory, and unsatisfactory). Each year is completed with examinations and the terms of passing to the next grade are determined by the school (pedagogical) council. At the end of Grade IX students sit the state examination in four subjects. Successful students are awarded the Certificate of Basic General Secondary Education.

### Senior secondary education

Basic school graduates may continue their education at high or senior secondary schools (gymnasia and lyceums), technical-vocational schools or professional trade schools. About 55% of basic school graduates continue their studies at senior secondary schools, 22% enter trade schools and 14% technical-vocational schools (data refer to 1990/91).
General senior secondary education covers Grades X-XI. At the end of senior secondary school (Grade XI) students sit the state examination in six subjects. Successful students are awarded the Secondary School-leaving Certificate. A large number of vocational and professional institutions are operating in Ukraine. Students can also receive general secondary education and vocational training during three to four years of study at technical-vocational schools.

Over half a million students are enrolled in vocational and technical education institutions. However, between 1996 and 2000, the decreasing demand for many trades and occupations has resulted in a reduction of the number of vocational establishments from 1,177 to 989, and the number of students from 552,000 to 527,000. In 1999, work progressed on the specialization and renewal of vocational training institutions. In January 2003, there were 957 vocational education and training (VET) institutions under the Ministry of Education and Science, including 135 higher vocational schools, eleven VET centres, two agri-business schools, six vocational art schools, and 94 vocational lyceums. There were also 70 job-training manufacturing complexes which incorporate VET programmes. The total enrolment was about 478,000 students. (MES, 2003).

The decentralization and democratization of the administration of the education system gave the opportunity to introduce new forms of vocational and professional training, such as professional school-state-farms, educational-production complexes within the structure of professional schools, and production units, including small business managed by students.

Assessing learning achievement nationwide

Information is not available.

Higher education

Higher education institutions require for admission the secondary school-leaving certificate and success in entrance examinations, the content of which vary according to the type of educational establishment. Higher education consists of two major educational stages (basic higher and full higher education) comprising four accreditation levels.

The first or basic level of higher education leads to the academic degree of junior specialist, normally after no more than three years of study. At the second accreditation level, a bachelor’s degree is awarded after completion of a course lasting three and a half to four years at universities, academies and institutes, or a four-year course at colleges. The curriculum is basically oriented towards the humanities and basic polytechnic training, so as to give the students an opportunity to continue their studies for the degrees of specialist and master.

The third accreditation level leads to the qualification of specialist (engineer, teacher, doctor, etc.). A diploma is awarded upon completion of a full training course at universities, academies, institutes or conservatories. Courses last five or six years, depending on the type of institutions, for those who have completed secondary
education, and one year to one and a half years for those who have a bachelor’s degree. The curriculum comprises two stages. During the first stage, lasting three and a half to four years, students receive basic higher education and obtain the bachelor’s degree. During the second stage, lasting an additional year or one and a half years, students receive special training oriented to certain types and profiles of activity. After passing the final examination and defense of a graduation thesis, students are awarded the diploma of specialist (engineer, teacher, etc.).

The fourth level leads to the master’s degree—a stage which is reached after finishing a full course at a university or other higher education institution of the fourth accreditation level and defending a scientific/research work. The duration of courses is as follows:

- for secondary school graduates: a minimum of six years;
- for students who have basic higher education: two to three years;
- for students who have a specialist higher education qualification: one to two years.

Master’s degree programmes consist of two or three stages during which a student may also receive a bachelor’s and a specialist’s diploma. The student must pass final examinations and defend a scientific/research work (in a certain field). Graduates are awarded a master’s degree.

The training of scientific and educational-scientific personnel is also undertaken at the post-graduate level. The degree of candidate of science is awarded after completion of independent research and the preparation of a thesis which is defended before a specialized scientific council. For students who have completed higher education, post-graduate courses leading to the degree of candidate of science require three or four years of study. Students must pass entrance examinations in a foreign language, philosophy, and in a specific discipline or field (according to the chosen specialty).

The degree of doctor of science is the highest academic degree awarded in Ukraine. It is conferred by a specialized scientific council after a public defense of an independent research project and is confirmed by the High Certification Committee. One of the forms of training leading to this degree is a full-time doctoral programme in specific fields or disciplines, as, for instance, for educators. It requires completion of two years as a senior researcher. The predominant form, however, is independent research.

The academic status of assistant professor (or senior lecturer) is conferred by the scientific councils of higher education establishments (accreditation levels III-IV) to those persons who are involved in educational/scientific activity in the relevant department. This status is given to candidates and doctors of science who have been employed for at least one academic year in a position of lower rank than that of assistant professor and whose length of service in the field of education is not less than three years.

Compiled by UNESCO-IBE (http://www.ibe.unesco.org/)
The academic status of professor is conferred on holders of the doctor of science degree who have worked at least one academic year in a position lower than that of professor, whose length of service in the field of education is not less than five years, who have published textbooks and monographs, and who have trained academic/scientific personnel.

The Ministry of Education and the Academy of Sciences in Ukraine train scientific and research cadres of the highest qualification, representing 78% of the total number of post-graduate students and 87.3% of doctoral students who study at the institutions of higher learning and research institutions.

Training of medical staff is carried out in the Ukrainian State Medical University, the Ukrainian Pharmaceutical Academy, and thirteen medical colleges which are subordinate to the Ministry of Health. The specialties are medical business, pediatrics, medical prophylactic business (six-year programme), and pharmacy (five-year programme). Training of junior specialists is carried out in 107 medical schools, two medical technical schools and the pharmaceutical school.

The system of higher agrarian educational establishments (accreditation levels III-IV) is subordinate to the Ministry of Agriculture. It consists of three State agricultural colleges, the Lviv veterinary academy, and fifteen agricultural colleges.

In other areas a broad network of short-term courses (up to one year of study) also exists. These courses enable students to enter such occupations as secretary-typist and computer operator and to learn foreign languages, basic management, marketing, etc. As a rule, students enrolling in these courses must pay tuition fees.

Postsecondary vocational education is provided by higher vocational institutions; programmes leading to the qualification of junior specialist usually last three years. They are oriented towards certain occupations and types of activities (technologist/production engineer, appraiser, kindergarten teacher, etc.). To graduate from these institutions, students must pass final examinations and defend a graduation thesis/work. The diploma confers a right to employment at a pre-set level or the right to continue training in institutions of a higher level. Many vocational institutions offer courses for secondary school graduates leading to the acquisition of qualifications of a non-university level.

In 1997, the higher education system consisted of 940 higher education institutions (HEIs), of which 806 were State-owned. HEIs included 327 technical vocational schools, 216 vocational schools, 117 colleges, 149 institutes, two conservatories, forty-eight academies and eighty-one universities. At the first and second accreditation levels there were 660 technical-vocational schools, vocational schools and colleges (of which 606 public); at the third and fourth levels, there were 280 HEIs (of which 202 in the public sector). The total number of students was 1,636,400 (1,536,000 in public HEIs), of which 526,400 at the first and second accreditation levels. Teaching staff included 47,200 lecturers in the first two levels and 72,600 professors and lecturers in the third and fourth levels.

In 2000, the higher education system consisted of 979 HEIs. At the first and second accreditation levels there were 664 HEIs (of which 593 state-owned). At the...
third and fourth levels, there were 315 institutions (of which 223 in the public sector), including 106 universities and fifty-nine academies. (Ministry of Education, 2001).

In 2004/05, the higher education system consisted of 966 HEIs. At the first and second accreditation levels there were 619 HEIs (of which 531 state-owned). At the third and fourth levels, there were 347 institutions, of which 233 were in the public sector. In 2002/03, there were 582,900 students enrolled in first and second accreditation levels HEIs (of whom 525,300 in state-owned institutes) and some 1.68 million students enrolled in third and fourth levels HEIs, of whom some 1.5 million in state-owned institutes. Currently bachelor’s degree programmes are mostly designed for 3.5 to four years of study; specialist’s programmes take the traditional five years (six years for medical specialties, including one year of clinical probation); master’s degree programmes are designed for 1.5 to two years after completion of the bachelor’s programme, or about one year after completion of the specialist’s programme. (Sitar and Panych, 2007). Starting from 2006/07, programmes at the third and fourth accreditation level are being reorganized in accordance with the two-year structure within the implementation of the Bologna process.

**Special education**

At the pre-school level, there are specialized groups and kindergartens for children having drawbacks in their psychological or mental development. Children having heart or lung diseases, or stomach or nervous system impairments attend sanatorium pre-school institutions. Medical and corrective measures help these children improve their health and to adapt socially.

At the primary-secondary level, children who need social help and rehabilitation are placed in boarding schools. There are 680 boarding schools of several types, among them thirty-five for orphans, sixty-seven sanatorium boarding schools, 384 schools for children mentally or physically impaired, and eleven special schools. About 139,000 children are enrolled in different boarding schools. Special attention is paid to orphans, neglected children, invalids, young offenders, and to children whose parents are unemployed, disabled or have many children. Great attention is also paid to development of the network of boarding schools and school sanatoriums.

**Private education**

Educational establishments in the private sector cater to approximately 1% of the students aged 15-17 years and about 7% of the students at the higher education level. (Ministry of Education, 1999).

**Means of instruction, equipment and infrastructure**

The Ministry of Education elaborates State requirements and standards on contents and levels of education, on typical educational plans and programmes. It also organizes the preparation and publication of textbooks and other kinds of special educational literature.
The State Programme Ukraine in the Twenty-first Century includes a sub-programme (“Textbooks”) aimed at renewing exercise books and textbooks. In 1993, 186 textbooks for different types of schools were published totaling 25.3 million copies. Among them are elementary school textbooks for Ukrainian language and literature, Ukrainian history, and foreign languages.

**Adult and non-formal education**

Strategies and directions for out-of-school education are elaborated in the Programme Ukraine in the Twenty-first Century. The main direction is for creative self-realization, additional knowledge for children and youth, their intellectual and spiritual development, and preparation for active professional and public activity.

State out-of-school establishments carry out these tasks. There are 1,599 such establishments, among them 817 centres of creative work for children and youth, 202 ecological centres, eighty-nine centres for young tourists, 298 centres for young technicians, twenty-two young sailors clubs, ninety-seven physical training clubs, and twenty-one centres for aesthetic training, enrolling a total of 1.27 million children and teenagers. There are more than 1,000 non-formal, out-of-school establishments in the country. In creative work clubs alone there are 500,000 children; in ecological centres, more than 200,000; in young tourist clubs, more than 150,000; in sporting clubs, more than 500,000 secondary and technical school students.

No mass literacy programmes exist. But, “the economic crisis in Ukraine has devalued education, and there are already signs of emerging functional illiteracy. In Ukraine, illiteracy has yet to achieve the serious dimension of a social phenomenon, and hopefully may never do so. [...] An immediate challenge is the rural/urban disparity in education which limits educational opportunities to many throughout the country. The current problems in education are most sharply felt outside the large urban centres.” (UNDP, 1996).

General education schools for adults play an important role. In 1991/92 more than 500 evening and correspondence schools were in operation with a total of 180,000 persons enrolled. About 95% of the students at such schools were working youth aged 15-20 who did not complete secondary education. During recent years adult education centres have been established. At such centres the working youth receive specialized training in one or two professions along with general secondary education. Graduates obtain the secondary school-leaving certificate as well as the certificate for the profession they choose.

**Teaching staff**

Pre-school and elementary school teachers are trained in teacher training higher education establishments of accreditation levels I-II (junior specialists, educators, and teachers). Secondary school teachers are trained in teacher training higher education establishments of accreditation levels III-IV.

Higher education teachers are trained in universities and higher education establishments according to the field or discipline. Priority is given to specialists
having completed higher education (specialists, master’s) who have defended candidate or doctor of science theses and have the academic status of assistant professor (senior lecturer) or of professor.

Altogether, teacher training takes place in twelve universities, two pedagogical universities, twenty-seven pedagogical institutes, four colleges, forty-eight pedagogical schools, five industrial-pedagogical technical schools and some other institutions of higher learning. Pedagogical institutes train teaching staff in two types of specialties through a five-year programme.

The content of teacher education programmes has been revised according to socio-humanistic, psychological, pedagogical and special demands. For all specialties new courses have been introduced, including principles of pedagogy, social psychology, sociology of education, principles of scientific research, economics of education, etc. The practical orientation has been strengthened. One fifth of the overall training is spent on practice with a whole semester of practice before receiving the diploma.

In 2001, there were some 499,000 general secondary school teachers in Ukraine. A teacher’s income is calculated in accordance with the volume of work per week produced. For a primary school, the rate is 20 hours, and for secondary and senior schools, 18 hours per week. (MES, 2003). It is estimated that over 80% of teachers have the degree of “specialist” and/or “master”. The Government adopted measures for increasing salaries of pedagogical staff by 50% in 2001, and an additional 15% in 2002. (MES, 2004).

**Educational research and information**

Information is not available.

**References**


**Web resources**
