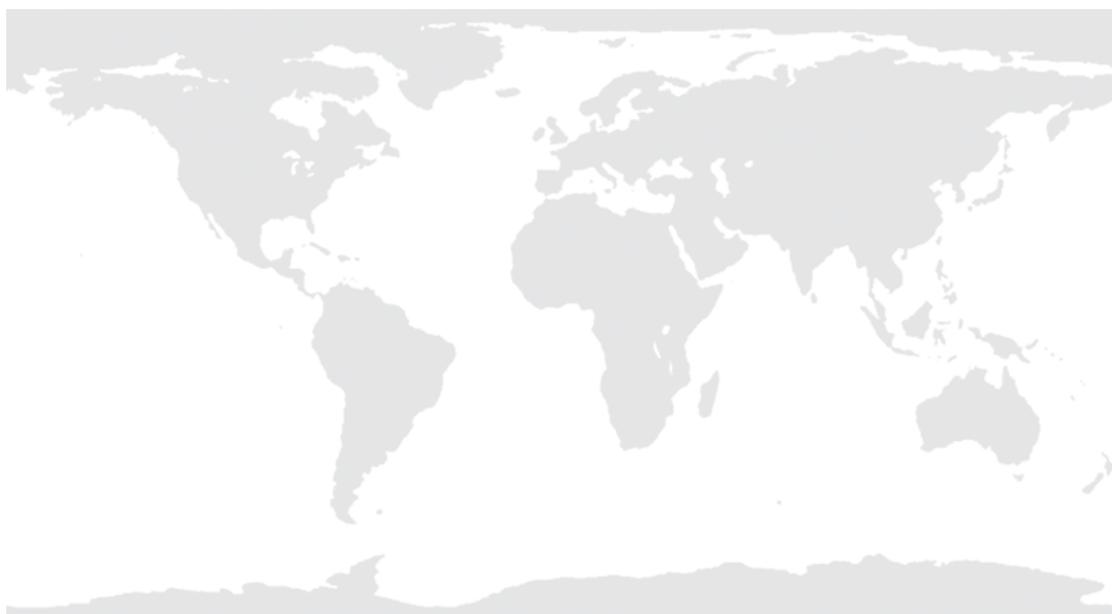




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Ukraine

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Principles and general objectives of education

In the process of state building, the main objectives of the national education policy have been:

- 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.

Article 3 of the Law on General Secondary Education of 1999 stipulates that general secondary education shall be aimed at ensuring the comprehensive development of a personality based on universal human values and the principles of scientific approach, multicultural orientation, social nature of education, humanism, democracy, civic consciousness, mutual respect between nations and ethnic groups for the interest of the human beings, the family, the society, and the State.

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** issued 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 1 to 9) 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 Preschool Education** was issued on 11 July 2001 and entered into force in August 2001.



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**.

The **Decree of the President of Ukraine No. 244** of 20 March 2008 on Additional Measures to Increase Education Quality in Ukraine proposes measures to provide at least 75% of children of the relevant age group with preschool education.

Article 3 of the Law on General Secondary Education of 1999 specifies that general secondary education shall be a mandatory basic component of continuous (lifelong) education. Article 6 stipulates that all Ukrainian citizens shall be guaranteed available and free complete general secondary education in state and municipal educational institutions. Article 28 of the Law on Preschool Education of 2001 stipulates that a child has guaranteed by the State the right to free preschool education in state and municipal preschools, in addition to free medical care in these institutions.

Administration and management of the education system

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 490 *raions* (divisions or districts). The Autonomous Republic of Crimea has been granted special status, with considerable autonomy in its internal affairs. Two cities (the capital city Kiev and Sevastopol) also has a special status. 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 general secondary and vocational schools as well as pedagogic higher education establishments.

The **Ministry of Education and Science** (MES) is the central body supervising and managing the education sector. 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 decisions.

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.

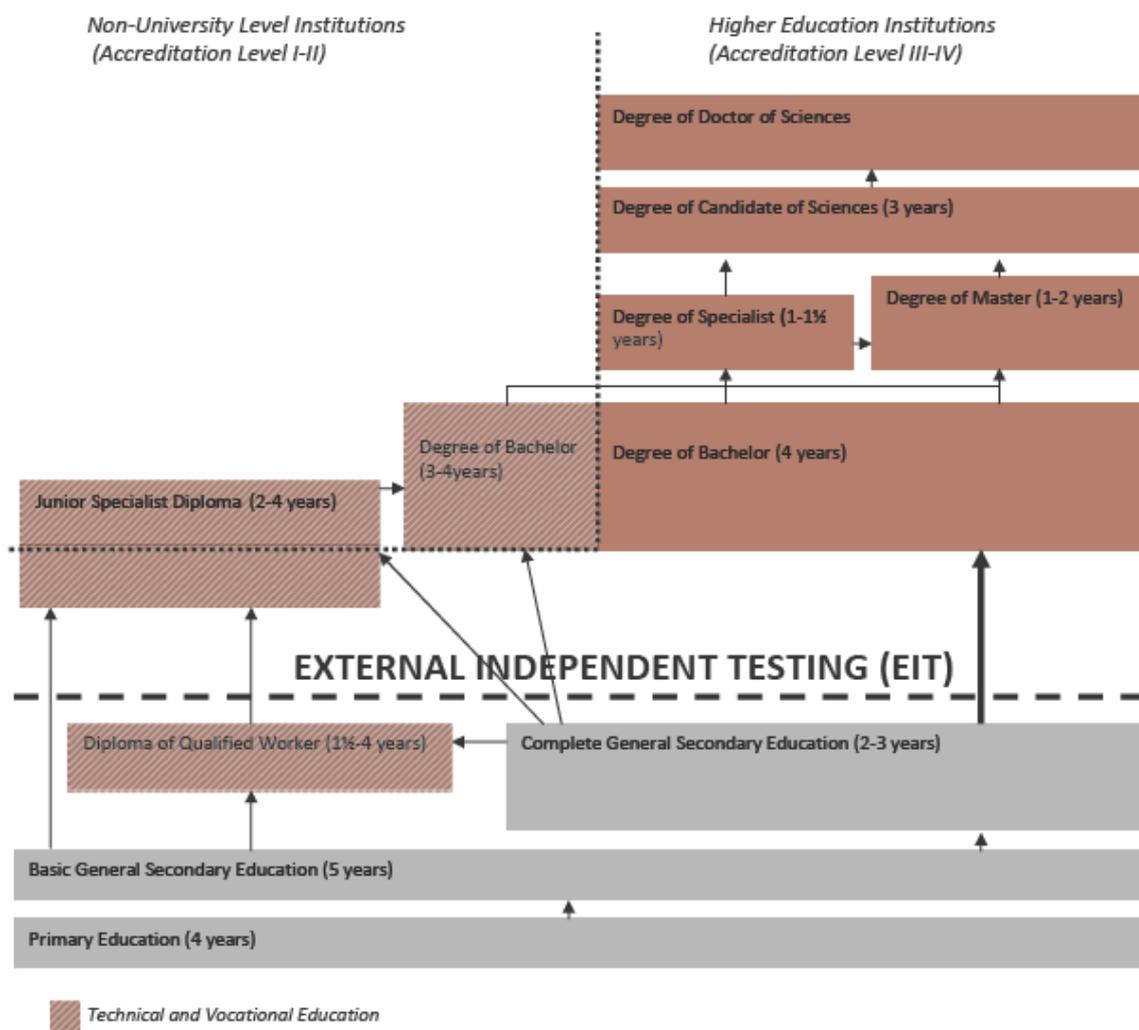
Management of the education system in the districts is conducted by the local governments. The Crimean Republic has its own Ministry of Education. The **Local Councils of People's Deputies (LCPD)** are responsible for financing the educational establishments (preschools, general education schools and other institutions) from the local budgets, developing their network and their material-technical base, ensuring social security of the participants in the educational process, etc. Structural units 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. Post-secondary and higher education institutions, professional and other state educational establishments are financed from the state budget. State educational establishments may have additional sources of financing such as revenues derived from educational services, scientific-research works, incomes from commercial activities, or various forms of subsidies and loans.

The direct administration of the activities of an educational establishment is realized by its **Board** and the principal (head teacher, 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 **Ukrainian Standardized External Testing Initiative (USETI)** Alliance was established in May 2010 to implement external independent testing in Ukraine. The newly created **Ukrainian Center for Educational Quality Assessment (UCEQA)** is responsible for developing and implementing the testing initiative that will replace the entry examinations currently administered by individual universities and will help lay the legislative foundation for implementation of unified exams for all higher education institutions.

Structure and organization of the education system

Ukraine: structure of the education system



Source: NORRIC, 2009.

Pre-school education

Preschool education caters to children aged 3-5 years and is not compulsory. Preschool establishments include nurseries, nursery-kindergartens, kindergartens, and school-kindergartens. According to the Law on Preschool Education of 2001, preschool education should be provided free of charge in state and municipal institutions.

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 1 to 4) 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 5 to 9). Upon completion of grade 9 students sit the final examinations and if successful receive the certificate of basic general secondary education. Basic school graduates have the possibility to continue their education at senior general secondary (high) schools (grades 10 and 11/12), professional trade schools, technical schools or vocational schools. Upon completion of general secondary education (grade 11/12) students sit the final examination and if successful are awarded the certificate of complete general secondary education.

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. Post-secondary and higher education institutions are organized according four accreditation levels, namely vocational and technical schools and colleges (independent or affiliated to other higher education institution) at levels I-II, and higher education institutes, academies and universities at levels III-IV. Programmes leading to the diploma of junior specialist take no more than three years to complete. Pedagogical colleges offer programmes leading to the junior specialist diploma in teaching; the duration is three years for students with complete secondary education and four years for students with basic secondary education. Bachelor's degree programmes normally last three to four years at levels I-II and four years at levels III-IV (five years in the case of pharmacy; six years in the case of medicine). Programmes leading to the degree of specialist generally require an additional one to one and a half years of study after the bachelor's. Master's degree programmes take one to two years to complete. The degree of candidate of sciences is awarded after three years of research following a master's or a specialist degree. Three additional years are normally required for the degree of doctor of sciences. In 2006/07, programmes at the third and fourth accreditation levels began to be reorganized in accordance with the implementation of the Bologna process.

The Law on General Secondary Education of 1999 introduced several changes in the structure, duration and content of basic and senior secondary education. The reform started in 2001 and is expected to be fully implemented by 2012/13. The Law stipulates that elementary education shall last four years and the admission age shall be 6. Basic (lower secondary) education shall last five years, and upper secondary education shall be a three-year programme mainly providing specialized training. The twelve-year programme shall be compulsory for all students. According to the Article 15 of the Law, the number of instructional hours (sixty minutes long) per year shall be: 700 in grades 1 and 2; 790 in grades 3 and 4; 860 in grade 5; 890 in grades 6 and 7; 950 in grades 8 and 9; and 1,030 in grades 10 to 12. On the basis of Article 16, the school year shall begin on 1 September and ends not later than 1 July. At the elementary level it shall consist of not less than 175 working days, and of 190 working days (excluding periods devoted to examinations) at all the other levels. The



average duration of teaching periods shall be thirty-five minutes in grade 1, forty minutes in grades 2-4, and forty-five minutes in grades 5-12.

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

The educational process

Pre-primary education

On the basis of the Law of Preschool Education of 2001, preschool education is an obligatory primary component of the system of continuous education. All Ukrainian citizens shall have the right to get preschool education in preschool educational institutions as well as in the family. Preschool education is an integral process that should provide for the comprehensive development of children in accordance with their inclinations and their individual, intellectual and physical capabilities and cultural needs. Preschool educational institutions should ensure the physical, intellectual and spiritual development of children, their social adaptation and readiness to continue their education. Preschool age children include infants, and junior, middle and senior preschoolers.

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. Preschool establishments include nurseries, nursery-kindergartens, kindergartens, and school-kindergartens (the latter mainly in rural areas). Other institutions providing preschool education include: orphanages, nursery-kindergartens of compensating type, kindergartens of a boarding-school type, nursery of a family type, child development centers, and orphanages of family type. Preschool educational institutions must be licensed. The average workload for children is fifteen lessons per week (each lesson lasting thirty minutes).

The preschool curriculum has been updated. The board of Ministry of Education and Science has approved the basic programme for preschool aged children *I am in the world*. This programme is based on a competency-based approach, and in order to implement it several educational and methodological materials have been developed. (MES, 2008).

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 preschools with some 1,055,000 children enrolled (about 39% of the age group concerned). (Ministry of Education, 2001). The number of preschools was about 15,700 in 2002/03 (MES, 2004).

The Ministry of Economy reports that in 2008 the net enrolment ratio at the preschool level (children aged 3-5) was 88% in urban areas and 47.6% in rural areas. Overall, in 2008 there were 15,400 preschool institutions in the country (of which



1,200 were not operational) with some 1,195,000 children enrolled, representing 57% of the children in the corresponding age group. (Ministry of Economy, 2010).

According to MES, in 2008 some 8,700 preschools were in rural areas, enrolling about 221,000 children. The increase of children's involvement in preschool education in recent years is the result of the introduction of different forms of preschool education provision, such as full-time or part-time groups, multi-aged groups, play groups, consulting groups, compensative groups (specialized and sanatoria based), social rehabilitation groups, and development groups and centers at preschool educational establishments. (MES, 2008).

The Multiple Indicators Cluster Survey 2005 found that 58% of the children aged 36-47 months were attending early childhood education, and in the case of the children aged 48-59 months the percentage was 67.2%. About 65% of the 6-year-olds attending the first grade of primary education had attended a preschool programme the previous year. (Source: UNICEF).

According to the State Statistics Committee, by the end of 2009 there were about 15,500 preschool education institutions (6,700 in urban areas and 8,800 in rural areas), of which some 1,100 were not in operation. The total enrolment was about 1,214,000 children (of whom 307,000 children in rural areas), representing 56% of the children in the corresponding age group (68% in urban areas and 33% in rural areas). (State Statistics Committee, 2010).

Elementary and lower secondary education (basic school)

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 1 to 4), followed by lower secondary (grades 5 to 9) which complete compulsory education.

Article 3 of the Law on General Secondary Education states that general secondary education shall consist of the target-oriented process of mastering classified knowledge on nature, human beings, society, culture, and production of means of cognitive and practical activities resulting in intellectual, social and physical development of the individuals and constituting the foundation for further education and working life.

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 at the elementary level.

There are two components in the curricula, e.g. 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 weekly lesson timetables for primary (2005) and lower secondary education (2007) are presented in the table below:

Ukraine. Primary education: weekly lesson timetable

Subject	Number of weekly periods in each grade			
	1	2	3	4
Ukrainian language & literature (*)	8+1	9+2	9+2	9+2
Mathematics	4	4	4	4
Man & the world	1	1	2	2
Music, art education	2	2	2	2
Work education/ Technology	2	1	1	1
Physical training & health protection	4	4	4	4
<i>Sub-total</i>	<i>21+1</i>	<i>21+2</i>	<i>22+2</i>	<i>22+2</i>
Elective subjects, additional lessons	2	3	3	3
Total weekly periods (max.)	23+1	24+2	25+2	25+2

Source: Ministry of Education and Science of Ukraine, *Study plan for primary education*. Decree No. 1/9-695 of 6 December 2005. Each teaching period lasts 35 minutes in grade 1 and 40 minutes in grades 2-4. (*) The additional lessons are for schools offering instruction in a foreign language.

Ukraine. Lower secondary education (basic school): weekly lesson timetable

Subject	Number of weekly periods in each grade				
	5	6	7	8	9
Ukrainian language	3.5	3	3	2	2
Ukrainian literature	2	2	2	2	2
Foreign language	3.5	3	3	2	2
Foreign literature	2	2	2	2	2
Mathematics (including informatics)	4	4	–	–	–
Algebra	–	–	2.5	2	2
Geometry	–	–	1.5	2	2
Computer studies	–	–	–	–	1
History of Ukraine	1	1	1	1.5	1.5
World history	–	1	1	1	1
Introduction to law	–	–	–	–	1
Geography	–	2	2	1.5	1.5
Natural sciences	1	1	–	–	–
Biology	–	–	2	2	3
Physics	–	–	1	2	2
Chemistry	–	–	1	2	2
Music, art education, drawing	2	2	2	1	1
Physical education	2.5	2.5	2.5	3	3
Work education	1	1	2	2	1
Health protection	1	1	1	0.5	0.5
Ethics	1	1	–	–	–
<i>Sub-total</i>	24.5	26.5	29.5	28.5	30.5
Elective subjects, additional lessons	2.5	2.5	1.5	5.5	3.5
Total weekly periods (max.)	27	29	31	34	34

Source: Ministry of Education and Science of Ukraine, *Study plan for lower and upper secondary education*. Decree No. 357 of 7 May 2007. Each teaching period lasts 45 minutes.

Government regulations concerning general secondary education institutions specify that every school prepare and have approved by its Council a curriculum on the basis of the main study 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 3 to grade 9 students 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 9 students sit the state examination in four compulsory subjects (Ukrainian, mathematics, biology, and geography) and one optional subject (foreign language, humanities or a minority language) that is decided by the school. Students who pass the examination are awarded the certificate of basic general secondary education.



According to the Ministry of Education and Science, in 2008 there were about 20,300 full-time comprehensive general secondary education schools (state and municipal), of which 13,900 (or 68.5%) were in the rural areas. About 4.7 million students were enrolled in these comprehensive schools, of whom 1.63 million (or 34.7%) in rural areas. (MES, 2008).

According to the State Statistics Committee, in 2009/10 there were 20,576 general secondary education schools (including 218 schools in the private sector). General secondary education institutions include schools, lyceums (new type of institutions, a total of 386 in 2009/10), gymnasiums or grammar schools (new type of institutions, a total of 588), educational training complexes (new type of institutions, a total of 2,236), sanatorium schools of all levels as well as special education schools (boarding schools) and schools of social rehabilitation. General secondary education institutions of the first level (primary schools) provide basic education, schools of the second level (middle school) offer incomplete secondary education, and schools of the third level (high school) offer complete secondary education. Out of the total number of general secondary education institutions, there were 2,177 institutions of the first level, 5,397 institutions of the first and second level (incomplete secondary education), and 12,394 institutions of the first to third level (complete secondary education). Not including special schools (boarding schools), sanatorium schools and schools undergoing major repair, a total of 1,248 institutions (or 6%) were operating in two shifts. (State Statistics Committee, 2010).

In 2009/10, the total enrolment in general secondary education was 4,494,666 students (of whom 20,500 in the private sector) and the number of teachers was 521,743 (of whom 4,769 in the private sector). About 82% of students were receiving instruction in Ukrainian and 17% in Russian (mainly in the autonomous Republic of Crimea and in Sevastopol). In addition, about 21,100 students were taught in Romanian, 15,900 in Hungarian, 4,300 in Moldavian, 5,600 in Crimean Tatar, and 1,400 in Polish. In the same year, 615 general secondary education schools with a total enrolment of 184,872 students and 19,279 teachers were in the autonomous Republic of Crimea. (*Ibid.*).

The Multiple Indicators Cluster Survey 2005 indicated that the net primary school completion rate was 87.1% for boys and 93.8% for girls. The transition rate from primary to basic (lower) secondary was 100%. (*Source: UNICEF.*)

Senior secondary education

Basic school graduates may continue their education at high or senior secondary schools (including gymnasiums and lyceums for the most talented students), 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 traditionally covered grades 10 and 11. As mentioned, within the framework of the reform started in 2001 and expected to be fully implemented by 2012/13, senior secondary is being changed into a three-year programme (grades 10 to 12) mainly providing specialized training. The weekly lesson timetable of upper secondary education (2007) is presented below:

Ukraine. Upper secondary education: weekly lesson timetable

Subject	Number of weekly periods in each grade								
	Standard			Academic			Profile education		
	10	11	12	10	11	12	10	11	12
Ukrainian language	1	1	2	2	2	2	4	4	4
Ukrainian literature	2	2	2	2	2	2	3	4	4
Foreign language	2	2	2	3	3	3	4	4	5
Second foreign language	–	–	–	–	–	–	3	3	3
Foreign language & literature	1	1	1	2	2	2	2	2	2
History of Ukraine	1	1	2	1	1	2	3	3	4
History of the world	1	1	1	1	1	1	3	3	3
Law	1	–	–	1	–	–	2	2	3
Economics	–	1	–	–	1	–	2	2	3
Man and society	–	–	1	–	–	1	2	2	2
Philosophy	–	–	–	–	–	–	2	2	2
Art education	1	1	–	1	1	–	4	4	–
Aesthetics	–	–	–	–	–	–	–	–	4
Mathematics	3	3	2	–	–	–	–	–	–
Algebra	–	–	–	2	2	2	4	4	4
Geometry	–	–	–	2	2	2	3	3	3
Astronomy	–	–	1	–	–	1	–	1	1
Biology	1.5	2	–	1.5	2	1	4	4	4
Geography	1.5	–	–	1.5	1	–	4	4	4
Psychology	–	–	–	–	–	–	–	–	1
Physics	2	2	–	3	2	3	5	5	5
Chemistry	1	1	–	1	2	1	4	4	4
Man and nature	–	–	1	–	–	–	–	–	1
Ecology	–	–	–	–	–	–	2	2	2
Technology	1	1	1	2	2	–	5	5	5
Computer studies	1	1	1	1	1	2	4	4	4
Technical drawing	–	–	–	–	–	1	–	1	1
Physical education	2	2	2	2	2	2	5	5	6
Civil protection	1	1	–	1.5	1.5	–	2	2	–
<i>Sub-total</i>	<i>24</i>	<i>23</i>	<i>19</i>	<i>30.5</i>	<i>30.5</i>	<i>28</i>			
Elective subjects	10	10	14	3.5	2.5	5			
Total weekly periods (min.)	30	30	30	30	30	30	30	30	30
Total weekly periods (max.)	34	33	33	34	33	33	34	33	33

Source: Ministry of Education and Science of Ukraine, *Study plan for lower and upper secondary education*. Decree No. 357 of 7 May 2007. Each teaching period lasts 45 minutes.

At the end of senior secondary school (grade 11 or 12) students sit the state examination in five subjects (until 2007 these included Ukrainian, history of Ukraine and three optional subjects selected by the student). Successful students are awarded the certificate of complete general secondary education. 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.



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 (MES), including 135 higher vocational schools, eleven VET centers, 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.

According to the State Statistics Committee, in 2009/10 there were 975 VET institutions (of which 971 under the MES and four under other ministries) with some 424,300 students enrolled. (State Statistics Committee, 2010).

Assessing learning achievement nationwide

In 2007 Ukraine participated for the first time in the Trends in International Mathematics and Science Study (TIMSS). According to the results, particularly those of international performance tests for grade 4 and grade 8 students, Ukraine ranked below the Russian Federation, Kazakhstan, Armenia and the Baltic countries. Agreements have been reached to include Ukraine in the Programme for International Student Assessment (PISA) and TIMSS in 2011. (Ministry of Economy, 2010).

Teaching staff

Preschool and elementary school teachers are trained in teacher training institutions at accreditation levels I-II (junior specialists, educators, and teachers). Secondary school teachers are trained in higher education institutions at accreditation levels III-IV. Higher education teachers are trained in universities and higher education institutions 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 58 higher education institutions of accreditation levels I-II and 59 higher education institutions of accreditation levels III-IV. (MES, 2008). Pedagogical colleges offer teacher training programmes for preschool primary education teachers, and music, arts, technology, physical training and vocational education teachers. The duration of programmes leading to the diploma of junior specialist in teaching is three years for grade 11 graduates and four years for grade 9 graduates. Pedagogical colleges also offer four-year bachelor's degree programmes in education (five-year programmes for part-time and correspondence students). Pedagogical universities train teachers for lower and upper secondary schools and colleges. Bachelor's degree programmes normally last four

years (three years for junior specialist diploma holders). Programmes leading to the specialist and master degree generally take one year to complete. Upon completion of a bachelor's degree programme at a pedagogical college or university, the student is awarded the qualification according to the first specialty (for example, teacher of the English language); upon completion of the specialist or master degree at a pedagogical university, the student is awarded the qualification according to the two specialties studied. A graduate from a classic university is awarded the degree as well as a professional title (i.e. teacher) in his/her field of study. (NORRIC, 2009).

Teachers must pass a teaching aptitude test in order to get a higher qualification level. The process is called attestation and normally the first qualification category for the graduate with the degree of specialist or master is that of specialist. After attestation teachers can be awarded the categories of specialist of the second category, specialist of the first category, and specialist of the top category. There can be also awarded titles of senior teacher, senior lecturer and methodologically competent teacher. Attestation usually takes place every five years.

The minimum requirement for teachers at primary schools (grades 1 to 4) is the degree of junior specialist with the professional title of primary school teacher. Bachelor, specialist and master degrees holders with the professional title of school teacher can work at primary schools as well. Secondary school teachers (grades 5-9 and grades 10-11) must hold a junior specialist diploma, a bachelor's degree, specialist degree or master degree and the professional title of school teacher. A university teacher/lecturer must have at least a master's degree. Besides working at a higher education institutions, a university teacher has the right to work at vocational schools/colleges and schools at all grade levels.

The curricula for teacher training programmes leading to bachelor's, specialist, and master's degrees are determined by the standards set for all university-level pedagogical institutions. These standards include guidance on subject matter and course structure, allowing institutions to determine part of the curriculum on their own. Curricula consist of the following components: (a) subject specialization: provides theoretical training in the field of specialization, e.g. language, history, biology, mathematics, chemistry, physical training, informatics, music etc.; (b) studies in education and psychology, including training in didactics, theory of teaching, history of pedagogy, psychology and pedagogy; (c) studies in teaching methods, including the learning of teaching methods for the subjects of specialization as well as methods for conducting of extra-curricular activities (these studies are usually spread during the whole period of study); (d) information technology training, including IT training programmes and programmes in IT-based methods of teaching; (e) in-service teacher training, including practical training in subject teaching and extra-curricular work (practical training starts from the third semester and covers 60-65% of the curriculum; for example, the four-year bachelor's programme has 14-16 weeks of teacher internship in a school); (f) foundation studies/core studies within the humanities, social sciences and natural sciences (compulsory for all university higher education programmes). (*Ibid.*).

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 high schools, 18 hours per week. (MES, 2003).



It is estimated that over 88% of teachers have a specialist degree and/or a master's. The government adopted measures for increasing salaries of pedagogical staff by 50% in 2001, and an additional 15% in 2002. The issue of higher education qualifications for primary school teachers remains urgent. Though the general rate has increased to 76.6% compared to 2007, it still remains lower compared to the corresponding rate among high school and secondary education teachers, which was 91.4% in 2008. In the same year, 43% of preschool teachers were qualified. (MES, 2004 and 2008).

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