



## Annex 6

# STUDY ON TEACHER EDUCATION FOR PRIMARY AND SECONDARY EDUCATION IN SIX EASTERN PARTNERSHIP COUNTRIES

## UKRAINE

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## 1 OVERVIEW OF CURRENT STRUCTURE OF THE EDUCATION SYSTEM

The system education in Ukraine, as defined by Art.29 of the Law on Education (1991, with amendments),<sup>1</sup> is based on the following structure:

- pre-school education (3-4 years, age from 2/3);
- general secondary education (11 years, age group from 6/7 years old);
- out-of-school education;<sup>2</sup>
- vocational-technical education (1-3 years, age group from 15 years);
- higher education (4-6 years, age group from 17-18 years old):
  - Bachelor level (4 years);
  - Master level (bachelor studies+1-2 years, age group from 22 years old);
  - Specialist's Degree (5 years or bachelor studies + 1-1.5 years);<sup>3</sup>
  - Aspirantura (post-graduate courses) (based on specialist/master degree + 3 years of advanced research, title of specialist-researcher); and,
  - Doctoral studies (Aspirantura + 3 years).
- postgraduate education; and,
- self-education.
- complete higher education.

For higher educational institutions, four levels of accreditation exist:

- I accreditation level – vocational and technical school;
- II accreditation level - college; and,
- III and IV accreditation levels (depending on the results of accreditation) - institute, conservatory, academy, university.

For a graphic presentation please see Annex A.

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<sup>1</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, Art. 451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>

<sup>2</sup> Out-of-school education and upbringing aim at the development of abilities and talents of children, pupils and students, satisfaction of their interests, spiritual, and professional self-determination needs. Institutions that provide out-of-school educational include: palaces, houses, centres, art centres of children and youth, pupils' and students' clubs, children's and youth's sport schools, art schools, studios, primary specialised art schools, libraries, health institutions and other establishments.

<sup>3</sup> A degree awarded by universities in the Soviet times, which still granted in Ukraine but being replaced by the degrees introduced in accordance with Bologna process.



## 1.1 Primary and secondary education system

Completion of complete general (secondary) education<sup>4</sup> in Ukraine is compulsory (Art 35 of the Law on Education) and is carried out on three levels in the following types of educational institutions:

- I level - primary school (grades 1-4) that provides primary general education;
- II level - basic school (grades 5-9) that provides basic general secondary education; and
- III level – senior school (grades 10-11) that provides complete general secondary education, usually with a specialisation (profile).

Schools of these three levels may function together or independently. The types of schools and other educational institutions of secondary education are defined by the the Law on General Secondary Education (1999, with amendments).<sup>5</sup> They include:

- a school of I-III level (degree);
- specialised school (I-III level) for an in-depth study of certain subjects and courses;
- gymnasium (II-III level) for an in-depth study of individual subjects according to the profile;
- college (II-III level) with philology and philosophy, and (or) cultural and aesthetic profile;
- lyceum (III level school) with specialised and vocational education (may provide educational services to the II degree, ranging from grade 8);

and other types of educational organisations.<sup>6</sup>

Complete secondary education can also be obtained within the system of vocational education at basic vocational-technical institutions or the higher education institutions of the I-II levels of accreditation (Art. 9 of the Law on Education).

After finishing the 9<sup>th</sup> grade (basic school) and passing the final examinations students receive the Certificate of Basic General Secondary Education that allows the graduates to either continue education at senior (upper) secondary school (III level - grades 10-11) or to pursue vocational education. At the end of the general secondary education (senior school), the students, after passing their final exams, receive the Certificate of Complete General Secondary Education and a transcript of grades. To those receiving complete secondary education integrated with vocational training, a Certificate of Complete General Education can be issued alongside a Diploma of Qualified Worker or Junior Specialist. Graduates from the vocational-technical and the secondary vocational-technical school receive a Diploma of Completion of Vocational-Technical School.<sup>7</sup>

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<sup>4</sup> According to the Law of Ukraine o General Secondary Education, the term 'general secondary education' (ukr. *загальна середня освіта*) incorporates the ISCED levels 1-3, i.e. primary, basic (lower) secondary and complete (upper) secondary education.

<sup>5</sup> The Law of Ukraine on General Secondary Education, Bulletin of the Supreme Council of Ukraine (the Parliament, 1999, N 28, Art. 230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>

<sup>6</sup> For example, there are also educational institutions (I-III level) for children who need of social assistance as well as support for their physical and (or) mental development or long term care (sanatorium school). For those who did not have an opportunity to carry out a full-time secondary education, evening (shift) schools of II-III level are also available.

<sup>7</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



The cohort of school students at the above mentioned educational levels consists of the children aged from 6 to 18. The duration of secondary school education is 11 years.<sup>8</sup>

## 2 THE ROLE OF PRIMARY AND SECONDARY EDUCATION AND THE ROLE OF THE SCHOOL TEACHERS

As stated in the legislative acts, the general (secondary) education is a process focused on mastering systematised knowledge on the nature, society, culture, means of cognitive and practical activities, resulting in intellectual, social and physical development of personality, which is the basis for further education and employment (Art. 3 of the Law on General Secondary Education).

The main **role of general secondary education** is to:

- form of a student's (pupil's) personality, to develop his/her skills and talents, scientific outlook;
- comply with the state standard of secondary education and prepare students (pupils) to undertake further education and employment;
- educate the students (pupils) to respect the Constitution, the state symbols, rights and freedoms of people, provide pupils with self-esteem, to be responsible before the law for their actions, the conscious attitude towards the duties as a man and citizen;
- exercise the right of students (pupils) to free formation of political and philosophical beliefs;
- educate students (pupils) to respect the family, traditions and customs, state and native language, national values of the Ukrainian people and other peoples and nations;
- develop students' (pupils') attitude towards their health and the health of other people as the supreme social value, the formation of hygienic habits and principles of a healthy lifestyle, maintain and strengthen the physical and mental health of students (pupils).<sup>9</sup>

Secondary education constitutes a compulsory, core component of continuing education, that is aimed at 'providing comprehensive personal development through training and education based on universal values and principles of scientific, multicultural, secular nature of education, regularity, integrity and unity of teaching and education, based on the principles of humanism, democracy, civic consciousness, mutual respect among nations and in the interests of people, families, society and state'.<sup>10</sup>

According to the law, the main participants of the educational process on this level include, alongside the pupils: school managers, pedagogical staff, educators, psychologists, librarians, as well as other specialists (as well as parents or persons responsible).<sup>11</sup>

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<sup>8</sup> Important changes in the structure, duration and content of basic (low secondary) and senior (upper) secondary education were envisaged in the Law on General Secondary Education (1999). In line with this legislation, the reform aimed at introducing 12-year secondary education compulsory for all pupils began in 2001. Yet, in 2010 some modifications were made and the 11 years long duration of school education was re-introduced (Ministry of Education and Science of Ukraine, Country Report: Ukraine, Kyiv, 2010).

<sup>9</sup> Ibid.

<sup>10</sup> The Law of Ukraine on General Secondary Education, Bulletin of the Supreme Council of Ukraine (the Parliament), 1999, N 28, Art. 230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>

<sup>11</sup> Article 19 of the Law of Ukraine on General Secondary Education, Bulletin of the Supreme Council of Ukraine (the



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The role of a teacher is to ensure the implementation of educational policy of Ukraine as well as the quality of education and development of students. As specified by the law, a teacher should be a person of high moral standards, which has the appropriate pedagogical education, adequate training, conducts educational activities, ensures the effectiveness and quality of his/her work and possesses physical and mental health that allows to perform professional duties (Art 24 of the Law on General Secondary Education).

The main responsibility of **primary school teachers** is to develop general personal and interpersonal qualities of pupils' behaviour to consolidate their social and moral values. More specifically, the main task is to teach pupils to read, write, calculate, to use books and other sources of information, form general ideas about the world, learn the rules universal morality and personal communication, basic hygiene, acquire the first labour skills, instil the love for nature and the homeland, and encourage the development of their individual and key abilities.<sup>12</sup>

On the next educational level, a **secondary school teacher** forms relevant competences of students, assists their intellectual and personal development and assures the unity of the educational process. At this stage, pupils are taught the basics of historical, mathematical, technical, natural, linguistic, and artistic sciences in line with the state standard for secondary education. As a result, on a final stage, students should: possess in-depth knowledge of subjects they learnt, be oriented towards professional specialisation, form coherent ideas about the nature, the society, citizenship identity, and be familiar with the possibility of acquiring higher education.<sup>13</sup>

When looking at the views on teachers' role as presented by the key stakeholders contacted for this study, a vision of a social role of teaching profession crucial in the society appears as fairly similar (though not unified). A teacher is perceived as:

- a key actor in the society of whom depends the future of the country,<sup>14</sup>
- a creator able to build an individual model of work with every child to develop his/her overall abilities,<sup>15</sup>
- a person who has the fate of children in his/her hands and a source of cognitive and moral growth of pupils.<sup>16</sup>

It should be also noted that the role of primary and secondary school teachers in the learning process has been changing over the past few years. What is becoming more important is not merely a transfer of information, but the ability to transform the educational information into a mean of solving practical problems and the ability to work in a team and actively search for creative solutions to those problems. As stated by some participants of pedagogical processes contacted for this study, a primary professional task of a teacher is not so much to 'filling' the child with knowledge, but to teach him/her how to correctly analyse the situations that arise, to take independent decisions, and to be responsible for them, and to apply the knowledge

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Parliament, 1999, N 28, Art. 230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>

<sup>12</sup> Decision of the Cabinet of Ministers of 3 November 1993 on the State national Programme 'Education' ('Ukraine of the XXI Century'), N 896 ,with amendments, 29/96), <http://zakon1.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=896-93-%EF>, and information from the questionnaire provided by the Association of School Managers of Ukraine.

<sup>13</sup> Ibid.

<sup>14</sup> Information from the questionnaire provided by the Uman State Pedagogical University named after. P. Tychnin.

<sup>15</sup> Information from the questionnaire provided by the Association of School Managers of Ukraine.

<sup>16</sup> Information from the questionnaire provided by the Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.



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received from the teacher.<sup>17</sup> Such approach can be also described as a shift towards individually oriented pedagogy and the pedagogy of cooperation.<sup>18</sup>

### 3 KEY STATISTICAL DATA ON TEACHER EDUCATION

Statistical data on education in Ukraine reflects the following trends for the period 2005-2009:

- Education budget as a share of GDP has been decreasing in the period 2005-2007. As far as the percentage of government expenditure on education is concerned, the share has increased (from 18.90% in 2005 to 20.22% in 2007; no data could be identified for 2008 and 2009).
- The number of both pupils and teachers in primary education is steadily decreasing, but in the case of teachers the process is somewhat slower. As for secondary schools, the number of teachers has been rising slightly whereas the pupil population has declined.
- The change towards a decreasing pupil-teacher ratio is noticeable, particularly in primary schools (the index has dropped from 18.70 in 2005 to 15.58 in 2009). Also for secondary schools, the index has dropped, although more slightly (11.58 in 2005 to 10.57 in 2007).
- Whereas the net enrolment rate has been slightly decreasing in primary schools over the 5 years, the indicator value for secondary schools has improved.
- Data referring to primary schools completion rate shows a significant decrease in Ukraine (116.70% - 95.46% over the period of 2005-2009).
- A high percentage of female teachers in primary schools can be observed (almost 99%), as well as in secondary schools (79%) if compared to other EaP countries.

**Note:** For those indicators where statistical data could not be accessed/identified, row boxes are marked as ‘-’.

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<sup>17</sup> Information from the questionnaire provided by the Association of School Managers of Ukraine.

<sup>18</sup> Information from the questionnaire provided by the Melitopol State Pedagogical University named after Bogdan Khmelnitsky, Department of Sociology.



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Table 3.1: Statistics on education

Description/Year	2005	2006	2007	2008	2009
Total general educational schools (beginning of school year; thsd.)	21,6	21,4	21,2	21,0	20,6
Number of primary schools	-	-	-	-	-
Number of basic (middle) schools	-	-	-	-	-
Number of secondary schools	-	-	-	-	-
Enrolment in general education schools (beginning of school year; thsd.)	5399	5120	4857	4617	4495
- of which in 10–12 (10–16) grades (beginning of school year; thsd.)	975	920	851	791	599
Primary education, pupils*	1945715	1753689	1647847	1573458	1531943
Secondary education, pupils*	4042827	-	-	-	-
Secondary education, general pupils*	3723247	3584974	3411430	3216245	3016333
Primary education (ISCED 1) Net enrolment rate (%)*	91	90	90	89	89
Secondary education, Net enrolment rate (%)*	82	84	84	85	-
School enrolment, primary (% gross)	108	102	100	98	98
School enrolment, secondary (% gross)	92	93	94	94	94
Pupils graduated from 2nd level schools (incomplete secondary education thsd.)	649	595	561	546	316
Pupils graduated from 3rd level schools (complete secondary education, thsd.)	515	485	467	427	391
Primary completion rate, total (% of relevant age group) *	117	105	102	99	95
Literacy rate, youth total (% of people ages 15-24)*	-	-	-	-	100

Sources: State Statistics Committee of Ukraine (2010) Ukraine in figures. 2009. Statistical Publication, KYIV, 2010.<sup>19</sup>

\*United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics.<sup>20</sup>

<sup>19</sup> <http://www.ukrstat.gov.ua/>

<sup>20</sup> [http://data.un.org/Data.aspx?d=UNESCO&f=series%3ANER\\_1](http://data.un.org/Data.aspx?d=UNESCO&f=series%3ANER_1)



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**Table 3.3: Statistics on teacher education**

Description	2005	2006	2007	2008	2009
Number of educational institutions providing teacher education programmes	-	-	-	-	-
Number of graduates of initial teacher training programmes	-	-	-	-	-
Number of educational institutions providing teacher education programmes	-	-	-	-	-
Total teachers in general educational school (beginning of school year; thsd.)*	543	537	531	524	522
Number of teachers in primary education	104028	102408	100859	99482	98310
Number of teachers in secondary education	349222	348550	350716	-	-
Student-teacher ratio in primary education <sup>21</sup>	19	17	16	16	16
Student-teacher ratio in secondary education	12	11	11	-	-
Primary education, teachers (% female)	99	99	99	99	99
Secondary education, teachers (% female)	79	79	79	-	-

Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics)  
 State Statistics Committee of Ukraine (2010) Ukraine in figures 2009. Statistical Publication, KYIV, 2010.<sup>22</sup>

<sup>21</sup> Net enrolment ratio is the ratio of children of official school age based on the International Standard Classification of Education 1997 who are enrolled in school to the population of the corresponding official school age. Secondary education completes the provision of basic education that began at the primary level, and aims at laying the foundations for lifelong learning and human development, by offering more subject- or skill-oriented instruction using more specialised teachers. Gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown (United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).

<sup>22</sup> <http://www.ukrstat.gov.ua/>



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**Table 3.4: Education budget**

Description	2005	2006	2007	2008	2009
GDP (current US\$)	8614201 8069	1077530 69307	1427190 09901	18035 4647631	113545 183714
GDP growth (annual %)	3	7	8	2	-15
Public spending on education, total (% of GDP) <sup>23</sup>	6	6	5	-	-
Public spending on education, total (% of government expenditure)	19	19	20	-	-
Expenditure on teacher education	-	-	-	-	-

Source: United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Institute for Statistics).<sup>24</sup>

## 4 GOVERNMENT POLICY IN THE AREA OF TEACHER EDUCATION

### 4.1 General legislative framework

State policy in the sphere of education is governed by the following documents: the Constitution of Ukraine and Ukrainian laws, the resolutions of the Supreme Council of Ukraine (the Parliament), decrees of the President of Ukraine, resolutions and orders of the Cabinet of Ministers of Ukraine, the normative documents of the Ministry of Education, Science, Youth and Sport of Ukraine (hereafter referred to as the Ministry of Education) and of other central executive authorities. It is determined by the Supreme Council according to the Constitution of Ukraine and realised by the executive state authorities and organs of local self-government.<sup>25</sup> According to the Ukrainian Constitution, everyone has the right to education and the state ensures accessible and free of charge pre-school, complete secondary, vocational/technical and higher education in the state and municipal educational institutions (Art. 53).<sup>26</sup>

The key document is **the Law on Education, adopted in 1991**, which regulates the field of training, education, upbringing and professional training.<sup>27</sup> It defines basic principles of education development, sets up the powers of governmental authorities and educational

<sup>23</sup> Public expenditure on education consists of current and capital public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities) (United Nations Educational, Scientific, and Cultural Organisation, Institute for Statistics).

<sup>24</sup> <http://data.un.org/Data.aspx?q=education&d=UNESCO&f=series%3aXGOVEXP>

<sup>25</sup> Constitution of Ukraine, Bulletin of the Supreme Council (the Parliament), 1996, N 30, Art. 141, <http://zakon1.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=254%EA%2F96%2D%E2%F0>

<sup>26</sup> Ibid.

<sup>27</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, Art. 451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>



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institutions appointed to realise the state policy.<sup>28</sup> Also the organisation of teacher training is regulated by this law.

At present, the legislation of Ukraine in the field of general (secondary) education and pedagogical education includes a number of other laws, which regulate separate spheres of the Ukrainian educational system development. Above all, these include:

- the Law on Pre-School Education (2001);<sup>29</sup>
- the Law on General Secondary Education (1999);<sup>30</sup>
- the Law on Higher Education (2002);<sup>31</sup>
- Law on Vocational Education (1998).<sup>32</sup>

The area of teacher education is based on the same legal framework as other programmes of higher education.

As for the legal bases for innovation, including the area of teacher education, these are contained in the following laws:

- The Law on Innovation (2002);<sup>33</sup>
- The Law on Priority Directions of Innovation Activity in Ukraine (2003);<sup>34</sup> and
- The decrees of the Ministry of Education.

The decrees are based on:

- the approval of the pilot general secondary education school (2002); and
- the approval of the implementation of monitoring implementation of innovative projects in priority areas of technology parks (2003).

In addition, the innovation policy principles are fixed in the Concept of Scientific-Technological and Innovation Development of Ukraine.<sup>35</sup> The national legislation of Ukraine regulates the right of educational institutions to provide innovation activities (the Law on General Secondary Education), whereas the actions of members of innovative process are regulated also within frameworks of educational projects.

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<sup>28</sup> The Law on implementing changes into the Law of Ukraine on Education of 23 March 1996, № 100/96.

<sup>29</sup> The Law of Ukraine on Pre-School Education, Bulletin of the Supreme Council (the Parliament), 2001, N 49, Art. 259, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=2628-14>

<sup>30</sup> The Law of Ukraine on General Secondary Education, Bulletin of the Supreme Council of Ukraine (the Parliament), 1999, N 28, Art. 230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>

<sup>31</sup> The Law of Ukraine on Higher Education, Bulletin of the Supreme Council of Ukraine (the Parliament), 2002, N 20, Art.134, with amendments, [www.mon.gov.ua/laws/ZU\\_2984.doc](http://www.mon.gov.ua/laws/ZU_2984.doc)

<sup>32</sup> The Law of Ukraine on Vocational and Technical Education, Bulletin of the Supreme Council of Ukraine (the Parliament), 1998, N 32, p. 215, [www.mon.gov.ua/laws/ZU\\_103.doc](http://www.mon.gov.ua/laws/ZU_103.doc)

<sup>33</sup> The Law of Ukraine on Innovation, Bulletin of the Supreme Council of Ukraine (the Parliament), 2002, N 36, Art. 266, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=40-15>

<sup>34</sup> The Law of Ukraine on Priority Directions of Innovation Activity in Ukraine, 2003, N 13, Art.93, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=433-15>

<sup>35</sup> The Decision of the Supreme Council of Ukraine on the Concept of Scientific-Technological and Innovation Development of Ukraine, Bulletin of the Supreme Council of Ukraine (the Parliament), 1999, N 37, Art.336, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=916-14>



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Finally, when looking at prospects in the field of teacher education, a new Draft Law on Higher Education is currently being prepared by the Parliament jointly with the Ministry of Education.<sup>36</sup> One of the aims of the new Law is to adopt the education system of Ukraine to the requirements of the Bologna process and to expand the autonomy of universities, identified as one of the main principle of state policy in higher education.<sup>37</sup>

#### 4.2 Institutional framework and distribution of responsibilities

State educational authorities involved in managing the (teacher) education system in Ukraine are defined in Art. 11 of the Law on Education (1991, with amendments)<sup>38</sup> and in the Law of Ukraine on General Secondary Education (Art. 35). These include:

- the Ministry of Education of Ukraine;
- the Ministries and departments to which educational institutions are assigned to;
- the Higher Attestation Commission of Ukraine;
- the Ministry of Education of the Autonomous Republic of Crimea;
- relevant regional Departments of Educations of state administration in Kyiv and Sevastopol (county, district in the city level); and,
- of Kyiv and Sevastopol state administrations and local authorities
- local self-governments and subordinate bodies of education management.<sup>39</sup>

The **Ministry of Education, Science Youth and Sports of Ukraine** is responsible for the development of education, including the pedagogical education. Its main mission is the formation and implementation of the state policy in education, science, and professional training of cadres. In particular, it is responsible for:

- developing programs for education development and state education standards;
- establishing national standards of knowledge for each subject;
- providing teaching-methodological leadership, controlling the compliance with state education standards, state inspections;
- carrying out accreditation of higher and vocational schools regardless of their ownership and subordination, issuing licenses and certificates;
- forming and allocating the state orders for training of specialists with higher education;
- developing terms and conditions of admission into educational institutions;
- ensuring the publication of textbooks and methodological literature;

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<sup>36</sup> Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council taking stock of the European Neighbourhood Policy (ENP) 'Implementation of the European Neighbourhood Policy in 2009. Progress Report Ukraine', COM(2010) 207.

<sup>37</sup> The letter of the Ministry of Education and Science of Ukraine concerning the Law of Ukraine On Higher Education (new draft) of 8 November 2010, № 1/9-796, [http://osvita.ua/legislation/Vishya\\_osvita/10496](http://osvita.ua/legislation/Vishya_osvita/10496)

<sup>38</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, st.451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>

<sup>39</sup> The Law of Ukraine on General Secondary Education, Bulletin of the Supreme Council of Ukraine (the Parliament), 1999, N 28, Art. 230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>



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- organizing the attestation of pedagogical and scientific employees to award them with qualification categories, pedagogical and academic degrees;<sup>40</sup>
- creating the conditions for receiving a complete general secondary education by children and youth of the appropriate age;
- identifying opportunities and priorities in education, scientific, technological, innovative activities and intellectual property;
- facilitating the functioning of national system of scientific and technical information; and finally
- ensuring the integration of national education and science into the global system while preserving and protecting the national interests.<sup>41</sup>

The **Ministries and departments governing educational institutions**, together with the Ministry of Education of Ukraine, participate in the implementation of state policy in the area of education, science, professional training, performance of the state inspection and accreditation of educational institutions, they carry out control functions to comply with the requirements for quality education, arrange the implementation of the scientific progress and excellence, etc. The acts of Ministries and departments governing educational institutions, adopted within their competence, are binding on local executive authorities and local self-government, subordinated education authorities, and educational institutions.

Other state bodies involved in managing the teacher education system are **the Ministry of Education of the Autonomous Republic of Crimea**<sup>42</sup> and the regional Departments of Education and Science of Kyiv and Sevastopol, which supervise pedagogical and technical schools, postgraduate education institutions, as well as other higher education institutions belonging to the municipal property.

The **Ministries and departments** in charge of educational institutions, together with the Ministry of Education of Ukraine, participate in implementing the state policy in education, science, professional education of teaching and scientific staff, conducting inspection and accreditation of educational institutions, carrying out control functions related to enforcing the quality of education, ensuring connections with educational institutions and government authorities of other countries on issues within their competence, arrange the implementation of scientific progress and excellence.<sup>43</sup>

The coordination of pedagogical education by the state is carried out with the involvement of **local executive authorities and self-governments**.<sup>44</sup> The division of responsibilities between the Ministry of Education and local authorities in the field of education management is defined in legislative acts.<sup>45</sup> The acts of the Ministry of Education are compulsory for other central

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<sup>40</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, st.451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>

<sup>41</sup> Official web-site of the Ministry of Education, Science Youth and Sports of Ukraine: <http://www.mon.gov.ua/ministry>

<sup>42</sup> The Ministry of Education of the Autonomous Republic of Crimea exercises its authority over education except from the powers assigned to the competences of the Ministry of Education of Ukraine, as well as the Ministries and departments to which educational institutions are assigned to.

<sup>43</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, Art. 451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>

<sup>44</sup> Ibid.

<sup>45</sup> See Article 37 of the Law on General Secondary Education of 13 May 1999 № 651-XIV, Articles 26, 27 of the Law on Local Self-government, and the Law on Local State Administration.



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executive authorities, which supervise primary and secondary schools, regardless of the types and forms of their ownership.

With regards to teacher education, the authorities on a local level are mainly in charge of establishing relevant education bodies whose activities are directed towards:

- improving of the professional qualification of pedagogical employees, their retraining and attestation as defined by the Ministry of Education; and
- identifying needs, developing proposals for public contract and the formation of a regional order for pedagogical personnel, concluding contracts for their training.<sup>46</sup>

Finally, the attestation of scientific and pedagogical staff is organised and carried out by **the Higher Attestation Commission of Ukraine**. The Commission also monitors the degree awarding processes.<sup>47</sup>

State control over secondary schools of all types and forms is held by the Ministry of Education, the State Inspection of educational institutions under the Ministry of Education, the Ministry of Education of the Autonomous Republic of Crimea and other local bodies with executive powers, local self-government and subordinate organs of education. The main form of state control - a state certification of the institution - is held at least once every 10 years.<sup>48</sup>

Accordingly, the scientific and methodological support for the general secondary education is provided by the Ministry of Education of Ukraine, subordinate research and higher education institutions, as well as the Central Institute of Postgraduate Education of the Academy of Pedagogical Sciences of Ukraine, Crimean, Kyiv and Sevastopol institutes of postgraduate pedagogical education, research institutions of the Academy of Pedagogical Sciences of Ukraine and National Academy of Sciences of Ukraine etc.

### 4.3 National policies, strategies and reforms of teacher education

Free pre-school, complete general (secondary), vocational and higher education is guaranteed and provided by state and municipal educational institutions. The state is also responsible for the development of extra-curricular and postgraduate education, as well as various forms of training.<sup>49</sup> It provides scholarships and privileges to pupils and students as well as social protection for the participants of educational process.

Reform of the sector is the main goal of the state policy in the sphere of education.<sup>50</sup> Formation and strengthening of the potential of primary and secondary school teachers, comprehensive financial, and material support for pedagogical cadres and their social protection, constitute an important part of this policy. Among the major reforms achieved to date, the following should be listed:

- introduction of specialised education in secondary school;

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<sup>46</sup> The Law of Ukraine on Education, Bulletin of the Supreme Council (the Parliament), 1991, N 34, Art. 451, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=1060-12>

<sup>47</sup> Ibid.

<sup>48</sup> The Resolution of Cabinet of Ministers of Ukraine on the approval of the thesis of State Inspectorate of educational institutions № 1614 from 11.29.2001. Official website of the Ministry of Education and Science of Ukraine: <http://www.mon.gov.ua/ministry>

<sup>49</sup> Constitution of Ukraine, Bulletin of the Supreme Council (the Parliament), 1996, N 30, Art. 141, <http://zakon1.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=254%EA%2F96%2D%E2%F0>



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- competence-based approach to learning;
- the content of national education; and,
- implementation of programs and projects at national and regional level related to modern technology of education.<sup>51</sup>

One of the top priorities of state policy in education is also the application of information and communication technologies (ICT) in educational process, as defined in the '**National Doctrine for Education Development**' (2002).<sup>52</sup> According to this document, the state strategy in this area is aimed at informatisation of education, introduction of distance learning, development of individual modular programs of varying difficulty depending on specific needs, issuing electronic textbooks and development of newest learning tools, creating global awareness and education networks.

Other key national policies and programmes developed in the area of teacher education include:

- **State Programme 'Teacher'**, adopted in 2002, which envisages coordinated efforts to improve the quality of teacher training in Ukraine,<sup>53</sup>
- '**Conceptual Foundations of the Development of the Teacher Education of Ukraine and its Integration into the European Education Space**', confirmed by the Order of the Ministry of Education of 31 December 2004, which defines the basic objectives of teacher education, content and the system of pedagogical education, and the organisation of educational process of postgraduate education, and the formation of the contingent of pedagogical students and their employment; it also lists teacher education fields and specialties as well as educational and skill levels and qualifications;<sup>54</sup>
- the **Concept of the Development of Post-Graduate Education** in Ukraine approved by the Minister of Education on 20 December 2000, which defines the key goals, objectives and principles of postgraduate education, its content, organisational form and structure, as well as organisational arrangement to ensure the development of postgraduate education;<sup>55</sup>
- **State Targeted Social Programme of Development of Extracurricular Education for the period until 2014**, adopted in 2010, which serves as the basis for the development of regional programmes of school education and aims at the improvement of out-of-school (extracurricular) education by providing support and ensuring the development, creation of additional opportunities for spiritual, intellectual and physical

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<sup>50</sup> State National Programme 'Education' ('Ukraine of the XXI Century'), Rainbow, 1994, p.53.

<sup>51</sup> Information from the questionnaire provided by Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>52</sup> Regulation of the President of Ukraine on the National Doctrine for Education Development, 17 April 2002, N 347/2002, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=347%2F2002>

<sup>53</sup> Resolution of Cabinet of Ministers of 28 March 2002 on Approval of the State Programme 'Teacher', [www.mon.gov.ua/laws/KMU\\_379.doc](http://www.mon.gov.ua/laws/KMU_379.doc)

<sup>54</sup> Order of the Ministry of Education and Science of Ukraine of 31 December 2004 on the approval of the Conceptual foundations of development of teacher education in Ukraine and its integration into the European educational space, № 988, [http://osvita.ua/legislation/Vishya\\_osvita/3145](http://osvita.ua/legislation/Vishya_osvita/3145)

<sup>55</sup> The Ministry of Education and Science of Ukraine, the Concept of the Development of Post-Graduate Education, [www.mon.gov.ua/education/higher/topic/pdosv/knc](http://www.mon.gov.ua/education/higher/topic/pdosv/knc)



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development of people who want to receive such kind of school education.<sup>56</sup>

- **State Programme 'Education' ('Ukraine of the XXI century')**, accepted in 1993, which is a strategy for education development in Ukraine that defines priority areas and the main ways to reform the education, including primary and secondary education, higher education and teacher education.<sup>57</sup>

Moreover, in order to identify the best teachers and to disseminate their often innovative work experience, the Ministry of Education holds an annual contest '**Teacher of the Year**' (5 nominations). The winners receive financial awards and a title of 'Honoured Teacher of Ukraine'. On a regional level (e.g. in Kyiv), the winners of regional stage of this competition, as well as other professional competitions, are awarded prizes, gifts and diplomas issued by the head of the Kyiv regional state administration. Also teachers who prepared pupils who won the all-Ukrainian student competitions receive awards from the local state authorities. Other competitions and awards for teachers include the 'Teacher-innovator' and 'Young teacher' contests, the honorary titles of 'National Teacher of Ukraine' and the 'Honoured Worker of Education of Ukraine', the Order of Prince Yaroslav the Wise (I, II, III, IV, and V degree), the State Prize of Ukraine in the field of education, as well as a series of local, regional or provincial initiatives.

In terms of ensuring **convergence with EU standards** and implementation of the Bologna Process' principles, the needs for developments in the areas determine the direction of higher education reform in Ukraine. As noticed by the European Commission, advances took place above all in: 1) the implementation of a third-cycle for doctoral programmes and the European Credit Transfer System for the first and second cycles as of the academic year 2009-10; 2) establishing the Higher Education Reforms Expert Group in August 2009 and the National Tempus Office; 3) gradual introduction of the Diploma Supplement in Ukrainian universities and higher education institutions during the course of 2009.<sup>58</sup>

As for the major challenges that still remain to be faced by Ukrainian authorities, the Commission mentioned: 1) the improvement of equal and transparent access to higher education; 2) reforming curricula to take account of labour market needs and strengthening partnerships with enterprises and industry; and, 3) developing mechanisms for recognition of prior learning and establishing a national quality assurance agency.<sup>59</sup>

#### 4.4 Prospects and future needs in the field of teacher education

The reform of teacher education takes place in the context of efforts that aim at implementing changes in the Ukrainian school system. The essence of these changes, based on the desk research and stakeholder consultation carried out as a part of this project, includes:

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<sup>56</sup> The Resolution of Cabinet of Ministers of Ukraine № 785 of 27 August 2010 on State Targeted Social Programme of development of extracurricular education for the period till 2014, [http://osvita.ua/legislation/pozashk\\_osv/8849](http://osvita.ua/legislation/pozashk_osv/8849)

<sup>57</sup> Decision of the Cabinet of Ministers of 3 November 1993 on the State national Programme 'Education' ('Ukraine of the XXI Century'), N 896 ,with amendments, 29/96), <http://zakon1.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=896-93-%EF>

<sup>58</sup> Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council taking stock of the European Neighbourhood Policy (ENP) 'Implementation of the European Neighbourhood Policy in 2009. Progress Report Ukraine', COM(2010) 207.

<sup>59</sup> Ibid.



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- targeting basic and post-graduate teacher education to master the new models of teaching experience;
- improvement of curricula by introducing additional disciplines that prepare teachers to work in various types of secondary schools, specialised classes for gifted students;
- increasing the number of hours for studying psychological and educational disciplines and pedagogical practices in universities;
- improving the targeted system of training for teachers in pedagogical universities through graduate (Master) and postgraduate (PhD) studies;
- undertaking a competence-based approach in teacher education and professional development of teachers;
- providing training of teachers in several specialties to work in rural areas, including the specifics of work in small schools; and,
- introducing a differentiated approach to teacher professional development and models of professional development of teachers who teach multiple subjects.

An inseparable part of future teacher training is an increasing use of modern teaching, information and communication technologies in pedagogy. This requires not only further activities related to the training of teaching staff and administrators on how to apply such instruments in their managerial and methodological practice but also changing the stereotype according to which a computer is just a mean teach 'Informatics'.<sup>60</sup> Among other key needs in this area, the development of electronic teaching materials for students, professional development through distance learning, as well as experimental work and innovation in educational institutions are also to be tackled.<sup>61</sup> This could be achieved, for example, by assisting teachers in becoming more familiar with and the integration of best global practices into the practice of school education.<sup>62</sup>

As for other needs, listed during the meeting of the Association of Rectors of European pedagogical universities in 2011, they include:

- new approaches towards foreign language teaching methods (drawing from European experiences);
- creating laboratories at teacher education institutions (in conjunction with the National Academy of Pedagogical Sciences of Ukraine) for the preparation of textbooks for students, educational and methodological literature, development of methods of teaching foreign language;
- reviewing approaches towards the development of entry tests to study in higher education institutions according to skills and ability to learn, not only on the basis of knowledge assessment (this point is perceived as especially important for young people wishing to enter the teaching profession);
- preservation and development of pedagogical universities in the regions as centres of

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<sup>60</sup> Excerpts from the speech of the First Deputy Minister of Education, Youth and Sports of Ukraine, Mr. Yevhen Sulima, at the meeting of the Association of Rectors of pedagogical universities in Europe on 24 February 2011, [http://www.kmu.gov.ua/control/publish/article?art\\_id=244096390](http://www.kmu.gov.ua/control/publish/article?art_id=244096390)

<sup>61</sup> Information from the questionnaire provided by Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>62</sup> Information from the questionnaire provided by the Classic Private University, Department of Educational Institutions' Management and the Pedagogy of Higher Education.



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formation of modern pedagogical science and practice, training a new generation of teachers and educators.<sup>63</sup>

Opinions about the future of education and professional development of teachers' remain divided, however. According to some, no significant changes can be expected in the next few years because of the minimal drop-out rate at the stage of realisation of pedagogical process in higher education and the lack of serious approach towards improving the moral and material status of teachers. In addition, a scarce research on teachers' future needs limits the expectations with regards to potential developments as well as the lack of long-term forecast of demand for teaching personnel in Ukraine.<sup>64</sup> Also the scientific work on teacher profession that has been done to date is not promoted and discussed neither on the wider, societal level, nor in educational circles.<sup>65</sup>

## 5 EDUCATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOL TEACHERS

### 5.1 Brief overview of historical development of teacher education

The organisation of the teacher education system in Ukraine is inherited mainly from the Soviet era. It includes pre-service education provided by higher education institutions and a widespread system of in-service education (training) realised by the in-service teacher education (training) institutes. As it appeared during the transformation period, while relatively well organised, this system, does not respond sufficiently to rapid global changes and teacher needs.

Challenges related to worldwide developments in the sphere of education as well as new unfamiliar principles that have been transplanted from the West in early 1990s triggered a crisis of professional identity of Ukrainian teachers who were not prepared to assimilate the new approaches (e.g. reflecting on the teaching process, influencing the policies). As such changes opposed not only the previous teaching experience but also the overall ideology of the Soviet education, teachers became rather passive and sceptical about the possibility of positive change and their ability to influence things for the better.<sup>66</sup>

Nevertheless, the Ministry of Education and Science has made considerable attempts to reform the system of teacher training to accommodate the needs of a society marked by radical social, economic and cultural changes, which started after 1991. For instance, the initial (pre-service) teacher education has been undergoing a process of structural and content changes (see also Section 4.3). This includes the introduction of 'fundamental' (obligatory) and 'alternative' (optional) blocs of disciplines, which opens a possibility for students to choose the disciplines according to their personal interests and for teacher trainers who could propose a new course

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<sup>63</sup> Excerpts from the speech of the First Deputy Minister of Education, Youth and Sports of Ukraine, Mr. Yevhen Sulima, at the meeting of the Association of Rectors of pedagogical universities in Europe on 24 February 2011, [http://www.kmu.gov.ua/control/publish/article?art\\_id=244096390](http://www.kmu.gov.ua/control/publish/article?art_id=244096390)

<sup>64</sup> Information from the questionnaire provided by the Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.

<sup>65</sup> Information from the questionnaire provided by the Nizhyn State University named after M. Gogol, Department of Foreign Languages.

<sup>66</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



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based on the results of their research in the curriculum (see subsequent Section 5.3.1).<sup>67</sup>

Some positive changes have been also taking place in the field of primary and secondary school teacher education specifically over the past years. For example, pedagogical universities began to seek to introduce new subjects into their curricula, new courses are being offered, and training becomes more diversified. Particularly visible is an increasing popularity and status of foreign language as a subject. In an attempt to respond to this demand and increase the supply of qualified English language teachers, the government allowed in-service teacher education institutes to open retraining departments, where teachers can become qualified teachers of foreign languages.<sup>68</sup>

## 5.2 Teacher education providers and financing of teacher training

Primary school teachers can be trained in teacher training institutions of I and II level of accreditation: vocational schools, technical schools, and colleges. According to the Conceptual Foundations of the Development of the Teacher Education (2004), teaching schools (that is, technical and vocational schools) are being reorganised into pedagogical colleges. The education of secondary school teachers is provided by higher education institutions of III and IV level of accreditation (institutes and universities) at different faculties (Education, Mathematics and Natural Sciences, Physical Education, etc.). Teachers of practical/vocational courses are trained in the technical education institutes. Practical education in primary schools is a part of the teacher education programme.

Ukrainian higher education institutions are either public (state or municipal) or non-public (private).

**Table 5.1: Primary and secondary teacher training providers**

Institution	Type of education	Years of study and degree awarded
Vocational and Technical Schools	Programmes for pre-school and primary school teachers within pre-school education, primary education, pedagogy and methods of secondary Education (music, art, choreography, physical education, etc.).	Junior Specialist diploma (4 years) <sup>69</sup> Programmes last 2-3 years for students with complete general education and 3-4 years for students with only basic general education.
Pedagogical Colleges	Programmes for teachers within pre-school education, primary school education, music, arts, technology, physical training and vocational education. <sup>70</sup>	Junior Specialist diploma and Bachelor degree For graduates with 9 years of basic secondary education study Junior

<sup>67</sup> Ibid.

<sup>68</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>69</sup> The Junior Specialist qualification derives from the sector of highly specialised programmes during the Soviet era (NORRIC country report (2009) The educational system of Ukraine, <http://norric.org/files/education-systems/Ukraine2009/view>).

<sup>70</sup> It should be noted that on the basis of transfer agreements signed between some of the pedagogical colleges and pedagogical universities or classic universities, holders of Junior Specialist diplomas from pedagogical colleges are granted advanced standing and may enter university level teacher training in the third semester. Accordingly, those



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		Specialist programme is 4 years. For holders of complete secondary education - 11 years of schooling – it is 3 years. The nominal study length for Bachelor degree programmes is 4 years for full-time students and 5 years for part-time students and correspondence students
<b>Pedagogical Universities</b>	Programmes for lower and upper secondary school teachers, and colleges. However many of the pedagogical universities along with the pedagogical colleges provide educational programmes for preschool and primary school teachers.	Bachelor, Specialist and Master Degrees (1 year or 1,5 years). <sup>71</sup>  Bachelor degree programmes last for 4 years; 3 years for persons with the Junior Specialist diploma. Specialist and Master Degree programmes normally have a duration of 1 year. For some of the Specialist and Master degree programmes the Ministry of Education and Science has approved the length of 1,5 years.
<b>Classic Universities</b>	Programmes for teachers within the education programmes titled 'Education'. They can also provide additional pedagogical education for students from other programmes as well as post-graduate courses. Classic universities may have pedagogical institutes as a part of their structure.	Bachelor, Specialist and Master Degrees.

Source: Ministry of Education and Science of Ukraine, Country Report: Ukraine, Kyiv, 2010.

As for post-graduate education, it is provided by universities and special departments of higher educational establishments (institutes, centres, courses, laboratories, etc.). They create conditions for the continuous professional development of educational, managerial and teaching staff by carrying out activities such as:

- management of teacher education based on the principles of differentiated approach in postgraduate education in the region;
- monitoring the quality of education;
- education of teaching staff to implement targets of professional education and to work according to the new provisions of general secondary education;

who hold a Bachelor's degree diploma may continue their pedagogical education at universities to pursue the Specialist or Master degree (Ministry of Education and Science of Ukraine, Country Report: Ukraine, Kyiv, 2010).

<sup>71</sup> The duration of the Master degree programme for the holders of a Specialist degree may be determined individually, based on the differences between Specialist and Master Degrees curricula (Ministry of Education and Science of Ukraine, Kyiv, 2010).



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- studying the quality of teaching and learning in school so as to provide advice to teachers and school administrators as well as on adapting in-service teacher training to research findings; and,
- scientific and methodological support and provision of methodical training for vocational teachers working with children with special educational needs, as well as gifted children.

There are 27 in-service teacher training institutes in Ukraine: 24 regional, 2 municipal (Kyiv, Sebastopol) and 1 republican (the Crimea).<sup>72</sup>

Teacher education in Ukraine consists of pre-service and in-service education systems and further professional development of teachers. Pre-service teacher education (as other higher education areas in Ukraine) for citizens of Ukrainian origin is free and almost all students get financial aid from their institutions.<sup>73</sup> The in-service education is financed from regional and city government budgets. Pedagogical staff (including heads of secondary educational institutions and their deputies on educational, scientific and methodical, educational work, teachers, methodologists, tutors, psychologists, social workers, speech pathologists, speech therapists) participates in a training to increase their qualifications according to requests (orders) made for the next academic year by local administrative bodies.<sup>74</sup>

Post-graduate education can be realised within the framework of state budget programs (fee-free) and on the basis of fee payment. Some opinions exist that private universities offer better opportunities for teacher education and wider choice in terms of the curriculum, if compared with the state institutions. The material resources of private schools, which are financed mainly by parents and other private contributions, often provide better informational and interactive prospects for students. The knowledge of subjects among their graduates' appears to be more extensive and modern in some cases.

The professional training of teachers in private universities is funded by teachers.<sup>75</sup>

## 5.3 General organisation of teacher education

### 5.3.1 Initial teacher education

Teacher education in Ukraine can result in obtaining a Junior Specialist, Bachelor's, Specialist and Master's degrees (see Table 5.1). After training at the Junior Specialist level, a graduate is assigned a qualification of a pre-school teacher and primary school teacher (with a school subject signification). Teacher training at this level is offered in the following specialties: pre-school teacher, primary teacher, pedagogy and methodology of secondary education (music, art, choreography, physical education, and vocational training). Admission to the program is carried out on the basis of entrance examinations.

Teacher training towards obtaining a Bachelor's degree is provided by pedagogical colleges on

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<sup>72</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>73</sup> Ibid.

<sup>74</sup> Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>75</sup> Information from the questionnaire provided by the Classic Private University, Department of Educational Institutions' Management and Pedagogy of Higher education,



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the basis of completed secondary education. It is realised for the following one-field specialties:

- pre-school education;
- primary (elementary) training;
- pedagogy and methods of secondary education (music, art, choreography, physical education, vocational training); and,
- social pedagogy.

Students graduating from a college receive a Bachelor's degree in these specialties, which indicates a certain type of professional activity: pre-school children educator, elementary school teacher, primary school teacher with the indication of a school subject/discipline, and social pedagogue. Programmes and specialities for teacher education are defined by the Conceptual foundations of development of teacher education in Ukraine and its integration into the European educational space (2004).<sup>76</sup>

In pedagogical institutes and universities, the Bachelor's degree in the specialty of 'Pre-school Education', 'Primary Education', 'Pedagogy and Methods of Secondary Education' (music, art, choreography, physical education, vocational training), 'Social pedagogy', and 'Defectology' - given the duality of pedagogical qualifications - can be obtained in one (the first) specialty 'Bachelor of Education', indicating an appropriate type of professional activity (in the first specialty):

- educator of pre-school children;
- primary school teacher;
- elementary school teacher (with indication of a school subject);
- social pedagogue;
- defectologist-educator.

Bachelor degree in 'Pedagogy and Methods of Secondary Education' (Ukrainian language and literature, language and literature, history, physics, biology, geography, chemistry, mathematics) is acquired in the first specialty and qualification in an appropriate field of study (bachelor of history, physics, etc.) and as elementary school teacher.

Bachelor graduates from classical universities or other higher educational institutions of the III and IV level of accreditation can obtain a qualification of secondary school teacher if they meet the requirements of the national teacher education standard.

General content of a discipline and its requirements in terms of the knowledge and skills are defined by the educational programme (curriculum, ukr. *навчальна програма дисципліни*). The structural components of working educational programme for different subjects include: a thematic plan; means for on-going and final evaluation, and a list of educational and methodological literature.<sup>77</sup> The content of education includes both obligatory and optional disciplines:

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<sup>76</sup> [http://osvita.ua/legislation/Vishya\\_osvita/3145](http://osvita.ua/legislation/Vishya_osvita/3145)

<sup>77</sup> It is also necessary to differentiate between the educational-vocational and educational-scientific programmes, each of which includes educational idea of education of various levels, based on social needs, personal preferences or the possibilities of those who want to study for teacher profession. However, this multi-level education should be developed in accordance with the requirements of continuity in education, not to create formal barriers between its separate stages.



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- a) Normative disciplines comprise about 70% of hours specified by the educational programme. The educational programmes for obligatory disciplines are a part of the national standard of education.
- b) Optional disciplines are set to satisfy the educational and qualification needs of individuals, for an efficient use of specific traditions, as well as in response to regional needs. The educational programmes for optional disciplines are developed by the higher education institutions.

Educational and qualification requirements for graduates from higher education institutions provide the definition of requirements for knowledge and skills for cycles of disciplines: humanities, socio-economic, fundamental and professionally oriented. The implementation of these requirements in educational and vocational programmes takes place within 4860 hours during 6-semester-long and within 5670 hours during 7-semester-long general study period.

**Table 5.2: Distribution of student work time for cycles of disciplines**

Cycles of disciplines	Normative study period		
	6 semesters (hours/credits)	7 semesters (hours/credits)	8 semesters (hours/credits)
Normative disciplines	3780/70	4320/80	4860/90
Cycle of humanities and socio-economic disciplines	1026/19	1188/22	1296/25
Cycle of basic and vocationally-oriented disciplines	2754/51	3132/58	3510/65
Optional disciplines	1836/34	2214/41	2646/49
Cycle of professionally-oriented disciplines on the list of programmes	648/12	756/14	918/17
Cycle of subjects chosen by university	648/12	810/15	972/18
Cycle of disciplines chosen by a student	540/10	648/12	756/14
<b>Total</b>	<b>5616/104</b>	<b>6534/121</b>	<b>7506/139</b>
Number of hours defined by the programme	4860/90	5670/105	6480/120

A description of content and full list of subjects is provided by the Conceptual Foundations of Development of Teacher Education in Ukraine and its integration into the European educational space (2004).<sup>78</sup>

Practical teacher education is realised through teacher training and professional (teaching) practices that take place directly in pre-school institutions and schools. The total length of all practices for the whole period of study is 38-48 weeks and comprises 16 % of curriculum.

### 5.3.2 Induction programmes for new teachers

In Ukraine, there are no special induction programs. The majority of graduates from higher educational institutions begin their careers immediately after graduation. Familiarity with the school life is acquired during a student teaching practice when a student is working as a teacher-trainee. At this time, they receive a support from teacher-mentors (methodologists) assigned to them by the school or district methodical associations.

<sup>78</sup> [http://osvita.ua/legislation/Vishya\\_osvita/3145](http://osvita.ua/legislation/Vishya_osvita/3145)



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In addition, there are so called 'School of the young teacher' programmes that are designed by teacher education institutions and implemented as a part of the scientific and technical school activity. Their main aims are to improve the adaptation of young teachers (with teaching experience of up to 3 years) to the new conditions as well as raise their awareness of educational issues. Other objectives of such programmes are to create conditions for continuous improvement of vocational education and training of young professionals, to develop creativity of teachers, to enhance their psychological competences, and to control the work of a young teaching staff. The activities of a 'school of the young teacher' are based on pedagogical analysis, work plan for a current period and for the future, in accordance with the school development programme and school regulations.<sup>79</sup>

### 5.3.3 *Continuous professional development of teachers*

According to the Law on Education (Accreditation Regulations), a teacher is subject to assessment and certification once in five years.<sup>80</sup> Therefore, Ukrainian teachers advance their qualification at least once every five years in the post-graduate teacher training institutes (AGTTI). Training groups are organized according to teachers' work experience (up to 5 years, from 5 to 10 years, over 10 years). The number of hours spent on a course may vary depending on the institute and the category of students: the length of such courses may vary from 72 to 144 hours.<sup>81</sup>

Curricula and teaching approaches of these courses are determined and developed by the Ministry of Education, with indirect influence on curricula design enjoyed by the Academy of Pedagogical Sciences. The programme of in-service teacher education is prepared by the Ministry independently of its providers and the most recent one was issued in 2001. While the programme specifies timetable hours to be spent on each subject and indicates topics to be covered, institutes are free to change the hours spent on each subject and topics. All subjects should be covered, however.<sup>82</sup>

Persons who have passed post-graduate teacher training courses receive an official document, which serves as a basis for the next certification. The level of the qualification or category also affects teachers' salary.<sup>83</sup>

It should be noted, however, that the effectiveness of these courses has raised some doubts, particularly in relation to their often predetermined content and their excessively long frequency. Moreover, the new knowledge gained during such courses has often very limited or no impact on teaching practice. To address this problem, some new forms of training and professional development activities have been introduced in order to bring more attention to teachers' and schools' needs and open the space for cooperation with new partners (e.g. international educational institutions and non-governmental organisations). For example, a range of modular, 'thematic' courses is being offered by the in-service training institutes, which are based on

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<sup>79</sup> See for example: <http://www.kmv.gov.ua/news.asp?ldType=1&ld=30334> or <http://school16.klasna.com/site/shkola-molodogo-vchitelya.html>

<sup>80</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>81</sup> Ibid.

<sup>82</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>83</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



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specific teaching experience and a teacher-trainer's practice. Since such courses can be developed in collaboration between a trainer from the in-service training institute and a school teacher, trainees have the possibility to choose the modules, which correspond to their professional interests or concerns.<sup>84</sup>

Among other types of the professional training, the following examples can be distinguished:

- regional courses on new opportunities in education, interactive methods, and innovative technologies;
- school-based training organised by the in-service teacher training institutes;
- professional development plans;
- postgraduate education and distance in-service education courses;
- training for school's managers (directors); and,
- other courses and trainings (school against AIDS, training on techniques of health teaching, training for work with gifted children, etc.).

#### 5.4 Qualifications system for primary and secondary school teachers

According to the Law on Education (Art. 49), 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.<sup>85</sup> Attestation of teachers on general education level is conducted in accordance with Art. 54 of the Law on Education.

In line with the attestation procedure, the following qualifying categories have been established: Specialist, I Category Specialist, II Category Specialist, Specialist of the Highest Category, as well as pedagogical titles that can be assigned: senior teacher, teacher-methodologist, educator-methodologist, etc. (Art 27 of the Law on General Secondary Education).

Qualification levels are determined by the following types of diplomas:

- Junior Specialist diploma (
- Bachelor's diploma;
- Specialist's diploma; and,
- Master's diploma.

Certificates confirming that a person received higher education and qualifications for specific education and skill levels are approved by the Cabinet of Ministers of Ukraine and academic certificates - by a special authorised executive body in the field of education and science. A diagram of higher education qualification levels in Ukraine is presented on Annex C.

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<sup>84</sup> Ibid.

<sup>85</sup> NORRIC country report (2009) The educational system of Ukraine, <http://norric.org/files/education-systems/Ukraine2009/view>

**Table 5.2: Qualifications required for entering initial and professional teacher education career phases**

School education	Initial	Professional
Primary level	Junior Specialist Diploma, Title: Primary School Teacher; Bachelor Diploma, Specialist, Diploma, Master Diploma, Title: School Teacher	Certificates confirming completed courses.
Secondary level	Bachelor Diploma, Specialist Diploma, Master Diploma, Title: School Teacher	Certificates confirming completed courses.

As for the position of the manager of a comprehensive educational institution, regardless of their subordination, ownership types and forms, it can be taken by a person who is a citizen of Ukraine, has higher pedagogical education at a Specialist or Master's degree, with teaching experience of at least three years, and has successfully passed the certification of management personnel education in the manner approved by the Ministry of Education of Ukraine.<sup>86</sup>

The attestation of teachers of secondary educational institutions, regardless of their subordination, types and forms of property, is compulsory and takes place every 5 years or more frequently (if requested by the teacher) but not earlier than one year after the previous assessment (Art. 54 of the Law on Education). It is carried out by the attestation committee, which is created by educational institutions, district (city) government education, and regional education offices (city) administrations. Such committee is considering a range of issues of its competence but the main task is a decision on awarding qualification categories. In doing so it takes into account all aspects of the teacher's professional activity, the certificate of attendance from the in-service training course and the lessons observed.<sup>87</sup>

## 6 QUALITY ASSURANCE AND TEACHER EDUCATION STANDARDS

### 6.1 Teacher education standards

Higher education standards are developed, agreed upon and approved in an order that is determined by the specially authorised central executive body in the field of education and science (the Ministry of Education and Science, Youth and Sports of Ukraine), which also proposes the methodology of development of state standards in pedagogical education.<sup>88</sup>

According to the Law of Ukraine on Higher Education, the national standard for higher education

<sup>87</sup> The Law of Ukraine On General Secondary Education, the Supreme Council of Ukraine (the Parliament, 1999, N 28, st.230, with amendments, <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=651-14>

<sup>87</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>88</sup> See normative documents for development of components of the system of higher education standards. Annex to the Decree of the Ministry of Education, №285 from 31 July 1998. - K.1998. 113 p.



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consists of the state, university, and department component for higher education.<sup>89</sup> The state component includes: a list of qualifications and a list of specialties provided by universities for appropriate educational and skills' levels; requirements for higher educational levels and requirements for the higher educational qualification levels. It also defines the list of fields and specialties of training, educational and qualification levels and their characteristics. The enforcement of state standards is mandatory when assigning a qualification for a pedagogical staff in an appropriate specialty.<sup>90</sup>

The content of pedagogical education in specialties for different educational-qualification levels is determined by sectoral standards for higher pedagogical education and a standard of higher education institution (see also Section 5.3.1.). As stated in the Conceptual Foundations of the Development of the Teacher Education of Ukraine (2004), it provides basic, psychological, pedagogical, methodological, informational, technological, practical, social and humanities education of pedagogical and scientific staff.<sup>91</sup> The same document provides a detailed description of these educational areas.

The department's standard in teacher education (indicating a specific subject: mathematics, physics, foreign languages etc.) consists of Educational and Professional Programme (EPP) (state normative document which contains the contents of education, volume and level of educational and professional training of specialists) and Specialist's Educational and Qualification Characteristics (SEQC) (state normative document which contains the approved list of professional functions, tasks and skills, description of basic requirements from the specialist, specialist's place in economic structure of the state; definitions of professional competences).

The programme features three blocks of training: disciplines in humanities and social-economic sciences (20±5%), disciplines in natural sciences and fundamental training (25±5%), disciplines in professional and practical training (55±%). Up to 65% of the training time is allocated for the disciplines in normative training, 35% is a selective part. In the latter part, 70% is chosen by university and 30% by students. Standard is developed by the commission (on the subject) selected by the Ministry of Education.

The standards for teacher education at the Bachelor level and qualification level in all disciplines of school curriculum have been already approved. As for the Master level of education, educational institutions are working according to the temporary approved EPP and SEQC at the Specialist and Master's degree education levels. Nevertheless, committees elaborating normative documents for this level have been already appointed.<sup>92</sup>

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<sup>89</sup> [http://osvita.ua/legislation/Vishya\\_osvita/3145](http://osvita.ua/legislation/Vishya_osvita/3145)

<sup>91</sup> Order of the Ministry of Education and Science of Ukraine of 31 December 2004 on the approval of the conceptual foundations of development of teacher education in Ukraine and its integration into the European educational space, № 988, [http://osvita.ua/legislation/Vishya\\_osvita/3145](http://osvita.ua/legislation/Vishya_osvita/3145)

<sup>92</sup> Information from the questionnaire provided by the Melitopol State Pedagogical University named after Bogdan Khmel'nitsky. Department of Sociology.



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**Table 6.1: Knowledge and skills expected after completion of teacher education career phases**

Education phases	Knowledge/understanding	Skills/ Abilities
Initial	<ul style="list-style-type: none"> <li>value semantics, cultural, educational and informative, information, communication, personal self-improvement</li> </ul>	<ul style="list-style-type: none"> <li>to analyse situations,</li> <li>to combine education with the educational process,</li> <li>to develop a sense of humanism, patriotism, interest in human values among children</li> <li>to mitigate the differences among students</li> </ul>
Higher	<ul style="list-style-type: none"> <li>value semantics, cultural, educational and informative, information, communication, personal self-improvement</li> </ul>	<ul style="list-style-type: none"> <li>to identify individual propensity to specific scientific disciplines,</li> <li>to encourage pupils to work independently and assist them in the selection of social values,</li> <li>commitment to organisational, scientific and community planning</li> </ul>
Further development	<ul style="list-style-type: none"> <li>innovation and the acquisition of new knowledge, not only for specialised disciplines, but also in and pedagogy, psychology, management and other subjects that contribute to the improvement and modernisation of the training process,</li> <li>on how to use an innovation.</li> </ul>	<ul style="list-style-type: none"> <li>to use additional resources,</li> <li>personal responsibility</li> <li>organizing own methods of studying.</li> </ul>

Source: Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

Although the Law on Education demands that the institutes providing in-service teacher education apply standards and control the achievement of trainees, no universal standards have been established up to date and each institute writes its own tests, according to its own criteria.<sup>93</sup>

## 6.2 Assessment methods

The assessment methods **on the internal level include**: the contract and report on its implementation; open lessons and protocols from discussions that followed; reports on the scientific work (e.g. articles, conferences and other publications); reports on research and training; plans for educational work with students and reports on their implementation; the results of the anonymous survey among pupils/students; materials of the individual areas of work carried out for academic departments of universities or centres of excellence in education.

<sup>93</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



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**On the external level**, teachers are assessed: by the expert commission of the Ministry of Education; based on the results of accreditation of institutions and programmes and the ratings of educational institutions and schools.<sup>94</sup>

In order to receive a promotion in the profession, a teacher should attend an in-service teacher training course and, following the course, give demonstration lessons in front of a committee formed from fellow teachers, school administrators and a representative from the local education authority. In its assessment, the committee takes into account all aspects of the teacher's professional activity, the certificate of attendance from the training course and the lessons observed. The committee then decides whether the candidate's work corresponds to the level of category applied for and whether to grant the promotion. If a result is positive, a decree on assigning the category is then issued and appropriate allowance provided starting from the meeting of regional committee.<sup>95</sup>

### 6.3 Quality assurance mechanisms

The quality is assured through the following mechanisms:

- a) **institutional level:** assessment by colleagues, visiting a teacher during his/her lesson by school administration, questionnaires filled out by students and parents, examinations on the subject, self-examination as a part of accreditation procedures; and,
- b) **state level:** licensing, accreditation of specialties, visiting by external experts, analysis of teaching and methodological documentation, determination of compliance with educational and material conditions of the existing requirements.

Other activities include: courses to increase qualifications, training seminars and self-education, teacher reports, and research experience and participation.

### 6.4 Stakeholders involved in the quality assurance process

The group of stakeholders involved in the quality assurance process includes: teachers, students, educational institutions, district (municipal) bodies of education state administration, regional (municipal) education councils of state administrations.

More specifically, the responsibility for the national system of quality assurance in Ukraine rests with the Ministry of Education and Science, the State Accreditation Commission, the State Inspectorate of HEIs, and the Higher (Supreme) Attestation Board. Other bodies involved are the Regional Institutes of Postgraduate Education, Departments of Education Management of the regional state administration, National Academy of Education Sciences, etc.

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<sup>94</sup> Information from the questionnaire provided by the Nizhyn State University named after M. Gogol, Department of Foreign Languages.

<sup>95</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



## 7 INNOVATIONS IN TEACHER EDUCATION

### 7.1 Innovative practices and developments

Development of pedagogical innovations is considered to be one of the factors that contribute to exclusion of pedagogical stereotypes. In the early 1990s, the innovative research helped many teachers to solve the problem of self-determination in the face of crisis of totalitarian ideology from the Soviet times. It gave teachers the opportunity to answer what was the purpose and essence of their professional activity. Today, the development of innovations in education is viewed in the context of the education reform based on the principles of democracy, integration, differentiation, individualisation, humanisation and technologisation.

Based on the desk research and information gathered from the questionnaires, there are several key directions for innovation realisation in Ukrainian school education that can be distinguished:

- Teachers-innovators movement, who supported the idea of 'pedagogy of cooperation', where innovation is understood as a scientific-methodical innovation design by teachers.
- The activity of research collectives and individual scientists who develop philosophical and methodological problems of education.
- Activities related to supporting various educational initiatives and foreign funds that have provided significant support to teachers in implementation of educational projects.
- Introduction into the teacher training of such courses as: education management, comparative pedagogy, information technology in teaching specific subjects.
- The use of computer technology and distance learning in training programs for teachers.
- Special training for teachers with a degree in 'educational measurement', aimed at successful implementation of the independent evaluation of students' learning outcomes.
- The emergence of external professional development programmes and projects (proving the desire to break the monopoly of the in-service teacher training institutes).

Among more specific, practical examples of recent developments, the Ministry of Education provided support to the following innovations at the national level:

- 1) school complex N.P. Gudzyk;
- 2) psycho-pedagogical system of 'training development';
- 3) educational program 'Environment' V. Ilchenko; and
- 4) a comprehensive child development program 'Step by Step' of the International Renaissance Foundation.

Another example is also the experience of foundations called Banks of Innovations, in regional administration offices and departments of education (e.g. in the city of Nova Kakhovka in Kherson Region). Such Banks are created according to the following principles: 1) innovative technology, 2) subject of implementation, and 3) purposefully developed methodical support (methodical guidelines or methodical manual). They offer educational experience at the regional level, describing the innovation and spreading it among school teachers.<sup>96</sup>

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<sup>96</sup> See Order No 1.4/18-3781 of 30 September 2010, <http://www.mon.gov.ua/>



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In the Kyiv region, for instance, a steady increase in the number of areas, educational institutions, teachers, students who become subjects of the experimental work and innovation can be observed. A number of fields in which experimental and innovative activity was carried out, has increased from 16 (in the 2007-2008 academic year) to 34 in the 2010-2011 academic year. As much as 593 educational institutions of the Kyiv region became the subjects of experimental and innovative activity at the national and regional level, which equals 76,5% of the total number of general secondary education institutions of the region. Innovative activity is being carried out 3 820 teachers of general secondary educational institutions of the region, which is 21,7% of the total number of teachers.<sup>97</sup>

## 7.2 The use of ICT

Implementation of the program 'Education for the future' is flag initiative of the Ministry of Education in the information and communication technology (ICT) related field that is carried out in cooperation with a number of research institutes (the Institute of Information Technology and the content of education, the Central Institute for Postgraduate Teacher Education, Regional Institute of Education), several schools, universities and the Intel company. The purpose of this program is to retrain teachers in ICT and new educational technologies. From 2004 to 2007, 70,329 teachers and students have been trained within this program. It targeted in particular representatives of secondary education schools - more than 60,000; of higher education – 7,770, post-diploma teacher training Institutes - 630.<sup>98</sup> The program included 48-hour interactive intensive training for teachers, master classes for coaches, competitions for the best deployment of ICT, coordinating meetings, conferences, an annual forum of the New ICT Horizons in education', exhibitions, round tables. Scientific and methodological maintaining and quality monitoring of the programme implementation has been also carried out. Joint efforts of participants of this program became a catalyst to reform this important trend in education, improvement of methods and content of ICT, the introduction of interactive forms of training and professional development of teachers, improving the informatisation of education.<sup>99</sup>

Other examples of the ICT use in teacher training include:

- contests for the best website of the education department, pre-primary, secondary, school educational institution;
- creative group of teachers developing electronic teaching materials;
- professional development courses on the use of ICT-use for educational purposes; and,
- developed, tested and introduced distance training of pedagogical, administrative and teaching staff (however, little evidence of the impact of distance learning on teacher professional development).

It should be noted that despite the above mentioned developments, a number of problems in the application of ICT remains. These include above all:

- poor general level of ICT development in Ukraine;
- lack of computers in households of many students, some schools not providing time for

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<sup>97</sup> Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>98</sup> For example, more than 40% of teaching staff has been trained in the Kyiv's regions within this programme.

<sup>99</sup> Intel Programme, 'Education for the Future', in Ukraine,  
[http://www.intel.com/cd/corporate/education/emea/ukr/elem\\_sec/teach/250182.htm](http://www.intel.com/cd/corporate/education/emea/ukr/elem_sec/teach/250182.htm)



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independent work in computer classes;

- lack of computer literacy among teachers as well as lack of computer time for teachers (e.g. only 61% of teacher trainers of the in-service training institutes can use the computers and only 12% confirm the use of ICT in their practice);<sup>100</sup> and,
- difficulties with integrating the computer into the structure of teachers' work.<sup>101</sup>

### 7.3 Schools as 'learning organisations'

In Ukrainian schools, professional development is considered as an integral part of school work. For example, a school-based training is particularly popular among teachers living in rural areas. Due to its low cost, it is also interesting for educational authorities. Moreover, such training can be designed by the in-service training institutions in a way to correspond to a specific problem or to the latest local or governmental policy initiatives.<sup>102</sup>

An example of the transformation of educational institutions into a form of 'teacher training centres' are primary schools, gymnasia, and high schools, which operate as the basis for scientific laboratories for pedagogical institutes. These educational institutions are developing, testing and implementing new educational technologies.<sup>103</sup>

Schools also develop concepts of their activity, their statute, and change their status according to the vision of school development, relevant teaching cadres, facilities available, and educational requirements of the relevant community. They independently determine the variant component of the curriculum, courses, etc. They constitute a system of educational work, the structure and directions of scientific and methodological work, and participate in experimental activities.<sup>104</sup>

### 7.4 Main opportunities and limitations for introducing innovations in teacher education system

The main opportunities for introducing innovations in teacher education system identified:

- collaboration between school and university teachers;
- increasing number of areas, educational institutions, teachers, and students who become subjects of the experimental work and innovation;
- participation in professional competitions and training seminars;
- computerisation of studying process;
- education monitoring by research groups and organisations;
- training provided by international organisations;

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<sup>100</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>101</sup> See Dyshlyeva, S. Information and Communication Technology (ICT) and their role in education. [www.osvita.ua](http://www.osvita.ua)

<sup>102</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>103</sup> Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>104</sup> Information from the questionnaire provided by the Association of School Managers of Ukraine.



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- increasing popularity of professional development programmes and projects;
- participation in experimental research work;
- participation in national and international projects;
- using the experience of teachers-innovators; and,
- adopting and valid regulations governing the innovative educational activities.

The limitations for innovations in teacher education are seen in:

- inadequate use of ICT in studying process;
- low trust in the information in electronic form (not orders, regulations) among some teachers;
- the fear of publicly violating the state standards for vocational and educational training for teachers;
- stereotype thinking among experienced teachers;
- lack of system administrators and specialists in ICT;
- complicated mechanism of remunerating scientific supervisors/directors who lead educational and psychological experiments;
- business organisations not involved in the development of innovations in schools;
- reluctance of some teachers and school managers to innovate;
- insufficient training on innovation of future teachers in universities;
- insufficient financial support;
- limited scientific and technical literature about experiments;
- fragmented regulation on innovation activity in Ukraine; and,
- difficult social and economic situation of the country.

The information in this sub-section is a summary of desk-research and stakeholder consultation carried out as a part of this project.

## **8 PARTNERSHIPS AND INTERACTION WITH EXTERNAL ACTORS**

### **8.1 Partnerships between schools and teacher education institutions**

Collaboration between pedagogical institutions that prepare teachers and schools is reduced largely to providing a venue and opportunity for students' teaching practices. However, the quality of this practice is considered as relatively low because of the absence of control and mentoring system at schools (venues of practice), short-term duration of practice, and considerable gap between the theory and practice.

Apart from the above, there is no clear-cut partnership system. Among the few examples that were identified, the following could be listed:

- olympiads (competitions) in various subjects organised by pedagogical universities, and scientific conferences, seminars, 'school of young teacher' programme, contests of students' scientific works carried out in close cooperation with secondary schools -



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centres of students' practice,<sup>105</sup>

- system of block teaching practice at secondary schools parallel with studying at the university,<sup>106</sup> and,
- joint realisation of international projects and programmes in partnership with public organisations, foundations etc. providing services in teachers' training and their qualification upgrading (more than 30 international projects in Kyiv region are being realised).<sup>107</sup>

Such forms of cooperation exist mainly as a part of activities carried out by the institutes of postgraduate pedagogical education, teacher training colleges and universities. However, forms of promotion of such partnerships are not clear, situational, uncoordinated. In addition, although secondary schools are open to interaction, they remain rather sceptical about practical skills of 'pure theorists'.<sup>108</sup>

## 8.2 The role of the business sector in teacher education

Cooperation between higher pedagogical educational institutions and the business sector or state enterprises is still a rare phenomenon.<sup>109</sup> After decades of neglecting and underinvestment in research and higher education in the Soviet Ukraine, accompanied by the lack of any institutional framework which would facilitate cooperation between universities and private or state enterprises, it is hardly surprising that economic and business decision makers are reluctant to view Ukrainian universities as partners.<sup>110</sup> Single cases of such cooperation thus have rather local, small-scale character and take a form of 'voluntary' or 'patronage' help. It is often based on personal relations between school heads and representatives of business, whose children study in local schools.<sup>111</sup> Such support usually aims at raising financial support to solve some minor problems, for instance, publishing an educational manual or collection scientific works.

The participation of enterprises in the definition of training content in general so as to maximize the employment prospects of trainees has been identified by the European Commission as a key policy challenge. In order to address this problem, the Ministry of Economy established an inter-agency working group (July 2009) to improve the education and training planning towards economic and labour-market needs, drawing from the EU experience on job demand analysis and skills forecasting.<sup>112</sup>

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<sup>105</sup> Information from the questionnaire provided by the Association of School Managers of Ukraine.

<sup>106</sup> Ibid.

<sup>107</sup> Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>108</sup> Information from the questionnaire provided by the Classic Private University, Department of Educational Institutions' Management and the Pedagogy of Higher Education.

<sup>109</sup> Information from the questionnaire provided by the Department of Foreign Languages at Nizhyn State University named after M. Gogol, and by Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.

<sup>110</sup> Descriptive Analysis of Tertiary Education and Innovation Systems in Armenia (Part I of the Country Policy Report), p. 4.

<sup>111</sup> Information from the questionnaire provided by the Association of School Managers of Ukraine.

<sup>112</sup> Commission Staff Working Document accompanying the Communication from the Commission to the European Parliament and the Council taking stock of the European Neighbourhood Policy (ENP) 'Implementation of the



### 8.3 The role of the third sector in teacher education

Among the most influential organisations that have an impact on the formation of school development strategy is the Public Council of Educators and Scientists of Ukraine (PCESU), founded in 2005. The purpose of PCESU is to promote the revival of high social prestige and status of teachers and researchers. It also aims at the promotion of the role of education in various directions of societal development.

Another example is the organisation of schools' heads, the Association of School Heads of Ukraine. The Association takes an active part in the development of alternative legislation related to the development of school and teacher education, facilitates the exchange of experiences on new technologies, models and theories of teacher education, supports new training programmes, adaptation, and training of teachers and school administrators.<sup>113</sup>

A significant role in support for school education is also played by sectoral trade unions, pedagogical unions and associations. In the Poltava region, for instance, an 'Artist' association maintains close cooperation with secondary school teachers. Representatives of the association conducted master classes and methodological seminars for teachers that aimed at improving their qualifications.<sup>114</sup> In the Kyiv region, in turn, the non-state sector is involved through initiatives such as the organisation of regional educators, 'Educational Tribune' or the association of heads of educational institutions of the Kyiv region, which are aimed at ensuring the development of educational institutions and professional development of people working in the field of education.<sup>115</sup>

### 8.4 The role of international institutions and experts

One of the important directions of education development in Ukraine is the integration with the global space. This is done through the cooperation with the EU, the U.S., international organisations and experts (mainly from UNESCO, UNICEF and the World Bank), which promotes better understanding of mechanisms driving the educational system reformation.

A joint project of the Ministry of Education and the World Bank on 'Equal access to high-quality education' (2006-2009) is among large-scale international initiatives that have been realised in Ukraine.<sup>116</sup> The aim of this project was to support the Ukrainian government in modernizing the educational system in the fields of equal access to secondary education and improving the quality and efficiency of the educational system. The expected result is the elaboration of mechanisms that ensure the provision of quality educational services for all children of school age by teachers with proper qualifications. This was to be achieved by using new generation training in appropriate learning environment with parallel increasing of the efficiency of education management, and distribution and use of the resources. However, after 65 months of project implementation only 3 out of 13 major sub-components achieved or surpassed their agreed targets, e.g. training of master trainers. Other activities such as in-service training for

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European Neighbourhood Policy in 2009. Progress Report Ukraine', COM(2010) 207.

<sup>113</sup> See <http://www.akschool.lecos.org/statut.shtml>

<sup>114</sup> Information from the questionnaire provided by the Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.

<sup>115</sup> Information from the questionnaire provided by the Kyiv Regional Institute for Postgraduate Pedagogical Education.

<sup>116</sup> Official website of the Ministry of Education and Science of Ukraine: <http://www.mon.gov.ua/education/average>



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teachers, leadership training for school directors, improvement of Regional Institutes of Teacher Training and the provision of teaching and Learning tools, have been partially achieved.<sup>117</sup>

Among other projects in the sphere of education, implemented by or in cooperation with international organisations, the following should also be mentioned:

- The cooperation of the Ministry of Education of Ukraine and the Consortium for Enhancement of Ukrainian Management-Education (CEUME), which administrated the project on the 'Activity on the improvement of business and management education in Ukraine', sponsored by the U.S. Agency of International Development (USAID). The main aim of this project is to assist Ukraine in building market economy by promoting the improvement of Ukrainian management-education programmes, which, in turn, help to prepare a new generation of business people, willing to work under the conditions of transition to a market economy.
- The cooperation of the Ministry of Education and the Council of Europe within the Joint programme of cooperation between the European Commission and the Council of Europe, aimed at strengthening the democratic stability in Ukraine. This project delegates a great role to the educational field in this process and its plan includes organisation of seminars and round tables devoted to the problems of civic education, studying history and education of the ethnic minorities.
- The Ukrainian-Canadian project on 'Democratic Education', aimed at helping higher education institutions in Ukraine to create a programme for studying the democracy and support efforts of Ukrainian scientists in their research on a wide range of problems, connected with the democratic development in Ukraine.
- Peer Education Project implemented by UNDP, with one of its components focusing on teacher training for conducting peer education training.

Whereas in general, many reforms in education are triggered by Ukraine's participation in European and international projects and initiatives, the EU's role in supporting the dialogue on the teacher education strategy is perceived as not sufficient by some stakeholders. Such a dialogue is seen as directed towards a restricted circle of participants, with a limited involvement of teacher-practitioners and professional educational organisations. Also, the content of such dialogue is not a subject for public discussion and is not always covered in the print media and television.

## 9 KEY CHALLENGES, TRENDS AND PERSPECTIVES

The information provided in this section is based on literature review and stakeholder consultation carried out as a part of this study.

### 9.1 Current strengths and weaknesses of teacher education

*Key strengths include:*

- a) Preparation of the strategy to reform the system of teacher training and a joint effort of state institutions and public organisations (e.g. the Association of Pedagogical Universities of Ukraine) to implement it. At the heart of this strategy is modernisation,

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<sup>117</sup> The World Bank (2011) Implementation Status and Results. Ukraine Equal Access to Quality Education in Ukraine Project, <http://www->



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exposure to innovation, and integration of teacher education with in the European educational space.

- b) Introduction of new standards for teacher qualifications, credit testing system as well as multilevel structure (Bachelor, Master, 3+2 or 4+1) of pre-service education.<sup>118</sup> The possibility to choose 'alternative' (optional) blocs of disciplines (in addition to those that are obligatory) opens a possibility for both teachers to study the disciplines they are interested in and teacher-trainers to propose new courses.<sup>119</sup> The system thus becomes more flexible and oriented towards individual interests of students.
- c) The emergence of external professional development programmes and projects that break the monopole of the in-service teacher training institutes in course provision. Such projects often open the possibilities for correlation between theory and practice, recognise the needs of teachers and schools and thus attract a great number of teachers. Since 2004, the Ministry of Education recognises the certificates delivered to the teachers who attend such training provided by partners external to the national system.<sup>120</sup>
- d) A relatively powerful tendency to study and implement the best European achievements at the level of teacher education by means of expert and project support as well as by incorporation of European innovations into the national education strategies and legislative framework. This reflects the readiness of Ukrainian education system and in particular teacher education system to integrate with Europe.
- e) Initiation of the process of the elaboration of the National Qualification Framework of the Higher Education, headed by the Ministry of Education of Ukraine. The process includes consultations with international experts and is based on the European expertise (namely, the European Qualifications Framework).

*Key weaknesses include:*

- a) Traditional content and technology of professional and educational training. Its organisation does not provide incentives towards better commitment to activities at the appropriate level and professional self-development. The basic level of professional knowledge includes theoretical and subject preparation but lacks fundamental training of professional teachers to address the requirement multifunctional activity of modern teachers. Teachers often remain isolated from real life application of their knowledge.
- b) Divergence between the preparation of future teachers and requirements for professional work in higher education, between their self-esteem level of readiness for professional activities (which is too high among many young teachers) and the actual level of duties, between the preparation of high school subject (thematic) teacher and the diversity of his/her functions in the school deficiencies in practical training of future teachers.

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[wds.worldbank.org/external/default/WDSContentServer/WDSP/ECA/2011/01/02/48307FE68E79D0628525780C00643808/1\\_0/Rendered/PDF/P0777380ISR0Di010220111293992079346.pdf](https://wds.worldbank.org/external/default/WDSContentServer/WDSP/ECA/2011/01/02/48307FE68E79D0628525780C00643808/1_0/Rendered/PDF/P0777380ISR0Di010220111293992079346.pdf)

<sup>118</sup> Yet, teachers of pre-primary and primary schools can still receive their education in vocational schools and pedagogical colleges.

<sup>119</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

<sup>120</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)



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- c) Professional development activities are often perceived by Ukrainian teachers as a requirement and not as supporting their career, due to their imposed and bureaucratic character. Low salary and status can cause teachers to be less motivated to participate in these professional development activities.<sup>121</sup> In addition, the competition in the teachers' environment is restrained by artificial legislative control. This determines to a large extent the disinterest further professionalisation and contributes to low competitiveness of the teaching profession. As a result, many teachers enter into the profession 'accidentally'.
- d) Lack of standards for the in-services teacher education. It hampers the improvement of quality of the in-service teacher education and caused discrepancies in upgrading teacher qualifications in the regions.
- e) Lack of correlation between the educational standards for schools, initial and in-service teacher education. The teacher education standards are not being elaborated in advance (that is, earlier than school education standards) and thus do not prepare teachers for innovations.
- f) Effective enforcement of already existing laws and policies. Despite a number of documents, strategies, and laws targeting teacher education, many of them are not implemented or not fully implemented.

## 9.2 The need for further policy action on national and European level and its potential impact

Despite significant efforts and achievements in modernisation of educational system, in the context of current challenges, further changes are required in the area of school and pedagogical education. The policy actions to address them are listed below:

- Developing a mechanism for forecasting training needs, taking into account the demands of the labour market.
- Developing/reinforcing measures to motivate teachers and to improve their status, e.g. by initiating interregional competitive projects for teachers, establishing partnerships, and providing funding for professional development of teachers through participation in conferences, summer schools, and seminars.
- Improving the quality and adequacy of educational programmes for teacher education by creating an effective quality monitoring system, updating the content of training and retraining, determining regional perspectives on teacher education, implementing a differentiated approach to teacher professional development, and modernizing the concept of teacher education,
- Encouraging and supporting the development of national non-governmental professional associations of teachers, which could be linked to similar international and European organisations.
- Providing educational, scientific and methodological support for innovative activity in the field teacher education at the state level (e.g. study tours; financing experimental, innovative and research projects; re-training of teachers and school management on innovative teaching methods).

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<sup>121</sup> Ministry of Education and Science of Ukraine, Country Reports: Ukraine, Kyiv, 2010, [www.coe.int/t/dg4/linguistic/Source/Ukraine\\_CountryReport\\_rev10.doc](http://www.coe.int/t/dg4/linguistic/Source/Ukraine_CountryReport_rev10.doc)

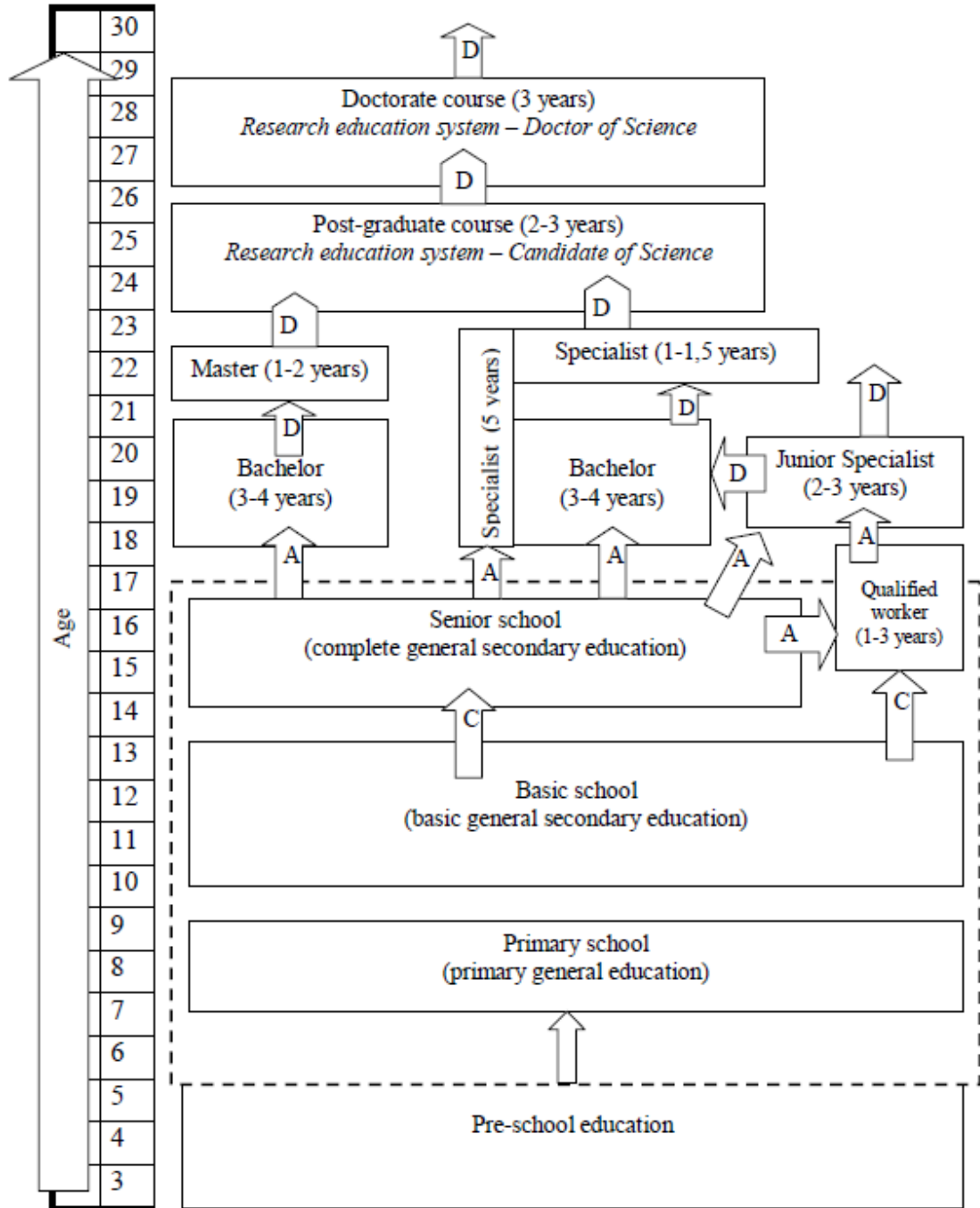


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- Continuing the education of school teachers and school heads on the use of ICT in their professional activities; developing activities established in the district, city, and school distance learning centres and the continuation of tutor training on the use the informational-educational resources and distance learning technologies in educational institutions.
- Continuing international multilateral and bilateral cooperation related to exchange by the experts, on training and joint activity in the area of innovations and the use of modern technologies in education.
- Supporting the incorporation of best practices (from Ukrainian regions and also from other countries in the region) in teacher education by creating frameworks for partnerships development at the level of individual institutions and organisations.
- Organising training of teachers in several specialties to work in rural areas, including the specifics of work in small schools.



### ANNEX A: THE STRUCTURE OF UKRAINE'S EDUCATIONAL SYSTEM



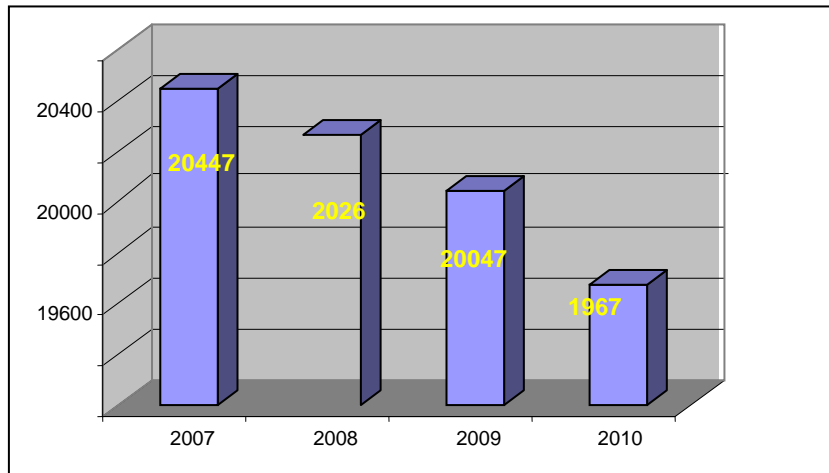
Note: C – Certificate      A – Attestation      D – Diploma (higher education)  
 (School-leaving certificate)

Source: Vakarchuk, I., Shynkaruk, V., Boliubas, J. (2008) Principal trends of modernisation of higher education structure in Ukraine, published by National Pedagogical University named after M. Dragomanov.

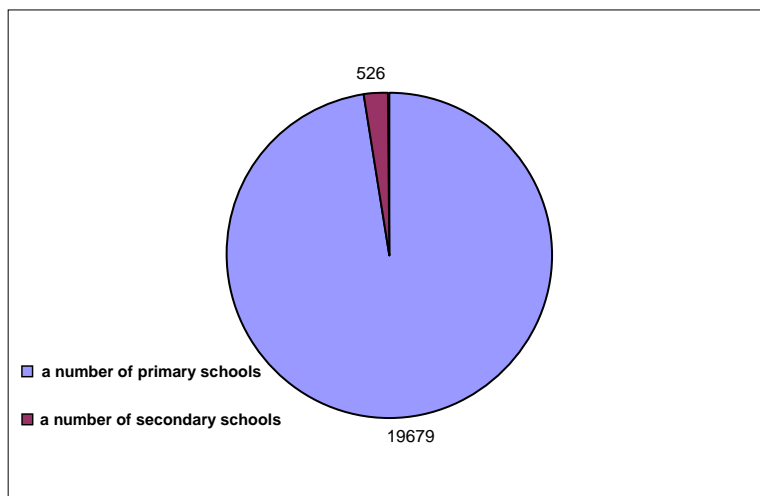


## ANNEX B: KEY STATISTICS ON PRIMRAY AND EDUCATION IN UKRAINE <sup>122</sup>

**Figure 1: The network of secondary schools in Ukraine**



**Figure 2: The correlation between the secondary schools of the 1<sup>st</sup> degree and the total number of secondary schools**

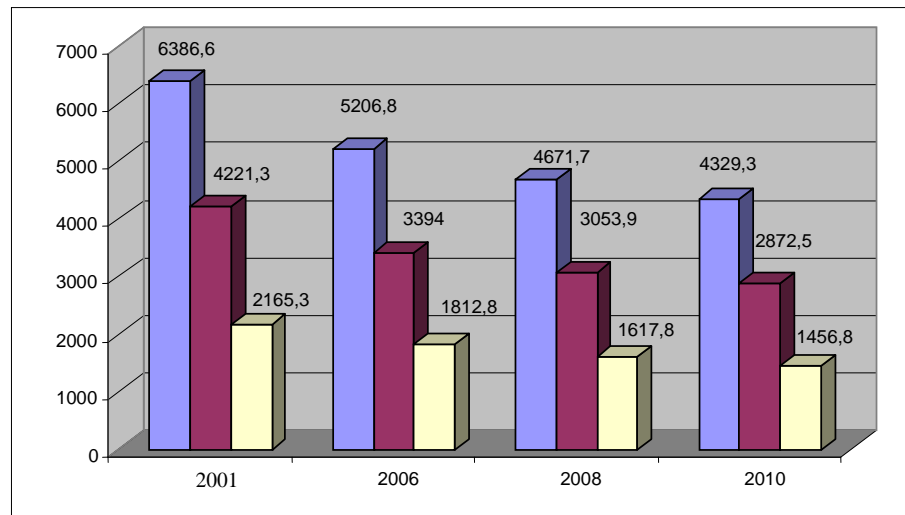


<sup>122</sup>Table 1 – the scheme is reproduced from the book: Kuzminskyy A.I. Pedagogy in the questions and answers. It is given on the site: [http://pidruchniki.com.ua/pedagogika/sutnist\\_zavdannya\\_didaktiki](http://pidruchniki.com.ua/pedagogika/sutnist_zavdannya_didaktiki). Tables 2-10 are reproduced from the statistical digest: General secondary and pre-school education. Informational materials to the final board: About the results of the development of secondary and pre-school education in 2009-2010 academic year and the challenges for 2010-2011 academic year. - K.: 2010. p.72.

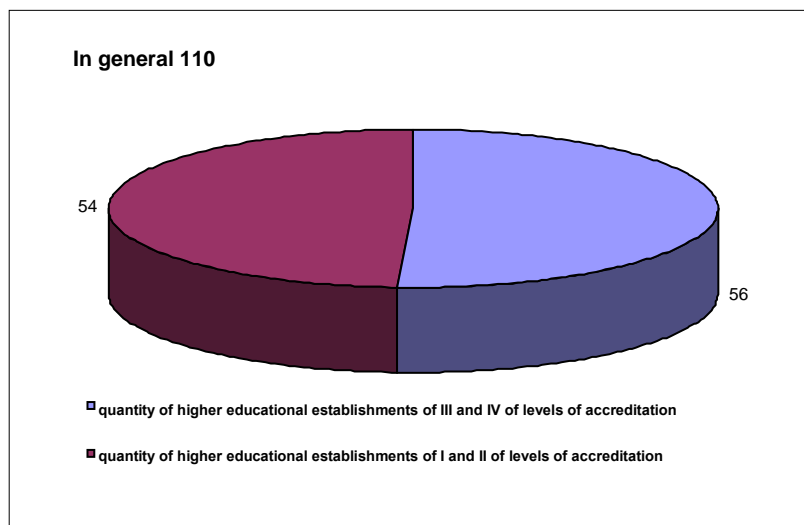


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**Figure 3: The dynamics of contingent of students in daytime secondary schools**



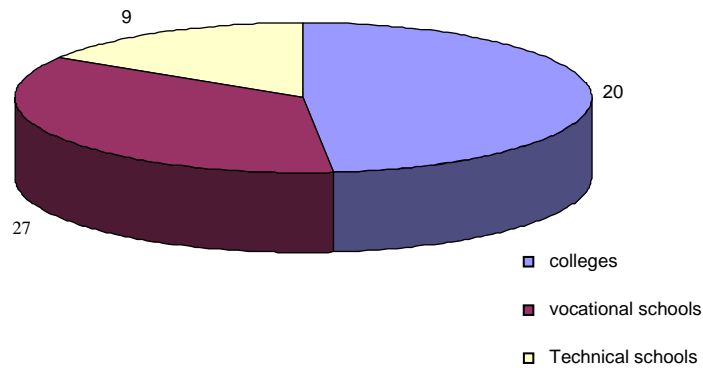
**Figure 4: The number of educational institutions of teacher training**





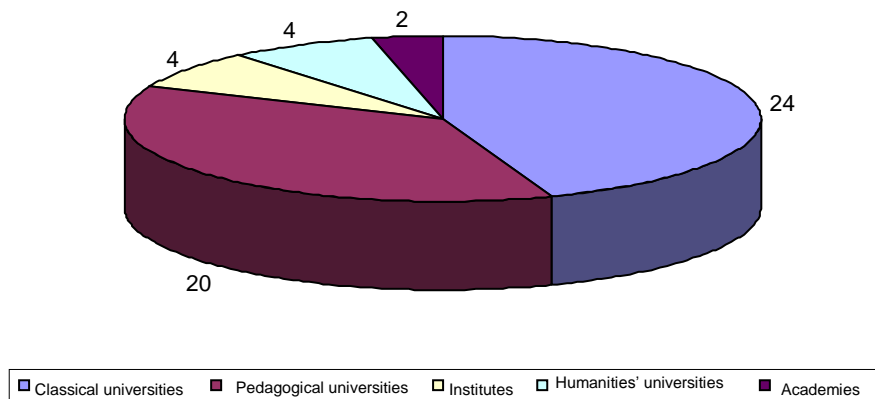
**Figure 5: The network of higher educational establishments of I-II accreditation levels, which train teachers**

In general 56



**Figure 6: The network of higher educational establishments of III-IV accreditation levels, which train teachers**

In general 54





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In 2010 the number of graduates of pedagogical higher educational institutions was 8715 persons. The table shows the distribution of the graduates according to the regional aspect and pedagogical higher educational institutions aspect.

It should be mentioned that the Ministry of Education and Science of Ukraine provides statistical data only for the category of pedagogical educational institutions of III-IV accreditation levels, which constitutes only 37% of the total number of educational establishments that train teachers. That is why the information on the general number of graduates of higher educational establishments requires further clarification.

The Ministry of Education, Science, Youth and Sports gives the partial data on the number of graduates of classical universities of III-IV accreditation levels, which accomplish the training according to the pedagogical directions (specialities). Thus, in 2010 3,674 persons graduated from this group of the educational institutions additionally from pedagogical high schools. Consequently, the approximate number of graduates in this category is 12,389 persons.

Figure 7: The number of pedagogical employees (thousands of persons)

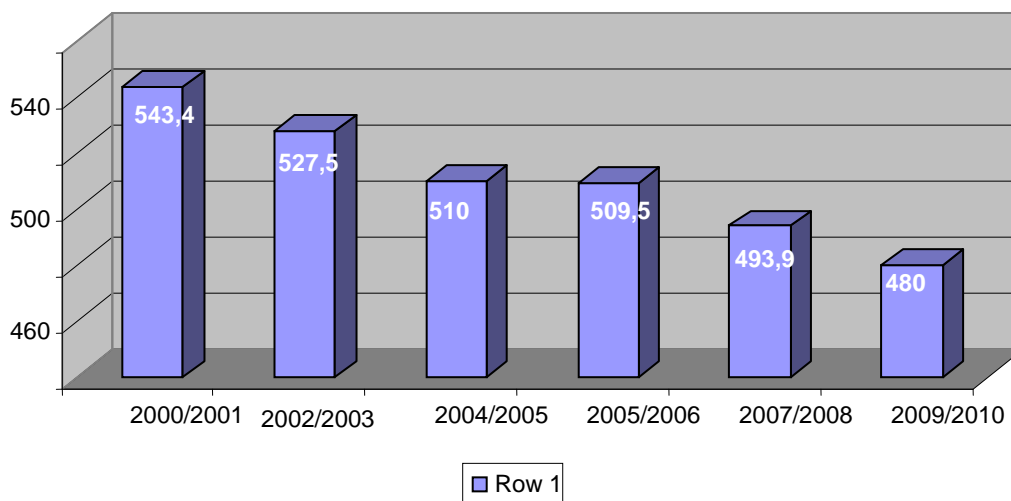


Figure 8: The number of secondary school students per teacher at the beginning of 2000/01 academic years

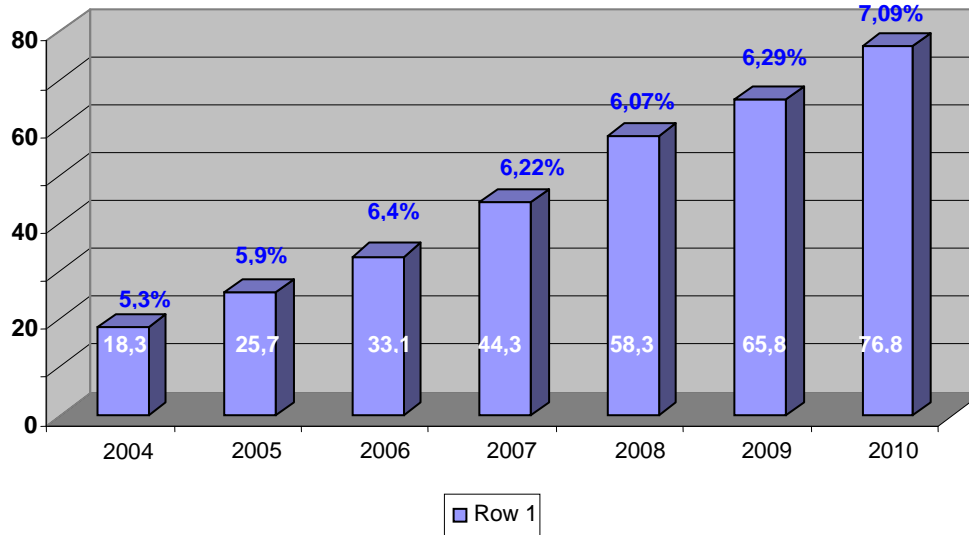
In general	Among them		In state establishments	Among them		In private establishments	Among them	
	In cities	In the countryside		In cities	In the countryside		In cities	In the countryside
12	14	9	12	14	9	4	4	5

Source: Secondary educational institutions of Ukraine at the beginning of 2000/2001 academic year. Statistical Newsletter. Kyiv: State Statistics Committee of Ukraine, 2001, p.33



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**Figure 9: The expenditures of Ukrainian State Budget on education (bn grn) and the part of the expenditures on education in state's GDP**



**ANNEX C: DIAGRAM OF HIGHER EDUCATION QUALIFICATION LEVELS IN UKRAINE**

Structure of education		Levels (degrees), credential	Period of study (years, ECTS credits)	EHEA Cycle
Doktorantura (Postdoctoral research)		Doctor of Sciences, scientific degree		
Aspirantura (Doctoral studies)		Candidate of Sciences, scientific degree	≥ 3 years	Third cycle
Higher education	Complete higher education	Master, Diploma of Master	1-2 years (60-120 ECTS) (1-3 years in medicine, veterinary medicine)	Second cycle
		Specialist, Diploma of Specialist	1-1,5 years (60-90 ECTS) (5-6 years in medicine, veterinary medicine (300-360 ECTS))	
	Basic higher education	Bachelor, Diploma of Bachelor	3-4 years (180-240 ECTS) (2-3 years on the basis of the Diploma of Junior Specialist)	First cycle
	Incomplete higher education	Junior Specialist, Diploma of Junior Specialist	2-3 years (120-180 ECTS) (3-4 years on the basis of <i>ISCED 2</i> )	Short cycle (within or linked to the first cycle)
Vocational education		Qualified Worker, Diploma	3 years (on the basis of <i>ISCED 2</i> ) 1-1.5 year (on the basis of <i>ISCED 3</i> )	Entry to higher education
General secondary education	Complete general secondary education ( <i>ISCED 3</i> )	Atestat (Secondary School Leaving Certificate)	2-3 years	
	Basic general secondary education ( <i>ISCED 2</i> )	Certificate (School Leaving Certificate)	5 years	
	Primary education ( <i>ISCED 1</i> )		4 years	
Pre-primary education ( <i>ISCED 0</i> )				

Source: Recommendations for completing the Diploma Supplement European standard in higher educational institutions of Ukraine, developed by the working group established by order of the Ministry of Education of Ukraine dated 30.04.2010, № 275.

**ANNEX D: EXAMPLE OF GOOD PRACTICE**

<b>Project on the use of innovative educational technologies in training of pre-school teachers</b>	
<b>Type of initiative</b>	The Teachers' Training Programme was implemented with the support of the MATRA Program of the Dutch Ministry of Foreign Affairs.
<b>Aim of initiative</b>	Strengthening of the existing system of teachers' re-training through development and implementation of systematic courses in the in-service teacher-training and higher teacher-education institutions.
<b>Target group</b>	Pedagogues, pre-school children, primary school teachers, leaders of (higher) education institutions.
<b>Outcomes</b>	Teaching staff prepared for implementation of the course; practical seminars and training organized in the all regional centres of Ukraine; two manuals published on the 'Use of innovative educational technologies in the training of pre-school teachers' and 'Management of leaders in pre-school and primary school establishments'.
<b>Funding and costs</b>	The project was implemented with the support of the MATRA Programme of the Dutch Ministry of Foreign Affairs.
<b>Timeframe</b>	Project duration was 3 years.
<b>Quality assurance</b>	The monitoring of the project is carried out by Danylenko L.I..
<b>Other comments (if any)</b>	-
<b>Web link/contact details for further info</b>	All-Ukraine foundation 'Step by step' <a href="http://www.ussf.kiev.ua">www.ussf.kiev.ua</a> Program MATRA of the Dutch Embassy in Ukraine <a href="http://www.netherlands-embassy.com.ua/matra_ua.html">http://www.netherlands-embassy.com.ua/matra_ua.html</a> The University of applied sciences 'Fontis' <a href="http://www.fontys.edu/">http://www.fontys.edu/</a>
<b>Source</b>	Information from a questionnaire provided by Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.



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<b>Stakeholder consultations (questionnaires)</b>
Association of School Managers of Ukraine.
Classic Private University, Department of Educational Institutions' Management and Pedagogy of Higher



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Kyiv Regional Institute for Postgraduate Pedagogical Education.
Melitopol State Pedagogical University named after Bogdan Khmelnytsky, Department of Sociology.
Nizhyn State University named after M. Gogol, Department of Foreign Languages.
Poltava Regional Institute of Postgraduate Pedagogical Education named after M.V. Ostrogradsky.
Uman State Pedagogical University named after. P. Tychn.