

Ukraine: Education System Note

Governance in education system:

Parliament of Ukraine (Verkhovna Rada) is responsible for defining general policy directions in education and for legislative provision.

Government of Ukraine (Cabinet of Ministers) is the key executive body responsible for policy implementation.

Ministry of Education and science (MoES) - forms and implements policy in education, science, technology transfer and innovation spheres. Among other things, the Ministry is in charge of development of education content, provides for the preparation and publication of school textbooks, organizes external independent assessment of school graduates learning outcomes, as well as admission campaigns to the universities. Schools teachers salaries are financed from the State budget. The MoES also prepares the annual and mid-term proposal for education sector funding; funds the public universities; steers the education policy by state subventions to the regions.
<https://mon.gov.ua/eng>

State Service of Education Quality (SSEQ) - monitoring of the quality of educational activities of secondary schools, institutional audit of secondary schools; recommendations to schools on internal system of quality assurance, provides experts for external teachers appraisal during teachers certification.

Ukrainian Center for Education Quality Assessment (UCEQA) - state agency responsible for external independent assessment (school graduates learning outcomes testing), national education quality monitoring (now implemented for primary school only), organising Ukraine's participation in PISA, conducting independent testing as a part of teacher certification (one of teachers appraisal instruments) etc.

Ukrainian Institute of Education Development (UIED) - state agency responsible for organization, coordination and providing educational and methodological support of educational establishments in implementing the state policy in a field of education, in particular implementing the Concept of reforming of secondary education "New Ukrainian School" as well as development the projects of systematic changes in education.

Local education authorities and local governments - manage the network of schools and preschool educational institutions, implement education policy developed by the Ministry, co-finance general secondary and vocational institutions; finance preschool education.

Current education reforms:

School education - the New Ukrainian School (NUS) reform since September 2018 (from Grade 1 year by year) - introducing competence-based and individually-oriented learning, 12-year school cycle, specialized 3-year upper secondary cycle providing academic and professional track (starting from year 2027).

Higher education - introducing result-based funding formula for HEIs from 2020 aiming at reducing the number of ineffective HEIs with low education quality and allocating funds to the best universities. Current legislation amendments also provide HEIs with wider autonomy and introduce KPI-based contracts with newly elected university rectors.

VET education - modernizing educational environment in VET institutions, implementing dual educational programmes jointly with employers, taking efforts to make vet education more attractive for school graduates.

Preschool education - is now totally financed and managed from the local level. At the moment the Ministry develops the Concept of Pre-school education, plans to update educational standards and to conduct the study on the quality of pre-school education according ECERS-3 (Early Childhood Education Rating Scale) as well as to develop the new professional standards for pre-school teachers.

Local governments are expanding the network of kindergartens to increase the coverage (which is substantially lower in rural areas).

Main legislation:

Law on Education <https://zakon.rada.gov.ua/laws/show/2145-19>

Law on General secondary education <https://zakon.rada.gov.ua/laws/show/463-20>

Law on Preschool education <https://zakon.rada.gov.ua/laws/show/2628-14>

Law on VET education <https://zakon.rada.gov.ua/laws/show/103/98-%D0%B2%D1%80>

Law on Higher Education <https://zakon.rada.gov.ua/laws/show/1556-18>

Law on Professional pre-higher education <https://zakon.rada.gov.ua/laws/show/2745-19>

Education system structure:

Level	Scale	Comments
Preschool education - kindergartens and other preschool institutions	1,3 million of children 140,000 pedagogical staff 16,000 preschool institutions	regular entrance age - 3 years 1 year before primary education is mandatory, although children can receive it both at institutions and in families.
School education		
Primary education	4,1 million students 15,400 schools (5,500 urban, 9,900 rural)	entrance age - 6-7 years duration - 4 years (Grades 1-4)
Basic secondary education (lower secondary)	up to 500,000 pedagogical staff	duration - 5 years (Grades 5-9)
Profile secondary education (lower secondary)		duration - 3 ¹ years (Grades 10-12) possible tracks ² : academic - in schools professional - VET institutions and pre-higher education institutions
Vocational education		
VET institutions	743 VET institutions 250,000 students 34,000 pedagogical staff	entrance - either after Grade 9 or Grade 11(12)
Professional pre-higher education		
Colleges and technical schools ³	338 colleges 173,000 students	entrance - either after Grade 9 or Grade 11(12)
Higher education		
Universities, academias, institutes, other higher educational institutions	281 HEIs 1,266,000 students	entrance after Grade 11(12) or colleges

¹ Children enrolled in primary school from September 2018 will have 12 years schooling (3-year upper secondary cycle). Those, who entered before September 2018 will have 11 year schooling (2-year upper secondary school cycle).

² 60 to 65% choose academic track aiming to enter higher education afterwards, and only 35-40% are choosing vocational track after Grade 9. The share of rural students entering VET is bigger (about 60%), while 65-70% of urban 9-graders choose academic track.

³ Colleges used to be a part of higher education system by 2014, since then they form a separate education level of professional pre-higher education (junior bachelor degree), but the Ministry of Education and Science has a plan to for the single network of professional colleges which will include both VET institutions and colleges.

Pre-service teacher training:

Pre-service teacher training is provided by pedagogical higher educational institutions and colleges and also by pedagogical faculties of classical universities.

The field of study “Education & Pedagogy” include 7 areas, for which graduates are prepared in EIs, including HEIs and colleges. Here is the list of relevant areas with number of EIs having licences. Some of EIs prepare students for several areas so the numbers below are overlapping. Not all of EIs included have students⁴.

011 Educational, pedagogical sciences - 55 institutions

012 Pre-school education - 84

013 Primary education - 92

014 Secondary education (by subject areas) - 103

015 Vocational education (by professions) - 58

016 Special education - 36

017 Physical education and sports - 77.

Profession entrance requirements:

before March 18, 2020 - a person having appropriate pedagogical education and / or professional qualification of a pedagogical employee.

since March 18, 2020 - a person having pedagogical education, higher education and / or professional qualification.

Pedagogical internship (since March 2020 - implementation planned in 2021) - mandatory 1-year mentoring for newly appointed secondary school teacher provided by experienced teacher.

In-service teacher training:

General information

In-service teacher training is mandatory. The Law on Education (2017) introduced academic freedom for pedagogical staff, deregulating the model for teachers professional development. Teachers can choose institutions where to take course for professional development. But practically this model is being implemented only from year 2020.

Mandatory duration of in-service teacher training during 5 years:

- not less than 150 hours - for secondary school teachers (annual training is mandatory)
- not less than 150 hours - for vocational education teachers
- not less than 120 hours - for preschool, extracurricular institutions and professional pre-higher education teachers
- not less than 6 ECTS credits - for higher and postgraduate educational institution teachers

Old (existing) model - in-service teacher training services are monopolized by 25 ITTI⁵ - in-service teacher training institutions. The ITTI's training courses are mandatory, officially recognised for teacher appraisal procedures (because ITTI's have state accreditation) and paid from the state and/or local budgets (so they are free for teachers). Some NGOs provide teacher training services (including online courses) but they were not recognised officially for teacher appraisal purposes and usually paid at the teacher's own expense.

New model - being implemented since 2020 - the market of teacher training services is deregulated.

Possible forms of training

- institutional (in educational institutions)
- dual (both in educational institutions and at production site);
- at production site;

⁴ I plan to prepare additional table with more detailed data on EIs preparing teachers.

⁵ Kyiv city ITTI's web-site <http://ippo.kubg.edu.ua/>

- at the workplace.

Main areas of professional development programs:

- professional competences development (knowledge of subject, teaching techniques);
- forming skills for students key competences;
- students' age-specific psychological and physiological characteristics, basics of andragogy;
- creating safe and inclusive educational environment, inclusive learning, support in education for children with special educational needs;
- use of ICT and digital technologies in education;
- speech, digital, communicative, inclusive, emotional and ethical competences;
- professional competences, mastering new production technologies and equipment (for VET teachers);
- managerial skills (for educational institution leaders and their deputies).

In-service teacher training providers rules and criteria:

providers - education institutions or their units, scientific institution, legal entities or individuals providing educational services of teacher professional development;

provider should develop training program and make it public on its website;

mandatory information on training program - information on its developer, training program (course) title, purpose of training, duration (in hours or ECTS credits⁶), contents, list of competences to be developed during the training, form of training;

training certificate should include: name of provider, training program (course) title, duration (in hours or ECTS credits), name of participant, description of learning outcomes, number and date if issue, name and signature of provider's authorised person;

provider should make public the list of certificates on its website within 15 days they are issued;

Results recognition procedure

- Provider is already licensed to provide training services - no recognition needed;
- Provider has no license - training results should be recognised (approved) by pedagogical (scientific) council of educational institution, where teacher works

Teacher appraisal procedures:

Attestation - mandatory every 5 years, decisions made by attestation commissions (mostly created in educational institutions, but also in local educational authorities), include classroom and extracurricular activities observations, ~~in-service~~ teacher training certificate, recommendation from educational institution leader, Student learning outcomes, reviewing relevant documentation.

Unfortunately the level of trust to attestation procedure becomes lower because it often becomes a formality and also there are cases of corruption, abuse and pressure on teachers by heads of institutions and attestation commissions. So the MoES is developing the concept for new appraisal instruments. One of them is certification (now voluntary) which could possibly replace attestation over time.

Certification - voluntary (can be initiated only by the teacher himself), could be held every 3 years. It is new procedure now is the 2nd year of piloting (now for primary school teachers only). Certification includes independent testing (conducted by UCEQA), classroom observation by external experts, teacher self-appraisal and interview, school leader, colleagues and parents survey (conducted by SSEQ). Those teachers who are successfully certified are exempted from the next mandatory attestation cycle and are awarded with 20% wage premium in order to promote the new appraisal procedure. The main difference from attestation that all procedures involve external assessments so this is expected to remove bias in evaluation.

⁶ European Credit Transfer and Accumulation System (ECTS) credits - 1 ECTS credit = 30 hours

Other tools and procedures:

Supervision (piloting in 2020) - methodological assistance to any teacher aiming at promoting personal and professional teacher development. Specially trained supervisors will provide teachers necessary support in coping with professional difficulties, counteracting stress, preventing professional burnout and strengthening positive self-esteem. They will also act as facilitators helping to establish partnership pedagogy.

Centers for teacher professional development (the concept is being developed) - the center can be founded by local authorities and aims to ensure teacher professional development and methodological support. While planning a network on centers the following proportions should be considered - one center for at least 1,000 of teachers in rural areas and at least 3,000 teachers in urban areas.

The catchment area is defined for every center - it provides educational services for teachers from catchment area. Key functions:

- exploring teachers educational needs and demands of teaching staff in order to implement educational public policy;
- creating a database of regional teacher training providers, training programs and other learning resources;
- monitoring teacher training providers and seeking for feedback on their services;
- providing teachers with necessary consultations on choosing training programs and courses, building individual educational track;
- providing educational institutions with consultations on development strategies, educational programs etc.;
- providing teacher training services and various forms of professional development;
- cooperating with local authorities, educational institutions, international and foreign organizations, civil society on joint programs and projects.