

National report on the development of education

The face of the country is its education which is based on the scientific humanism synthesis, development of creativity and a person's moral and cultural wealth, on the balance of intellectual, ethic, emotional and physiological components of an individual. It is the education aimed at the solution to the burning problems of human society development that will allow Ukraine to acquire its own real worth, inform the international community about itself and make a valuable contribution to the mankind development.

In Ukraine education is acknowledged to be an important element of the country's social and economic life as well as a necessary condition of its stable development. The history of Ukraine at the beginning of the 21st century, its geopolitical position and growing influence in all-European and world context make education a powerful foundation for Ukrainian society's civilized progress.

According to the Law of Ukraine "On Education", the educational system consists of preschool, secondary, out-of-school, technical, higher and post-degree education, postgraduate and doctoral studies, and self-education.

Social requirements for the educational branch are changing rapidly and need constant updating of the instruments of planning, structuring and managing of the educational system, shifting the stress to studying in the process of which teachers form in their students key competences vital for living in the global society.

That is why *the aim of the state educational policy* in Ukraine at the present stage is to create the conditions for personal development and constructive self-realization of every citizen of Ukraine, to train the generation of people who are able to work and study effectively during their lives, save and increase the values of national culture and civil society, develop and consolidate the sovereign, independent, democratic, social and legal country – an equal member of European and international community.

The main task of the system of education is the providing of an equal access to qualitative education and its conformity with the needs of an individual and the society in general.

The defined aim and task create the need for education reformation the necessity of which is caused by corresponding reasons.

The reformation of *preschool and secondary school* is caused by:

- the necessity of providing a high quality education which is a national priority and guarantee of the state's national security;
- increasing social requirements and the economics need for highly qualified specialists;
- high speed and unpredictability of economic and technical development which lead to the situation in which the market can not guarantee providing jobs for everybody and needs specialists who are capable of all-life studying.

All the measures of realization of these tasks are united in a unified complex of modern educational policy strategy by Decree of President of Ukraine dd 22.03.2008 #244 "On additional measures to raise the quality of education in Ukraine". "Ukrainian break-through – for people but not for politicians" Government activity program is aimed at the realization of these tasks.

Updating of education content, psychology, pedagogy and didactics is aimed at helping our country to become technologically advanced one, taking advantage of scientific and technological revolution of the last decades, master the process of transformation and modernization of modern phenomena. It will also help to make self-development an object of individuality's formation, to reveal a person's inner world, intellectual potential, abilities and longings for creativity, self-organization and self-realization.

All the levels of education development have following directions:

- intensification of the European bent of education;
- clarity, sapidity, orientation to the formation of key competences of the educational process participants;
- thorough support of scientific and technical activity by educational and scientific activity integration, further science development at leading universities, updating of their material and technical resources by providing them with modern equipment;
- increasing of the of secondary school textbooks' contents, unification of the textbooks;

- recognition of formal and non-formal professional education.

Actuality of these tasks is connected with the fact that new generation of the 21st century perceives the world in a new way, thinks pragmatically, has rather different cultural interests and a good command of information technologies. Present-day education and upbringing are searching for new ways and methods of the impact on a young individuality without forgetting and neglecting the best national pedagogical achievements.

This search is based upon tireless teachers' work whose care we entrust the most precious that we have – a child, our future.

In 2008 the priorities of the preschool education in Ukraine are as following:

- guarantees of accessibility and improving the quality of providing educational services by expanding the preschool establishment system;
- removal of the disproportion between providing educational services in the cities and in the country;
- involving not less than 75% of children of the same age into different forms of preschool education;
- introducing the optimal models of the development of the preschool-aged children;
- creation of a new preschool education system based on the merging of national traditions and world modern pedagogical ideas;
- education of a healthy and competent personality.
- Modernization of secondary education is the most systemic and over-all. During 2008 the priorities of this education level are emphasized:
 - optimization of secondary establishment system that meets the modern demands of the society improvement of the material support;
 - involving the children of the appropriate age into different forms of secondary education;

- perfection of the education content;
- the development of students basing both on fundamental knowledge and natural and mathematical subjects skills;
- turning of a high school to carrier studies, introducing the programme and methodical supply according to the directions;
- producing a new generation of school textbooks with a model of education aimed at individual teaching;
- concern about a gifted personality, talented youth, its creative, intellectual, spiritual and physical development;
- introduction of informative and communicative technologies, distant education;
- improving conditions of raising and educating orphans and children devoid of parental care, and physically and mentally underdeveloped children; guaranteeing psychological, pedagogical and social support of the above mentioned categories of children;
- improving the model of external independent assessment, forming the national system of monitoring researches;
- the development of the model of national social governing; the increase of expenses on the development of education.

A new stage of quality changes in technical education has begun in 2008:

- improving of the mechanism of governing of technical education;
- studying the needs of the job market;
- forming the optimum system of educational establishments;
- updating the contents of technical education, the system of pedagogical personal training;
- stimulating the development of research work;

- introducing advanced methods into educational process.

Realization of the tasks of education improving 2007/2008 was also aimed at updating normative base. During 2008 more than 30 documents on preschool, secondary, out-of-school and higher education have been worked out:

- new wording of Rating Criteria of secondary school pupils achievements;
- the Statute on national final attestation of pupils of educational establishments;
- instructions on transferring and granting school-leaving certificates in secondary educational establishments of all types and forms of property;
- the Statute on Extern form of education;
- the program on improving the Ukrainian language learning in secondary educational establishments where the languages of national minorities are taught;
- the program on introducing professional education;
- the Statute on approbation and the monitoring of educational literature.

The development of preschool education is one of the priorities of the Ministry of Education and Science of Ukraine.

The Decree of President of Ukraine “On additional measures to raise the quality of education in Ukraine” determines the task to involve 75% of preschool-aged children into preschool education, to increase scientific and methodical support and update its standards.

According to these tasks in 2008 247 preschool educational establishments started this work anew. 8 new schools started working.

Today in Ukraine there are 15,300 preschool educational establishments of different types and forms of property (6,600 - in the cities, 8,700 – in the country), where 1,137,500 preschool-aged children are brought up (in the cities -916,400 persons, in the country – 221,100 persons), that is 56% of the general amount of preschool-aged children.

In comparison with 2007 the amount of children attending preschool establishments has increased for 56,600 persons. The largest increase is observed in

Donetsk region (+ 4,700), Odesa region (+ 4,500), Lviv region (+3,600), Dnipropetrovsk region (+ 3,200), the Crimea (+ 3,400), Kiev (+3,700).

The increase of the indicator of the children's involvement in preschool education is the result of the introduction of its different forms: full-time or part-time groups, multi-aged groups, play, consulting groups, compensative groups, groups of social rehabilitation, groups and centers of development at preschool educational establishments. In the country, where there are no preschool establishments and there is not a great amount of preschool age children, the social and pedagogical patronage of families is being introduced by the educational specialists. Nowadays more than 108,000 children are under this patronage, it is thirty two thousand more comparing with 2007. At the same time at secondary schools there are groups aimed at training children for studying at schools. More than 57,000 children attend these groups, consequently 86.9% of children are engaged in preschool education (in 2007 – 85.2%).

The educational process at preschool educational establishments is carried out to realize the basic component of preschool education in Ukraine, namely the state educational standard. The preschool educational programs have been updated. The board of Ministry of Education and Science of Ukraine has approved the Basic program of the development of a preschool-aged child "I am in the world", which meets the world trends. This program is based on the competence approach, helps to realize the complex approach to a child. In order to introduce this program different educational and methodological materials have been developed.

Nowadays in Ukraine there is a great variety of comprehensive schools aimed at ensuring the constitutional right of each citizen of Ukraine to get high-quality education. At the same time the favorable conditions are being created for functioning of educational establishments with small amounts of children, schools specializing in certain subjects and consulting departments, where children can get high-quality education while studying at extracurricular hours.

In 2008 in Ukraine there were 20,300 full-time comprehensive schools (state and municipal), including 13,900 (68.5%) schools in the rural areas. 4,7 million children study at comprehensive schools, including 1,63 million (34.7%) in the country. In total 99.9% of children study at secondary schools.

The search of new ways to optimize the system of secondary schools, especially in the country, their cooperation on the basis of the effective usage of material and technical, financial and human resources is in progress.

The important characteristic of the high-quality secondary education is the quality of the education contents, which is a key component of reforms taking place in modern European education.

The substantial contribution to the improvement of the quality of education in Ukraine is the introduction of the State standards for the secondary education content. These standards provide maintaining of the common education area, the equivalence of different forms of education, the integrity of the education contents.

The quality of education depends considerably on the logics of the academic curriculums on the ground of which new academic curriculums are developed with their new content and new pedagogical approach. In 2008, 100 issues of textbooks for the 8-form pupils of comprehensive secondary schools and for schools with the curriculums in the languages of national minorities were designed and published.

The Ministry of Education and Science of Ukraine takes systemic actions aimed at increasing the quality of textbooks content for comprehensive schools, their unification due to modern scientific psychological and pedagogical demands as well as innovations in the area of education.

In 2008, the work on providing textbooks and other educational literature to comprehensive schools with the curriculums in languages of national minorities continued. Several textbooks were designed and published for the 8-form pupils of comprehensive schools with the curriculums in the languages of national minorities: on Polish, Romanian, Hungarian, Moldovan, Crimean Tatar, an integrated course on Literature (foreign and national minority's literatures), as well as on the Ukrainian language as a state language, and the Ukrainian literature. The textbooks on the Russian language, an integrated course on Literature (Russian and foreign languages), and Ukrainian for the 8-form pupils of comprehensive schools with curriculums in Russian participated in a contest.

For the purpose of establishing status of Ukrainian as a state language for comprehensive schools with the curriculums in Romanian, Moldovan and Hungarian

languages, publishing of the textbooks with regard to the specifics of the state language learning by the representatives of these nationalities has been continued.

In the context of mass transformation to profile education, optimization of educational institutions chain takes on special significance. The issue of introducing profile education is regulated by Ukrainian Laws On Comprehensive Secondary Education, Concept on General Secondary Education in Ukraine, Concept on Profile Education.

The current system of profile education is being carried out in different ways: through the chain of gymnasiums, lyceums, collegiums, specialist classes and profile classes. In 2008, there are 916 gymnasiums, lyceums, collegiums which come to 4.4% of the total number of comprehensive schools. They educate 297.8 pupils (6.4%). All in all, profile education is organized in 8278 comprehensive schools (40.8%) in Ukraine.

The development of programme and methodological support for profile education is still going on: on a competitive basis more than 80 curriculums for 10-12 forms have been selected; they differ in their focusing on competence approach in organization of education process. The content of profile education is ensured by functional subjects and psychological and pedagogical elective courses. At present, more than 100 curriculums of different profiles, 132 curriculums of special and elective courses have been designed. For 11-year school of 2008 there have been designed and published 92 issues of textbooks and 394 issues of study guides. The development of original multi-faceted curriculums together with special and optional courses is going on.

According to public opinion, the absolute achievement of education sector in 2008 was introduction of external independent assessment of comprehensive school leavers and transformation to a new system

There were 4630 testing centers where more than 200 thousand teachers worked. At the same time at all testing centers there were present almost 8.5 thousand observers, representatives of 400 mass media establishments.

External Independent Testing has exhibited the following tendencies:

- leavers of secondary educational establishments participating in the testing have demonstrated high and mid level of knowledge;

- school leavers in cities and towns have demonstrated the level of knowledge which is not much better than that shown by village pupils;
- lyceum and gymnasium pupils have been more successful than pupils of comprehensive schools.

According to the sociological research held by the Ukrainian center of testing education quality Independent testing is accepted by the society as an effective means insuring the citizens with equal access to higher education and also as a means to fight corruption at schools and higher educational establishments.

In accordance with the President's decree dated from 20.03.2008 "about the additional means to improve the quality of education in Ukraine" step by step activity has been launched in order to create the national system of monitoring researchers of the quality of education. The Ministry of Education and Science of Ukraine considers monitoring research to be an effective means of controlling the quality of education

One of the basic tendencies of educational monitoring in Ukraine is monitoring the quality of newly created text-books for comprehensive schools as long as the national education aimed at the personally oriented process of teaching demands creation, constant renewal and improvement of teaching literature.

Statistic and analytical material of monitoring is published in the "Monitoring v Osvity" (the newspaper "Upravlinn'a Osvitoyu") and in other periodicals; to inform the society and receive feedback this material is given on the sites of the Ministry of Education and Science of Ukraine.

On the basis of the monitoring research results the analytical references are compiled, which becomes the subject of examining and discussing by the author staff and publishers in order to correct the drawbacks in the structure, the content and illustrations of text-books, minding comments and suggestions given by the respondents of the research.

The inseparable part of monitoring the education quality is the examination of the process of vocational education in high schools. The organization of pupils' preparation in comprehensive schools, organization of vocational teaching, the system of forming the staff and teaching resources – belong to the monitoring objects as well.

According to the monitoring results the educational demands of pupils and the parents, the potential abilities of high school pupils and the activity field chosen are taken into account and the specialized education is organized.

In opinion of all respondents a special attention should be paid to prolonged pre-vocational education, psycho-pedagogical examination of professional interests and inclinations.

The evaluation of efficiency of specialized education is implemented considering realization of the pupils' life perspectives meeting the educational requirements.

Further development of the system of external independent testing and monitoring the educational quality is the priority in activities of the ministry for the next year as well.

The distance-teaching as a teaching form and pedagogical methodology is in some respect positive. The basic aim that can be achieved in internal-distant teaching is the ultimate combination of the advantages of the internal and distant forms of teaching neutralizing the conflict between the content quantity and teaching time limit for the students to be able to receive their education while working.

The application of distant education grows to be more important in Ukraine due to the great need of young people sustainable education.

The center for Distant Education has been created on the basis of Kyiv Regional Institute for Pedagogic Teachers' Post –Graduate Education in compliance with recommendations of the Ministry of Education and Science of Ukraine. This center cooperates with scientific and methodical institutions, educational establishments, state and public organizations that work on the development of this distant form of teaching. This center functions as a regional educational informative and consultative establishment aimed at the pedagogical staff training for the introduction of student distant teaching into educational system.

A number of measures are taken with the purpose guaranteeing the constitutional right of every citizen to the availability of qualitative education. These measures are aimed at the creation of educational areas. That provides proper conditions for the education use by the means of structural and content modernization of educational

establishments and by the means of introduction of computerization and distant forms and methods of education/

The pedagogical experiment within the frame work of the programme (Intel® Education for the Future) has been prolonged into 2008. The purpose of this experiment is to train secondary teachers to use effectively informational and communicative technologies in the educational and upbringing process.

In all regions of Ukraine this Programme is now actively implemented in the system of post-graduated pedagogical education (27 regional post-graduate pedagogical institutes), secondary education (2000 basic secondary establishments), vocational education (27 scientific and methodical centers for vocational education) and also in the system of higher pedagogical education (72 higher educational establishments with I-IV levels of accreditation).

A new system of measures has been introduced as well. It includes into interactive trainings, national and regional scientific research conferences, forums and master classes. Its purpose is to raise the professional level of teachers, school principles and tutors. More than 100000 teachers have completed these trainings (in 2006 – 29527 teachers, in 2007 – 29853 teachers, in 2008 – 28282 teachers by the September, 1).

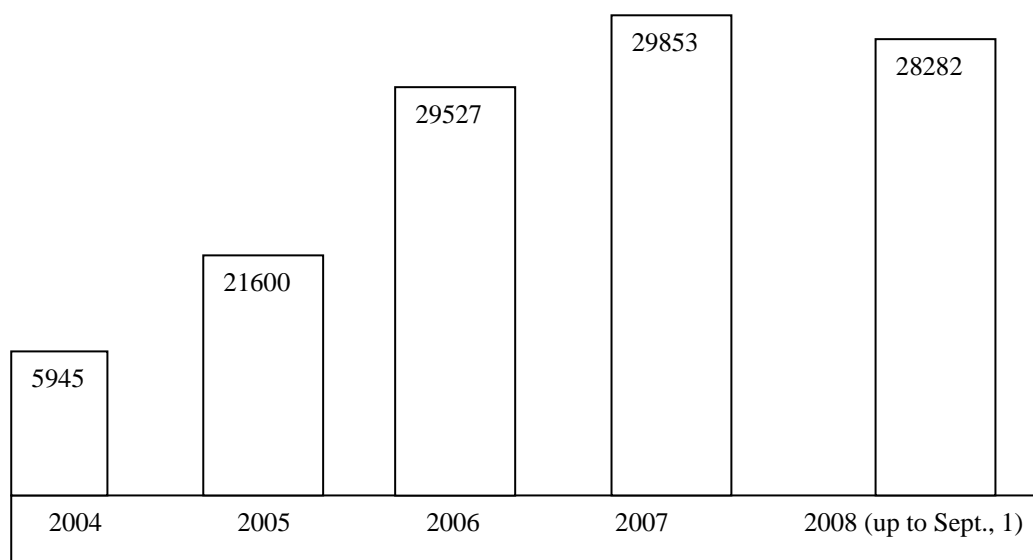


Chart 1. Dynamic rates of teachers who participated in the program “Intel® Education For the Sake of the Future”

Creating an innovative space is the basis for education quality improvement. Providing scientific approach in forming and testing teaching models for the innovative development of a 12-year school transferring educational establishments from functional mode into leading innovative development mode is the strategic priority in this sphere.

Creating a new modern educational institute “School of the Future” that is new by its form, content, educational sphere, which will provide high quality education, is of great importance for the development of the concept of innovation. The programme of establishing such an educational institution is a part of the state social programme “School of the Future”, that was adopted by the Cabinet of ministers of Ukraine, decree 107 dated from September 30, 2007; this programme is to last from 2007 to 2010; according to this programme experimental educational establishments will be created in 5 regions of Ukraine, particularly in The Autonomous Republic of the Crimea, Donetsk, Kirovohrad, Ternopil, and Kherson Regions. These schools have become scientific and methodological laboratories of the Pedagogical Science Academy of Ukraine; scientific and research work on creating the concept of innovation in secondary schools is held there.

All in all over 1500 educational institutions of Ukraine including 167 educational institutions of the state level worked according to the scientific and research mode. Experimental programmes original by their content and by innovation directions are introduced. Among the general amount of pedagogic innovations 120 educational institutions improved the content of certain academic disciplines, 167 educational institutions are working on introducing new technologies into the educational and upbringing process, 7 educational institutions are of the organized and authoritative type, 20 educational institutions are of a complex type.

Educational institutions in the capital are mastering the education development according to the concept of Innovation in the following directions:

1. Personality oriented teaching and upbringing:

- personality oriented teaching and upbringing in the new-type school (gymnasium named after V.T. Senator Smila, Cherkasy Region);

- psycho-pedagogic and social adaptation of pupils at schools of personality oriented pedagogics (school 31 Symferopol, the Autonomous Republic of the Crimea);
- creating educational atmosphere as the factor developing the personality (educational-upbrining establishment 28 Dnipropetrovsk);

2. *Technologies based on health care:*

- formation of the pupils' healthy lifestyle, cultivation of the necessity to maintain healthy lifestyle (the gymnasium "Lubid" 34, Kyiv);
- development of the educational system oriented on the pupils' healthy lifestyle with the help of artistic-esthetic activity (school 15 named after M. Reshetnyak, Kryvyi Rih, Dnipropetrovsk Region).

3. *Models of the secondary educational establishments:*

- realization of the creative culture model in comprehensive schools (authors' educational upbrining complex, Uzhhorod);
- modeling of the health culture school structure in order to develop the basic knowledge of a healthy lifestyle among children and teenagers in Kryvyi Rih (gymnasium 49 Kryvyi Rih, Dnipropetrovsk Region);
- creation and approbation of the model of II-III level secondary schools of informational and technological specialization (Kyiv Technological Lyseum).

4. *Transition to profile education. Computer literacy*

-sustainable profile education in its systemic relation to the school-complex and a higher educational establishment (the school-complex #9 "Junior Academy of Humanities" in Zaporizhya);

-socializing of youth in the conditions of a small Ukrainian town (gymnasium "Sophia" in Dniprorudne, Zaporizhya region);

-successful profession choice (schools # 161, 41, 1, 295, 96, gymnasiums "Dialog", "Potential" in Kyiv);

-design of educational and up-bringing technologies of primary school students in rural areas preparing them for working in lyceums (Semydubsky agricultural lyceum in Rivne region);

-organizational and pedagogic conditions of using information technologies in extra-curriculum activity of primary school students (comprehensive schools in

Lutuhino, Luhansk region, village of Yarke, Dzhankoy district in the Crimea, #28 in Luhansk, # 233, 245, 152 in Kyiv, # 36 in Lubny, Poltava region).

5. Modern Technologies in Education System Management

-management of the cognitive activities of gymnasium students within a modern educational institution – The school of Health and Culture (gymnasium #1 “Nadiya” in Berdyansk, Zaporizha region);

-management of the innovational activity in the modern educational institution (lyceum #4 in Kremenchuh in Poltava region);

-the development of the model of the management state-public system of providing educational health initiatives of educational establishments (Samarsky region of Dnipropetrovs’k City).

6. Integration Into European Educational Space

-school of health culture of European school network promoting health as a model of School of Tomorrow within the range of European integration of Ukraine (educational school complex #136 Dnipropetrovs’k).

Simultaneously the Ukrainian educational establishments introduce pilot programs:

-cognitive development in elementary schools of Ukraine (Integrated program of child development “Rostok” in more than 200 Ukrainian schools);

-integrated programs for primary school pupils (“Development of Waldorf pedagogic in Ukraine”);

-programs of art-esthetic educational courses (65 educational establishments of Dnipropetrovs’k, Donets’k, Carpathian, Kyiv, Luhans’k, Mykolaiv, Rivne, Cherkasy, Sumskai regions as well as Lviv and Sevastopol cities);

-“Ethics: Spiritual Values”, “Christian Ethics” (educational establishments of Kyiv, Sumy, Poltava, Cherkaskoi, Ivano-frankivs’k, Zhytomyr, Volyns’k regions.)

Together with mentioned above data-communication technologies including distance education, theory of differential levels of education, model development technology, psycho-pedagogical project of social development of pupils’ personality, the technology of humanistic pedagogical activity, the technology of using games in education suggestive and acmeological methods of teaching, and others are widely used in Ukraine.

One of priorities of educational policy of Ukrainian state in 2008 is concern of *gifted and talented youth*, of its creative, intellectual, spiritual and physical development.

The State objective program on working with gifted youth takes place to create favorite conditions for search, support, and encouragement of intellectually gifted children, for self realization of creative personality.

Different intellectual contests are designed to promote the tasks of the Program, and the most popular are pupils' Olympiads, tournaments, competitions, which are active methods of building motivation in study, increasing cognitive activity, deepening of the knowledge, supporting of creative talented personality, saving and developing intellectual potential of the nation.

Every year about 3 million pupils (60% of the total number) are invited to participate in All-Ukrainian pupil Olympiads in 15 school subjects. About 2 thousand pupils participate in the final stage. The efficiency of the work of educational establishments to develop abilities of gifted school youth has increased. As a result, 25 pupils from Ukraine won 5 gold, 7 silver, 11 bronze medals in international pupil Olympiads from mathematics, Physics, Chemistry, Biology, Ecology and Information science. The high results of Ukrainian pupils in international contests speak for substantial potential of the creative youth, supporting of which is the guarantee of the development of our country.

Every year the teams of Ukrainian pupils reach success in international tournaments of young physicists in International Mendeleev Olympiad in Chemistry. Thus was the participation of the team of young chemists in May 2008 in Tashkent City (Uzbekistan), where 9 pupils won 3 gold, 1 silver and 2 bronze medals, taking the first place among all country participants.

The activity of summer education-recreational school camps for gifted and talented schooling youth where the efforts of activities of which includes not only the development of intellectual and creative abilities of pupils, but safety and improvement of their lives and health as well. The winners of regional and national pupil Olympiads have a rest and study in summer schools. The purpose of the project is the development of the abilities of kids, the deepening of knowledge and skills of school participants in academic subjects, recreation and children psychological taking tension off. Daily, children attend classes from chosen subjects in a form of general lectures, seminars, and lab research. Famous scholars of different higher institutions of Ukraine are invited to work with them.

In 2008 special attention was paid to gifted children from rural places. Secondary boarding schools for gifted children appeared in different regions of Ukraine, where they achieve standard quality education, build high moral and spiritual features of young Ukrainian citizens.

Having All-Ukrainian Internet Olympiads, where rural pupils are widely involved, is a promising direction in the work with gifted youth. The best winners of contents are the participants of the IV stage All-national Olympiads in academic subjects and they demonstrate their high level of knowledge.

All-Ukrainian tournaments of young mathematicians, physicists, chemists, biologists, lawyers, geographers economists, historians, journalists, (academic subjects – the Ukrainian language and literature), informatics, investigators, rationalizers (academic subject – physics), which form competent personality who is able to present one's knowledge and skills with flying colors; promote the development of creative abilities, successful socializing in life itself, the participants of the tournaments acquire team work experience, which helps their development, and has an enormous bringing up significance. While entering higher institutions the finalists diplomas provide certain benefits.

The international competition in the Ukrainian language after Peter Yatsyk started by Educational Foundation named after Peter Yatsyk by Ukrainian League of sponsors and supported by the Minister of Education and Science of Ukraine as well as by public organizations is one of the most popular intellectual competitions in Ukraine.

The fact that not only Ukrainians but pupils and students of different nationalities, who know the Ukrainian language, make use of it and show personal interest to participate is very essential.

In 2008 about 700 projects were submitted for consideration by jury (no more than 60 the best works from one country) from 14 countries: Byelorussia, Armenia, Spain, Kazakhstan, Latvia, Germany, Prydnistrovie, Poland, Russia, Slovenia, the U.S.A. Finland. The works from China and Sweden came to the contest for the first time.

With the government support of gifted children and youth, of development intellectual and creative abilities of Ukrainian young people and representatives of national minorities of Ukraine, pupils of Ukrainian background living abroad, to develop tolerance of young generation, careful attitude towards cultural gains of Ukrainians and other peoples of the world, the II international contest-festival of children art "We Are All Your Children, Ukraine!", organized by the Ministry of Education and Science of Ukraine, Ministry of Family, Youth and Sports of Ukraine, the State Committee of Nationalities and Religion of Ukraine, was held in July – August in 2008.

900 children aged 9 to 16, took part in the festival – the winners of regional, national (for Autonomous Republic of Crimea), urban (for Kyiv and Sevastopol), All-Ukrainian and international art festivals, contests, and exhibitions, the Ukrainian language winners named after Peter Yatsyk, representatives of Ukrainian background abroad, individual performers, as well as some children creative organizations.

Traditionally, in the frames of contest-festival, a summer Ukrainian camp for children of Ukrainians abroad is organized. In the last one 300 children from 14

countries (Byelorussia, Bosnia, Herzegovina, Armenia, Georgia, Estonia, Kazakhstan, Canada, Latvia, Moldova, Poland, Russia, Romania).

Pedagogic potential of comprehensive schools

The educational process in all comprehensive schools is provided for by half a million teachers. In 2008 a positive tendency to increasing the quantity of teachers with the degrees of specialist and master has been registered (almost 88 percent).

The issue of higher education by the teachers of primary schools remains urgent. Though the general rate has increased to 76.6 percent compared to 2007, it still remains lower compared to the corresponding rate among teachers of secondary and high school, where it amounts to 91.4 percent.

The quality of staff in pre-school and primary school institutions has improved. In 2008 43 percent of pre-school teachers and 63 percent of out-of-school institutions are qualified specialists and masters.

Nowadays 58 higher educational institutions of the I and II levels of accreditation and 59 higher educational institutions of the III and IV levels of accreditation of different forms of ownership are preparing the teachers for comprehensive schools.

In 2008 the limits of admittance for village youth to state-financed departments of institutions has amounted to 3 thousand places to 32 higher educational institutions, which is 30 percent of the general state-financed day department students in educational specialization.

According to the requirements of the time the quantity and types of second higher pedagogical education are being differentiated and increased. The biggest demand among forms and types of the second higher pedagogical education is displayed in extra-mural and distance education though day departments are still the most common.

A respectable form of encouraging the creativity among teachers is contests of pedagogical craftsmanship. In 2008 17 thousand of teachers took part in the national contest "A Teacher of the Year", 133 participants were represented in the final round. Unfortunately, compared to 2007 the quantity of village teachers who took part in the prestigious contest of professional craft among teachers has decreased.

The main tasks as for providing further development of secondary education in 2009:

1. Formation of the necessary network of educational establishments which will correspond to the needs of the people and improve the material basis.
2. Including children of appropriate age groups into different types of primary and secondary education.
3. Improving the content of education.
4. Improving the conditions of living and teaching in boarding schools for orphans, parentless children and physically disabled children; providing appropriate social and psychological support and maintenance of the afore-mentioned categories of children.

5. Improving the model of external independent assessment; formation of the national system for quality monitoring in educational sphere.
6. Improving the system of primary and further professional training of educators according to the needs of a modern school.
7. Further development of the model of state-and-social management; increasing the budget of educational sphere.

The next item in the line of sustainable education is the vocational training.

Nowadays the workers for practically all branches of economy are trained in 920 vocational schools with more than 410 thousand of students of 35 branches of economic activity.

In 2008 the optimizing process for students' quantity and schooling network continued, due to the challenges of the workforce market, balancing its supply and demand, the negative demographic balance and the state of the national economy.

Thus, in 2001 Ukraine had 960 vocational schools with 511 thousand students, whereas in 2008, only 920 ones remained with 420 thousand of students (which is 100 thousand less). Actually, the annual decrease of students amounts to 10 thousand people.

The areas and branches of professional specialization is also changing. The number of vocational schools specializing in industry is increasing. In 2003 there were 256 of schools for industry, 233 – for construction, 301 – for agriculture, 159 – for service industry. In 2008 correspondingly increased the number of vocational schools specializing in industry – to 329 (an increase of 73), 183 – for construction, 140 – for service, 268 – for agriculture. It means the increase of demand in the spheres of industry and transport; though the demand in construction, agriculture and light industry is falling. These changes go in line with the development of the national economy. The same tendencies are seen along with job placement of the graduates and securing of their job positions in an industry.

The rates of graduate job placement in Ukraine in 2006 was 85.3 percent, in 2007 – 87.8 percent; in 2008, according to preliminary data, is 90 percent, which is a sign of gradual balancing of the supply and demand in the work-force market and improved coordination between the vocational schools and employers.

In 2008 training among the unemployed and hired workers has increased. In 2008 following the placement services' letters of referral 70 thousand people have been trained. According to the experts' rates the personnel deficit in Ukraine in 2008 has amounted to 190 thousand people, 70 percent of which are industrial workers. The Kyiv city placement bureau received invitations for 35 thousand vacancies from employers, 60 percent of which are for blue-collar workers.

High quality vocational education and training are to provide the graduate with such a level of professional skills and competence which will further enable them to plan their future career and provide access to continuing their education. The main forces of achieving this task lie in investments and social partnership, which will lead to revising the spheres of competence for business, government and society in solving the nation-wide problem – quality staff training.

Secondary school has an important role to play in the raising of image and public opinion for working professions. This is the place to intensify the vocational guidance among the graduates and their parents.

The Ministry of Education and Science in partnership with the State Job Placement Service are creating vocational guidance terminals at secondary and vocational schools.

In recent time the quality professional training has been strengthened by the tendency to take into account the latest industrial technologies, to introduce new interactive forms of cooperation between a school and an enterprise, involving modern informational technologies in the academic process.

One of the first steps to fulfilling the given task is the elaboration and implementation of the state vocational-education standards with 246 professions, 134 of which have already been implemented in the academic process.

The design, approbation and application of standards, aimed at receiving professional knowledge, skills and competence are a step towards a competitive employer, approximation of his qualifications to the European standards.

Another important factor contributing to the content of vocational education is equipping the vocational schools with computers and the corresponding software. In 2008 the vocational establishments have received 806 modern computer sets, which amounts to 12 thousand items.

In 2007 educational software products were designed and launched, for 2008 seven more of such items have been planned. 40% of vocational schools have created innovative methodology of using computer software and systems.

New computer software in background educational subjects (such as physics, chemistry, biology, geography, history, economics, construction, information technologies, special-purpose technology, material science, etc.) is being probated. More than 60% of vocational schools have Internet connection.

The labour-market specifies the demand in qualified workers and the level of their competence. Accordingly, the new content of vocational education is being formed and improved.

In 2008 the representatives of Ukrainian vocational education have taken an active part in two international projects. The international cooperation is being

implemented in 20 regions with 83 participants and among 19 countries of the world in all industrial areas: production, construction, hotel and food service, tourism and agriculture.

With the support from Ukrainian-Canadian project “Decentralizing the Vocational Education Management in Ukraine” new approaches to running a vocational school, perspective activity planning and academic program development have been implemented. In Dnipropetrovsk and Rivne regions pilot research for monitoring and forecasting the labour market has been launched. A new-generation program for production-masters probation and teachers has been developed.

Within the Ukrainian-German project “Increasing the Efficiency of Management within Vocational Education in Regions of Ukraine” located in five regions at the educative-methodological centers there are information-analytic service centers, which is the first step towards marketing services. Investments in these projects amounted to 500 thousand euros.

This work will continue in 2009, it will be directed to studies and application of successful experience, establishing cooperation in student, teacher and professionals’ exchange.

Educational staff of the vocational education

Professional training of prospective workers requires specific knowledge and skills from their mentors, notably:

- the ability to see and define problems;
- selection and application of methods for research;
- study and summarizing the national and world experience, applying it in the educational process.

More than 48 thousand teaching staff work in vocational schools. In recent time there has been registered some deterioration of the staff quality, especially among the production-masters. The reason for that is the discrepancy between the payment and the cost of the educational services.

One of the measures for solving the problem is the Regulation of the Cabinet of Ministers (# 535 as of 11th of June 2008) declaring their production experience to be part of their education record. This will to a certain extent motivate the production-masters to work in the sphere of education.

Quality professional worker training requires a teacher with high professional qualification, knowledge of the latest production and education technologies and capable of applying that in the academic process. Under those conditions the issue of production-masters’ training becomes of great importance.

Thus, the main task of vocational education is the quality preparation of the working force potential according to the latest innovative production technologies.

The priority directions for further development are:

1. Further integration of the vocational education into the world system of workforce training by means of introducing the latest innovative and educational production technologies; transition to flexible system of training within different professions and qualifications, introducing academic programs for training within different terms, refresher courses and advanced training of economically active population. Fulfilling these conditions will be favorable for cooperating with other ministries and enterprises, for development of social partnership.
2. Decentralizing management by delegating additional authority to regional institutions of education management; introducing the multi-level system of education funding.
3. The modern content of the vocational education is based on the need to designing and introducing the state standards of competence; equipping the institutions with the latest samples of gadgets, machinery and technology; application of information-communicative technologies in the education-production process and supplying the scientifically grounded methodology to the updated content of vocational education.
4. Supplying modern quality staff; creating the state legislation and educative-methodological maintenance of the vocational education.