



## A Nordic Recognition Network (NORRIC) Country Report



# The Educational System of Ukraine

NORRIC April 2009

## The Educational System of Ukraine

© Nordic Recognition Network (NORRIC)

Danish Centre for Assessment of Foreign Qualifications, CIRIUS (Danish ENIC/NARIC), Fiolstræde 44,  
DK-1171 Copenhagen K

Finnish National Board of Education (ENIC-NARIC Finland)  
PO Box 380  
FI-00531 Helsinki  
Finland

Office for Academic Affairs, University of Iceland (Icelandic ENIC/NARIC), v. Sudurgotu, 101 Reykjavik,  
Iceland

NOKUT - Norwegian Agency for Quality Assurance in Education (Norwegian ENIC/NARIC)  
P.O. Box 1708 Vika  
0121 Oslo  
Norway

Swedish National Agency for Higher Education (Swedish ENIC/NARIC), Luntmakargaten 13, Box 7851,  
SE-103 99 Stockholm  
Sweden

Edition: Swedish National Agency for Higher Education (Swedish ENIC/NARIC)

*The Nordic Recognition Network (NORRIC) is a regional network established by the five Nordic ENIC/NARIC offices. The NORRIC network initiates joint Nordic activities to learn from each other and reduce barriers to the evaluation and recognition of foreign credentials in the Nordic region. This publication on the Ukrainian educational system has been written jointly by the Danish, Finnish, Norwegian and Swedish recognition offices. The Swedish National Agency for Higher Education has been responsible for the coordination and final edition.*

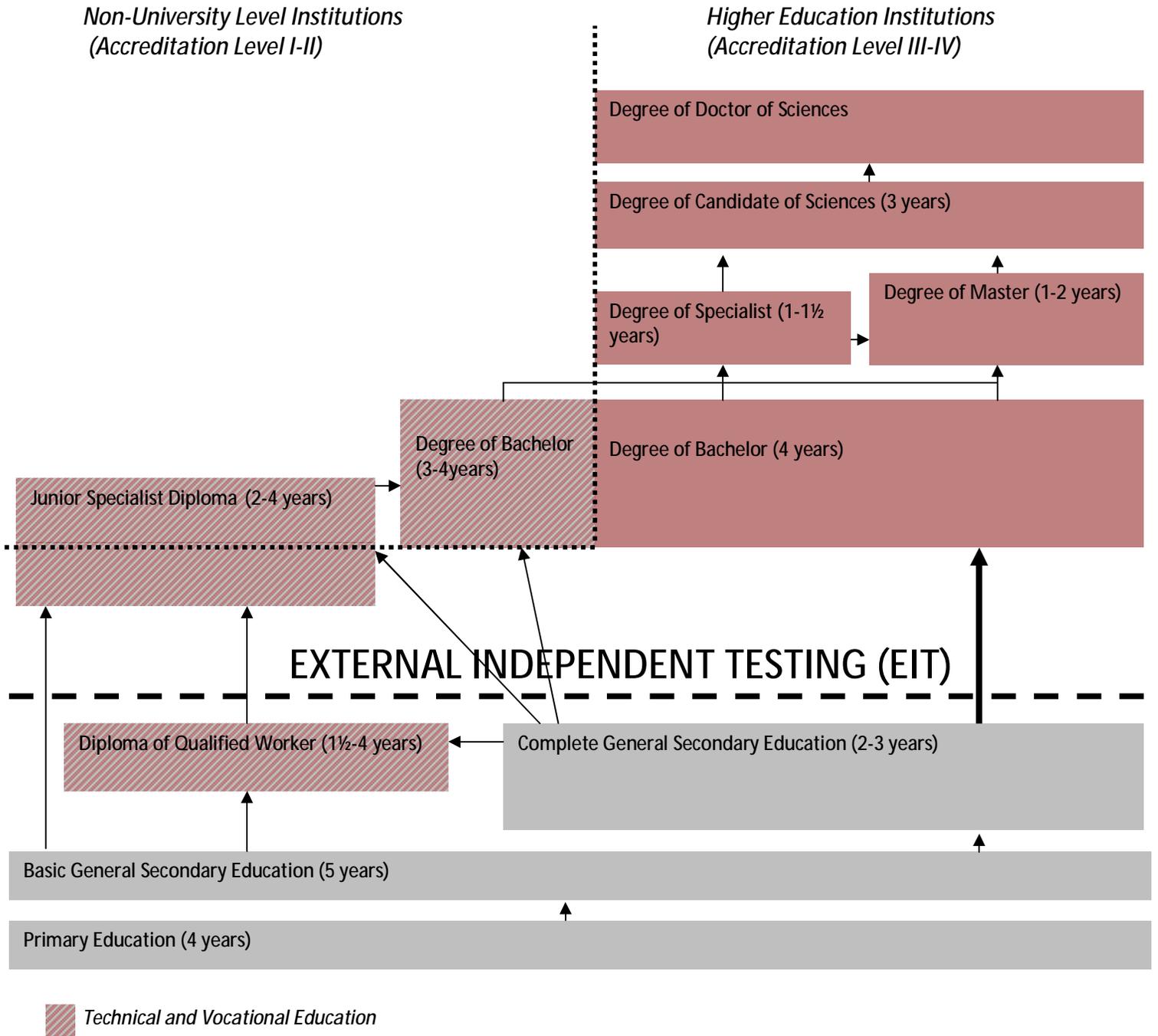
*The document is made available on the NORRIC website: [www.norric.org](http://www.norric.org)*

# Contents

Overview of the Ukrainian Educational System.....	5
Introduction.....	6
Chapter 1: General Education.....	7
Primary and Secondary Education.....	7
Curricula.....	9
Chapter 2: Quality Assurance in Higher Education.....	11
Licensing.....	11
Accreditation.....	11
Levels of Institutional Accreditation.....	12
How to Confirm Licensing and Accreditation.....	14
Chapter 3: Technical and Vocational Education.....	15
Organisation of Vocational Education and Education Providers in Ukraine.....	15
Three Levels of Vocational Education.....	15
Junior Specialist Programmes.....	17
Further Vocational Education.....	18
Advanced Standing.....	18
Chapter 4: National Entrance Exam.....	19
Chapter 5: Higher Education.....	21
Higher Education Institutions.....	21
Final Exams.....	22
Degree Structure.....	23
Educational Standards.....	25
Chapter 6: Teacher Training.....	26
Teacher Training Institutions.....	26
Professional Categories and Titles.....	29
Curricula.....	30
Site Visit to the Lviv Pedagogical College.....	30

Glossary.....	31
Sources.....	32
Appendix A: Documentation and Sample Documents.....	34
Appendix B: Assessing Ukrainian Academic Qualifications – A Nordic Perspective.....	52
Appendix C: Examples of Ukrainian School Curricula.....	58
Appendix D: Participants.....	61
Appendix E: Study Tour Programme.....	63

# Overview of the Ukrainian Educational System



## Introduction

In early April 2008 a team of representatives from recognition organisations in Denmark, Finland, Norway and Sweden landed at the Kyiv Boryspil International Airport. During one week we visited the Ministry of Education and Science (MOES) in the capital Kyiv and a number of institutions in both Kyiv and Lviv. The visit to Ukraine was the culmination of several years of discussions and planning by the Nordic Recognition Network (NORRIC).

One of the driving factors behind these efforts was the substantial number of applications for the evaluation of foreign qualifications from applicants with Ukrainian credentials throughout the Nordic region. Another motive was to shed light on the educational reforms in the country since independence. All information had thus far been based on secondary sources. Thirdly, we wanted to establish a viable working relationship with our colleagues at the Ukrainian ENIC office – a relationship that we all could profit from in the future. Finally, our ambition was to further the co-operation between the Nordic evaluation organisations and by combined efforts bring about a successful study visit. The 2003 NORRIC study visit to Moscow had shown that the Nordic countries could collaborate successfully and it provided us with a blueprint for how to plan and carry through a future study visit to Ukraine.

*Number of applicants with Ukrainian qualifications*

	2003	2004	2005	2006	2007	Increase 2003- 2007
Denmark	28	23	26	43	48	71 %
Finland	n/a	n/a	n/a	n/a	n/a	n/a
Norway	45	51	103	119	116	158 %
Sweden	101	98	82	72	117	16 %
Total	174	172	211	234	281	61 %

Some of the issues that especially interested us concerned changes in primary and secondary education, the role of so-called colleges, admission to higher education institutions, reforms in the higher education sector and teacher training. These issues, furthermore, determined the structure of this report. The individual chapters are followed by extensive appendices, including sample documents and a Nordic perspective on assessing Ukrainian credentials.

Finally, the study visit would never have come about without the kind support from Ms. Tatiana Nekrasova at the Swedish Embassy in Kyiv and Mykola Mykhaylichenko, Head of the Ukrainian ENIC. We owe them our gratitude.

# Chapter 1: General Education

Natalia Österman

## Primary and Secondary Education

The system of general education in Ukraine is in a state of transformation. During the Soviet period the duration of primary and secondary education was 10 years. After independence the length of primary and secondary education was extended to 11 years, although it was not uncommon that actual length of complete general secondary education for many students continued to be 10 years. The Law on General Secondary Education adopted in 1999 envisaged significant changes in structure, duration and content of basic (low secondary) and senior (upper) secondary education. The implementation of the reform aimed at introducing 12-year secondary education compulsory for all pupils, was begun in 2001 and will be completed by 2012/2013.

	Early 1990s	Late 1990s/yearly 2000s	Under implementation 2001-2013
Age of entry	7	6-7	6
Total duration of general secondary education	10 years	11 years (mostly 10 years)	12 years
Duration of compulsory education	8 years	9 years	12 years
Primary school	3-4 years	4 years (mostly 3 years)	4 years
Basic secondary school	5 years	5 years	5 years
Senior secondary school	2 years	2 years	3 years

## Structure

General education is divided into three levels [ступінь/stupin']:

I level: primary school [початкова школа/pochatkova shkola]

II level: basic (lower secondary) school [основна школа/osnovna shkola]

III level: senior (upper) secondary school [старша школа/starsha shkola]

Currently (school year 2007/2008) there are 20 249 general primary-secondary educational establishments in Ukraine offering general education in the official language (Ukrainian) and the

languages of the national minorities (Russian, Romanian, Hungarian, Crimean Tatar, Moldovan and Polish).

Those students who cannot attend day-time school can either get complete secondary education in evening classes at level II-III schools (there are 239 of them in Ukraine) or take distance education courses.

Complete secondary education can be obtained within the system of vocational training at basic vocational institutions [професійно-технічний навчальний заклад/profesiino-tekhnichyi navchal'nyi zaklad] or the higher education institutions of the I-II levels of accreditation (see Chapter 2 on quality assurance). This option providing comprehensive secondary education along with the vocational one has become increasingly popular during the 1990s.

### Primary School (Level I)

Children start school at the age of six or seven. The Law on General secondary education (1999) stipulates the duration of the primary education to 4 years (grades 1-4) and that the majority of children should enter school at the age of six. Though even during the 1990s the normal length of education in the primary school was 4 years for many students the primary school lasted only three years and they were entering the 5<sup>th</sup> grade directly after the 3<sup>rd</sup>. A possibility to complete primary school in 3 years is provided by law, and it is not uncommon that e.g. gifted children are admitted directly to the second grade.

### Basic Secondary School (Level II)

Basic general secondary education lasts 5 years (grades 5-9) and is provided by basic secondary schools. After finishing 9<sup>th</sup> grade and passing the final examinations the students are awarded the Certificate of Basic General Secondary Education [Свідоцтво про базову загальну середню освіту/Svidotstvo pro bazovu zagal'nu serednyu osvitu] that allows the graduates to either continue education at senior (upper) secondary school (III level - grades 10-11/12) or to pursue vocational education.

### Senior Secondary School (Level III)

In the 12-year school model the senior secondary education will be changed from a two-year to a three-year programme mainly providing specialized training (profile education). At the end of general secondary education the students sit for their final exams. Successful graduates receive the Certificate of Complete General Secondary Education [Атестат про повну загальну середню освіту/Atestat pro povnu zagal'nu serednyu osvitu] and a transcript of grades.<sup>1</sup>

---

<sup>1</sup> 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.

## Types of Institutions

Different types of educational institutions might provide all three levels of general education or just one. The schools providing (complete) general education are divided into the following main categories:

- § General schools [середні загальноосвітні школи/seredni zagal'noosvitni shkoly] provide all the three levels of the general education.  
“Incomplete general education institutions” - levels I and II  
“Complete general education institutions” – levels I-III
- § General schools with intensive learning programmes in certain subjects and courses, so-called specialized schools [спеціалізовані школи/spetsializovani shkoly], such as foreign languages, science, fine arts and music.
- § So-called Gymnasiums [гимназії/gymnazii] – level II-III elite schools with intensive learning programmes in the subject in accordance of the study orientation of the schools specialization.
- § Lyceum schools [лицеи/lytsei] – level III elite schools providing profile education and pre-vocational training.

Private schools started operating in Ukraine in the early 1990s (1992-1993). By the late 1990s the private segment of the secondary education system in Ukraine remained insignificant, enrolling less than 1 percent of all students in 1998/1999. The number of students attending private schools increased significantly in the beginning of the 2000s, and reached 23 700 students in the schools year 2007/2008. By 2004 there were 267 private secondary schools in Ukraine.

## Curricula

### Basic Curriculum Structure and Components

The basic curriculum consists of two main elements: state and optional. The state component of the curriculum is determined by the Ministry of Education and Science (MOES) and obligatory for all secondary educational institutions. The optional component of the curriculum is on the other hand developed by the schools themselves. A new curriculum has been elaborated for the 12-year schools and state standards for the basic and complete secondary education was approved by the Cabinet of Ministers in the beginning of 2004 (see Appendix C.)

### Foreign Languages

Four foreign languages are taught in the Ukrainian schools: English, German, French and Spanish. Until the early 2000s the compulsory foreign language instruction in the general schools began in the 4<sup>th</sup>/5<sup>th</sup> grade. In the new 12-year school learning of one foreign language is compulsory and begins in the 2<sup>nd</sup> grade. In schools specialising in foreign languages (specialized schools) compulsory foreign language learning begins in the 1<sup>st</sup> grade (3 hours per week in grades 1-3, 4 hours per week in the 4<sup>th</sup> grade, 5 hours per week in grades 5-12) and a second foreign language is introduced in the 5<sup>th</sup> grade (3 hours per week grades in the grades 5-12). The curriculum at the specialized schools also includes

such courses as regional studies, foreign literature, business foreign language and technical translations.

The most often taught foreign language is English. Currently nearly 90 percent of all school children study English followed by German, French and Spanish.

### Russian Language

Russian is a minority language in Ukraine that can either be a language of instruction at a school or it can be studied as separate subject or an extracurricular course. There are at present 1,253 schools in Ukraine using Russian as the language of instruction (this is 6 percent of the total of all schools.) At schools with Ukrainian as the language of instruction, classes in Russian and in the other minority languages are offered.

### Grading System

The grading system used in the Ukrainian schools is numerical. Starting in the academic year 2001/2002 the five-point grading scale was replaced by a twelve-point scale.

Old Grading System	New Grading System	Ukrainian	English
5	10-12	Відмінно/Vidminno	Excellent
4	7-9	Добре/Dobre	Good
3	4-6	Задовільно/Zadovil'no	Satisfactory
1-2	1-3	Незадовільно/Nezadovil'no	Unsatisfactory
		Залік (зараховано)/Zalik (zarachovano)	Credit (given for some courses)

### State (Final) Attestation

The students sit for their final examinations at the end of both basic and general secondary education. It is the Ministry of Education and Science that is responsible for the examinations.

Final examination for graduating basic school students (9<sup>th</sup> grade) includes four compulsory subjects: Ukrainian, mathematics, biology, geography and one optional subject (foreign language, humanities or a minority language) that is decided by the school.

Until now the final examination in the senior secondary school (12<sup>th</sup> grade) usually included five subjects: Ukrainian, history of Ukraine and three optional subjects selected by the student (including a minority language). This year (school year 2007/2008), upon the decision of the MOES, the final examination for 11<sup>th</sup> grade graduating students includes the Ukrainian language, mathematics, history of Ukraine and one optional subject.

The system of External Independent Testing (EIT) for graduating secondary school students has been introduced and implemented in Ukraine as from 2008 as part of the final examination and admission to further studies. (See Chapter 4 on the EIT).

# Chapter 2: Quality Assurance in Higher Education

*Carita Blomqvist and Nina Kowalewska*

Licensing and accreditation are the most important procedures to ensure the quality of education in Ukraine. Quality assessment also includes procedures such as testing of graduates, development of monitoring and rating systems etc. In this chapter, emphasis is on describing the accreditation processes and accreditation levels.

Presenting the accreditation system as a whole is difficult, since the levels of accreditation are tied to the levels of the qualifications and the types of higher education institutions. In 1992 the licensing and accreditation procedures for higher education institutions were established. Licensing concepts, principles and procedures developed further between 1992 and 1996. These developments resulted in the identification of criteria for various directions of training, evaluation of educational quality by national and international standards, as well as in the awareness of labour market dynamics.

In 1996 the State Accreditation Commission was established, along with procedures for licensing and accreditation. The number of higher education institutions expanded during the 1990s and this rapid growth raised concerns about quality issues. Accordingly, the Ukrainian Ministry of Education and Science continued to search for ways to improve the quality of higher education. This work resulted in the 2001 Decree on Accreditation of Higher Education Institutions and Study Programmes and Non-University Level Institutions outlining the accreditation process in more detail, including both institutional and programme accreditation.

## Licensing

Licensing is a process by which an institution is authorised to start operation of its educational functions. The institution must meet minimum standards for educational activities in order to be licensed. A license grants an institution status as a legal entity, and makes the institution eligible to apply for accreditation.

Ukrainian higher education institutions may establish branch campuses abroad, in accordance with the laws of the host nation. Likewise, foreign higher education providers may open campuses in Ukraine. Both procedures are, however, subject to approval by the MOES. Institutions operating without a license are considered to be illegal.

## Accreditation

Accreditation is a quality assurance process by which it is checked whether an institution meets the main goals of the accreditation regulations. The main objectives of the accreditation are as follows:

1. to maintain and improve quality of higher education;
2. to assure the state quality standards;
3. to hold the institutions accountable to the government as a funding source.

There are two types of accreditation in Ukraine: institutional and programmatic. The programme accreditation within a licensed institution is the first stage of accreditation. To have the programme accredited, the institution provides the MOES with a self-evaluation report. The Ministry appoints an Expert Commission to examine the report and the programme itself. The Commission submits its conclusions to the Expert Council, which forwards its recommendations to the State Accreditation Commission. The decision of the State Accreditation Commission is then subject to approval by the Ministry of Education and Science. The criteria used for evaluation are developed by the MOES and representatives of academic community. They include updated curricula, scientific research, teaching methods, trained personnel and infrastructure. Programme accreditation is valid up to 10 years.

A higher education institution may apply for an institutional accreditation when at least 75 percent of study programmes have been accredited. *Only accredited institutions have the right to issue diplomas in the state format.* According to the Decree from 2001 these state standard diplomas are issued according to the accredited programme and only diplomas issued in the state standard should be considered as officially recognised.

The MOES, through state agencies, verifies the compliance of higher education institutions with accreditation criteria, carries out site-visits and has the right to withdraw accreditation if shortcomings are detected.

#### Levels of Institutional Accreditation

During Soviet times vocational and technical schools in the Ukrainian Soviet Socialist Republic were considered to be postsecondary institutions and not part of the higher education system. In 1992 the newly independent Ukraine changed this by transferring all vocational and technical schools to the higher education system. At the same time four levels of institutional accreditation were introduced:

- I. Vocational and technical schools
- II. Colleges
- III. Institutes, academies, universities
- IV. Institutes, academies, universities

The accreditation level of an institution determines the programmes it is allowed to offer. In 2007, about 60 percent of the accredited higher education institutions in Ukraine had levels I and II accreditation, while about 40 percent had levels III and IV.

Vocational and technical schools and colleges (i.e. level I-II institutions) can either be independent or affiliated or subdivisions to other higher education institutions. Former Soviet specialized institutes have been renamed pedagogical and technical institutes or upgraded to academies or universities. Institutes as well as academies generally cover a specific area such as medicine, arts, humanities, one single branch of engineering and business. (Academies should not be confused with the National Academy of Sciences, which is a research institution.) Conservatories offer music education. Universities may be multidisciplinary institutions or single subject institutions, e.g. agrarian

universities, pedagogical universities etc. A higher education institution may establish one or several campuses.

Higher education institutions with level IV accreditation train students at all levels, including a majority of the Master degree students. Level IV institutions also have postgraduate and doctoral courses, plus high-level research and publications activities. Only very few institutions of the III and the IV level offer programmes leading to the Junior Specialist diploma. In these instances the teaching has taken place at affiliated institutions, for example colleges.

Accreditation Level	Institution Type(s)	Degree/Diploma
I	Technical school [технікум/ technikum] Vocational school [училище/ uchylyshche]	Junior Specialist [диплом молодшого спеціаліста/ dyplom molodshogo spetsialista]
II	College [коледж/ koledzh]	Junior Specialist [диплом молодшого спеціаліста/ dyplom molodshogo spetsialista] Bachelor [диплом бакалавра/ dyplom bakalavra]
III	University [університет/ universytet]	Junior Specialist* [диплом молодшого спеціаліста/ dyplom molodshogo spetsialista]
	Academy [академія/ akademiya]	Bachelor [диплом бакалавра/ dyplom bakalavra]
	Institute [інститут/ institut] Conservatory [консерваторія/ konservatoriya]	Specialist [диплом спеціаліста/ dyplom spetsialista] Master* [диплом магістра/ dyplom magistra]
		Candidate of Sciences* [кандидат наук/ kandidat nauk] Doctor of Sciences* [доктор наук/ doktor nauk]
IV	University [університет/ universytet]	Junior Specialist* [диплом молодшого спеціаліста/ dyplom molodshogo spetsialista]
	Academy [академія/ akademiya]	Bachelor [диплом бакалавра/ dyplom bakalavra]
	Institute [інститут/ institut] Conservatory [консерваторія/ konservatoriya]	Specialist [диплом спеціаліста/ dyplom spetsialista] Master [диплом магістра/ dyplom magistra]
		Candidate of Sciences [кандидат наук/ kandidat nauk] Doctor of Sciences [доктор наук/ doktor nauk]

\*Some programmes

In Ukraine a distinction is made between national [національний/natsional'nyi] and state [державний/derzhavnyi] institutions. State higher education institutions with Level IV accreditation that meet certain criteria may be designated as “national” institutions. These elite institutions are granted full state-funding, autonomy in matters concerning curricula and administration and the

right to award the academic titles “Docent” and “Professor”. State institutions on the other hand enjoy less institutional autonomy and are only partly founded by the state.

Issues concerning the establishment, reorganisation and closing of state level III-IV institutions is the responsibility of the Cabinet of Ministers of Ukraine. Level I-II institutions, however, are established, reorganised and closed by decision of the Ministry of Education and Science, other central executive bodies or local authorities.

#### **How to Confirm Licensing and Accreditation**

Certificates of licensing and accreditation are issued for licensed and accredited institutions, respectively. The certificate of institutional accreditation includes the name of the institution, its level of accreditation and period of validity, legal addresses of the institution and its separate branch campuses (where applicable). Ukrainian institutions typically show copies of their license and accreditation certificates on their web sites.

# Chapter 3: Technical and Vocational Education

*Eva Raimondos-Møller*

Vocational education in Ukraine is offered according to national or regional needs for professional workers. Of the 1,037 vocational providers (schools) half of these are vocational lyceums and 173 are colleges.

## Organisation of Vocational Education and Education Providers in Ukraine

The educational providers (schools, etc.) are established according to the educational programmes and levels they offer. A central government body is in charge of matching labour market needs and training programmes. To this end a network of local authorities and educational providers is in place. Education providers of any type may only operate under a licence issued according to regulations by the Government. Educational providers may be central or local government bodies, businesses, institutions, organisations and their associations, citizens of Ukraine and in association with the aforementioned also foreign firms, organisations and individuals.

## Three Levels of Vocational Education

In Ukraine technical and vocational education is offered at three levels [атестаційні рівні/atestatsiini rivni]:

- First level vocational education [першого ступеню/pershogo stupenyu]
- Second level vocational education [другого ступеню/drugogo stupenyu]
- Third level vocational education [третього ступеню/tret'ogo stupenyu]

Depending on the level and type of professional knowledge graduates receive the title of either "Qualified worker" [диплом кваліфікованого робітника/dyplom kvalifikovanogo robitnika] or "Junior Specialist" [диплом молодшого спеціаліста/dyplom molodshogo spetsialista].

In Ukraine, as well as in for instance the Russian Federation, there has been a trend towards renaming institutions at all levels to signal higher and better education. Thus, many vocational schools [училища/uchylyshcha] have been upgraded to so-called colleges [коледжі/koledzhi] and have earned the right to award the Junior Specialist diploma [диплом молодшого спеціаліста/dyplom molodshogo spetsialista] and Bachelor degree [диплом бакалавра/dyplom bakalavra].

There is no clear correspondence between the name (type) of institutions and the level and quality of the qualifications offered. It is the programme content and the final certificate/diploma issued that indicates the level and quality of the education. Thus, a college may well offer only one or a few Bachelor or Junior Specialist programmes and at the same time train qualified workers in many other fields.

### First Level (Basic) Vocational Education

Basic vocational education is the first level of vocational education with the aim of quick development of necessary skills for the sectors of manufacturing and services, primarily. This first level vocational education includes the following educational providers: vocational courses, professional schools, a combination of education and production centres, vocational schools and other educational providers of equal status. Admission to first-level vocational education is open, since no basic or complete school education is required to enter the above mentioned establishments. The duration of first-level vocational education is up to one year. At the end of the educational period the student takes a qualification examination and is granted the diploma/title "qualified worker" [диплом кваліфікованого робітника/dyplom kwalifikovanogo robitnika].

### Second Level Vocational Education

At the second level the work for which the students are trained calls for technical knowledge and the ability to follow a manual and more complicated operational procedures. The education takes place at both vocational [училища/uchylyshcha] and technical vocational schools [технікуми/technikumy] specialising in various fields and can also take place at education and production centres. The duration of studies depend on the entrance level of the student, but the students must hold a formal school certificate of minimum basic school education.

After 9 years of general (basic) education the duration of programmes is:

- 2 years for vocational programmes (no general education component)
- 4 years for programmes combining vocational and general education (years 10-11) (offered at vocational schools, technical vocational schools and colleges)

After 11 years of general (complete) education the duration of programmes is:

- 1-1.5 years

The graduates are awarded the diploma/title "qualified worker" [диплом кваліфікованого робітника/dyplom kwalifikovanogo robitnika]. This entitles them to practise a specific profession. Students who choose to combine second-level vocational education with completing years 10-11 of general education satisfy the requirements for admission to university education – provided they pass the national entrance exam as of 2008 (see chapter 3).

### Third Level Vocational Education (Incomplete Higher Education)

At the third level of vocational education the student is equipped with high technical skills and is able to work with advanced technology. The graduates have the ability to do problem solving in non-typical situations. Training takes place at higher vocational colleges of various specialized fields. Some

of these institutions can be accredited at the higher educational level – accreditation level I and II.<sup>2</sup> This accreditation is again linked to the individual programmes.

Admission to the programmes of the third-level vocational education requires complete secondary education. A student admitted on the basis of incomplete secondary education will follow an extended programme including the general subjects of complete secondary education. The length of the programmes usually must not exceed two years. At the end of the programme the graduates receive the diploma/title “qualified worker” [диплом кваліфікованого робітника/diplom kvalifikovanogo robitnika]. If the education is accredited as a Junior Specialist programme the corresponding diploma is issued.

### Junior Specialist Programmes

The 1991 Law on Education transferred certain areas of the technical and vocational education sector to “higher education” (effective as of 1992.) The educational reform reorganised the vocational specialisations into less specialized programmes, upgraded the qualifications of the instructors and the curricula, oriented the programmes towards the labour market and new economic trends, and established tighter links between the vocational sector and the universities. Parallel to these developments a new system of quality assurance and educational standards was introduced.

If a student attends a level I accredited school and programme he or she will receive the diploma and title “Junior Specialist” [диплом молодшого спеціаліста/diplom molodshogo spetsialista.] The Junior Specialist qualification derives from the sector of highly specialized programmes during the Soviet era. These study fields included nursing (health care), teacher training (preschool and primary school), technical and agricultural studies etc. Programmes last 2-3 years for students with complete general education and 3-4 years for students with only basic general education.

### Junior Specialist Diploma in Teaching

Present-day Junior Specialist programmes include teacher training at pedagogical colleges. The programmes last 3 years for students with completed secondary education, and 4 years for students with only basic secondary education. These same pedagogical colleges may also award Bachelor degrees in education if they have level II accreditation (see also Chapter 6.)

### Higher Education or not?

According to the Law on Higher Education the Junior Specialist diploma is considered to be “incomplete” higher education. Ukraine hereby signals that the qualification is recognised as part of the higher education system – although not complete in the sense that (full) degrees in Ukraine are designed according the Bologna model of Bachelor, Master and PhD.

---

<sup>2</sup> The four accreditation levels of the Ukrainian higher educational system are described in detail in Chapter 2. Note that universities are accredited on levels III and IV. In this section we describe the qualifications connected to accreditation levels I and II.

The Ukrainian Ministry of Education and Science is aware of the incompatibility of the Bologna Degree System and the existence of the Junior Specialist diploma as an incomplete higher education degree. The Ministry told the NORRIC delegation that a new planned law will probably lead to the end of the existing level I-IV accreditation.

### **Further Vocational Education**

Further education within the vocational system can take place at any educational institution and may take different forms. The duration cannot exceed one year and graduates take a qualified examination and receive a certificate. Further education is not formalised and does not necessarily follow the state standards.

### **Advanced Standing**

Many of the vocational schools, vocational technical schools and colleges are affiliated with universities that grant their graduates advanced standing. This means that the university awards credits when a student enters the same programme field at the university as the programme followed at the lower level. Often, the classes have in fact the same content and are taught by the same staff. It is possible to get as much as three years credit towards the 4-year bachelor degree. Unlike Russia there is, however, no law on higher education in Ukraine stating that a student with a Junior Specialist diploma has the right to advanced standing.

The possibility of credit transfer from institutions not known to/affiliated with the university is less well described or openly stated. Our site visits to institutions in both Kyiv and Lviv gave us the impression that such cases are rare and complicated for both students and institutions alike.

For example, the Lviv Pedagogical College has no experience with Junior Specialist diplomas and the National Taras Shevchenko University of Kyiv clearly does not offer advanced standing to Junior Specialist diploma holders. On the other hand, at the National Pedagogical Dragomanov University in Kyiv the delegation was told that Junior Specialist holders could enter the third year of studies if the student comes from an affiliated institution. Furthermore, at the Ivan Franko National University in Lviv Junior Specialists in the technical field or law coming from affiliated institutions are granted access to the 4<sup>th</sup> year. Also, the university will accept a Bachelor degree holder from a pedagogical college (level II accreditation) directly into a Master degree programme. Finally, at the National University "Kyiv Mohyla Academy" credit for previous studies is decided on a case-by-case basis. The institution, though, had very little experience with such qualifications amongst its students.

# Chapter 4: National Entrance Exam

*Olga Kristensen*

The 2002 law “On Higher Education”<sup>3</sup> proclaims accessibility of higher education for every citizen of Ukraine. According to the law, admission for studying at an institution of higher education is based on competition. The law is binding for all higher educational institutions regardless of their form of ownership (i.e. state or non-state), jurisdiction or accreditation level. The law, furthermore, states that an applicant needs to have a state standard document for the Certificate of Complete General Secondary Education [Атестат про повну загальну середню освіту/Atestat pro povnu zagal'nu serednyu osvitu] in order to take part in the admission exams for entrance to higher education institutions. As part of providing equal and fair access to quality education, the Ministry of Education and Science has introduced and implemented the so-called External Independent Testing (EIT) of graduates from general secondary education, who want to pursue further studies. This is a form of national entrance exam to higher education that constitutes one of the most significant reforms in the Ukrainian education system since independence. And as of 2008 the EIT is the state standard for admission to all institutions of the I-IV accreditation level.<sup>4</sup> This means that the traditional form of locally organised oral and written entrance exams is being replaced by the EIT now made compulsory for all students who want to continue studying. During the period 2005-2007 the EIT was introduced on an experimental base in different regions of Ukraine. The official rationale for the introduction of the EIT is as follows:

- To provide equal and fair access to qualitative education for all citizens.
- To provide an objective and unbiased mechanism to evaluate the standard of secondary education in Ukraine.
- To modernize the system of education.
- To simplify the admission process for the students.

Other factors concern objectivity and greater flexibility for students. Traditionally students sit for entrance exams at the local university where they want to study. This system is associated with corruption and causes disadvantages for students from rural areas. The EIT, however, makes it possible for students to apply to several universities at the same time and students from remote areas are now given the same chances as students from Kyiv and other academic centres. Against this background, the EIT is perceived by the higher education community and public as a way to combat corruption traditionally associated with university admission. The EIT is offered in the following 11 subjects: Ukrainian, mathematics, history of Ukraine, world history, geography, biology, chemistry, physics, foreign literature, basic economy and basic law. Plans are made to introduce

---

<sup>3</sup> Law no. 2984-III of January 12, 2002

<sup>4</sup> See Chapter 2

foreign languages as test subjects in the future. The testing is organised by the Ukrainian Centre for Educational Quality Assessment in collaboration with its regional centres. In order to take part in the EIT the student must register at a local testing centre. After the test the EIT Certificate with the test results is sent to the student in a sealed envelope. It is then up to the institution to define the rules and conditions for admission. Besides the compulsory test in Ukrainian, the institution can freely decide which 2 subjects out of a total of 11 are required for admission. The EIT is mandatory for students intending to pursue further studies. Nevertheless, there are some groups that are exempt from the testing, e.g. victims of the Chernobyl nuclear disaster, orphans and foster children, school graduates from village and mountain districts [*sic*] and high school graduates with exceptionally good grades. The institutions of higher education are required to establish a special admission procedure for these groups. Nevertheless, the exemption of these groups from the EIT as well as other aspects of the test continues to be an issue of controversy in Ukraine.

# Chapter 5: Higher Education

*Inger Bruun, Nina Kowalewska and Knut Vik Jahnsen*

The Ukrainian education system has been in a state of transition ever since independence. Democratic values have been introduced and traditional state guidelines have been combined with institutional autonomy and more academic freedom. Private higher education institutions are now allowed and during the ten-year period 1993-2003 the overall number of students increased considerably. In 1995 the Bachelor and Master degrees were introduced to replace the previous single-level specialist degree. And in 2005 Ukraine signed the Bologna declaration.

The Ministry of Education and Science has the overall responsibility for planning curricula and financing higher education. The higher education system is governed by the Constitution of Ukraine (1996) and Laws of Ukraine on Education (1996). The Ukrainian Law on Higher Education from 2002 defines the main directions of Ukrainian state policy for higher education.

The challenges confronting Ukraine in higher education today are, for example the proliferation of specialized and small higher education institutions, financial difficulties, underpaid teachers and the popularity of business and management studies at the expense of natural science subjects.

The MOES is preparing a revised law on higher education with the objective of reinforcing the Bologna process and the merging of higher education institutions.

## Higher Education Institutions

In 2007 Ukraine had 920 accredited higher education institutions. At the III and IV level of accreditation there are 184 universities, 58 academies, 125 institutes and 1 conservatory with a total of 2.8 million students. There are additionally 190 colleges [коледжі/koledzhi], 210 technical schools [технікуми/technikumy] and 143 vocational schools [училища/uchylyshcha] at the I and II level. Higher education institutions and students are concentrated in main metropolitan areas in Ukraine such as Kyiv, Donbas, Kharkiv, Dnipropetrovsk, Odessa, Lviv and Crimea.

A higher education institution is headed by a rector appointed by the MOES or The Council of Ministers. Vice-rectors are nominated by the rector on advice of the Scientific Council, which consists of the rector, vice-rectors, the deans and directors as well as representatives from the staff and the student organisations.

Structural units of a higher education institution of the levels I-II are departments and subject (cycle) commissions. Structural units of a higher education institution of the accreditation levels III-IV are branches, institutes, faculties, chairs, libraries and laboratories.

Higher education institutions are either financed by the State, local budgets or private sources. The educational institutions are expected to finance a part of their research activities by private means or other funding. Public institutions receive funding for education for a fixed number of students from

the state budget. At the same time they are allowed to admit a limited number of fee paying students who passed the entrance examinations but have not qualified for admission.

The staff with academic status includes professors, assistant professors and senior research assistants. A professor should normally possess a Degree of Doctor of Sciences [доктор наук/doktor nauk], i.e. the highest scientific degree in Ukraine.

During Soviet times research was primarily conducted at institutes of the Soviet Academy of Sciences and the research institutes of the industrial branches. After independence Ukraine established its own Ukrainian National Academy of Sciences.

Research is carried out at institutions of accreditation level IV. These institutions are supported by external funding and in many cases collaborate with the institutes of the National Academy of Sciences.

## Final Exams

At the end of each semester students are required to pass a number of exams (approximately five) and complete essays and seminar papers satisfactorily. Students are transferred to the next semester/year if all examinations are passed. In order to qualify for the final examination, students also have to satisfy all requirements in the study programme.

All state-accredited institutions follow the same state procedure for final examinations. The state final examination consists of one or more of the following evaluation procedures:

- Preparation of a thesis or project, which is reviewed by subject experts and defended before an examination commission which includes external examiners. The thesis is expected to be a piece of independent work.
- Final examination in the major discipline or interdisciplinary subject area and possible additional subjects.

When all the examination requirements have been satisfied, students receive a degree in the state format and a degree title and/or professional qualification.

## Degree Structure

The education system awards the following degrees:

- Incomplete higher education: Junior Specialist [молодший спеціаліст/molodshyi spetsialist]
- Basic higher education: Bachelor [бакалавр/bakalavr]
- Complete higher education: Specialist [спеціаліст/spetsialist] and Master [магістр/magistr]
- Doctoral degrees: Candidate of Sciences [кандидат наук/kandydat nauk] and Doctor of Sciences [доктор наук/doktor nauk]

Junior Specialist diploma [**диплом молодшого спеціаліста/diplom molodshogo spetsialista**]: Incomplete higher education is the name of the Junior Specialist diploma according to the 2002 Ukrainian Law on Higher Education. This indicates that it is not a qualification belonging to the 2-tier system of Bachelor and Master, yet gives the holder a recognised professional qualification. The qualification of the Junior Specialist is also described as a vocational qualification at the middle level. The qualification is awarded in professional fields, such as para-medical professions, teaching, administration etc.

Holders of the Junior Specialist diploma may enter Bachelor degree programmes within the same academic field and may be granted advanced standing. The higher education institutions that we visited, however, rarely give recognition of prior learning to holders of the Junior Specialist diploma, except in cases where the qualification was taken at an affiliated vocational school. We were told that the advanced standing is most common in cases concerning affiliated institutions or between programmes within the same higher education institution.

Degree of Bachelor [**диплом бакалавра/dyplom bakalavra**]: The degree of Bachelor is the first degree in the Ukrainian degree structure. It is offered in all disciplines except for integrated degrees in medicine, dentistry, pharmacy and veterinary medicine in which only specialist degrees are awarded.

In theory, the qualification gives access to further education as well as to employment. However, the Ukrainian authorities are in the process of defining which professions each degree of Bachelor might give access to as part of the revised Ukrainian list of professions. In most cases the degree has, however, an intermediate character and is directly followed by Specialist or Master degree programmes, which are considered final qualifications. The Bachelor degree is offered at higher education institutions with level II, III and IV accreditations. The admission to the Bachelor degree is based on the Complete Secondary Education Certificate.

The length of the Bachelor degree programmes is 3 or 4 years at institutions with II level of accreditations and 4 years at institutions accredited at the III and IV level. Most programmes last for 4 years, whereas the 3-year Bachelor degree programmes offered by colleges appear to be less common. The programme might be shortened if admission was based on a Junior Specialist diploma. The programme is concluded with state examinations and/or defence of a minor written thesis. Successful graduation gives the right to receive the Bachelor degree and a transcript. The Bachelor degree gives access to Specialist or Master degree programmes either based on the grades obtained in the Bachelor degree or by entrance examination.

Degree of Specialist [**диплом спеціаліста/dyplom spetsialista**]: The nominal duration of studies is normally 5 years (5½ in engineering at a few prestigious institutions and 6 years in medicine) as an integrated degree and 1 or 1½ year if based on a previous Degree of Bachelor. The specialist qualification derives from Soviet times. The traditional Specialist degree is aimed at professional practice, but also gives access to the first level of doctoral studies leading to the Degree of Candidate of Sciences [**кандидат наук/kandydat nauk**] based on entrance examinations. The student,

furthermore, has the right to enter Master degree programmes. The programme is concluded with state examinations and/or defence of a written thesis.

Specialist degrees are offered in all fields. The graduate is awarded a diploma, which confirms the professional qualification in a certain field, for example engineer in electrical engineering. Graduates are awarded the Specialist degree and a transcript. According to statistics from the MOES, the most popular specialist programmes are in business and law followed by programmes in the Ukrainian language and foreign languages. (As in Soviet times, there still exist highly specialized programmes within certain fields, e.g. railway engineering.)

Graduates of Specialist programmes may enter an additional Specialist programme in the same or a related field, but they have to pay tuition fees for second-degree studies. Common double degree holders include e.g. engineers who combine their engineering qualifications with a qualification within management or law.

The Specialist degree will gradually be phased out by the end of 2009/2010 and replaced by a *professionally* oriented Degree of Master. The present research-oriented Master degree will exist alongside the professional Master degree. Integrated Master degree programmes are intended for specialities such as medicine, veterinary science, art, ecology and national security. Some educational institutions have experimented with bridging programmes and pre-Master degree preparatory courses in order to prepare the students in Bachelor degree programmes for studies on the master-level.

**Degree of Master [диплом магістра/dyplom magistra]:** This degree is more focused on research than the Degree of Specialist. The length of the programme is either 1, 1½ or 2 years depending on the programme and the institution. A Master degree programme is intended for the best students. Admissions procedures (interviews, examinations etc.) are determined by the educational institutions. Holders of a Bachelor degree in one area of study might have access to a Master degree programme in a new field. The programme includes research, preparation and defence of a thesis as well as a state examination. Successful graduates receive the Degree of Master [диплом магістра/dyplom magistra] and a transcript of grades.

**Degree of Candidate of Sciences [кандидат наук/kandydat nauk]:** This degree requires a minimum 3 years of research following a Master or Specialist degree. This research period is called Aspirantura [аспірантура/aspirantura] and includes a 1 year qualifying period concluded by examinations, coursework, research and preparation of a thesis and public defence of the thesis. The Degree of Candidate of Sciences is awarded by the Higher Attestation Commission of Ukraine [Вища атестаційна комісія України/Vyshcha atestatsiina komisiya Ukrainy]. A Western style PhD [доктор філософії/doktor filosofii] is planned to be introduced alongside the Degree of Candidate of Sciences.

**Degree of Doctor of Sciences [доктор наук/doktor nauk]:** The Doctor of Sciences is based on a Candidate of Sciences and includes an additional 3 years of research called Doktorantura [докторантура/doktorantura]. The Doctor of Sciences includes the preparation and defence of an

expanded dissertation. It is required for the position and academic title of University Professor. The Degree of Doctor of Sciences is awarded by the Higher Attestation Commission of Ukraine.

## **Educational Standards**

The state standards for higher education are described in part III, articles 11 to 15 in the Ukrainian Law of Higher Education from 2002. According to the law, there are three components in the system for higher education standards: The state component for higher education, the university component for higher education and the department component. This law gives, in short, the standards for the names of programmes and contents of the educational programmes.

Ukraine joined the Bologna Process in 2005 and is preparing an action plan for implementation up to 2010. This will include the introduction of the ECTS and diploma supplement. Work has started on the development of a national qualifications framework and graduates will receive diploma supplements from 2008-2009.

Ukraine is on its way to develop standards in higher education through a modular system of studies and a new credit system, similar to ECTS and in accordance with the Bologna Declaration. The implementation of the ECTS system or of a similar credit system will allow for greater student and (academic) staff mobility. The Ministry of Education and Science has already begun experimenting with a credit transfer system at more than one hundred Ukrainian universities.

# Chapter 6: Teacher Training

*Marina Malgina and Stefan Löfkvist*

Teacher training is based on the same legal framework as other programmes of higher education. Since independence, the Ministry of Education and Science has paid a lot of attention to reforming the system of teacher training to accommodate the needs of a society marked by radical social, economic and cultural changes. In particular, in 1997 the State programme "Teacher" was developed. It envisaged coordinated efforts for improvement of the quality of teacher training in Ukraine. The programme is currently being implemented.

## Teacher training institutions

Teacher training in Ukraine is provided by

- Pedagogical Colleges [педагогічні коледжі/pedagogichni koledzhi]
- Pedagogical Universities [педагогічні університети/pedagogichni universyteti]
- Classic Universities [класичні університети/klasychni universyteti]

Pedagogical Colleges provide training programmes for teachers within preschool education, primary school education, music, arts, technology, physical training and vocational education.

Pedagogical colleges award both the Junior Specialist diploma and Bachelor degree. The length of Junior Specialist programmes depends on whether the student has completed 9 or 11 years of school. Thus, students who enter pedagogical colleges after 9 years of basic secondary education [Атестат про базову середню освіту/Atestat pro bazovy serednyu osvitu] study for 4 years, whereas holders of complete secondary education [Атестат про повну загальну середню освіту/Atestat pro povnu zagal'nu serednyu osvitu] having obtained 11 years of previous schooling, may complete the same Junior Specialist programme in 3 years. The nominal study length for Bachelor degree programmes at pedagogical colleges is 4 years for full-time students and 5 years for part-time students and correspondence students. The minimum admission requirement for Bachelor degree programmes is complete secondary education [Атестат про повну загальну середню освіту/Atestat pro povnu zagal'nu serednyu osvitu].

Some of the pedagogical colleges have signed transfer agreements with pedagogical universities or classic universities. According to these agreements, holders of Junior Specialist diplomas from pedagogical colleges are granted advanced standing and may enter university level teacher training in the third semester. Bachelor degree diploma holders may, furthermore, continue their pedagogical education at universities to pursue the Specialist or Master degree.

Pedagogical Universities train teachers for lower and upper secondary schools, and colleges. However many of the pedagogical universities along with the pedagogical colleges provide training programmes for preschool and primary school teachers. This overlap of professional qualifications/teaching competencies is the feature inherited from the Soviet system. Pedagogical universities award Bachelor, Specialist and Master Degrees. Bachelor degree programmes have a

nominal study length of 4 years (3 years for persons with the Junior Specialist diploma). Specialist and Master Degree programmes normally have duration of 1 year. For some of the Specialist and Master degree programmes the MOES has approved the length of 1,5 years. 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.

Classic Universities provide training for teachers within the training programmes titled “Education” [Освіта/Osvita]. They can also provide additional pedagogical training for students of other programmes. Additional pedagogical training includes training in psychology, pedagogy, methods of teaching, information technology and teaching practice. These additional courses serve the purpose of preparing the students for teaching general subjects, as well as conducting extra-curricula activities for the students. Classic universities may have pedagogical institutes as part of their structure. Most pedagogical colleges, pedagogical universities and classic universities have programmes for distance education.

## Programmes and Specialities for Teacher Training at Pedagogical Colleges and Universities

Code	Programme	Speciality
0101	Education [Освіта]	<ul style="list-style-type: none"> <li>• Preschool Education [Дошкільна освіта/Doshkil'na osvita]</li> <li>• Primary School Education [Початкова освіта/Pochatkova osvita]</li> <li>• Ukrainian Language and Literature [Українська мова і література/Ukrains'ka mova i literatura]</li> <li>• Language and Literature [Мова і література/Mova i literatura], e.g. English Language and Literature</li> <li>• History [Історія/Istoriya]</li> <li>• Music [Музичне мистецтво/Muzychne mystetstvo]</li> <li>• Arts [Образотворче мистецтво/Obrazotvorche mystetstvo]</li> <li>• Mathematics [Математика/Matematyka]</li> <li>• Biology [Біологія/Biologiya]</li> <li>• Geography [Географія/Geografiya]</li> <li>• Physics [Фізика/Fizyka]</li> <li>• Chemistry [Хімія/Chimiya]</li> <li>• Technology [Технології/Technologii]</li> <li>• Informatics [Інформатика/Informatyka]</li> <li>• Physical Training [Фізичне виховання/Fizychne vichovannya]</li> <li>• Professional Education [Професійна освіта/Profesiina osvita]</li> <li>• Correctional Education [Корекційна освіта/Korektsiina osvita]</li> <li>• Social Pedagogy [Соціальна педагогіка/Sotsial'na pedagogika]</li> <li>• Practical Psychology [Практична психологія/Praktychna psychologiya]</li> <li>• Public Health [Валеологія/Valeologiya]</li> </ul>

It is envisaged that teacher training be provided in two closely-related specialities within the field of education, e.g. Teacher of Chemistry and Biology, Teacher of the English Language, German Language and Foreign Literature etc.

## Programmes and Specialities for Teacher Training at Classic Universities and Other Higher Education Institutions

Code	Programme	Speciality
0102	Physical Culture and Sport [Фізичне виховання і спорт/ Fyzichne vyhovannya i sport]	Physical Culture and Physical Rehabilitation [Фізичне виховання; фізична реабілітація/Fyzichne vyhovannya; fizychna rehabilitatsiya]
0202	Arts [Мистецтво/Mystetstvo]	Choreography; Arts [Хореографія; образотворче та декоративно-прикладне мистецтво/Choreografiya; obrazotvorche ta dekoratyvno-prykladne mystetstvo]
0303	History [Історія/Istoriya]	History [Історія/Istoriya]
0305	Philology [Філологія/Filologiya]	Ukrainian Language and Literature [Українська мова і література/Ukrains'ka mova i literatura]; Language and Literature [Мова і література/Mova i literatura], e.g. English Language and Literature
0401	Psychology [Психологія/Psychologiya]	Psychology [Психологія/Psychologiya]
0601	Law [Право/Pravo]	Jurisprudence [Правознавство/Pravoznavstvo]
0701	Physics [Фізика/Fizyka]	Physics, Astronomy [Фізика, Астрономія/Fizyka, Astronomiya]
0702	Applied Physics [Прикладна фізика/Prykladna fizyka]	Biophysics [Біофізика/Biofizyka]
0703	Chemistry [Хімія/Chimiya]	Chemistry [Хімія/Chimiya]
0704	Biology [Біологія/Biologiya]	Biology [Біологія/Biologiya], Biochemistry [Біохімія/Biochimiya], Biophysics [Біофізика/Biofizyka], Zoology [Зоологія/Zoologiya], Botany [Ботаніка/Botanika]
0705	Geography [Географія/Geografiya]	Geography [Географія/Geografiya]
0708	Ecology [Екологія/Ekologiya]	Ecology and Environment Protection [Екологія та охорона навколишнього середовища/Ekologiya ta ochorona navkolyshn'ogo seredovishcha]
0801	Mathematics [Математика/Matematyka]	Mathematics [Математика/Matematyka]
0802	Applied Mathematics [Прикладна математика/Prykladna matematyka]	Informatics [Інформатика/Informatyka]

## Professional Titles and Categories

Teacher training programmes exist at Bachelor [Бакалавр/Bakalavr], Specialist [Спеціаліст/Spetsialist] and Master [Магістр/Magistr] levels. Upon completion of a Bachelor degree programme at a pedagogical college or University the student is awarded the qualification according to the first speciality, e.g. Teacher of the English Language [Вчитель англійської мови/Vchytel' anglis'koi movi]. Upon completion of the Specialist or Master degree at a pedagogical university the student is awarded the qualification according to the two specialities he/she studied, e.g. Teacher of

the English and German Languages and Foreign Literature [Вчитель англійської мови, германської мови та зарубіжної літератури/Vchytel' angliis'koi movi, german'skoi movi ta zarubizhnoi literatury]. A graduate from a classic university is awarded the degree as well as a professional title (i.e. teacher) in his/her field of study, e.g. Master of Philology, Lecturer/Teacher of the English Language and Literature [Магістр філології, викладач англійської мови та літератури/Magistr filologii, vykladach angliis'koï movy ta literatury].

### Levels of Teacher Attestation

According to the Ukrainian Law On Education, Article 49, the 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 [спеціаліст/spetsialist]. After attestation teachers can be awarded the categories of Specialist of the Second Category [спеціаліст II категорії/spetsialist II kategorii], Specialist of the First Category [спеціаліст I категорії/spetsialist I kategorii], Specialist of the Top Category [спеціаліст вищої категорії/spetsialist vyshchoï kategorii]. There can be also awarded titles of Senior Teacher [старший вчитель/starshyi vchitel'], Senior Lecturer [старший викладач/starshyi vykladach] and Methodologically Competent Teacher [вчитель-методист/vchytel'-metodyst]. Attestation normally takes place every 5 years.

The minimum competence requirement for teachers at primary schools [grades 1-4] is the degree of Junior Specialist with the professional title “primary school teacher” [вчитель початкових класів/vchytel' pochatkovich klasiv]. The holders of Bachelor, Specialist and Master degrees with the professional title “school teacher” [вчитель/vchytel'] may work at primary schools as well.

Secondary school teachers [grades 5-9 and 10-11] must hold a Junior Specialist diploma, Bachelor degree, Specialist degree or Master degree plus the professional title “school teacher” [вчитель/vchytel'].

A university teacher/lecturer [викладач/vykladach] must have at least a Master degree. Besides working at a higher education establishment, a university teacher has the right to work at vocational schools/colleges and schools at all grade levels, i.e. classes 1-4, 5-9 and 10-11.

### Curricula

The curricula for teacher training programmes leading to Bachelor, Specialist, and Master Degrees are determined by the standards set for all university-level pedagogical institutions. These standards include guidance on subject matter and course structure, allowing institutions to determine part of the curriculum on their own. These curricula consist of the following components:

- Subject specialisation: provides theoretical training in the field of specialisation, e.g. language, history, biology, mathematics, chemistry, physical training, informatics, music etc.
- Studies in education and psychology: including training in didactics, theory of teaching, history of pedagogy, psychology and correction pedagogy.

- Studies in methods of teaching: including the learning of teaching methods for the subjects of specialisation as well as methods for conducting of extra-curricular activities. Studies in methods of teaching are usually spread during the whole period of study.
- Information technology training: including IT training programmes and programmes in IT-based methods of teaching.
- In-service teacher training: including practical training in subject teaching and extra-curricular work. According to the MOES, practical training starts from the third semester and totally amounts to 60-65 % of the curriculum. (For example, the 4-year Bachelor programme has 14-16 weeks of teacher internship in a school.)
- Foundation studies /Core studies within the humanities, social sciences and natural sciences: are compulsory for all university higher education programmes.

### Site Visit to the Lviv Pedagogical College (Formerly Lviv Vocational School)

In Lviv the NORRIC delegation visited a former vocational school [училище/uchylyshche] established in the late 19<sup>th</sup> century during the reign of the Austrian Emperor Franz Joseph I. Historically, the school has only educated primary and lower secondary teachers. But in response to changes in society since independence, the school now also has programmes for pre-school teachers, teachers of children with disabilities, practical psychology, music and foreign languages.

The school has been renamed “Pedagogical College” and now only accepts students with complete secondary education and the school was accredited at level II with permission to issue bachelor degrees in the state format. The accreditation process, we were told, had been very time consuming and exhausting. And the documentation and validation process as such is ongoing.

Previously, the students did not do scientific work, but were now required to present two course papers and a bachelor thesis during the course of their studies.

# Glossary

## *English*

Academy  
Bachelor degree  
Basic secondary education  
College  
Complete general secondary education  
Conservatory  
Degree (Diploma)  
Doktorantura  
Education  
General school  
Gymnasium  
Higher Attestation Commission  
Institute  
Lyceum school  
Master degree  
National  
Pedagogical  
Preschool education  
Primary school education  
Qualification  
School  
Specialized school  
Specialist Degree  
State  
Technical  
Technical vocational school  
Transcript  
University  
University teacher  
Vocational school

## *Ukrainian*

академія  
диплом бакалавра  
базова середня освіта  
коледж  
повна загальна середня освіта  
консерваторія  
диплом  
докторантура  
освіта  
середня загальноосвітня школа  
гімназія  
вища атестаційна комісія  
інститут  
ліцей  
диплом магістра  
національний  
педагогічний  
дошкільна освіта  
початкова освіта  
кваліфікація  
школа  
спеціалізована школа  
диплом спеціаліста  
державний  
технічний  
технікум  
додаток до диплома  
університет  
викладач університету  
училище

# Sources

## Presentations

Information from the Ukrainian ENIC

## Publications

Handout prepared by Ann M. Koenig (AACRAO International Education Services) and Gunnar Vaht (Estonian ENIC/NARIC, Archimedes Foundation)

Higher Education in Ukraine, Co-Editors: Vasyl Kremen and Stanislav Nikolajenko in collaboration with Michael Stepko, Vyacheslav Balyubash, Andrey Gurjiy, Michael Zgurovsky, Kazimir Levkivkyi, and Volodymyr Petrenko. Monographs on Higher Education. UNESCO European Centre for Higher Education

Information note prepared by the Ukrainian Ministry of Education and Science  
Higher Education in Ukraine, UNESCO – CEPES Monographs on Higher Education, Bucharest 2006

Dopovid' Ministra osvity i nauky na pidsumkoviy kolegii Ministerstva osvity i nauky Ukrainy  
"Vischa osvita Ukrainy – yevropeys'kiy vymir: stan, problemy, perspektyvy, March 2008

Ukraine hand-outs by the Ministry of Education and Science, Ukraine, April 2008

Principal trends of modernization of higher education structure in Ukraine, Vasyl Shynkaruk,  
Deputy Minister of Education and Science, Ukraine, April 2008

Studieresa till östra Ukraina, Erik Johansson, Högskoleverket, 2008

Study on The International Comparability of the System of Higher Education in Ukraine, G. Reuhl  
(Bonn) and V. Pogrebnyak (Kyiv), 1996

The Educational System of Ukraine: Updates from a Changing Country, AACRAO 2007

The Law of Ukraine "On Higher Education" [Закон України про освіту] (12.01.2002).

The order #1172 of the Ministry of Education and Science of Ukraine/The Conditions for  
Admission to higher educational institutions/, 25.12.2007.

The order #33 of the Ministry of Educations and Science/The Regulation for Procedure of External  
Independent Testing/, 24.01.2008

The presentation of the Minister of Education I.O. Vakarchuk, 28.03.2008.

#### Web links/Official links

Ukraine, Country Education Profiles (CEP) Online, Australian Education International,  
<http://aei.dest.gov.au/AEI/CEP/Default.htm>

The Ukrainian Law on Education (Закон України про освіту),  
[http://www.mon.gov.ua/laws/ZU\\_1060.doc](http://www.mon.gov.ua/laws/ZU_1060.doc)

The Ukrainian Law on Higher Education (Закон України про вищу освіту),  
[http://www.mon.gov.ua/laws/ZU\\_2984.doc](http://www.mon.gov.ua/laws/ZU_2984.doc)

Official homepage of the Ukrainian Ministry of Education and Science: [www.mon.gov.ua](http://www.mon.gov.ua)

An official database of higher education institutions created by the Ministry of Education and Science is found in Ukrainian language at <http://www.mon.gov.ua/main.php?query=nz> and in English at <http://education.gov.ua/pls/edu/educ.home.eng> (accreditation level III and IV).

#### Articles

"The independent testing: let us do it the Ukrainian way? (Незалежне тестування: зробимо по-українськи?)", Oleksandr Radchuk / <http://www.osvita.org.ua/>

"The unusable point" ("Сырой балл"), Yevgen Yakunov / the newspaper "Kyivskiye vedomosti (Киевские ведомости)".

КОНЦЕПТУАЛЬНІ ЗАСАДИ розвитку педагогічної освіти України та її інтеграції в європейський освітній простір [www.mon.gov.ua/education/average/topic/rozv/knc.doc](http://www.mon.gov.ua/education/average/topic/rozv/knc.doc)

## Appendix A: Documentation and Sample Documents

For the assessment of Ukrainian credentials the following documents are necessary: degree/diploma [Диплом/Dyplom] and transcript [Додаток до диплома/Dodatok do dyploma]. Both documents contain relevant information regarding the student's academic background.

Soviet degrees with Ukrainian official ink stamps were common during the first years of independence. These were then phased out during the period 1994-1995 and replaced by Ukrainian degrees. These degrees were printed in the same size (roughly A5 paper format) as the Soviet ones, but they were only printed in Ukrainian and displayed the Ukrainian coat of arms with its distinctive trident [тризуб/tryzub].

During 1997-1998 a second generation of Ukrainian degrees and transcripts were introduced. The new degrees and diplomas are made out of plastic and are smaller than the previous ones (roughly A6 paper format) and their colour can vary somewhat, depending on the issuing year. Moreover, they have many security features making them difficult to forge.

On the front page of the degree/diploma the hologram image of the Ukrainian coat of arms is visible followed by the word "УКРАЇНА" (i.e. Ukraine) and the type of degree awarded (Bachelor degree, Master degree etc.). As you flip the degree/diploma over you will find the name of the student, graduation year, name of institution, academic field, degree type, professional title, issuing date and serial number. The serial number is indicated in the bottom left-hand corner of the degree. The serial number always starts with a combination of two characters that identify the administrative region in which the graduate studied. The most common combination is "KB", which stands for Kyiv. Other common combinations are "BK" (Lviv), "KP" (Crimea), "CK" (Odesa) and "XA" (Kharkiv).

Besides the degree, the graduate also receives a standard transcript (A4 paper format) printed on light blue paper. The transcript contains additional information pertaining to the length of study, grades in different subjects, study load expressed in number of hours for individual courses and title of the thesis (if applicable).

The authenticity of Ukrainian credentials can be verified by the Ukrainian Ministry of Education and Science in Kyiv. Moreover, it is possible to have credentials verified online on the official Ukrainian-language website [www.osvita.net](http://www.osvita.net). For the use of this website service you, however, need a user name and password that is provided by contacting the email address [webm@osvita.net](mailto:webm@osvita.net).

СВІДОЦТВО  
про базову загальну середню освіту



Sample document 1: Certificate of Basic General Secondary Education.

**СВІДОЦТВО**  
про базову загальну середню освіту  
« з відзнакою »



Sample document 2: Certificate of Basic General Secondary Education “with Honours”.

# АТЕСТАТ про повну загальну освіту



Sample document 3: Certificate of Complete General Secondary Education.

**АТЕСТАТ**  
про повну загальну освіту  
« срібна медаль »



Sample document 4: Certificate of Complete General Secondary Education – “Silver Medal.”

АТЕСТАТ  
про повну загальну освіту  
«ЗОЛОТА МЕДАЛЬ»



Sample document 5: Certificate of Complete General Secondary Education – “Gold Medal.”

# ДИПЛОМ кваліфікованого робітника



Sample document 6: Diploma of Qualified Worker.

ДИПЛОМ  
кваліфікованого робітника  
« з відзнакою »



Sample document 7: Diploma of Qualified Worker "with Honours."

# ДИПЛОМ МОЛОДШОГО СПЕЦІАЛІСТА



Sample document 8: Diploma of Junior Specialist.

ДИПЛОМ  
молодшого спеціаліста  
« з відзнакою »



Sample document 9: Diploma of Junior Specialist “with Honours.”

# ДИПЛОМ бакалавра



Sample document 10: Degree of Bachelor

ДИПЛОМ  
бакалавра  
« з відзнакою »



Sample document 11: Degree of Bachelor "with Honours."

# ДИПЛОМ спеціаліста



Sample document 12: Specialist Degree

ДИПЛОМ  
спеціаліста  
« з відзнакою »



Sample document 13: Specialist Degree "with Honours."

# ДИПЛОМ магістра



Sample document 14: Degree of Master

ДИПЛОМ  
магістра  
« з відзнакою »



Sample document 15: Degree of Master "with Honours."





# Appendix B: Assessing Ukrainian Academic Qualifications – A Nordic Perspective

## General Comments: Denmark

The Nordic evaluation agencies that participated in the study visit to Ukraine have different mandates from their governments. The most striking difference is between the Danish office and the rest of the Nordic organisations: the Danish office evaluates credentials at all levels, whereas the Norwegian, Finnish and Swedish agencies are more limited in their task and may only assess higher education credentials. This is important to bear in mind in order to understand the assessments below.

## General Comments: Finland

The Finnish National Board of Education (NBE) is the competent authority to make decisions on professional competence and the eligibility that foreign qualifications confer for civil service posts and positions. The NBE also decides on the right to practice a profession for several regulated professions such as teachers and social workers. Decisions are made on application only and apply strictly to the qualification stated in the decision. Therefore, the NBE cannot give recommendations on how Ukrainian qualifications would be assessed in Finland. Codes of good practice ensure that all applicants are treated equally and that similar cases have similar outcomes. As a rule of thumb, it could be recommended that the Ukrainian Degree of Bachelor be recognized as a lower academic/1<sup>st</sup> cycle degree and the Specialist and Master degrees be recognised as higher academic/2<sup>nd</sup> cycle degrees. The Candidate of Sciences and Doctor of Sciences degrees are always sent for an assessment to a university which gives a statement on the qualification based on level and scope of studies. The decisions are made accordingly.

In addition, the NBE provides non-binding advice to higher education institutions concerning foreign qualifications and different systems of education. Higher education institutions decide independently on the eligibility that foreign qualifications give for further study and how foreign studies are recognised as part of a degree.

Private sector employers evaluate the competence that foreign qualifications give independently as well. A decision of recognition from the NBE is not usually required in the private sector. The NBE also provides information on qualifications that are not considered to correspond to Finnish higher education qualifications (e.g. the Junior Specialist diploma) and makes statements on foreign vocational qualifications. These statements have an advisory status

## Junior Specialist Diploma

The Junior Specialist diploma is awarded by institutions with the accreditation level I and is officially considered to be incomplete higher education.

## Denmark

Denmark normally compares the Junior Specialist diploma to Danish upper secondary qualifications of the vocational type, and thereby granting direct access to higher education within the same field of studies. This is normally true for Junior Specialist diplomas based on incomplete secondary education. If the Junior Specialist is, however, based on complete secondary education the Junior Specialist diploma may be compared to one year of non-university higher education (short-cycle higher education) - if the curriculum is very strong within its field maybe even to a full two-year non-university short cycle degree. The short-cycle higher education in Denmark is generally a two-year Associate Degree taken at an *Erhvervs Akademi* – Vocational Academy.<sup>5</sup>

## Norway

Norway does not evaluate the Junior Specialist diploma since it is not considered to be comparable to a Norwegian higher education qualification.

## Sweden

Sweden does not evaluate the Junior Specialist diploma since it is not considered to be comparable to a Swedish higher education qualification. Only degrees awarded by higher education institutions at the III and IV level of accreditation are considered as comparable to Swedish degrees.

## Why the Junior Specialist Diploma is Not Generally Accepted in the Nordic Area

The decision to compare the Junior Specialist diploma to upper secondary or post-secondary vocational qualifications – but not to higher education qualifications – by all the Nordic countries (except Denmark) can be explained by factors that concern all Nordic countries such as:

- Maturity: In the Nordic countries young people typically enter non-university higher education at the age of 19 or older, whereas in Ukraine many students enter these programmes after year 11, i.e. at the age of 17. It is possible to enter after year 9 as well, making the entrance at only 15 years of age.
- Teaching methods: The teaching methods used in technical and professional institutions seem to be focused on rote learning to some extent. This is different from the teaching methods in higher education employed in the Nordic countries.
- Length of programmes: Non-university-type higher education programmes in the Nordic countries providing the same type of professional qualifications as those obtainable in Ukrainian Junior Specialist education programmes last 2-4 years and are based on at least 12 years of general or combined general and vocational education.

Thus, Sweden has the two-year *högskoleexamen* and Denmark has the two-year short cycle vocational degree *kort videregående uddannelse*. The next step in all the Nordic countries is the

---

<sup>5</sup> In comparison, the Ukrainian upper secondary qualification of Atestat is not considered sufficient for direct admission into higher education in Denmark. Students with very high marks are recommended for possible admission, though, after an individual assessment by the university.

Bachelor degree that lasts (at least) 3 years in all four countries. In Ukraine the duration of most Junior Specialist programmes is 4 years after 9 years of basic general education or 3 years after 11 years of complete general education. This means that the total number of years of study by the end of a Junior Specialist programme is (12)13-14 years compared with 14-15 years for a first cycle degree in the Nordic countries.

- Historical changes: Previously, many students of the now Junior specialist programme fields in both Ukraine and the Nordic countries were trained at the post-secondary, non-tertiary level (ISCED level 4). Owing to technological and social changes and rising competence requirements, the Nordic countries have changed programme objectives and developed many of these programmes into higher education programmes, for instance the Swedish lower level engineering programmes. Accordingly, the requirements with regard to theoretical components, research orientation, final reports etc. have increased significantly.

We did not succeed in identifying the extent to which objectives, curricula, teaching methods, institutional settings, etc., and consequently the learning outcomes, have been redefined and upgraded in the same way as in the Nordic countries. This is perhaps an area that calls for further investigation in order to make final conclusions.

Although the MOES categorises the Junior Specialist qualification education as higher education of the first accreditation level (I), the Ministry still calls it "incomplete" higher education. A change of accreditation levels concerning specifically the Junior Specialist qualification is planned for the autumn of 2008, because the degree does not fit well into the Bologna degree structure.

It is the aim of the Nordic countries to follow the development around the Junior Specialist diploma closely both in terms of credit offered at Ukrainian universities and the accreditation level and accreditation process in the future.

## Degree of Bachelor

The length of the Bachelor programmes vary from 3-4 years at institutions with level II accreditation to 4 years at institutions accredited at the III and IV level.

### Denmark

A three year Bachelor degree from a college is considered equivalent to the Danish short cycle-higher education qualification or to two years of a Danish Bachelor degree, while a 4-year Bachelor degree is considered equivalent to the Danish Bachelor degree.

### Norway

A three year Bachelor degree is considered equivalent to the Norwegian degree of *Høgskolekandidatgrad* (120 ECTS credits), while a four year Bachelor degree is considered equivalent to the Norwegian Bachelor degree (180 ECTS credits).

## Sweden

A Degree of Bachelor issued by a level II institution (college) is not evaluated. Only 4-year Bachelor degrees awarded by level III-IV institutions are considered for evaluation. The latter degree is generally compared to the 3-year *Kandidatexamen* (Degree of Bachelor) or shorter professional degree at the first level according to the Bologna structure.

## Degree of Specialist

The length of this degree is 5, 5½ or 6 years depending on the field of study. This degree is currently being phased out.

## Denmark

The 5-year Specialist degree is assessed as either equivalent to the Danish Bachelor degree or the Danish Bachelor degree plus one year of a Danish Master degree.

## Norway

The 5- year Specialist degree is assessed as equivalent to the Norwegian Bachelor degree or 240 ECTS.

## Sweden

The 5-year or longer Specialist degree is usually compared to a Swedish 4-year *Magisterexamen* (Degree of Master (One Year)) or longer professional degree at the second level according to the Bologna structure.

## Why the Specialist Degree is Not Fully Recognised in Denmark and Norway

Here follows some of the reasons for not assessing Specialist degrees as comparable in level to a full Danish or Norwegian Degree Master:

- Specialist programmes are generally more professionally oriented and less research-oriented than Danish and Norwegian Master degree programmes, which leads to differences in the learning outcome of the two types of programmes.
- Although the duration of Specialist programmes is the same as for Danish or Norwegian Master degree programmes (5 years) the emphasis on foundation studies involving a number of general subjects within university education in Ukraine means that subject-specific teaching relating to the chosen specialisation is more limited than in traditional Master degree programmes in Denmark and Norway.
- Admission requirements for entrance to higher education in Ukraine have so far been regarded as lower than admission requirements in Norway and Denmark. Both countries therefore require the completion of one year of higher education following the completion of upper secondary school in Ukraine for the general admission requirements for higher education studies in Norway and Denmark to be met.

A more structured analysis of differences would include formal requirements, definition of Ukrainian and Nordic degree, learning outcome, the underlying national qualification frameworks and the nature of change between educational levels.

## Degree of Master

Master degree programmes are 1, 1½ or 2 years depending on the field of study. They are more research-oriented than Specialist degree programmes.

### Denmark

The 1 or 1½ year Master degree following the Bachelor degree is generally assessed as one year of a Danish Master degree level. The 1- year Master degree following the Specialist degree or the 2-year Master degree is generally assessed as equivalent to a Danish Master degree.

### Norway

The 1 to 1½ year Master degree is generally assessed as 60 to 90 ECTS credits at the Master degree level. The 2- year Master degree is generally assessed as equivalent to a Norwegian Master degree (120 ECTS credits).

### Sweden

Master degrees of 1 or 1½ year duration can be compared to either the *Magisterexamen* (Degree of Master (One Year)) or longer professional degree at the second level according to the Bologna structure. Longer 2-year research-oriented Master degree have similar objectives as the Swedish *Masterexamen* (Degree of Master (Two Years)) or, depending on field of study, a longer professional degree at the second level according to the Bologna structure.

## Degree of Candidate of Sciences

This is a degree at the doctoral level with a minimum study period of three years.

### Denmark

A three year Candidate of Sciences degree is assessed as equivalent to a Danish PhD.

### Norway

A Degree of Candidate of Sciences based on five years of prior higher education is assessed as equivalent to a Norwegian Master degree (300 ECTS credits) and 120 ECTS credits at the doctoral level. A Degree of Candidate of Sciences degree based on a six years of prior higher education is assessed as equivalent to a Norwegian PhD degree (480 ECTS credits).

### Sweden

The Degree of Candidate of Sciences is compared to the Swedish PhD.

## Degree of Doctor of Sciences

This is a degree at the doctoral level based on a Degree of Candidate of Sciences.

### Denmark

This degree is not comparable to any degree in the Danish degree system.

### Norway

This degree is not comparable to any degree in the Norwegian degree system.

### Sweden

The Degree of Doctor of Sciences is compared to the Swedish PhD.

## Appendix C: Examples of Ukrainian School Curricula

### Common Curriculum (2005) for Ukrainian Primary School (I level) and Lower Secondary School (II level) in 12-year Schools with Ukrainian as the Language of Instruction

Areas of studies	Subjects	Hours of Instruction per Grade (per week)								
		I level				II level				
		1	2	3	4	5	6	7	8	9
Languages and literature	Ukrainian language	8	7	7	7	3,5	3	3	2	2
	Ukrainian literature	-	-	-	-	2	2	2	2	2
	Foreign language	-	2	2	2	3,5	3	3	2	2
	Foreign literature	-	-	-	-	2	2	2	2	2
		4	4	4	4	4	4	-	-	-
Mathematics	Mathematics									
	Algebra	-	-	-	-	-	-	2,5	2	2
	Geometry	-	-	-	-	-	-	1,5	2	2
Social sciences	History of Ukraine	-	-	-	-	1	1	1	1,5	1,5
	World History	-	-	-	-	-	1	1	1	1
	Me and Ukraine	1	1	2	2	-	-	-	-	-
	Ethics	-	-	-	-	1	1	-	-	-
	Law	-	-	-	-	-	-	-	-	1
		1	1	1	1	1	1	1	1	-
Arts	Music									
	Fine arts	1	1	1	1	1	1	-	-	-
	Art and culture	-	-	-	-	-	-	-	-	1
		-	-	-	-	1	1	-	-	-
Natural sciences	Nature studies									
	Biology	-	-	-	-	-	-	2	2	3
	Geography	-	-	-	-	-	2	2	1,5	1,5
	Physics	-	-	-	-	-	-	1	2	2
	Chemistry	-	-	-	-	-	-	1	2	2
		2	1	1	1	1	1	2	2	1
Technology	Technology, crafts									
	Informatics	-	-	-	-	-	-	-	-	1
		3	3	3	3	2,5	2,5	2,5	3	3
Health and Sports	Physical education									
	Health studies	1	1	1	1	1	1	1	0,5	0,5
TOTAL		21	21	22	22	24,5	26,5	29,5	28,5	30,5

# Common Curriculum (2005) for Ukrainian 12-year Specialized Schools with Intensive Learning Programmes in Foreign Languages

Subjects	Hours of Instruction per Grade (per week)											
	1	2	3	4	5	6	7	8	9	10	11	12
1. General Subjects												
Ukrainian language	7	7	7	7	3,5	3	3	2	2	2	2	2
Ukrainian literature	-	-	-	-	2	2	2	2	2	2	2	2
Foreign literature	-	-	-	-	1	1	1	1	1	1	1	1
History of Ukraine	-	-	-	-	1	1	1	1,5	1	1	1	2
World History	-	-	-	-	-	1	1	1	1	1	1	1
Me and Ukraine	1	1	1	1	-	-	-	-	-	-	-	-
Ethics	-	-	-	-	1	1	-	-	-	-	-	-
Law	-	-	-	-	-	-	-	-	1	1	-	-
Economics	-	-	-	-	-	-	-	-	-	-	1	-
Social studies	-	-	-	-	-	-	-	-	-	-	-	1
Music	1	1	1	1	1	1	1	1	-	-	-	-
Fine arts	1	1	1	1	1	1	1	-	-	-	-	-
Art and culture	-	-	-	-	-	-	-	-	1	1	1	-
Aesthetics	-	-	-	-	-	-	-	-	-	-	-	1
Mathematics	3	4	4	4	4	4	4	4	4	3	3	2
Nature studies	-	-	-	-	1	1	-	-	-	-	-	-
Biology	-	-	-	-	-	-	2	2	3	1,5	2	-
Geography	-	-	-	-	-	2	2	1,5	1,5	1,5	-	-
Physics	-	-	-	-	-	-	1	2	2	2	2	-
Astronomy	-	-	-	-	-	-	-	-	-	-	-	1
Chemistry	-	-	-	-	-	-	1	2	2	1	1	-
Individual and nature	-	-	-	-	-	-	-	-	-	-	-	1
Technology, crafts	1	1	1	1	1	1	1	1	1	-	-	-
Informatics	-	-	-	-	-	-	-	-	1	1	1	1
Physical education	2,5	2,5	2,5	2,5	2	2	2	2	2	2	2	2
Health studies	1	1	1	1	0,5	0,5	0,5	0,5	0,5	-	-	-
Military training	-	-	-	-	-	-	-	-	-	1	-	-
Total (general subjects)	17,5	18,5	18,5	18,5	19	21,5	23,5	23,5	26	22	21	17
2. Profile Subjects												
Foreign language	3	3	3	4	5	5	5	5	5	5	5	5
Second Foreign language	-	-	-	-	3	3	3	3	3	3	3	3
Foreign literature	-	-	-	-	-	-	-	-	-	1	1	2
Regional Studies	-	-	-	-	-	-	-	-	-	1	1	1
Profile courses*	-	-	-	-	-	-	-	-	-	1	1	2
Total (profile subjects)	3	3	3	4	8	8	8	8	8	11	11	13
Additional classes, elective courses	0,5	0,5	1,5	1,5	-	0,5	0,5	1,5	-	1	1	3
Maximum student workload	20	21	23	23	27	30	32	33	33	33	33	33
TOTAL	21	22	23	24	27	30	32	33	34	34	33	33

\* E.g. business foreign language, technical translations.

# Curriculum Comparison between 11-Year and 12-Year Schools Based on Hours of Instruction per Week

Areas of studies	Subjects	I level		II level		III level			I-III levels		
		11-year	12-year standard	11-year	12-year standard	11-year	12-year standard	12-year profile	11-year	12-year standard	12-year profile
Languages and literature	Ukrainian language	29	29	15,5	13,5	4	6	12	28,5	48,5	54,5
	Ukrainian literature	-	-	10	10	4	6	11	14	16	21
	Foreign language	3	6	16	13,5	4	9	13+9	23	28,5	32,5+9
	Foreign literature	-	-	10	10	4	6	6	14	16	16
		15	16	22	20	8	12	21	45	48	57
Math.	Mathematics	-	-	10	10	6,5	7	19	16,5	17	29
Social sciences	History Me and Ukraine	5,5	6	-	-	-	-	-	5,5	6	6
	Ethics	-	-	-	2	-	-	-	-	2	2
	Law	-	-	1,5	1	-	2	7	1,5	3	8
	Economics	-	-	-	-	1	1	7	1	1	7
	Social science/Philosophy	-	-	-	-	1	1	6	1	1	6
	Psychology	-	-	-	-	-	-	1	-	-	1
		4	4	4	4	-	-	-	8	8	8
Arts	Music	-	-	-	-	-	-	-	-	-	-
	Fine arts	4	4	3	3	-	-	-	7	7	7
	Art and culture	-	-	-	1	-	2	8	-	3	9
		-	-	1	2	-	-	-	1	2	2
Natural sciences	Nature studies	-	-	-	-	-	-	1	-	-	1
	Individual and nature	-	-	-	-	-	-	1	-	-	1
	Biology	-	-	7,5	7	3	4,5	12	10,5	11,5	19
	Geography	-	-	8	7	1	2,5	12	10,5	11,5	19
	Environmental studies	-	-	-	-	-	-	6	-	-	6
	Physics	-	-	6,5	5	6,5	8	15	13	13	20
	Astronomy	-	-	-	-	0,5	1	2	0,5	1	2
Chemistry	-	-	4	5	4	4	12	8	9	17	
Technology	Technology, crafts	5	5	10	7	4	5	17	19	17	29
	Informatics	-	-	-	1	2	4	12	2	5	13
Health and Sports	Physical education	8,5	12	10	13,5	4	6	16	22,5	31,5	41,5
	Health studies	2	4	2,5	4	-	-	-	4,5	8	8
	Military training	-	-	-	-	2	3	4	2	3	4
Total (invariant constituent)		76	86	141,5	139,5	59,5	90		277	315,5	
Variable constituent		14	11	26,5	15,5	16,5	10		57	36,5	
TOTAL		90	97	168	155	76	100	100	334	352	

## Appendix D: Participants

### Denmark

CIRIUS (Danish ENIC/NARIC)  
Fiolstræde 44  
1171 Copenhagen K  
Denmark

Phone: +45 3395 7000

Fax: +45 3395 70 01

Web site: [www.ciriusonline.dk](http://www.ciriusonline.dk)

Inger Bruun, Credential Evaluator, Phone: +45- 3395 7021, Email: [ib@ciriusmail.dk](mailto:ib@ciriusmail.dk)

Olga Kristensen, Credential Evaluator, Phone: +45-3392-6238, Email: [ok@ciriusmail.dk](mailto:ok@ciriusmail.dk)

Eva Raimondos-Møller, Credential Evaluator, Phone: +45-3395 7036, Email: [erm@ciriusmail.dk](mailto:erm@ciriusmail.dk)

### Finland

Finnish National Board of Education (ENIC-NARIC Finland)  
PO Box 380  
FI-00531 Helsinki  
Finland

Phone: +358 40 348 7555

Web site: <http://www.oph.fi/recognition>

Dr. Carita Blomqvist, Head of Department, Phone: +358 40 348 7555, Email: [Carita.Blomqvist@oph.fi](mailto:Carita.Blomqvist@oph.fi)

### Norway

NOKUT - Norwegian Agency for Quality Assurance in Education (Norwegian ENIC/NARIC)  
P.O. Box 1708 Vika  
0121 Oslo  
Norway

Phone: +47 21 02 18 60

Fax: +47 21 02 18 01

Web site: [www.nokut.no](http://www.nokut.no)

Knut Vik Jahnsen, Advisor, Phone: +47-21021831, Email: [KVJ@nokut.no](mailto:KVJ@nokut.no)

Marina Malgina, Advisor, Phone: +47-21021807, Email: [mma@nokut.no](mailto:mma@nokut.no)

## Sweden

Swedish National Agency for Higher Education (Swedish ENIC/NARIC)

P.O. Box 7851

SE – 103 99 Stockholm, Sweden

Phone: + 46 8 5630 8500

Fax: + 46 8 5630 8650

Web site: [www.hsv.se](http://www.hsv.se)

Lennart Ståhle, Senior Advisor to the University Chancellor's Office, Phone: +46 8 5630 8773, Email: [lennart.stahle@hsv.se](mailto:lennart.stahle@hsv.se)

Erik Johansson, Credential Evaluator, Phone: +46 8 56308681, Email: [erik.johansson@hsv.se](mailto:erik.johansson@hsv.se)

Nina Kowalewska, Senior Credential Evaluator, Phone: +46 8 5630 8667, Email: [nina.kowalewska@hsv.se](mailto:nina.kowalewska@hsv.se)

Stefan Löfkvist, Senior Credential Evaluator, Phone: +46 8 5630 8517, Email: [stefan.lofkvist@hsv.se](mailto:stefan.lofkvist@hsv.se)

Natalia Österman, Credential Evaluator, Phone: Tel. +46 8 5630 8649, Email: [natalia.osterman@hsv.se](mailto:natalia.osterman@hsv.se) (N. Österman was employed with the Swedish National Agency for Services to Universities and University Colleges at the time of the study visit.)

## Appendix E: Study Tour Programme

### Nordic Study Visit to the Ukraine April 7-11, 2008

#### *Monday April 7 (Kyiv)*

10:00 – 11:00 a.m.

Meeting at the National Taras Shevchenko University of Kyiv.

11:30 – 12:30 p.m.

Meeting at the Ukrainian Humanitarian Lyceum of the National Taras Shevchenko University of Kyiv.

2:00 – 3:00 p.m.

Meeting at the National Pedagogical Dragomanov University.

3:30-5:00 p.m.

Meeting at the Gymnasium of the National Pedagogical Dragomanov University.

#### *Tuesday April 8 (Kyiv)*

10:00-13:00 p.m.

Meeting at the Ministry of Education and Science, Department for Licensing, Accreditation and Nostrification (Ukrainian ENIC).

3:00-5:00 p.m.

Meeting at the National Technical University of Ukraine “Kyiv Polytechnic Institute”.

#### *Wednesday April 9 (Kyiv)*

10:00-12:00 a.m.

Meeting at National University “Kiev Mohyla Academy”.

#### *Thursday April 10 (Lviv)*

10:00-11:15 a.m.

Meeting at the Ivan Franko National University of Lviv.

11:30 – 12:45 a.m.

Meeting at the National University “Lviv Polytechnic”.

2:45 – 3:30 p.m.

Meeting at the Lviv Academic Gymnasium of the National University “Lviv Polytechnic”.

4:00-5:30 p.m.

Meeting at the Lviv Pedagogical College.