

UKRAINE

ECEC workforce profile

Country report author

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Note from the editors:

In official translations of government documents, early childhood settings in Ukraine are often described as *Pre-schools* or *Preschool Institutions* and core practitioners as *Preschool Teachers*.

In the **seepr-o-r** reports, the preferred terms for countries with a unitary ECEC system are *ECEC Centres* and *Early Childhood Teachers* or *Educators* or *Pedagogues*, depending on the country-specific tradition. For countries with a bi-sectoral or multi-sectoral system, the preferred terms are: *Nurseries* or *Infant-Toddler Centres* for children under 3 years of age and *Pre-primary Education* or *Kindergartens* for 3- to 6-year olds (if the latter is the term most in use). For staff the respective preferred terms are *Childcare Worker* and *Pre-primary Teacher*.

The distinction is made because the English-language term 'preschool' is used differently in different country contexts. In some, the translated term refers to a unitary ECEC institution in a unified ECEC system. In other countries it refers to an institutional setting only for the two or three years prior to school entry.

In this report, the term *Early Childhood Teacher* has been chosen to describe the main core practitioners in the Ukrainian ECEC system.

1. ECEC governance

Ukrainian legislation on early childhood education and care is based on the Constitution of Ukraine and comprises the Law of Ukraine "On Education" (Verkhovna Rada 1991; 2016), the Law "On Preschool Education" (Verkhovna Rada 2001; Ministry of Education and Science of Ukraine 2015) and other regulatory acts. ECEC is high on the government agenda.

Ukraine has a partially unified system of early childhood education and care. Both centre-based settings for the under-threes – nurseries and nursery-kindergartens – and preschool/pre-primary education for children from 3 to 6/7 years of age come under the responsibility of the Ministry of Education and Science of Ukraine (*Ministerstvo osvity i nauky Ukrainy*). The latter are part of the state education system.

Home-based childcare settings and health support childcare centres for children under 4 years of age fall under the responsibility of the Ministry of Health (*Ministerstvo okhorony zdorov'ya Ukrainy*).

National ECEC policies are determined by the legislation mentioned above, and regional state (*oblast*) administrations (including Kyiv state city administrations, local executive and self-governing bodies) are responsible for the management of ECEC settings: almost 99% of ECEC settings are funded and managed by local authorities.

2. Who belongs to the early years workforce?

2.1 Regular contact staff in ECEC provision

According to the Law on Preschool Education, staff in ECEC settings comprise:

Early Childhood Teachers (*vykhovatel*) are the core practitioners and they have to have a higher education degree (minimum Bachelor's degree, optional Master's) to work with children aged 0 to 6 years in centre-based settings.

Each early childhood institution/kindergarten is managed by a **Centre Head/Director** (*zaviduvach*) who is responsible for the organisation of the pedagogical (methodological) programme and administrative work. She/he also cooperates with the parents' committee, local administrative bodies, non-governmental organisations, and other educational institutions.

Pedagogical Mentors, known in Ukraine as **Teacher Methodologists** (*vyxovatel-metodyst/starshyj vyxovatel*), are also part of the ECEC staff and have supervisory duties in the centres.

Furthermore, a range of **support staff** are employed, such as Special Needs Teachers, Speech Therapists, Educational Psychologists, Social Pedagogues, Craft Instructors, Sports Instructors, and medical staff.

In 2016 (Resolution of the Cabinet of Ministers of Ukraine No 526 from 23.08.2016), the new position of **Early Childhood Teaching Assistants** was introduced for inclusive classrooms. All the necessary documents (job descriptions, etc.) are still in the process of adoption. Their tasks comprise assisting teachers in developing individual educational plans for children with special needs. Currently, the qualification requirements for this position are the same as those for the Early Childhood Teachers, although there is a clear understanding that this needs to be changed.

Table 1 distinguishes between different types of contact staff and also categorises the core practitioners (i.e. staff with group or centre responsibility) according to one of five ECEC professional profiles adapted from the original SEEPRO study (see Box 1 at the end of this section).

Table 1

Ukraine: ECEC staff in centre-based settings

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ¹ level
Vykhovatel Early Childhood Teacher <i>Profile:</i> Early Childhood Pedagogy Professional	<i>Yasla – dytyachyy sadok</i> Nursery/nursery-kindergarten 2 months – 6/7 years <i>Doshkil'nyy navchal'nyy zaklad</i> Early childhood education setting/ kindergarten 3-6 (7) years <i>Spetsial'nyy doshkil'nyy navchal'nyy zaklad</i> Special early childhood education setting/kindergarten 2–7 (8) years <i>Tsentr rozvytku dytyny</i> Child development centre 5-6 (7) years	Core practitioner with group responsibility Centre Head	2 months – 6/7 years	Bachelor, 4 (or 3) years university study route ECTS points: 180 EQF level: 6 ISCED 2013-F: 0112 ISCED 2011: 6
<i>Asystent vykhovatel</i> Early Childhood Teaching Assistant	<i>Yasla – dytyachyy sadok</i> Nursery/nursery-kindergarten 2 months – 6/7 years <i>Doshkil'nyy navchal'nyy zaklad</i> Early childhood education setting/ kindergarten 3-6 (7) years	Qualified co-worker	2 months – 6/7 years	Bachelor, 4 (or 3) years university study route ECTS points: 180 EQF level: 6 ISCED 2013-F: 0112 ISCED 2011: 6

¹ UNESCO Institute for Statistics 2012, 2014.

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED ¹ level
<i>Pomichnyk vykhovatelya</i> Early Childhood Technical Assistant	<i>Yasla – dytyachyy sadok</i> Nursery/infant-toddler centre Birth – 3 years 2 months – 6/7 years <i>Doshkil'nyy navchal'nyy zaklad</i> Early childhood education setting/ kindergarten 3-6 (7) years <i>Spetsial'nyy doshkil'nyy navchal'nyy zaklad</i> Special early childhood education setting 2 – 7 (8) years	Unqualified co-worker	n/a ²	No formal IPS requirements

Box 1

SEEPRO professional profile categories (adapted from Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010)

- *Early Childhood Pedagogy Professional* (specialist focus, 0– 6/7 years)
- *Pre-primary Education Professional* (exclusive pre-primary focus 3/4–6 years)
- *Pre-primary and Primary Education Professional* (focus on pre-primary and primary education 3/4–10/11 years)
- *Social and Childhood Pedagogy Professional* (broad focus, including ECEC, usually 0–12 years, but sometimes including adults)
- *Social Care/Health Care Professional* (sometimes early childhood focus, sometimes broad focus, including adults)

2.2 Structural composition of ECEC workforce: qualifications, gender, ethnicity

According to the Statistical Bulletin, the State Statistics Service of Ukraine, on 1st January 2016 the ECEC workforce comprised 133,108 persons. Of those with a two-year post-secondary qualification (40% altogether), 34.6% (53,253) were Early Childhood Teachers and 5.4% (7,181) were Special Needs Teachers or Early Childhood Teaching Assistants or 'others'. Of those with a Bachelor's or Master's degree (60% altogether), 49.6% (79,855) were Early Childhood Teachers and 10.4% (13,832) were Special Needs Teachers or Early Childhood Teaching Assistants.

Table 2

Ukraine: Structural composition of ECEC workforce - qualifications, gender, ethnicity

Staff category	Year/provision/proportion of workforce*
Staff with specialist higher education degree	2016: approx. 60%
Staff with specialist vocational qualification (post-secondary)	2016: approx. 40%
Staff with specialist vocational qualification (upper secondary)	n/a
Staff with non-specialist qualification (other qualification)	No disaggregated data available

² n/a not applicable

Staff category	Year/provision/proportion of workforce*
Unqualified staff	No disaggregated data available
Specialist support staff (e.g. special needs teachers)	No disaggregated data available
Male staff	No data available
Staff with a background of migration	No systematically compiled national data

*Source: Statistical Bulletin/State Statistics Service of Ukraine 2016.

3. Initial professional studies (IPS)

3.1 Initial qualifying routes – higher education and vocational

Initial professional studies for prospective Early Childhood Teachers are provided by Pedagogical Colleges, Pedagogical Universities and Classic Universities.

The minimum admission requirement of *Pedagogical Colleges* for Bachelor degree programmes is a completed secondary education. 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 priority and may enter university level teacher education studies in the third semester. *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 Early Childhood and Primary School Teachers. Bachelor degree diploma holders may continue their pedagogical education at universities to pursue a Specialist or Master's degree.

Universities provide training for teachers within the study programme "Education"; classic universities may have pedagogical institutes as part of their structure. Bachelor degree programmes at universities have a nominal study length of four years (three years for persons with the Junior Specialist diploma). Specialist and Master's degree programmes normally take one year to complete; in some cases the Ministry of Education and Science has approved a length of 1.5 years. The duration of the Master's degree programme for the holders of a Specialist degree may be determined individually, based on the differences between Specialist and Master's degree curricula.

Persons with a basic secondary education and sufficient knowledge and skills in ECEC activities may enroll in a **Junior Specialist** study programme (2.5 to three years) to obtain a Bachelor's degree. The usual length of a higher education **Bachelor** programme is four years (240 ECTS points), although for the early childhood field only 180 ECTS points are required. In ECEC settings all graduates perform the same duties and tasks.

Table 3

Ukraine: Early Childhood Teacher

<p>Job title in Ukrainian: Vykhovatel</p> <p>Profile: Early Childhood Pedagogy Professional</p>
<p>Entry requirements: completed secondary education (9 or 11 years of schooling)</p> <p>Professional studies: 4 years at a <i>Pedagogical College</i> for students with 9 years of secondary education; 3 years for those with 11 years of secondary education. The regular length of studies for Bachelor degree programmes at pedagogical colleges is 4 years for full-time students and 5 years for part-time students and distant learning students.</p> <p>Or</p> <p>4 years (3 years for persons with the Junior Specialist diploma) study route "Education" at a <i>university</i></p>

Job title in Ukrainian: *Vykhovatel*
Profile: Early Childhood Pedagogy Professional

This study route can be followed by a 1 (or 1.5) year Specialist or Master Degree programme.

Award: Bachelor's degree in Early Childhood Education

ECTS points: 180

EQF level: 6

ISCED 2013-F: 0112

ISCED 2011: 6

Main ECEC workplaces: Nursery/infant-toddler-centres (2 months – 6/7 years), early childhood education settings/kindergartens (3-6 (7) years, special kindergarten (2 – 7 (8) years), child development centre (5-6 (7) years).

Note: Higher education institutions are not required to provide employment for all graduates. Graduates are free to apply for a post of their choice, with the exception of those studying with the support of state funds or local budgets. These graduates are obliged to work at the proposed post in accordance with a procedure established by the Cabinet of Ministers of Ukraine (Resolution of the Cabinet of Ministers of Ukraine No. 992, 1996). They sign an agreement with the administration of a higher educational institution to work in the state sector for at least three years on completion of their studies. Graduates who agree to work for at least three years in rural areas or towns are provided free housing, heating and electricity by the state within the established legal norms (Cabinet of Ministers of Ukraine 2011b). If graduates refuse and do not wish to take up the proposed employment, they must reimburse the full cost of their education to the state budget (Paragraph 2 of the Presidential Decree 1996).

Centre Heads and Pedagogical Advisers (Teacher Methodologists) follow the same study route as Early Childhood Teachers (see above, *Table 3*).

3.2 Competencies and curricula in IPS programmes for core practitioners

Early Childhood Teacher (*Vykhovatel*)

Competencies

Competencies to be acquired by Early Childhood Teachers are generally organised according to subject specific (professional) competencies and general competencies (generic competencies, transferable skills).

There are also other equally important, universal competencies that students learn to master during the IPS programmes. These apply to all levels of the teaching profession and include:

- learning to learn,
- mastering a foreign language and basic information technologies,
- communicating with children, parents and colleagues,
- being able to look for and use information independently,
- following the strategy of life-long learning,
- being able to reflect,
- taking into account the individuality of children,
- being able to organise materials and present them appropriately,
- determining the child's developmental level,
- establishing a stimulating and age-appropriate environment for the children without forcing or accelerating the learning process.

Graduates of the Bachelor's study route on early childhood education should be able to:

- analyse socially significant problems and processes and be able to use research methods in professional and social activities;
- organise their work on a scientific basis, using the newest methods;
- have a basic knowledge of employment relations,
- cooperate with colleagues and to work in a team,
- know the basics of pedagogical skills;

- reflect on their own experience and analyse personal capabilities,
- acquire new knowledge, using modern information technologies;
- implement the most appropriate teaching approaches in their daily work with children;
- improve their own personal and professional competencies and teaching skills;
- provide appropriate approaches for children with developmental difficulties, disadvantaged children or those who are experiencing or have experienced crisis and conflict situations.

Curriculum

The Bachelor study route comprises different educational blocks. The first is a general section aimed at the overall development of personality, the formation of values, leadership skills, self-knowledge, and a child study. The second block comprises general pedagogical knowledge and includes psychology and pedagogy. During this block a course on early childhood pedagogy begins which includes the intellectual development of the child and possibilities of influencing children's development.

Graduates of the Bachelor degree programme on early childhood education should have knowledge about:

- basic sciences in the field of humanities and social-economical sciences, as well as ethical and legal standards that govern man's relationship to society, the environment;
- the nature and social significance of their future profession;
- a holistic view of the processes and phenomena occurring in society and nature; the ability to use these principles when deciding appropriate educational objectives;
- scientific understanding of healthy lifestyles, the ability to maintain a healthy lifestyle;
- cultures and laws of thinking.

Currently, the curricular guidelines for the IPS of prospective Early Childhood Teachers issued by the state are developed by researchers, methodologists³ and other experts. These may differ in format, approach and content. Pedagogical-didactic approaches include: lectures, workshops, debates, practical lessons, seminars and laboratory classes, dialogues, business simulations, conferences, collective, individual and group consultations, as well as various types of evaluation.

The main forms of organising the educational process are: training sessions, independent work of students, practical training, and assessment and examination measures.

3.3 Alternative entry and qualification routes, system permeability

In Ukraine, core practitioners working in ECEC institutions need the full formal qualification as an Early Childhood Teacher. There are no alternative qualifying routes apart from the ones described above which allow for a more flexible approach or accept alternative entry requirements. Currently, men and women without a formal qualification are only permitted to work as Early Childhood Technical Assistants. Technical staff usually receive some form of on-the-job training while working in a kindergarten.

Centre Heads of early childhood education settings/kindergartens are required to complete a higher pedagogical qualification which may be gained at a pedagogical college or a pedagogical university.

³ Methodologists/Pedagogical Advisers work either at regional In-service Teacher Training Institutes or at local educational authorities.

4. Workplace-based learning in the IPS of core practitioners

The form, duration and organisation of workplace-based learning in the IPS of ECEC core practitioners are defined in the curricular framework provided by the Ministry of Education of Ukraine (1993). Depending on the particular course of studies (Bachelor, Specialist, Master), students' workplace-based learning may focus on educational, technological, developmental, pedagogical, economic or research aspects of ECEC.

According to the curriculum, the fourth year of the study course comprises a year-long practical placement for all those studying to become an Early Childhood Teacher. First year students have summer field practice lasting one week. Students of the second and third years have workplace-based learning for three to four weeks. For this purpose, colleges and universities sign agreements with ECEC settings of all types of service providers. The educational and supervisory (methodical) management and implementation of the programme is ensured by an appropriate department or subject committee of the collaborating higher education institution. During workplace-based learning students perform tasks in different areas of ECEC.

There are different forms of students' self-assessment and external assessment which are used to evaluate the workplace-based learning: questionnaires, students' presentations of their work-placed based learning experiences at a final conference, and teachers' observations. External assessment is based on certain predetermined criteria. Currently, the assessment of students' work-placed based learning is not formalised.

During workplace-based learning students are expected to develop competencies and knowledge in following areas:

Table 4

Ukraine: Competencies and knowledge in workplace-based learning

<i>Underpinning values</i>	<ul style="list-style-type: none"> • Knowledge of different values • general cultural education, wide range of interests • understanding the nature and social significance of pedagogical professions • understanding the benefits of a healthy lifestyle and adopting them as their own values
<i>Communication</i>	<ul style="list-style-type: none"> • interpersonal communication, emotional stability and tolerance • working in a team
<i>Information</i>	<ul style="list-style-type: none"> • searching for and processing information from different sources to consider a specific issue
<i>Research</i>	<ul style="list-style-type: none"> • performing scientific research tasks based on analytical and synthetic approaches, scholarship, critical thinking • implementation of research results in the daily activities of the ECEC centre
<i>Self-education</i>	<ul style="list-style-type: none"> • reflecting on one's own practice, self-organisation/management
<i>Organisation</i>	<ul style="list-style-type: none"> • ability to plan, organise, coordinate, monitor and evaluate activities • capacity for cognitive flexibility, situational (immediate) problem-solving taking into account changed conditions and circumstances in order to reach a decision • ability to overcome stereotypical thinking
<i>Psycho-pedagogy</i>	<ul style="list-style-type: none"> • basic knowledge of pedagogy and psychology and the ability to implement them • laws of personal development in different age stages
<i>Methodology</i>	<ul style="list-style-type: none"> • applying basic philosophical, psychological, pedagogical and methodological knowledge and skills
<i>Inclusive education</i>	<ul style="list-style-type: none"> • ability to demonstrate understanding of inclusive values • knowledge and understanding of the basic concepts and theories of inclusive education

Mentoring support

There are two types of mentorship in early childhood education settings/kindergartens: (1) for newly-qualified teachers and (2) for all team members through a Pedagogical Mentor/ Teacher Methodologist (see *Section 8.3*). These tasks are included in the annual plan of the ECEC centre. Specific mentoring arrangements for students, who spend their practical placement in a kindergarten, are provided by the head of the host setting.

5. Continuing professional development (CPD)

Continuing professional development is regulated by the Regulation on the Certification of Teaching Staff (Ministry of Education and Science of Ukraine 2010). In August 2001, the Ministry confirmed that all teachers are required to attend compulsory courses at specialised departments of teacher training institutions, institutes, and universities, or at advanced training and retraining institutes and at In-Service Teacher Training (INSETT) institutions at least once every five years. There is no clearly defined annual allocation of time that should be devoted to professional development. Considering the rapid pace of change nowadays, the time span of once every five years is no longer appropriate. Therefore, in the period between courses of professional development, regional meetings are arranged, usually every four months. These are included in the municipal (district/city) annual plan.

Paragraph 1.7 of the Regulation on the Certification of Teaching Staff (Ministry of Education and Science of Ukraine 2010) stipulates that teachers should be assessed and certificated once every five years or, if a teacher wishes to achieve a higher status more quickly, she/he can apply to be assessed out of turn, but not earlier than one year after the previous assessment. This procedure is called *re-certification*.

In order for a teacher to receive a **promotion** she/he should attend an In-Service Teacher Training Institution course and, following the course, give demonstration lessons before a committee of fellow teachers, school administrators and a representative from the local education authority. The committee takes into account all aspects of the teacher's professional activity, the certificate of attendance from the In-Service Teacher Training Institution course and the lessons observed. The committee then decides whether the candidate's work corresponds to the level of the category applied for and whether to grant the promotion.

In-Service Teacher Training education serves to raise the qualification and training and increase the specialisation of pedagogical staff. It is carried out by a variety of educational programmes and projects on issues of pedagogical skills, innovative technologies and interactive forms and methods of training, information technology, advances in the theory and practice of psychology, pedagogics, teaching methods. Courses may be also held through distance learning and the effective use of information and communications technology (Ministry of Education of Ukraine 1993).

Main objectives regarding formal CPD courses for all levels of the teaching profession:

- developing standards of postgraduate education oriented towards the modernisation of the professional development and training of teachers and school leaders;
- implementing modern technology in the professional development and training of educational, scientific and pedagogical staff in the educational system according to the requirements of innovative development in education;
- ensuring the proactive nature of the training of educational, scientific and pedagogical staff meeting the needs of education reform and the challenges of modern social development (Decree of the President of Ukraine 2013).

Teachers' professional development is **financed** through regional and municipal budgets. These local administrative bodies decide how many teachers from their areas should attend CPD courses in any one year. Local authorities pay the In-Service Teacher Training institution a lump sum per trainee. They also cover expenses if the trainee has to live away from home. If the local budget cannot afford to pay for training, they do not send teachers to an INSETT. In rare cases, where budgets are low, local administrations pay for training fees only and the trainees have to bear the remaining costs. The cost of attending seminars, workshops, conferences and other forms of professional development outside the state requirements has to be covered individually.

In all Ukrainian educational institutions, including kindergartens, CPD is considered an integral part of their professional work. However, CPD activities **do not take place during working hours** but after closing hours or during school holidays. Each teacher is expected to present a professional development plan focusing on a specific problem he/she would like to study. The local educational authorities evaluate the professional development plans of each institution, since these may influence their decisions about accreditation of the kindergarten or school.

Teachers appreciate the on-site activities provided by the INSETT staff in their kindergartens. This **kindergarten-based training** is very popular especially with teachers living in rural areas; it means they can benefit from the INSETT programme without having to leave their families. Moreover, the low cost of kindergarten-based in-service training is attractive for educational authorities and its development is encouraged. Also, in this model, kindergarten teams can ask the institute to design a programme which corresponds to a specific problem or to the latest local or governmental policy initiatives. Consequently, the training takes into account the teachers' interests and thus contributes towards improving the quality of professional development.

There are no problems regarding **participation** in professional development courses, since in most cases access depends entirely on the person's own wish. CPD activities are acknowledged in terms of **career advancement**. The INSETT institutes also train candidates for a certain job category and award them the relevant certificate. However, the institutes do not decide on promotion in the profession.

INSETT institutes regularly offer a range of modular courses designed together with experienced teachers. The main objective is to share their ideas and the outcomes with the teachers interested in the problem. Trainees thus have the possibility of choosing the modules which interest them most. The INSETT institute staff are encouraged to evaluate these modules and present the results in professional journals (or as part of a doctoral thesis). When experienced teachers design such modules, they are assessed and may be awarded a promotion. Short teacher training modules are called "thematic courses". INSETT institutes provide training courses of varying length and are free to determine the number of hours spent on each topic, provided all relevant subjects are covered.

There are also CPD formats specifically designed by INSETT for Early Childhood Teachers which can take place **on-site in the ECEC institution**. Sometimes courses are also organised for ECEC Technical Assistants.

In February-March of each year, the regional INSETT institute conducts a questionnaire among ECEC staff regarding **possible themes**. In May-June these themes are approved and as from September they are included in the INSETT programme. Currently, one of the prioritised topics is the role of the ECEC Teacher Assistant in kindergartens.

Requirements for Kindergarten Principals

The Law of Ukraine "On Preschool Education" (Ministry of Education of Ukraine 2001) sets out the requirements for the position of Kindergarten Principal/Head: The Centre Head has to be a citizen of Ukraine, have a qualification from a higher education institution not lower than the Specialist level, at least three years of relevant teaching experience, possess organisational skills, and have a stable physical and mental state which does not impede the performance of

professional duties. Successful candidates can be assigned as a head of kindergarten regardless of the type and provider of the institution. In most cases an experienced Pedagogical Mentor/Teacher Methodologist becomes a Centre Head.

However, the Law does not provide for specific qualification requirements for different kinds of teaching position (a decree, which had approved this, was repealed), only for job descriptions for each position. This means that every kindergarten has an annual work plan which provides for different positions and work tasks for teachers based on their experience, qualifications, etc. (consultations, seminars, round tables, workshops, etc.).

Three current reforms/trends/debates regarding the continuing professional development of staff in ECEC provision

Since independence in 1991, the Ministry of Education has paid a lot of attention to reforming the system of teacher education/training to accommodate the needs of a society marked by social, economic and cultural changes. In particular, in 2011 the State programme “Teacher” was developed (Ministry of Education and Science of Ukraine 2011b). It envisaged coordinated efforts to improve the quality of teacher training in Ukraine. The programme is currently being implemented.

Other reforms are related to the development of the new Law of Ukraine “On Education” issued by the Ministry of Education and Science of Ukraine in 2017, which will probably come into force in September 2017 (Ministry of Education and Science of Ukraine 2017). One of the main reforms foreseen by this Law is the *de-centralisation of the system of in-service training*. Until now, teachers (both from kindergartens and schools) were encouraged to improve their professional knowledge only through courses at the regional INSETT institutes, which were free of charge for them. The frequency of such in-service training was once every five years. According to the new Law, teachers should now attend a CPD course once a year, though currently there are no specifications in terms of days. 50% of CPD time should be based in regional INSETT institutes, and teachers should have free choice over the other half of the required CPD and costs may be covered through a voucher system which is still to be implemented. Although these changes are more articulated for school teachers because of the focus of the reforms, since the mentioned Law is the basic one, these changes will also be relevant for ECEC Teachers.

The new Law of Ukraine “On Education” envisages extending the introduction of the structural reforms to the ECEC system, e.g. by introducing new educational standards, which are currently under public debate.

6. Recent policy reforms and initiatives relating to ECEC staffing

The main changes relating to ECEC staffing were caused by adopting the changes to the Law “On Preschool Education”, which introduced the concept of “inclusive education” as well as the position of Early Childhood Teacher Assistant in 2015.

This position is included in the list of pedagogical and scientific-pedagogical staff as approved by the resolution of the Cabinet of Ministers of Ukraine (July 29, 2015, No. 531) and follows the staff norms of kindergartens (Ministry of Education and Science 20.05.2016, No. 544).

If there is at least one inclusive group in a kindergarten, an Early Childhood Teacher Assistant can be employed.

7. Recent country-specific research relating to ECEC professionalisation and staffing issues

In 2013, a comprehensive research study of the system of ECEC in Ukraine was conducted with funding support from the International Renaissance Foundation (Kyiv).

Comprehensive study of the early childhood education system in Ukraine

Source: International Renaissance Foundation 2013 (see *References*).

Background: The study was conducted by the Ukrainian charitable institution “Public Social Council” from 2012 to 2013 with the support of the International Renaissance Foundation.

Aims: The study investigated the system of early childhood education in terms of governance, funding, quality assurance, implementation of curricula and parents’ engagement. Furthermore, staff provision, methodological support and research activities were analysed.

Procedure: Qualitative methods (expert interviews and focus group discussions) and document analysis were used. The study took place in Kyiv and Donetsk as well as in the Autonomous Region of Crimea; 129 persons participated and included:

- staff of the Ministry of Education of Ukraine and Ministry of Education of the Republic of Crimea;
- experts of the National Academy of Pedagogical Sciences of Ukraine;
- heads of the departments at higher education institutions;
- representatives of local educational authorities;
- Centre Heads and Early Childhood Teachers of state and private provision;
- parents of children who attended ECEC provision.

Findings:

- Existing legislation on early childhood education does not meet current requirements and needs to be updated and revised.
- The current state funding system is not effective, caused partly by the lack of autonomy that preschools have in terms of entrepreneurship, both in their use of state funding and in seeking alternative financial resources.
- Preschools are neither funded according to their effectiveness, nor according to local needs and priorities.
- The process of budgeting is not transparent – neither for Centre Heads nor for local communities.
- The systems of state/community governance are in need of reform.
- Low salaries are a key reason for the low societal status of the early childhood teaching profession.
- The quality of IPS for prospective Early Childhood teachers is in need of improvement. Approaches are mainly instructional and didactic instead of focusing on the child, and teaching methods often date back to Soviet times.
- The large group size in the ECEC institutions makes it difficult to implement the required pedagogical standards and a child-centred approach to teaching and learning.
- More research is needed to provide evidence for reform and development.

Early Childhood Workforce Initiative - International Step by Step Association (ISSA) and R4D (Washington, DC)

Source: [R4D] Results for Development Institute 2017. Early Childhood Workforce Initiative of International Step by Step Association (ISSA) and R4D (Washington, DC). See *References*.

Background and Aims: An ongoing study on the Early Childhood Workforce is being conducted by the Results for Development Institute (R4D, Washington, DC) in partnership with the

Ukrainian Step by Step Foundation and the Institute for Educational Policy (Kyiv), with funding support from Open Society Foundations.

R4D and ISSA recently launched the Early Childhood Workforce Initiative (ECWI), which aims to mobilise countries and international partners to support and empower those working with families and children under age 8, as well as those who supervise and mentor practitioners.

The ECWI has three components:

- **Online portal:** A web platform that presents global, regional, and local workforce initiatives, disseminates relevant research and training packages, and creates a space for online joint learning activities, such as webinars.
- **New knowledge:** A series of country studies aim to document country experiences in strengthening and scaling up the early childhood workforce (more details below); thematic analyses across countries on four topics: competences and standards, training and professional development, monitoring and mentoring, and recognition of the profession.
- **Joint learning:** Regular face-to-face and virtual meetings aim to bring together participating countries and international partners to reflect on country studies, share lessons learned, and learn from innovative and promising practices.

Procedure: Through a series of country studies (e.g. in Peru, Ukraine), R4D is gathering and analysing information to formulate policy recommendations for strengthening and scaling up a quality early childhood workforce within specific contexts. For the country study in Ukraine, the research team carried out data collection between January and April 2017, which is being finalised at the time of writing. The study is using a mixed-methods approach, including:

- a review of the policy contexts and mapping of the Early Childhood Development system through desk review and validation through national actors;
- in-depth research on Early Childhood Teachers and Teacher Assistants, analysing their qualifications, training and professional development, working conditions, etc.;
- an estimation of the costs (recruitment, training, remuneration, ongoing support, etc.) of improving and scaling up this cadre of workers to meet expansion targets;
- an analysis of the major bottlenecks and opportunities for achieving quality and scale of this workforce through key informant interviews and focus group discussions;
- formulation of policy recommendations to support improvements in scale and quality.

Findings: Findings are expected to be published in Autumn 2017.

8. General workforce issues

8.1 Remuneration

In accordance with the Law on Education, the Accreditation Regulations (Ministry of Education and Science of Ukraine 2010) state that a teacher is subject to assessment and certification once every five years, the results of which determine the teacher category level and thus directly affect the teacher's salary.

As from January 1, 2017, official salary tariffs were changed (Resolution No 1037, Cabinet of Ministers 2016b). As a result, new salaries are based on the 1st tariff category established regarding the subsistence minimum for able-bodied persons on 1 January 2017 which is 1,600 UAH (54.57€) per month.

A salary rise for teachers has also been approved (Resolution No 974, Cabinet of Ministers 2016a). As the result, the wage level of Early Childhood Teachers has been increased by two positions on the tariff scale, which comes into effect in September 2017. In some regions the salaries have already been increased (Resolution No 373, Cabinet of Ministers 2011b).

Premiums up to a maximum of 20% of the salary were given to teaching staff in ECEC institutions, after-school facilities, secondary, vocational schools, universities of I-II levels of accreditation, schools (Resolution No 78, Cabinet of Ministers 2001).

Pedagogical and scientific-pedagogical employees of schools and educational institutions receive a monthly retirement premium corresponding to a certain percentage of their salary, depending on the length of educational work: over 3 years – 10%; over 10 years – 20%; over 20 years – 30% (Order No 557, Ministry of Education and Science of Ukraine 2005).

Additional premiums may be paid to employees:

- a) up to 50% of the salary
 - for high achievements in work;
 - for performing particularly important work (for the period of its implementation);
 - for the complexity and intensity of work;
- b) for Honours of Ukraine: ‘public’ – 40%, ‘honoured’ – 20% of the salary⁴;
- c) for the sports titles ‘Honoured coach’, ‘Honoured Master of Sports’ – 20%; ‘International Master of Sports’ – 15%; ‘Master of Sports’ – 10% of the salary.

Premiums for sports and honorary titles are awarded to workers if they match the above profiles. If two or more titles have been awarded, allowances are paid for the highest rank. Eligibility/suitability for honorary titles or sporting profiles is decided by school leaders, educational institutions and research institutions;

- d) for the knowledge and use of a foreign language: one European – 10%; one eastern, Finno-Ugric or African – 15%; two or more languages – 25% of the salary.
Premiums are not paid to employees, who are professionally required to know foreign languages and can prove that with necessary documents.

Further bonuses for employees include:

- a) up to 50% of the salary
 - for substituting for absent employees;
 - for combining positions;
 - for the expansion of the service area or increasing the amount of work performed.

These types of payments are not paid to heads of educational institutions, and research institutions and their deputies;

- b) up to 40% of the hourly wage rate for night work from 10 pm to 6 am;
- c) for academic ranks, provided the employees match the profile of the existing academic status. If there are two or more titles, bonuses are paid for the highest rank: Professor – up to a maximum of 33% of the salary; associate professor, senior researcher – up to 25%.
- d) for academic degrees, paid to employees if their activities match the profile of existing scientific degrees. If there are two or more titles, premiums are paid for the highest academic degree: PhD – up to a maximum of 25% of the salary; Candidate of Sciences – up to a maximum of 15%.

Early Childhood and School Teachers’ wage rates are identical. While School Teachers are also paid for checking copybooks, classrooms, EC Teachers are not.

Rates without additional payments, bonuses are estimated as follows: for a newly-qualified teacher (tariff level 9) - 2,768 UAH (approx. 94.97€); higher teacher qualification category (tariff level 12) – 3,392 UAH (approx. 115.70€); with allowances, bonuses, etc., the salary may reach 4,500 UAH (approx. 153.50€).

⁴ In accordance with the Regulations on Honorary Titles of Ukraine, the honorary title ‘Honoured Teacher of Ukraine’ is awarded to teachers and other pedagogical staff of educational institutions of the general secondary education system for achieving significant success in teaching and educating children and students. Persons awarded this title should have a higher or vocational education. The honorary title ‘Public Teacher of Ukraine’ is the highest level of the ‘Honoured Teacher of Ukraine’ and is usually not granted earlier than ten years after the previous conferment of an honorary title. The awarding of honorary titles is set out in a decree of the President of Ukraine. Honorary titles can be awarded to citizens of Ukraine, foreigners and stateless persons.

8.2 Full-time and part-time employment

An Early Childhood Teacher usually works 30 hours per week with the children (whereas a School Teacher's workload is 23 hours per week). There is no information available about full-time and part-time employment.

8.3 Staff support measures in the workplace

There are two types of mentorship in early childhood education institutions/kindergartens:

- (1) Newly-qualified ECEC teachers are supported during their first year of work by a mentor who is a qualified ECEC Teacher Methodologist. Support includes planning lessons, answering their questions, observing their practice and providing feedback.
- (2) A Pedagogical Adviser (Teacher Methodologist) supports all in-service teachers, e.g. by helping them to prepare lessons or to cope with developmental issues in certain children. The Pedagogical Advisers review literature and pass on knowledge about innovative approaches. They also make observations in the groups and provide feedback – this is one of the most important aspects of a mentor's work.

There is no additional payment provided for taking on the task of mentor.

8.4 Non-contact time

There is no official non-contact time for Early Childhood Teachers in Ukraine. Time spent for work 'without children', i.e. for planning, meetings with parents, participation in professional networks, is not remunerated.

8.5 Staff shortages and recruitment strategies

There are no current staff shortages in ECEC institutions in Ukraine. If a certain kindergarten has to be closed down because of a decreasing kindergarten population in the area, staff are offered another place of employment.

9. Workforce challenges – country expert assessment

The social status of personnel working in the early childhood system is much lower than that of staff working in primary and secondary schools. There is no correlation between the quality of work and the allocated salary – the quality of work is measured only indirectly (according to the number of years of work, level of education, compulsory attestation). All this leads to a decreasing teachers' motivation.

The low social status of Early Childhood Teachers leads to the following problems:

- Students with a relatively low level of relevant knowledge who wish to get a higher education degree tend to enrol at pedagogical colleges/institutes because it is easier to complete these qualifying courses since the competition is not very high. However, after graduation, it is likely that they will not get a job because of their low grades.
- Moreover, some graduates with good degrees choose not to work in a kindergarten or work there for just a short time. One reason is the very low salaries of Early Childhood Teachers; thus graduates prefer to seek better paid jobs.
- The majority of Early Childhood Teachers are currently over 40 years of age or are already in pre-retirement age (as from about 55 years), which means that when they retire there will be a lack of staff in kindergartens.

The issue of initial professional education/training is also problematic. The majority of graduates who apply for work in ECEC institutions do not meet the expectations of directors and often find it difficult to work with parents. Explanations for this situation could be the following:

- study programmes are too focused on theory;
- dominance of traditional learning methods such as lectures, seminars;
- absence of the practice of applied research;
- lack of pedagogical themes during the practicum.

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