

Country profile prepared for the  
*Education for All Global Monitoring Report 2007*  
*Strong Foundations: Early Childhood Care and Education*

# **Ukraine**

## **Early Childhood Care and Education (ECCE) programmes**

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## UKRAINE

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-17 years.

#### **1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)**

(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Pre-school education (kindergarten)

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

3-5 years of age

##### **1.3. ISCED 0 programs: statistics and indicators** (*source: UIS*)

###### *1.3.1. Enrolment:*

	<b>Percentage</b>	<b>Year</b>
Gross enrolment ratio	81.6	2003/04
Net enrolment ratio	41.3	2003/04
Percentage of children entering primary education with previous preschool experience	45.8	2001/02

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
12.2	37.2	39.1	37.4 0.8(*)	50.0 68.3(**)	20.2 91.2(**)

UIS estimation. (\*) Enrolled in primary education. (\*\*) Primary education enrolment. ratio.

1.3.3. Teachers, 2003/04:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
118,347	98.8	...	...	...

(...) Not available.

1.3.4. Funding:

	Percentage
Total budget allocation for education in 2004 as percentage of GDP (*)	4.6%
Pre-school education	0,5%
Public current expenditure per pupil as percentage of the Gross National Product per capita	<i>Not available</i>

(\*) Source: UNICEF.

1.3.5. Main source(s) of financing:

State Budget

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

### 2.1. National definition of other ECCE programs:

National programme for Young Children development “The little grain”

### 2.2. Normative age group(s) covered by other ECCE programs:

From birth to 3 years of age

**2.3. Estimate number of children covered by other ECCE programs:**

*Not available*

**B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

**3.1. Legislation concerning ECCE:**

State Law on Pre-school education  
Basic component of pre-school education in Ukraine

**3.2. Official body/bodies in charge of supervision or coordination:**

Ministry of Education and Science  
Ministry of Health  
Ministry of Family, Youth and Sport  
Local state administrations

**3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

Pre-school establishments include nurseries, nursery-kindergartens, kindergartens, and school-kindergartens (the latter mainly in rural areas). Pre-school institutions differ in their focus. Institutions for general development of children as well as compensating or profile institutions (intellectual, artistic-esthetical, physical, etc.) operate in each region of Ukraine. The network of the projects “Preschool Educational Institution - General Educational Institution” has been widened. They ensure the continuity of children’s development (moral and spiritual, physical, aesthetic) from preschool childhood to primary education.

There are 12,700 currently operating pre-school setting in Ukraine as for beginning of 2005, covering 996,481 children. 83,3% of them are teaching in Ukrainian language, 7,8 in Russian and 8,9% teaching in Hungarian, Rumanian, Tatar and other languages. 2,2% of all pre-school setting belong to the state, 10,3 – are private, and 87,5 municipal property.

80 Children’s Homes for children from birth to 4 years abandoned to the state under Ministry of Health

7 day care centres for HIV positive children run by All-Ukrainian Network of People living with HIV

More than 20 Centres for Young children development run by NGOs

**3.4. Type of personnel involved:**

Pedagogical and medical personnel

### **3.5. Type of staff training (requirements):**

Pre-school and elementary school teachers are trained in teacher training higher education establishments of accreditation levels I-II (junior specialists, educators, and teachers).

### **3.6. Recent national policies and reforms:**

The state policy in the area of the preschool education is determined by the Constitution of Ukraine and other legislative acts, and it is embodied by the central executive authorities of the Autonomous Republic Crimea, oblast state administrations, Kyiv and Sevastopol state city administrations, local executive and self-governing bodies.

The transition to a 12-year education (that begins at the age of 6), starting from 2001, raises new tasks for preschool education: to provide the earlier psycho-physical readiness of children for school.

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

Intensive training for education, health, social workers, and parents regarding HIV positive children care and development. During 2005 more than 200 people trained.

### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

Centres for young children development based at health care centres (Lviv, Donetsk)  
Day care centres for HIV positive children  
Parents counselling centres, Centres for young children development, family type kindergartens in rural areas (Ivano-Frankivsk region)

### **3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs**

At present, the basic components of the preschool education issued by the state serve as a guideline to the work of all preschool education institutions, which can be different in their forms, contents and focus. The components are compiled in cooperation of scientists, methodologists, and other experts.

The “Program of the development of peculiarities of children of pre-school age” is currently being developed. Until the completion of this program, the adjusted and renewed programs of the development, education and training in the kindergarten “Malyatko” (published) and “Dytyna” (to be published) will assist teachers.

For the successful functioning of different types of preschool institutions, a variety of program alternatives (with methodical references) are in process of being developed.

During 2004-2005 Ministry of Education and Science and Ministry of Health of Ukraine with UNICEF assistance developed, published and introduced in all regions of Ukraine the national programme for young children development “The little grain” covering the period from child birth to three years. This programme introduced main developmental domains, standards and indicators for most critical age periods in early childhood.

#### *3.9.1. Objectives and aims:*

The aim of pre-school education is to provide for the physical and mental health of children, promote their self-development, and create habits and skills necessary to study at school.

The aim of young child development from birth to 3 years of age is the integrated holistic development of individuality based on life competence adequate to child needs and age abilities.

#### *3.9.2. Learning areas and teaching-learning methods:*

A central place in the curriculum of pre-school education is occupied by activities aiming at developing children’s moral qualities and aesthetic tastes, and strengthening their physical condition. With older children more attention is paid to the development of their abilities, memory, thinking and language skills, etc.

The main learning areas or domains in young children development are the following: physical, emotional, social, learning, language, environmental and esthetic development. The main methods are establishing of enabling environment and relevant to the age activities without forcing or speeding up child abilities.

#### *3.9.3. Average number of hours per week and average amount of weeks per year:*

The average workload for children is fifteen lessons per week (each lesson lasting thirty minutes). In early childhood the developmental activities are integrated into routine child activities.

### **3.10. Any other relevant and pertinent information**

*Not available*

[*Main Sources:* Website of the Ministry of Education and Science, August 2005, State Statistic Committee Statistic bulletin on Pre-school education in Ukraine, 2005.]

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes	More than 1,000 families annually in UNICEF supported centres
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	Mainly relates to child physical development and infants and young children feeding: about 600 000 families annually
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	Via 60 Mothers support groups - 12,000 annually, via NGOs activities – 10,000
As component of adolescent, livelihood or literacy programmes	No	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes. Family from A to Z weekly TV programme	
Other (please specify) As a component of activities of day care centres for HIV positive children	Yes	More than 300 families annually

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

Yes. There are 7 day care centres for HIV positive children. These centres are also running parents training on child care and development.

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

No, but elements are in place. The monitoring of young child physical development is a part of health care routine work and are under constant control of MoH Ukraine.

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

No, but the elements are presented in several governmental programmes.

*[Information revised and additional data provided by UNICEF, December 2005.]*