

Report of Ukraine on the application of the 1960 Convention and Recommendation against Discrimination in Education

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1. Ratification of the Convention

The Convention was ratified on 19th of December 1962.

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 In case your country is a State Party to the Convention:

- Is the Convention directly applicable in your country's domestic law following its ratification?

Yes

The national legislation and the regulation practice of education in Ukraine are based on the provisions of the Convention.

According to the Ukrainian legislation, education is a priority of socio-economic, spiritual and cultural development of society. In Ukraine education is grounded on the principles of humanism, democracy, national consciousness, and mutual respect between people of different nationalities.

The Constitution of Ukraine stipulates that citizens have equal rights and freedoms and are equal before the law (Article 24). This equality is achieved by prohibiting privileges and restrictions of constitutional rights and freedoms of citizens based on race, colour of skin, political, religious and other beliefs, sex, ethnic or social origin, property status, place of residence, linguistic and other characteristics.

The Constitution of Ukraine stipulates that everyone has the right to education; and complete general secondary education is compulsory (Article 53).

Citizens of Ukraine have the right to free education in all state and communal educational establishments on a competitive basis. Foreigners have the same right to education as citizens of Ukraine except for the right for state funding of their tuition at the higher educational establishments.

2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

The legal basis for public policy in education is the Constitution of Ukraine, the laws of Ukraine "On Principles of State Language Policy", "On Education", "On Preschool Education", "On General Secondary Education", "On School Education", "On Vocational Education", "On Higher Education", "On Ratification of the European Charter for Regional or Minority Languages", and other legislative acts of Ukraine.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

Yes

1.2. Please explain which measures are adopted to:

- Eliminate discrimination within the meaning of the Convention/Recommendation?
- Prevent discrimination within the meaning of the Convention/Recommendation?

The right to education is the major social and cultural right enshrined in Article 53 of the Constitution of Ukraine. This right is given to every citizen regardless of social background, ethnicity, political, religious and other beliefs, sex, economic status and other characteristics. The Constitution establishes that completing secondary education is compulsory. The state must provide free and accessible pre-school, complete general primary, secondary, vocational and higher education in state and communal educational establishments. The state guarantees citizens' right to education.

2. Equal opportunities in education

2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?

Government education policy is outlined in the Constitution of Ukraine and in the laws of Ukraine “On education”, “On General Secondary Education”, “On Vocational Education”, “On school education” and “On Preschool Education”. Secondary education in Ukraine is free and mandatory. The Constitution of Ukraine provides the right for citizens belonging to a national minority to study in their native language or to study their native language in state and communal educational establishments and through national cultural societies.

2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

Access to education is a constitutional guarantee through the right to education on the principles of equality set out in Article 24 of the Constitution of Ukraine, meaning that no one can be denied the right to education, and the State should create opportunities for the realization of this right.

2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

There are many different classes, groups and schools with a variety of subjects such as foreign languages, mathematics, law, etc at the primary/secondary educational establishments in Ukraine. Therefore, it creates the conditions for choosing a certain type of education. The State provides a number of benefits and advantages to pupils, graduate, postgraduate and Ph.D. students.

Mandatory completion of secondary education is enshrined in the Constitution of Ukraine and it should be understood as the obligation of every citizen of Ukraine to complete secondary education.

Migrants and refugees have the same right to education as Ukrainian citizens and can have the individuals programs for study during the adaptation period. The procedure of recognition of qualifications held by the refugee applicants or persons in need of complementary protection differs from the standard procedure of recognition, and is subject to international rules according to the Convention relating to the Status of Refugees, 1951, and the Protocol relating to the Status of Refugees, 1967.

3. Progress made with respect to implementing the right to education

3.1 Universal primary education

According to the Ukrainian legislation, the state provides free and accessible pre-school, complete general primary, secondary, vocational and higher education in state and communal

educational establishments. Secondary education in Ukraine is compulsory.

Government policy in the field of secondary education, which directly contains primary general education is outlined in the Constitution of Ukraine and the laws of Ukraine "On Education" and "On General Secondary Education".

Primary education is the initial stage in the child's intellectual, physical, and social development. In the elementary school, children acquire their first life experience – the ability to study and behave in specific social and natural environments.

In Ukraine primary schooling takes four years. Children who have reached the age of six by September 1 and have no contraindications for systematic study according to the results of medical and psychological examinations are eligible for elementary school.

Children acquire a primary education in general educational institutions of the 1st accreditation level that operate independently or as part of general educational institutions of the 1st-2nd and 1st-3rd accreditation levels.

Prior to the secondary school, every child is required to acquire a basic preschool education in a pre-school educational institution, courses organized within a school, or in the family.

Teachers measure the knowledge of the first-year pupils verbally in an informal manner. But starting from the next year and on, their knowledge will be measured on a 12-point scale, with marks ranging from 1 to 12 awarded.

In view of the applicable sanitary and hygienic regulations, a class hour in a primary school takes 35 minutes in the first year, and 40 minutes in the second through four years. A primary school operates five days a week. However, specialized schools with intensive foreign language classes for younger children may have a 6-day academic week.

The general principles of primary education are reflected in the basic curriculum of elementary education.

Proceeding from the basic curriculum, the Ministry of Education and Science of Ukraine develops standard curricula for general educational institutions. In the standard curricula, the content of the fields of study is presented in the form of school subjects and courses of the invariable component. Based on the standard curricula, educational institutions prepare working curricula on an annual basis in which they concretize the variable component of elementary education, taking into account the organizational specifics of the academic process.

The fourth year is the graduation year in the primary school. It ends in state examinations to measure the educational achievements of the graduates, most often in the Ukrainian language or language of study, reading and mathematics. The content, forms, procedure, and schedule of such annual examinations are determined on an annual basis and approved by the Ministry of Education and Science of Ukraine.

The educational results of the primary school are:

- full-fledged verbal, reading, computational skills and physical abilities;
- general view of the real world;
- sufficiently developed thinking, imagination, memory, and sensor abilities;
- creative ability;
- attitude to work, art, and health as values; and
- ability to perform simple creative tasks.

3.2 Secondary education

The right to access education is a constitutional guarantee in the principles of equality set out in Article 24 of the Constitution of Ukraine, which means that no one can be denied the right to education, and the State must create opportunities for the realization of this right.

The basic school (5-9 grades) provides a basic general secondary education, which is the foundation of secondary education for all school children, developing them to a point where they are ready to choose a form of further education and specialization. At this stage, general educational institutions create for pupils conditions for self-paced and more in-depth study of specific subjects important for the targeted higher educational institution (lyceum, gymnasium, vocational-technical

school, educational institution of the I—II accreditation levels, etc.).

Schooling in the basic school takes 5 years. The right to provide a basic general secondary education is granted to general educational institutions of the 2nd accreditation level.

The study conditions in the basic school, as a rule, differ from those in the primary school, i.e., new subjects are introduced, the teacher and class collectives change, as well as the study regime.

The knowledge of pupils is measured on a 12-point scale, with marks ranging from 1 to 12 awarded.

The educational content of the basic school is the same for all pupils. The personal approach is implemented through individual study methods, depending on the learning proclivity of a child, as well as extracurricular classes.

Academic hours in the basic school are distributed among fields of study and their content is determined in the basic curriculum approved by the Cabinet of Ministers of Ukraine, standard curricula developed by the Ministry of Education and Science of Ukraine, working curricula of general educational institutions, and so on.

The basic curriculum of the basic school has two components: invariable and variable.

General educational institutions with teaching in national minority languages, specialized schools, lyceums, gymnasiums, and colleges are allowed to increase the study load limit for the account of the overall study limit to a level not exceeding the sanitary and hygienic standards.

The educational level of graduates of general educational institutions of the II accreditation level is controlled through state final examinations. The content, forms, procedure, and schedule of such annual examinations are determined on an annual basis and approved by the Ministry of Education and Science of Ukraine.

A graduate of a basic school (9-year pupils) receives a certificate of basic general secondary education and supplement to it specifying the scores earned for educational achievements. For excellent academic achievements, graduates are awarded certificates of a basic general secondary education with distinction.

Graduates who fail an examination in at least one subject receive school report cards. Pupils who fail to obtain an education-confirming document may continue studying externally.

Graduates of specialized schools (boarding schools) for children requiring physical and/or mental development correction receive certificates of completion of a specialized school (boarding school).

A certificate of a basic general secondary education entitles its holder to enrollment in a 3rd accreditation level school, vocational-technical educational institution, or institution of higher learning of the I-II accreditation levels.

The senior school (10th-11th years) is the final stage in acquiring a complete general secondary education, which forms a holistic world view. Senior school graduates have developed learning and communication skills, the ability to get information from various sources and process it on their own, and the ability to apply the acquired knowledge in everyday life.

The schooling in the senior school takes 2 years. A complete secondary education may be acquired in general and specialized secondary schools, boarding schools, lyceums, gymnasiums, colleges, and other institutions of general secondary education of the III grade. A complete secondary education may also be obtained in a vocational educational institution, or institution of higher learning of the I-II accreditation levels.

Senior schools provide primarily a specialized education. The specialization of a pupil is determined on the basis of his or her preferred areas of study, available personnel and resources of the school, as well as the social-cultural and production environment and further educational prospects available for school graduates. The specialization-oriented study of a number of subjects ensures a proper level of training for school graduates sufficient for the enrollment in institutions of higher learning. Depending on the operating conditions of a specific general educational institution, the specialization-oriented teaching may be implemented on an institution-wide scale and within individual classes or pupil groups alike.

The educational content and study requirements in the senior school are divided into three levels:

- mandatory study results, which are determined by the state basic and complete

secondary educational standard;

- specialization level, whose content is determined in the curricula approved by the Ministry of Education and Science of Ukraine;
- academic level, whose curricula focus the areas of study related to the specialization-oriented subjects (for example, physics in the chemistry-biology specialization area).

Pupils who are yet to make up their mind as regards their future specialization receive general (comprehensive) training.

Knowledge in the senior school is measured on a 12-point scale.

The annual study load in a senior school is determined by the basic curriculum, standard curricula, working curricula of general educational institutions and so on. The basic curriculum of institutions of general education of the II-III accreditation levels is divided into invariable and variable components.

Compliance of the educational level of pupils with the educational quality standards is established through state final examinations. The content, forms, procedure, and schedule of such annual examinations are determined on an annual basis and approved by the Ministry of Education and Science of Ukraine.

Pupils who have finished the 11th year of study (senior school) and acquired a complete general secondary education are school graduates. As a rule, school graduates are in the age of 16-17 years.

Pupils who have finished the 11th year of study and passed the final state examinations receive a certificate of complete general secondary education and supplement to it specifying the scores earned for educational achievements. For excellent academic achievements, graduates are awarded certificates of basic general secondary education with distinction.

Graduates who have high academic results are awarded the gold medal “For High Academic Achievements” or the silver medal “For Academic Achievements” and receive a certificate of complete general secondary education with honours. This certificate comes with a supplement specifying the scores earned for educational achievements. Graduates of the 11th grade who fail the examination in at least one subject receive school report cards in which the mark of “failed” is placed against each such subject. Secondary school graduates are required to pass the independent external knowledge assessment test in the subjects required for the enrollment in a chosen institution of higher learning. This higher educational institution may change the list of such subjects following its enrollment requirements.

School graduates with a complete general secondary education have the right to apply for enrollment in any institution of higher learning.

Average fulltime pupils in general education by age

School years/ Age of pupils	6 years	7-13 years	14 years	15 years	16 years	17 years
2011-2012	291327	2692377	417284	335747	267897	139418
2014-2015*	277206	2527277	333718	247587	213868	68913

* Without data from the temporary occupied territories of Ukraine: some districts Donetsk and Luhansk regions and Autonomy Republic of Crimea (from 2014)

Vocational Education and Training (henceforth VET) in Ukraine is implemented according to the laws of Ukraine “On Education” and “On Vocational Education”.

In accordance with the Law of Ukraine “On Vocational Education”, all citizens of Ukraine have equal rights to access VET given their abilities and aptitudes.

VET is open to graduates of general schools and also special boarding schools for people with disabilities. Preparatory training or retraining of persons with disabilities shall be based on medical indications and contraindications. The choice of how training is to be carried out is in accordance with the findings of specialists of a medical-social expert committee.

The number of students, trainees (in social status) at VET institutions in Ukraine in the 2012-2015 calendar years

№		As at 1 January 2013	As at 1 January 2014	As at 1 January 2015	As at 1 January 2016
1.	Number of VET institutions	987	983	940*	817
2.	Number of students, trainees	421.4 thousand	389.5 thousand	314 thousand	303.1 thousand
	on the basis of completion of up to and including grade 9	288.5 thousand	257.3 thousand	203.4 thousand	195.7 thousand
	on the basis of complete primary/secondary education	106.2 thousand	108 thousand	92.1 thousand	90.9 thousand
	<i>Unemployed and people working</i>	23.1 thousand	20.7 thousand	16,1 thousand	14.0 thousand
	<i>by social status:</i>				
	- orphans and children deprived of parental care	19.1 thousand	17.2 thousand	14.0 thousand	14.0 thousand
	- childrens with physical and mental disorders	5.8 thousand	5.8 thousand	4.4 thousand	4.7 thousand
3.	Number of students, trainees in total:	240.9 thousand	224.5 thousand	177.3 thousand	176.2 thousand
	- from government demand-driven system	188.2 thousand	179.2 thousand	137.2 thousand	147.7 thousand
	- from agreements with legal entities and individuals	5.6 thousand	5.0 thousand	4.3 thousand	4.1 thousand
	<i>Of those, students accepted into first year according to the government demand driven system</i>	178.6 thousand	167.0 thousand	127.2 thousand	138.6 thousand
4.	Number of professions available to study at VET institutions	478	464	425	420
5.	Graduates	201.2 thousand	226.5 thousand	181.3 thousand	164.5 thousand

* *The statistical report counted 826 VET institutions, including 113 from the temporary occupied territories of Ukraine: some districts Donetsk and Luhansk regions and Autonomy Republic of Crimea.*

In the 2014-15 school year, training of qualified personnel was carried out in 817 government VET institutions with an enrollment of over 303,000 people (39 % female), amongst them:

4.8 % - orphans and children derived of parents;

1.6 % - persons with disabilities;

21.5 % - children from low-income families (single-parent and large families).

Students of VET institutions can receive academic and social scholarships from the state or local budget, in accordance with the "Questions scholarship provision" decree (#882) by the Cabinet of Ministers of Ukraine on 12 July 2004.

The Ministry of Education and Science of Ukraine has implemented government policy on VET aimed at the needs of individuals to obtain quality education. One of the strategic priorities of current government policy is the formation of labor potential in Ukraine. Skilled labor and increased competitiveness will provide the appropriate conditions to meet the needs of citizens, society and the labor market.

A high-quality VET sector of EU and world standard will be achieved through creating new

mechanisms of regulation of professional education, updating its structure and content, the development of fundamental and practical educational programs and the formation of lifelong learning.

As part of VET, there is an element of training the workforce directly on-site which requires appropriate organizational support. In 2015 in the manufacturing industry which covers about 8,000 different professions, more than 500,000 employees were trained and retrained.

One of the priorities of the Ministry of Education and Science of Ukraine is to join efforts in establishing a constructive and mutually beneficial partnership between VET institutions, local authorities, employers and their associations, academics and civil society organizations. This will bring additional resources to the development of VET and make it more open, efficient and make sure that it can adequately respond to challenges.

Cooperation with social partners of VET institutions is embodied in the creation of modern scientific and practical centers. These centers provide the most modern advanced industrial and educational technologies as it relates to the labor force. The most active social partner companies include: “Henkel BautechnikUkraine”, “KNAUF”, “BudMajster”, “BOSCH”, “TRIORA”, “NIBKO”, “HERZ Ukraine”, “Caparol Ukraine”, “Akvaterm-Kyiv LLC” and “Sniezka-Ukraine LLC”.

One of the steps towards European integration was the project Twinning, which aimed to modernize legislative standards and principles of education and training in line with the EU policy on lifelong learning. Twinning ended in March 2015. The Ministry of Education and Science of Ukraine partnered with a consortium composed of the Metropolitan University College (Denmark), Aarhus TECH (Denmark) and the Federal Institute for Vocational Education and Training (Germany).

In 2014-15, the Ministry actively cooperated with the European Training Foundation. Ukraine has been an active member of the Turin Process since 2010.

Information about primary/secondary education institutions
as at the beginning of the 2010-16 education year

<i>General educational establishments UKRAINE</i>							
	(at the beginning of the school year)						
	2010/11	2011/1	2012/1	2013/1	2014/1	2015/1	2016/1
		2	3	4	5	6	7
<u>Urban and rural areas</u>							
Number of institutions - only 1 unit	19 617	19 203	19 006	18 634	17 604	17 337	16 858²
including ownership							
state and municipal	19 425	19 014	18 815	18 450	17 437	17 167	16 678
private	192	189	191	184	167	170	180
Number of students – everything, people	4 090 906	4 076 496	4 008 796	3 987 800	3 757 063	3 783 150	3 845 517
including the institutions of ownership							
state and municipal	4 073 280	4 058 735	3 991 021	3 969 650	3 739 200	3 762 876	3 822 051

private	17 626	17 761	17 775	18 150	17 863	20 274	23 466
Number of teachers - everything people	492 580	486 437	488 496	486 165	453 557	444 089	437 509
including the institutions of ownership							
state and municipal	488 323	482 315	484 366	482 106	449 829	440 168	433 358
private	4 257	4 122	4 130	4 059	3 728	3 921	4 151
The number of students per 10,000 people	942	942	928	926	874	885	902
COUNTRYSIDE							
Number of institutions - only 1 unit	12 936	12 628	12 457	12 129	11 891	11 668	11 215
including ownership							
state and municipal	12 929	12 619	12 448	12 119	11 882	11 657	11 201
private	7	9	9	10	9	11	14
Number of students - everything people	1 342 652	1 296 797	1 256 339	1 225 990	1 213 166	1 197 208	1 184 764
including the institutions of ownership							
state and municipal	1 342 307	1 296 366	1 255 867	1 225 439	1 212 537	1 196 303	1 183 424
private	345	431	472	551	629	905	1 340
The number of students per 10,000 people	988	960	935	919	911	908	903
¹ Including evening (shift) schools and gymnasiums, lyceums, educational complexes (association), special schools (boarding schools), school rehabilitation and sanatorium school..							
² In addition, 12 day secondary schools in state and municipal ownership are of major repairs and do not work for other reasons (3 facilities in urban areas, 9 - in rural areas), and the activity 241 days of an educational institution suspended 234 institutions of state and communal property, 7 institutions - private (14 schools in urban areas, 227 - in rural areas).							

3.3 Higher education

The structure of higher education includes educational levels (incomplete higher education, basic higher education, complete higher education) and qualification levels (junior specialist, junior bachelor, bachelor, specialist (till 2014), and master).

Junior specialist. The standard schooling time under the junior specialist's program on the basis of a complete general secondary education is 2–3 years, and on the basis of a basic general secondary education while at the same time obtaining a complete general secondary education it is 3–4 years. Graduates who successfully pass state examinations receive a junior specialist's diploma

that gives them the right to engage in professional activities and apply for enrollment in the bachelor's degree program. According to the Law of Ukraine «On Higher Education» from 01.07.2014 № 1556-VII Junior Specialist diploma equals to Junior Bachelor diploma.

Bachelor. Bachelors are prepared on the basis of a complete general secondary education. The standard schooling time is usually 3–4 years or two-three years less if the study proceeds from the qualification level of a junior specialist in the same specialization area. Graduates who successfully pass state examinations receive a bachelor's diploma that gives them the right to engage in professional activities and apply for enrollment in a specialist's or master's degree program.

Specialist. The standard schooling time under the specialist's degree program on the basis of a bachelor's qualification is 1–1.5 years; and schooling time for a medical or veterinary specialist's degree ranges from 5 to 6 years on the basis of a complete general secondary education. Graduates who successfully pass state examinations and publicly defend their thesis receive a specialist's diploma that gives them the right to engage in professional activities and apply for enrollment in a master's degree program or in a post-graduate department. According to the Law of Ukraine «On Higher Education» from 01.07.2014 № 1556-VII level of specialist equals to master level and last admission to these programs will be in 2016.

Master. The master's qualification can be obtained after the bachelor's or specialist's qualification. To obtain a master's degree, the student normally needs to study for 1-2 years. Graduates need to pass state examinations, which includes public defense of their master's thesis. Those who successfully pass state examinations receive a master's diploma that gives them the right to engage in professional activities and apply for enrollment in the post-graduate department.

Academic Degrees.

Candidate of Sciences is an academic degree that can be earned by the holder of a master's or specialist's qualification and, usually, studies at the post-graduate department of an institution of higher learning or a research establishment. An alternative way of obtaining this degree is bypassing the post-graduate department and studying under the guidance of a thesis supervisor who works at the educational institution. This approach was practiced in the Soviet Union for those who were not able to study at the post-graduate department. Earning the degree of Candidate of Sciences means the successful public defense of a relevant dissertation. The standard time of study in the post-graduate department is 3 years (daytime) or 4 years (extramural). According to the Law of Ukraine “On Higher Education” from 01.07.2014 № 1556-VII Candidate of Sciences diploma equals to PhD diploma

Doctor of Sciences is the highest academic degree available for holders of the degree of Candidate of Sciences who study under a doctoral program (or use an alternative way in their pursuit of this degree) at a higher educational institution or a research establishment. Earning the degree of Doctor of Sciences means conducting original research, obtaining significant innovative scientific results that promise practical application, publishing them in the scientific press and publicly and successfully defending a relevant dissertation. The time of study under the doctoral program on general terms does not exceed 3 years.

Enrollment process to higher educational establishments for Ukraine is different for foreigners and citizens of Ukraine. Citizens need to pass the independent external exams from 3-4 subjects (depending on the rules of enrollment of the higher educational establishments). Enrollment process is online. Those applicants, whose results of the independent external exams are the highest, receive the right to study on the budget basis (they don't pay any formal tuition fees). Moreover, they, unlike other students are eligible to apply for state scholarships. Other students can study in Ukraine for the cost of legal entities or individuals. Foreigners need to pass entrance exams (from the language of study and the subjects according to university rules). They have no right to study on budget basis except some categories of foreigners (such as foreign Ukrainians, refugees, students who study in Ukraine according the international agreements of Ukraine, and foreigners, which have the permanent resident permit) which can receive the quota for study on budget basis from the Cabinet of Ministers of Ukraine according to the Law of Ukraine “On Higher Education” from 01.07.2014 № 1556-VII.

The most students who pay tuition fee come to the state and municipal institutions (74.5%

contracted in universities III accreditation levels, 83.3% - III-IV accreditation levels, 82.3% overall). A small portion of the funds is in the private sector (25.5% contracted in universities III accreditation levels, 16.7% - III-IV accreditation levels, 17.7% overall).

In Ukraine there is consistently high (with a tendency to further increase) level of public spending on education that meets the highest international standards. It is a pity that Ukraine's GDP is quite low and it does not allow to reach the level of education funding to ensure its sustainable development. Public spending on higher education peaked in 2010 (2.3% GDP), but continues to be a downward trend considering the reduction of the number of students. It should be noted that the level of public spending on education and higher education in Ukraine is higher than in 21 countries of EU (percent). The level of private funding in Ukraine is (for very rough estimate) 0.7% of GDP. In Ukraine public financing of education still dominates. Ukraine State budget expenditures on education during the years 2004-2012 tripled and reached 26.9 billion. USD. (3.36 billion. US. Exchange US currency in 2012). It should be remembered that the annual budget of many American universities exceeds this value.

Only about a third of state and municipal institutions of III accreditation level and a half - III-IV accreditation levels teach the students which pay tuition fee; it is a reason of decreasing number of such state and municipal institutions. It is clear that in private universities almost all students are pay tuition (up to 2009 there was a practice of allocating a small number of long-term government soft loans for student learning that are available regardless of ownership of institutions, this practice was suspended).

3.4 Adult education and lifelong learning

Incomplete formation of a national understanding of the concept of lifelong learning makes no legislative requirements for display in lifelong learning (LLL) missions, visions and other strategic documents of Ukrainian universities. Thus, the vast majority of universities in the wording of their missions, goals or tasks pay attention to LLL in a wide variety of formats; the progressive part of university management seeks development and diversification of lifelong learning, the transformation of the business into one of the engines of educational institutions; the part of the academic community considers LLL only as one of the minor types of additional income.

Specialized schools and training firms often promote learning opportunities LLL, but they are associated with non-formal education. This situation is caused by objective factors that universities (as part of formal education), adapted to the model of higher education and the transition to it has taken place against the backdrop of an increasing number of young people. State motivates schools to implement the programs for a long time, with a large main component, and this fact helps to attract small business to finance universities LLL programs.

Going to the current level of implementation by the universities the mission LLL also needs effective transfer of best practices, policies and resources. Success of integrating LLL mission by universities includes:

- awareness of contemporary concept of lifelong learning;
- formation expanded LLL programs, taking into account the demographic realities;
- trends in the economy and the labor market;
- the integration of formal and informal training, traditional and distance education, the needs combination of career and personal growth;
- individualization of learning in the broadest sense of the term.

VET institutions have also programs for unemployed people. In 2015, 9,500 students gained professional qualifications from among the adult and the unemployed population, representing 3.4% of the total enrollment.

Training of convicts in 2015 was carried out in penal institutions in Ukraine in 72 training centers with 51 professions available, spanning a total of 6,700 people.

3.5 Quality education

In order to ensure quality training of workers, Ukraine introduced common requirements

compliant with the International Standard Classification of Education. By the end of 2015, 310 government VET standards had been created with regards to certain occupations. In 2015, 43 VET institutions were approved, 9 of which received the approval for the first time.

Ukrainian ministries and departments, the joint representative body of employers at the national level and employers' organizations, facilitators, teachers of special subjects, masters of VET institutions, scientists and specialists of enterprises - these stakeholders worked closely on the development, coordination and implementation of the government VET standards.

The Twinning project developed government VET standards using a module-based competency approach.

Standards for higher education are being designed for every level of higher education within each specialty according to the National Qualifications Framework and are used for determining and evaluating the quality of educational content and results of Higher Education Institutions.

The standard of Higher Education is defined by the following requirements for educational programs:

- 1) the amount of ECTS credits necessary for obtaining the relevant degree of higher education;
- 2) a list of competencies of graduates;
- 3) standard content for prospective students of higher education, formulated in terms of learning outcomes;
- 4) certification for prospective students of higher education;
- 5) requirements for the presence of internal quality assurance processes; and
- 6) the requirements for professional standards (if any).

Higher Education Institution based on Vocational Education and Training programs develop a curriculum for each specialty that defines the list and amount of subjects in ECTS credit sequences of subjects, methods of education and their scope, a study schedule, and the intermediate and final assessment steps required. More specific planning of the educational process for each academic year consists of a working curriculum approved by the head of the university.

A Higher Education Institution licensed with a particular specialty may introduce that specialization to its curriculum.

Standards of higher education for each specialization are developed by a central executive authority in the field of education and science of the propositions of government, which includes the management of universities and industry associations of employers who approve them in agreement with the National Agency for Quality Assurance in Higher Education in Ukraine.

According to the Law of Ukraine "On Higher Education" from 01.07.2014 № 1556-VII The National Agency for Higher Education Quality Assurance is a permanent collegial body authorized by the Law to implement state policy in the sphere of higher education quality assurance. Sessions of the National Agency for Higher Education Quality Assurance are duly constituted if attended by at least two thirds of its members. Decisions on all issues are made by a majority vote of the National Agency for Higher Education Quality Assurance members. Members of the National Agency for Higher Education Quality Assurance carry out functions vested in them on the basis of civil law agreements concluded with them. The National Agency for Higher Education Quality Assurance can involve independent institutions for higher education quality assessment and assurance accredited by it, to take part in the procedure for education program accreditation. Sector-based expert councils of the National Agency for Higher Education Quality Assurance are formed for a term not exceeding 3 years, of 9 to 15 members who hold an academic degree in the appropriate discipline or a minimum of 5 years of experience of professional work in the sector, except for representatives of student self-government bodies. Sector-based expert councils can include representatives of the state, employers, their organizations and associations, professional associations, higher educational institutions of all property forms, academic institutions, the National Academy of Sciences of Ukraine, national sector-based academies of sciences, representatives of student self-government bodies, and international experts.

An independent institution for higher education quality assessment and assurance is a non-government organization (institution, agency, bureau, etc.) accredited by the National Agency for Higher Education Quality Assurance, which assesses education programs, education results, and/or higher educational institutions (their organizational units) in order to produce recommendations and

assist higher educational institutions in organizing a system for higher education quality assurance, and submit proposals to the National Agency for Higher Education Quality Assurance concerning education program accreditation.

3.6 Teaching profession

In 2015, the VET sector had 38,000 educational workers, including almost 17,000 trainers of vocational training. The average availability of teaching staff is 86%.

According to Article 54 of the Law of Ukraine "On Education" people may engage in teaching as long as they have the appropriate education and vocational and practical training.

According to Article 46 of the Law of Ukraine "On Vocational Education" teaching staff may be appointed to a position of 'Specialist of Production', which can be attained with higher education and further appropriate psychological and pedagogical training.

Teaching staff are subject to mandatory certification, the results of which are determined by matching the employee's position, the level of the category of qualifications awarded, and educational titles. The director of a Vocational Education Institution provides the necessary conditions for training, retraining and advanced training of workers.

The procedure for training teaching staff of vocational institutions was defined in the decree (#535) of the Ministry of Education and Science of Ukraine on 30 April 2014 and it was registered (#840/25617) with the Ministry of Justice of Ukraine on 18 July 2014.

According to the resolution (#1361) of the Cabinet of Ministers of Ukraine on 26 September 2006 "On Granting Lump-sum Aid to Some Categories of Graduates", beginning in 2007 graduates of Higher Education Institutions who were educated in areas and specialties relating to pedagogical studies were bonded to a work contract for at least three years in general and vocational education and given lump-sum assistance amounting to five times the minimum wage.

There were no cases reported of discrimination in the preparation for the teaching profession.

3.7 Respect for human rights and fundamental freedoms

The implementation of and responsibility for the response to child abuse is implemented under the Law of Ukraine "On Education".

In particular, Article 51 stipulates that school students, university students, Ph.D. candidates, cadets, clinical interns, postgraduate students, and doctoral students respectively are guaranteed by the State the right to protection from all forms of exploitation including physical and psychological violence by actions from pedagogical and other staff who violate their rights or humiliate their honor and/or dignity.

According to Article 56 of this Law, pedagogical and scientific-pedagogical staff are required to protect children and youth from all forms of physical and/or mental violence.

3.8 Private education and religious and moral education

The number of private institution schools with standard and alternative teaching methods has almost doubled in the past five years, which means that there are now 180 institutions. Almost 25% of these schools are located in Kyiv city. This represents 1% of high schools in the country. Statistics show an upward trend in demand for schools with an alternative teaching style.

In order for children to be able to get government-issued certificates which will allow them to continue their studies at university or other institutions, they need to have an agreed training program confirmed by the Ministry of Education and Science of Ukraine. This must also include accreditation of the school. Education in private primary/secondary schools comes under the State Standard of complete primary/secondary education.

The private institution schools have the right to provide education services only after receiving a license. This license is issued by a regional advisory council for licensing and certifying institutions. Documents are issued for a period of three to twelve years.

The Charter of a private institution school is approved by the owner and the relevant education

authorities.

Religious and Moral Education

In accordance with Article 35 of the Constitution of Ukraine, churches and religious organizations in Ukraine are separated from the state and therefore the schools are separated from the church. Similar provisions are also contained in the laws of Ukraine "On freedom of conscience and religious organizations" (Article 6) and "On Education" (Article 9).

Current legislation in Ukraine allows education institutions to be created by executive authorities and local governments, enterprises, institutions, organizations regardless of ownership, citizens according to socio-economic, national, cultural and educational needs given that they have the necessary materials, facilities and teaching staff. This is all laid out in Article 18 of the Law of Ukraine "On Education". It is clear that schools created using the above-mentioned mechanisms are secular.

According to Article 11 of the Law of Ukraine "On freedom of conscience and religious organizations", religious organizations are able to establish religious education institutions as required by their needs. That is, the legislation of Ukraine provides an opportunity to build schools of two types - secular and spiritual.

In 2015 the Law of Ukraine "On amendments to some laws of Ukraine on the establishment of religious organizations and education institutions" was accepted, allowing religious organizations to have the right to establish both secular and spiritual education institutions at various levels.

The above-mentioned Act is undoubtedly a revolutionary change in overcoming the consequences of the totalitarian Soviet policy toward religions and churches, which allows for new church-state relations on fundamentally democratic principles. Thus, the new law made amendments to the existing laws of Ukraine "On Education", "On Vocational Education", "On General Secondary Education", "On School Education", "On Preschool Education" and "On Higher Education" to provide religious organizations the ability to create preschools, secondary, vocational, and Higher Education Institutions. In addition to the legislation, there is a better understanding of the concept of "scientific style education" and its secular style, that were previously unjustifiably considered virtually synonymous.

The need to resolve this issue for over a decade had been emphasized by the religious community, which was supported by well-known Ukrainian religious leaders and upon the adoption of the Act received a positive assessment by international experts. The Ukrainian society have provided a variety of reactions, which are quite often based on misunderstandings of the merits of the law or on certain existing stereotypes.

In Ukraine, according to various estimates, there are about 40 general educational institutions established by de facto religious organizations, but de jure their founders are public organizations or individuals. To provide an exact number of schools that are de facto founded by religious organizations is now almost impossible, because officially they are registered under various public organizations and individuals.

Implementation of spiritual and moral teachings including "Essentials of Christian Ethics," "Christian Ethics", "Fundamentals of Orthodox Culture", began in Ukraine in the early 1990s and due to the decision of local authorities has become widespread in some areas such as Lviv, Ternopil, Ivano-Frankivsk, Rivne, etc. Since the late 1990s, the church community and parents began to ask questions about the feasibility of implementing such teaching provisions at a national level.

On the order of the President of Ukraine (#1-1/657) on 8 July 2005 the Ministry of Education and Science of Ukraine on 26 July 2005 (#437) issued an order "On the Study of Optional Training Course on Ethics Faith and Religion", which also included the formation of a special committee to develop content for elective courses on ethics and religious belief. Starting from the 2005-06 school year, parents had a choice regarding the way their children were taught, especially the subject of ethics in grades five and six or elective courses of moral and ethical issues that regions provided personnel and teaching with approval from the relevant ministry. The Ministry of Education and Science of the Autonomous Republic of Crimea, regional departments of education, Kyiv and Sevastopol city state administrations, institutions of postgraduate education and heads of education institutions were tasked with organizing explanatory work for parents and teachers on the lawful

selection of moral and ethics courses of study. These bodies launched the scientific and technical expertise of education programs and training manuals on ethics courses to provide them to relevant ministries. They also started training and retraining relevant teachers. The above-mentioned order has created conditions for the nationwide introduction of spiritual and moral courses.

In 2010, the Ministry of Education and Science of Ukraine has approved the training programs “Basics of Christian Ethics” and “Biblical History and Christian Ethics” for students of grades one to eleven and the curriculum “Christian Ethics in Ukrainian Culture” that are now the most prevalent in schools of Ukraine regardless of region.

Other related programs were also introduced in school and were provided to the Ministry of Education and Science of Ukraine for approval and are predominantly used in regional areas. Thus, we can note a change program of teaching spiritual and moral studies in the Mykolaiv, Rivne and Chernihiv regions in the 2015-16 school year, compared with the previous period.

In addition to education programs for secondary schools, the Ministry recommended (#1/11-19157) “Spiritual and Moral Education of Christian Values to Preschool Children” for use in the preschool curriculum which was issued on 29 December 2015.

Distribution of students within the universities can be considered an indicator of development of a competitive private sector public higher education. In Ukraine, the proportion of students studying in private universities, has grown since their emergence in the domestic education market. The maximum value of the proportion of students in private universities acquired in 2005 (14.7%), and then began to decline.

3.9 Rights of national minorities

The language policy in education is carried out in accordance with the Constitution of Ukraine, laws of Ukraine “On National Minorities in Ukraine”, “On Principles of State Language Policy”, “On Education”, “On Ratification of the Framework Convention for the Protection of National Minorities”, “On Ratification of the European Charter for Regional or Minority Languages”, international standards and recommendations ratified by the Verkhovna Rada of Ukraine and taking into account the recommendations of the Hague OSCE High Commissioner on national minorities' rights to education.

1) In accordance with Article 10 of the Constitution of Ukraine, the State language in Ukraine is Ukrainian. The State provides comprehensive development of the Ukrainian language in all spheres of social life throughout Ukraine.

However, under Article 53 of the Constitution of Ukraine, citizens belonging to national minorities, have the right to education in their native language or to study in their native language in state and communal educational establishments and through national cultural societies.

To ensure the right to education in minority languages and the study of these languages, there are extensive education institutions.

Pre-school education institutions provide instruction in six languages - Ukrainian, Moldovan, Polish, Russian, Romanian and Hungarian.

Secondary schools provide training in six languages - Ukrainian, Moldovan, Polish, Russian, Romanian, and Hungarian; and in primary school, eight languages - Ukrainian, Bulgarian, Moldovan, Polish, Russian, Romanian, Slovak, and Hungarian. Additionally, 30 languages are studied as a subject in Ukraine (excluding illegally occupied territory of Crimea).

Language learning and language as a subject in secondary schools in 2013-2014 , 2014-2015 school years ¹

Languages of instruction or study	Number of institutions with this language of instruction	Number of students instructed in this language	Number of students studying this language as a subject	Number of students who study this language as an elective or in groups

	2013-2014	2014-2015 ³	2013-2014	2014-2015 ³	2013-2014	2014-2015 ³	2013-2014	2014-2015 ³
Ukrainian	16 045	15 696	3 352 871	3 281 644	746 980	393 188	13 812	18 079
Russian	1 275	621	703 572	356 262	1 191 358	1 023 797	136 078	111 506
Romanian	81	78	17 518	16 808	983	972	336	294
Hungarian	67	68	15 001	15 172	804	698	544	791
Crimean Tatar	15	-	5 551	-	12 735	308	6 988	20
Moldovan	5	5	3 087	2 984	1 961	2 373	431	241
Polish	5	5	1 526	1 594	14 995	26 301	7 931	10 762
English	1	1	526	400	3 802 454	3 426 916	13 362	14 478
Slovak ²	-	-	137	134	175	180	236	646
Bulgarian ²	-	-	65	78	7 388	8 103	1 388	863
Gagauz	-	-	-	-	1 248	1 186	-	-
German	-	-	-	-	639 043	599 662	12 195	14 211
Greek	-	-	-	-	2 587	2 415	890	413
Hebrew	-	-	-	-	3 243	3 401	411	67
Spanish	-	-	-	-	12 503	12 024	1513	1252
Latin	-	-	-	-	860	1 185	1150	1 108
French	-	-	-	-	188 601	159 294	5654	5331
Japanese	-	-	-	-	932	529	234	56
Czech	-	-	-	-	177	386	20	72
Korean	-	-	-	-	279	296	10	-
Arabic	-	-	-	-	127	250	-	-
Hindi	-	-	-	-	20	30	-	-
Danish	-	-	-	-	77	82	-	-
Italian	-	-	-	-	750	638	357	520
Chinese	-	-	-	-	950	1288	165	565
Norwegian	-	-	-	-	78	85	-	-
Persian	-	-	-	-	22	35	-	-
Turkish	-	-	-	-	728	585	570	415
Finnish	-	-	-	-	70	88	-	-
Swedish	-	-	-	-	122	115	-	-
Armenian	-	-	-	-	-	-	-	-
<i>Institutions with several languages of instruction</i>	1205	616	-	-	-	-	-	-
<i>In total</i>	18 699	17 090	4 099 854	3 675 076	-	-	-	-

¹*institutions of state, municipal or private ownership, excluding evening and special schools (boarding schools)*

²*separate classes in secondary schools*

³*excludes temporarily occupied territories*

In all types of schools teaching a minority language, they must also teach the Ukrainian language.

2) In accordance with the approved State standard primary education and the State standard of complete secondary education, the Ministry has developed a diverse curriculum and programs that address specific languages and literatures of national minorities in different types of schools. Among them: a typical curriculum of minority language education and a typical curriculum of teaching Ukrainian language whilst studying a minority language.

A school with instruction in a minority language will teach all subjects in the minority language. But they may also teach the state language and literature - Ukrainian. A school with the language of instruction being Ukrainian that also provides minority language study, must teach all subjects in Ukrainian but must also teach the minority language.

Each year the state funds the issue of textbooks for secondary schools, including secondary schools with minority languages.

In 2015 for the first time, the state funded the issue of textbooks in Bulgarian and Gagauz languages for students in 4 classes of secondary schools.

The Ministry of Education and Science of Ukraine supported the introduction of a special educational orientation course "Culture of the Neighborhood" in secondary schools in multicultural regions of Ukraine.

In order to further optimize working on creating more opportunities for providing educational services to the Roma minority, the Ministry of Education and Science of Ukraine approved the Action Plan (#1327) on 21 December 2015 to implement security policies and integration into Ukrainian society of the Roma minority up until 2020.

In addition, the Ministry of Education and Science of Ukraine together with the Ministry of Culture of Ukraine established a permanent Working Group on Education and Culture which sits underneath the Interdepartmental Working Group on the implementation of security policies and integration into Ukrainian society of the Roma minority up until the year 2020. Its membership includes representatives of public authorities, public Roma organizations, research and education institutions.

3) The education for school teachers, who teach in minority languages is carried out at the higher educational institutions in Ukraine.

In particular, schools with Ukrainian and Russian teaching staff are present in every region of the country.

For schools with teaching in Moldovan and Romanian languages, teachers are prepared at the universities at the Izmil State Humanitarian University, the Uzhgorod National University and the Chernivtsi National University. The teachers in Crimean Tatar language are prepared at the Kyiv Taras Shevchenko National University, in Hungarian language – at the Uzhgorod National University, in Polish – at the Volyn University, the Drohobych Pedagogical Institute, the Kyiv Taras Shevchenko National University, the Lviv National University, the Carpathian University, the Khmelnytsky National University, Slovak – at the Lviv National University and the Uzhgorod National University, Bulgarian – at the Izmil State Humanitarian University and Kyiv, Lviv, Odessa National Universities.

Regional institutions of postgraduate education are responsible for the advanced training of teaching staff.

4) Ensuring educational rights of minorities in Ukraine

The Public Council established at the Ministry of Education and Science guides a permanent mechanism for public consultation in implementing the education programs for national associations of national minorities of Ukraine. It was established in line with the decision of the Committee of Ministers of the Council of Europe of 18 December 2013 "On Ukraine's implementation of the Framework Convention for the Protection of National Minorities".

Upon the initiative of the Public Council of the Ministry, a National competition in minority languages was introduced in 2015 with supported of the Ukrainian NGO "Union of Gagauz of Ukraine"

to launch the training for the Gagauz language and literature specialists at the Institute of Philology of the Taras Shevchenko National University of Kyiv.

Relevant Ukrainian institutions cooperate closely with the Office of the OSCE High Commissioner on National Minorities. Due to this cooperation the special education orientation course "Culture of the Neighborhood" was introduced in secondary schools in multicultural regions of Ukraine. The "Me. Us. Country" regional program was also developed to test the grade one workbook "I, my family, my neighbors". 475 schools participated in this program.

The Institute for Modernization of Educational Content of the Ministry of Education and Science of Ukraine carries out researches, experimental work, prepares the curriculum, textbooks, manuals, dictionaries, other reference books and teaching materials for secondary schools with Russian and other languages of national minorities of Ukraine. The Drohobych Branch of the Institute for Modernizing Education Content carries out this work in Polish language, its Transcarpathian branch – in Hungarian, its the Gagauz branch – in Bulgarian, its Odessa branch – in Moldovan, its Chernivtsi branch – in Romanian.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on

Before the illegal occupation by the Russian Federation of Crimea in the 2013-14 academic year, in the Autonomous Republic of Crimea and the city of Sevastopol there were:

- 8 schools with Ukrainian language learning (2,215 students, 103 classes);
- 15 schools with Crimean Tatar language learning (2,982 students, 182 classes);
- 142 schools teaching in two languages (Ukrainian and Russian), where the Ukrainian language enrolment was 8,536 students (602 classes), in Sevastopol there were ten schools (994 students) with Ukrainian and Russian studies;
- 31 secondary schools teaching three languages (Ukrainian, Russian and Crimean Tatar), 1,847 students studied the Ukrainian language (132 classes), 1,284 students studied the Crimean Tatar language (111 classes) with none in Sevastopol;
- There were 22 schools with bilingual teaching (Crimean Tatar and Russian), with 638 students studying the Tatar language (66 classes).

Since the occupation of Crimea in 2014, the Russian illegal authorities initiated scrupulous control of schools' curricula and plans at all levels, particularly in relation to teaching in the Ukrainian and Crimean Tatar languages, as well as changes in curricula and in assessment of the instruction system.

The education system in Crimea has been entirely changed over to the Russian language. Most of schools and classes with instruction in the Ukrainian language were requalified into instruction in Russian.

Only 0.5% of children currently have the possibility to learn Ukrainian. The Ministry of Education and Science of the Russian Federation has undertaken a massive compulsory "re-education of teachers of Ukrainian language and literature" for teaching in Russian. Particularly, the mentioned subjects are gradually becoming optional. All post-graduate programmes in Ukrainian philology, as well as almost all chairs in higher educational institutions have been closed.

Only one school with teaching completely in Ukrainian remains operational. The number of Ukrainian classes in schools has been reduced to one-six comparing to the quantity registered before the occupation. The school curricula are being drafted the way that forces the Crimean school children to skip Ukrainian classes due to the fact that they are super imposed on the classes in mandatory subjects.

There is also a serious problem with study of subjects in Crimean Tatar language. As of today, 2.76% of school children in Crimea are learning Crimean Tatar language. The units in scientific and educational institutions, especially higher institutions which were focused on the study of Crimean Tatar culture have been shut. As a result, teachers and researchers engaged in the study of this subject lost their jobs.

The occupying authorities are creating a fake reality, absolutely incompatible with international law, in particular through adoption of decisions aimed at integrating in school textbooks information on the «accession of Crimea to the Russian Federation». Moreover, in accordance with the “Guidelines on the specificities of teaching of history and social studies in 2015/2016 and the criteria of evaluation” elaborated by the Crimean Republican Institute of Postgraduate Education under occupation, the new history textbooks that are being mandatorily introduced into secondary school programs, are based on a largely politicized concept of history teaching developed by the Russian Historical Society. This concept envisages, in particular, that the course “The history of Russia” should seize at least 60-70% of world history class time throughout the secondary education period. The course of history of Ukraine was reduced to zero. No doubt, such initiatives have negative impact on the schooling of children as they are not just distorting the real picture of the situation, but do not allow children to obtain an adequate knowledge of world history.

Moreover, in 2014 there were violations of right to education while issuing the documents on secondary education in Crimea.

The Ministry of Education and Science of Ukraine issued Ukrainian education documents to all graduates of 2014 who enrolled in secondary schools in Crimea. However, these documents were given only to a fraction of school-leavers in Crimea and the occupying authorities on the peninsula had been issuing documents on secondary education of the Russian Federation.

Such actions of the occupying authorities violated the rights of children studying at Ukrainian schools and in accordance with the Ukrainian education programs that differ significantly from the Russian ones. Certificates of secondary education issued by the self-proclaimed “authorities” on the peninsula in 2014, are not recognized and cannot be guaranteed, nostrified or apostolized.

The Ministry of Education and Science of Ukraine received numerous requests and complaints from graduates and their parents in 2014, in cases where school principals and education authorities in the illegally occupied Crimea refused to issue their Ukrainian education documents.

It is a worrisome situation for the future of Ukrainian and Crimean Tatar textbooks, as in the Russian Federation these books have never been printed or used. The self-proclaimed “authorities” of Crimea have no plans into the future to use textbooks printed in Ukraine. According to media reports, Ukrainian textbooks have been burned and destroyed.

In high school, teaching of Ukrainian and Crimean Tatar is not carried out at all.

In order to ensure the right to education for citizens of Ukraine who live in the temporarily occupied territory of Ukraine, the Ministry of Education and Science took measures to make it possible for students and doctoral students from the occupied areas to study in other cities of Ukraine and to get the education documents at the higher educational institutions of other Ukrainian cities (order of the Ministry №574/25351 of 2 June 2014 and №593/25370 of 5 June 2014).

As for today, there are over 2,000 students enrolled in Ukrainian primary/secondary schools, who fled Crimea.

There are nearly 8,000 students transferred from Crimea to the higher education institutions of the I-IV accreditation level in other regions of Ukraine.

2. Awareness-raising

A wide range of seminars and conferences were organized by governmental and non-governmental organizations in Ukraine. In particular, the conference “Development of Education in the Field of Human Rights in Schools of Ukraine”, the national project “A School is Human Rights Space” presented the interim results of the research of implementation of human rights education in general secondary schools in Ukraine. Recommendations on the formation of an integrated approach and implementation of quality human rights education in the formal education system based on the principles of the UN World Programme for Human Rights Education and the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education were developed.

The awareness-raising initiatives on human rights and non-discrimination in field of education are also implemented by NGOs such as the Ukrainian Helsinki Human Rights Union, NGO “MART”, “Almenda”, Educational Human Rights House – Chernihiv, Amnesty International Ukraine, Kharkiv Human Rights Protection Group, “East –SOS”, “Parents – SOS”, the Helsinki Foundation for Human

Rights, the Global Education Center “Mondo” (Estonia) and the UHHRU Human Rights in School project.

The Ukrainian educational project “A School is Human Rights Space” was presented as a model of implementation of changes in human rights education.

There is a single platform for international cooperation, public institutions, and NGOs for the introduction of more efficient, effective and systemic changes in education in the field of human rights in Ukraine, and the implementation of the National Human Rights Strategy in Ukraine.

The Office of Ukrainian Parliament Commissioner for human rights prepares a lot of informational materials and events for educational society, parents, teachers, NGOs, mass media, etc.

Moreover, awareness campaigns are being carried out through mass media, online resources. All the relevant information is published at the official websites of government authorities and public educational establishments.