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«Annexed» Education in Temporarily Occupied Crimea

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A66



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The Monitoring Report presents a brief description of the situation in Crimea after annexation in the area of education in Ukrainian and Crimean Tatar, the content of humanitarian subjects and opportunities of Crimean school graduates for entering Ukrainian HEIs. The Report is based on statistical and actual data, documentary materials on transformations in the system of Crimean education as well as the educational rights of Ukrainians and Crimean Tatars.

The Report will be useful for officials, public activists and a broad circle of people interested in education issues.

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Introduction

The system of secondary education in Russia-annexed and occupied Crimea has experienced radical transformations over the past 9 months of 2014 and 2015. Specifically, this concerns the organization of education in Ukrainian, changes in curriculums and grading system. The monitoring of the situation in the area of Crimea's education provides a detailed analysis of the above changes. The relevant materials are collected and presented under the Project on «**Educational Rights Enjoyment by Minorities in Crimea**».

Within 6 months of the Project, the situation in the area of education in Crimea has been monitored based on public sources and information provided by monitors. In particular, this concerns the following:

- Changes in education in Ukrainian and Crimean Tatar
- Drastic changes in the content of humanitarian subjects
- Challenges of entering Ukrainian higher education institutions for Crimean school graduates
- Changes in the grading system (the transition to the five-point grading system)
- Specificities of out-of-school education (in terms of combating extremism and terrorism).

The monitoring presents statistical and actual data, documentary materials on transformations in the system of education after Crimea's annexation as well as the rights of Ukrainians and Crimean Tatars.

The initial information has been used for 8 monitoring reports providing general description of the situation in different educational areas. In general, transformations in the Crimean education system decreased opportunities for instruction in Ukrainian and Crimean Tatar and resulted in the closure of schools with tuition in Ukrainian, changes in the teaching of humanitarian subjects and substitution of textbooks.

It is possible to make the following conclusions on the basis of monitoring data.

I. GENERAL ASSESSMENT OF THE SITUATION:

1. The Crimean education system was to transfer to Russian standards within a couple of months, from March to August 2014. Since 1 September, 2014, Crimean schools have shifted to Russian standards in accordance with the federal law No. 84-ФЗ «On Specific Features of Legal Regulation of Relations in the Area of Education in Connection with the Accession of Crimea and Sevastopol to Russia and on the Formation of

New Constituent Territories in the Russian Federation – the Republic of Crimea and the Federal City of Sevastopol» dated 5 May, 2014 and amendments to the Federal Law «On Education in the Russian Federation».

This is not officially treated as the problem because of the importance to demonstrate the easiness, logic and naturalness of «Crimea's return» at all levels of government activity. Also, it is possible to state the full confiscation of textbooks and teaching aids published by Ukrainian standards and used in the educational process till recently. They are brought to warehouses or school basements. Some schoolbooks are taken to educational institutions of the Donetsk and Luhansk regions.

2. On 30 December, 2014, the Crimean Council of Ministers has issued the resolution No. 651 «On the Approval of the State Program for the Development of Education and Science in the Republic of Crimea for 2015-2017». Meanwhile, no Program Section is dedicated to the access to education in native (minority) languages or, at least, the exercise of the right to learn them. There are no statistical data on the language of instruction or other characteristics of the existing educational institutions of Crimea.
3. Curriculums and the structure of humanitarian subjects have been radically changed. History of Ukraine and Ukrainian Literature disappeared from the list of humanitarian disciplines in educational establishments. In the context of teaching of humanitarian subjects, of special interest is history as the main form of communicating ideology to new generations. There is a great difference in the teaching of humanitarian disciplines, in particular history and social studies, between Ukraine and Russia by curricular and ideological criteria. Although this subject is studied from the 5th class in both countries, the forms of teaching are totally different. The difference between Russian and Ukrainian curriculums is actually one year, which has caused a lot of problems for teachers and school students.
4. Of special note is the enhancement of the ideological element of historical teaching, which completely destroys ideology of children who studied under the Ukrainian system of education. History is becoming an efficient mechanism for narrowing ideology of schoolchildren, disregard for critical thinking in their work with historical materials, forcible indoctrination on history of native land and Crimea. The study of Ukrainian history is not provided for in the history curriculum.
5. The return to the five-point grading system is one of the important indicators of different approaches that impacts the exercise of the right to effective and competitive education. It means a step back in the process of historical development of the education system. It restricts not only flexibility of the grading system, thus creating additional difficulties for teachers and students, but also opportunities of Crimean school graduates for choosing HEIs for further education.

6. The entry to Russian and Ukrainian higher education institutions for Crimean school graduates poses a serious problem that limits their right to education. On the one hand, authorities believed that one year of study under Russian educational programs will help Crimean school graduates get prepared for the Unified State Exam (USE). However, the difference between Russian and Ukrainian curriculums is so great that it is impossible to overcome it within one year. Therefore, it was decided to admit Crimean senior schoolchildren to higher education institutions of Crimea and other regions by the simplified procedure, i.e. without the mandatory USE. However, applicants to Crimean HEIs may face the problem of recognition of diplomas of newly established or reformed Crimean HEIs in the world. The Ministry of Education and Science of Ukraine takes certain measures aimed to ensure access to the External Independent Testing and entry of Crimean school leavers to Ukrainian HEIs.
7. Teachers also emphasize severe bureaucratic procedures of attestation of academic staff that impacts their salary rate. They have to collect their own «portfolio» consisting of numerous documents confirming involvement in different activities. They have to take part in webinars, create personal websites, teach online lessons and carry out extra-curricular activities. All these are regulated by relevant regulations establishing grades for each type of activity. Hence, teachers' sentiments are changing depending on their load and the level of bureaucratization of the attestation procedure.

II. IN THE AREA OF ENSURING THE RIGHT TO TEACHING IN OR OF THE NATIVE (UKRAINIAN) LANGUAGE:

During the summer vacations of 2014, the structure of educational institutions was completely changed; the number of schools and classes offering tuition in the native language was drastically reduced. The Taurida National V. I. Vernadsky University has closed down the Ukrainian Philology Faculty; most teachers have been fired. The number of hours for the study of Ukrainian has become half as much as that for the study of Russian. 15 hours were given for the Ukrainian Language and Ukrainian Literature in total and 28 hours – for the Russian Language and Russian Literature. It is indicative that 15 hours a week were allocated for the study of foreign language. Such approach actually equalized the mother tongue and a foreign language (by this criterion).

Violations of the language and education rights of the Ukrainian minority in Crimea are characterized by the situation in the area of education in the 2014/2015 academic year. In particular, 177,984 students of 576 Crimean schools study in Russian. Only one school in Yalta remained out of 7 schools with instruction in Ukrainian. The number of students who study in Ukrainian is 1,990 or 1.2% of the total number of schoolchildren (or 184,869, of whom 4,895 students study in Crimean Tatar and 1,990 students are instructed in Ukrainian). Before the annexation, at least 8.2% of Crimean children were taught in Ukrainian.

The closure of the Ukrainian Philology Faculty of the Taurida National V. I. Vernadsky University has resulted in a sharp decrease in the number of teachers of Ukrainian language and literature and their retraining in teachers of Russian language and literature. Under the order of the Ministry of Education of the Republic of Crimea No. 132 as of 29 August, 2014, 276 teachers of Ukrainian language and literature have been sent for retraining in «Philology, Russian Language and Literature» for 10 months (the instruction of the Republican Institute for Post-graduate Pedagogical Education (CRIPPE) No.8 «On Enrollment» dated 1 September, 2014).

Since February 2014, Crimean authorities have created the atmosphere of Ukrainophobia and intolerance to Ukrainian identity, which has influenced the choice of the language of instruction. According to parents, most of them felt uncomfortable and failed to file applications for the language of tuition. Some parents reported special community meetings held by school masters to dissuade them from writing applications and saying that «the study of Ukrainian is a waste of time for your children. The knowledge of Ukrainian will not increase but reduce their opportunities to enter HEIs.» The problem of opposition between parents and school teachers was solved only by means of administrative pressure on teachers and teaching staffs and intimidation of parents through parent committees or individual conversations often attended with threats of violence and physical attack. Parents were pressed to decrease the number of applications for the teaching in the native language.

There are numerous examples of repressions and defamation against school teachers of Ukrainian language and literature, which eventually made them quit and leave Crimea or search for another job. Pressure was also put on children taught in Ukrainian. Almost 80% of them were forced to leave Crimea and enter educational institutions in other Ukrainian regions.

All this happened contrary to principles of the so-called Crimean Constitution governing, «Ukrainian, Russian and Crimean Tatar shall be the national languages of the Republic of Crimea», «the Republic of Crimea shall recognize the principle of diversity of cultures, ensure their equal development and mutual enrichment» (Paragraph 3, Article 1) and «everyone shall have the right to use his/her native language and to freely choose the language of communication, teaching, education and creation» (Paragraph 2, Article 19).

III. IN THE AREA OF ENSURING THE RIGHT TO TEACHING IN OR OF THE NATIVE (CRIMEAN TATAR) LANGUAGE

The development of a system of education in the Crimean Tatar language has always been serious challenges for Crimean Tatars. The above problems retained after the annexation and some of them even deteriorated, e.g. a reduction in the number of hours for study of Crimean Tatar language and literature. Headmasters have chosen curriculums without hours for study of native language and forced many parents not to file relevant applications.

Yet, the power has adjusted the policy for teaching and learning of Crimean Tatar language and literature and submitted for public discussion the State Program on **«Preservation, Learning and Development of Languages of Armenian, Bulgarian, Greek, Crimean Tatar and German Peoples for 2015-2020»**. Among other things, the Program «shall provide a legislative and organizational framework for education in minority languages on a non-discriminatory basis; and expand opportunities to meet the needs of every human being for the study of native language.» Another positive aspect is the task «to exercise the constitutional right to affordable and free pre-school, elementary and secondary education in Crimean Tatar».

Meanwhile, the number of schools with the Crimean Tatar language of teaching as well as that of schoolchildren who learn or are taught in the native (Crimean Tatar) language has not practically changed compared with the previous year. Yet, the number of hours has decreased. According to the **«Curriculum Sample for Educational Institutions of the Republic of Crimea with Instruction in the Native (non-Russian) Language (Ukrainian and Crimean Tatar)»**, the number of hours spent for the native language and Russian was the same in the 4th class, whereas in the 5th class, the difference in the number of hours for the Russian and non-Russian language and literature doubled. In upper school classes, subjects are not taught in the native language. The difference in the education systems also indicates possible deterioration of problems linked to education in Crimean Tatar.

It has also to be stated that the number of classes and schoolchildren has considerably decreased. In the 2014/2015 academic year, the number of schoolchildren taught in Crimean Tatar (from the 1st to the 9th classes) totals 4,975 (331 classes). In the 2013/2014 academic year, this indicator amounted to 5,551 schoolchildren (576 up from the previous year).

Also, the share of Crimean Tatar children who have access to teaching in or of the native language in the total number of children of the school age remains very low (15-20% at different levels) and is not in line with the real needs.

IV. IN THE AREA OF EDUCATIONAL WORK:

It is possible to state that a dominant concept of educational work is the one gradually promoted within the first months of the 2014/2015 academic year based on the need to shape a «defense ideology» by increasing the number of educational actions for combating extremism and terrorism. ***The Concept of Patriotic, Spiritual and Moral Education of the Population of the Republic of Crimea of 18 December, 2014*** is the fateful document promoting the development of Crimea's education area and focused, among other things, on «military and patriotic upbringing of school students». Many actions and events recommended to be conducted at educational institutions are dedicated to historical «substantiation of Crimea's annexation», which clearly indicates

the formation of further directions of patriotic education. The legal rules have toughened. Teachers report a trend towards Ukrainophobia and celebration of new holidays.

In the opinion of class masters, the number of actions has increased by many times. It all comes to «runaround replies». The real education is absent. It has become impossible to work on a specific problem at schools. The conduct of educational actions is ordered by authorities.

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1. Problems of education in the Ukrainian language in Crimea: the beginning of the new 2014/2015 academic year

Changes in the area of education and violations of the rights of Ukrainians to education in their mother tongue are particularly evident and gross.

Specifically, before the annexation, Crimea used to have 7 schools providing instruction in Ukrainian. There were 165 schools offering tuition in Ukrainian and in Russian, 1 school with Ukrainian and Crimean Tatar languages of instruction and 333 schools that provided education only in Russian. Anyway, at least 8.2% of Crimean children were taught in Ukrainian.

The situation has dramatically changed since the occupation. Only one group of classes was left for teaching in Ukrainian in the only Ukrainian school-gymnasium in Simferopol (just 9 Ukrainian-language classes compared to 33 Russian-language classes started their academic year on 1 September, 2014.) Other Ukrainian schools in Shchelkino and Kerch were closed. Hence, just 4 schools with tuition in Ukrainian are left in Crimea, however, their destiny is still uncertain. The number of classes with instruction in Ukrainian is being drastically reduced. Unfortunately, no official statistical data are available so far.

The Taurida National V. I. Vernadsky University has closed down the Ukrainian Philology Faculty.

In the opinion of respondents, a silent system of administrative pressure on parents and teachers so as to shrink the Ukrainian-language education space has been built up,

«The Ministry of Education makes pressure on school heads to exclude the Ukrainian language from the system of education as «unnecessary». In turn, teachers press on parents threatening with problems of admission to higher education institutions. As it is difficult to prove anything in this situation, parents usually agree with what they have been proposed.» — Interview materials

Moreover, pollsters have pointed out that repressions against the Ukrainian language in the system of education also limit opportunities for the development of education in the Crimean Tatar language.

«The opposition on the part of republican and local officials is very strong: they are very negative about the Ukrainian language in Crimea. The opening of schools or classes with instruction in Crimean Tatar implies the opening of schools or classes with instruction in Ukrainian. The negative attitude of officials and school administrations to this language makes it impossible to legitimate the Ukrainian and, consequently, Crimean Tatar languages.» – Interview materials

Notwithstanding the declarative articles of Crimean Constitution on state languages, Ukrainian, Russian and Crimean Tatar (Article 10), all documents in Crimea are produced in Russian. It is impossible to receive administrative services in Ukrainian. According to the Explanations No. 01-14/382 of the Ministry of Education of Crimea dated 25 June 2014, «The teaching and learning of state languages in the Republic of Crimea (Ukrainian and Crimean Tatar) shall not be provided to the detriment of the state language of the Russian Federation», i.e. Russian.

As the criteria of the «detriment» have not been set, authorities and local self-government bodies have direct influence on the use of languages in the system of education and are actually forbidding the instruction in Ukrainian.

In compliance with the recommendations of the Crimean Republican Institute of Postgraduate Pedagogical Education (CRIPPE) on the educational process at schools with «the native (non-Russian) language of teaching», the number of hours for the study of Ukrainian is **half as much as that for the study of Russian. 15 hours are given for the Ukrainian Language and Ukrainian Literature in total and 28 hours – for the Russian Language and Russian Literature.** It is indicative that 15 hours a week are allocated for the study of foreign language. Such approach actually **equalizes the mother tongue and a foreign language.**

History of Ukraine and Ukrainian Literature disappeared from the list of humanitarian disciplines in educational establishments. Analysis of the content of Russian textbooks for Crimea is a topic for another discussion but it has to be mentioned that they contain controversial aspects concerning the rights of Ukrainians and Crimean Tatars.

«Many teachers have lost jobs just because they taught Ukrainian. Many of them have been forced to retrain but could not fulfill themselves. Say, they are told to retrain as teachers of physics and if they fail, they will be fired.»

What is interesting is that due to the lack of schoolbooks on humanitarian subjects, especially history, teachers were unofficially allowed to use Ukrainian textbooks and teaching plans. However, if an inspection finds out that teachers use Ukrainian textbooks, they will be subject to administrative pressure as the whole situation is considered as the demonstration of disloyalty. Many teachers of the Ukrainian language and literature have lost jobs.

2. Changes in the teaching of history in Crimean schools after the annexation (2014/2015)

Drastic changes in the system of education have occurred after Crimea's annexation by Russia. In the context of teaching of humanitarian subjects, of special interest is history as the main form of communicating ideology to new generations.

From the 2014/2015 academic year, socio-humanitarian disciplines in the Republic of Crimea will be taught under curriculums of the Russian Federation... On 16 March, 2014, the national referendum has been held in Crimea. Over 96% of Crimeans have voted for the annexation. President of the RF Vladimir Putin commented on this event as saying, «To understand this choice, it is enough to know Crimea's history and to realize what Russia meant and means for Crimea and what Crimea means for Russia.» Teachers of history are recommended to conduct lessons and educational actions under the motto «We Are Together» dedicated to Crimean history based on the following materials:

- Address of President of the RF Vladimir Putin to the Federation Council of 18 March, 2014,
- Federal constitutional law of 21 March, 2014 «On the Acceptance of the Republic of Crimea into the Russian Federation and the Creation of New Federal Subjects – the Republic of Crimea and the Federal City of Sevastopol»,
- K. A. Kochegarov, Crimea in the Russian History. Teaching aid, M., «Russian Word», 2014.

Under the decree of Russian President Vladimir Putin No. 375 of 22 April, 2013 and for the purpose of drawing public attention to the issue of cultural development, preservation of cultural and historical heritage and the role of Russian culture in the world, 2014 is declared the Year of Culture. (Teaching aids on history and social studies in general education institutions of the Republic of Crimea in the 2014/2015 academic year)

In the Ukrainian and Russian system of education, history is taught from the 5th class **but forms of teaching are completely different. The unusual system of the study of history (as it happened in Crimea) is rather problematic for teachers and schoolchildren.**

The content of school subjects

The first problem is that Ukraine applies the linear model of education, whereas Russia uses the concentric one. Consequently, the change in the system of education gives a one academic year difference between curriculums. This problem is not officially emphasized since the demonstration of easiness, consistency and naturalness of «Crimea's return» is extremely important at all levels of state activity. Meanwhile, teachers have been unofficially suggested to «repeat» (or, in other words, to learn) material for the missing academic year by Ukrainian textbooks.

THE DIFFERENCE IN THE HISTORY CURRICULUMS IN RUSSIA AND UKRAINE

Class	5	6	7	8	9	10	11
Ukraine	Intro- duc- tion	His- tory of An- cient World	Medieval history	16-18 cen- turies	1789- 1914	1914- 1939	1939- 2014
Russian Federa- tion	His- tory of An- cient World	Me- dieval history	Medieval history + Modern history the late 15 th – the late 18 th centuries. The history of ancient Russia until the late 16 th century + the history of Russia in 17 th - 18 th centuries	19 cen- tury	The early 20 th – the early 21 st cen- turies	An- cient his- tory – until the late 19th cen- tury	20 th -21 st cen- turies

The methodological problem

The second problem is that the history of Russia is not a separate subject but a part of the World History Course studied from the 6th class, whereas the history of Ukraine is a separate subject studied in the context of the world history.

Besides, of special note is the fact that the study of Ukrainian history is not provided for in the history curriculum. Crimean history is not mentioned in Russian textbooks (apart from the events of March 2014). Hence, Crimean teachers could include Crimean history into a small curricular course, «the Local History», which, of course, is not enough.

The form and context of the coverage of the March events are extremely interesting. The Russian Ministry of Education and Science has developed recommendations for the conduct of thematic lessons in secondary and vocational institutions on the topic «Crimea and Sevastopol: Their Historical Meaning for Russia» (see details on the website of the Ministry of Education and Science of the Russian Federation dated 18 April, 2014). On 6 May, the Ministry of Education and Science of the RF has posted recommendations and methodical materials on this topic.

The brief history of Crimea described in the teaching aid ends with the recent events and presents political observations aimed to «explain» schoolchildren the position of Russian authorities. In particular, the teaching aid reads, «The forcible Ukrainianization of Crimea, which encroached on the rights of the Russian majority and other peoples, developed at a quickened pace <...> The power was seized by far-right and Russophobic elements supported by NATO.» Crimean teachers are recommended «to emphasize the feasibility of Crimea's annexation from the viewpoint of international law, moral and ethical norms».

The above excerpt illustrates the ideological and utilitarian function of history in the system of education of Russia. As a result, the history of Crimea's annexation is represented in a predictable manner in the government discourse of glorifying the presidential policy.

The course of social studies is another aspect important for describing the problems of teaching of humanitarian subjects in Crimea. Social studies is the general course taught in Russian schools and referring to the study of various social aspects. (Actually, it is mostly based on the Marxist-Leninist philosophy and the ideological-patriotic upbringing and substitutes the social science course taught under the USSR). The course studies the foundations of social sciences, such as philosophy, sociology and political science. Besides, it focuses on the law, economics, history, culturology and social psychology.

It has to be mentioned that there is no such subject as social studies in the system of Ukrainian education. Consequently, its introduction will pose a problem. This year, it is taught for Crimean schoolchildren of the 6th-11th classes (schoolchildren of the 6th-9th classes – 1 hour a week and schoolchildren of the 10th-11th classes – 2 hours a week). Hence, it is possible to conclude that the majority of schoolchildren will learn the subject from the middle of the course without introduction.

And the last thing that has to be mentioned is a radical difference in the teaching of humanitarian disciplines, in particular history and social studies, between Ukraine and Russia by curricular and ideological criteria. So, a change in the system of education on the territory of annexed Crimea is a rather complicated and «painful» process for teachers and schoolchildren as demonstrated by this Monitoring Report. The media prefer to suppress problems and difficulties faced by Crimean secondary education institutions as a result of the annexation.

3. Entry to Higher Education Institutions for Crimean School Leavers

Entry to Russian HEIs

The Ministry of Education and Science of the Russian Federation has drafted amendments to the federal law No. 84-ФЗ dated 5 May, 2014 «On Specific Features of Legal Regulation of Relations in the Area of Education in Connection with the Accession of Crimea and Sevastopol to Russia and on the Formation of New Constituent Territories in the Russian Federation – the Republic of Crimea and the Federal City of Sevastopol»¹. The new document is designed «to eliminate obstacles to the normal work of education institutions of the Crimean Federal District under Russian educational programs and standards»² (Moscow, 17 October, 2014; RIA News Agency). The law sets norms «aimed to ensure the integration of the education systems of Crimea and Sevastopol into the education space of the Russian Federation». The matter concerns the recognition of education and qualification levels, academic degrees and titles awarded in Ukraine as well as positions of pedagogy and research personnel in state higher education institutions (HEIs) and student rights to be adequate to education and qualification levels, academic degrees and titles awarded in Russia. Besides, the document provides for special procedures for the final assessment of school graduates and their entrance to HEIs. Activities of education organizations in Crimea and Sevastopol will be brought in line with the law of the Russian Federation. In general, this integration had to be carried out within the transition period until 1 September, 2014. Although Russian authorities say that «the number of unsettled issues is getting fewer and fewer» and that teachers have been retrained and provided with tutorials, comprehensive problems of the difference in curriculums still remain. These include final exams, general certificates of secondary education and admission to HEIs, including Ukrainian ones.

¹ The federal law of the Russia Federation No. 84-ФЗ dated 5 May, 2014 «On Specific Features of Legal Regulation of Relations in the Area of Education in Connection with the Accession of Crimea and Sevastopol to Russia and on the Formation of New Constituent Territories in the Russian Federation – the Republic of Crimea and the Federal City of Sevastopol» and amendments to the Federal Law «On Education in the Russian Federation» <http://www.rg.ru/2014/05/07/regulirovaniyedok.html>

² The Future Law to Impede the Development of Education in Crimea, 17 October, 2014 | RIA News Agency <http://law.edu.ru/news/news.asp?newsID=16414>

The amendments mostly concern the following:

1) A change in admission quotas for state-subsidized education in HEIs

The federal law No. 84-ФЗ provided for additional admission quotas for Crimean HEIs but at the same time, there is an order on the establishment of two federal HEIs in Crimea and Sevastopol, the Crimean Federal University³ and the Sevastopol State University.

«Earlier on, Crimean and Sevastopol authorities have established admission quotas for all higher education institutions. Yet, as the rules of the game are different at the federal level and the entry deadline expired, special admission quotas were set for the next academic year. This means that the next year, the Russian Ministry of Education and Science will set admission quotas without entry competition,» explained Maksim Zhivaev, Director of the Department of Law of the Ministry of Education and Science of the Russian Federation⁴.

2) The procedure for the final assessment of Crimean school graduates

The procedure for the final assessment of Crimean secondary school graduates in 2015 will be the same as in 2014, i.e. they will take either the final examinations or the Unified State Exam (USE). The procedure for admission to HEIs for them will be prolonged for one year as well.

The authors of the basic law No. 84-ФЗ believed that the year of study under Russian educational programs will help Crimean school graduates get prepared for the USE. However, the gap between Russian and Ukrainian curriculums is so great that it is impossible to overcome it within one year. Therefore, it was decided to admit Crimean senior schoolchildren to higher education institutions of Crimea and other regions by the simplified procedure, i.e. without the mandatory USE. Several USE centers will be set up in Crimea — in Simferopol, Sevastopol, Kerch and Feodosia.

Entry to Ukrainian HEIs

The recent letter of the Ministry of Education and Science of Ukraine No. 1/9-535 of 14 October, 2014 «On the Organization of Education in General Education Institutions for Persons Living on the Temporarily Occupied Territory of the Autonomous Republic of Crimea, the City of Sevastopol and in Anti-Terrorist Operation Areas of the Luhansk and Donetsk Regions»⁵ explains aspects of

³ The Crimean Federal University named after Vladimir Vernadsky is a Russian federal university in Simferopol set up in 2014 on the basis of 7 HEIs and 7 research centers of Crimea. The Federal University is established under the program of Crimea's integration into the public, economic and legal framework of the Russian Federation.

⁴ <http://www.informio.ru/news/id7805/Budushii-zakon-ustranit-prepjatstvija-dlya-razvitiya-obrazovaniya-v-Krymu>

⁵ <http://www.mon.gov.ua/ua/about-ministry/normative/2957->

further education and procedures for getting general education certificates issued in the government-approved format.

The letter clearly states, «*Education certificates issued by occupation organs of the Russian Federation and self-proclaimed Crimean authorities are and will not be recognized legal, nostrified or exchanged by the Ministry of Education and Science of Ukraine, other Ukrainian authorities and foreign countries.*»

Hence, «*Parents of students, first of all those in the final year of secondary school who live on the temporarily occupied territory of the Autonomous Republic of Crimea and in the city of Sevastopol (...) are recommended to take measures enabling their children to pass the External Independent Testing in spring 2015, receive general education certificates issued in the government-approved format and enter vocational schools and higher education institutions of Ukraine.*»

Under the Ukrainian legislation in force, «Senior schoolchildren, who live in the above areas and are willing to receive general education certificates issued in the government-approved format, have the right to continue education in Ukraine in all forms (full-time, evening, online, education without attending classes, individual and group education.»

The Ministry does not actually offer additional assistance to Ukrainian citizens in Crimea and proposes them to become refugees in mainland Ukraine in order to continue education.

On October 20, the Ministry of Education and Science of Ukraine has posted conditions for entrance to HEIs in 2015. It has to be mentioned that the document does not provide privileges or, at least, recommendations for Crimean school leavers. Besides, a Crimean Center is absent on the list of regional branches of the Ukrainian Center for Educational Quality Assessment (CEQA) available on its website (<http://testportal.gov.ua>). All other regions are included, even the Donetsk and Luhansk ones. Specifically, according to the Ukrainian CEQA, the Kherson CEQA is in the process of establishment (in connection with the liquidation of the Simferopol CEQA). Only after that, its service areas will be redistributed. Hence, for the time being, the informational and institutional capacities are weak to ensure the exercise of the right to education of Ukrainians in Crimea.

4. The State of Education in Crimean Tatar in Crimea in the 2014/2015 Academic Year

The development of the system of education in the Crimean Tatar language has always been a serious challenge for Crimean Tatars. The education system of Crimea has not properly secured the constitutional right to education in Crimean Tatar. Factors adversely affecting the development of education in the Crimean Tatar language incorporated:

- Lack of pre-school institutions
- Absence of modern and efficient facilities and equipment at schools with instruction in Crimean Tatar
- Underdeveloped Crimean Tatar terminology in various subjects (mathematics, physics, biology and others), which complicated the development of Crimean Tatar-language textbooks on technical and natural sciences
- Lack of technical school teachers teaching in Crimean Tatar
- Lack of methodical materials and teaching aids in Crimean Tatar.

The above problems retained after the annexation and some of them even deteriorated, e.g. the number of hours spent for the Crimean Tatar language and literature. Specifically, **before the beginning of the 2014/2015 academic year in Crimea**, the Maarifchi Association of Crimean Tatar Educators has pointed out problems in the area of education in the Crimean Tatar language,⁶ «**According to regional data, the number of hours for the Crimean Tatar language and literature at school with instruction in Russian is put in question because of problems with the load of teachers and desires of parents.**» This indicates that school heads have chosen curriculums exclusive of hours to be spent for the learning of the native language.

Teachers have stated, «At schools offering tuition in Russian, hours for the Crimean Tatar language have to be allocated based on the regional and school components, not less than 3 hours a week. The neglect of this rule will result in conflicts between teachers of the Crimean Tatar and Ukrainian languages, parents and school administration. At schools providing education in the Crimean Tatar language and in classes with instruction in Crimean Tatar on the basis of Russian-language schools, the problem with the load of teachers is not that acute. However, to retain and increase the number of hours spent for the native language

⁶ <http://qha.com.ua/v-shkolah-krima-sokraschayut-chasi-na-izuchenie-krimskotatarskogo-yazika-139442.html>

in 5th-9th classes, schools with instruction in Crimean Tatar have to switch to a six-day school week.»⁷

The new realities of educational institutions offering instruction in the Crimean Tatar language are as follows:

In the 2014/2015 academic year, there are 31 groups (836 children) with the Crimean Tatar language of upbringing and instruction in Crimea.

The largest number of such groups is reported in Simferopol (6 groups, 240 children), the Bakhchisarai (5 groups, 144 children), the Belgorod (5 groups, 113 children) and the Dzhankoi districts (5 groups, 105 children).

Groups with the Crimean Tatar language of instruction are absent in the following cities: Alushta, Armyansk, Dzhankoi, Yevpatoriya, Kerch, Krasnoperekopsk, Sudak, Feodosia and Yalta **and districts:** the Kirov, Krasnoperekopsk, Razdolne, Saky and Chernomorsk.

For comparison, in the 2013/2014 academic year, there were 33 pre-school groups for 820 children in Crimea. (This year, the number of groups has decreased by 2, whereas that of children has increased by 16).

THE CURRENT SITUATION IN FIRST CLASSES OF SECONDARY SCHOOLS BY DISTRICTS:

The largest number of first classes with instruction in Crimean Tatar is at the secondary school No. 42 of Simferopol (5 classes, 110 schoolchildren); at secondary schools of the cities of Bakhchisarai and Yevpatoriya, the Kirov and Sovetske districts – by 2-3 classes (65-36 schoolchildren). The smallest number of classes and schoolchildren is at the Sarybash secondary school of the first–third level of the Pervomaisk district and the Annovsk secondary school of the first level of the Belgorod district – by 1 class and 5 schoolchildren. In total, there are 27 first classes for 534 schoolchildren that provide education in the Crimean Tatar language.

In the 2014/2015 academic year, the number of first classes with instruction in Crimean Tatar at **Russian-language, bilingual and trilingual schools** fluctuates from 0 to 11 and averages 44 classes for 604 schoolchildren. The largest number of first classes (11 classes, 129 schoolchildren) is recorded in the Kirov district, the city of Simferopol (5 classes, 94 schoolchildren) and the Belgorod district (5 classes, 73 schoolchildren). Classes of this type are absent in the following cities: Armyansk, Yevpatoriya, Kerch, Krasnoperekopsk, Saky, Yalta and districts: the Bakhchisarai, Lenin and Nizhnegorsk.

⁷ https://www.facebook.com/permalink.php?story_fbid=690515057703430&id=100002348260445&fref=nf

IN EDUCATIONAL INSTITUTIONS:

In the **2014/2015** academic year, there are **15** schools (**161** classes, **2,793** schoolchildren) with the Crimean Tatar language of teaching in Crimea. The number of schools has not changed compared with **the previous year**, whereas that of classes and schoolchildren has grown by 21 and 299 respectively (**182** classes, **3,092** schoolchildren).

Besides, **170** classes for **2,182** schoolchildren offering tuition in Crimean Tatar have opened **on the basis of 47 Russian-language schools**.

For comparison, in the **2013/2014** academic year, there were **20 bilingual schools** (Crimean Tatar and Russian, **68** classes, **679** schoolchildren), **27 trilingual schools** (Crimean Tatar, Russian and Ukrainian, **109** classes, **1281** schoolchildren) and **1** Crimean Tatar-language school with Ukrainian-language classes (**40** classes, **809** schoolchildren). The number of Crimean Tatar-language classes in **48** schools with instruction in different languages totaled **304** (**2,769** schoolchildren).

It has to be mentioned that the number of classes and schoolchildren has considerably decreased (down from the previous year by **134** classes and **587** schoolchildren).

In the **2014/2015** academic year, the number of schoolchildren taught in Crimean Tatar (from the 1st to the 9th classes) totals **4,975** (**331** classes). In the **2013/2014** academic year, this indicator was higher by **576** and amounted to **5,551** schoolchildren.

In the **2013/2014** academic year, only **12,707** schoolchildren studied the Crimean Tatar language (including **5,773** schoolchildren studied it as a subject, **28** schoolchildren – advanced study and **6,906** schoolchildren – optional study). In the **2014/2015** academic year, the number of schoolchildren has grown to **20,941** (including **12,461** schoolchildren who studied it as a subject, **241** schoolchildren – advanced study and **8,139** schoolchildren – optional study).

According to the «Curriculum Sample for Educational Institutions of the Republic of Crimea with Instruction in the Native (non-Russian) Language (Ukrainian and Crimean Tatar)», the number of hours spent for the native language and Russian is the same in the 4th class, whereas in the 5th class, the difference in the number of hours for the Russian and non-Russian language and literature doubles⁸.

⁸ Methodical recommendations for the teaching the Crimean Tatar language and literature in general secondary institutions of the Republic of Crimea for the 2014/2015 academic year (Annex 3)

§4 The State of Education in Crimean Tatar in Crimea in the 2014/2015 Academic Year

CURRICULUM SAMPLE FOR EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF CRIMEA WITH INSTRUCTION IN THE NATIVE (NON-RUSSIAN) LANGUAGE BASIC GENERAL EDUCATION

School subjects	Number of hours per week					Total
	V	VI	VII	VIII	IX	
Russian language	5	5	3	2	2	17
Literature	2	2	2	2	3	11
Native (non-Russian) language and literature	3	3	3	3	3	15

There are problems with the learning of the native language in upper school classes.

The difference in the education systems also indicates a possible deterioration of problems of education in the Crimean Tatar language.

5. The Situation in Education in Respect of the Right to Teaching in or of the Native (Non-Ukrainian) Language

Paragraph 1, Article 10 of the Constitution of the Republic of Crimea of 11 April, 2014 reads, «Russian, Ukrainian and Crimean Tatar shall be the national languages in the Republic of Crimea» (*although the text of the Constitution of the republic of Crimea in Ukrainian and Crimean Tatar is not available on official Crimean websites*). «The Republic of Crimea shall recognize the principle of diversity of cultures, ensure their equal development and mutual enrichment» (Paragraph 3, Article 10) and «The Republic of Crimea shall create and provide equal conditions for the preservation and development of all ethnic cultures» (Paragraph 4, Article 37). Paragraph 2, Article 19 of the Constitution governs, «Everyone shall have the right to use his/her native language and to freely choose the language of communication, teaching, education and creation.»

Yet, since the very beginning of annexation, central and local Crimean authorities have created conditions incompatible with the declared principles.

The problem of choosing the language of instruction

Despite the fact that the ethnic composition of Crimea's population remained the same, the transition to the Russian system of education has entailed changes in curriculums and the number of hours for the learning of the native language (it has to be reminded that under the 2001 Census, 24.3% of Crimeans identified themselves as Ukrainians, while 10.1% recognized Ukrainian as their mother tongue). Hence, the need for teaching in and of the native language is still acute.

Education has become one of the main areas of total ousting of Ukrainian from the use. There are numerous examples of repressions and defamation against school teachers of Ukrainian language and literature, which eventually made them quit and leave Crimea or seek another job. Pressure was also put on children taught in Ukrainian. Almost 80% of them were forced to leave Crimea and enter educational institutions in other Ukrainian regions.

A number of legal documents have been adopted to ensure the observance of constitutional principles. Specifically, the Letter of the Ministry of Education, Science and Youth of the Republic of Crimea No. 01-14/382 *«On the Choice of the Language of Instruction»* dated 25 June, 2014 aims to ensure the right to education in the native language and explains the mechanism of formation of classes with the national (Crimean Tatar and Ukrainian) and native languages of tuition based on the 25 October, 1991 Federal Law No. 1807-1 *«On Languages of Peoples of the Russian Federation» (amended) and Article 11 of the 29 December, 2012 Federal Law No. 273-ФЗ «On Education in the Russian Federation»*.

The Letter emphasizes, «Of special note is the task to ensure the free, voluntary and conscious choice of a language of teaching and learning by parents... The choice shall be confirmed by parents' written applications. Officials and employees of educational authorities and institutions shall impact the choice of the language of education on no pretext (convenience for a school/class; absence of opportunities to ensure this choice; absence of experienced teachers, etc.).

However in practice, Crimean authorities created the atmosphere of Ukrainophobia and intolerance to Ukrainian identity over the past months (since February 2014), which, in turn, has influenced the choice of the language of instruction.

According to parents, most of them felt uncomfortable and failed to file the said applications. Some parents have reported special community meetings held by school masters to dissuade them from writing applications and saying, «The study of Ukrainian is a waste of time for your children. The knowledge of Ukrainian will not increase but reduce their opportunities to enter HEIs and is therefore absolutely useless for employment.»

The problem of teachers of Ukrainian language and literature

Taking into account a sharp decrease in the number of hours to learn the Ukrainian language and literature and a decrease in the number of teachers, the Crimean education system has faced the problem of retraining of many of them. They were proposed:

- Take short-term retraining courses for teaching the Russian language and literature and further on-site and off-site training on the basis of the Crimean Republican Institute of Postgraduate Pedagogical Education (CRIPPE) for **10 months**

- Under the 29 August, 2014 order the Ministry of Education of the Republic of Crimea No. 132, **276** teachers of Ukrainian language and literature have been sent for retraining in «Philology, Russian Language and Literature» for 10 months (the CRIPPE instruction No.8 of 1 September, 2014 «On Enrollment»).

The problem of curriculums, textbooks and teaching aids

The attitude to Ukrainian textbooks on Ukrainian language and literature and other subjects has become indicative in the context of perception of the Ukrainian culture, language and literature.

As reported by school teachers, despite the oral permission to use Ukrainian textbooks in case of a shortage of Russian ones, in early September, representatives of the Ministry of Education and regional education authorities have raided Crimean schools to confiscate Ukrainian textbooks and punish teachers for their use. All Ukrainian textbooks were confiscated and brought to basements. *Only on 10 November, the Ministry of Education of Crimea has passed the resolution No. 265 on the transfer of Ukrainian textbooks to educational institutions of the Donetsk and Luhansk regions.*

The teachers have also reported the closure of some educational programs, e.g. the Ukraine's Intellect for the elementary school developed by Kharkiv experts. Conversely, the Recommendations for the Development of the Ukrainian Language and Ukrainian Literature Curriculums and the «Curriculum Sample for Educational Institutions of the Republic of Crimea for the Ukrainian Language in the 5th-9th Classes at Russian-Language Schools» are designed to ensure the study of Ukrainian. On their basis, every teacher has to develop an individual program for every class.

Ukrainian symbols are actually prohibited in educational establishments. Such massive Ukrainianophobia and information propaganda have resulted in intolerance of children to Ukrainian symbols (at a children drawing contest, there have been examples when children refused to draw the Ukrainian national flag «because there is no such country as Ukraine»).

As of now, there are no complete statistical data on the number of classes and children who study in Ukrainian or learn the Ukrainian language and literature. The teachers say that at many schools, only one hour per week is allocated for the study of Ukrainian language and literature (**optional study, by 5-6 school-children**); and only in Ukrainian-languages classes, 3 hours are allocated for this purpose. **A group of teachers has been formed to develop adaptive textbooks.**

The absence of protection of the right to education in Ukrainian in educational decisions and documents

The recent decisions of Crimean authorities are indicative in respect of the Ukrainian culture, language and literature. *Specifically, on 23 October, 2014, the Council of Ministers of the Republic of Crimea has passed the resolution No. 235 on measures to restore historical justice and ensure the political, social and spiritual revival of the Armenian, Bulgarian, Greek, Crimean Tatar and German peoples disadvantaged by illegal deportation and political repressions on ethnic and other grounds.* The State Program on «**Preservation, Learning and Development of Languages of Armenian, Bulgarian, Greek, Crimean Tatar and German Peoples for 2015-2020**» has been submitted for discussion. Among other things, the Program «shall provide legislative and organizational conditions for education in minority languages on a non-discriminatory basis; and expand opportunities to meet the needs of every human being for the study of the native language.» Another positive aspect is the task «to exercise the constitutional right to affordable and free pre-school, elementary and secondary education in Crimean Tatar».

Yet, no document ensuring the right to education in Ukrainian has been developed and adopted. Perhaps it is because the Program's expected results are as follows, «the share of citizens in the population of the Russian Federation residing in Crimea who positively assess the state of inter-ethnic relation is 85%, while the level of tolerant attitude to citizens who speak their mother tongue is 95%.»

6. Specific Features of Educational Work in the Autonomous Republic of Crimea

In December 2014, two new documents have been issued to promote the development of education and training in Crimea, the decree of the Head of the Republic No. 522-Y «**On the Approval of the Concept of Patriotic, Spiritual and Moral Education of the Population of the Republic of Crimea**» of 18 December and the resolution of the Crimean Council of Ministers No. 651 «**On the Approval of the State Program for the Development of Education and Science in the Republic of Crimea for 2015-2017**»⁹ of 30 December prioritizing, among other things, «military and patriotic upbringing of the students».

Meanwhile, no Program Section is dedicated to the access to education in minority languages or, at least, the exercise of the right to learn them. There are no statistical data on the language of instruction or other characteristics of the existing educational institutions of Crimea. Only the beginning of Section 1 reads, «*The state provides constitutional guarantees and rights to education in the Russian language, implements comprehensive measures for the retention and development of a network of classes and schools offering tuition in the native (Ukrainian and Crimean Tatar) languages, including maintenance of their facilities and equipment.*»

The authors of the Concept stress, «The Concept is based on the all-Russian principles of and methodological approaches to the patriotic upbringing and education.» «It has to ensure the implementation of the state patriotic education policy in the Republic of Crimea as a part of the Russian Federation by means of **accelerated bridging of a historical gap between the Russian and local education system regarding ideology and methodology.**»

Section 2 is dedicated to the historical substantiation of Crimea's annexation that shapes the directions of patriotic education, the main one of which is «to improve military and patriotic upbringing and enhance the motivation for military service, provide citizens of the Republic of Crimea with knowledge of its fundamentals; form the understanding of citizens' place and role in their service to Motherland, high personal responsibility for the fulfillment of military service requirements, the need to acquire skills and abilities needed to serve in the Armed Forces of the Russian Federation, other military formations (perhaps, this implies Crimean Self-Defense units?) and bodies on the territory of the Republic of Crimea.»

⁹ http://rk.gov.ru/rus/file/pub/pub_238010.pdf

The Concept also declares the need «*to shape racial, ethnic and religious tolerance and to preserve ethnic identity, tolerant attitude to the language of communication, nationality and religion as well as tolerant attitude to languages, cultures and traditions of Russian peoples*» but that is all.

It is possible to state that the Concept has actually prioritized the education directions gradually promoted within the first months of the 2014/2015 academic year based on the need to shape a «**defense ideology**» by **increasing the number of educational actions for combating extremism and terrorism**. Terrorism is seen everywhere but there are contractions described in relevant paragraphs of schoolbooks (!!) (e. g., L. Bogoliubov and others, Social Science, textbook for the 10th class, Basic Level, M., 2014. P. 351; Paragraph 9 is fully dedicated to the global threat of international terrorism; history textbooks for 9 and 11 classes also depict terrorism and the search of enemies).

The (legal) rules have toughened. Teachers report a trend towards «ousting» the Ukrainian language and culture, celebrating new holidays and adopting formalities. According to a class master, «*Other people's work style and holidays are being forcibly imposed.*» Specifically, the following holidays have to be celebrated together with children: the Russian Constitution Day, the Unknown Soldier Remembrance Day, the Day against Terrorism and Drugs, the Day of the Heroes of the Fatherland and the Day of Russian Elections (each holiday is established by a separate decree). Names of some clubs and optional courses draw attention as well, «*I Am a Russian Citizen*» or «*Russian Action-Oriented Games*». ¹⁰ (**Examples of some contests are given in below.**)

In the opinion of class masters, «The number of actions has increased by many times. It all comes to «runaround replies». The real education is absent.» In particular, in November 2014, a Simferopol school held elections of a school president. Children told teachers that a candidacy of an «elected» boy had been approved long before and that elections were just a formality. «Elections were held just to confirm that all formalities were observed.» This is how the respect for democratic control procedures is instilled in Crimean children.

According to teachers, most educational activities are handed down. It has become impossible to work on a specific problem at schools. The conduct of educational actions is ordered by authorities.

Schoolchildren cite other examples of enhanced military and patriotic education through actions against terrorism and extremism. They say that it is partly good and partly bad.

As reported by teachers, some students (about 30%) are fond of Russian history and take an interest in it. Other 10% are interested in nothing, whereas the

¹⁰ <http://chauka.krimedu.com/ru/site/extracurricular-activities.html>

rest 60% learn what they are taught. Data of the 15 November municipal (district) Academic Competition in history demonstrate that there were no prize winners among students of 10th-11th classes of the Simferopol district. In other words, no one got even 50% of grades because it is difficult for schoolchildren to learn Russian history. The Social Science course (taught from the 6 class) is perceived better than history because it raises socially important issues, which are interesting for children.

Teachers also emphasize severe bureaucratic procedures of attestation of academic staff. They have to collect their own «portfolio». If a teacher fails to be attested, he/she is placed at the lowest level, not a level down. So, teachers refuse to attest for the first category. They have to take part in webinars, create personal websites, teach online lessons, carry out extra-curricular activities etc. All these are regulated by relevant decrees and legal documents establishing grades for each type of activity.

New contests are announced actually each day: on the law, on the war, on history and others. Some of them are free, whereas others are for money. Students unwillingly participate even in free ones. Teachers have to force them as their bonuses depend on these contests.

Hence, teachers' sentiments are changing. Many of them start understanding this «throwback» of education. One pro-Russian deputy head teacher said that the Ukrainian education system was freer. Yet, this changes little.

Examples of some contests

1.

The Education Department of the Simferopol District State Administration in the Republic of Crimea

02 December, 2014,

Simferopol

No. 2945

To the attention of the leadership of comprehensive educational institutions

The Education Department of the Simferopol District State Administration informs the following: According to the letter of the Crimean Prosecutor General's Office No. I-21-4778-14/11538 dated 17 November, 2014 and with the purpose of propagating and promoting healthy living among the students, we recommend organizing and holding the ***children drawing contests on «Control of Drugs and Alcohol» and «Combating Extremism and Terrorism*** in educational institutions.

Until 15 December, 2014, a registrar of the Education Department shall be presented electronically with information on relevant actions (materials and drawings' photos).

2.

The announcement of the «Crimean Spring» Patriotic Poetry Republican Contest

The contest aims to shape patriotic views, ideals and respect for Crimea's historical and cultural past and present. The contest shall: help the students show their worth in literature, expand creative potential, social activity and civic responsibility by means of creative writing.

Deadline: 1 March, 2015.

Organizers: the Association of Teachers of Russian Language and Literature, the Crimean Republican Institute of Postgraduate Pedagogical Education under the auspices of the Ministry of Education, Science and Youth of the Republic of Crimea.

Timeframe: 15 December, 2014 – 1 March, 2015.

Creative educators, educational workers, teachers, methodologists, teachers of Russian language and literature are invited to take part in the contest.

Participants in the contest are offered the opportunity to assay their abilities in writing essays on Motherland, Crimea's return to Russia and the most sacred human values – homeland and patriotism.

Participants are asked to send their applications and works on data storage devices (CD or DVD) at the following address: the Crimean Republican Institute of Postgraduate Pedagogical Education, 15 Lenin Street, Simferopol, 95001 or email them at: info@krippo.ru.

7. The transition from the twelve- to five-point grading scale in Crimea

After the illegal annexation of Crimea, numerous efforts have been made to transform the Ukrainian system of education in accordance with the Russian rules. Specifically, Crimean schools have actually shifted to the Russian educational standards from 1 September, 2014 in compliance with the federal laws No. 84-ФЗ «On Specific Features of Legal Regulation of Relations in the Area of Education in Connection with the Accession of Crimea and Sevastopol to Russia and on the Formation of New Constituent Territories in the Russian Federation – the Republic of Crimea and the Federal City of Sevastopol» and amendments to the Federal Law «On Education in the Russian Federation» dated 5 May, 2014.¹¹

«Starting from the new academic year, Crimea will definitely adopt the Russian standards, including the five-point grading scale,»¹² said Natalia Goncharova, Minister of Education in the self-proclaimed Crimea government.

On his visit to the Simferopol Special Secondary Boarding School No. 2 on 1 September, Head of the Republic Sergey Aksenov stated that the five-point grading scale «will help more efficiently evaluate academic progress of school students»¹³ compared with the previous 12-point system. «In our case, the Soviet five-point system seems to be more efficient,» he added.

In the Russian Federation, the five-point grading system has not changed since the USSR. In the Soviet Union, this system was introduced by the Ministry of Education in 1937. Annexed Crimea has transited to the five-point grading scale at schools on an instantaneous basis¹⁴:

Ukraine	Russia
«10», «11», «12»	«5»
«9», «8», «7»	«4»
«6», «5», «4»	«3»
«3», «2», «1»	«unsatisfactory»

¹¹ The Republic of Crimea and the City of Sevastopol: Integration of the System of Education and Science: <http://минобрнауки.рф/новости/4092>

¹² Crimean School Students to Return to the Five-Point Grading Scale: <http://nbnews.com.ua/ru/news/116511/>

¹³ Aksenov Welcomes the Five-Point Grading System in Crimea, News of Crimea, Crimean News Agency, 1 August, 2014: <http://news.allcrimea.net/news/2014/9/1/aksenov-rad-cto-v-krymu-budget-pyatibalnoe-otsenivanie-znanii-20514/>

¹⁴ Based on the letter of the International Department of the Ministry of Education and Science of the Russian Federation No. 16-11204 dated 4 September, 2013

After a few months experience of transiting from the 12- to 5-point grading system, it is possible to state that the attitude to it is ambiguous. By the way, the 100-point grading scale applied at the EIT is discordant to the five-point system.

According to an interview with Crimean teachers, it is possible to conclude that the shift to the Soviet grading system has adversely affected the educational process. It is because, say, Russian «3» («satisfactory») actually equates those who were below their schoolfellows in class and mediocre students. By the way, educators of Russia, where the academic grading at schools has not been reformed since the USSR, put forward similar arguments.

Many head teachers attempt to press students for «2» («unsatisfactory») as academic term grades because under the Russian law, «2» for a subject means the retaking of an exam in fall (several «2s» mean that a student will be held back). Under the 12-point grading system, all the grades were recognized and no students were held back. Teachers say that they are «closed» within the three grades, «3», «4» and «5».

Although children easily accommodate to changes, they are ambiguous about the above process. Most respondents say that the transition was difficult because of a misunderstanding and strangeness of the «limited» grading system. Yet, some pollsters emphasized the insignificance of this change.

The major disadvantage of the new system is its «lesser flexibility». In other words, the transition to the five-point system turned «7», «8» and «9» into «4» («good» grade). Schoolchildren take this ill because no difference is made between those «good» and «middling» students. However, all who got «7» are turning into mediocre students.

In general, the return to the five-point grading scale is a step back in the process of historical development the educational system. The so-called Soviet system is not in line with the Bologna process, which aims to develop a European higher education area by making academic qualifications and quality assurance standards more comparable and compatible. Hence, the return to the five-point grading scale complicates the integration of Crimean students into a European higher education area.

It has to be stated that this seemingly insignificant step, the change of the grading system, actually poses a lot of problems. The shift from the 12- to 5-point grading scale is negative because it restricts not only flexibility of the grading system, thus creating additional difficulties for teachers and students but also opportunities of Crimean school graduates for choosing HEIs for further education.

8. The situation in the area of education regarding instruction in Ukrainian and some aspects of educational work in Crimea

At the beginning of the 2014/2015 academic year, there were 4 out of 7 schools with instruction in Ukrainian, whereas in January 2015, **only one school remained (in Yalta). The number of students who study in Ukrainian is 1,990 persons or 1.2% of the total number of schoolchildren (184,869, of whom 4,895 students study in Crimean Tatar, 1,990 students are instructed in Ukrainian, whereas the rest of 177,984 students of 576 Crimean schools study in Russian).**

Data on the number of classes are concealed. In October, Natalia Goncharova, Minister of Education in the self-proclaimed Crimea government, stated, «There are classes with tuition in Ukrainian in 20 Crimean schools.» Yet, these speculations contradict the reality. The «Ukrainian language» subject is studied only as an optional course. It means that after lessons, students take a 45-minute rest break and then take additional (optional) course, if their parent filed relevant applications. At the majority of Crimean schools, only 2 hours are allocated for the study of Ukrainian and Crimean Tatar instead 3 hours guaranteed by the law (Article 10 of the Constitution of the Republic of Crimea, Article 14 (Language of Education and Learning) of the Russian Federal Law No. 273 «On Education» of 29 December, 2012). Needless to say, such organization of the study of languages can hardly be called effective and adequate to language needs.

Only 33 students from different classes and schools took part in the Ukrainian language and literature Academic Competition in January 2015, which indicates a sharp reduction in the number of schoolchildren who lean Ukrainian (data are given for the Simferopol district – **see Annex 1**).

It will be possible to get some statistical data on the number of students learning Ukrainian or Crimean Tatar after processing information on the number of applicants for State Final Certification in the Ukrainian or Crimean Tatar language. Relevant data are to be collected in accordance with the letter by the Ministry of Education and Science of Crimea No. 01-43-01/03 dated 14 January, 2015 (**see Annexes 2, 3, 4**).

It has to be noted that the CRIPPE website asks the question «Do you believe the study of Ukrainian or Crimean Tatar to be mandatory for Crimean students regardless of their desire?» to be answered «Yes» or «No» (<http://www.krippo.ru/component/acepolls/poll/2-2015-02-02-12-44-57>). As of 8 February, 2015, 1,467 users answered «yes» and 473 users answered «no» out of 1,940 visitors. The above question demonstrates that authorities are studying

the attitude to trilingualism stated in the Crimean Constitution. Yet in practice, everything is different.

The animosity towards Ukrainian language and culture, xenophobia and intolerance towards Ukraine and Ukrainians is currently growing, ranging from the open position of CRIPPE educators «No hours should be given to teachers of Ukrainian language or social science. They are our ideological enemies!» to their strong anti-Ukrainian propaganda in educational institutions.

In this respect, of special note is the letter No. 868/01-04 of 13 November, 2014 of the CRIPPE Rector recommending the leadership of educational authorities to include into the school curriculum a xenophobic piece of poetry of doubtful artistic value (**see Annex 5**).

Such mass propaganda has already given results. At the January 15 Academic Competitions, there were many essays on history of students of the 10th-11th classes with phrases like «we have always been insulted but we will retaliate», «the West is our enemy», «our great Motherland, our people» and «Russians, Ukrainians, Byelorussians and Jews suffered in the Great Patriotic War but Slavs suffered most».

The same mass propaganda of xenophobia and intolerance is conducted among teachers. In particular, on 3 February, 2015, the CRIPPE has held a meeting with Maksim Grigoriev, Doctor of Political Science, member of the Civic Chamber Council from the Novgorod region, Director of the Non-Commercial Foundation for Democracy Studies, who made a video presentation of the book «Military Crimes of Ukrainian Militants: Tortures and Inhuman Treatment of Donbas Residents».

All of this adversely impacted inter-ethnic relations on the peninsula and created foundations for conflicts and intolerance towards different ethnic and language groups.

The results of the Ukrainian language and literature Academic Competition in the 2014/2015 academic year

Annex 1

Annexes

No.	School	7 class	8 class	9 class	10 class	11 class	Points, total	Place
		Points	Place	Points	Place	Points	Place	
1.	Vinnitskaya						0	35
2.	State school No. 1	27,5	3	16,5			23	6
3.	Gvardeisk Educational College						-	-
4.	Gvardeisk Educational College No. 3			13	14		13,5	13
5.	Dobrovskie Educational College	8,5	12	21	54	1	27	3
6.	Donsk			30	2	21	13	23
7.	Denisovka						0	35
8.	Zhuravlevka						0	35
9.	Kolchugino No. 1				22		22	7
10.	Kolchugino No. 2	11,5					11,5	15
11.	Konstantinovka						0	35
12.	Kubanka			24	3		25	5
13.	Mazanka	10	12,5	9	17	13	12,3	14
14.	Malenka						0	35
15.	Mirnovo No. 1						-	-
16.	Mirnovo No. 2						0	35
17.	Molodezhnensk No. 1				30	2	32	1
18.	Molodezhnensk No. 2			25	3		26	4

19.	Nikolaevka	18,5							18,5	10
20.	Novoandreevka								-	-
21.	Novoselovo			25	3	20			23,5	6
22.	Partizanka								0	35
23.	Perovsk Educational College								0	35
24.	Pervomaisk	16							16	11
25.	Pozharsk								0	35
26.	Perevalnoe			20					20	9
27.	Rodnikiorsk Educational College	9,5	14	3	16	4			9,3	16
28.	Skvortsovsk	13	12		24,5	3	7,5		15	12
29.	Teplovsk								0	35
30.	Trudovsk			25	3				26	4
31.	Ukromnovo								-	-
32.	Urozhainoe	16	13	19					16	11
33.	Chaikinsk			24	3	24	3	9	21	8
34.	Chistensk Educational College		36/20	2			22	3	29	2
35.	Shirokovsk								-	-
36.	Ukrainsk	12		2					7	17
37.	Zalessk								0	35
38.	Krasnoselsk								0	35
39.	Klenovsk			20					20	9

Methodologist of the Children's and Youth Activity Center A. N. Kostikova
 Award panel: G. I. Sakharchuk, N. N. Saltykova, T. T. Slonimskaya, S. Y. Varfolomyeyeva,
 M. S. Lysenko, E. V. Ustinova

Letter by the Ministry of Education and Science of Crimea No. 01-43-01/03 dated 14 January, 2015

The letter of the Ministry of Education and Science of the Republic of Crimea No. 01-43-01/03 «On Clarification of Some Aspects of Registration for the State Final Certification» dated 14 January, 2015 is forwarded to Directors of municipal budgetary general education institution for reading and submission of information to the Children's and Youth Activity Center, Room 5.

A form of application for the state final certification (Annex 1) and information on the number of 2014/2015 school graduates (Annex 2) **shall be submitted until 30 January, 2015.**

Information on each individual subject shall be confirmed on paper and emailed to:

- Crimean Tatar language and literature – A. I. Rustemova (alierustemova@mail.ru);
- Ukrainian language and literature – A. N. Kostikova (shunigka27@yandex.ru)

A form of application for the state final certification in the native language and literature

Chairman State Examination
Commission of the Republic of Crimea
N. G. Goncharova

Application

(Surname)

_____ (Name)

(Name)

_____ (Patronymic)

(Patronymic)

Contact number:

(Priority line)

Date of birth:

		.			.			

Day/month/year

Identification document

(Document name)

Series: Number:

Gender: Male Female

Gender: Male Female
Ask to register me for the State Final Certification in the native language from among languages of peoples of the Russian Federation and literature of peoples of the Russian Federation in the native language from among languages of peoples of the Russian Federation

Native language (_____)

Indicate the subject name

Native literature (_____)

Indicate the subject name

Consent to personal data processing is enclosed.

Applicant's signature _____ / _____
(Full name))

«_____» _____ 2015

Application accepted by: _____ / _____
(Signature) (Full name)

Date «_____» 2015 г.

Registration Number

Information on the number of 2014/2015 school graduates who applied for the State Final Certification in the native language and literature

City/district _____

Subject name _____

Nº	Name of educatioal institution	Graduate's full name

Annex 5. Letter No. 868/01-04 of 13 November, 2014 by the CRIPPE
Rector recommending the leadership of educational authorities to include into the
school curriculum a xenophobic piece of poetry of doubtful artistic value

10.46



МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖИ РЕСПУБЛИКИ КРЫМ
КРЫМСКИЙ РЕСПУБЛИКАНСКИЙ ИНСТИТУТ ПОСЛЕДИПЛОМНОГО
ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ

295001, г. Симферополь, ул. Ленина, 15
Тел.факс (0652) 27-45-15, 25-47-31
E-mail: info@cripro.ru , cripro@cripro.ru

«13» ноября 2014 г.
№ 868/01-04

**Руководителям органов управления
образованием**

С целью выполнения требований Федерального государственного образовательного стандарта среднего (полного) общего образования, ориентированного в том числе на становление личностных характеристик выпускника, любящего свой край и свое Отечество, знающего русский и родной язык, уважающего свой народ, его культуру и духовные традиции, рекомендуем на уроке русской литературы в 11 классе в рамках изучения современной поэзии проанализировать стихотворение Анатолия Пшеничного «Работа над ошибками». Это поможет учащимся воспринимать поэзию как органический элемент жизни современного общества, познакомит с биографией и творчеством современного поэта Анатолия Пшеничного. Текст стихотворения прилагается.

С целью формирования российской гражданской идентичности, патриотизма, уважения к своему народу, гордости за свой край, свою Родину, за прошлое и настоящее многонационального народа России рекомендуем для учащихся 10 – 11 классов провести классный час по теме: «Как в одной букве отражается судьба страны».

Приложение 1 л.

Ректор

А.Н. Рудяков

Буласова И.С.
17-978-817-47-07

17.11.2014

17.11.2014

Работа над ошибками

Нам вопрос этот не на засыпку-
За отцов отвечают сыны.
Мы сумели исправить ошибку:
В слове «Крым» снова пишется «Ы»!
Бьют нам в спину глухие проклятья,
Буд-то камни из вражеских рук...
В один миг наречённые братья
Отречёнными сделались вдруг.
Не за вас нам обидно – послушных
Хитрой воле чужих главарей,
А за ваших красивых хохлушек,
За надежных донецких парней,
За медаль, что под Киевом деду
Командир вручал в сороковых,
И за общую нашу Победу,
И за преданных наших святых!..
А сегодня сам Вий бы без дрожи
Не глядел, как ползут меж корней
На свет божий небритые рожи-
Вурдалаков в обличье вождей!
И. «пугая ежа голой попой»,
Верещат: «...Сжечь Россию грозой!»...
... «Ще не вмерла?...» - давай же – попробуй –
Погрози нам потешной косой!
Мы себе не творили кумира,
Когда, встав за столом во весь рост,
Поднимали мы: «За командира!»-
Не фальшивый и правильный тост.
И пусть жить нам сегодня нешибко
В мире бешеной лжи и казны,
Мы сумели исправить ошибку-
В слове «Крым» - снова пишется «Ы»!

А. Пиеничный. март 2014 г.