

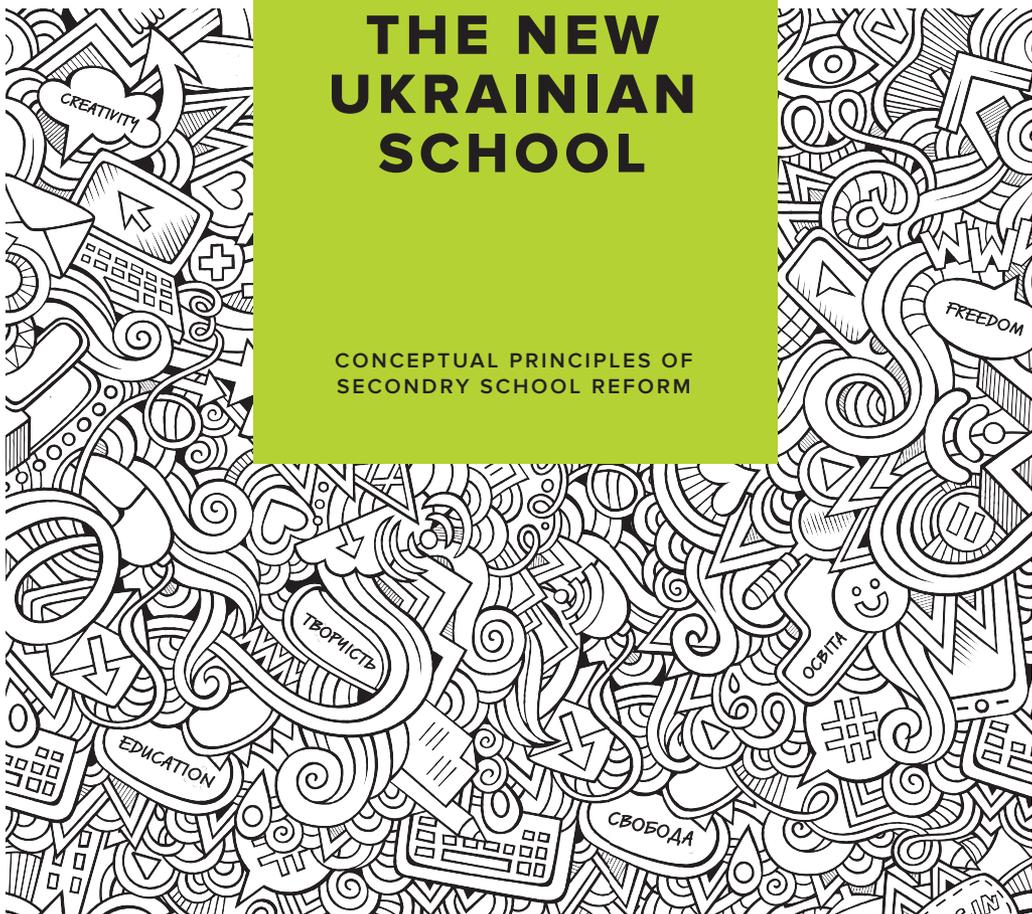
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# THE NEW UKRAINIAN SCHOOL

CONCEPTUAL PRINCIPLES OF  
SECONDRY SCHOOL REFORM









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## ABOUT THIS DOCUMENT

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The document can be found here:

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<http://mon.gov.ua/Новини%202016/08/21/2016-08-17-3-.pdf>

Or use QR code:



Trust comes with dialogue.

On August 17, 2016 the Ministry of Education and Science published the first version of the Draft Conceptual Principles for the Secondary School Reform for an extensive public discussion.

This document, in plain language, explains an ideology of changes introduced in the new Draft Law "About Education" (No. 3491-d of 04/04/2016). This Draft Law was a result of the socio-political dialogue that lasted for more than 3 years.

These Conceptual Principles generated many responses in the media and social networks. The reaction was mostly positive, although some critical comments were also present. Active citizens and community organizations, individual teachers and groups of schools, local departments of education sent over 60 letters with comments and suggestions.

As a result of this dialogue, a revised version of the Conceptual Principles was born. Of course, it was not possible to include all suggestions, but we have tried to reflect social demand, adding essential points that arose from constructive criticism.

Suggestions and responses that we received indicated the following five areas that were most broadly discussed and require further refinement and reconciliation:

- 1 / Pedagogy of partnership.** People are concerned about how to secure in practice effective cooperation between teachers, parents and children on the basis of the mutual trust and respect. How a balance of rights, obligations and responsibility can be achieved in the child-teacher-parents triangle?
- 2 / Readiness for innovation.** This is not just about technological innovations. What changes are needed in the content and forms of education? Are teachers, parents and administrators ready for innovation? How do you train the agents of change? What are the appropriate locations for pilot sites?
- 3 / New standards and learning outcomes.** What should be considered as a result? What results are required by the state, employers, parents? What is an appropriate way to measure the success of the competency approach?

- 4 / **The school and teacher autonomy.** What is a proper way to allocate resources and powers between the levels of administration? How to balance the extensive rights that educators will enjoy as a result of the reforms with responsibility for the results?
- 5 / **Education funding.** Who has to pay, and for what? What should be a contribution from the state, local government, parents? How to ensure not only equality, but also equity in the distribution of financial resources?

Further community-government dialogue will be organized in these areas. Currently, five working groups are being formed that will develop public policy documents. This concept will provide a basis for development of the Draft Law "About the General Secondary Education" and other regulatory documents. The New Ukrainian School is being created by the whole Ukrainian community in the framework of the broad social dialogue. Get involved!

## AN ADDRESS TO THE TEAM

An intellectual and organizational core of the educational reform has expanded – due to tens and hundreds of people who actively responded to our invitation for dialogue.

Working together, we have sketched an outline for the future Ukrainian school.

The next step is the adoption of the new framework Law "About Education". Then, its implementation follows.

These days are extremely important, since it makes sense to form the institutional foundation for reform implementation already. An image of the future needs to be given substance. We have to create new mechanisms, rules, procedures, new management and cooperation culture.

Together, we will build a European society, the society of enlightened public, high culture and equal opportunities.



Do you want to share your thoughts on the issues of education finance?

Use the QR code to join the dialogue:



**Liliia Hrynevych,**  
*Minister of Education and  
Science of Ukraine*

## THE ARGUMENT FOR CHANGE

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**THE UKRAINIAN SCHOOL DOES NOT PREPARE FOR SUCCESSFUL REALIZATION OF PERSONAL POTENTIAL IN REAL LIFE. THE UKRAINIAN PUPIL RECEIVES MOSTLY A BODY OF KNOWLEDGE. A REDICAL REFORM IS REQUIRED.**

According to experts, in the short-term perspective, professionals who are able to learn throughout life, think critically, set and achieve goals, work in teams, communicate in a multicultural environment and possess other contemporary skills, will be the most successful in the labour market. However, today's Ukrainian school does not equip pupils with those skills.

Today, just as 10, 20, or even 50 years ago, an average Ukrainian pupil receives a given amount of out-of-date knowledge at school. This amount has considerably increased in recent years, in line with an increase in the general information flow around the world. However, Pupils are only able to reproduce pieces of unstructured knowledge; however, they often do not know how to use it to solve everyday problems.

The way of teaching in contemporary Ukrainian schools does not motivate children to learn. Textbooks are too theoretical and overburdened with secondary factual material.

### **FOCUS GROUP ► SCHOOL PRINCIPALS STUFFED FISH**

*"Today we have two core problems in schooling. The first problem is that pupils are overburdened with too many subjects. The volume has become simply impossible. And the second problem is that we give strictly educational material. A young person that has completed our Ukrainian schooling cannot apply the knowledge they've gained to real life. They are like a stuffed fish, you see? Looks like a fish, but cannot swim."*

Teachers use mostly outdated teaching methods. A low social status and low salaries demoralize teachers. Teachers lack real motivation for personal and professional growth.

The digital distance between teachers and pupils is growing. Many teachers are just not able yet to research problems using modern methods, to work with large data arrays, to make and present conclusions, to collaborate online on educational, social and academic projects, and so on.

Due to chronic underfunding in the sector, today not all Ukrainian citizens enjoy equal access to the quality education that has been guaranteed by the Government. Schools reproduce the poverty ladder: children from poor families have a worse chance to get a good education and climb the social strata.

**Radical reform is needed that will reverse all the negative trends and turn Ukrainian schools into entities able to leverage social equity and consolidation, economic development and the competitiveness of Ukraine.**

## THE GOAL OF THE NEW SCHOOL

**A STRONG NATION AND A COMPETITIVE ECONOMY WILL BE ACHIEVED BY A CONSOLIDATED COMMUNITY OF CREATIVE PEOPLE, RESPONSIBLE CITIZENS, BOTH ACTIVE AND ENTERPRISING. THESE ARE THE PEOPLE UKRAINE'S SECONDARY SCHOOLS SHOULD BE EDUCATING.**

The central place in the system of education belongs to the secondary school. Unlike universities, schools still allow to level out any misbalance in the development of children from different social environments. School and family instill children's view of the world. It is at school that their personality, their attitudes to the society and their professional qualities form. Whether a person will want and be able to study throughout his or her life is decided here.

*"A goal of the complete general secondary education is comprehensive development, education and formation of individuals who perceive themselves as citizens of Ukraine, capable of living in the society and interacting with nature in a civilized way, aspire for self-perfection and life-long study, are ready for a conscious life choice and self-fulfillment, labour activities and community involvement."*

*The New Draft Framework Education Law of Ukraine - Article 12*

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**RADICAL REFORM IS NEEDED THAT WILL REVERSE ALL THE NEGATIVE TRENDS AND TURN UKRAINIAN SCHOOLS INTO ENTITIES ABLE TO LEVERAGE SOCIAL EQUITY AND CONSOLIDATION, ECONOMIC DEVELOPMENT AND THE COMPETITIVENESS OF UKRAINE.**

## FIGURE 1. NEW SCHOOL LEAVERS

### Personality

*A fully developed all-round personality, capable of critical thinking;*

### Patriot

*Patriots taking an active role, acting according to ethical principles and capable of making responsible decisions, respect the dignity and the rights of people;*

### Innovator

*Innovators, able to change the world around them, world around them, develop economy according to the principles of sustainable development, who are competitive in the labour market and enjoy lifelong learning.*

**EDUCATED ALL-ROUND UKRAINIANS, RESPONSIBLE CITIZENS AND PATRIOTS, ABLE TO TAKE RISK AND INNOVATE – THESE ARE PEOPLE WHO WILL LEAD THE ECONOMY INTO THE 21ST CENTURY.**



## THE NEW SCHOOL FORMULA

### SCHOOLS MUST BE IN THE VANGUARD OF SOCIAL CHANGE.

In Ukraine, as well as in the rest of the world, the so-called Generation Y, or the 'Millennium Children' born between 1990 and 2000, is on the rise. Their attitude and lifestyle is drastically different from previous generations. It is sufficient to simply look at the organizational structures of leading technology corporations to understand what guides the creative class that determines the face of the modern economy. They do not have clear distinctions between their jobs, study and recreation. Jobs need not necessarily be serious and boring. For them, life is constant reiteration, the harmony between earning money, learning something new, self-attainment, games and entertainment.

Generation Z is approaching. Today's children are significantly different from previous generations. They will not necessarily share the views of their elders. What kind of life will today's first grade choose? Whatever the answer is, we have to offer schooling for the next generation of Ukrainians that will be contemporary and meaningful for them.

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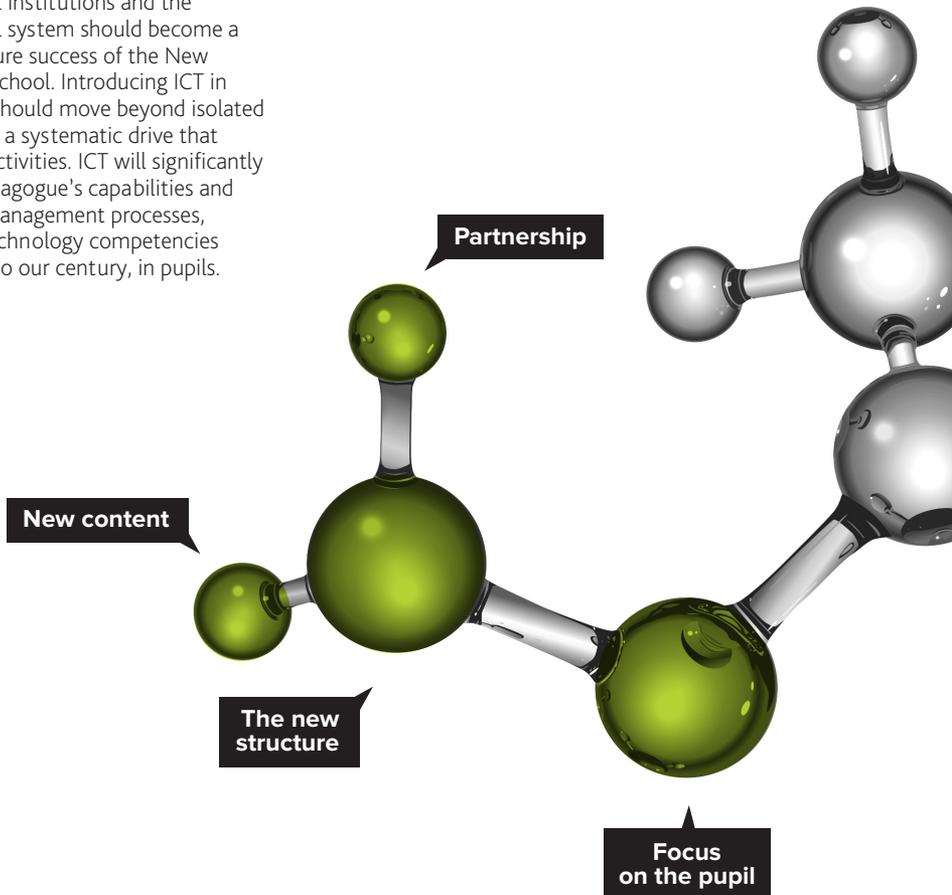
**DEVELOPMENT, EDUCATION AND SOCIALIZATION PROCESSES IN THE NEW UKRAINIAN SCHOOL ARE MEANT TO ENSURE COMPETITIVENESS OF THE LEAVER IN THE 21ST CENTURY.**

#### THE NEW SCHOOL FORMULA CONSISTS OF NINE KEY ELEMENTS:

- |  |   |
|--|---|
| <b>/01</b> <i>New educational content based on enabling the competencies necessary for successful self-fulfillment in society.</i> | <b>/06</b> <i>A focus on pupil's needs in the educational process, i.e. child-centered education.</i>   |
| <b>/02</b> <i>Motivated teaching staff who enjoy freedom of creativity and professional development.</i>                           | <b>/07</b> <i>A new school structure that allows to master the new content and acquire life competencies.</i>   |
| <b>/03</b> <i>A cross-cutting educational process that informs values.</i>   | <b>/08</b> <i>Fair allocation of public funds that ensures equal access to quality education for all children.</i>  |
| <b>/04</b> <i>Decentralization and effective administration that will bring real autonomy to schools.</i>                          | <b>/09</b> <i>A contemporary educational environment that will provide necessary conditions, means, and technology for education of pupils, teachers, and parents, not only in the premises of the educational establishment.</i> |
| <b>/05</b> <i>Teaching based on partnerships between the pupil, the teacher and parents.</i>                                       |   |

## FIGURE 2. THE NEW SCHOOL FORMULA

The use of the Information and Communication Technology, in the educational process and management of educational institutions and the educational system should become a tool to ensure success of the New Ukrainian School. Introducing ICT in education should move beyond isolated ventures to a systematic drive that covers all activities. ICT will significantly expand pedagogue's capabilities and optimize management processes, instilling technology competencies important to our century, in pupils.



**CLOSE COOPERATION WITH PARENTS AND COMMUNITIES AND SUPPORT ON THEIR SIDE IS A PREREQUISITE FOR SUCCESS OF THE NEW SCHOOL.**

**School autonomy**

**Motivated**

**Value-based upbringing**

**Fair funding and equal access**

**Contemporary educational environment**

## ① KEY LIFE COMPETENCIES

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**THE NEW EDUCATIONAL STANDARDS WILL BE BASED ON, BUT NOT LIMITED TO, THE RECOMMENDATIONS OF THE EUROPEAN PARLIAMENT AND OF THE EUROPEAN COUNCIL, ON KEY COMPETENCIES FOR LIFELONG LEARNING (18 DECEMBER 2006).**

*The new Draft Framework Law of Ukraine "About Education", Article 1*

The modern world is complex. It is not enough to only feed a child with knowledge. It is also necessary to teach how to use that knowledge. Knowledge and skills, linked to the pupil's value system, form their life competencies that are essential for successful self-fulfillment in life, education and work.

The new educational standards will be based on, but not limited to, the Recommendations of the European Parliament and of the European Council, on key competencies for lifelong learning (18 December 2006).

Those Recommendations define 8 groups of competencies.

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*"A competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, proficiencies, and other personal qualities that determines individual's ability to perform professional and/of further educational activities successfully."*

Key competencies are those that everyone needs for personal fulfillment, development, an active role in the community, social involvement, and employment, and that can secure personal attainment and self-actualization throughout life.

### **FOCUS GROUP ► PARENTS MORE PRACTICE!**

*Our children study too much theory. They study math for 10 years, but if you ask a school leaver how much wallpaper this or that room requires, most will have difficulties calculating. Educational content and methods should be closer to practical applications. Less theory and more practical life-based applications.*

## 10 KEY COMPETENCIES OF THE NEW UKRAINIAN SCHOOL

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- /01 Communication in the national language (and mother tongue, if different).** *The ability, in speech and writing, to express and interpret ideas, thoughts, feelings, facts and views: by listening, speaking, reading, writing, and the use of multimedia. The ability to interact by linguistic means with the full spectrum of social and cultural aspects in education, at work, at home, and during spare time. The realization of the role of effective communication.*
- /02 Communication in foreign languages.** *The ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts and views. By listening, speaking, reading and writing in a broad range of societal and cultural contexts. The skills of direct activity and intercultural communication.*
- /03 Mathematical literacy.** *A culture of logical and algorithmic thinking. The ability to use mathematical (numerical and geometrical) methods to solve practical tasks in various areas of activity. The ability to understand and use simple mathematical models. The ability to build such models to solve problems.*
- /04 Competencies in Science and Technology.** *A scientific understanding of nature and modern technology, as well as the ability to use it in practical terms. The ability to apply scientific methods to observe, analyze, formulate hypotheses, collect data, conduct experiments and analyze their results.*
- /05 ICT and digital competencies** *envisage confidence and critical appraisal in the use of Information and Communication Technology (ICT) to produce, research, process and exchange information at the workplace, in the public domain and in personal communication. Information and media competence, the fundamentals of programming, algorithmic thinking, working with databases, and skills in Internet security and cyber security. Understanding of the ethics in information processing (copyright, intellectual property, etc.).*
- /06 Lifelong learning skill.** *The ability to search and master new knowledge, to gain new skills, to organize an educational process (individually and in groups), in particular, through effective resource and information flow management, an ability to set educational goals and determine means to achieve them, to build one's own educational and professional trajectory, to appraise your own educational achievements, and to learn throughout life.*

## 10 KEY COMPETENCIES OF THE NEW UKRAINIAN SCHOOL

- /07 Sense of entrepreneurship.** *The ability to generate and bring to life new ideas and initiatives in order to increase both one's own social status and wellbeing, and development of the community and the nation as a whole. The ability to behave rationally as a consumer, effectively use personal savings, and make rational decisions in employment, finance and other areas.*
- /08 Social and civic competencies.** *All forms of behaviour that are needed for effective and constructive participation in society, in the family, and at work. The ability to work with others to achieve results, to prevent and resolve conflicts and reach compromises. Respect for the law, human rights and support for social and cultural diversity.*
- /09 Cultural awareness.** *The ability to appreciate objects of art, form one's own artistic tastes, independently express ideas, experiences and feelings towards art. This competence envisages a deep understanding of each person's own national identity as a basis for an open attitude and respect for the diversity of the cultural expression of others.*
- /10 Environmental awareness and healthy lifestyles.** *The ability to use natural resources in a prudent and rational way within the framework of sustainable development, the realization of the role of the environment in human life and health, and the ability and willingness to live a healthy lifestyle.*

**THESE KEY COMPETENCIES AND CROSS-DISCIPLINARY ABILITIES CREATE AN INFRASTRUCTURE THAT PROVIDES THE GROUNDS FOR SUCCESSFUL SELF-FULFILLMENT OF THE PUPIL AS A PERSONALITY, CITIZEN AND PROFESSIONAL.**

(FIG. 3, 4) →

All mentioned competencies are equally important and interrelated. Children acquire each of them consistently, gradually, and when studying different subjects at every stage of education. All competencies have the following skills in common:

• *The ability to read and understand what has been read* • *The ability to express ideas in oral and written forms* • *Critical thinking* • *The ability to logically justify a position taken* • *Leadership* • *Creativity* • *The ability to resolve problems, estimate risks and make decisions* • *The ability to modulate emotions in a constructive manner, to apply emotional intelligence* • *The ability to work together in a team.*

As part of the competency approach introduction, a new system for the measurement and evaluation of educational outcomes will be created. In particular, the content of the External Independent Assessment will be changed.

**FIGURE 3. SCHOOL LEAVERS AND KEY COMPETENCIES**



**FIGURE 4. PUPIL DEVELOPMENT FRAMEWORK. KEY COMPETENCIES AND CROSSCUTTING SKILLS**

MOTHER / STATE LANGUAGE										
FOREIGN LANGUAGE										
MATHEMATICAL LITERACY										
SCIENCE AND TECHNOLOGY										
INFORMATION AND DIGITAL COMPETENCE										
ABILITY TO STUDY										
SENSE OF ENTREPRENEURSHIP										
SOCIETAL AND CIVIC COMPETENCES										
CULTURAL AWARENESS										
ENVIRONMENTAL AWARENESS AND HEALTHY LIFE										
	ABILITY TO READ	ABILITY TO EXPRESS IDEAS	CRITICAL THINKING	LOGICAL SUBSTANTIATION OF ONE'S POSITION	LEADERSHIP	PROBLEMS, RISKS AND DECISIONS	EMOTIONAL INTELLIGENCE	TEAM WORK	CREATIVITY	

## ② PEDAGOGY OF PARTNERSHIP

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PEDAGOGY OF PARTNERSHIP IS BASED ON COMMUNICATION, COOPERATION AND COLLABORATION BETWEEN THE TEACHER, THE PUPIL, AND THE PARENTS. THE TEACHER SHOULD BE A FRIEND, WHILE THE FAMILY BE INVOLVED INTO CONSTRUCTING THE EDUCATIONAL TRAJECTORY OF THE CHILD.

Every child is unique, endowed by nature with unique abilities, talents and potential. The mission of the New Ukrainian School is to help discover and develop each child's abilities, talents and potential based on a partnership between the teacher, the pupil and the parents.

**"If a teacher becomes a friend to a child, if this friendship is illuminated with noble admiration, a striving for something bright and sensible, then no evil will ever appear in the child's heart," wrote Vasyl Sukhomlynskiy.**

The new school will function based on the pedagogy of partnership. The key principles of this approach:

- 
- *Respect for personality;*
  - *Benevolence and a positive attitude;*
  - *Confidence in relationships;*
  - *Dialogue, interaction, mutual respect;*
  - *Distributed leadership (proactive behaviours, the right of choice and taking responsibility for it, horizontality of connections);*
  - *Principles of social partner ship (equality of parties, in being keen to accept responsibilities, obligation to fulfill agreements).*

Partnership pedagogy is based on communication, interaction and collaboration between the teacher, the pupil and the parents. Pupils, parents and teachers are united by common goals and aspirations; they are free and involved allies, equal participants to the educational process and all responsible for its outcomes.

The school should initiate new, deeper involvement of the family into constructing educational and vocational directions for children. The new school will help parents obtain detailed knowledge about the stages in child's development and determine effective ways to nurture character strengths and virtues in a child depending on his or her personality.

Dialogue and multilateral communication between pupils, teachers and parents will change one-sided authoritarian communication from the teacher to the pupil.

**THE FOCUS GROUP ► PARENTS  
THE BENEFITS OF ACTIVE WORK**

*"If you look at a class sitting at the lesson, 20% of pupils are actively working, 30% are actively watching but do not demonstrate their own activity, another 30% are watching passively, and 20 % are almost inactive. It appears that although a teacher is actively teaching a class for 45 minutes, some children are just observers. This needs to be changed. If for those 45 minutes each child were in an active search for knowledge, the effectiveness of the lesson would be a lot higher. That is why the teacher's personality is extremely important. The teacher should not just teach a lesson for 45 minutes, but rather carry it out together with pupils."*

Interactive teaching methods (games, community and research projects, experiments, group assignments, etc.) will be widely used. Pupils will be involved into team activities, which contribute to their socialization and successful adoption of social experiences.

Approaches to the assessment of learning outcomes will need also to be different. Marks will serve to analyze individual progress and to plan individual pace rather than to simply rank pupils.

Marks will be seen as a recommendation for action, not as a sentence.

**THE FOCUS GROUP ► CHILDREN  
THE TEACHER AS A FRIEND**

*"The teacher should be your friend. This is a truism. How can children sit in a class and absorb information if they study under a person they are afraid of? That must not exist. If you perceive this person as your friend, then learning information is easier and more interesting to master."*

Pedagogy of partnership and the competency approach require a new educational environment. Innovative Information and Communication Technologies in particular help create such an environment. They increase the efficiency of a teacher's work and the effectiveness of educational process management, while, at the same time, making possible an individual approach to education. The New Ukrainian School will be supported by an e-platform for development and dissemination of e-textbooks and e-courses for pupils and teachers. Values and principles of the pedagogy of partnership will underpin the educational standard, an upgraded system of professional development for teachers, modern state educational and staffing policy (selection and assessment of pedagogues).

**VIEW**

**Carl Lauer,  
OurTalents-Our  
Future:**

*The very wording of "Equality of Parties" may complicate the chances of overcoming prohibitive behaviours in partnership and lead to deadlocks. I would suggest that it be applied in this form: "each partner is equal and equally responsible for their actions or inaction".*

Use the QR code to join the dialogue:



### ③ MOTIVATED TEACHERS

**THE UKRAINIAN SCHOOL WILL BE SUCCESSFUL IF IT IS JOINED BY SUCCESSFUL TEACHERS. THE PROCESS AND CONTENT OF TEACHER TRAINING WILL ALSO BE SUBJECT TO SUBSTANTIAL CHANGE.**

The new school requires a new teacher who is able to become an agent of change. Reform envisages a number of incentives for personal and professional development in order to attract the best people into the profession.

#### **THE FOCUS GROUP ► PARENTS THE TEACHER AS A LEADER**

*"The Ukrainian school will be successful if it is joined by successful teachers. They – successful teachers and professionals – will resolve a multitude of issues regarding the quality of teaching, the volume of home assignments, communication with children and school administration. Children need a leader, a person who can lead them forward, who likes their subject, who teaches it professionally."*

First and foremost, creative and responsible teachers who are constantly working on their improvement, will be granted academic freedom. Teachers will be able to develop their own syllabi, select textbooks, methods, strategies, means and tools of education, and actively express their own professional thoughts. The nation will guarantee freedom from intervention into teachers' professional activity.

Material incentives will be especially highlighted. The Draft Law "About Education" contains a provision about upgrading teachers' ranks in the unified pay grading system. Teachers who complete a voluntary independent certification will receive an increase.

The process and content of teacher training will also be subject to substantial change.

Teachers will study the learner-centered and competency approaches to management in the educational process, group dynamic psychology, etc. In this context, it makes sense to speak about a new role of the teacher – as a coach, facilitator, tutor, and moderator in child's individual educational direction, rather than only as a mentor and source of knowledge.

The number of teacher training models will also grow. Forms of professional development will be diversified: courses at Institutes for

Teacher Professional Development, workshops, webinars, online courses, conferences, and self-education (certificates recognition). Teachers will get the right to choose the place and method of professional development, as envisaged in the Draft Law "About Education".

**THE FOCUS GROUP ► SCHOOL PRINCIPALS  
CHILDREN WANT THE CREATIVE ONES**

*"Today children want the modern ones; today, children want the creative ones; today, children want teachers who understand them, first and foremost."*

The bureaucratic load will be drastically reduced, including adapting a system of e-document flow (to replace and not to add to the existing documentation).

Work at schools will involve the best ones.

## ④ FOCUS ON THE PUPIL

The New Ukrainian School will work on the principles of the learner-centered model of education. Under this model, the school takes into account rights of the child, child's abilities, needs and interests, thus implementing a principle of child-centrism in practice, to the maximum possible extent.

*"There is a need to bring, as much as possible, each child's education and upbringing in line with that child's fundamental nature, individual abilities and future life trajectory. I call this phenomenon child-centrism in education," says Vasyl Kremen, President of the National Academy of Pedagogical Science of Ukraine.*

Indeed, research shows that such means of personalization of the educational process as work by individual plans and educational trajectories, under individual research projects significantly improve educational outcomes.

### VIEW

**Tetyana  
Karbovnycha,  
distinguished  
Ukrainian  
educationalist:**

*"We need to create  
Centres for Educational  
reform at Postgraduate  
Teacher Training  
Institutes (PTTIs) and at  
certain universities"*

Use the QR code to  
join the dialogue:



---

**SCHOOLS WILL TAKE  
INTO ACCOUNT EACH  
CHILD'S ABILITIES,  
NEEDS AND INTERESTS.  
EQUITABLE AND FAIR  
TREATMENT WILL BE  
ENSURED FOR EACH  
PUPIL.**

**THE FOCUS GROUP ► TEACHERS  
CHILDREN'S COMFORT**

*"For me, probably because I work with little children, school first of all means comfort. Psychologically and, to a certain extent, generally. And schools should be able to provide as many opportunities as possible to apply yourself to different fields of activity. So that later a child can properly choose the most appealing."*

Educational activity will be organized based on 21st-century skills, according to pupils' individual styles, pace, ability to be stretched difficulty and educational trajectories: assignments should range from communicative (finding a common language with friends, teachers, classmates, parents, and strangers) through to creative and innovative ones.

Specific aspects of the physical, psychological and intellectual development of each child will be taken into account in education. For this purpose, a two-cycle organization of the educational process will be introduced at the levels of primary and basic secondary education.

Children have to be taught to cope with stress and tension. Educational problems can be resolved in an atmosphere of psychological comfort and support. The New Ukrainian School will draw out the potential of each child.

An unbiased and fair attitude to each pupil will be ensured, any discrimination eradicated. Pupils' efforts and successes will be recognized.

Teachers will be taught how to nurture dignity, optimism, strong character traits and virtues in their pupils and in themselves.

Pupils will enjoy the freedom to choose subjects and their level of difficulty. Opportunities will be introduced to study in mixed-age subjects or cross-subject groups.

For this purpose, organization of the space and classroom will also require changes: in addition to classic options, innovative ones will be used, for instance, mobile desks that can be easily repositioned for group work.

The New School will encourage Inclusive Education. Conditions will be created that will enable pupils with special needs to study with their peers. Individual development programmes will be introduced for such children, including correctional and rehabilitation measures, and psychological and pedagogical surveillance.

**THE FOCUS GROUP ► TEACHERS  
LET THE CHILD DEVELOP**

*"I had this pupil, Ivan. He came to me and said, "I want to study 3D graphics." I said, "I don't know 3D, but I can suggest something, because I know a bit about composition." He started to work at lessons with his software, which I don't know, developing some 3D character, a robot or something like that. And I was only prompting him from the perspective of the composition, what is good, what is bad, what needs to be corrected. Other pupils started to come and watch, they set around him and started to work on this 3D-business. He developed a website, started to post his products there, participate in competitions and contests. In 2 years, when Ivan was already in Grade 10, a 3D graphics society had formed at our school – without any teachers. The child was simply given a chance while we were providing our advice as best we could."*

## ⑤ THE UKRAINIAN IDENTITY

**Without understanding and sharing universal human values, the most educated person can become the worst criminal. The New Ukrainian School will inform value attitudes and judgments that can serve as a basis for a happy personal life and successful interaction with society.**

We recommend using the notions of 'education' and the 'educational process' in their contemporary understanding, that includes study, upbringing and development. The process of upbringing will form an integral component of the educational process and will be oriented to universal human values, in particular, moral and ethical (dignity, honesty, fairness, care, respect for life, respect for oneself and other people), socio-political (freedom, democracy, cultural diversity, respect for your mother language and culture, patriotism, respect towards the environment, respect for law, solidarity, and responsibility).

The New School will foster the Ukrainian identity.

The New Ukrainian School will instill not only responsibility for oneself, but for the development and wellbeing of the nation and the whole humankind.

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**LIFE IN THE NEW SCHOOL  
WILL BE ORGANIZED  
ACCORDING TO THE  
MODEL OF RESPECT TO  
HUMAN RIGHTS,  
DEMOCRACY, SUPPORT  
OF GOOD IDEAS. THE NEW  
SCHOOL WILL FOSTER.**

Education will not be reduced to individual "lessons on morality". Nurturing strong character traits and virtues will be carried out through cross-cutting experience. The whole life of the New Ukrainian School will be organized according to the model of respect for human rights, democracy, and support to good ideas.

The whole school staff will participate in creating a formative environment. An atmosphere of trust, friendliness and kindness, mutual assistance and mutual support, in case of difficulties in study and everyday life, will be created in all educational establishments.

The example of the teacher called upon to fascinate each child will become a key educational element.

The New Ukrainian School will identify the individual propensities and abilities of each child for their focused development and career guidance. In this instance, the New Ukrainian School will work closely with extra-curricular educational structures. Highly-qualified psychologists and social pedagogues will help shape the optimal path for each child.

Programmes on preventing discrimination, violence and harassment at school will be introduced.

Relations between pupils, parents, the school administration and other participants in the educational process will be built on mutual respect and dialogue.

## ⑥ THE NEW STRUCTURE

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**THE TOTAL DURATION OF COMPLETE GENERAL SECONDARY EDUCATION WILL INCREASE TO 12 YEARS.**

**Child's body cannot handle more than the nature has provided for their age. The reform envisages significant changes in the structure of the secondary school to deal, as much as possible, with the physical, psychological, and intellectual capabilities of children of each age category.**

The new framework Law "About Education" envisages three levels for complete general secondary education:

- 
- *Primary education (four years);*
  - *Basic secondary education at secondary schools (five years);*
  - *Specialized secondary education at focused high schools or vocational education and training centers (three years).*

Total duration of complete general secondary education will increase to 12 years. In Europe, the 11-year-long post-soviet school system is still in place in Ukraine, Belarus, and Russia. In all European countries, the minimal duration of attaining complete general secondary education is from 12 to 14 years.

We see a need in harmonization at all levels of education in both liberal arts/humanities and science and technology, in maintaining our good traditions and securing a high level of education in science and ICT in every school.

### **Primary Education**

As a rule, education will start at the age of six. Children with special needs will be able to go to school at a different age. For such children, duration of their study at a primary school may be prolonged and supplemented with a correctional developmental component.

The quality of education, in particular, in foreign languages, will be increased in every primary school. Study will be organized according to a uniform standard; no advanced-level subjects will be introduced. This will take place to avoid social segregation and selection of children at primary school age.

**The first cycle** of primary education will help the pupil to get used to school life. In particular:

- 
- *Class assignments and time for their completion will be based on individual abilities;*
  - *It will be possible to integrate educational materials into the content of related subjects or to introduce them as modules;*
  - *The amount of home assignments will be restricted;*
  - *Study will be organized through activities, using games methods both in and out of class;*
  - *The teacher will be free to choose or create educational programs within the primary education standards;*
  - *No marks will be given; the main task of the teacher is to support self-confidence and motivation for knowledge in every child.*

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**NEW SCHOOL'S PRIMARY EDUCATION WILL CONSIST OF TWO CYCLES:**

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**FIRST, ADAPTATION AND GAMES (GRADES 1-2);**

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**SECOND, MAINSTREAM (GRADES 3-4).**

The second cycle of primary education will form a sense of responsibility and self-dependence, in particular:

- 
- *Methods that teach children to make independent choices, to link educational material with practical life, and to take into account each pupil's personality, will be used in the process of study;*
  - *Subject-based study is introduced; some subjects will be marked.*

After completion of primary school, each pupil's educational outcomes should meet the standard set for primary schools.

The national final assessment of pupils in primary education will be performed exclusively for the purposes of assessing the quality of educational activities at schools, and will be performed by school teaching staff.

There will be no "one-hour" special courses or subjects at the primary school (as well as at the gymnasiums or lyceum).

There will be no more than 8 mandatory subjects in a single grade.

### ***Basic Secondary Education***

A special focus in the educational process will be placed on the study of the national language.

At this level, foundations will be laid for each pupil's conscious self-identification as a person and a member of a family, a nation and society, giving them the ability to deal with diversity in the world and humankind with tolerance and understanding.

**The first cycle** will awaken and support an interest in areas of knowledge and activities envisaged within the curriculum.

**The second cycle** of basic secondary education will contribute to educating children as responsible members of society, able to deal with everyday problems independently, and to choose a path for further education in accordance with their interests and abilities.

Education will be mostly subject-specific. Some time will be allocated to the options chosen by individuals.

After completion of basic secondary education, pupils should be able to realize what values underpin their actions, rely on the strongest traits of their character, and accept responsibility for results of their actions.

Educational outcomes will be evaluated through the national final attestation in the form of external independent assessment.

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**BASIC SECONDARY  
EDUCATION WILL CONSIST  
OF TWO CYCLES:**

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**FIRST, AN ADAPTATION  
CYCLE (GRADES 5-6);**

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**SECOND, BASIC SCHOOL  
SUBJECTS (GRADES 7-9).**

## Profession-Oriented Secondary Education

In the framework of the profession-oriented education, a high school pupil will be able to choose one of two concentrations:

- *Academic, with advanced study in certain subjects and a goal to continue education at a university;*
- *Professional, which, alongside attaining complete general secondary education, provides training for a first profession (does not restrict the potential for continuing education).*

Obtaining specialized secondary education under academic concentration will be enabled at academic lyceums (high schools), which are, as a rule, separate educational establishments.

A network of academic high schools will be established following the example of professional high schools, i.e. the third phase of schooling will be separate from the second phase.

The first year of education at academic high schools will be transitional. At this stage, the pupil still can change their direction of study.

Pupils will be able to select not only subjects, but the levels of their complexity as well.

Academic high school leavers will be subject to the national final attestation in the form of the external independent assessment.

Leavers of professional high schools and colleges will take the national final attestation (NFA) in the form of the external independent assessment. Leavers of professional high schools and colleges who successfully pass NFA in the form of EIA will be able to enter higher educational establishments, and college leavers will be able to study at universities under an accelerated programme.

Young people who completed profession-oriented schools will understand their future role in the family, their professional field, and society.

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**IN THE FRAMEWORK OF THE PROFESSION-ORIENTED SECONDARY EDUCATION, A HIGH SCHOOL PUPIL WILL BE ABLE TO CHOOSE ONE OF TWO CONCENTRATIONS: ACADEMIC OR PROFESSIONAL.**

### VIEW

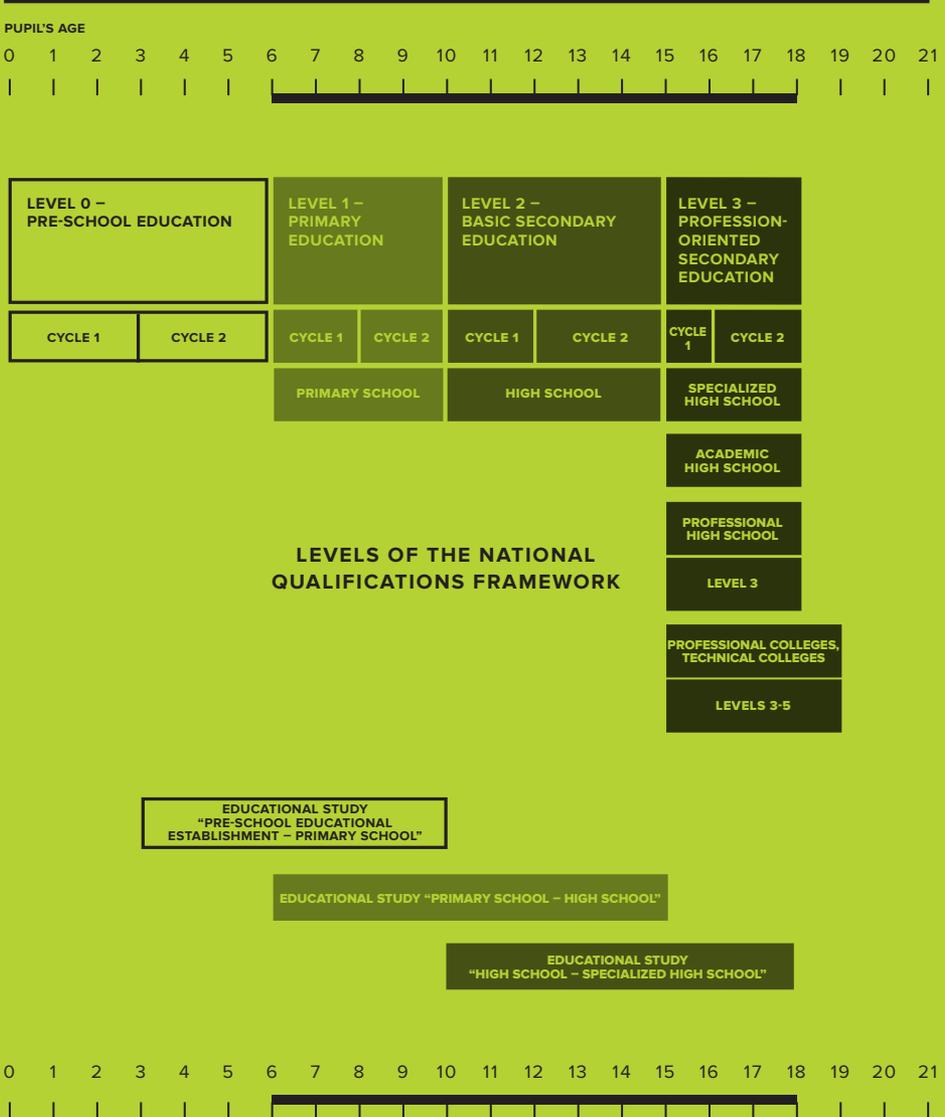
**Andriy Mylyanyk,  
Deputy Director of  
the Lviv Regional  
Centre for Quality  
Assessment in  
Education:**

*"The national final attestation cannot be conducted by teachers at the school. The exam, which is prepared, carried out and marked by those who have taught, has no monitoring value (and no sense either)."*

Use the QR code to join the dialogue:



**FIGURE 5. THE NEW SCHOOL STRUCTURE**



## ⑦ SCHOOL AUTONOMY AND QUALITY OF EDUCATION

**Only a free personality can mould a free human being. Today's school is constrained by the shackles of bureaucracy and excessive control. The new school will enjoy broad autonomy.**

In the context of decentralization, both educational standards and standards for quality monitoring in education will be set at the central level. Responsibility for compliance with those standards will be vested in a special central executive body with public involvement. At the same time, school management will be empowered to work directly at a local level.

Local communities will have much greater impact on local educational policy development, incorporating local cultural specifics and characteristics of local labour markets, based on the national educational policy.

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*"The nation guarantees the academic, organizational, staff and financial autonomy of educational establishments."*

The Draft New Framework Law of Ukraine "About Education", Article 23.

Administrative and methodological authority will be delegated to the level of the educational institution. Schools will be able to form their own curricula, develop syllabi for school subjects in accordance with secondary education standards and achievements of modern science, select textbooks and teaching methods, and develop educational facilities and resources.

### THE FOCUS GROUP ► TEACHERS THE RIGHT OF CHOICE

*"To me, the modern Ukrainian school is associated, first of all, with a right of choice – both for the child and the teacher. Indeed, nobody enjoys the right of choice today. We are in a vice-grip of strict programmes, of the lesson system, of the number of hours. It is a crime not to complete the syllabus!"*

School autonomy means a higher level of responsibility for the educational institution. School founders will control the educational, financial and economic activities of the educational institution and appoint the head of the school on a contractual basis.

### VIEW

Ihor Hulai:

*"To codify the freedom of teaching by forbidding anybody (administration, methodologists) to control, check calendar and lesson planning. To implement the principle of trust (minimal control), teachers are only required to respect the curriculum and legislation."*

Use the QR code to join the dialogue:



**INFORMATION AND COMMUNICATION TECHNOLOGIES WILL ALLOW FOR THE HIGHEST POSSIBLE TRANSPARENCY OF MANAGEMENT PROCESSES.**

The Head will be selected on a competitive basis for a period of up to five years. The same person will be able to hold the position for no more than two consecutive terms.

In the New School, the collegial governing body of the school is the Pedagogic Council. Powers, formation and operational procedures of the Pedagogic Council are established by the charter documents of the educational institution.

Public self-government of institution's staff, pupils and their parents will participate in school governance. The Parents' Council is a collegial body of parents' self-government in the New Ukrainian School.

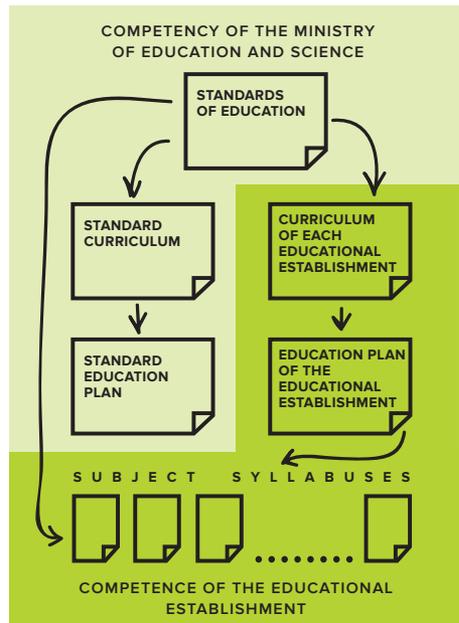
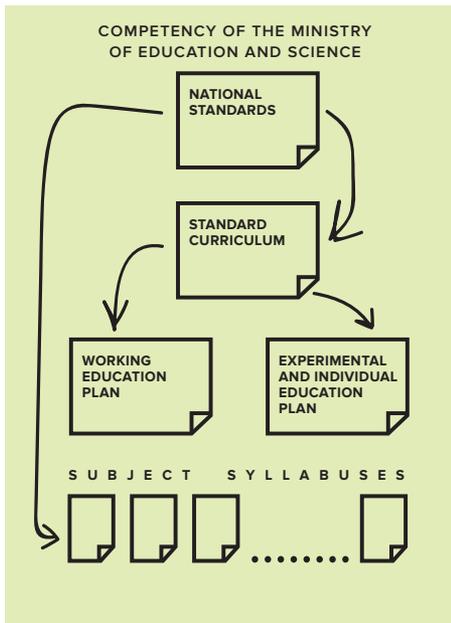
School's Supervisory Board will exercise community supervision; in particular, it will be able to participate in setting up a development strategy for the educational institution, analyze performance of the educational institution and its staff, control budget execution in the educational institution, and help seek additional funding sources.

Introduction of autonomy will be accompanied by increased responsibility of the school for the quality of education to the community. The total state control in the form of inspections will be replaced by the public-state system of quality assurance.

**FIGURE 6. AUTONOMY IN DETERMINING THE CONTENT OF EDUCATION**

Now

After the reform



## 8 EQUITABLE FUNDING AND EQUAL ACCESS

Leading nations see the educational sector as a high-priority area for investment which will provide a return with new technologies, knowledge and revenues from innovation activities. In the New Ukrainian School, public finances will be allocated in a transparent manner. The state and the society will see how funding is being used, and monitor the outcomes of investments in education.

In the context of decentralization, educational grants at the national level will cover, in the first instance, expenditures to provide for the teaching component of the educational process (staff salaries, textbooks, teachers' professional development, etc.).

State authorities and local communities will be responsible for ensuring all necessary conditions for the education and upbringing of primary-school-age children according to their location of residence, in particular, in rural communities.

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*"The state earmarks for education at least 7 percent of the gross domestic product on expense of the central and local budgets and other legitimate sources of funding."*

Education grants and subsidies will be calculated by a fair formula to level out accessibility to quality education in different regions and communities.

The rational use of financial resources to achieve educational standards will allow an increase in salaries for teachers.

New approaches to joint financing and management in educational establishments will create new opportunities to extend public-private partnership in the education sector.

The principle "money follows the child" will be introduced, especially to support children with special needs who are able to attain education on an inclusive basis alongside other children at schools adapted for that very purpose.

The Draft Law "About Education" introduces equal access to budget funding for educational institutions of all forms of ownership.

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**PUBLIC SPENDING FOR THE NEW UKRAINIAN SCHOOL WILL BE ALLOCATED TRANSPARENTLY. A PRINCIPLE "MONEY FOLLOWS THE CHILD" WILL BE INTRODUCED, IN PARTICULAR, TO ENABLE THE FREEDOM OF CHOICE IN EDUCATION.**

The new draft framework Law of Ukraine "About Education", Article 78

*Memorandum 1 to the Convention for the Protection of Human Rights and Fundamental Freedoms, Article 2*

The Draft Law envisages complete transparency in funding for educational institutions. In particular, educational institutions will have to disclose all funds coming from the state budget and other sources.

The principle of freedom of choice in education will be introduced. If parents decide to send a child to a private educational establishment due to their general or religious beliefs, the government will transfer funds allocated for study of this child to that institution.

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*"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the Nation shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."*

The new framework Law "About Education" for the first time introduces at a legislative level diverse forms of education. The draft law envisages options for distance, network, and combined blended forms of education at institution, residential schools and family/home forms for individual education, and teaching support with appropriate recognition of the outcomes of such education.

Local support schools will start operating in the regions. Every support school will be equipped and strengthened with highly qualified staff.

Support schools will serve as a testing ground for innovation in the community. Extending the network of support schools will allow children from rural areas to receive quality education at the level of secondary and higher profession-oriented schools.

## 9 CONTEMPORARY EDUCATIONAL ENVIRONMENT

**Free development is induced by a creative environment. This environment will be organized at the New Ukrainian School. Space and object environment, programmes and learning tools are subject to changes.**

In New School, a share of the project, team, and group activities in the educational process will increase. Accordingly, there will be diversified options for the educational space in the classroom. Together with classic options, novel ones will be used, such as mobile workplaces that can be easily transformed for group work. Separate rooms will be allocated for an open educational space.

The planning and design of educational environments in schools will focus on child development and motivation to learn. Educational space of the New Ukrainian School will not be limited to issues of ergonomics.

Organization of the new educational environment requires extensive use of new IT technologies, new multimedia learning tools, and upgraded laboratory facilities to study subjects in math and natural science.

The introduction of ICT in education will move from individual projects to a systematic process that covers all activities. ICT significantly enhances the capability of the teacher and optimizes management processes, thus forming in a pupil technological competencies that are crucial for our century.

An infrastructure will be developed to support various forms of teaching. In particular, an educational online platform will be created with learning and teaching resources for pupils, teachers, parents and school administrators.

#### **FOCUS GROUP ► CHILDREN INTERACTIVITY**

*"It would be fantastic if schools had interactivity. It would be easier for children to travel from home to school - not to carry a bunch of books, just get your tablet and learn."*

The educational space of the New Ukrainian School is not limited to the school premises. An infrastructure will be developed to support various forms of study for pupils, teachers, parents and school management.

Modern laboratories and programs of children's access to science museums, observatories, open training courses and other resources will contribute to formation of the scientific and invention activity skills.

Each school will have a modern library in its structure, which will be the focus of resources and an experimental platform for pupils and teachers, providing free access to high-quality electronic textbooks, encyclopaedias, other libraries and laboratories.

The New School will encourage inclusive education. Pupils with special needs will have facilities created for learning together with their peers. Those children will have individual development programmes introduced for them, including correctional and rehabilitation means, psychological support and educational tools as necessary for teaching.

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*"The state creates conditions to secure rights and opportunities for people with special educational needs to attain education at all levels, according to their individual needs, capabilities, abilities and interests."*

Do you want to share your thoughts on the issues of education finance?

Use the QR code to join the dialogue:



*The new draft framework Law of Ukraine "About Education", Article 18*

## A REFORM FOR DECADES

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**THIS IS A LONG-TERM REFORM THAT IS STARTING IMMEDIATELY. HOWEVER, TODAY'S PUPILS SHOULD ALSO FEEL THE CHANGE AND GET HIGHER QUALITY OF EDUCATION.**

Development of the New Ukrainian School is a long-term reform that starts right now. The implementation plan envisages consistence of actions and allocation of appropriate resources at every stage; moreover, it takes into account the general context of social change.

Today's pupils should also feel changes underway and receive better quality of education. That is why primary school curriculum has been updated before the beginning of the 2016/2017 academic year. In parallel with structural changes, teaching methods and teachers' qualifications will be improved, and teacher training will re-orient towards competency basis, pedagogy of partnership, and individual approach.



## Phase I (2016-2018)

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- *Revision of educational plans and curricula with a goal to lessen their burden and introduce a competence and anti-discrimination approach at the primary school.*
- *A pilot stage to establish basic-level support schools in rural areas. 100-150 schools will be established, their cooperation with communities and primary schools developed.*
- *Adoption of the new Law of Ukraine "About Education".*
- *Development of an action plan to implement the New Ukrainian School.*
- *Development and approval of competency-based standards for primary school.*
- *Professional development for primary school teachers.*
- *The school for creating textbooks for the new generation. Author and expert training.*
- *Formation of a national e-platform for e-resources and textbooks:*
  - *Creation of e-textbooks;*
  - *Development of distance courses in accordance with high school subjects;*
  - *Development of a system of distance education for professional development of teachers.*
- *De-bureaucratization of schools. Simplification of the document flow. Recognition of e-documents.*
- *Development of the new Law "About General Secondary Education".*
- *Creation of a system for educational statistics and analysis.*
- *Participation in the Programme for International Student Assessment PISA-2018 for quality assessment at secondary schools.*
- *Beginning of creation of a quality assurance system to replace a system of control and inspection in education.*
- *Ensuring diversity in the forms of education available.*
- *The primary school starts to work according to the new competency-based educational standards (as envisaged by the Draft Law of Ukraine "About Education") – 2018.*

## Phase II (2019-2022)

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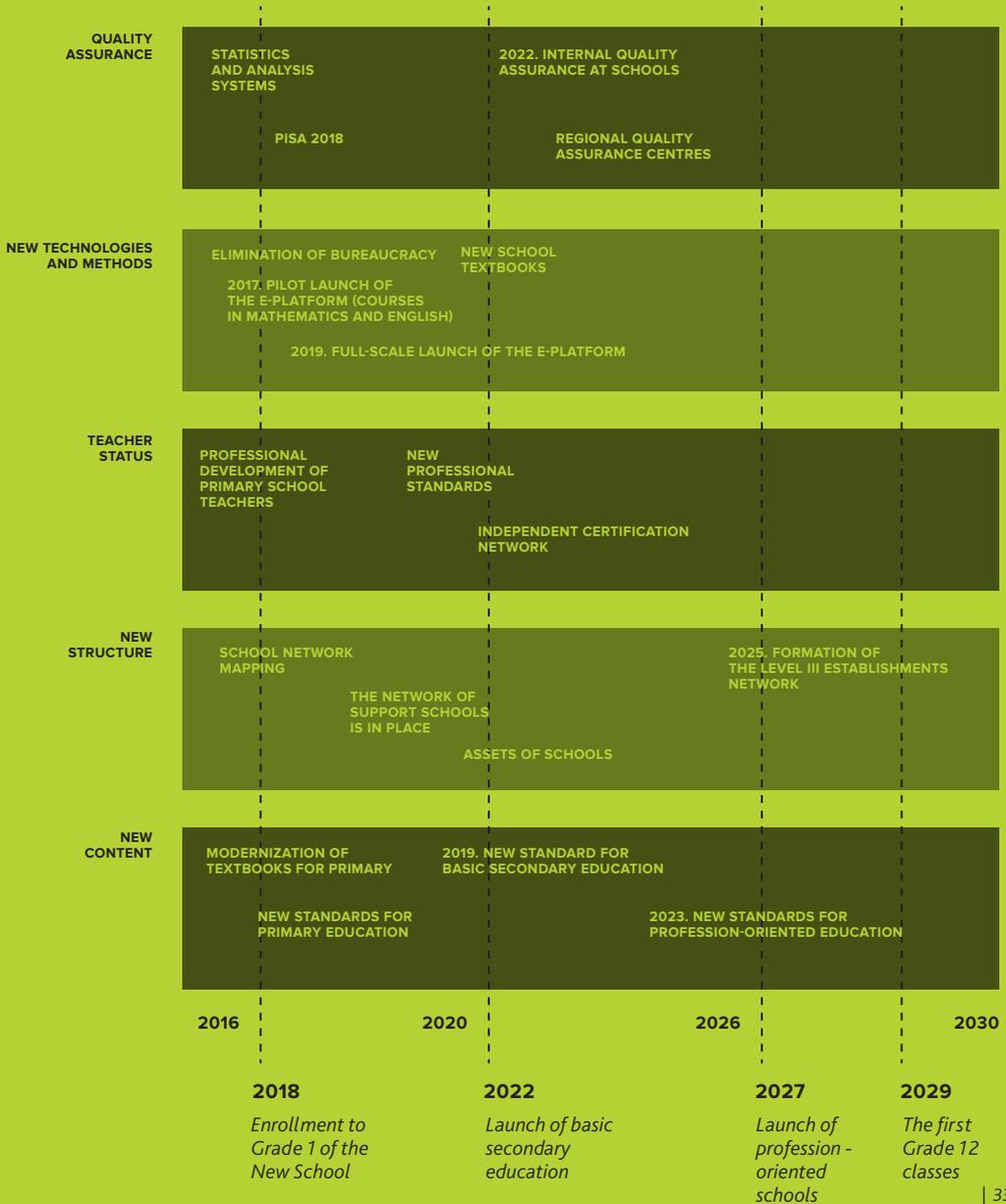
- *Development and approval of competency-based standards for the basic secondary school education – 2019.*
- *Formulation of a new system for professional development for teachers and school administrators.*
- *Mapping a network of schools and institutions of vocational education to design a network of Level III institutions (profession-oriented schools).*
- *Ensuring quality in the study of foreign languages at high schools according to the Strategy of Sustainable Development "Ukraine-2020".*
- *Formation of a network of basic-level Support Schools.*
- *Creation of professional standards for teaching at primary and secondary schools.*
- *Establishing a network of centres for independent teacher certification.*
- *Establishing regional bodies for quality assurance in education.*
- *Formation of systems for internal quality assurance at schools – 2022.*
- *Creation of a system of independent assessment of educational outcomes after completion of basic school education.*
- *Basic school starts to work according to the new competency-based educational standards (as envisaged by the Draft Law of Ukraine "About Education") – 2022.*

## Phase III (2023-2029)

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- *Development and approval of competency-based standards for profession-oriented secondary education – 2023.*
- *Formation of a network of Level III institutions (profession-oriented schools) – not later than 2025.*
- *Creation of a system of independent assessment for professional qualifications of profession-oriented high school leavers.*
- *The profession-oriented school starts to operate according to the new competency-based educational standards (as envisaged by the Draft Law of Ukraine "About Education") not later than 2027. Creation on this basis of preconditions for decreasing the duration and workload of bachelor programmes in higher education by 45 credits on average.*
- *The first New School Grade 12 – not later than 2029.*

**FIGURE 7. REFORM IMPLEMENTATION SCHEDULE**





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