



# Progress report May 2021



## Background Information

3

## Policy Work

4

*Development of new policies*

4

*Policy Piloting*

6

*Experience exchange with Norway*

7

*Regional Exchange between Moldova,  
Georgia and Ukraine*

7

## Learning Democracy Online

8

*E-learning courses*

8

*Blended courses*

9

## Democratization of Schools

10

*Governance and Culture*

10

*Teaching and Learning*

11

*Cooperation with Local Community*

11

## Sustainability of Results

12

*Network of Schools*

12

*Network of Trainers*

13

*Communication and Dissemination*

14

## Programme in numbers

15

# BACKGROUND INFORMATION

In 2016, Ukraine embarked on the most comprehensive school education reform in its history as an independent state. The New Ukrainian school puts a major emphasis on educating citizens who think critically and innovatively, participate in democratic processes as well as value and respect dignity and the rights of all.

“Schools for Democracy: Supporting Education Reforms in Ukraine” Programme aims to support democratic reforms in school education in Ukraine by promoting democratic culture and democratic citizenship in policy and practice.

## NEW NATIONAL CURRICULUM

New National Curriculum for 5-9 grades and other supporting policy documents foster democratic competences and are ready for introduction in all schools

## LEARNING DEMOCRACY ONLINE

Teachers and students in Ukraine have access to new digital resources for learning democracy



## GOALS

## DEMOCRATIZATION OF SCHOOLS

Sustainable and systemic changes in schools are introduced and functioning in governance, teaching and learning, and cooperation with local community

## REGIONAL EXCHANGE

Education policy in Ukraine draws on lessons learned from policymakers in Norway, Georgia and Moldova

The Programme is developed and implemented in partnership with the Ministry of Education and Science of Ukraine. To ensure systemic and sustainable results, EWC has partnered with a range of public and civil society institutions in Ukraine and internationally.

### Partners in Ukraine

- Ministry of Education and Science (MoES)
- Ministry of Youth and Sports
- State Service of Education Quality (SSEQ)
- Ukrainian Institute of Education Development
- Institute for Modernization of Content of Education
- Lviv In-Service Teacher Training Institute
- Prometheus (online courses provider)
- Smart Osvita NGO
- CEDOS, Centre for Society Research
- Research Bureau Sociologist

### Implementing partners

- Center for Educational Initiatives
- Ukrainian Step by Step Foundation
- ISAR Yednannia



„EWC is a very good supporter in the reform process. The democratic approach, which is the motto of the European Wergeland Centre, is very important. It is a participatory approach where each contributor is heard, and common solutions are found based on the input from all concerned”,

*Roman Shyyan, deputy director of the Reform support team and leader of the working groups for the new curriculum*

### Internationally

- Norwegian Ministry of Education and Research
- Inland Norway University of Applied Sciences, Lillehammer
- National Centre for Teacher Professional Development, Georgia
- Ministry of Education of Moldova



# POLICY WORK

EWC has provided expert and technical assistance for working groups developing new national curricula for pre-school, primary and secondary school, strategy of civic education development and new quality standards for schools to strengthen the focus on development of democratic competences in the Ukrainian policy framework.

## How we contributed?

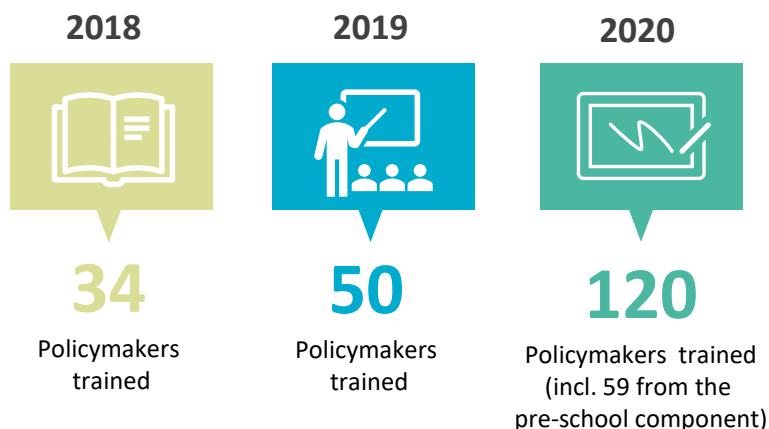
To support democratization of educational policies, EWC has contributed to development of policy documents and piloting new policies in practice.



*Working meeting for national curricula working group, 2019*

## Development of Policy Documents

EWC has supported developers of national curricula and other policy documents by providing trainings, consultancy and organizational support for the working groups set up by the MoES. We have been also actively involved in the content development.



*Number of policymakers trained from 2018 to 2020*

Through regular discussions and meetings with experts representing institutions responsible for education quality criteria, strategic planning, definition of content and methodological approaches, EWC succeeded to include in several policy documents the Council of Europe recommendations on education in democratic citizenship and human rights and Framework for Competences for Democratic Culture.

Since 2017, the Programme has contributed to the development of **5 policy documents**. This is how deputy director of the Reform support team, Roman Shyyan, defined the main developments in the new documents: “The main change is that students will be offered the possibility to influence more the way things are being taught and that the teachers will have a chance to accommodate the students’ requests”.

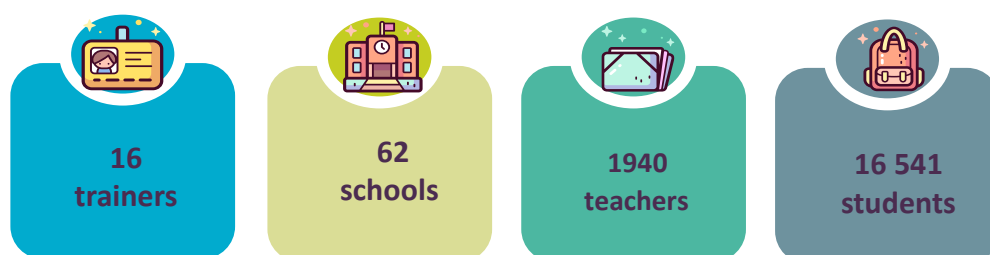
## Policy Documents developed with the EWC contribution

<b>Curriculum for Primary School (grades 1-4), 2018</b>	<ul style="list-style-type: none"> <li>• Cross-curricular development of civic and social competences</li> <li>• Child-centered approach</li> <li>• Competence-based approach</li> <li>• More freedom in choosing teaching methods</li> <li>• Democratization of assessment practices</li> </ul>
<b>Curriculum for Basic Secondary School (grades 5-9), 2020</b>	<ul style="list-style-type: none"> <li>• Cross-curricular development of civic and social competences</li> <li>• Competence-based approach</li> <li>• More freedom in choosing teaching methods</li> </ul>
<b>Education Quality Standards for Schools (2019)</b>	<ul style="list-style-type: none"> <li>• More focus on inclusive and democratic learning environment (prevention of bullying, shared decision-making, increased student participation)</li> <li>• Democratization of assessment practices</li> <li>• Focus on democratic teaching and learning in the external school audit</li> </ul>
<b>Pre-School Basic Component (National Curriculum, 2021)</b>	<ul style="list-style-type: none"> <li>• Competence-based approach</li> <li>• More focus on free play, participation and child initiative</li> <li>• Democratic and inclusive environment</li> <li>• Continuity between pre-school and primary education</li> <li>• More focus on involvement of parents</li> </ul>
<b>Concept of civic education development in Ukraine (under development)</b>	<ul style="list-style-type: none"> <li>• Based on the Council of Europe Reference Framework of Competences for Democratic Culture</li> <li>• A bridge between formal and non-formal education</li> <li>• Focus on Youth empowerment</li> <li>• Civic competences in live-long learning</li> </ul>

## Policy Piloting and Strengthening Teacher Capacity

To help put new policies into practice, EWC has been providing teacher training and carried out piloting of several new tools at schools.

One of the key changes in the curricula, is the focus on civic competences in all subjects. In 2018, a national innovation project was launched within the Programme, to pilot this approach (registered by a Ministerial Decree). It is being carried out in 62 schools in all regions of Ukraine to test new tools and approaches for cross-curricula development and assessment of civic competences as outlined in the new curriculum. In 2020, 91% of teacher participants stated that they improved their understanding of the new policies and how they can be put in practice.



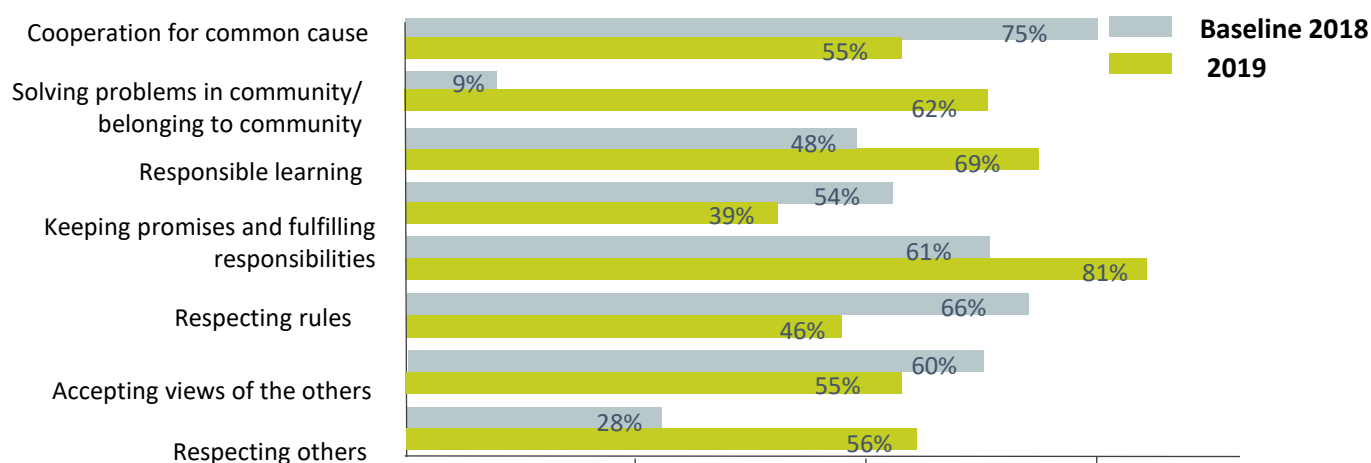
*Piloting project in numbers*

The project results showed how **the improvement of teachers' skills in the development of civic competences leads to the improvement of students' achievements**. 98% of teachers confirmed that the participation in the Programme allowed them to improve their teaching skills in development of civic competences. In 2020, 68% of teachers additionally mentioned that it was easier for them to transition to online lessons during the pandemics because of their online experiences in the project.

To assess students' civic competences, teachers used a **monitoring tool**, developed by the project experts. The tool shows progress in development of different components of the civic competences – e.g. cooperation for a common cause, respecting others, being open for other views etc.

Civic competences of students were measured before and after the Programme intervention (over 16500 students from 52 schools).

### Civic Competences of the 7<sup>th</sup> Grade Students:



*Chart with testing results in 2018-2019*

As the numbers demonstrate, the percentage of students with a high level of certain competences considerably increased after two years of the Programme's support of the schools.

## **Experience exchange with Norway**

One of the elements of institutional cooperation between the European Wergeland Centre (EWC) and the Ukrainian Ministry of Education and Science (MoES) are study visits to Norway. In 2018 – 2019, the EWC organized study visits for 40 Ukrainian policymakers.

In summer 2018, the State Service of Education Quality of Ukraine (SSEQ) and the MoES, including the Minister of Education Lilya Hrynevych, met with the representatives of the key education institutions in Oslo.

In 2019, an official Ukrainian delegation led by the Minister of Education Hanna Novosad met with the Norwegian Minister of Education and Integration, as well as a State Secretary at the Ministry of Foreign Affairs. The delegation also had an opportunity to see how Norwegian pre-school and primary school policies are implemented in an Oslo kindergarten and a primary school.

In 2020, Oslo commune expert contributed to the development of the Programme pre-school policy work with two webinars on pre-school education. In 2021, a Norwegian Directorate of Education representative delivered a presentation for the policy working group on the upper secondary reform in Ukraine.

## **Regional Exchange between Moldova, Georgia and Ukraine**

Ukraine, Georgia and Moldova go through similar educational reforms and face similar challenges in their implementation. To strengthen the regional cooperation and dissemination of best practices, experience exchange, the programme included capacity-building trainings and networking, national projects and sharing of experiences over a period of two years .

In February 2019, a workshop targeting experienced trainers from teacher trainer institutions in Ukraine, Georgia and Moldova was conducted. The workshop strengthened the trainers' capacity to design, implement and promote activities on democratic and human rights educations at schools both online and offline. The workshop was followed by the implementation of local projects at schools in the trainers' respective countries.

In November 2019, a conference in Tbilisi brought together the teacher trainers again along with representatives of the schools they worked with, policymakers and other education professionals. Overall, 80 participants took part in the conference to share good practices and innovative ideas on educating school children to be competent, confident and responsible citizens of diverse democratic societies.

The online conference “Competence-based Teaching and Learning in Secondary School” organized in February 2021 served as a concluding meeting for the participants from three countries. An online panel discussion during the conference, focusing on digital citizenship and challenges for teaching civics in the times of the pandemics, gathered over 100 participants from the countries. 8 schools from Georgia, 9 schools from Moldova and 49 schools from Ukraine presented the results of their work on the development of students' civic competences offline and online.



# LEARNING DEMOCRACY ONLINE

As the reform continues, it includes more areas and levels of school education and a larger number of professionals, who require new teaching and learning resources, as well as training in the new approaches.

The Programme has responded to these needs by creating online resources, such as manuals, including translated CoE materials, an E-guide on democratic changes at school, as well as a toolbox with exercises on human rights and democracy education for different school subjects.

The Programme supports capacity-building of educators in two formats: individual online learning (Massive Online Open Courses) and blended learning facilitated by an instructor.

## Online courses at Prometheus

In 2020, most educational processes were transferred online. One of the highlights of the Programme is the series of massive open online courses (MOOCs) launched at the leading online course provider Prometheus. The courses allow to significantly scale up capacity building of educators, also taking into consideration the restraints brought by the pandemics. The courses were developed by 25 Programme experts in different fields and contain the experience of 5 years with offering teacher training on education for democratic citizenship and human rights in Ukraine.



Illustrations from the series of MOOCs and example of course certificate

A series of courses entitled “30 Steps towards the New Ukrainian School: Educating a Citizen” consists of 4 MOOCs: “Starting towards a successful school”, “Secrets of the successful principal”, “Everyday solutions for teaching” and “School and community for students”. They are self-paced. Each MOOC offers a certificate of one standard European academic credit (ECTS) recognized as a part of obligatory professional training. In 2 months after the launch of the first MOOC, more than 26 000 learners registered for the course and 6000 of them has successfully fulfilled them gaining certificates.

“My daughter will start school this year. I find it interesting to understand what contemporary school is offering to children and how can I contribute in making our school a better place”, a MOOC learner, said. “This course allowed me to really enjoy my own recharging process. At the same time, it also provided an opportunity to plan real changes in professional development and changes in my environment. I have already recommended the course to some colleagues”, mentioned another one.



## Blended courses at the e-learning platform

In 2021, EWC has launched 3 new blended learning courses (8-10 weeks) – “Development of civic competences through student councils”, “Transversal development of civic competences ” and “Democratic school governance”. Unlike MOOCs, blended courses provide an opportunity to discuss and reflect along with peers and facilitators. Online support is combined with workshops and school-based competence development. This approach assures more commitment from learners and actual implementation of changes at schools in the result of the course.

The structure of the courses allows the school staff not only to get knowledge, but practically implement it in everyday school life. After completing practical tasks, the participants give feedback and reflect on their experiences with the trainers. Course certificates are officially recognized by the educational authorities.

Two more courses have been carried out since 2018. The total number of learners at EWC e-learning platform is 536.

### Blended courses launched in 2021:



#### **Development of civic competence through student councils**

**(60 hrs, 2 ECT)**

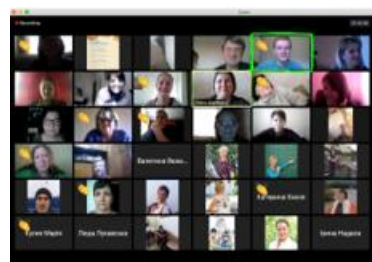
This course aims to prepare teachers and deputy school heads in charge of student councils to better implement norms of the new Law on Secondary Education (2020), which makes student self-government bodies more important players in the school governance. Through learning how to participate in the decision-making process in schools, students develop necessary skills and attitudes for being active and responsible citizens.



#### **Transversal development of civic competences**

**(30 hrs, 1 ECT)**

The course aims at teachers of all school subjects who want to learn how to develop civic competences of students in their subjects. As competence-based learning is relatively new for Ukrainian teachers, the course offers practical ways of implementing it through interactive methods, assessment for learning and project-based learning.



#### **Democratic governance at school**

**(30 hrs, 1 ECT)**

This course is aimed at school teams consisting of school heads and their deputies. During the course they analyse their school documents and practices and learn how to make them more inclusive and democratic as well as how to align them with the New Ukrainian School reform requirements.

# DEMOCRATIZATION OF SCHOOLS

With the educational reform, schools become autonomous units of change. This change concerns not only the content of education but, most importantly, the change of the school environment, the transition to more democratic and more inclusive education.

The Programme supports schools in applying the whole school approach to democratic school development. It encourages to assess situation, plan and implement changes in three core areas of school life – teaching and learning, governance, and cooperation with the community.

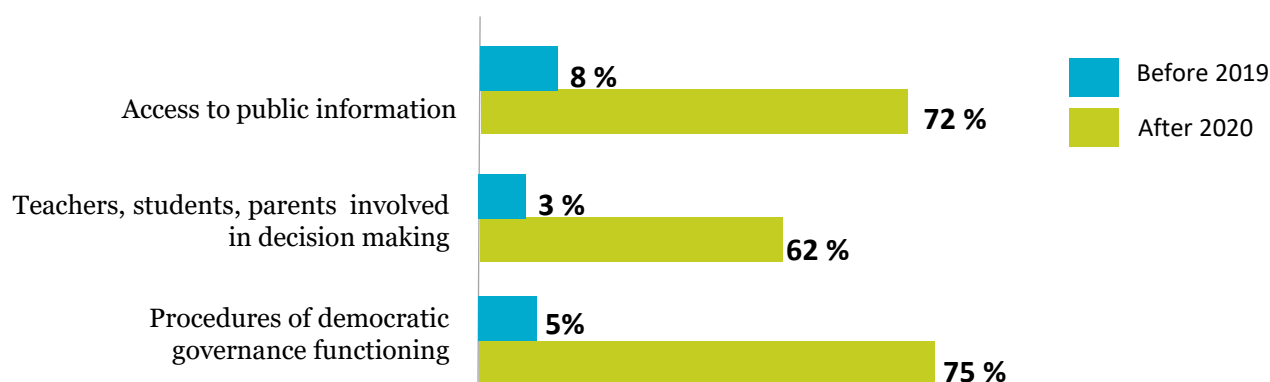
EWC has supported schools for 18 months each. First, participating schools meet with other participants and trainers. Further, introductory trainings for school teams and 5 visits to each school are conducted. Meetings with schools allow involving the maximum number of school stakeholders.

In 2020, the Programme provided a blended learning support to schools with most of the meetings moved online. More than 200 meetings were conducted online, 61 – in the face-to-face format. 30% of all school stakeholders were involved in programme activities, communicated with trainers directly and defined themselves the support they required to implement democratic changes. Below are some of the examples of schools' change stories provided after the completion of the projects (more change stories are available on the [Programme website](#)).

## Changes at schools:

### Governance & Culture

The participation of students, parents, teachers along with the school administration and community representatives in the decision-making assures that changes will be relevant for all. The involvement of students can happen in various forms – from their participation in particular projects to the organization of student governing bodies and the creation of school documents that establish democratic procedures in the school.

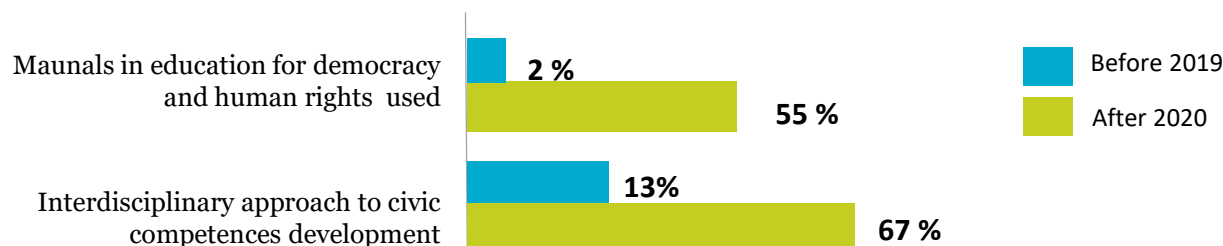


*Changes in governance and culture at schools after participation in the Programme measured by the Tool for Democratic School Development*

In Radivilivsky lyceum (Rivne oblast) there were self-governing bodies in place before the school took part in the Programme, but they were not involved in decision-making at school. Teachers and the administration appointed children and approved their decisions. After a year in the Programme, student government actively interacts with all school stakeholders - parents, teaching staff and school administration. Students are involved in the decision-making and initiatives related to various aspects of school life. "It's nice that parents are now involved in creating a democratic environment at school. Everyone has benefited from such changes - students, parents and teachers. Students have become active participants in the educational process, they have understood their role both during extracurricular activities and in lessons," emphasizes Iryna Kulyk, one of the parents.

## Teaching & Learning

The new Curricula encourage development of civic competences at all subjects. They also promote modern methods in the classrooms, such as project-based learning, *interactive learning*, formative assessment allow for more freedom for students and require more responsibility, thus fostering civic competences.



*Changes in teaching and learning at schools after participation in the Programme measured by the Tool for Democratic School Development*

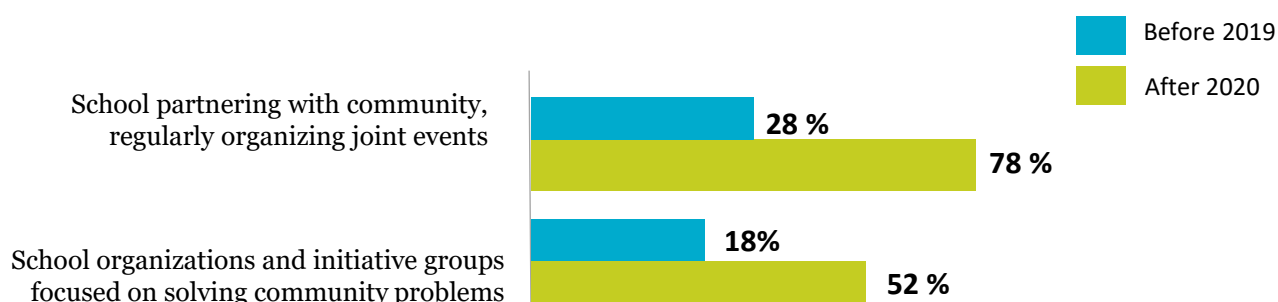
Khorol specialized school №1 (Poltava oblast) took the challenge to gradually introduce development of civic competences into all subjects. First, trainings were conducted for all teachers at school. "At first, I didn't know how to combine the topics of the program material in mathematics and civic education. It seemed to me purely a subject of the humanities but participating in the programme helped to change that view dramatically", said Oleksandr Radchenko, teacher of mathematics and computer science.

Teachers planned the introduction of new approaches together. On the one hand, it helped to avoid repetition and overload of students, on the other – to facilitate peer learning with colleagues. It united teachers and added confidence. The initiative of conducting integrated lessons with human rights and democracy education elements was shared by 12 teachers. 145 students were involved in the process.

"The main qualitative change, in my opinion - is new quality of relationships with students, colleagues, parents. The communication style of everyone is changing: teachers, students and parents. It's nice," says Lilia Larionenko, a teacher of Ukrainian language and literature.

## Cooperation with the Local Community

Participating in finding solutions for the challenges of local community development can be the core driver of democratic changes at schools.



*Changes in cooperation with local community of schools after participation in the Programme measured by the Tool for Democratic School Development*

Many schools in Ukraine see cooperation with parents as problematic. Lysychanska school №13 (Luhansk oblast) decided to improve their cooperation with parents. A social media chat for the whole school was set up to discuss challenges and solutions. New student governance regulations were introduced, and the format of parents' meetings was changed, giving more space for parents and students. Teachers' council launched an anti-bullying project aimed at the development of mediation skills and civic competences of all school stakeholders. To reach their goal, the school found community partners – local library, teacher college, regional children's hospital and supermarkets.

School director Marina Milishkevich, says they have changed a lot: "Parents, students and teachers do not demand now, they propose! We are as open to each other as possible. The pedagogy of partnership helps us to solve difficult situations".

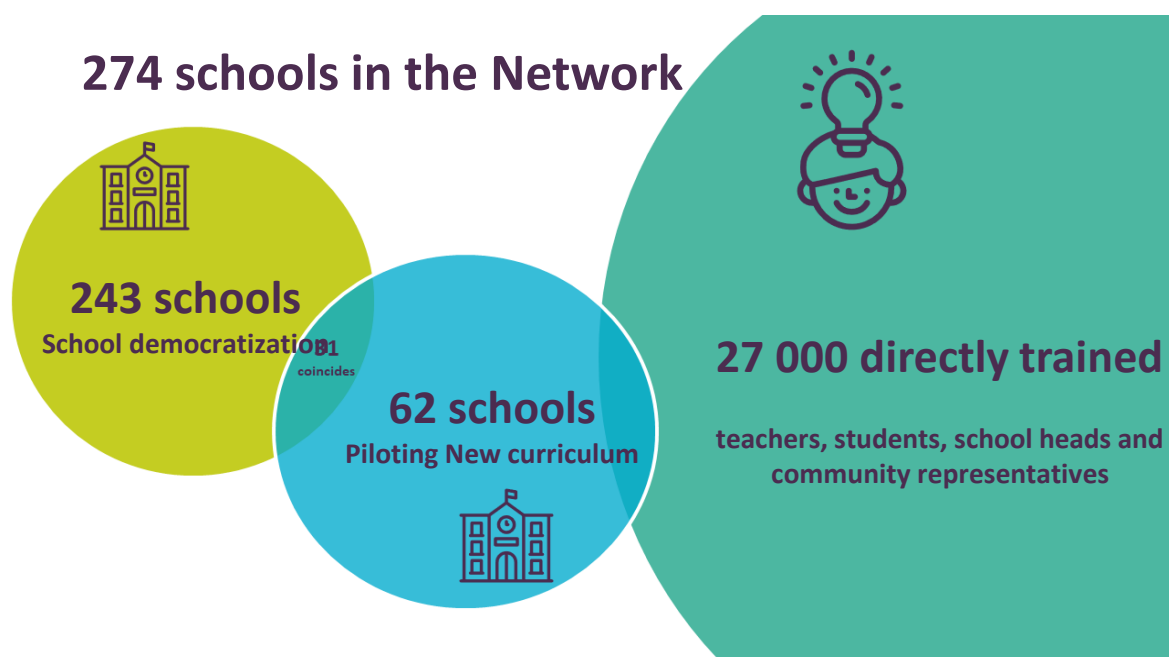
# SUSTAINABILITY OF RESULTS

Programme priority that emerged as a Programme-shaping factor was the sustainability of changes. The establishment and support of expert and institutional networks in all Ukrainian regions set up a strong independent platform of agents of change who implement democratic education in the country.

Various activities of the programme are aimed at networking support through ensuring dialogue in between the regions and peer learning. All programme trainers are part of 8 regional hubs, covering all 24 Ukrainian regions. The hubs are in charge of regular trainings of trainers for experience exchange and participatory planning of the regional schools support. Schools communicate directly with the trainers on the regional level. Furthermore, EWC organizes conferences, national and international, for the networking of all programme stakeholders. Facebook group with around 4000 subscribers serves as a platform for schools and trainers to share their stories and tools.

## Network of Schools

274 schools are currently active in the Programme network, representing more than 160 000 teachers, students, parents and community members. Many of the schools are valued by the Ministry of Education as agents of change and invited to present their results at various events organized by the authorities, such as regional annual school conferences or national contests.



The cooperation of schools across regions and years of Programme implementation is supported through a mini-grant scheme. The grants are provided for the schools to cover small-scale project implementation costs in relation to school governance and the environment, cooperation with the community and teaching and learning. The priority is given to the projects that foresee the regional or interregional cooperation of schools. Currently, 15 mini-grant projects are being implemented.

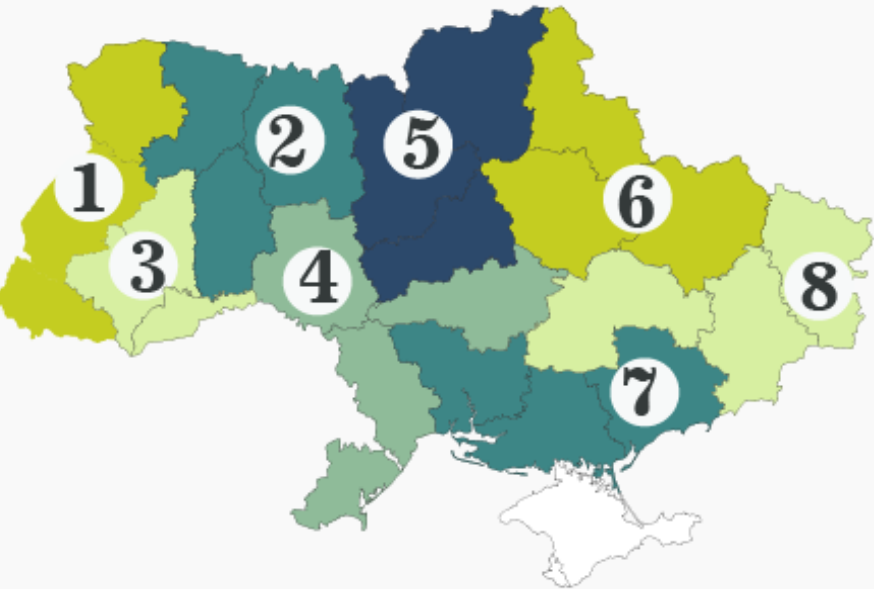
In 2019 – 2020, 14 thematic trainings were organized. 8 of them brought together teachers and school heads from all five Programme cycles. The trainings were aimed at strengthening the capacity of participants to work with such fundamental topics of the Programme as student self-governance, project approach and the development of civic competences. The schools had an opportunity to share experiences and tips with each other.

11 Ukrainian schools from the Network are part of the network of democratic schools of the Council of Europe.



## Network of Trainers

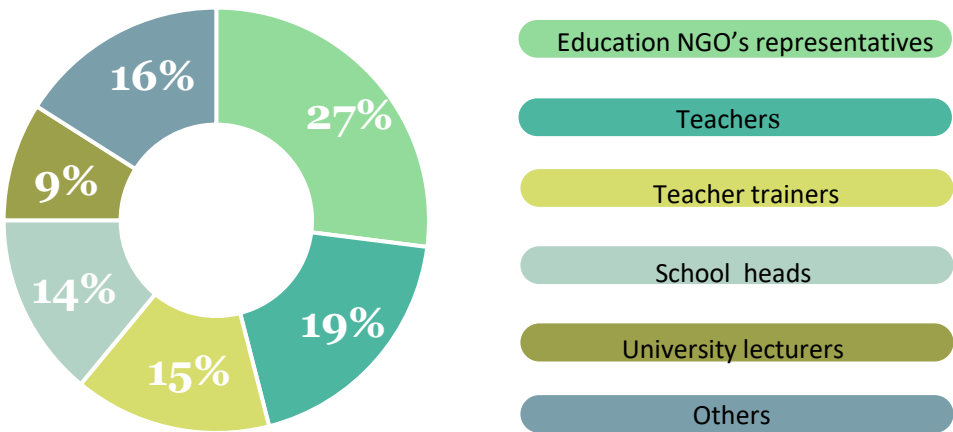
Since 2017, 76 trainers have been involved in the Programme network. The trainers are organized into smaller teams, coordinated by the regional hubs. The activities of 8 regional hubs have various purposes - introducing new trainers to the network, exchange of experiences and feedback, updating trainers on the most actual concepts and practices implemented within the Programme. In addition, several times per year, the programme organizes face-to-face trainings of trainers and webinars for peer learning and experience exchange with the involvement of international experts.



Map of Trainer hubs divided by regions:

- 1. Volyn, Zakarpattya, Lviv;
- 2. Zhytomyr, Rivne, Khmelnytskyi;
- 3. Ivano-Frankivsk, Ternopil, Chernivtsi;
- 4. Vinnytsya, Kirovohrad, Odesa;
- 5. Kyiv, Cherkasy, Chernihiv;
- 6. Poltava, Sumy, Kharkiv;
- 7. Zaporizhzhya, Mykolaiv, Kherson;
- 8. Dnipro, Donetsk, Luhansk.

The Programme supports continuous professional development of the network members. The training activities contribute to the development of basic training skills and provides learning on specific topics (e.g. conflict mediation, digital citizenship, online learning, democratic assessment methods) to strengthen programme-related competences.



Profile of Trainer Network

Professional development, experience exchange and networking possibilities also contribute to strengthening their work on development of civic competences also beyond the programme. At least 5 of the trainers including the Programme coordinator have co-authored several policy documents facilitating the current reforms. In 2019, a teacher and a Programme trainer, Natalia Kidalova, won the Global Teacher Prize Ukraine. In 2020, the same prize was awarded to Vasyl Dyakiv, a teacher of Zalishchyky gymnasium, one of the first schools that took part in the Programme. In his speech at the awarding ceremony he expressed gratitude to the Programme.

# COMMUNICATION AND DISSEMINATION

One of the ways to assure sustainability is the dissemination and communication of Programme experiences and results. Programme communication strategy is aimed at informing the target groups about Programme activities and resources that help implement democratic reforms, as well as at motivating educators for change.

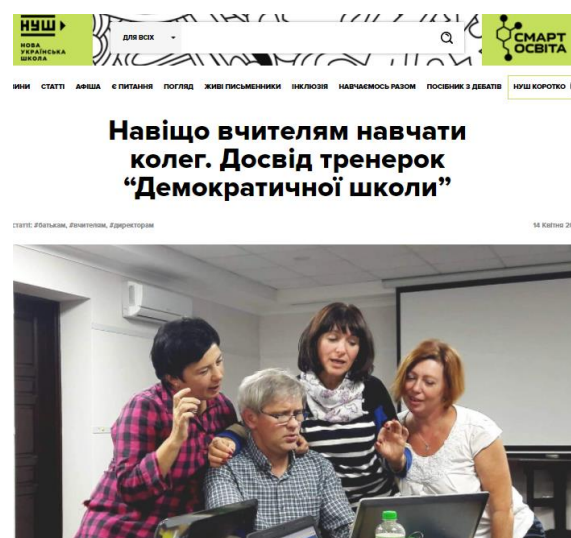
Moreover, dissemination of programme results has served to influence the national agenda of education democratization. In 2020, a particular focus was put on the promotion of online courses developed by the Programme to support implementation of the New Ukrainian School.

To reach the established goals and the various target groups, the EWC uses diverse channels of communication.

To communicate Programme results beyond the participants, the EWC cooperates with main media outlets that disseminate the information on education reform in Ukraine: the website of the Ministry of Education, the “New Ukrainian School” website and education.ua etc. With these platforms the Programme coordinates information about Programme activities or useful resources, as well as interviews on key topics of highest concern.

The EWC Youtube channel serves for the dissemination of video materials.

Facebook remains the main platform for Programme communication. Along with the main Facebook page of the Programme, there are closed groups for Programme alumni, current participants and trainers



*Illustration from the article in the New Ukrainian School Reform portal*



Over 27 000 readers reached with 5 articles published on the [New Ukrainian School Reform portal](#)



More than 2000 downloads of the Programme resources



More than 3000 visitors on the [Programme's website](#) per month



5000 followers on the [Schools for Democracy Facebook page](#)



2800 monthly visits of the [Programme's library](#)



[5 promotion videos](#) of the series of MOOCs available at the EWC youtube channel

# PROGRAMME IN NUMBERS

## Support for policy makers and regional exchange

- **4** National Reform Working Groups joined
- **5** policy documents developed with Programme support
- **2** policy documents piloted
- **120** Curriculum developers trained in education for democratic citizenship and human rights
- **102** education experts from Ukraine, Norway, Moldova and Georgia involved in experience exchange

## Capacity - building of school community

- **274** schools in all regions trained directly
- **1272** schools reached in total
- **27 000+** teachers, students, parents, school heads, local community representatives trained
- **128 000+** beneficiaries reached through Programme activities

## Capacity - building of education experts

- **76** trainers have participated in the Programme pool since 2017/trained in the Programme pool overall
- **66** experts from all regional In-Service Teacher Training Institutes trained to implement new approaches in education
- **25** experts trained to develop online learning resources

## Online teaching and learning resources

- **4** MOOCs and 4 blended learning courses developed for educators
- **26 000+** users enrolled in the courses
- **5000 +** certificates on the completion of the courses obtained
- **541** digital lesson activities developed
- **2** Council of Europe's manuals translated

## Communication and Dissemination

- **Program website** and e-learning platform launched at [www.schools-for-democracy.org](http://www.schools-for-democracy.org)
- **1533** registered users on the website
- **4000+** followers on Facebook

Visit us at <https://www.schools-for-democracy.org/>  
and <https://theewc.org/countries/ukraine/>

Sign up for the [Newsletter](#)

Follow the Schools for Democracy FB page -  
<https://www.facebook.com/schoolsfordemocracy>