

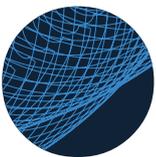
INTRODUCTION

The New Ukrainian School (NUS) reform was a response to the society's conscious demand for quality and affordable education. Over the years, parents' dissatisfaction with outdated methods, didactic materials, and the content of education in general, which does not meet the needs of modern students, has accumulated. Teachers were demoralized by low social status and wages, as well as by lack of motivation for professional growth. The gap between the «prestigious» and «ordinary» schools with regard to the quality of their educational environments has deepened. Ukrainian schools had chiefly low quality, neglected equipment for classrooms and study rooms, bad Internet and computer equipment.

The quality of secondary education before the NUS reform is illustrated by Ukraine's results in the international assessment PISA-2018. Along with quite good results in reading shown by the Ukrainian students, the study revealed major problems with mathematics. More than a third of students do not even reach the basic level of knowledge in this area. Overall,

the Ukrainian students' performance in reading, mathematics, and science is about one year behind the OECD average. The PISA study showed that equal access to quality education is narrowing in Ukraine. Students with high socioeconomic status are two to three times more likely to demonstrate high academic performance than their peers with low socioeconomic status. Children from rural areas have the Least chances for a successful future. These alarming trends were confirmed by monitoring studies of the quality of primary education conducted by the Ukrainian Centre for Educational Quality Assessment in 2016-2018.

Experts started wide discussions about the idea and main directions of secondary education reform in 2014 at the site of the Parliamentary Committee on Education and Science. The main goal of the reform of general secondary education was to move from a school of knowledge, mostly theoretical, to a school of 21st century competencies. We sought to create a competency-based, interesting school for children in Ukraine - one that motivates to learn,



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teaches how to apply gained knowledge in practice, and develops the skills necessary for successful personal and professional self-realization. And, of course, installs values that help to shape attitudes in different life situations.

In 2016, the Board of the Ministry of Education and Science approved the concept of the reform called «New Ukrainian School», with its basic principles, main directions and implementation schedule until 2030. In September 2017, the Verkhovna Rada adopted a new framework law «On Education», which laid the regulatory basis for reform. In the same year, more than 140 schools began piloting the new State Standard for Primary Education. Already in the 2018-2019 school year, all first-graders in the country started their studies in accordance with the NUS standard.

According to the reform schedule, in September 2021 the students of the pilot classes moved to the 5th grade. They are already studying according to the new State Standard of Basic Education, which was developed in 2019-2020. However, there is insufficient support for pilot schools and teachers in implementing new educational content and new teaching methods and approaches. The success of this pilot will presage the quality of reform implementation for all the NUS 5th grades starting from 2022.

The key to successful implementation of changes rests in involvement of a wide range of NUS supporters and, above all, public organizations. In particular, in the first stage of NUS implementation, the EdCamp Ukraine community, NGO Osvitoria, NGO Smart Osvita and other representatives of the civic sector made a significant contribution to the implementation of changes.

For the reform to truly happen, all those interested must have a holistic vision of it. We, the experts involved in the reform of the New Ukrainian School, have prepared such a vision in the form of in the form of this Roadmap. The Roadmap explains how the New Ukrainian School should be implemented further, what results need to be achieved and what steps need to be taken.

The preparation of this document was gradual:

- we analyzed the state of implementation of the reform envisaged by the Concept of the New Ukrainian School;
- we formed key areas that require utmost attention;
- we then prepared a policy analysis and on this basis - specific tasks and steps that need to be taken to continue the successful implementation of the reform in the basic secondary school, and set guidelines for the transition to upper secondary school.

Policy directions were formed in expert discussions, and the draft roadmap was discussed at the NUS Club meetings and EdCamp community meetings.

The document was also widely discussed. As a result, we have supplemented the sections on the implementation of the competence-based content of education, changing approaches to the professional development of teachers and building a modern network of schools.

We hope that this Roadmap will become an effective dynamic tool of educational policy for the implementation of the reform «New Ukrainian School».