

WHAT DO PEOPLE NEED?

While formulating our vision of secondary education at the current stage of reform, we look deeply into the needs of various participants of

the educational process (stakeholders). Based on our understanding, we propose to consider their needs in a way presented in the table below.

Map of stakeholders' needs



CONTENT OF EDUCATION	PROFESSIONAL DEVELOPMENT	NETWORK OF SCHOOLS	INCLUSIVE EDUCATION	DIGITALIZATION	QUALITY ASSESSMENT
STUDENTS					
<ul style="list-style-type: none"> • Modern interesting educational resources • Exciting activity and research teaching methods • Developed cross-cutting skills (soft skills) • Adapted or modified content of education depending on educational needs • Affordable and interesting learning 	<ul style="list-style-type: none"> • Qualified teachers who respect, find common ground and inspire students • Teachers know methods of social and emotional support • Teachers have modern methods of working with children with SEN 	<ul style="list-style-type: none"> • Modern schools provide high quality secondary education at all levels, regardless of place of residence • Access to the best educational resources and teachers • Comfortable and safe learning environment • Pedestrian accessibility or timely bussing to classes in safe buses on repaired roads • Opportunity to receive education together with peers at the place of residence 	<ul style="list-style-type: none"> • Opportunity to study in an atmosphere of friendliness, non-discrimination and diversity • Barrier-free educational environment • Quality psychological and pedagogical services, additional support in the educational process 	<ul style="list-style-type: none"> • Quality electronic educational resources available online, including electronic textbooks • Quality electronic educational resources designed in accordance with the principles of universal accessibility (or universal design) 	<ul style="list-style-type: none"> • Assessment that in form and content corresponds to the individual and age characteristics of children and is built on the principle of "feasible challenge", taking into account the formative assessment • Adapted criteria and tools for assessing academic achievement of students with SEN

Roadmap for the basic and upper secondary school reform



CONTENT OF EDUCATION	PROFESSIONAL DEVELOPMENT	NETWORK OF SCHOOLS	INCLUSIVE EDUCATION	DIGITALIZATION	QUALITY ASSESSMENT
PARENTS					
<ul style="list-style-type: none"> • Opportunity to discuss the educational programs 	<ul style="list-style-type: none"> • Opportunity to always receive the necessary information and assistance from a teacher about their child 	<ul style="list-style-type: none"> • Choosing a profile and forms of education for their child 	<ul style="list-style-type: none"> • Participation in planning and implementing the educational process for their child • Consultations of specialists, including during the transition between levels and stages of education (from preschool to school and to vocational or higher education) 	<ul style="list-style-type: none"> • Development of digital competence of a child at the level of leading countries 	<ul style="list-style-type: none"> • Objective data on achievements of their child
TEACHERS					
<ul style="list-style-type: none"> • Autonomy in choosing the educational resources • Modern teaching materials 	<ul style="list-style-type: none"> • Selection of training providers • Transparent and realistic qualification assessment criteria • Mentoring support • Appropriate level of remuneration 	<ul style="list-style-type: none"> • Appropriate and modern working conditions 	<ul style="list-style-type: none"> • Professional training in inclusive education • Qualified support of a team of psychological and pedagogical assistance and/or IRC for the organization and implementation of inclusive education • Assistance of teacher assistants 	<ul style="list-style-type: none"> • Wide choice of modern in-service training programs • Quality open electronic educational resources • Simplification of bureaucracy • Ability to create own electronic educational resources and programs • Management of individual educational trajectories of students on the basis of data 	<ul style="list-style-type: none"> • Comparison of current assessment with the data of final assessments
PRINCIPALS					
<ul style="list-style-type: none"> • Financial autonomy to purchase quality equipment and textbooks • Ability to create own educational programs 	<ul style="list-style-type: none"> • Transparent and realistic criteria for evaluating the effectiveness of the principal • Mentoring support 	<ul style="list-style-type: none"> • Equally high level of material and technical and educational equipment of all schools, regardless of location 	<ul style="list-style-type: none"> • Attracting additional resources to create inclusive education • Ability to meet staffing needs for inclusive education 	<ul style="list-style-type: none"> • Modern computer equipment and broadband Internet in every school • Convenient information systems that simplify school management 	<ul style="list-style-type: none"> • Availability of data for sound management decisions and strategic planning of school activities