

LEGAL FRAMEWORK OF THE EDUCATION REFORM IN UKRAINE



Governance and Financing

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The concept of the new law

- Comprehensive regulation aiming at development of good quality education for all
 - Key concepts and processes
 - State standards
 - Accreditation
 - Inspection
 - Assessment of learning outcomes
 - ...
-
- ... will be regulated by the Council of Ministers or the Minister responsible for education



Objectives of the reform of 1999

- **Quality** - educational outcomes, relevance to the needs of the labour market
- **Access** – increased participation in upper-secondary education and tertiary (particularly academic) education
- **Equity** – pupils and student from rural areas, special needs students



Key elementst of the reform

- curricular reform - the introduction of new core curriculum, more autonomy for schools and teachers;
- new **structure** of the school education system;
- the assessment and examination system – external tests, exams;
- governance and supervision (inspection)
- the financing of schools – per capita funding
- teachers promotion paths



3				
4	Pre-school, kindergarten			
5				
6		"zero" class		0
7				I
8				II
9				III
10				IV
11				V
12				VI
13	Primary school			VII
14				VIII
15		Vocational	Basic	I
16	General secondary school	I	vocational school	II
17		secondary school		III
18				IV
19				V




3				
4	Pre-school, kindergarten			
5				
6		"zero" class		0
7				I
8				II
9		Primary school		III
10				IV
11				V
12		TEST		VI
13				I
14		Lower secondary school		II
15				III
16		General upper secondary	Vocational	I
17			I upper vocational	II
18			secondary	III
19		MATURA	QUALIFICATIONS	IV

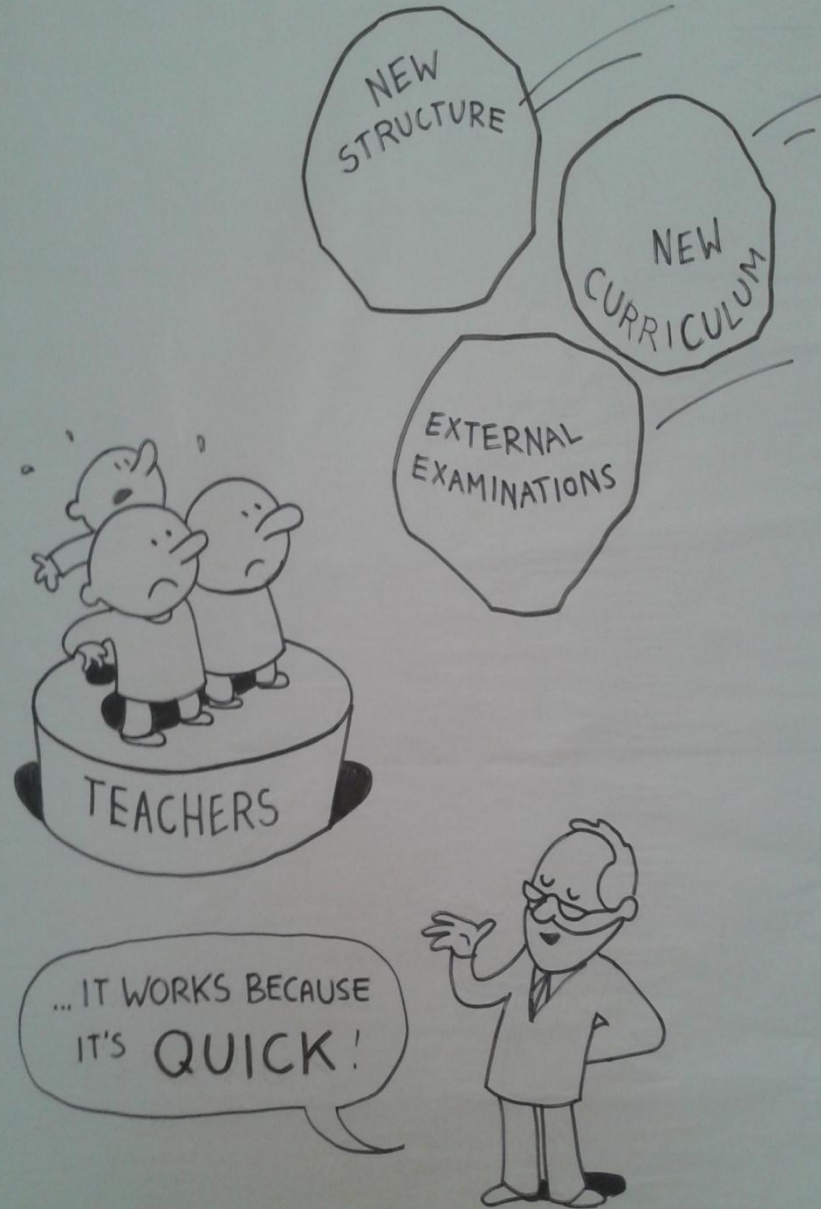


Support of the reform. Why?

- Ten years after THE change of the system – democracy and market economy. Education, particularly the school education remained unchanged and „lagging behind”.
- Too long talking about the need of the reform.
- Prospects of the increase of salaries.
- Results of the International Adult Literacy Survey (IALS) and recommendations of the OECD Review of the educational policy in Poland.
- Education in the „package” with 3 other system reforms.

The reform implementation timetable

September 1997	Parliamentary elections won by Election Action Solidarity (AWS), new Government. Outlines of three system reforms: • Pensions, social security • Health • Administration
March 1998	The forth reform presented by the Minister of Education
Autumn 1998	The Parliament adopted new legislation
September 1999	Implementation of the reform, lower secondary schools opened and operational, new curricula in I, IV and VII grade.
Spring 2002	External tests administrated for the first time in VI and IX grade.
May 2005	New „Matura” - final upper secondary school exam.



Margriet de Heer

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What has made change happen?

- Structural reform – **new** lower secondary school
- Curriculum reform was real, not just another slogan
- Competitive textbook market
- Big scale in-service teacher training programmes



What has made change happen?

- Recruitment of school heads and teachers for the new schools – those who were not afraid of change, ready to face challenges
- External examinations
- Changing role of inspection – the shift from control to evaluation



New role and responsibilities of local governments

- Shifting the responsibility for running and financing schools to local governments who receive not earmarked subsidy from the state budget based on the number of students (per capita funding);
- Communes (*gmina*) became responsible for new lower secondary schools (primary and pre-school as well);
- Districts (*powiat*) run upper secondary schools



Institutions

- Central Examination Board
<http://cke.edu.pl/index.php/aktualnosci-left>
- 8 Regional Examination Boards
- National Centre of Teachers' Professional Development
(Centre for the Development of Education)
<http://www.ore.edu.pl>
- National Centre for the Development of Vocational and Continuing Education
<http://www.koweziu.edu.pl/>
- Institute for Educational Research
<http://www.ibe.edu.pl/en/>
<http://eduentuzjasci.pl/en/>
- Education Information System (SIO)
- Curriculum development expert groups



Examination system

School year 2013/14

- 600 employees
- 1.3 million students taking exams
- 4.5 examination sheets
- 51000 assessors



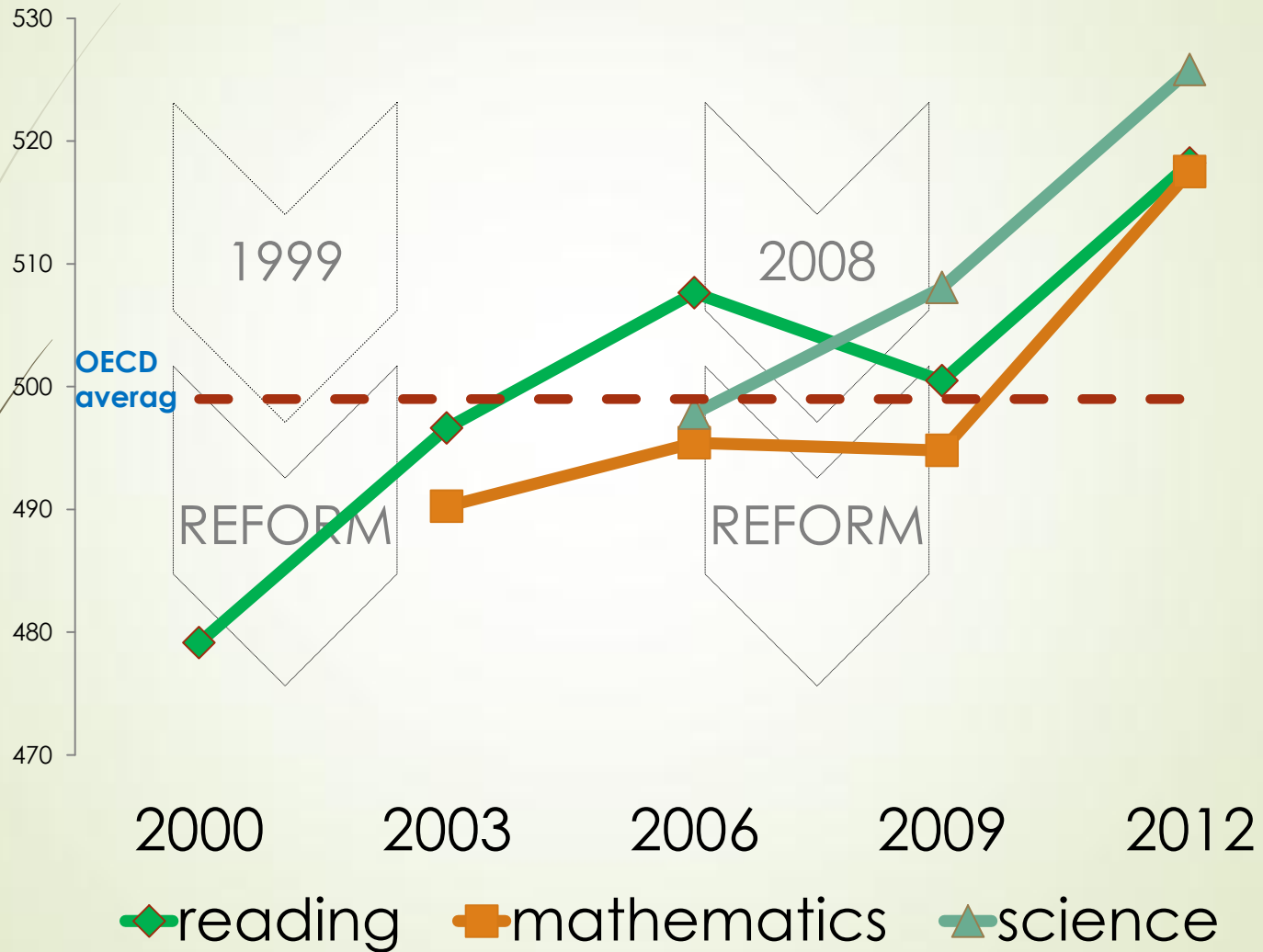
Qualification and examination standard

- National Centre for the Development of Vocational and Continuing Education
- 1 thousand experts developing standards for 200 professions

The second wave of the educational reforms was initiated in 2008.

- The shift to learning outcomes in general education and vocational training (in line with the attempts to introduce **national qualification framework**);
- Modification of the examination requirements addressing the transversal key competences alongside with specific subject-related skills;
- Further broadening school and teacher autonomy;
- Change of the inspection by defining its three complementary aspects: evaluation, control and support;
- Lowering the school compulsory age from 7 to 6 years;
- Increasing the participation in pre-school education of 3 – 5 year olds.

School reforms and PISA outcomes in Poland





Thank you

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