



Analytical note

Child friendly and safe school: modelling of school transformation approach in the context of educational reform in Ukraine



Diagram

BENCHMARKS (top to bottom, clockwise)

Safe way to and from school

Safe schoolyard, school premises and adjacent areas

Proper sanitary and hygienic conditions

Fire and electrical safety

Quality meals and premedical aid

Educational, methodological and technical provision

Mine safety training for students and school staff

Practical safety drills for students and school staff

School staff is well aware of the Safe School concept

Comfortable atmosphere for all those involved in the educational process

Proactive anti-violence policy

Access to extracurricular activities

Provision of psychological and psychosocial support

Referral of students to external assistance, if necessary

School staff consistently improves its professional competence

A system of peer learning and teacher mutual support

Interactive life skills education in classes

Topics of social and health-saving competences

Life skills-based education is one of the school's priorities

Motivation of teachers and students to master life skills

A school ensures involvement and equality to all

Motivated school staff

Community partnerships

Functioning of "Safety and Health Service"

Active parental involvement in school life

A school self-governance system is in place, including student government

A school has clearly formulated mission and the code of conduct

Establishment of the safe school is the main priority of the school policy

STANDARDS

Protective and enabling physical environment

Comfortable psychosocial environment

Life skills-based education for children and adults

Effective school management

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Practice description: conclusions and recommendations

Practice title	Child friendly and safe school: modelling of school transformation approach in the context of educational reform in Ukraine
Country	Luhansk and Donetsk oblasts (government-controlled areas affected by the armed conflict), Ukraine
Related links	<p><i>International context</i></p> <ul style="list-style-type: none"> - <u>Sustainable Development Goals (SDGs), specifically Target 16.2 — end abuse, exploitation, trafficking and all forms of violence against and torture of children.</u> - <u>The Global Coalition to Protect Education from Attack.</u> - <u>Safe Schools Declaration.</u> - <u>Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.</u> - <u>The Child-Friendly Schools Manual, UNICEF.</u> - <u>UNICEF Global Campaign #ENDViolence in schools.</u> - <u>Lessons in War: Military Use of Schools and Other Education Institutions during Conflict.</u> <p><i>National context</i></p> <ul style="list-style-type: none"> - <u>Safe schools in Ukraine: The Concept Note for the Ministry of Education and Science of Ukraine, developed by UNICEF Ukraine, 14 August 2016.</u> - <u>Preventive education portal. Child Friendly and Safe School module.</u> - <u>Methodological recommendations on preventing and countering violence. The Ministry of Education and Science of Ukraine, Letter No.1/11-5480 dated 18 May 2018.</u> - <u>The New Ukrainian School. Conceptual framework for the secondary school reform.</u>
Regulatory and legal documents that the CFSS model seeks to support	<ul style="list-style-type: none"> - <u>UN Convention on the Rights of the Child</u> - <u>Sustainable Development Goals for 2016–2030.</u> - <u>The Constitution of Ukraine.</u> - <u>The Law of Ukraine “On Education”.</u> - <u>The Law of Ukraine “On General Secondary Education”.</u> - <u>The Law of Ukraine “On Pre-School Education”.</u> - <u>Fundamentals of the Legislation of Ukraine on Health Care.</u> - <u>Safe Schools Declaration.</u> - <u>The Concept of the State Social Programme “The National Plan of Action on the Implementation of the UN Convention on the Rights of the Child” for the Period until 2021.</u> - <u>Letter of MoES Ukraine No.1/9-204 dated 04 April 2018 “Plan of measures on the implementation of the joint project ‘Child Friendly and Safe School’”.</u> - <u>On approval of the Concept of implementation of the state</u>

	<p><u>policy for reforming the general secondary education “The New Ukrainian School” until 2029 (Directive of the Cabinet of Ministers of Ukraine No.988-r dated 14 December 2016.</u></p> <ul style="list-style-type: none"> - UNICEF Ukraine Country Programme Document.
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Implementation partners	<p>State partners</p> <ul style="list-style-type: none"> - The Ministry of Education and Science of Ukraine (MoES). - The Institute of Education Content Modernisation. - G.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine. - Oblast departments of education and science and their structural units (Luhansk and Donetsk oblasts). - Oblast institutes of postgraduate pedagogical education (Luhansk and Donetsk oblasts). <p>Donors</p> <ul style="list-style-type: none"> - “Education Cannot Wait”, the global fund to support education in emergencies. - The Government of Japan. - The UNICEF National Committees of Switzerland and Germany. - The EU Instrument contributing to Stability and Peace. <p>Implementing partners</p> <ul style="list-style-type: none"> - “Health through Education” Children’s Fund. - La-Strada Ukraine. - All-Ukrainian Foundation “Step by Step”. - The Association of specialists in conflict resolution and social and psychological support “Words Help”. - Caritas Ukraine. - The Adventist Development and Relief Agency (ADRA). - NGO “Mirror-World”. <p>Non-governmental organisations (national and international)</p> <ul style="list-style-type: none"> - The All-Ukrainian union of teachers and trainers. - The Association of workers of preschool education of Ukraine. - Terre des Hommes Ukraine. - Danish Refugee Council / Danish Demining Group - The British Council. - Czech humanitarian organisation “People in Need”. - Arche Nova Ukraine. - Local NGOs, including school and parental organisations.
Abstract	Modelling the Child Friendly and Safe School (CFSS) approach has

been initiated by UNICEF upon request of the Ministry of Education and Science of Ukraine to support the country's educational reform, taking into account the right of all children to equal access to education, especially the most vulnerable ones, including those affected by the armed conflict in the East of Ukraine.

The CFSS model originates from the best international practices, such as UNICEF's Child-Friendly School, as well as recommendations of the Safe Schools Declaration.

According to the experts and practitioners who have joined a working group on CFSS modelling, an educational institution becomes safe and child-friendly if it provides the following four standards: 1) protective, health and education-promoting physical environment; 2) comfortable psychosocial environment; 3) education for children and adults based on universal human values and essential competences; 4) effective school management, partnership and participation.

A cross-sectoral working group at the Ministry of Education and Science of Ukraine (MoES) and relevant regional working groups of leading experts, academics and practitioners were set up to model the concept of the Child Friendly and Safe School. The working group members were tasked to adapt, simulate, monitor and evaluate the concept implementation.

The approach was tested in 14 educational institutions suggested by the working group members in the Luhansk and Donetsk oblasts affected by the armed conflict. The selected schools are located in urban and rural areas, including along the contact line. The modelling process continued during 2018-2019 and included the following step-by-step improvement of educational institutions:

1. Rapid assessment of an educational institution through online survey of key participants of educational process.
2. Detailed analysis and planning of change.
3. Provision of resources.
4. Implementation, monitoring and evaluation of measures to improve the educational institution.

The modelling of the CFSS approach has demonstrated a positive dynamics of change across all four baseline standards at the output and outcome levels. In particular, the institutional capacity of schools has increased; the CFSS principles and standards have been accepted as a basis for transformation of educational institutions; the inclusiveness of learning spaces has improved along with the formation of new non-violent behaviours of students, teachers and parents; civic engagement of students has increased; the educational environment has become more acceptive to "otherness" of both children and adults; an educational competence approach based on life skills is implemented; schools gradually become the epicentres of local community activities. It is expected that further uninterrupted

	<p>transformation will contribute to the quality reform of the Ukrainian educational sector, taking into account the rights and needs of all children, especially the most vulnerable ones.</p> <p>The process of Ukraine's accession to the international Safe Schools Declaration, already adopted by 54 countries, is underway. The results of the CFSS modelling may be useful in terms of studying the practical experience of ensuring the right of children to education in armed conflicts.</p>
<p>Research methodology and limitations</p>	<p>Inductive and comparative methods have been applied for studying the results of the CFSS modelling. These tools made it possible to analyse individual experiences of school / kindergarten improvements and to compare the results with a reference model of a safe and child-friendly school. The analysis of each of the 14 partner schools followed the same structure:</p> <ul style="list-style-type: none"> - Baseline conditions for the school / kindergartens' participation in the CFSS modelling; - Description of challenges and dynamics of change in the numerical and narrative form against four standards of the CFSS model; - Conclusions and recommendations for further use of the CFSS model. <p>The primary data were collected through polling of the participants of educational process (teachers, school administrators, students, parents); individual interviews with modelling participants; field visits to model schools; analysis of web resources of relevant educational establishments; review of regulations of educational establishments; analysis of the national and international legislative framework that the CFSS model seeks to support; consultations with the working group experts. The results of individual analysis were reflected in relevant school profiles.</p> <p>The comparison of schools against the reference model made it possible to summarise their achievements, to identify trends of positive change and identical challenges faced by all schools, and to provide recommendations for further implementation of the model and advocacy for its replication in other regions of Ukraine and in other countries with similar contexts.</p> <p>Since this study was conducted at the final stage of modelling process, it had a number of limitations:</p> <ul style="list-style-type: none"> - As the study was conducted in summer, it complicated the verification of data obtained from some subjects. For example, in some cases we could not receive clarifications from parents regarding correct interpretation of their answers in the questionnaires (impossibility to ask additional questions). - The design of online rapid assessment tool was not configured to collect the descriptions of qualitative changes produced by the CFSS modelling. Instead, the information was accumulated

	<p>in numerical terms. The results of rapid assessment were meant to “provoke” a more detailed analysis (both external and internal) in the future. Both numerical indicators and descriptions of the facts that have contributed to the progress are essential for external evaluation. Therefore, additional methods of collecting information and communicating with the participants were used to analyse the numbers. In the future, given the limited time and schools’ financial resources for expert evaluation of qualitative and quantitative dynamics, the developers are encouraged to add a separate section to the online tool for the users to provide the descriptions of qualitative changes in schools in confirmation of relevant numbers.</p>
<p>Background</p>	<p>Ukraine is a country that geographically belongs to the EECA region (according to the UN) and borders with the Russian Federation, Belarus, Poland, Slovakia, Hungary, Romania, Moldova. Therefore, Ukraine has a unique location between the EU countries and post-Soviet states. As of 2019, the population in Ukraine was 42,079.5 thousand. The share of children in the total population is 20%, and that of young people – 27%.</p> <p>The armed conflict, ignited by political causes, continues in eastern parts of Ukraine for the fifth consecutive year. The Russian Federation plays a key role in escalating the conflict and destabilising the country. According to the UN Human Rights Monitoring Mission, at least 2,523 civilians died in Ukraine from 14 April 2014 through 15 February 2018 (excluding 298 civilians killed in the downing of the MH17 flight on 17 July 2014). The number of civilians injured in the conflict is estimated at 7-9 thousand. As for the official statistics, Ukraine has no single state system or database of killed and wounded civilians.</p> <p>Forced displacement from the war zone has become another major social phenomenon caused by the armed conflict in eastern Ukraine. According to Ukraine’s Ministry of Social Policy, there are 1,373,675 internally displaced persons (IDPs) who have abandoned their homes and moved elsewhere in the country in search of security. Among them, 60% have previously resided in the Donetsk oblast, 37% were forced to move from the Luhansk oblast, and 3% left their homes in the Autonomous Republic of Crimea (the Ukrainian territory annexed by Russia).</p> <p>Despite the ongoing armed conflict, Ukraine was able to launch a number of important reforms aimed at enhancing the country’s potential and shrugging off the Soviet heritage. The reform of the educational sector, and specifically its secondary level, also known as the <u>New Ukrainian School</u>, has become one of the most substantive and large-scale transformations. Relevant concept, approved by the Cabinet of Ministers of Ukraine Directive No. 988-r on 14 December 2016, provides for fundamental reforming of the general secondary education.</p> <p>The New School formula consists of nine key elements.</p> <ol style="list-style-type: none"> 1. New educational content based on enabling competencies necessary for successful self-fulfilment in society.

	<ol style="list-style-type: none"> 2. Motivated teaching staff who enjoy freedom of creativity and professional development. 3. A cross-cutting educational process that informs values. 4. Decentralisation and effective administration that will bring real autonomy to schools. 5. Teaching based on partnerships between the pupil, the teacher and parents. 6. A focus on pupil's needs in the educational process, i.e. child-centred education. 7. A new school structure that allows to master the new content and acquire life competencies. 8. Fair allocation of public funds that ensures equal access to quality education for all children. 9. 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. <p>In August 2016, at the request of the Ministry of Education and Science of Ukraine, the United Nations Children's Fund Country Office in Ukraine (UNICEF Ukraine) presented the concept note "Safe Schools in Ukraine" to MoES, outlining possible components of a programmatic approach to creating safe schools.</p> <p>This has resulted in the establishment of a cross-sectoral working group on adapting and modelling of the Safe School concept in pilot schools of the Donetsk and Luhansk regions. This group has further developed the concept of the Child Friendly and Safe School, while some group members took active part in the CFSS modelling and monitored its results. UNICEF Ukraine provided the resources for testing the CFSS approach in 14 pilot schools in the Donetsk and Luhansk oblasts.</p> <p>12 school and 2 preschool communities meeting two or more criteria (see below) were invited to participate in the modelling process:</p> <ul style="list-style-type: none"> - Affected by hostilities in the East of Ukraine; - Accepted large numbers of IDP children; - Function as hub schools in small towns and rural communities; - Represent geographical diversity of territorial communities, including settlements along the contact line; - Represent preschool education; - Have previous experience of working with UNICEF; - Have recommendations from partners in regional governments; - Have strong motivation to transformation. <p>Following the expert selection, 14 educational facilities located in the territories affected by the armed conflict became the project participants.</p>
Strategy and	The modelling process included the following consecutive steps:

Implementation

Step 1. Rapid assessment of an educational establishment was carried out through interviewing of the main participants of the educational process – students, teachers, school administrators, parents and the like. These assessments produced the profiles of pilot schools “through the eyes of their participants”. Based on anonymous questionnaires, the school profiles were presented in pie charts, with axes depicting the indicators of a safe and child-friendly school. The profiles reflected the strengths and weaknesses of pilot schools (according to students, teachers, parents, school administrators, etc.). The questionnaires for kindergartens omitted interviews with children (given their age limitations) and included somewhat modified questions for adults (given the specifics of preschool education). The modelling used an online tool: <http://express.autta.org.ua/>.

Step 2. Detailed analysis, development of action plans and planning for change. At this stage it became possible to identify the strengths and weaknesses of school policies aimed at creating safe and child-friendly learning environment; to develop an action plan to improve the situation; to involve teachers, parents, students, government officials and the public in the process of school improvement. In order to develop relevant plans and to ensure their further implementation, working groups were set up at each school, bringing together all stakeholders. The results of the schools’ self-assessments have never been used for inspecting or punishing the school staff. Some low scores in early stages of the project did not indicate “poor performance” but revealed areas for improvement of each school or kindergarten.

Step 3. Provision of resources. Guided by their action plans, educational establishments have conducted advocacy campaigns to collect the resources necessary for the implementation. UNICEF has provided schools with significant resources through its partners offering financial and technical support, including “Education Cannot Wait” Foundation, the Government of Japan, the UNICEF National Committees of Switzerland and Germany, and the EU Instrument contributing to Stability and Peace. Other support tools included training modules for teachers, students and parents in the following areas:

- 1) Child-friendly and safe school (interactive trainings and online education <http://scfs.multycourse.com.ua/ua/>);
- 2) Psychosocial support to the participants of educational process;
- 3) Introduction of school-based mediation services;
- 4) Creation of non-violent learning environment;
- 5) Inclusive educational environment;
- 6) Life skills-based education;
- 7) Civic engagement and activism.

UNICEF has also helped partner schools to improve their positions

	<p>under the first CFSS standard “protective, health and education-promoting physical environment” by partially renovating school facilities (mainly toilet repairs and ramps) and providing some school equipment (furniture, sports equipment).</p> <p>Apart from UNICEF, the transformation of educational establishments has been facilitated by other state and non-governmental partners.</p> <p>Step 4. Implementation, monitoring and evaluation of school improvements. This step included an ongoing monitoring of the implementation process to ensure its compliance with the agreed plan and to analyse causes of any deviations. For the purposes of evaluating changes resulting from the implementation, a periodic (once in three months) rapid assessment has been conducted. This allowed collecting relevant data and presenting them as “progress charts”.</p>
<p>Progress and Results</p>	<p>As noted above, modelling of the CFSS approach took less than two years (2018–2019). The results of the independent evaluation confirm that during this rather limited period all pilot schools have demonstrated a positive transformational dynamics at the level of outputs and outcomes. It is expected that steady pace of positive transformations in model schools along with replication of this practice in other regions will produce some meaningful impact on the country’s educational sector reform.</p> <p>The analysis confirmed that necessary dynamics was achieved owing to several factors:</p> <ul style="list-style-type: none"> - A demand for systematic change in Ukraine’s educational sector; - A well-structured and visually presented Child-Friendly and Safe School model based on four standards with thoroughly developed parameters and benchmarks; - A broad shared vision of a school / kindergarten as an educational community integrated in the local community through a system of links with local authorities and other government institutions, parents, NGOs, etc.; - The application of strategic planning components for transforming educational environments, in particular, phased initial assessment, analysis and planning, ongoing monitoring and adaptation of development plans, and final evaluation of results; - The use of a simplified online rapid assessment mechanism to evaluate the strengths and weaknesses of an educational community against the CFSS standards and with maximum involvement of students, parents, teachers, school technical staff and administrators; - The good practice of involving local coordinators from local authorities and the institutes of postgraduate education, which created an effect of a long-term sustainability; - The synergy of support and development tools for school communities: regularity and diversity of training modules, access to online education, mentoring support through supervisions, the use of a “solid” support (repairs and

equipment);

- The involvement of professional implementation partners with strong visionary potential and considerable professional background;
- A powerful motivation of educational communities for change;
- Confidence in UNICEF and its positive reputation at the local and national level;
- The support from the Ministry of Education and Science of Ukraine and its structural units.

These factors helped to achieve certain results.

Outputs

At the national level

- A Child Friendly and Safe School model for transforming educational environments has been developed based on the best international practice experience with a potential for further adaptation to other national contexts.
- An online rapid assessment mechanism for educational communities has been developed with significant adaptability potential.
- Local experience of a positive transformation of educational communities through the use of the CFSS model has been accumulated.
- Evidence base for the need to join the Safe Schools Declaration has been enhanced.

At the level of educational communities

- A comprehensive approach to improving the educational environment has been applied through user-friendly online CFSS tool (*all schools*).
- School teams for change have been set up to lead the process of positive transformation of all school communities (*all schools*).
- The capacity of the participants of educational process have been built through participation in trainings and online courses, including on safe and child-friendly schools, psychosocial support of those involved in educational process, introduction of school-based mediation services, creation of a non-violent learning environment, inclusive education, life skills-based education, community participation and activism (*all schools*).
- New rules of conduct for the participants of educational process have been adopted and put in place (*all schools*).
- School systems for countering violence and bullying have been launched through the establishment of school common ground services and the development of a bullying response algorithm. A model system for countering violence and bullying has been developed for institutions of preschool education (*all schools*).
- Access to clean drinking water has been arranged (*all schools*).
- Mine risk education measures are conducted regularly (*all*

schools).

- The activities of student self-governments have intensified via new forms of work. Different schools have adopted one or several forms, including: school television, volunteer teams, student-led recycling and environmental awareness projects, participation in interregional youth trainings and programmes, raising additional funds for school development; work of school mediators, organisation of school thematic events, including on non-violent forms of communication, p/o boxes of trust, school debates, etc. Kindergartens have developed and introduced a system of involving pre-schoolers in the decision-making processes (participatory methods).
- The New Ukrainian School coaching teams have been created (*selected schools*).
- A successful advocacy campaign have been conducted with subsequent opening of inclusive classes / groups for children with special educational needs (*selected schools*).
- School fire safety improved (*selected schools*).
- School ventilation systems modernised (*selected schools*).
- School sanitary and hygienic conditions improved (*selected schools*).
- Access to sports and fitness activities has been improved through provision of sports equipment, repair of sports and playgrounds, arrangement of bicycle parking lots (*selected schools*).
- Safety of ways / routes to and from schools enhanced (*in selected schools*: speed limiters installed, new routes to school developed and communicated to students and parents; safe traffic rules taught in classes, and the like).
- Parental NGOs have been registered (*selected schools*).
- Fundraising skills have been mastered along with involvement of the school community in health-promoting and development projects (*selected schools*).
- Budget funding has been allocated to cover the salaries of school health workers (*selected schools*: paediatrician, nurse).
- New optional classes and hobby groups have been introduced (*selected schools*: English; zoology group; Wushu, Karate, contemporary choreography clubs; Lego-architects' hobby group).
- Nutritional conditions have been improved by diversifying the menus in school cafeterias and repairing premises for dining (*selected schools*).
- School fencing and school access control have been arranged (*selected schools*).
- Barrier-free school facilities have been upgraded (*selected*

schools).

- Methodological materials on legal education of pre-schoolers have been elaborated (*selected schools*).
- A model of inclusive spaces for institutions of preschool education has been developed (*selected schools*).
- A number of support materials have been developed for the CFSS introduction in pre-school settings (*selected schools*).

Over time, these outputs contributed to achieving the following *outcomes*:

At the level of children

- Children's social activity and their interest in school life has increased – they actively participate in online surveys on school safety and friendliness.
- Children in classrooms treat each other more friendly. The practice of non-violent communication among students has intensified.
- Students have developed deep understanding of dangers and risks of ammunition and UXOs for their health and lives.
- Participants of educational process, in particular students, have developed the vision of positive changes in school.
- Peer support approach is actively used in the school environment.
- Students use their leadership and peace-building skills.
- Children feel that their opinions are important for adults and their proposals are being implemented in practice.
- Children have learned to negotiate.
- Participatory activities are actively used to involve pre-schoolers.
- Tolerance of pupils / students has improved through inclusive classroom / group class practices.
- The environmental awareness has increased thanks to active recycling practices.
- Relations between students and teachers have improved.
- Relations between students and parents have improved

At the level of teachers

- Teachers have finalised their educational work plans and included forms and activities in the areas of inclusion, bullying prevention, life skills-based education, "I am exploring the world", and many others.
- Teachers are actively involved in school development planning through participation in express surveys and involvement in the CFSS's school teams for change.
- Teachers have developed their project activity skills due to participation in international projects.
- Teachers have tolerant attitudes to all students.
- Teachers continue to expand the use of interactive technologies and experience sharing.
- Relationships of trust have developed at the "teacher-teacher",

“student-teacher”, and “teacher-parent” levels.

- Teachers consistently apply their skills of peaceful conflict resolution.
- The knowledge and skills acquired during the trainings contribute to creating and maintaining safe conditions along with mitigation of possible risks and threats that may arise during the educational process.
- Teachers have shown changes in their approaches to educational process, including the maximum use of invariable and variable components. They show more tolerant attitudes towards themselves, the environment and the world at large; willingness to learn regardless of age; the ability to change along with the needs and challenges of time.

At the level of parents

- Parents become increasingly more interested in creating comfortable learning environments for their children. In dealing with their children, they try to use methods of effective communication, as well as positive discipline approaches without physical punishment and psychological pressure. Partnerships are formed at the “parent-student” and “parent-teacher” levels.

At the school level

- The CFSS standards have become the basis and priority for school development planning.
- Different mechanisms for involving the participants of educational process are being applied, including online surveys, participation in working groups, p/o boxes of trust, activities of school-based NGOs, etc.
- The introduction of new technologies contributes to creating and maintaining safe and friendly environments for all participants of educational process.

It is expected that ongoing use of these skills and application of results of the first two levels (outputs and outcomes) will eventually lead to the next level – the *impact*. The latter implies the creation of educational settings consistent with the CFSS and the New Ukrainian School standards. In particular, model schools were able to create learning environments conducive to safety, health, socialisation and self-fulfilment of children and adolescents. These educational establishments practice all initiated activities, regularly monitor their efficiency and adjust their work plans according to monitoring results, thus contributing to the realisation of the government’s new educational policy.

It is obvious, however, that the process of the CFSS modelling at the school level was not homogeneous given the local contexts; it was further complicated by certain factors that required additional response strategies. This experience is valuable as the analysis and development of strategies to prevent negative impacts will further minimise their significance for other schools. The factors that may hinder the process of positive transformation include the following:

	<ul style="list-style-type: none"> - Poor parental motivation and lack of parents' involvement. - Lack of prioritisation of safe environments creation at the initial stages of CFSS modelling. - Lack of experience in working group participants (at the school level) in implementing the projects of complex transformation of educational establishments. - Poor technological preparedness of the participants to use online assessment and planning mechanisms. - Unwillingness of some participants to accept new experiences. - Lack of time for implementing specific project activities. - Overburdened teaching staff (large number of events, activities, competitions, reporting). - Lack of advocacy skills in the school community. - Poor interest of local authorities. The process of involving the public and local authorities is rather cumbersome. - Lack of funding, especially for arranging quality sanitary facilities and undertaking measures to improve accessibility of facilities for children with disabilities. - Negative image of educational facilities and a teacher's profession in mass media. - Lack of synchronisation between all participants of educational process. - Poor time management skills. - Incomplete adaptation of the CFSS model to the needs of institutions of pre-school education. <p>A significant need for change and a strong social demand for reforms in educational sector were the keys to the model's success in Ukraine.</p> <p>In particular, the institutional capacity of schools has increased; the CFSS principles and standards have been accepted as a basis for transformation of educational institutions; the inclusiveness of learning spaces has improved along with the formation of new non-violent behaviours of students, teachers and parents; civic engagement of students has increased; the educational environment has become more acceptive to "otherness" of both children and adults; an educational competence approach based on life skills is implemented; schools gradually become the epicentres of local community activities. It is expected that further uninterrupted transformation will contribute to the quality reform of the Ukrainian educational sector, taking into account the rights and needs of all children, especially the most vulnerable ones.</p>
<p>Lessons learned</p>	<p>The analysis showed that collaboration of educational institutions with local authorities was the weakest link in the modelling process. This can be explained by several reasons. First, the lack of financial resources at the local level has traditionally created situations of inequality. Local leaders choose different strategies for resource distribution. But more often than not, financial resources serve the purpose of "responding to negative outcomes of events that have already occurred" rather than preventing them by granting support to local initiatives of affiliated educational institutions and their administrators. Therefore, while continuing the process of CFSS modelling in eastern and other regions of Ukraine, special attention</p>

	<p>should be paid to the development of advocacy skills in school communities and transparent partnership skills in local authorities.</p> <p>All schools have demonstrated a positive development dynamics. And avoiding comparisons between schools and not “punishing” those who made the smallest progress seems to be the best tactic. Partnership is a key idea of the CFSS approach. Each school lives in its own, very particular local context, so its success can only be measured against the school’s own progress over time. This needs to be communicated to all schools when publishing the results of independent assessment, and duly taken into consideration in future modelling of the CFSS approach.</p>
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. Regular Ukrainian schools and kindergartens were selected to participate in the CFSS modelling, with some of them enduring the grave effects of the armed conflict but being able to find internal resources and external support to move forward. This suggests that the approach is rather versatile; it requires no special conditions for initiation, and it can be applied in other contexts with minimum adjustments. Networking and sharing of best practices between the participating schools and other Ukrainian educational institutions is a basic recommendation for future promotion of the CFSS and its full-fledged integration in educational environments. Model institutions are ready to squarely share their experience, to talk about difficulties and achievements, and to hear something new from others. This resource deserves to be implemented for the sake of sustainability of the approach and further positive changes. 2. It is recommended to integrate the CFSS model in the state educational policy and to promote the approach across all regions, also through educational events, including via the institutes of postgraduate pedagogical education. 3. While promoting the model, it is important to note that each group of modelling participants prioritised different aspects of values offered by the complex CFSS model. For parents, it was critical to know that their children receive quality educational services that meet international and national standards and are provided in comfortable and safe school / kindergarten environments. It was possible to win support of local authorities, in particular city / town mayors, only after emphasising the fact that, while ensuring safety of educational environments, community leaders guarantee security of the entire community and therefore the support of its residents. For teachers, it was important to know that their new experience of integrating the CFSS model into ordinary Ukrainian schools makes them more competitive in the labour market and more respected as specialists at the national and local level. In the light of this experience, it is expedient to build further communication for CFSS advocacy taking into account the specific needs of each target group. <p>Specifically, value-based proposals may include the following:</p> <p><i>For parents</i></p> <ul style="list-style-type: none"> - CFSS contributes to a new quality of educational services for

children and families, which approaches the international standards and the New Ukrainian School touchstone.

- The value of parental involvement in child development based on partnerships can be realised within the framework of the CFSS model.

For teachers

- Professional growth and recognition at the community, oblast and state levels, as well as by international partner structures.
- Competitiveness of teachers in the labour market of private and public educational services.

At the local community level

- Child's safety and development equals to the community safety.
- A community is recognised at the national and international level as innovative and democratic.
- Increased quality of education through comprehensive improvement of terms and conditions of learning in line with the Child Friendly and Safe School standards.

At the state level

- Grassroot support for educational reform.
- Meeting the national commitments on the implementation of the UN Convention on the Rights of the Child.

4. Involvement of institutions of preschool education in the modelling process has been rather experimental, as standard indicators were mostly oriented to the development of schools. Despite the need for some adjustments to the specifics of preschools, the experimental solution was a success, as both participating kindergartens demonstrated positive dynamics of change. In view of this, it is advisable to adapt the CFSS model to institutions of preschool education, also taking into account the experience and recommendations of model kindergartens.
5. It is recommended to continue the practice of involving local coordinators – local decision-makers who can positively support schools in the transformation process. This will reinforce collaboration with the authorities and create a sense of ownership of positive local changes in educational institutions and, consequently, strengthen local commitment to the sustainability of results.
6. All model schools demonstrated the demand for non-violent communication, inclusion and mediation. Setting up school-based mediation services involving students and teachers was recognised as one of the most effective practices by all partner institutions. The conditions of the armed conflict, in which educational establishments in the East of Ukraine are forced to operate, have actualised mediation as a key method of coping with conflict situations. Conflict-free communication is a life skill that can be further developed. Therefore, mediation can become a valuable asset for schools in the East, in other regions of Ukraine and beyond.
7. To ensure the continuity of educational transformation, it is advisable to provide permanent access to online rapid

	<p>assessment and planning tool and to continue monitoring of the sustainability of obtained results. An independent reassessment is recommended one year after the programme interventions in order to track the dynamics of change and impact.</p> <p>In conclusion, it is safe to say that the Child Friendly and Safe School model has demonstrated its transformative potential; it can become a valuable instrumental asset for the effective educational sector reform in different territorial contexts.</p>
Replicability	<p>As noted above, the modelling of the CFSS approach took place in 14 educational establishments of Luhansk and Donetsk oblasts, including 12 schools of general education and 2 institutions of preschool education. In order to share experience, all educational institutions participated in mutual monitoring visits, which helped to strengthen the networking of schools, to undertake external review of colleagues' achievements and to analyse the factors that complicated the process. All participants mentioned the positive impact of peer monitoring on reflection processes regarding their own achievements and development prospects.</p> <p>School teams, including teachers, school administrators, students and parents, participated in the monitoring visits. This mechanism allowed the host schools to mainstream their achievements and review the lessons learned.</p> <p>The only suggestion for further application of this a tool is the need to better explain the monitoring's collaborating rather than controlling function, as well as to alleviate some level of competition between educational institutions.</p>
Potential application in other contexts	<p>The improvement of educational environments through "Child Friendly and Safe School" model is based on the best global practices; it is an effective tool for safeguarding children's right to education for reaching their full potential. This approach is rather comprehensive and systematic on the one hand, and flexible and adjustable to different regional and national settings on the other. It is recommended to integrate the developed conceptual framework and online tools into the system of institutional audit of the quality of education (self-assessment of educational institutions) following some minor modifications.</p> <p>In Ukraine, this approach has been suggested in response to two factors: the armed conflict and the educational sector reform. As a result, the approach has become universal as it can be applied both in the emergency contexts and in the development and reform contexts. The synergy of programmatic tools has also become an important factor that accelerated positive change and provided necessary sustainability.</p> <p>The Ukrainian experience in modelling the CFSS approach has confirmed the efficiency of an algorithm for transforming educational institutions.</p> <ol style="list-style-type: none"> 1. Familiarise with the Child Friendly and Safe School concept. 2. Join the all-Ukrainian CFSS movement. 3. Set up a group of like-minded people (including parents) and to elaborate the CFSS standards. 4. Identify the school's strengths and weaknesses. 5. Prepare regulatory and methodological documentation.

	<ol style="list-style-type: none"> 6. Develop a project implementation plan in the school. 7. Complete relevant online and offline trainings. 8. Conduct trainings with teachers and school support staff. 9. Conduct trainings with parents. 10. Conduct a survey involving as many people as possible, taking into account short- and long-term perspectives. 11. Introduce the CFSS conceptual framework and to follow the monitoring results in order to adjust plans. 12. Undertake regular rapid assessments and identify changes in both strengths and weaknesses of every school. 13. Identify priority areas for further in-depth analysis of specific issues. 14. Involve the community in the process of school improvement.
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24 August 2019



Safe and child friendly school is an educational establishment that ensures the following, taking into account all cross-cutting items:

1. Protective, health and education-promoting physical environment
2. Comfortable psychosocial environment
3. Education for children and adults based on universal human values and essential competences
4. Effective school management, partnership and participation

Safe School parameters

Standard 1. "Protective, health and education-promoting physical environment":

- ⇒ A school has clear guidance on the safe way to school
- ⇒ The schoolyard, school premises and adjacent areas are safe for students' life and health
- ⇒ A school has appropriate sanitary and hygienic conditions
- ⇒ A school maintains adequate level of fire and electrical safety
- ⇒ A school ensures access to quality meals, grounds for physical education, the the first aid station

- ⇒ A school has a learning space, equipped with modern technological means and educational materials for active learning of children, taking into account their developmental specifics
- ⇒ A school provides mine safety trainings for staff and students
- ⇒ A school organises practical drills for students and school staff in cases of emergency

Standard 2. “Comfortable psychosocial environment”:

- ⇒ The school staff is well aware of the Safe School concept and is familiar with methods of arranging psychosocial environment that is conducive to learning, health, positive socialization and harmonious development
- ⇒ A school maintains friendly, encouraging and comfortable atmosphere for all those involved in the educational process
- ⇒ A school pursues proactive policy to prevent all forms of violence and has clear mechanisms of responding to violence and bullying
- ⇒ A school has put in place and maintains free access to extracurricular activities that promote health, safety and development of essential competencies
- ⇒ A school offers psychological counselling and psychosocial support, especially for conflict-affected children and children from families in difficult life circumstances
- ⇒ A school refers students to receive external assistance, in necessary

Standard 3. “Education for children and adults based on universal human values and essential competences”:

- ⇒ A school has a system in place to motivate teachers to and students to master essential skills based on the competency approach
- ⇒ A school recognises mastering of psychosocial skills that encourage health, safety, positive socialization and self-realisation of students as one of its key tasks
- ⇒ The topics of health, safety, social and civic competence, peace-building, entrepreneurship, environmental literacy and emergency situations are mandatory elements of the school curriculum
- ⇒ A school offers interactive classes on psychosocial competences (life skills) to all students in all grades
- ⇒ A school has a system of peer learning and mutual support of teachers
- ⇒ The school staff routinely and consistently improve its professional competence (via distance learning and in-service training).

Standard 4. “Effective school management, partnership and participation”:

- ⇒ A school views creating a safe (child-friendly) school setting is a key priority of the school policy
- ⇒ A school has clearly formulated mission and the code of conduct, observed by all participants of the educational process

- ⇒ School management is based on the principles of governance, democracy, equal access, transparency and respect for cultural diversity (including the system of student governments)
- ⇒ Parents are actively involved in the school life
- ⇒ A school has introduced and operates the “Safety and Health Service”, responsible for coordinating all activities aimed at developing and maintaining a protective physical environment and comfortable psychosocial atmosphere
- ⇒ A school actively collaborates with the community and local governments based on the principles of openness and partnership
- ⇒ The school staff is motivated and receives ongoing support in acquiring necessary skills for effective school management, partnership and participation
- ⇒ A school ensures involvement and equality for all participants of the educational process