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CHILD-FRIENDLY SCHOOL IN UKRAINE: CONCEPTUAL FRAMEWORK

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We examined the theoretical framework of Ukrainian secondary schools as child-friendly Schools. We emphasised the need of creating a comfortable learning environment for the child. We proposed the ways and means of creating child-friendly School in theoretical and methodological, technological and organizational dimensions.

We indicated the regulatory framework of creating child-friendly School (international and Ukrainian legal documents). We highlighted the goal and objectives of child-friendly Schools that meet the modern stage of development of national secondary education. We determined the functioning content of child-friendly School in accordance with the characteristics of the main indicators of child`s holistic well-being. We indicated conditions of child-friendly Schools effective functioning in Ukraine. We outlined the expected results of child-friendly School Concept realization.

The Concept focuses on the need to form the educational environment, taking into account the innovative requirements for its development, the needs of individual and the needs of society and state. It also proposes ways and means of establishing child-friendly School in theoretical, methodological, technological and organizational perspectives.

Key words: Child-Friendly School, child`s well-being, Concept, learning environment

Школа, дружня до дитини в Україні: концептуальні основи.

Ж.В.Петрочко, О.О.Єжова, В.І.Кириченко

Розглянуто теоретичні основи діяльності українських загальноосвітніх навчальних закладів як Шкіл, дружніх до дитини.

Зосереджено увагу на необхідності формування комфортного для дитини освітнього середовища. Запропоновано шляхи і засоби створення Школи, дружньої до дитини у теоретико-методологічній, технологічній та організаційній площинах.

Зазначено нормативно-правове підґрунтя створення Школи, дружньої до дитини (міжнародні та українські нормативно-правові документи). Підкреслено мету та завдання Школи, дружньої до дитини, які відповідають сучасному етапу розвитку вітчизняної середньої освіти. Визначено зміст функціонування Школи, дружньої до дитини відповідно до характеристики основних показників цілісного благополуччя дитини. Вказані умови ефективного функціонування Школи, дружньої до дитини в Україні. Окреслено очікувані результати реалізації Концепції Школи, дружньої до дитини.

Ключові слова: Школа, дружба до дитини, благополуччя дитини, концепція, освітнє середовище

Школа, дружественная к ребенку в Украине: концептуальные основы.

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Рассмотрены теоретические основы деятельности украинских общеобразовательных учебных учреждений как Школ, дружественных к ребенку. Основное внимание уделено необходимости создания комфортной для ребенка образовательной среды. Предложены пути и средства создания Школы, дружественной к ребенку в теоретико-методологической, технологической и организационной плоскостях.

Указана нормативно-правовая основа создания Школы, дружественной к ребенку (международные и украинские нормативно-правовые документы). Подчеркнуты цель и задачи Школы, дружественной к ребенку, которые соответствуют современному этапу развития отечественного среднего образования. Определено содержание функционирования Школы, дружественной к ребенку в соответствии с характеристикой основных показателей целостного благополучия ребенка.

Обозначены условия эффективного функционирования Школы, дружелюбной к ребенку в Украине. Определены ожидаемые результаты реализации Концепции Школы, дружелюбной к ребенку.

Ключевые слова: Школа, дружелюбная к ребенку, благополучие ребенка, концепция, образовательная среда

Szkoła przyjazna dziecku na Ukrainie: założenia koncepcyjne. Petrochko Zhanna, Yezhova Olga, Kyrychenko Valentyna

Rozpatrzono teoretyczne podstawy działalności szkół ogólnokształcących w kontekście Szkół przyjaznych dziecku. Uwaga została skupiona na konieczności kształtowania komfortowego dla dziecka środowiska edukacyjnego. Zaproponowano sposoby i środki utworzenia Szkół przyjaznych dziecku na teoretyczno-metodycznej, technologicznej oraz organizacyjnej płaszczyznach.

Określono normatywno-ustawowe podstawy utworzenia Szkoły przyjaznej dziecku (międzynarodowe oraz ukraińskie akty prawne). Podkreślono cel i zadania Szkoły przyjaznej dziecku odpowiadające współczesnemu etapowi rozwoju krajowej oświaty średniej. Określono treść funkcjonowania Szkoły przyjaznej dziecku zgodnie z podstawowymi wskaźnikami całościowego dobrobytu dziecka. Wskazano warunki efektywnego funkcjonowania Szkoły przyjaznej dziecku na Ukrainie. Ustalono oczekiwane wyniki realizacji Konceptji Szkoły przyjaznej dziecku.

Słowa kluczowe: Szkoła, przyjazna dziecku, dobrobyt dziecka, koncepcja, środowisko edukacyjne

Introduction. Current state of the Ukrainian educational system makes actual the issues of establishing educational institutions that will be able to function successfully in both European and global area.

A decisive contribution is made by school to the enrichment of the cultural potential and nation intellectual capital, personal development of the

child, strengthening his physical, mental and social health [3–5]. Now school faces the task of nurturing the competitive individual creative thinking type.

All of this requires clarification of the theoretical and methodological foundations to the organization of the educational process aimed at providing holistic well-being of the child, formation of life values system, ability to learn independently, think critically, to navigate in the world of professions and fulfil themselves in various activities.

Effective practice of ensuring the children's well-being is the UNICEF strategy in social initiatives support as of the establishment of child-friendly territories and institutions [2; 6; 7].

Child-friendly school is a general education institution, in which:

- children study according to their own inclinations in a favourable environment that gives the opportunity to realize personal potential;

- school administration and teachers bear responsibility to make the school environment conducive to personal development, they also organize the educational process on the basis of student socio-psychological competencies (life skills);

- the necessary and sufficient conditions are created by joint efforts of teachers, students and their parents to ensure the holistic well-being of the child.

In such education institution there is a particular focus on the gradual humanization and democratization of the educational process; partnership with family, children's and youth public organizations, local communities, businesses, other governmental and non-governmental institutions; the implementation of preventive students education programmes, ensuring students' right to participate in public life and decision making process etc.

Nowadays approximately 600 Ukrainian secondary schools declared themselves as child-friendly Schools. For their advancement in this direction an official recognition of the conceptual bases of child-friendly Schools is needed.

This concept is considered and approved by scientific and methodical commission on problems of children education and by youth scientific and

methodological Council on Education of Ministry of Education and Science of Ukraine (protocol number 2 dated 24.06.2014).

Legal and regulatory framework of child-friendly School creation.

The legal framework for the development and implementation of the Concept is the Declaration of the Rights of the Child, the UN Convention on the Rights of the Child, the Outcome document of the Special session on children of the UN General Assembly “A World Fit for Children”.

The concept of child-friendly School is based on the provisions of the Constitution of Ukraine and Laws of Ukraine such as “Child Welfare Law”, “Education Act”, “General secondary education Act”, “State programme “National action plan on implementation of the UN Convention on the Rights of the Child” Act for the period until 2016”, “Youth and children's organizations Act”, the State target social programme “Ukrainian Youth” for the period 2009-2015, the National strategy of education development in Ukraine for the period until 2021, the Programme “General principles underlying the education of 1-11 grades students of secondary schools”, orders of the Ministry of Education and Science of Ukraine “Indicative assessment criteria of the secondary schools’ activity” No. 772 dated 17.06.2013, and “Criteria approval for the rating assessment system of educational institutions activity” No.1343 dated 22.11.2011 and other legal and regulatory acts governing the activities of general educational institutions.

Purpose and objectives of child-friendly School. The purpose of child-friendly School is the provision of child’s holistic well-being by creating the necessary conditions for personal development, favourable school environment harmonization, establishment of collaborative interaction between educational process participants.

The purpose achieving will be fostered by the following targets:

- ensuring the education quality in accordance with both European and world standards, so students will be able to achieve the well-being, to develop their capacities and realize their potential;

- creating the climate, in which students can freely express their thoughts and views, show understanding of the need to observe social standards and rules of the school life;

- forecasting and prevention of possible risks and dangers for life and health of students and teachers that may occur in the school building, on its territory, within the local community;

- involving students and parents to the reform processes of institution activity on the basis of child-friendly School model, coordination of pedagogical interaction subjects;

- improvement of the content, forms and methods of teachers' development in the acquirement and implementation the methods of education process organization on the principles of life skills development;

- usage of the school self-organization potential, the forms and mechanisms development of state-public management of the institution activities;

- improvement of existing and development of new effective models of educational institution social partnership with other social institutions related to the problems of students education;

- role strengthening of educational institutions in the revitalization of the local community activity to ensure the holistic well-being of students;

- information support establishment and creating of child-friendly School activity monitoring system.

The content of child-friendly School functioning. The content of child-friendly School functioning is shown in the characteristics of the main indicators of holistic well-being, defined in accordance with its components and biological, psychological and social needs of the student.

Components of holistic well-being of the child are spiritual and moral, mental, physical and social well-being.

Meeting the needs state of the child in acquiring the spiritual culture of the society, awareness and understanding of the higher intangible values, personal

success on the way to self-realization, which is reflected in the spiritual world richness of the child, his/her erudition and emotional queries correspond to the *spiritual and moral well-being*.

Psychological well-being is the state of meeting the needs of the child in the intellectual, aesthetic, emotional and value development and self-awareness that reconfirm the consistency of mental processes and functions, a sense of personal integrity and inner balance.

Physical well-being is a state of meeting the needs of the student in adequate food, rest; optimal physical activity that is reflected in good physical health, comfort and physical tone.

Social well-being of the student is based on the state of meeting needs in interpersonal relationships, involvement in a particular social group, social comfort that is reflected in personal satisfaction with social status, navigation in the world of professions, participation in society life and decision making process.

Holistic well-being indicators of student in child-friendly School are: moral attitudes; intelligent mobility; aesthetic attitudes; emotional and volitional stability; physical and vitality tone; navigation in the world of professions; participation in society life and decision making process; comfort; social protection; life safety.

Moral attitudes of personality is a unity of moral consciousness and behaviour, the unity of words and deeds, the presence of the life position that has active form and moral content. It is reflected in moral qualities system that allows the child to evaluate actions, events and situations critically and to establish their moral value; in the ability to feel, to perceive and to create beauty in the everyday activities [1].

Intelligent mobility is reflected in the child's ability to analyze, evaluate and to use creatively the increasing flows of information; ability to apply knowledge and experience to solve academic and social tasks and ability to produce new ideas. The development of intelligent mobility is contributed by

involving students in the creation and realization of various projects in education institution, community, city, district, region and country.

Aesthetic attitudes is reflected in the appropriate erudition, a wide range of aesthetic feelings, actions and deeds of personality related to art; student's mastering a discipline system of basic artistic knowledge, his/her ability to perceive artworks adequately, to understand and express their own attitude to art, in desire and the ability to carry out creative work in the art field.

Emotional and volitional stability is characterized by the degree of person's volitional dealing with his/her own emotions, both positive and negative. The daily work of teacher's staff and student's groups of child-friendly School should be aimed at developing students ability to manage their own emotions in class, during breaks and in everyday life.

Physical and vitality tone is reflected in the activity, vigour and child's ability to be active during various tasks and assignments execution. Physical and vitality tone of the child is provided by rational building of the daily regime in school and at home, by nutrition, prevention activities of mental and physical fatigue, the organization of motor activity and wellness physical exercises in education institution.

Navigation in the world of professions preordains the degree of child's self-realization in the future (adult life). Child-friendly School promotes the formation of the child's attitude to the professional environment, professions and the awareness of professional abilities and helps her to direct the educational activity to the necessary knowledge assimilation and to abilities and skills acquirement. The navigation in the world of professions involves the students' awareness of the social value of work, formed diligence as a basic personal quality, need for the labour activity, understanding of economic laws and social problems and means of their solving.

Participation entails the availability of opportunities and resources of child's influence on all issues relating to his/her life. Participation in society life, and particularly in education institution life, and decision-making process

contributes to the acquirement of social experience, it is a means of changes, personal self-expression and reflection of non-indifference to current social issues of students, school, community, etc. The child's right to participate in public life and decision-making process is realized through the efficient activity of students' self-government, the functioning of children's public associations established on the basis of education institution, participation in socially significant projects of different levels (school, district, local, regional and national).

Comfort is indicated by the feeling of comfort, satisfaction with the education activity and its results. Comfort is provided by a set of conditions: ergonomic, aesthetic and hygienic condition of the material and technical base, positive and safe psychological climate of child-friendly School.

Social protection is provided by a set of legal and social ensuring guarantees of the rights and freedoms of the child, by compliance of the child-friendly School activity content, of the main legal documents that regulate the activity of education institutions of the Ukrainian education system. In child-friendly School all the student's rights should be exercised and in particular: the right to life and development, non-discrimination, education, best taking into account interests of the child, protection from mistreatment, etc. The social protection basis of student in child-friendly School is his/her physical and psychological protection that is provided by a range of external and internal factors. Internal protection factor of student is his/her readiness to realize his/her own rights and responsibilities, to overcome difficult life circumstances that are determined by the level of independence and social and psychological competence. External security factors of student are caused by the life environment quality.

Life safety is characterized by the absence of negative risk associated with the possibility to harm, even minimally, the child's health; is caused by the rational organization of the educational process, by the school environment

ergonomics and compliance with sanitary and hygienic norms and rules during the building and operation of the education institution.

Holistic well-being of the child in the aggregate of the indicators mentioned above is provided only in a *holistic favourable integrated environment*. This environment has *security and supportive, educational and developmental, preventive and educational, social and creative functions*.

Child-friendly School pays special attention to the creation of such an integrated environment at the different educational levels (primary school, secondary school and high school); provides the necessary knowledge and skills that students will be able to apply in their further life, and also helps them to become full-fledged and active citizens of society.

In this school children are not only protected, but they like to learn; teachers support the active participation of children in accordance with their abilities, combine curricular and extracurricular activities of students, take into account child's acquired social experience, respect students' family and national traditions.

Child-friendly School develops students' ability to successful adaptation to the changes, to strategic thinking in their own interests and interests of society, constructive interaction, reflection of social activity, creativity, mobility; encourages the development of skills, prosocial behaviour, orientates not to the stereotypical reproduction but to the designing of their own life path.

Using internationally recognized methods of education based on the development of social and psychological abilities (life skills), which contributes to the moral improvement of students, their awareness of the true values, increases resistance to negative social influences, significantly reduces the tendency to unreasonable risky behaviour, and helps the development of communication, empathy and cooperation, and other features of a harmoniously developed personality.

Conditions of the effective child-friendly School functioning. A practical embodiment of the child-friendly School Concept is possible when the next conditions are followed:

- creation of favourable integrated environment to ensure the holistic well-being of the student, the preservation, strengthening and formation of health of all the participants of educational process;

- the creation and application of effective technologies of education that provide the possibility to develop the child's own socially approved behaviour model and self-identity in a changing social conditions and in an open information environment;

- attraction of students and parents to participate in solving urgent problems of the education institution, local community and society in general;

- development and implementation of system of medical and psychological and socio-pedagogical support development of students; it provides psychological protection and flexible response to living conditions changing and personal development problems;

- creation of a system of scientific and methodical support of the functioning and development of child-friendly School, the implementation of the programme of mentorship and support of teachers who are able to develop and implement innovative technologies in the educational process, to interact with children through partnership based on personal development and permanent professional development;

- strengthening linkages between education institutions and local communities, the development of intersectoral cooperation with state authorities and local self-government, public organizations and socially responsible businesses; establishing meaningful social communication; attracting attention and usage of social and cultural potential of the local community;

- training of school administration on advocacy issues, prevention education, creation of favourable school environment and development of

partnership with parents, students, teachers, community organizations and governmental institutions;

- ordering of system of state and public education institution management, activity increasing of the bodies of student's self-government in the development of child-friendly School model taking into account the specific conditions and peculiarities of the education institution;

- development and implementation of monitoring mechanisms that help teachers to monitor the effectiveness and adjust child-friendly School activity independently.

The expected results of child-friendly School Concept realization. The Concept implementation results are expected to be the next:

1. Creating an effective system of providing the holistic well-being of the child as a creative, successful and mobile personality, who is ready to operate actively and safety for their own development and welfare growth and for the stability of the Ukrainian society.

2. Modernization of the educational environment in accordance with the requirements of the time, which provides quality education and child's development by creating appropriate conditions for identifying and improving the individual aptitudes of each student, the optimal combination of individual, group and mass work in school.

3. Update the content, forms and methods of work with students based on their needs and interests; the implementation of innovative educational technologies in schools, including preventive, formation technologies of the social initiative of students, team work skills, ensuring their right to participate in public life and decision making process.

4. Updating of programmatic and methodical school base by developing educational programmes, instructional materials and textbooks that are aimed at providing holistic well-being of the child.

5. Providing of quality medical and psychological and socio-pedagogical support of the students' development process by improving the functioning of medical and psychological school services.

6. The increase of students' social activity in the creation of child-friendly School, improving the effectiveness of students' self-government, the creation of children's public organizations and associations in schools.

7. The formation of appropriate school teachers' readiness to find the optimal forms and methods of preventive work, to implement innovative educational technologies, to collaborate with students on the principles of partnership, to ensure their own creative professional growth.

8. Building and providing of effective system of constructive social interactions in the school with various social institutions in the local community.

9. The formation of parents' willingness to support child-friendly School.

10. Consolidation of efforts of students, parents and teachers; optimal usage of social workers potential and enterprising members of the community for child-friendly School creating.

11. Using the developed criteria and indicators of child-friendly School activity for process monitoring.

12. The compilation and dissemination of experience of creating the necessary scientific and methodological, organizational, material and technical conditions to provide the holistic well-being of students in the child-friendly School.

Implementation of child-friendly School Concept will increase the probability of achieving the following goals:

personal – forming of the moral, intellectual, communicative and aesthetic competence of students; the development of their social and cultural identity and mastering of socially useful kinds of activities;

social – social and spiritual consolidation of child-friendly School students, the formation of their civic competence, reduction of children and adult community stratification risks; realisation of social norms of trust and

respect for each other among the representatives of different generations and social groups, and increasing of social mobility and competitiveness of the individual.

The result of the successful implementation of the Concept in a row of Ukrainian education institutions should be the ability to create a network of child-friendly Schools that will be a decisive contribution to the realisation of strategy of providing quality education for all.

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