

Brief Overview of the Report

“PROMISING FORMS OF PRESCHOOL EDUCATION BASED ON CHILD-FRIENDLY APPROACH AND EFFECTIVE USE OF BUDGET FUNDS IN UKRAINE”



“...there are rich children and poor children. We say all children are rich, there are no poor children. All children whatever their culture, whatever their lives are rich, better equipped, more talented, stronger and more intelligent than we can suppose...”

“...‘rich’ child may not be materially rich, but a child born with great potential that can be expressed in a hundred languages; an active learner, seeking the meaning of the world from birth, a co-creator of knowledge, identity, culture and values; a child that can live, learn, listen and communicate, but always in relation with others; the whole child, the child with body, mind, emotions, creativity, history and social identity; and individual, whose individuality and autonomy depend on interdependence, and who needs and wants connections with other children and adults; a citizen with a place in society, a subject of rights whom the society must respect and support”¹

The image of the child by Loris Malaguzzi, the leading European preschool education innovator

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<http://repository.sspu.sumy.ua/bitstream/123456789/2173/1/%C2%ABYevropeiskyi%20pidkhd%20u%20doshkilnii%20osviti%C2%BB.pdf>

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Terms and Acronyms

Basic Component of Preschool Education (BCPE) is a state standard that contains norms and regulations defining the state requirements for the level of development and social training of a child of preschool age, as well as the conditions under which they can be achieved. Observing requirements of BCPE is mandatory for all institutions of preschool education regardless of subordination, types and forms of ownership, other forms of acquiring preschool education.

Vulnerable populations are individuals/families at the highest risk of incurring difficult life circumstances due to adverse external and/or internal factors.

Institution of preschool education (IPE) is an educational institution that ensures realisation of the right of a child to preschool education, his/her physical, mental and spiritual development, social adaptation and readiness to continue learning.

School of general secondary education (SGSE) is an institution with a primary function of providing general secondary education. This institution performs educational activity at a certain level of general secondary education, subject to availability of relevant license, issued in accordance with the procedure established by law. It may also include preschool units within its structure.

Inclusive education (IE) is a system of educational services guaranteed by the state, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion of all participants in the educational process.

The Ministry of Education and Science of Ukraine (MoES) is the main agency in the system of central executive bodies responsible for formation and implementation of the state policy in the spheres of education and science, scientific, technical and innovation activities and technology transfer, and also ensures formation and realisation of the state policy concerning state supervision (control) over activities of facilities, enterprises, institutions and organisations that provide educational services or carry out other activities related to the provision of such services, regardless of their subordination and ownership.

Model of Integrated Social Services (MISS) is a model that provides for collaboration between different units and services of social sphere, which transforms them into a single, well-coordinated system. It aims at improving cooperation between them and creating a partnership, in which different institutions can develop and achieve common goals. Integration does not imply merger of various social service systems. The level of access to preschool education is one of indexes that allows assessing the development of social services for vulnerable populations in the community and making comparisons between UTCs.

United territorial community (UTC) is a voluntary amalgamation of several separated villages, townships or cities under one administrative centre. Following such unification, a new administrative centre (usually the largest settlement) is established, with a new council and other local self-governance bodies covering all settlements united into UTC.

Difficult life circumstances (DLC) are circumstances that objectively disrupt normal life of an individual, who cannot independently overcome its consequences (disability, desolation, orphanhood, homelessness, unemployment, violence, consequences of human trafficking, degrading treatment and strained family relationships, low income, psychological or mental disorder, natural disasters, hostilities, armed conflicts, temporary occupation, etc.).

Socio-pedagogical patronage (SPP) is the form of work with children of preschool age not reached by preschool education. It seeks to ensure the right to free preschool education for children with underdeveloped social competences, as well as for children who do not attend kindergartens because of remote residence.

Supervision is a professional assistance to personnel providing educational services, aimed at improving professional competence, coping with job-related difficulties, exploring and eliminating shortcomings, improving work arrangements, motivating to work, adhering to ethical norms and standards in the provision of social services, preventing professional burnout and providing emotional support.

Universal Design in Education (UDE) is the design of products and environments, educational programmes and services that ensures their maximum usability for the participants of educational process with no further adjustment or special design.

Summary

The study was carried out by UNICEF in support of the Government of Ukraine's policy for ensuring the right of the child, including a child with special educational needs, to accessible and free preschool education. The study focused on the forms of preschool education capable of expanding children's access to educational services, while maintaining a high standard of quality based on the principles of child-friendliness, and also remaining cost-effective given resources of local communities.

It should be noted that due to limitations of the study targets, child-friendliness and economic feasibility of traditional full-time institutions of preschool education have not been evaluated. But it is possible to assume that the average kindergarten can score at least 6 points of child-friendliness out of 10, if it maintains favourable socio-psychological environment, offers a convenient space for preschoolers, ensures adequate qualification of teachers with regular professional development opportunities, supports and encourages involvement of parents in the educational process, while its sanitary and hygienic conditions meet the requirements of sanitary regulations. The study focused on forms of preschool education with legislatively regulated activities.

When analysing the financial component of IPE activities, it should be noted that the cost of child's staying in a typical full-time kindergarten depending on the region is roughly UAH 2,500 per child per month.² This figure became a reference point for understanding financial effectiveness of a particular form of preschool education. Within this study, the economic effectiveness means that the form can be introduced and sustained at the expense of budget funding; and the cost of start and further maintenance is economically feasible and meets the quality standard of preschool education services for children aged 3 to 6 (7) years. The researchers estimated the size (%) of budget savings compared with typical in introducing various forms of preschool education.

Forms of preschool education that demonstrated high Child-Friendliness Index with the possibility of certain budget savings were of particular interest. Forms that exhibited exceptional economic effectiveness but were less child-friendly found themselves at the bottom part of the rating (see below).

Pursuant to UNICEF standard agreed with the state educational policy, quality services should be based on child-friendliness attributes. Therefore, the potential of each specific form was assessed against these attributes, with the maximum possible score of 10 points.

Child-friendliness attributes include the following:

- *Favourable social and psychological environment* for all participants of educational process (including non-violent communication, the atmosphere of security, inclusion and care; respect for the interests, experience and needs of a child; the comprehensive development of children and their creative realisation);
- *Comfortable space suitable for a child and other participants* (including adherence to principles of universal design of educational environments; quality inclusive education; physical accessibility of preschool education services; equal opportunities for all, regardless of gender, social status, cultural background, faith or health condition);
- *Sufficient qualification of pedagogues and its effective improvement* (including the system of motivation; support for active learning; prioritisation of life skills education; compulsory topics of health, safety, socialisation, citizenship; routine training of pedagogical and technical staff of the institution; participation of teachers in trainings on child-friendly programmes; competence-based approach);
- *Availability of modern sanitary and hygienic conditions* (including protective, health- and education-promoting physical environment; high-quality nutrition; health services and adequate sanitary conditions (drinking water, baths);

² <https://create.piktochart.com/output/36297354-untitled-infographic?fbclid=IwAR3sZmbD9tVqP0L7hrUQO2MGzYzDrQYJCDmAbev2OvGsh0IU3F8qt5i1JEs>

- *Active involvement of parents in the educational process* (including availability of counselling and provision of psychological and social assistance).

The following research methods were used to collect primary information: the review of legislative framework; expert interviews; quantitative indicators on different forms of preschool education available in the regions; interviews with the heads of institutions implementing different forms of preschool education; focus group discussions with parents; surveys of representatives of pilot communities. The communities surveyed on the prospects of implementing various forms of preschool education to improve children's access to educational services are the partners of UNICEF's programme on introduction of integrated social services model. The level of access to preschool education is one of indexes that allows assessing the development of social services for vulnerable populations in the community and making comparisons between UTCs. The project was carried out in 12 pilot united territorial communities of eastern Ukraine.

Based on the analysis results, we identified 8 forms of preschool education capable of diversifying the traditional system of full-time kindergartens and improving the quality and accessibility of preschool education in Ukraine. These forms that are relatively new to Ukraine include: 1) child development centre; 2) preschool unit (group) within SGSE; 3) preschool group of short-term placement; 4) club activities with pre-schoolers; 5) socio-pedagogical patronage; 6) family-type institution of preschool education; 7) seasonal IPE (group); 8) Saturday and Sunday preschool group.

According to analysis, almost all forms are being implemented in different regions of Ukraine, thus allowing to somewhat improve the access of children from vulnerable populations to preschool education.

It is important to note that the quality of services provided in any of these forms, as well as in traditional full-time kindergartens, may and must be improved through introduction of at least two important value-based conditions: inclusive education and active involvement of parents in the life of preschool and the child (also via counselling centres for parents). In view of this, the study focused on these two conditions with a potential to improve all forms of preschool education. Although current system of preschool education is still in transition from a system of knowledge to a system of competencies, developed by means of quality inclusive education, the government exerts many efforts at all levels to make sure that inclusive and competence-based education becomes the norm for each territorial community in Ukraine. This process requires time and partner initiatives, such as active involvement of parents, and is fully in line with current legislation of Ukraine and global practice of providing high-quality preschool education.

The data is summarised as a rating (Table 1) of various forms of preschool education that were assessed against the quality and cost criteria. The researchers took into account the empirically defined Child-Friendliness Index, the cost of service per one child per month, the frequency of recommendations made by experts, the frequency of application in the regions, and the frequency of requests by 12 UNICEF's partner communities.

Table 1. Rating of forms of preschool education

#	Form	Child-Friendliness Index (10-point scale)	Cost per child per month, UAH (budget funds, parental contributions)	Frequency of use in the regions	Frequency of expert recommendations	Frequency of requests by 12 partner communities
<i>Forms of preschool education</i>						
1	IPE (child development centre)	9	68% of standard cost of service. Economy – 32% (UAH 1,700 – budget funds UAH 500 – parental contributions)	1.9%	70%	2
2	Preschool unit (group) within SGSE	8	60% of standard cost of service. Economy – 40%	32%	59%	6

			(UAH 1,500 – budget funds, UAH 300 – parental contribution)			
3	Preschool group of short-term placement	7	Rural short-term groups: 60% of standard cost of service. Economy – 40% (UAH 1,500 – budget funds); Urban short-term groups: 88% of standard cost of service. Economy – 12% (UAH 2,200 – budget funds);	20.5%	55%	3
4	Saturday and Sunday preschool group “Weekend group”	6	40% of standard cost of service. Economy – 60% (UAH 1,000 – budget funds or parental contributions)	0.1%	29%	1
5	Club activities with preschoolers	6	40% of standard cost of service. Economy – 60% (UAH 1,000 – budget funds, UAH 1,500 – parental contributions)	No survey for this form	56%	1
6	Family-type institution of preschool education	6	100% of standard cost of service. (UAH 2,500 – budget funds)	0%	25%	0
7	Socio-pedagogical patronage for children of preschool age at the pace of residence with visits to areas with no preschool infrastructure (mobile preschool team) Socio-pedagogical patronage for children within IPE;	5	40% of standard cost of service. Economy – 60% (UAH 0-1,000 – budget funds)	13,878 children	29%	1
8	Institutions of preschool education (groups) with seasonal placement of children	5	40% of standard cost of service. Economy – 60% (UAH 1,000 – budget funds)	0.01%	18%	0
<i>Educational value-based conditions</i>						
1	Inclusive education in institutions of preschool education	9	Increases the cost of standard services by 30% due to introduction of a follow-up team and additional equipment for the groups (UAH 3,000-3,200 – budget funds; UAH 500 – parental contributions)	13.4 %	75%	7
2	Involvement of parents through counselling centres for parents and persons in loco parentis	4	Does not require additional costs if introduced in the existing institution of preschool education	26.3%	No survey	2

The data above suggests 1) IPE (child development centre); 2) preschool unit (group) within SGSE; 3) preschool group of short-term placement are the most child-friendly and sufficiently effective in

terms of the use of budget funds. Moreover, these forms were highly appreciated by the experts and scored 9, 8 and 7 child-friendliness points respectively compared with other forms.

This group of forms is capable of providing sufficient number of preschool education services in accordance with the BCPE requirements, both in variable and invariable terms. Their advantages include providing full preschool education according to BCPE; facilitating maximum involvement of all actors (children, parents, teachers) in educational process; and ensuring comprehensive development of children in full-time format (with the exception of short-term groups). Consistency and the level of use of these forms in the regions of Ukraine point at their feasibility and the potential for improving conditions of child-friendliness. These forms offer learning environment, maximise provision of preschool educational services, have sufficient human resource, enable active use of buildings and regulate their capacity through variable approach to inclusion of additional services.

A slightly lower child-friendliness index was determined only for a short-term placement group within IPE or school due to the lack of full-time conditions. At the same time, this index remains sufficient for further application of this form – 7 points, given the use of targeted development classes, opportunity to enrol children in preschool education in the absence of or limited access to a full-fledged preschool infrastructure, and availability of learning environment. But their organisation does not allow using conditions to the maximum extent due to the lack of time set aside for work.

The economic effectiveness of this group can be explained by the number of children that every form is able to reach, and also by a specific integrated approach to planning the necessary resources.

For example, the main difference between *child development centre* and typical IPE is the is the regulation of grounds for enrolment of children not included in the contingent of day groups. This allows saving up to 32% of budget funds.

The basic principle of the centre's work is "active hour-metres" – every square metre of the facility works for the benefit of a child every hour of the institution's work. Despite high expert appreciation of their potential, in Ukraine there are only 192 municipal child development centres and private centres that obtained a state license for the provision of educational services. The largest number of municipal and private licensed centres (23) operates in the Zhytomyr oblast. This relatively limited number of child development centres, especially if compared with other forms of preschool education, does not point at their absence, but rather suggests that many institutions of this type are private and operate without necessary licenses. This leads to their "invisibility" both for the state system of service quality monitoring, and for the system of training of specialists providing these services.

The cost-effectiveness of a *preschool unit (group) within SGSE* is explained by possible cost saving on energy resources and on salaries of staff serving both the school and the preschool unit at the same time. This approach allows saving up to 40% of budget funds. Moreover, this form has some attributes of child-friendliness, scoring 8 points out of 10. This form is the most widespread in Ukraine: there are 3,201 preschool units operating within secondary schools in Kyiv and 24 oblasts of the country, which constitutes 32% of the total number of all forms under study. The expert community also considers this form quite promising in the context of expediency of use of local resources and its child-friendliness; 59% of the polled experts recommend introducing preschool units within SGSE, especially in rural areas.

The preschool group of short-term placement within IPE also proved to be cost-effective in terms of energy saving and nutrition costs (not envisaged for this form). It is possible to save up to 40% of budget funds. The approach of short-term groups provides for effective use of pedagogical workload of educators and technical staff. This form was also highly regarded in terms of child-friendliness, scoring 7 points out of 10. Its use in different regions of Ukraine reaches 20.5%.

Experts view this form as economical enough for local budgets, with certain attributes of child-friendliness: 55% of experts recommend short-term groups for rural communities and UTCs; 20% - for cities of oblast subordination and oblast capitals with insufficient number of places in IPE.

Therefore, compared with other forms of preschool education under study, the most child-friendly are 1) *child development centre*; 2) *preschool unit (group) within SGSE*; and 3) *preschool group of short-term placement*. And while other forms, such as seasonal or weekend groups, demonstrate higher rates of economic effectiveness, they are unable to fully meet the educational needs of the child in a friendly, learning environment; therefore, they are placed in the bottom part of the rating in Table 1.

It is important to understand that any form in itself is not capable of providing quality services if it lacks quality content. Accordingly, the report also provides recommendations for improving the quality of preschool education services under specified parameters at the level of different participants of the educational process: children, parents, pedagogues, communities, and the state.

Conclusions and Recommendations

Considering challenges of quality and accessibility of preschool education services and taking into account basic principles of child-friendliness and effective use of budget funds, the below recommendations seek to improve the quality of educational services from the viewpoint of participants on the educational process and the potential for application of different forms of preschool education are set out below.

At the level of individual child: Training of specialists for the principles of child-centred approach and friendliness seem quite promising. UNICEF has a unique global experience in implementing educational programmes that institutionalise child-centred and competence-based educational technologies; for the 4th year UNICEF continues promoting programmes to improve educators' competences aimed at developing life skills in children in a safe and friendly educational environment. The idea of including educational know-how in the government system of training and professional development of pedagogues and other participants of the educational process, namely parents, members of local self-governments, representatives of partner organisations in the fields of culture and social protection, seems to be expedient.

Advocacy campaigns focusing on mobilisation of local resources and improvement of physical environment for children (including those from vulnerable populations) in institutions of preschool education may serve as viable response to challenge of unsatisfactory conditions for a child's stay in kindergartens. In this context, it seems absolutely logical and timely to develop inclusive education and improve access to educational services, as 50% of polled experts view the development of inclusive education as a challenge and opportunity at the same time.

At the level of parents: A challenge, linked to inadequate involvement of parents in their children's education can be addressed by changes in the approach that prevails in IPE, from "formal work oriented on fragmented presentation of the results of educational activities to parents" to "active involvement of parents in the educational process as responsible creators, rather than outside observers". This approach will revive parental confidence in educators and in local authorities. Fruitful cooperation with parents should replace "formal work with parents". Members of parental community have to "live" in kindergartens as full-fledged participants of educational process. This activation should be a two-way process, therefore both teachers and parents need to see the benefits of their co-existence and ways of achieving it, and also to undergo appropriate trainings. Almost all experts and parents talk about kindergartens' openness to partnerships, as confirmed in the publications by O. Hartman and T. Pirozhenko. Conscious Parenting Groups represent another step toward comprehensive care throughout the childhood, starting with the support of pregnant women. All types of child and parent groups, where children and parents together attend psychological and pedagogical classes, including trainings to raise parental competence and develop confidence, are effective tools for involving parents and building their parenting capacities. Regular collection and analysis of parents' views on the quality of educational services and child-friendliness of kindergartens is a prerequisite for mutual communication. Various digital tools and means of direct communication can be used for this purpose. UNICEF's experience in analysing the views of parents through online tools, developed within the programme "Safe and child-friendly schools and institutions of preschool education" looks quite promising in this regard.

The decision to improve access of children, especially from vulnerable populations, to preschool seems more complicated, yet realistic. Quite promising in this regard is collaboration with local communities on the introduction of **various forms of preschool education**, as well as development of public-private partnerships in preschool education, promotion of the market of educational services and partnership initiatives. The following forms are the most up-and-coming in terms of service quality (child-friendliness) and effective use of budget funds, as they can complement the existing system of preschool education and expand access to educational services: 1) IPE (child development centre); 2) preschool unit (group) within SGSE; 3) preschool group of short-term placements. These forms

were highly appreciated by the experts and scored 9, 8 and 7 child-friendliness points respectively. They are capable of providing sufficient number of preschool education services in accordance with the BCPE requirements, both in variable and invariable terms. Their advantages include providing full preschool education; facilitating maximum involvement of all actors (children, parents, teachers) in educational process; and ensuring comprehensive development of children in full-time format (with the exception of short-term groups). Consistency and the level of use of these forms in the regions of Ukraine point at their feasibility and the potential for improving conditions of child-friendliness. These forms offer learning environment, maximise provision of preschool educational services, have sufficient human resource, enable active use of buildings and regulate their capacity through variable approach to inclusion of additional services. A slightly lower friendliness index was applied only to a short-term placement group due to the lack of full-time conditions. At the same time, this index remains sufficient for further application of this form – 7 points, given the use of targeted development classes, opportunity to enrol children in preschool education in the absence of or limited access to a full-fledged preschool infrastructure, and availability of learning environment. But their organisation does not allow using conditions to the maximum extent due to the lack of time set aside for work.

The economic effectiveness of this group can be explained by the number of children that every form is able to reach, and also by a specific integrated approach to planning the necessary resources. The information above suggests that in case of quality application of its potential, the child development allows saving up to 32% of budget funds; the same is true for preschool units within secondary schools (40%) and short-term groups (40%).

Other forms will also have bright future if they develop their child-friendliness potential and ability to use budget funds in more effective manner.

It is important to note that the quality of services provided in any of these forms, as well as in traditional full-time IPE, may and must be improved through introduction of at least two important value-based conditions: inclusive education and active involvement of parents in the life of preschool and the child.

At the specialist level: According to experts and practitioners, the development of a “*versatile specialist*” approach in preschool education can adequately address the shortage of skilled staff in institutions of preschool education. For example, for the purpose of project orientation of the institution and generation of additional resources, the heads of IPE have to master not only educational technologies, but also project management and effective communication skills.

“*Versatility*” of specialists in preschool education is not something abstract; it is already being actively implemented at the local level. For example, considering inclusive education as a legally established norm, many educators view it as an opportunity for additional training and therefore – additional pay for new services. With the support of their superiors, many teachers in Druzhkivka, Bakhmut and Mykolayivka of the Donetsk oblast attend universities to master additional qualifications of “speech therapist”, “rehabilitation specialist”, “child psychologist” and others. Logic suggests that in the absence of narrow specialists, quality combination of functions “director - project manager”, “teacher - educator”, “educator - speech therapist”, “educator – rehabilitation specialist” will add to sustainability of institutions of preschool education amidst unstable economic and the socio-political situation.

In response to challenges of professional burnout, it seems expedient to introduce the tools of supervision, drawing from the resources of institutes of postgraduate education.

The idea of introducing internships in successful Ukrainian and foreign institutions of preschool education that were able to find their own answers to the above challenges and currently practice child-friendly and cost-effective forms of educational activity, seems to be quite promising. Internships can raise educators’ motivation, add inspiration to improving themselves, and enrich their professional expertise. The experience of the Zaporizhyya, Zhytomyr and Lviv oblasts and the city of Kyiv looks interesting in this regard. Considering the affinity of international experience, it would be useful to study the practice of introducing child-friendly forms of preschool education in Armenia, Moldova, Serbia and Turkey.

To improve the quality of education, it is also recommended to improve communication and opinion sharing between academics and practitioners. Many innovative childhood-related developments fail to reach practitioners; there is no system in place to ensure effective transfer and support of new technologies in kindergartens. Unfortunately, science in Ukraine is often isolated from practice. The

long-running Ukrainian tradition of “beaming down” various tasks without discussing them with practitioners is obsolete and does not encourage improvement of service quality. It seems appropriate to set up and support the development of horizontal peer communities, such as the national-level Association of Workers of Preschool Education, but it is also important to build capacity of similar professional partnerships both at the regional and local levels.

At the community level: Quite promising is the idea of strengthening intersectoral cooperation “social protection – education – culture – healthcare – economy” on the way to implementing the model of integrated social services, in which every child will be protected and well-rounded to achieve his or her full potential. Particular attention should be given to excluded groups of children and families. Strategies for involving in preschool education should target children from families in difficult life circumstances.

It is critical to improve digital literacy of all participants of the educational process, including members of local self-governments, which is quite promising in view of the need to raise the quality of community-based preschool education services in a digital society.

It is also very important to start a constructive dialogue between the leaders of territorial communities and other participants of the educational process, in which a particular need has to be clearly articulated “on entry”, and the fact of positive change to be acknowledged “on exit”. It is crucial for elected community leaders to feel support of local population regarding comprehensive development and protection of a child. Undocumented recognition often produces the same negative effect as undocumented need.

While acquiring new powers, territorial communities have to build professional capacities of educational managers and sector-specific specialists working at the community level. This link in educational management often disappears from partner programmes, although it is the specialists of this level who can inspire or otherwise derail educational reforms in the community.

Often inadequate quality of educational services provided by private kindergartens may be caused by the exclusion of private IPEs from professional educational environment. Therefore, response to this challenge should include motivation of private service providers to obtain the state license for performing educational activities, including communication and dialogue. This will enable quality monitoring of educational services and encourage the staff of private institutions of preschool education to master new pedagogical technologies and approaches.

At the state level: The analysis completed during the study produced some practical recommendations for public administrators and policy-makers, namely:

- To draft / revise the universal provision on IPE and its statute, allowing for possible adaptation and reorientation of the institution in case of changes in public life, demographic situation and new social challenges. The experts suggest to legally establish the right (to develop legal grounds) of the heads of institutions together with parents and community representatives to determine the type of preschool groups, to form the list of educational services, to define the number of hours of children’s stay in the institution / in short-term groups;
- To include fundamentals and basic principles of building a child-friendly educational environment in the list of compulsory education / retraining / advanced training of specialists in preschool education;
- To promote – through partners – different forms of preschool education that demonstrate their child-friendliness and effective use of budget funds;
- To finalise a system of monitoring the quality of educational services offered by the institutions of preschool education. To provide value-based orientation for monitoring tools and inspectors towards improvement of service quality through dialogue rather than “punishment”.

International practice of introducing various forms of preschool education. The model of Centres for Child Development and Family Support (Moldova)

The model was introduced in the Republic of Moldova with the support of the United Nations Children's Fund (UNICEF) and recommended for further replication in other countries. The Centre for Child Development and Family Support as a model focuses on:

- Improving school readiness through the development of physical, intellectual, linguistic, social and emotional skills of a child to be able to achieve his/her full potential in healthy, caring and stimulating domestic and school environments;
- Helping parents develop skills, resources and supportive environments that are essential for child development through domestic and kindergarten experiences, and through links with community resources;
- Supporting programmes under effective local leadership that respond to community needs and priorities and involve families in decision-making;
- Becoming an organisation that helps children and their families to receive community-based services aimed at protection and development of children and their families.

The model was initially introduced in the existing institutions of preschool education, but it can be well implemented by other local organisations working towards protection, care and development of children and their families. One of the model's distinctive features is integration of education, health and nutrition services for children. The centres target children aged 0 to 6 years and their families; they act as multi-functional institutions able to reach larger numbers of children and their families with quality services.

The model offers the following additional services to supplement standard full-time routine in the institution of preschool education: half-day educational programmes; biweekly educational programmes; parental sharing and caring groups; nutrition, health and referral support services. The centres must be inclusive and provide the environment and guidance for adults to maximize the participation of children with special educational needs.

The centres should be located in the premises accessible to local families and designed in a way to facilitate feeding and social protection of children. The model of this child- and adult-oriented centre is designed to help children receive information that contributes to their development, while adults can observe and practice supportive behaviour within the "adult-child" system. Each centre is linked to and supported by the institution of preschool education.

The model of centres for child development and family support offers the following services:

The centre operating within the institution of preschool education

Early childhood education/School readiness for children aged 3 to 6 years:

- Full-time programme;
- Half-day programme;
- Parental education and support programme;

Early childhood education for children aged 0 to 3 years:

- Parent-child groups;
- Parental education and family support programme;

The centre operating within other institutions:

- Weekly (3 times a week) learning meetings for children aged 3 to 6 years;
- Early development activities in domestic settings for children aged 3 to 6 years;
- Parent-child groups (children aged 0 to 3 years);
- Parental education and family support programme;

In addition to these services, the centres may offer more specific programmes for children and parents:

- Linking and coordinating nutrition, health and social protection services (when and if necessary). The centre may serve as a resource and coordination hub to support families facing the above issues, including involvement of specialists from other sectors;

- Promotion of child and family development ideas at the community level to ensure sustainable financing.

These components shape the content and design of services that can be expanded according to the needs and priorities of families and communities. Such additional services may include support during pregnancy and preparation for labour and childbirth; early intervention services for children with special needs; out-of-school educational programmes; adult learning, and the like.

Specific features that distinguish the *centres for child development and family support* from other models are as follows:

- Educational environment where children, together with adults, learn to solve problems through games;
- Responsible relationships between adults (pedagogues and parents) and children aimed to improve game-oriented educational environment;
- Parental education that seeks to promote the development of the child at home and in family environment;
- Parental programmes that support parents and persons in loco parentis in all aspects of early childhood education and development;
- Relevant support and expertise that enables participation of each and every child, regardless of his/her physical, developmental, behavioural and linguistic problems;
- Coordination centre (the point of entry, referral and communication) that provides children and their families with necessary nutrition, health preservation and social protection services.

Specific components of the model of Centres for Child Development and Family Support

1. Early childhood education and school readiness programmes (for children aged 3-6 years)

These educational services form the core of the model's design to help children acquire skills and confidence that they need to be successful in schools. Depending on community resources, programmes may include full-time, half-day, weekly half-day (three times a week) educational activities. This approach aims to ensure the kindergarten-school continuum and child's readiness to perceive the world. The skills are shaped through different strategies including experimenting, query, observation, game and research. Self-expression skills are shaped through art, music and mobile activity. Children also learn to make choices, act responsibly and respect others; express themselves freely and creatively present their ideas or become active citizens oriented towards lifelong learning.

The curriculum and teaching methods will be based on the following principles:

- Early childhood experience is critical for child's learning, growth and development. The programme prepares a child for a transition to school environment with basic language skills, early literacy, math, social/emotional and cognitive skills necessary for learning;
- Children are individually trained within a training and development course. A child's uniqueness requires individual approaches with attention to children with special educational needs;
- During the first years of life, the development of speech is critical. Activities should be child-centric, facilitating the development of speech and listening skills, including vocabulary, contextualisation of speech and understanding;
- The training programme expands children's knowledge of themselves and the world around them. The programme promotes problem-solving skills, integrates cognitive, social/emotional and physical priorities of the child's development through the content of education;
- Active involvement of children stimulates their learning. Children are invited to identify topics and interesting activities that are linked to their experiences;
- Effective adult follow-up is systematic and supportive. The programme balances between adult guidance and child-initiated research experience. Educators offer and create opportunities for children to make choices and acquire new knowledge. Classrooms are arranged as the centres of activity (role play, literacy, art, building blocks, math, science, sand and water) in which children may work individually, in pairs and in small groups;
- Early literacy lays a strong foundation for a child's success in reading. This approach supports the overall speech development, focusing on language experiments, surrounding children with printed material and integrating literacy in all activities;

- The processes of learning and assessing the quality of service are interlinked – there is an ongoing information sharing for the best interest of every child. Teachers master the observation skills to provide further education based on the child's strengths, interests and needs. Teachers learn to develop individual work plans for each child.
- Partnerships with families enhances child's ability to learn. Family members are encouraged to actively participate in all aspects of the programme. Learning and activity topics are enriched by the recognition of cultural diversity of families living in the community. Activities are designed to build a bridge between learning and domestic environments.

2. Early childhood education (for children aged 0-3 years): parent-child groups

Very young children also explore the world around them; during this period, they develop skills that will lay the foundation for future learning. The centres seek to create friendly educational environments with an emphasis on educational activities for infants and children under 3. Parents and persons in loco parentis can attend weekly educational sessions (up to 4 hours in duration) that offer a wide range of educational opportunities. The goal of this programme is to help children:

- To feel safe, valued, confident and proud of what they have learned to do;
- To build relationships of trust with nursing adults;
- To try new roles and relations through game and imitation;
- To exhibit emotions through gestures, sounds and words, and, if possible, communicate through speech;
- To develop small motor skills and self-support skills;
- To gain understanding of basic concepts and relationships, and to develop problem-solving strategies.

Parents and educators will observe the children and use this knowledge to meet individual interests and needs of a child. Parents and educators will also monitor the development of a child in the following spheres:

- Personal relationships: how children learn to show trust;
- Sense of self: how children express who they are;
- Relationships with other children: how children act alongside other children;
- Understanding and communication: how children move, use hands, fingers and eyes to communicate.

3. Parental education and family support programme.

The purpose of these programmes is to build capacity of parents regarding their children's readiness to study. The programme raises parents' awareness about the importance of their role in supporting child development and shapes new practices, relationships and values. An important aspect of this component is teaching parents to interact with children and enriching the environment in which children live.

Parental education. The centre brings parents together to conduct interactive sessions based on the idea of participation. Building on the needs and interests of families, the list of topics may include the following: playing and learning in the first three years of life; speech development; social and emotional development of young children; discipline as a method of preventing problems; the role of fathers; home and kindergarten: building bridges; your baby's safety. Information should be supplemented with acquisition of practical skills.

Home visits. Home visits of specialists are one of the most effective methods of work with families. This tool is particularly useful for families with infants and children under 3. In addition, home visits improve services for isolated families, as well as caregivers who are unable to attend centres along with children.

Educational materials for home. Parents, especially those whose children attend early childhood education groups, receive a set of educational materials for home use to further develop skills gained in the centre.

Profile of preschool education form

<i>Form</i>	IPE (child development centre)
<i>Goal of introduction</i>	Active use of building's potential to maximize economic feasibility of the institution and expand the list of educational services. The basic principle of the Centre's activity is "active hour-metres", that is, every square metre works for the benefit of a child every hour of the institution's work. Improved accessibility of preschool education for children of relevant age not reached by preschool education. Expanded list of additional educational services for children of relevant age reached by preschool education in various institutions, including in the present one.
<i>Expert recommendation index (% of those polled)</i>	70%
<i>Application across the country</i>	1.9%
<i>Detailed description</i>	Child development centre is the institution of preschool education for children of relevant age offering wide range of preschool educational options in line with the needs of the community, including: full-time groups; mixed age groups; profile groups; groups of socio-pedagogical patronage; inclusive groups; short-term groups; seasonal groups; profile clubs and studios; counselling centres for parents. Peculiarity of this form is the use of both free and paid service options that combine full-fledged care, overall development and creative growth of children. Ultimately it can transform into cultural and educational community centre. The main difference between the centre and regular IPE is the regulation of grounds for enrolment of children not included in the contingent of day groups.
<i>Regulatory and legal base</i>	Standard regulatory and legal base for preschool education in Ukraine. The centre may be registered as legal entity, have relevant (independent) balance, accounts with the State Treasury of Ukraine in the region (city, rayon) (in banks), a seal and a stamp with its name and EDRPOU code; it may act as a party to administrative, economic and civil-law relations. The Cabinet of Ministers of Ukraine Resolution No. 1124 dated 05 October 2009 on approval of Provisions on the child development centre: https://webcache.googleusercontent.com/search?q=cache:UV67-pk6_rkJ:https://www.kmu.gov.ua/storage/app/imported_content/npa/243130914/243130914.doc+&cd=1&hl=ru&ct=clnk&gl=ua&client=firefox-b
<i>Participants of the educational process</i>	Children not attending full-time groups; children attending full-time groups in this or other institutions of preschool education; children attending clubs (hobby groups) only; children in need of correctional services; parents of children; pedagogical staff of full-time groups and clubs (also including teachers), support (service) staff according to staffing structure.
<i>Partners</i>	Cultural institutions, schools, out-of-school establishments (children's art centres, musical schools), NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.

<p><i>Strengths</i></p>	<p><i>The main advantage is that the Centre offers several forms of preschool education at a time, including full-time groups and all other forms. Taken together, all work is aimed at ensuring the child's development according to his/her potential, peculiarities, cultural needs, and acquisition of social experience.</i></p> <p><i>For a child:</i></p> <ul style="list-style-type: none"> - acquisition of a broad range of expert services in education, culture, correctional learning; - ability to adapt and socialize in a group of children; - decent conditions for child development in various clubs and hobby groups (helps children to seek and understand their talents, try themselves in different arts); - improved immunity. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - flexible attendance schedule; - saving of time for work (no need to bring children to clubs in other institutions if a child also attends preschool groups with interest clubs); - opportunities for better monitoring/impact on the quality of services and conditions of care (if the centre is private); - opportunity to receive professional consultations at any stage of child's development. <p><i>For community:</i></p> <ul style="list-style-type: none"> - observance of provisions of the Law "On Mandatory Preschool Education»; community investments in the development of younger generation viewed as promising; - the centre's capacity to transform into a cultural and educational centre covering all childhood-related issues (mental, physical, social); - reduced social pressure on the part of community residents demanding introduction of quality and modern educational, social and cultural services; - creation of new jobs and additional tax revenues (if the centre is private).
<p><i>Weaknesses</i></p>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - risks of stress (emotional, physical) if pedagogues ignore requirements on educational load for children; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - increased cost of material and technical support for new types of activities, especially if a child participates in club/hobby group activities; - if private, the centre most likely operates without license and receives no methodological support and guidance from the state system of education; no or limited official monitoring of quality of educational services. <p><i>For community:</i></p> <ul style="list-style-type: none"> - high cost of utilities for the centre; - limited access to highly professional staff involved in service provision, especially in rural areas; - organization of transportation of children from remote territories and neighbouring communities (for rural areas)
<p><i>Content of education that can be realised</i></p>	<p>The versatility of this form allows implementing all main and additional forms of preschool education in any combination according to the community needs. The content of educational programmes may vary within the MoES-recommended programmes of corresponding BCPE (both variable and invariable). Essential in</p>

	<p>this regard is provision of social adaptation and readiness to continue education, development of child's spirituality, timely identification and qualified assistance to children who need health-related corrections and children with physical and mental development disorders, provision of socio-pedagogical patronage to families with children; cooperation with families with provision of methodological and counselling assistance, involvement of parents in the process of education, training and rehabilitation of a child, mastering life skills.</p>
<i>Startup budget</i>	<p>Minimum cost without construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Average cost of startup with partial construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 730 thousand (USD 27,000) – average cost of construction and repair works, if the group requires full overhaul of premises and construction support, including:</p> <ol style="list-style-type: none"> 1. Energy audit prior to project engineering (if not included in design and estimate documentation, DED). The cost of energy audit for state-financed entities is roughly UAH 30 thousand; 2. DED development. Average cost of this type of documents for UAH 1 million repairs of a kindergarten is UAH 35-50 thousand. 3. Expert evaluation of DED (depends on the cost of DED itself). Therefore, expert evaluation of DED costing UAH 35-50 thousand may constitute UAH 5-10 thousand. 4. Field supervision. The cost of one visit is UAH 1350, excluding VAT. On average, there are 5 site visits during the project duration (UAH 8,100). 5. The cost of construction and repair works amounts to UAH 700,000 (USD 25,000, based on UNICEF experience) 6. Technical inspection – 2% of the cost of construction and repair works. <p>Full cost of startup – new facility: The cost of construction of a brand-new facility: UAH 2,240,000 – construction works UAH 560,000 – land plot (based on experience of the Family Centre “Ryasne”, Lviv http://www.lef.org.ua/ru/proekty/rodyunnyi-tsentr-ryasne/) UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p>
<i>Maintenance budget (child/month)</i>	<p>Community centres: (activities of 4 centres in the Zhytomyr, Zaporizhya and Luhansk oblasts analysed): UAH 1,700 – budget funds UAH 500 – additional parental contribution</p> <p>Private centres:</p>

	UAH 4,000 to 7,000 – parental contributions
<i>Child-Friendliness Index (10-point scale)</i>	<p style="text-align: center;">9 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 2 points; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 2 points; 4. Availability of modern sanitary and hygienic conditions – 2 points; 5. Active involvement of parents in the educational process – 2 points;
<i>Type of community(ies), where model can be implemented</i>	<ul style="list-style-type: none"> - Urban united territorial community; - Small towns; - Cities of oblast subordination; - Oblast capitals; - Communities in close proximity to armed conflict;
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to analyse the number of children in need of this form of preschool education, to determine primary format of the institution and options for combining forms needed in the community; - to include the issue of introducing the selected form in the local Education Development Programme; - to set up an initiative group for implementing the selected form (involving various stakeholders); - to develop a startup plan and monitor its implementation (the plan includes the development of draft statute and conceptual framework of the institution); - to discuss conditions offered by the form with parents and to accept applications from parents; - to prepare a written statement on the relevance and necessity of introducing short-term groups and to submit it to local authorities; - to obtain positive decision of the session regarding introduction of a short-term group within IPE (note the formulation of the decision: to establish and maintain the Centre at the expense of current funding, or at the expense of additional funding); - to approve the statute and changes to staffing structure together with the above decision; - to receive an order by the department of education and to prepare internal order on the opening or reorganization of the Centre (internal labour regulations, job descriptions, work schedule of the group and staff); - to arrange relevant conditions in full-time groups, including locker room, bedroom, play room (or adapted bed- and play room); toilet facilities; locker room with toilets for staff; utility room (repairs if necessary); - to arrange conditions for club activities: premises and equipment according to the club's profile (repairs if necessary); - to arrange conditions for parents waiting for a child; - to search for additional sources of funding; - to assemble a pedagogical team of like-minded people; - to obtain conclusions from SES and fire service regarding the premises; - to promote and advertise the institution; - to organize and hold the grand opening of the centre as a cultural event, inviting parents, potential partners and community representatives.

<i>Prospects of introduction</i>	<p>Promotion of the form as consistent with the criteria of child-friendliness and cost-effectiveness, as well as flexibility for community needs.</p> <p>If IPE are reorganized into child development centres, the latter will have more powers and flexibility to offer a wide range of educational forms for children both reached and not reached by preschool education. Creating conditions that are in line with universal design and accessibility principles will raise the friendliness index to the maximum. Cost-effectiveness can be regulated by introduction of additional paid services and more active use of “hours and metres” of the institution.</p>
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Annex 3

Profile of preschool education form

<i>Form</i>	Preschool units (groups) within SGSE
<i>Goal of introduction</i>	Ensuring preschool education for children aged 3-6 (7) years in the areas with no preschool infrastructure and poor transportation links
<i>Expert recommendation index (% of those polled)</i>	59% (mostly recommended for rural areas and townships)
<i>Application across the country</i>	32%
<i>Detailed description</i>	<p>The preschool unit (group) within the school of general secondary education (SGSE) for children aged 3 to 6 (7) years works to ensure the right of children to preschool education.</p> <p>It may include: full-time groups; short-term groups; short-term school readiness groups for children aged 5; mixed age groups.</p> <p>Mode of children’s stay in the preschool unit must be stipulated in the school's statute.</p> <p>Applications from parents must indicate the expected mode of a child’s stay in the institution.</p> <p>The preschool unit shares its documentation with the school, including estimates, tariffs, etc.</p> <p>Children are included in the nominal roll of the school as students of a preschool unit (as additional class). A journal of daily attendance of children is maintained and included in the IPE report under Form 85-k.</p> <p>The institution may suspend its operation in summer for the period of teacher’s annual leave (42 calendar days). During this time children do not attend preschool unit. During school holidays in the middle of academic year the preschool unit does not interrupt its work.</p> <p>To insure smooth and autonomous functioning of the preschool unit, schools often arrange separate entrances and dining areas, but it depends on the building’s resources and capacities.</p>
<i>Regulatory and legal base</i>	Standard regulatory and legal base for preschool education in Ukraine. Order of MoES Ukraine No. 1568 dated 06 December 2017 “On approval of provisions on

	the branches of an educational institution” http://search.ligazakon.ua/l_doc2.nsf/link1/RE31453.html
<i>Participants of the educational process</i>	Children of preschool age, parents, pedagogical staff of a secondary school and a preschool unit, technical personnel of a secondary school and a preschool unit. Peculiarity: single administration
<i>Partners</i>	Cultural institutions, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - ability to obtain preschool education in the areas lacking preschool infrastructure, including rural; - opportunity for quick adaptation to school learning; - socialization of children within school community space; - access of children to school’s resource base and its use for child development (e.g. gym, school hall, friendly learning spaces, clubs and hobby groups); - children’s certain involvement in school life and their full membership in school community; - mixed age communication of children of preschool and school age facilitating socialization. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - opportunity of taking younger and older children to school together; - removal of additional physical and financial burden from families by offering access to preschool education in case of absence of standard IPEs in the community (saving of time and money on transporting children elsewhere); - confidence that children receive professional support from educators to ensure age-specific, timely and proper development of a child; <p><i>For community:</i></p> <ul style="list-style-type: none"> - relief for the community’s transportation system when it is no longer necessary to organize transport of children elsewhere by means of public transportation (example of IPE No. 7, Toretsk, supported by UNICEF); - preschool educational services may be also provided by primary school teachers, thus addressing the issue of shortage of staff; - reduced security risks (no need in additional transportation); - energy economy – the school’s food unit and boiler provide the preschool unit with necessary nutrition and heat; - reduced social pressure of the part of parents demanding organization of access to preschool education; - observance of provisions of the Law “On Mandatory Preschool Education»; community investments in the development of younger generation viewed as promising.
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - in a newly formed group, there may be issues associated with limited teachers’ experience in providing preschool educational services, especially in the work with mixed age groups; - possible shortage of staff; - possible overcrowding due to high demand for service; - risks of excessive “school routine” due to children’s stay in secondary school environment and disregard to specifics of preschool life;

	<ul style="list-style-type: none"> - limited access to full-fledged infrastructure of preschool education (playgrounds, toys). <p><i>For parents:</i></p> <ul style="list-style-type: none"> - in some cases, parents were not allowed to keep children under 7 in preschool groups and were asked to send them to primary school from the age of 6; <p><i>For community:</i></p> <ul style="list-style-type: none"> - problems with arranging sanitary issues of the preschool group with the State Consumer Control Service; - limited access to highly professional staff involved in service provision to children of preschool age.
<i>Content of education that can be realised</i>	<p>The form is capable of implementing the standard content of preschool education in line with BCPE. The programmes are age-specific and selected on general conditions with further approval by the institution's teacher council. The content of educational programme, socialization, adaptation to the environment and life skills education are consistent with invariable part of BCPE. Additional services may be offered according to the procedure set forth in the legislation and in line with variable part of BCPE.</p>
<i>Startup budget</i>	<p>Minimum cost without construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Average cost of startup with partial construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 730 thousand (USD 27,000) – average cost of construction and repair works, if the group requires full overhaul of premises and construction support</p>
<i>Maintenance budget (child/month)</i>	<p>As a rule, the cost of maintenance of this form is lower than maintenance of full-fledged groups in IPE owing to savings on energy and administrative staff (an example of Toretsk school No. 7):</p> <p>UAH 1,727 – local budget funds (including UAH 1,444 – maintenance costs, and UAH 283 – nutrition) UAH 280 – parental contributions (nutrition); UAH 418,500.00 – partner contributions for the group startup (UNICEF support)</p>
<i>Child-Friendliness Index (10-point scale)</i>	<p>8 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 2 points; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 1 point; 4. Availability of modern sanitary and hygienic conditions – 2 points; 5. Active involvement of parents in the educational process – 2 points;

<i>Type of community(ies), where model can be implemented</i>	<ul style="list-style-type: none"> - Rural united territorial community; - Urban united territorial community; - Remote villages; - Cities; - Communities in close proximity to armed conflict
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to determine availability of free space in schools; - to analyse the number of children in need of this form of preschool education; - to discuss the decision with parental community and partners and provide substantiated arguments in its support; - to set up an initiative group for implementing the selected form (involving various stakeholders); - to prepare a written statement on the relevance and necessity of introducing preschool unit within school and to submit it to local authorities; - to attract funds on repairs and equipment; - to include the issue of introducing the selected form in the local Education Development Programme; - to develop a startup plan and monitor its implementation; - to obtain positive decision of the session regarding introduction of preschool unit within school (note the formulation of the decision: to establish and maintain the group at the expense of current funding, or at the expense of additional funding); - to approve the statute and changes to staffing structure together with the above decision; - to receive an order by the department of education and to prepare internal order on the opening of the unit (updated internal labour regulations, additional job descriptions, new work schedule of the group and staff); - to arrange proper conditions in the premises in line with sanitary regulations for institutions of preschool education; - to organize and hold the grand opening of the unit and welcome it in the school community.
<i>Prospects of introduction</i>	<p>The form is up and coming. In order to achieve high child-friendliness index, it is necessary to create conditions consistent with principles of universal design and accessibility for all, to take into account peculiarities of preschool space, to train “versatile” specialists who will work with children of both school and preschool age (including their motivation to personal and professional development). It is also necessary to avoid excessive “school routine” in the preschool, recognizing the importance and value of preschool childhood</p>

Annex 4

Profile of preschool education form

<i>Form</i>	Preschool group of short-term placement
<i>Goal of introduction</i>	Expanding accessibility of the institution for children of preschool age not reached by preschool education due to impossibility to attend full-time kindergarten groups

<i>Expert recommendation index (% of those polled)</i>	55% of experts recommend this form for rural communities and UTCs; 20% - for cities of oblast subordination and oblast capitals with insufficient number of places in IPE
<i>Application across the country</i>	20.5%
<i>Detailed description</i>	<p>The preschool group of short-term placement for children aged 2 years and 6 months to 6 (7) operates within IPE for no more than 4 hours a day and works to ensure the right of children to preschool education.</p> <p>Depending on needs, the following short-term groups may be established within IPE:</p> <ul style="list-style-type: none"> - groups for children aged 2 years and 6 months to 6 years, focusing on care and general development; - groups for children who attained 5 years, focusing on school readiness. <p>By the period of functioning, short-term groups can be year-round or seasonal (at least 3 months a year).</p> <p>By the frequency of attendance, short-term groups can be daily or function 2-3 times a week.</p> <p>Short-term groups may work in two regimes: “care and general development” and “school readiness training”.</p> <p>Short-term placement of children must be stipulated in the statute of the institution of preschool education. Applications from parents must indicate the expected mode of a child’s stay. Children who briefly attend IPE, are included in its nominal roll (a journal of daily attendance) and reported in the IPE report under Form 85-k.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine.</p> <p>Letter of MoES Ukraine No. 1/9-431 dated 17 August 2005 “Organisation of short-term placement of children in institutions of preschool education”</p> <p>http://shkola.ostriv.in.ua/publication/code-8A40E01F5944</p>
<i>Participants of the educational process</i>	Up to 10 children in the group, parents, educators (0.67 rate), assistant teacher (0.5 rate)
<i>Partners</i>	Cultural institutions, schools, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - possibility to receive specialist services (practical psychologist, fitness instructor, speech therapist); - opportunity to adapt and socialize, or simply to play with other children; - improved immunity. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - confidence that children receive professional care and assistance. <p><i>For community:</i></p> <ul style="list-style-type: none"> - observance of provisions of the Law “On Mandatory Preschool Education»; community investments in the development of younger generation viewed as promising.
<i>Weaknesses</i>	<p><i>For a child:</i></p> <p>A child does not receive full range of educational services (unlike children attending full-time groups), since the idea of full preschool education is about</p>

	<p>the child receiving most skills not in classes (in the morning), but in partnership with others and through independent work (in the afternoon) According to Professor Kateryna Krutiy, full preschool day should include 40% of independent activity; 35% of partnership activity; 25% of classroom learning.</p> <p>Disruption of this routine may lead to nervous diseases and emotional instability; a child is unable to eat and rest in the group.</p> <p><i>For parents:</i> Problems with economic realization of parents' potential due to inconvenient schedule of preschool education (4 hours);</p> <p><i>For community:</i> Lack of access to skilled staff involved in child care</p>
<i>Content of education that can be realised</i>	<p>For children aged 2 years and 6 months to 6 (7) years – care and general development; for children aged 5-6 years – school readiness training.</p> <p>The content of educational programme, socialization, adaptation to the environment and life skills education. Children attending short-term groups may receive optional educational services in line with current legislation at the request of parents or persons in loco parentis.</p>
<i>Startup budget</i>	<p>Minimum cost without construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Average cost of startup with partial construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 730 thousand (USD 27,000) – average cost of construction and repair works, if the group requires full overhaul of premises and construction support, including: Energy audit prior to project engineering (if not included in design and estimate documentation, DED). The cost of energy audit for state-financed entities is roughly UAH 30 thousand; DED development. Average cost of this type of documents for UAH 1 million repairs of a kindergarten is UAH 35-50 thousand. Expert evaluation of DED (depends on the cost of DED itself). Therefore, expert evaluation of DED costing UAH 35-50 thousand may constitute UAH 5-10 thousand. Field supervision. The cost of one visit is UAH 1350, excluding VAT. On average, there are 5 site visits during the project duration (UAH 8,100). The cost of construction and repair works amounts to UAH 700,000 (USD 25,000, based on UNICEF experience) Technical inspection – 2% of the cost of construction and repair works.</p>
<i>Maintenance budget (child/month)</i>	<p>Rural short-term placement groups – UAH 1,500; Urban short-term placement groups – UAH 2,200;</p>

<i>Child-Friendliness Index (10-point scale)</i>	<p>7 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 2 points; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 1 point;
<i>Type of community(ies), where model can be implemented</i>	All types of communities
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to analyse the number of children in need of this form of preschool education; - to include the issue of introducing the selected form in the local Education Development Programme; - to set up an initiative group for implementing the selected form (involving various stakeholders); - to develop a startup plan and monitor its implementation; - to discuss conditions offered by the form with parents and to accept applications from parents; - to prepare a written statement on the relevance and necessity of introducing short-term groups and to submit it to local authorities; - to obtain positive decision of the session regarding introduction of a short-term group within IPE (note the formulation of the decision: to establish and maintain the group at the expense of current funding, or at the expense of additional funding); - to approve the statute and changes to staffing structure together with the above decision; - to receive an order by the department of education and to prepare internal order on the opening of the group (internal labour regulations, job descriptions, work schedule of the group and staff); - to arrange relevant conditions and minimum composition of premises for short-term groups. It should include a locker room, a play room; locker room; utility room. <p>Estimated floor area – at least 6.0 m² per place.</p> <ul style="list-style-type: none"> - to organize and hold the grand opening of the group as a cultural event, inviting parents, potential partners and community representatives.
<i>Prospects of introduction</i>	Given the lack of preschool education infrastructure or limited availability of places in the existing institutions, this form is promising, but only if a community creates adequate conditions (invests resources) for this form. As a result, the short-term group can be transformed into a regular preschool group.

Annex 5

Profile of preschool education form

<i>Form</i>	Club activities with preschoolers (hereinafter – clubs or hobby groups)
<i>Goal of introduction</i>	Expanding opportunities to address the issue of development of the child's creative abilities. Increasing accessibility of services for preschool development.

<i>Expert recommendation index (% of those polled)</i>	56%
<i>Application across the country</i>	Not studied
<i>Detailed description</i>	<p>Clubs and hobby groups for children of preschool age may function within schools and out-of-school institutions, as well as cultural centres, for no more than 4 hours a day; they facilitate involvement of children in various forms of artistic activities and promote preschool education by means of integrated school readiness services.</p> <p>Depending on needs, the following clubs and hobby groups can be established:</p> <ul style="list-style-type: none"> - groups of short-term placement and general development of children; - school readiness groups for children aged 5 and older; - clubs and studios for the development of children's creative abilities. <p>By the frequency of attendance, this form includes classes 2-3 times a week (mostly on weekends), but there are also options for combining classes on workdays and weekends (number of children ranging from 10 to 15). Children attending clubs and hobby groups with educational services covered by parents are not included into the institution's nominal roll.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine Letter of MoES Ukraine No. 1/9-431 dated 17 August 2005 "Organisation of short-term placement of children in institutions of preschool education" http://shkola.ostriv.in.ua/publication/code-8A40E01F5944</p> <p>Joint Order of the Ministry of Education and Science, the Ministry of Economy and the Ministry of Finance of Ukraine No. 736/902/758 dated 23 July 2010 "On approval of procedures for provision of paid services by the state and municipal educational institutions"</p>
<i>Participants of the educational process</i>	Children, parents, pedagogues. Heads of clubs at out-of-school establishments can provide relevant services in institutions for education free for parents (if administrations of the out-of-school establishment and institutions of preschool education conclude relevant agreements)
<i>Partners</i>	Educational establishments (including out-of-school), cultural, health and administrative centres; parents; NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - opportunity to develop skills and abilities under supervision of specialists in preschool education and consistent with child's age-specific development stage (including school readiness training, development of talents, development of life skills); - adaptation and socialization among children and adults; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - free time for additional economic activity (if parents work over the weekend), or free time for rest and personal development; - confidence that children develop under supervision of professionals; <p><i>For community:</i></p> <ul style="list-style-type: none"> - observance of provisions of the Law "On Mandatory Preschool Education»; - involvement of children not reached by preschool education;

	<ul style="list-style-type: none"> - reduced waiting lines in kindergartens, while children still attend the form of preschool education (critical for communities with shortage of kindergarten places); - community investments in the development of younger generation that will ensure its proper development in the future (especially with talented children);
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - a child does not receive full range of educational services (unlike children attending full-time groups), since the idea of full preschool education is about the child receiving most skills outside classes; - inability to eat and rest in the group. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - the need to pay for services of clubs and hobby groups; <p><i>For community:</i></p> <ul style="list-style-type: none"> - possible shortage of professional staff to provide quality services; - temporary staying in clubs does not envisage establishment of full-fledged child-friendly spaces.
<i>Content of education that can be realised</i>	<p>The content of educational programmes may vary within the MoES-recommended programmes of corresponding BCPE (variable part). The variable part of the Basic Component regarding club activities may be implemented based on partial programmes, including copywrited ones. Children of 5-6 years of age may be offered school readiness training. Socialization and adaptation are important activity areas for the weekend group. In case of formation and organization of mixed age groups, the content of education recognises children’s age-specific peculiarities.</p>
<i>Startup budget</i>	<p>The service startup budget depends on the condition of premises where preschool education and club activities will be carried out.</p> <p>If club activities are offered in the premises of the facility of social infrastructure (out-of-school establishment, community or cultural centre, rural health post, village council), the minimum cost of arranging the child-friendly space without construction and repair works will be as follows:</p> <p>UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group;</p>
<i>Maintenance budget (child/month)</i>	<p>Parental fees – UAH 1,500;</p>
<i>Child-Friendliness Index (10-point scale)</i>	<p style="text-align: center;">6 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 1 point; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 2 points;
<i>Type of community(ies), where model can be implemented</i>	<p>All types of communities, including:</p> <ul style="list-style-type: none"> - Rural united territorial community; - Urban united territorial community; - Remote villages; - Small towns; - Cities of oblast subordination;

	<ul style="list-style-type: none"> - Oblast capitals; - Communities in close proximity to armed conflict
<p><i>Necessary steps to introduction</i></p>	<p><u>Based on recommendations of MCFR-Education</u> https://ezavdnz.mcfr.ua/article.aspx?aid=589624&utm_source=pedrada.com.ua&utm_medium=refer&utm_campaign=content_link</p> <ul style="list-style-type: none"> - to determine the procedure of service provision by clubs, if necessary; - to develop draft estimates for the use of revenues from service provision (to be developed, calculated and approved by the director of IPE); - to determine the procedure of payment for services by parents; - to open designated registration account for IPE with relevant codes of budget classification of expenditure and budget financing for the accounting of transactions within estimates fund; - to assess primary data for calculating the cost of services provided by the manager and the cost of each service, including the cost of wages; purchase of raw materials, fuel, energy, tools, devices, overalls and footwear, protective devices and special meals; current repair of premises; technical inspection and maintenance of fixed assets used for the provision of services; payment for communication services, means of signalling; depreciation of fixed assets used for service provision; social measures: - state (compulsory) social insurance, including deductions for compulsory health insurance; - state (compulsory) pension insurance (to the Pension Fund of Ukraine); - deductions to the Employment Promotion Fund. <p>In addition to the above, the cost of service includes profit (if any), mandatory taxes, deductions, payments and fees in accordance with current legislation.</p> <ul style="list-style-type: none"> - to record financial results of providing services in the estimates of IPE and prepare accounting transactions (central accounting office); - to include a provision on the right to provide service in the institution's statute (if necessary); - to study demand of parents for the organization of services in IPE via surveys, interviews, polls; - to determine the level of IPE's readiness to provide to provide services, including availability of necessary premises, equipment, teaching aids and toys, highly skilled teachers and service staff; - to determine willingness and capacity of pedagogical staff to provide services; - to involve teachers with the appropriate qualifications and abilities to provide services; - to collect primary data for calculating the cost of services and submit them to a central accounting office; - to determine the number of children who will receive services based on applications by parents; - to inform parents about the list of services, their types and the cost of each service, as well as the procedure of payment; - to issue an order on the organisation of services within IPE, which will determine the number of clubs (hobby groups), their profiles and specifications, age categories of children to be included; the list of services, their types; number and frequency of service provision; the size of payment for services (if needed - with differentiation by appropriate age groups); the procedure of regulating relations between the IPE administration and parents; workload of pedagogical and service staff involved in service provision; order of remuneration of labour.

	<ul style="list-style-type: none"> - to approve the schedule of service provision; - to develop draft estimates for the use of revenues from service provision and submit them to the central accounting office of the department of education; - to conclude agreements with parents on the provision of services, which specifies the following: responsibilities of the parties; obligations of the parties; cost of services; the order of payment by parents; grounds for termination of the agreement, etc. - to disclose the costs incurred in providing services; <p>Parents to pay fees to a designated bank account of IPE in due time.</p>
<i>Prospects of introduction</i>	<p>Ultimately this form of preschool education can transform into full-scale child development centre offering “club activities”. In this case, the child-friendliness index can improve along with the institution’s evolution.</p> <p>It is expedient to combine it with short-term groups offering a set of different club activities for up to 3 hours (it is hardly convenient to bring a child to the club or hobby group for just one hour)</p> <p>This form can be used to build capacities of seasonal groups, socio-pedagogical patronage, or counselling centre. The most promising in this regard is the weekend group in the institution of preschool education with long waiting lines: First, it reduces waiting lines, while children still attend the form of preschool education (critical for communities with shortage of kindergarten places); Second, necessary conditions for children’s stay are already in place.</p> <p>This form can become even more attractive by introducing inclusive component in the weekend group and involving a support team.</p> <p>It is useful to bring in specialists from out-of-school and cultural establishments to conduct free club activities. Specifically, these specialists can travel to remote areas to teach children. Upon relevant agreement between the institutions, this work will be paid by the state. Another way of conducting additional club activities is to increase work week from 5 to 6 days.</p>

Annex 6

Profile of preschool education form

<i>Form</i>	Family-type institution of preschool education The idea of preschool institution of family type can be presented as a “friendly family”
<i>Goal of introduction</i>	Ensuring provision of preschool education in family-like settings for children of appropriate age; maximum use of family pedagogy in raising children (also taking into account family relations (kindred) of children of preschool age).
<i>Expert recommendation index (% of those polled)</i>	25%
<i>Application across the country</i>	0%
<i>Detailed description</i>	The family-type institution of preschool education (nursery-kindergarten) for related children from 2 months to 6 (7) years of age, which provides care,

	<p>development, education and training in accordance with the Basic Component of Preschool Education requirements.</p> <p>Family-type institutions are created taking into account local specifics and demography and may be private or state-owned (by ownership); function within IPE, in living quarters, within preschool units of schools (by location).</p> <p>This form may include:</p> <ul style="list-style-type: none"> - groups for early social adaptation of children under 3 to kindergarten conditions; - groups for children from 3 to 6 (7) years; - club activities, hobby groups, circles, studios for children from 3 to 6 (7) years; - short-term groups. <p>Children who attend family group are included in its nominal roll (with a journal of daily attendance) and reported in the IPE report under Form 85-k.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine.</p> <p>Provision on the institution of preschool education of family type No. 1447/20185 dated 15 December 2011.</p> <p>https://zakon.rada.gov.ua/laws/show/z1447-11</p>
<i>Participants of the educational process</i>	<p>Children, parents, teachers. Any standard preschool group may be called a “family group” if 2-3 or more children there are related (kin).</p> <p>In villages and townships, the number of children in groups is determined by the demographic situation.</p> <p>The peculiarity of the family-type institution of preschool education operating in living quarters is the role of parents, who also serve as teachers. The group may include children from a given family, children with kin relations, godchildren of parents and other closely related children. The educational process is carried out in the family’s living quarters.</p>
<i>Partners</i>	<p>Cultural and educational institutions, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations; a network of “friendly families” on site.</p>
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - formation of respect towards the family and the use of family pedagogy; - ability to adapt softly together with siblings; - opportunity to socialise together with other children; - improved immunity; - acquisition of preschool education. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - confidence that children receive professional support from educators, proper development and care; - opportunity to receive professional counselling at any stage of the child’s development. <p><i>For community:</i></p> <ul style="list-style-type: none"> - conditions for preschool education with observance of provisions of the Law “On Mandatory Preschool Education»; community investments in the development of younger generation viewed as promising; - reduced social pressure on the part of community residents demanding introduction of quality and modern educational, social and cultural services.
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - a child who is not related to other children and attends the institution may feel uncertain;

	<ul style="list-style-type: none"> - in “friendly families” parents-education may be unaware of technologies of preschool education. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - same weaknesses as in typical kindergarten; - diseases, risks of poor communication in case of unprofessional pedagogical team. <p><i>For community:</i></p> <ul style="list-style-type: none"> - limited access to highly skilled staff working with a child; - burden for local budget (when the institution is partially funded from the budget); - costs of additional trainings for parents-educators.
<i>Content of education that can be realised</i>	<p>The content of education of a family-type institution of preschool education can be generated by all state programmes that meet the requirements of BCPE, that is, ensure comprehensive development of preschoolers according to their talents, abilities, individual and physical characteristics in family-like settings.</p> <p>The form is capable of realizing:</p> <ul style="list-style-type: none"> - interaction with NGOs to facilitate development of children in family-like settings; - experimental and innovative activities in the area of family education; - methodological and counselling assistance to families; - provision of additional educational services not defined by BCPE on the basis of an agreement between parents or persons in loco parentis and the institution within the limits of the child’s maximum acceptable educational load.
<i>Startup budget</i>	<p>Minimum cost without construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Average cost of startup with partial construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 730 thousand (USD 27,000) – average cost of construction and repair works, if the group requires full overhaul of premises and construction support, including:</p> <ol style="list-style-type: none"> 1. Energy audit prior to project engineering (if not included in design and estimate documentation, DED). The cost of energy audit for state-financed entities is roughly UAH 30 thousand; 2. DED development. Average cost of this type of documents for UAH 1 million repairs of a kindergarten is UAH 35-50 thousand. 3. Expert evaluation of DED (depends on the cost of DED itself). Therefore, expert evaluation of DED costing UAH 35-50 thousand may constitute UAH 5-10 thousand. 4. Field supervision. The cost of one visit is UAH 1350, excluding VAT. On average, there are 5 site visits during the project duration (UAH 8,100).

	<p>5. The cost of construction and repair works amounts to UAH 700,000 (USD 25,000, based on UNICEF experience)</p> <p>6. Technical inspection – 2% of the cost of construction and repair works.</p>
<i>Maintenance budget (child/month)</i>	<p>UAH 2,000 – 2,500</p> <p>Comparable with the budget of an average institution of preschool education (kindergarten) for children aged 3 to 7 years; depends on the building's energy efficiency.</p>
<i>Child-Friendliness Index (10-point scale)</i>	<p>6 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 1 point; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 2 points;
<i>Type of community(ies), where model can be implemented</i>	<p>All types of communities, including:</p> <ul style="list-style-type: none"> - Rural united territorial community (includes rural areas only); - Urban united territorial community (includes small towns and townships); - Remote villages; - Small towns; - Cities of oblast subordination; - Oblast capitals; - Communities in close proximity to armed conflict.
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to analyse the number of families and children in them in need of this form – a family-type facility (group) of preschool education; - to analyse potential families for implementation of the “friendly family” approach (conditions, qualification of parents-educators, cultural stock, etc.); - to include the issue of introducing the family-type institution of preschool education in the local Education Development Programme; - to set up an initiative group for implementing the selected form (involving various stakeholders); - to develop a startup plan for the family-type institution of preschool education and monitor its implementation; - to discuss conditions offered by the form with parents and to accept applications from parents; - to prepare a written statement on the relevance and necessity of introducing the family-type institution of preschool education and to submit it to local authorities; - to obtain positive decision of the session regarding introduction of IPE of family type (note the formulation of the decision: to establish and maintain the group at the expense of current funding, or at the expense of additional funding); - to approve the statute and changes to staffing structure together with the above decision; - to receive an order by the department of education and to prepare internal labour regulations, job descriptions, work schedule of the group and staff; - to arrange proper conditions in the premises in line with sanitary regulations.
<i>Prospects of introduction</i>	<p>Organisation of ongoing trainings for parents-educators (competence-based approach, child-friendly technologies); arrangement of premises in line with the universal design requirements; inclusion in IPE as a separate group or creation of the network under IPE.</p>

	<p>For localities with limited kindergarten infrastructure or long waiting lines, the most promising is the establishment of a family-type institution of preschool education operating in the living quarters.</p> <p>First, it reduces waiting lines, while children still attend the form of preschool education (critical for communities with shortage of kindergarten places);</p> <p>Second, the institution of preschool education of this type – given adequate conditions and proper qualification of educators – can be the most child-friendly. This form can become even more attractive by introducing inclusive component in the family-type group and involving a support team.</p>
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Annex 7

Profile of preschool education form

<i>Form</i>	<p>Socio-pedagogical patronage of children of preschool age at the place of residence with visits to areas with no preschool infrastructure (mobile preschool group); socio-pedagogical patronage on the basis of IPE (hereinafter – SPP). Patronage means “protection”, “care”, “assistance”. The idea of socio-pedagogical patronage can be presented as “active visits”</p>
<i>Goal of introduction</i>	<p>The purpose of socio-pedagogical patronage of a family is to increase accessibility of preschool education for children of appropriate age, not reached by preschool education; to facilitate involvement of parents in education, training and rehabilitation of a child of preschool age; to provide early support to children in need of correction of physical and/or mental development with their gradual full or partial integration in society.</p>
<i>Expert recommendation index (% of those polled)</i>	29%
<i>Application across the country</i>	13,878 children
<i>Detailed description</i>	<p>Socio-pedagogical patronage at the place of residence or in facilities of social infrastructure occurs as home visits to provide parents with methodological guidance on the following issues: organisation of positive creative activity of a child at home; organisation of optimal motor regimen for a child; creation of a developing environment in the children's room. SPP visits are biweekly and follow the plan approved by the head of basic institution. The time of visits, duration of journeys to and from family's quarters, as well as time for working with relevant documentation is added to the social pedagogue's working hours.</p> <p><i>The peculiarity of patronage</i> (at the place of residence) is that it can be done in specially equipped premises of <i>child-friendly cultural centres or health facilities on conditions of organisation of the short-term group (no more than 4 hours without nutrition, no more than 6 hours with snacks “to go”)</i>.</p> <p>It is regulated that children reached by socio-pedagogical patronage are registered with the closest institution of preschool education (hereinafter referred to as “basic institution”).</p> <p>Therefore, the basic institution, to which children are attached, forms a “virtual group” of up to 15 persons, based on the principle of territorial proximity.</p>

	<p>If it is possible to attach the group to a functioning institution, then one additional group is added to the preschool network with additional staff members performing patronage.</p> <p>If it is not possible to attach the group to a functioning institution, then all issues related to SPP need to be clarified in the decision of the UTC session, which should also introduce additional staff position (e.g. in the teaching aids department of UTC).</p> <p>Remuneration of labour of pedagogical workers may be made through additional workload as stipulated by the MoES Order No. 557 dated 26 September 2005 “On regulating terms of remuneration and approving tariff category schemes of the staff of educational facilities, educational and scientific institutions”, para. 4.3, extension of the service area, or by hiring a staff member as an internal part-time educator to perform socio-pedagogical patronage.</p> <p>This form can be beneficial for remote rural communities that do not have own institutions of preschool education but have enough children of preschool age who do not attend kindergartens.</p> <p>SPP on the basis of IPE provides two possibilities for involving a child in educational process: by including a child in a short-term group, or by partially integrating a child in a regular (full-time) group. The peculiarity of SPP is its phased approach: preparatory, practical and summarising.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine.</p> <p>Guidance letters of MoES No. 1/9-352 of 27 August 2000 and No. 1/9-583 of 04 October 2007 “On the system of work with children not attending institutions of preschool education”.</p> <p>Letter of MoES No. 1/9-811 of 17 December 2008 “On carrying out socio-pedagogical patronage of families” https://zakon.rada.gov.ua/rada/show/v-811290-08</p> <p>Letter of MoES No. 1/9-666 of 27 September 2010 “On the organization of with children aged 5” http://osvita.ua/legislation/doshkilna-osvita/9436/</p> <p>Order of MoES No. 557 dated 26 September 2005 “On regulating terms of remuneration and approving tariff category schemes of the staff of educational facilities, educational and scientific institutions”</p>
<i>Participants of the educational process</i>	<p>Children (up to 15) who do not attend institutions of pre-school education due to their absence; pedagogues who encourage families to action, social initiative, and assistance to a child to acquire preschool education; parents who act as active participants and “implementers” of preschool education.</p>
<i>Partners</i>	<p>“Parent to parent” and “parent to pedagogue” partnerships are essential. Cultural centres and health facilities, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.</p>
<i>Strengths</i>	<p><i>The main advantage of SPP is that it ensures development of a child and acquisition of social experience under conditions of territorial remoteness from preschool infrastructure.</i></p> <p><i>For a child:</i></p> <ul style="list-style-type: none"> - opportunity to socialise through communication outside the family; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - flexible schedule of SPP services; - opportunity to receive professional consultations at any stage of child’s development.

	<p><i>For community:</i></p> <ul style="list-style-type: none"> - community investments in the development of younger generation viewed as promising; - reduced social pressure on the part of parents demanding organization of access to preschool education.
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - sporadic pedagogical influence may be insufficient for a child; - parents may not get involved in the SPP process or their involvement will be inadequate; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - not all parents will be willing to see strangers at home (if SPP is carried out in families' living quarters); - parental expectations may be too high given resource limitations of this form and the absence of full-scale preschool infrastructure; <p><i>For community:</i></p> <ul style="list-style-type: none"> - lack of access to quality staff involved in SPP provision in rural areas; - organization of transportation of teachers to neighbouring rural communities; - the need to additionally create/equip child-friendly spaces, if SPP is carried out in other facilities of social infrastructure; - lack of knowledge about correct formalisation, terms and remuneration of labour of an SPP pedagogue.
<i>Content of education that can be realised</i>	<p>The content of work is ensured by focused preparation of a child to independent living in society. In other words, it means raising practical, independent, natural and competent personality, along with formation of self-awareness and value-based attitude to one's own self.</p> <p>A pedagogue facilitates creation of proper conditions for artistic, creative, productive activity in a family quarters or in the institution of social infrastructure; provides for the optimal motor regimen for a child; and helps to create a developing environment in the children's room.</p> <p>Ensuring social adaptation and readiness to continue education, development of spirituality, timely identification and provision of competent assistance to children in need of health correction and those with physical and mental development disorders, creating partnerships with children's families, provision of guidance and counselling to families, involvement of parents in the process of education, training and rehabilitation of the child and acquisition of life skills are all important elements of the content of SPP education.</p>
<i>Startup budget</i>	<p>If SPP is provided in the premises of the facility of social infrastructure (community or cultural centre, rural health post, village council), the minimum cost of arranging the child-friendly space without construction and repair works will be as follows:</p> <p>UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group.</p> <p>Minimum cost with construction and repair works:</p> <p>UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs.</p>

Maintenance budget (child/month)	UAH 1,700
Child-Friendliness Index (10-point scale)	<p>5 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 0 points; 3. Sufficient qualification of pedagogues and its effective improvement – 1 point; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 2 points
Type of community(ies), where model can be implemented	<ul style="list-style-type: none"> - Township united territorial community; - Remote villages; - Communities in close proximity to armed conflict.
Necessary steps to introduction	<ul style="list-style-type: none"> - to record children of preschool age not reached by preschool education (Letter of MoES No. 1/9-263 dated 07 May 2007 “On record-keeping of children of preschool age”). - to determine the type of SPP, location of service provision (at home, in preschool or other educational establishments, in other premises); - to formalize a social passport of each settlement and individual families; - to develop specific programmes (general, local, etc.) in accordance with SPP goals and objectives; - to identify specific implementers and coordinate their actions; - to ensure control over SPP realization; - to include the issue of introducing the selected form in the local Education Development Programme; - to discuss terms and conditions of this form with parents and accept applications; - to issue internal order on the organization of SPP (internal labour regulations, job descriptions, work schedule of the group and staff); - to arrange proper conditions for SPP, including child-friendly spaces; - to allocate funds in the estimate to pay extras to pedagogues within the payroll budget. <p>Note: On extra payments MoES Order No. 102 dated 15 April 1993 D. Additional pay for overlapping of occupations and positions not related to pedagogical work, extra charges for significant creative and productive achievements, bonuses, other types of additional payment: 52. Heads of institutions and educational establishments have the right to establish within their payroll budget (salary fund):</p> <ul style="list-style-type: none"> - upon agreement with the trade union committee – additional payment for overlapping of occupations (positions), expansion of the service area or increase in the amount of work performed, as well as for performing the duties of temporarily absent employees without limiting the size of these extra payments and the lists of combined occupations (positions). The exact amount of extra payments shall be determined based on actual amount of work performed. Additional payments to staff members for performing the duties of a temporarily absent superior shall not be carried out.

<i>Prospects of introduction</i>	<p>Despite periodic nature of its provision, this form – just like other forms of preschool education – has to have attributes of child-friendliness, both in terms of space and communication. It has to be even “stronger”, since children in this form do not have daily access to organised preschool activities.</p> <p>Quite promising is the expansion of the range and limits of services and introduction of relevant paid position – a social pedagogue, to track improvements.</p> <p>Provision of services in permanent environment will add to friendliness and stability.</p>
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Annex 8

Profile of preschool education form

<i>Form</i>	Saturday and Sunday preschool group. “Weekend Group”
<i>Goal of introduction</i>	<p>Improving accessibility of preschool education for children of relevant age not reached by education due to the lack of preschool infrastructure at the places of their residence.</p> <p>Extended stay of children in IPE for various reasons, including in connection with parents’ employment, family situations, social protection and psychological comfort in conditions of hostilities.</p>
<i>Expert recommendation index (% of those polled)</i>	29%
<i>Application across the country</i>	<p>0.1%</p> <p>This miniscule figure is explained by the fact that weekend groups are mostly private and operate without licenses; therefore, they are excluded from statistics</p>
<i>Detailed description</i>	<p>The weekend group for children of preschool age may function within schools and out-of-school institutions for no more than 4 hours a day; it promotes preschool education of children and provides relevant care.</p> <p>Depending on needs, the following groups can be established:</p> <ul style="list-style-type: none"> - groups of short-term placement for general development of children; - short-term placement groups of school readiness for children aged 5 and older; - clubs and studios for the development of children's creative abilities. <p>By the frequency of attendance, this form offers classes 2-3 times a week (mostly on weekends), but there are also options for combining classes on workdays and weekends.</p> <p>Short-term stay is preconditioned by the absence of meals. If parents provide conditions for child nutrition, the period of staying in the group may be extended up to 6 hours.</p> <p>Children attending the weekend group in the institution of preschool education with educational services covered by parents are not included into the institution’s nominal roll.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine.</p> <p>Joint Order of the Ministry of Education and Science, the Ministry of Economy and the Ministry of Finance of Ukraine No. 736/902/758 dated 23 July 2010 “On approval</p>

	of procedures for provision of paid services by the state and municipal educational institutions”
<i>Participants of the educational process</i>	Children, parents, pedagogues
<i>Partners</i>	Educational establishments, cultural, health and administrative centres; parents; NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - opportunity to receive preschool educational services under supervision of specialists in preschool education and consistent with child’s age-specific development stage (including school readiness training, development of talents, development of life skills); - adaptation and socialization among children and adults; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - free time for additional economic activity (if parents work over the weekend), or free time for rest and personal development; - confidence that children grow and develop under supervision of professionals; <p><i>For community:</i></p> <ul style="list-style-type: none"> - observance of provisions of the Law “On Mandatory Preschool Education»; involvement of children not reached by preschool education; - reduced waiting lines in kindergartens, while children still attend the form of preschool education (critical for communities with shortage of kindergarten places); - social protection of children from problem families; - community investments in the development of younger generation that will ensure its proper development in the future (especially with talented children);
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - a child does not receive full range of educational services (unlike children attending full-time groups), since the idea of full preschool education is about the child receiving most skills outside classes; - inability to eat and rest in the group. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - the need to pay for services of the weekend group; <p><i>For community:</i></p> <ul style="list-style-type: none"> - possible shortage of professional staff to provide quality services; - temporary staying of children in weekend groups not envisage establishment of full-fledged child-friendly spaces
<i>Content of education that can be realised</i>	The content of educational programmes may vary within the MoES-recommended programmes of corresponding BCPE (variable part). The variable part of the Basic Component regarding club activities may be implemented based on partial programmes, including copywrited ones. Children of 5-6 years of age may be offered school readiness training. Socialization and adaptation are important activity areas for the weekend group. In case of formation and organization of mixed age groups, the content of education recognizes children’s age-specific peculiarities.
<i>Startup budget</i>	The service startup budget depends on the condition of premises where preschool education will be carried out, and on availability of developmental materials.

	<p>If group are offered in the premises of the facility of social infrastructure (out-of-school establishment, community or cultural centre, rural health post, village council), the minimum cost of arranging the child-friendly space without construction and repair works will be as follows: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p>
<i>Maintenance budget (child/month)</i>	UAH 1,500
<i>Child-Friendliness Index (10-point scale)</i>	<p>6 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 2 points; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 1 point;
<i>Type of community(ies), where model can be implemented</i>	<p>All types of communities, including:</p> <ul style="list-style-type: none"> - Rural united territorial community (includes rural areas only); - Urban united territorial community (includes small towns and townships); - Remote villages; - Small towns; - Cities of oblast subordination; - Oblast capitals; - Communities in close proximity to armed conflict.
<i>Necessary steps to introduction</i>	<p>Based on recommendations of MCFR-Education (https://ezavdnz.mcf.ua/article.aspx?aid=589624&utm_source=pedrada.com.ua&utm_medium=refer&utm_campaign=content_link)</p> <ul style="list-style-type: none"> - to determine the procedure of provision of the additional service “weekend group”, if necessary; - to develop draft estimates for the use of revenues from service provision (to be developed, calculated and approved by the director of IPE); - to determine the procedure of payment for services by parents; - to open designated registration account for IPE with relevant codes of budget classification of expenditure and budget financing for the accounting of transactions within estimates fund; - to assess primary data for calculating the cost of services provided by the manager and the cost of each service, including the cost of wages; purchase of raw materials, fuel, energy, tools, devices, overalls and footwear, protective devices and special meals; current repair of premises; technical inspection and maintenance of fixed assets used for the provision of services; payment for communication services, means of signalling; depreciation of fixed assets used for service provision. <p>Social measures:</p> <ul style="list-style-type: none"> – state (compulsory) social insurance, including deductions for compulsory health insurance;

	<ul style="list-style-type: none"> – state (compulsory) pension insurance (to the Pension Fund of Ukraine); – deductions to the Employment Promotion Fund. <p>In addition to the above, the cost of service includes profit (if any), mandatory taxes, deductions, payments and fees in accordance with current legislation.</p> <ul style="list-style-type: none"> - to record financial results of providing services in the estimates of IPE and prepare accounting transactions (central accounting office). - to include a provision on the right to provide service in the institution’s statute (if necessary); - to study demand of parents for the organization of services in IPE via surveys, interviews, polls; - to determine the level of IPE’s readiness to provide to provide services, including availability of necessary premises, equipment, teaching aids and toys, highly skilled teachers and service staff; - to determine willingness and capacity of pedagogical staff to provide services; - to involve teachers with the appropriate qualifications and abilities to provide services; - to collect primary data for calculating the cost of services and submit them to a central accounting office; - to determine the number of children who will receive services based on applications by parents; - to inform parents about the list of services, their types and the cost of each service, as well as the procedure of payment; - to issue an order on the organisation of services within IPE, which will determine the number of groups, their profiles and specifications, age categories of children to be included; the list of services, their types; number and frequency of service provision; the size of payment for services (if needed - with differentiation by appropriate age groups); the procedure of regulating relations between the IPE administration and parents; workload of pedagogical and service staff involved in service provision; order of remuneration of labour; - to approve the schedule of service provision; - to develop draft estimates for the use of revenues from service provision and submit them to the central accounting office of the department of education; - to conclude agreements with parents on the provision of services, which specifies the following: responsibilities and obligations of the parties; cost of services; the order of payment by parents; grounds for termination of the agreement, etc.; - to disclose the costs incurred in providing services; - parents – to pay fees to a designated bank account of IPE in due time.
<i>Prospects of introduction</i>	<p>Ultimately this form can transform into child development centre offering “weekend group” services. In this case, the child-friendliness index can improve along with the institution’s evolution.</p> <p>It is expedient to combine it with short-term group.</p> <p>This form can be used to ensure better social protection of children (problem families, peculiar working schedules of parents, hostilities, emotional security or rehabilitation). The most promising in this regard is the weekend group in the institution of preschool education with long waiting lines:</p> <p>First, it reduces waiting lines, while children still attend the form of preschool education (critical for communities with shortage of kindergarten places);</p> <p>Second, necessary conditions for children’s stay are already in place.</p>

	This form can become even more attractive by introducing inclusive component in the weekend group and involving a support team.
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Annex 9

Profile of preschool education form

<i>Form</i>	Institutions of preschool education (groups) of seasonal placement of children
<i>Goal of introduction</i>	Ensuring accessibility of preschool education for children of relevant age under conditions of austerity and inability to maintain full-time institutions of preschool education in community.
<i>Expert recommendation index</i>	18%
<i>Application across the country</i>	0
<i>Detailed description</i>	<p>Seasonal groups for children aged 2 years and 6 months to 6 (7) operate within IPE (also as part or in association with other educational establishments) and work to ensure the right of children to preschool education. In most cases, these groups are small in number and include children of mixed age. The presence of infants in the IPE (with no additional staff) makes it impossible to provide normal preschool education to older children. Therefore, the age of children from at least 3 to 6 (or 7) years in a seasonal group is considered optimal.</p> <p>These groups are called “seasonal” because institutions offering this service do not work regularly – mostly during the warm season and usually for 5-7 months per year. This allows saving budget funds on energy and salaries.</p> <p>Depending on needs, the following groups may be established within IPE:</p> <ul style="list-style-type: none"> - seasonal short-term groups focusing on care and general development of children; - seasonal full-time groups for children focusing on general development. <p>Seasonal groups may also be of mixed-age and family-like type.</p> <p>Seasonal placement of children must be stipulated in the statute of the institution of preschool education</p> <p>Children who attend seasonal groups in IPE, are included in its nominal roll (a journal of daily attendance) and reported in the IPE report under Form 85-k.</p>
<i>Regulatory and legal base</i>	<p>Standard regulatory and legal base for preschool education in Ukraine.</p> <p>Letter of MoES No. 1/9-812 dated 26 November 2009 “On the organization of work of institution of preschool education with seasonal placement of children”</p> <p>https://zakon.rada.gov.ua/rada/show/v_812290-09</p>
<i>Participants of the educational process</i>	Children, parents, pedagogues (contract-based for seasonal works)
<i>Partners</i>	Educational, cultural, health facilities and institutions; NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<i>For a child:</i>

	<ul style="list-style-type: none"> - availability of some form of preschool education in the context of absence of preschool infrastructure. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - availability of some form of preschool education in the context of absence of preschool infrastructure. <p><i>For community:</i></p> <ul style="list-style-type: none"> - ability to meet people's needs in preschool education at a given territory;
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - impossibility to receive full set of educational services typical for traditional full-year kindergarten; - children may forget skills learned during season; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - problems with realization of parents' economic potential due to inconvenient schedule of preschool education, when the institution does not function; <p><i>For community:</i></p> <ul style="list-style-type: none"> - limited of access to competent staff involved in child care; - consideration of seasonality and employment of workers for the period when the institution does not function; - partial meeting of people's needs in preschool education at a given territory.
<i>Content of education that can be realised</i>	Health preservation and health improvement of children; personality growth; development of creative abilities and preferences, social adaptation and readiness to continue education.
<i>Startup budget</i>	<p>The service startup budget depends on the condition of premises where preschool education will be carried out, and on availability of developmental materials.</p> <p>It is important to note that irregular heating and maintenance of facilities leads to their decay, while once repaired and equipped facilities will need new repairs in case of improper exploitation during the year.</p> <p>If the seasonal group functions in the premises of the facility of social infrastructure (out-of-school establishment, community or cultural centre, rural health post, village council), the minimum cost of arranging the child-friendly space without construction and repair works will be as follows:</p> <p>UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Minimum cost with construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 95 thousand (USD 3,500) – cost of equipment for the group UAH 175 thousand (USD 6,500) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p>
<i>Maintenance budget (child/month)</i>	<p>UAH 1,000</p> <p>(experience of seasonal IPE in the village of Dyomino-Oleksandrivka, Troitskyi rayon, Luhansk oblast)</p>

<p><i>Child-Friendliness Index (10-point scale)</i></p>	<p>5 points, including:</p> <ol style="list-style-type: none"> 1. Favourable social and psychological environment – 1 point; 2. Comfortable space suitable for a child and other participants – 1 point; 3. Sufficient qualification of pedagogues and its effective improvement – 1 point; 4. Availability of modern sanitary and hygienic conditions – 1 point; 5. Active involvement of parents in the educational process – 1 point;
<p><i>Type of community(ies), where model can be implemented</i></p>	<ul style="list-style-type: none"> - Rural united territorial community (includes rural areas only); - Remote villages; - Communities in close proximity to armed conflict.
<p><i>Necessary steps to introduction</i></p>	<p>Since the introduction of a seasonal group seeks to save budget funds and implies reorganisation of a regular (full-time) group into seasonal, these steps can hardly be called “development”.</p> <ul style="list-style-type: none"> - to calculate economic and social effect from introduction of the seasonal form of the institution of preschool education; - to analyse the number of children in need of this form of preschool education and the necessary period of operation; - to discuss conditions offered by the form with parents and to accept applications from parents; - to prepare a written statement on the relevance and necessity of introducing seasonal groups and to submit it to local authorities; - to obtain positive decision of the session regarding introduction of a seasonal group within IPE; - to approve the statute and changes to staffing structure together with the above decision; - to provide for the workload and hence measures to keep staff for the period of their release from seasonal group; - to receive an order by the department of education and to prepare internal order on the opening of the seasonal group (internal labour regulations, job descriptions, work schedule of the group and staff); - to provide conditions to secure real assets and stock for the period, when the institution does not function; - to familiarise parents with terms and conditions of functioning of the seasonal group.
<p><i>Prospects of introduction</i></p>	<p>This form may be promising under conditions of fiscal austerity in the community. It seems appropriate to combine this form with socio-pedagogical patronage for the period of seasonal suspension of the institution’s work, or with the counselling centre. In this case, there will be no need to release or dismiss staff (leave some of them to work with children in different formats).</p> <p>This may include home visits to provide parents with methodological guidance on the following issues: organisation of positive creative activity of a child at home; organisation of optimal motor regimen for a child; creation of a developing environment in the children's room. Such combination of forms will improve the child-friendliness criterion and will contribute to uninterrupted educational impact on children.</p>

Profile of value-based condition of preschool education

<i>Condition</i>	Inclusive education (IE) Inclusive conditions can be presented as a “space comfortable for all”
<i>Goal of introduction</i>	Maximum and barrier-free inclusion in preschool education of all its participants: parents, pedagogies, children, including persons with disabilities. To increase the availability of preschool education for children of the corresponding age, including children with disabilities, which are not covered by pre-school education. Improving accessibility of preschool education for children of relevant age, including children with disabilities, not reached by preschool education.
<i>Expert recommendation index</i>	75% of those polled
<i>Application across the country</i>	13.4%
<i>Detailed description based on inclusive group in IPE</i>	Every institution of preschool education, irrespective of the form of work, can and must be adapted to any peculiar features of its clients, including children and adults with disabilities. In addition to standard services provided by IPE, it may offer inclusive groups with one to three children with special educational needs (including children with disabilities). The main peculiarity of IE is ensuring socialisation of children with special educational needs in preschool group settings and providing them general and correctional development services in line with individual child development programme (ICDP). A team of psychological and pedagogical follow-up for children with special educational needs plays an important role in executing ICDP. Inclusive education has to be implemented based on the universal design principles. Universal design in education is the design of products and environments, educational programmes and services that ensures their maximum usability and suitability for all with no further adjustment or special design. Universal design does not exclude auxiliary devices for specific groups of people with disabilities, where necessary. Basic principles of universal design include equality and accessibility, flexibility, simplicity and intuitivity of use; clearly presented information; tolerance to errors; small physical effort; availability in necessary size, place and space.
<i>Regulatory and legal base</i>	Since IE groups form the part of IPE, they are regulated by the standard regulatory and legal base for preschool education, as well as specific documents related to <u>inclusive education</u> The Cabinet of Minister of Ukraine Resolution No. 545 dated 12 July 2017 “On approving provisions on the Inclusive Resource Centre” https://zakon.rada.gov.ua/laws/show/545-2017-%D0%BF Letter of MoES No. 1/9-487 of 12 October 2015 “On arranging activities of inclusive groups in institutions of preschool education” (methodological guidance and recommendations) https://drive.google.com/file/d/0BxaBTJkMcDXgN1Y5RFp5UmFnOU0/view

	<p>MoES Order No. 609 dated 08 June 2018 “On approving model provisions on the team of psychological and pedagogical follow-up for a child with special educational needs in institutions of general secondary and preschool education” https://mon.gov.ua/ua/npa/pro-zatverdzhennya-primirnogo-polozhennya-pro-komandu-psihologo-pedagogichnogo-suprovodu-ditini-z-osoblivimi-osvitnimi-potrebami-v-zakladi-zagalnoyi-serednoyi-ta-doshkilnoyi-osviti?fbclid=IwAR2NXIrf7rrUq0NmXULEaqtVko_nxgxmGD9OgGH05Qre9M5HZnRxtnCEW5c</p> <p>The National Building Code (DBN) B.2.2-40:2018 “Inclusiveness of buildings and structures. Main Provisions” http://www.minregion.gov.ua/wp-content/uploads/2019/01/V2240-2018.pdf?fbclid=IwAR2XgxiDHNqRqI_VsMVmHtTsv1oXKDAvOmM1D9ezrea6I5y7CH4jklkeic</p>
<i>Participants of the educational process</i>	<p>Children. An inclusive group may accommodate up to 15 children, including 1 to 3 children with special educational needs;</p> <p>Pedagogues: smooth work of a team of psychological and pedagogical follow-up of a child with special educational needs is essential. The team consists of permanent members and external specialists. The former includes: teacher-counsellor, inclusive group teacher, practical psychologist, assistant teacher, speech therapist, special education teacher, and specialist in rehabilitation. The group of external experts may include health workers, including doctors and narrow health specialists. Their respective activities are regulated by provisions and recommendations of the Inclusive Resource Centre.</p> <p>Parents, including as members of the team of psychological and pedagogical follow-up</p>
<i>Partners</i>	Inclusive Resource Centre, health facilities, special residential institutions, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - accessibility of services of specialists in preschool education, correctional education for all; - opportunity to adapt and socialize for all children without exception; - decent conditions for all children without exception; - rapid socialization of children with disabilities; - children's understanding of peculiarities of other children, formation of skills of acceptance and support. <p><i>For parents:</i></p> <ul style="list-style-type: none"> - confidence that children receive professional assistance from general and narrow specialists in conditions of harmonious development and care; - feelings of inspiration, professional support and own parenting potential through participation in the follow-up team; - ability to realize economic potential owing to additional free time; - opportunity to receive professional consultations at any stage of child's development. <p><i>For community:</i></p> <ul style="list-style-type: none"> - observance of provisions of the Law “On Mandatory Preschool Education”, Sustainable Development Goals and the Convention on the Rights of the Child; - accessibility of the first line of social space for children with special educational needs;

	<ul style="list-style-type: none"> - elimination of social tension and cohesion and community residents.
<i>Weaknesses</i>	<p><i>For a child:</i></p> <ul style="list-style-type: none"> - risks of stress (emotional, physical) if pedagogues ignore requirements on educational load for children; - risks of unprofessional influence, which, however, can be effectively mitigated by rapid socialization of children and their “alignment” through communication with others; <p><i>For parents:</i></p> <ul style="list-style-type: none"> - risks of dissatisfaction/non-acceptance of the presence of a child with disability in the group by other parents; <p><i>For community:</i></p> <ul style="list-style-type: none"> - delays in funding the inclusive groups from the government subvention; - limited access to highly professional staff involved in the teams of social and pedagogical follow-up; - creation of peculiar universal space may be more costly than regular space for a standard preschool group.
<i>Content of education that can be realised</i>	<p>The content of inclusive education allows fulfilling all main objectives of preschool education, as well as tasks of correctional and development work, socialisation and formation of positive self-esteem in children. Individual approach and differentiation based on individual development programme is the main peculiarity of educational process within the inclusive group.</p> <p>The content of educational programmes may vary within the MoES-recommended programmes of corresponding BCPE (both variable and invariable), including partial inclusion of correctional programmes. Essential in this regard is provision of social adaptation and readiness to continue education, development of child's spirituality, timely identification and qualified assistance to different children; cooperation with families with provision of methodological and counselling assistance, involvement of parents in the process of education, training and rehabilitation of a child, mastering life skills.</p>
<i>Startup budget</i>	<p>Minimum cost without construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 150 thousand (USD 5,500) – cost of equipment for the group</p> <p>Minimum cost with construction and repair works. It is critical that works were fully in line with the National Building Code (DBN) <u>B.2.2-40:2018 “Inclusiveness of buildings and structures. Main Provisions”</u>:</p> <p>UAH 27 thousand (USD 1,000) – staff training UAH 150 thousand (USD 5,500) – cost of equipment for the group UAH 218 thousand (USD 8,000) – cost of construction and repair (based on UNICEF experience of launching early intervention centres) 15% of construction works – associated costs</p> <p>Average cost of startup with partial construction and repair works: UAH 27 thousand (USD 1,000) – staff training UAH 150 thousand (USD 5,500) – cost of equipment for the group UAH 955 thousand (USD 35,000) – average cost of construction and repair works, if the group requires full overhaul of premises and construction support</p>

<i>Maintenance budget (child/month)</i>	UAH 2,500 – 3,000 (based on the analysis of 7 IPE)
<i>Type of community(ies), where model can be implemented</i>	Inclusive groups may and should be introduced in all types of communities
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to analyse the number of children in need of inclusive form of preschool education; - to refer these children to Inclusive Resource Centre to decide on direction of developmental and correctional work; - to develop a startup plan and monitor its implementation; to plan for staff training; - to discuss additional opportunities and challenges that this form may create, and to collect applications from parents based on the decision of the Inclusive Resource Centre specifying the child’s need in inclusive educational conditions; - to approve establishment of the inclusive group(s) within IPE (decision to be passed by the director of the institution with the consent of the founder (owner) upon applications of parents/persons in loco parentis of children with special educational needs, including children with disabilities); - to prepare a written statement on the relevance and necessity of introducing the inclusive group and to submit it to local department of education for approval; - to obtain approval of the local department of education (no need in separate decision of the local council’s session) regarding introduction of an inclusive group within IPE; - to receive an order by the department of education and to prepare internal order on the opening of the inclusive group (changes to the statute, internal labour regulations, job descriptions, work schedule of the group and staff); - to arrange proper conditions in the premises based on the universal design principles (http://ud.org.ua), accessibility and health conditions of children; * it is important to equip the premises with mobile furniture on wheels with rounded corners and light materials, to procure special devices for children with different nosology upon consultations with the Inclusive Resource Centre; - to arrange conditions for parents accompanying children (if necessary); - to seek additional sources of funding; - to set up a team of psychological and pedagogical follow-up for children with special educational needs; - to expect/receive the state subvention to cover additional payments to specialists, pedagogues (20%), reduced working hours; to provide them with extended leaves (56 days instead of 42); - to develop and conduct an advocacy company in support of inclusive education in the community; - to organize and hold the grand opening of the inclusive group, inviting parents, potential partners, donors and community representatives.
<i>Prospects of introduction</i>	Prospects for further development include creation of conditions consistent with universal design and accessibility principles, and improvement of the system of training and professional development of members of the team of psychological and

	pedagogical follow-up (including motivation for personal and professional development)
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to analyse the number of children in need of this form of preschool education; - to discuss the decision with parental community and partners and provide substantiated arguments in its support; - to prepare a written statement on the relevance and necessity of introducing the inclusive group; - to raise funds for repairs and equipment of premises; - to develop a startup plan and monitor its implementation; - to approve the statute and changes to staffing structure together with the decision of the city department of education (prepare these documents in advance); - to prepare internal order on the opening of the unit (updated internal labour regulations, additional job descriptions, new work schedule of the group and staff); - to arrange conditions in the premises in line with sanitary regulations for institutions of preschool education and based on the universal design and accessibility principles;
<i>Prospects of application of condition</i>	Inclusive education is a fundamental value-based condition of today's world. It needs to be implemented to achieve a high child-friendliness index, which requires conditions consistent with principles of universal design and accessibility for all, to take into account peculiarities of preschool space, to train "versatile" specialists who will work with children of both school and preschool age (including their motivation to personal and professional development). It is also necessary to avoid excessive "school routine" in the preschool, recognizing the importance and value of preschool childhood.

Annex 11

Profile of value-based condition of preschool education

<i>Condition</i>	Active involvement of parents in child's preschool education
<i>Goal of introduction</i>	<p>The description of this condition is based on the counselling centre for parents or persons in loco parentis.</p> <p>It is introduced in educational establishments to pursue universal requirements to and continuity of family and social education.</p> <p>It facilitates active involvement of parents in preschool education, provision of free psychological and pedagogical assistance to parents or persons in loco parentis, and support for all-round development of children.</p>
<i>Expert recommendation index</i>	No expert survey concerning this condition
<i>Application across the country</i>	26.3%
<i>Detailed description</i>	<p>The counselling centre operates on a pro-bono basis by offering individual or group communication between parents and specialists in preschool education and child development.</p> <p>This form can be launched in institutions of preschool education, schools, district teaching aids departments.</p>

	Its activities include involvement of parents in the educational process; organisation of lectures, theoretical and practical workshops, individual and group consultations for parents or persons in loco parentis; arrangement of distant counselling through correspondence, telephones or online.
<i>Regulatory and legal base</i>	Standard regulatory and legal base for preschool education in Ukraine. Order of the Ministry of Education and Science, Youth and Sports of Ukraine No. 714 dated 30 June 2011 "Model provisions on the counselling centre for parents or persons in loco parentis, and for children raised in family settings" http://old.mon.gov.ua/images/files/doshkilna-crednya/doshkilna/norm-prav/714.doc
<i>Participants of the educational process</i>	Children; pedagogues who provide consultations and encourage parents to action, social initiative, and assistance to acquire preschool education; parents who act as active participants of preschool education.
<i>Partners</i>	Realisation of this form builds on "parent to specialist" partnerships. Other partners may include cultural centres and health facilities, schools, NGOs, charitable foundations, private sponsors, local and oblast authorities, religious organisations.
<i>Strengths</i>	<i>For a child:</i> - preschool educational services provided by both parents and pedagogues; <i>For parents:</i> - engagement in child's life; - opportunity to receive general and specific professional consultations at any stage of child's development; <i>For community:</i> - growing parental potential of the community.
<i>Weaknesses</i>	<i>For a child:</i> - parents may be inactive in organizing preschool education activities in family settings or do it poorly; <i>For parents:</i> - possible barriers to communication with specialists; - absence of full-fledged preschool infrastructure may trigger further child development issues. <i>For community:</i> - limited access to competent staff involved in operations of the counselling centre; - pro-bono conditions do not contribute to adequate quality of work (even mandatory) - possible risks of formal approach to implementation.
<i>Content of education that can be realised</i>	The content of work is ensured through assistance to parents and persons in loco parentis on the following issues: - socialisation of children of preschool age raised in families and kindergartens; - age-specific and psychophysiological peculiarities of children; - psychological readiness to study in school; - prevention of deviances in physical, mental and social development of preschoolers raised in family settings; - organisation of gaming activities; - arrangements for feeding children at home; - arrangements for tempering and health improvement; - social protection of children from different categories of families.

	<p>Organisation of psychological and pedagogical assistance to parents or persons in loco parentis is based on integration of activities offered by the counselling centre specialists:</p> <ul style="list-style-type: none"> - educator - practical psychologist - speech therapist - health professional, and other specialists.
<i>Startup budget</i>	Does not require additional costs if established within the existing institution of preschool education. The premises have to include sufficient space for practical psychologist and/or training room, events room.
<i>Maintenance budget (child/month)</i>	No additional costs
<i>Type of community(ies), where model can be implemented</i>	All types of communities
<i>Necessary steps to introduction</i>	<ul style="list-style-type: none"> - to record children of preschool age both reached and not reached by preschool education. - to determine location of service provision (in rayon training aids department, in preschool or other educational establishments, in other premises); - to formalize a social passport of families; - to develop specific programmes for the counselling centre functioning; - to identify specific implementers and coordinate their actions; - to issue internal order on the organization of counselling centre; - to arrange proper conditions for the counselling centre functioning.
<i>Prospects of introduction</i>	<p>The most promising is the establishment of a counselling centre within the institution of preschool education to build parental capacities of all clients (not only those of parents of children not reached by preschool education).</p> <p>First, all specialists capable of offering quality consultations are in place;</p> <p>Second, IPE functions specifically build on working with parents and providing them necessary consultations. It is also important to use this potential both for clients and for families not attending the institution.</p> <p>Also promising is the expansion of health, social and correctional counselling services to referral services and introduction of relevant paid position.</p> <p>Permanent facility – the training centre.</p>

Forms of preschool education by regions of Ukraine
as of 25 February 2019

Region	Waiting line as of 15 December 2018	Number of IPE places created during 2018	Number of SGSE with preschool units	Family-type IPE	Number of Saturday and Sunday groups	Short-term groups		Number of child development centres offering preschool educational services	Inclusive education		Number of groups with seasonal placement	Number of counselling centres within operating IPE	Number of children under social and pedagogical patronage	Other (alternative) forms of preschool education (indicate)
						Number of IPE (preschool units) with groups of short-term placement	Number of groups of short-term placement		Number of IPE with inclusive groups	Number of inclusive groups				
Total, regions	33,666	24,211	3,201	0	12	1,178	2,021	192	950	1,321	44	2,596 (excl. Sumy and Kharkiv oblasts)	13,878	454
Vinnytsya oblast	1,426	446	172	0	0	8	8	4	48	55	0	116	0	159
Volyn oblast	220	763	69	0	0	46	48	1	17	28	6	32	16	

Dnipropetrovsk oblast	4,612	1,083	167	0	0	22	30	19	40	42	0	0	0	0
Donetsk oblast	342	321	62	0	0	0	0	17	24	29	0	0	960	0
Zhytomyr oblast	857	795	60	0	0	178	200	23	74	74	0	675	2266	53 (mixed type)
Zakarpattia oblast	2,128	885	101	0	0	88	145	0	34	36	0	3	962	0
Zaporizhzhya oblast	448	299	124	0	0	57	58	5	45	62	14	81	12	8
Ivano-Frankivsk oblast	870	1,537	169	0	0	-	275	0	49	61	0	0	28	660 children
Kyiv oblast	1,245	3,530	263	0	2	41	62	22	102	147	0	68	24	17
Kirovohrad oblast	115	399	114	0	0	27	28	0	11	14	7	484	436	2/345
Luhansk oblast	322	170	56	0	0	63	58	3	21	28	3	14	513	0
Lviv oblast	3,128	2,485	317	0	1	75	152	8	75	152	0	22	92	28
Mykolayiv oblast	1,071	271	51	0	0	40	40	6	32	33	3	0	1497	669 children
Odessa oblast	2,560	2,500	257	0	3	126	305	14	37	48	1	334	544	0
Poltava oblast	1,084	378	75	0	0	5	5	1	31	40	1	171	1,261	

Rivne oblast	1,920	603	178	0	3	155	226	0	34	44	2	295	227	4
Sumy oblast	149	460	228	0	0	9	9	10	16	23	0	2,068 children	783	0
Ternopil oblast	0	530	26	0	3	N/A	N/A	2	N/A	13	4	19	2	6
Kharkiv oblast	1,749	1,676	207	0	0	93	129	7	46	65	3	539 children	3,329 children	126
Kherson oblast	1,718	282	6	0	0	21	22	3	22	22	0	35	196	0
Khmelnysky oblast	1,750	500	181	0	0	34	43	7	41	84	0	107	9	37
Cherkasy oblast	861	262	209	0	0	4	4	0	27	29	0	24	711	2
Chernivtsi oblast	1,740	497	26	0	0	41	66	8	54	75	0	116	10	0
Chernihiv oblast	225	434	70	0	0	4	4	9	18	23	0	0	0	0
The city of Kyiv	3,126	3,085	13	0	0	41	74	23	52	94	0	0	0	29