

UKRAINE AND ITS EDUCATIONAL EVOLUTION

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Annotation. *The article deals with the issues related to the educational evolution of Ukraine in the 21st century. The author dwells on the specificity of the educational process, the goals and perspectives of Ukrainian higher education under the conditions of European integration. The detailed analysis of the academic achievement allows to draw conclusions about the perspectives of education in Ukraine on different scales. Among the most influential factors of improvement and optimization there should be mentioned such as technical progress, academic mobility, state regulation as well as digitalization and integration into the international educational space. Among the potential challenges of education development in Ukraine there are consequences and side effects of the hostilities as well as the shortage of high-skilled educators.*

In the focus of the research there are also the ongoing reforms in Ukrainian education, examined under the conditions of the Bologna system integration. The paper investigates the rationale driving of these reforms, rooted in the recognition of rapid societal changes and the need for education to adapt accordingly. Through case studies and comparative analysis, there are explored the diverse reform goals, approaches, and outcomes across different jurisdictions, shedding light on the complex interplay between societal shifts, educational philosophies, and implementation challenges. Ukraine's adoption of the Bologna system reflects a broader aspiration for internationalization and global competitiveness. Ultimately, the paper underscores the importance of equipping students with the knowledge, skills, and values to thrive in an ever-evolving world, advocating for innovation, adaptability, and lifelong learning in educational practices.

The purpose of the research is to compare the intact system of education in Ukraine and to estimate its optimization in the recent decades in the framework of the Bologna process.

The methodological basis of the research comprises the following methods: analytical method employed to analyse the statistical data,

illustrating the evolution of Ukrainian education; comparative method, used to highlight the common and distinctive features in Ukrainian and European educational paradigms in statics and dynamics; method of systematisation, employed to establish universalities in the evolution of education in Ukraine.

The novelty of the research is seen in attempt to customize the preceding surveys and reviews on this topic and to systematize the universal tendencies in Ukraine's evolution in education so far.

The importance of the English language acquisition in the governmental policy is worth mentioning. The English language occupies a special place in the linguistic experience of any Ukrainian citizen today. Due to the efforts of the Ukrainian authorities, providing the governmental policy of the European integration, English is no longer perceived as a complex or incomprehensible "foreign" language. Today English performs the function of an auxiliary means of acquaintance with the world, inventions, innovative technologies in various fields, establishing ties with representatives of other cultures, etc., which is necessary in the conditions of the development of modern society. The perspective of the further research is seen in analyzing the current processes in Ukrainian education system aimed at overcoming the challenges and rebuilding the whole framework.

Keywords: Ukrainian education system, education reform, Bologna system, societal changes, educational philosophies, implementation challenges, internationalization, global competitiveness, innovation, lifelong learning, digitalization, competence, perspectives, educational, training, vocational education, dual education, European integration.

우크라이나 교육의 역사적 변천

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국문 초록. 본 논문은 21세기 우크라이나 교육의 발전 과정과 관련된 주요 쟁점을 고찰한다. 저자는 교육 과정의 특수성, 유럽 통합의 맥락에서 우크라이나 고등교육이 추구하는 목표와 전망에 주목한다. 학문적 성과에 대한 심층 분석을 통해 다양한 차원에서 우크라이나 교육의 발전 가능성을 도출하고자 하였다. 교육의 개선과 최적화에 영향을 미치는 주요 요인으로서는 기술 발전, 학술 이동성

(academic mobility), 국가의 교육 정책 및 규제, 디지털화, 그리고 국제 교육 공간으로의 통합이 제시된다. 반면, 우크라이나 교육 발전의 잠재적 과제로는 전쟁과 군사적 충돌로 인한 영향 및 부작용, 그리고 고숙련 교육 인력의 부족이 지적된다.

본 연구는 또한 볼로냐 체제(Bologna Process) 통합의 맥락에서 추진되고 있는 우크라이나 교육 개혁에 주목한다. 논문은 급격한 사회 변화에 대한 인식과 이에 부응해야 하는 교육의 필요성을 기반으로 개혁이 추진되는 배경을 분석한다. 사례 연구와 비교 분석을 통해 각 국가 및 지역에서 추진된 교육 개혁의 목표, 접근 방식 및 성과를 검토하고, 사회 변화, 교육 철학, 그리고 제도 시행 과정에서 발생하는 다양한 도전 과제 간의 복합적 상호작용을 조명한다. 우크라이나의 볼로냐 체제 도입은 국제화와 글로벌 경쟁력 강화를 향한 보다 광범위한 국가적 지향을 반영한다. 궁극적으로 본 논문은 끊임없이 변화하는 세계에서 학생들이 성공적으로 살아갈 수 있도록 필요한 지식, 역량 및 가치를 갖추게 하는 것이 중요함을 강조하며, 교육 실천에 있어 혁신, 적응성 및 평생학습의 필요성을 제안한다.

본 연구의 목적은 우크라이나 교육체제의 기존 구조를 검토하고, 최근 수십 년간 볼로냐 프로세스의 틀 안에서 이루어진 교육 최적화 과정을 평가하는 데 있다.

연구의 방법론적 기반은 다음과 같다. 첫째, 우크라이나 교육의 발전 과정을 보여주는 통계 자료를 분석하기 위해 분석적 방법(analytical method)을 활용하였다. 둘째, 정적·동적 관점에서 우크라이나와 유럽 교육 패러다임의 공통점과 차이점을 규명하기 위해 비교 방법(comparative method)을 적용하였다. 셋째, 우크라이나 교육 발전 과정에서 나타나는 보편적 경향성을 도출하기 위해 체계화 방법(method of systematisation)을 사용하였다.

본 연구의 학문적 독창성은 기존 연구와 검토 결과를 종합·재구성하고, 현재까지의 우크라이나 교육 발전 과정에서 나타난 보편적 경향을 체계화하려는 시도에 있다.

정부 정책 차원에서 영어 교육의 중요성 또한 주목할 필요가 있다. 오늘날 영어는 모든 우크라이나 국민의 언어 경험에서 특별한 위치를 차지하고 있다. 유럽 통합을 지향하는 우크라이나 정부의 정책적 노력에 힘입어 영어는 더 이상 어렵거나 이해하기 힘든 ‘외국어’로 인식되지 않는다. 오늘날 영어는 세계에 대한 이해를 넓히고, 새로운 발명과 혁신 기술을 습득하며, 다양한 문화권 사람들과의 교류를 가능하게 하는 보조적 수단으로 기능하고 있다. 이는 현대 사회의 발전 과정에서 필수적인 요소로 자리 잡고 있다.

향후 연구 과제는 우크라이나 교육체제가 직면한 도전 과제를 극복하고 교육 전반의 체계를 재건하기 위해 현재 진행 중인 다양한 개혁 및 변화 과정을 분석하는 데 있다.

주제어: 우크라이나 교육체제, 교육개혁, 볼로냐 체제, 사회 변화, 교육철학, 제도 시행의 과제, 국제화, 글로벌 경쟁력, 혁신, 평생학습, 디지털화, 역량(competence), 발전 전망, 교육, 훈련, 직업교육, 듀얼교육, 유럽 통합, 원하시면 한국 학술지(KCI) 논문 초록 형식에 맞게 더 자연스럽게 학문적으로 다듬어 드릴 수 있습니다.

Introduction. The accelerated pace of technological advancement and ongoing shifts within the education sector have made the adoption of innovative educational technologies increasingly significant. The substantial changes initiated in Ukrainian education during the 1990s because of political, economic, and socio-cultural influences continue to shape the system into the early twenty-first century.

Innovation within pedagogical systems is characterized by transformations that drive progress. Currently, innovative processes represent the most reliable approach to enhancing educational outcomes. The historiography of educational innovations reveals distinct phases in the evolution of this process during the late 1990s and early 2000s.

Three distinct phases can be identified in the historiography of innovative teaching technologies in Ukraine during the late 1990s and early 2000s. The first phase, referred to as the period of reform and theoretical development (1991–1999), coincided with the establishment of Ukrainian independence and was marked by the adoption of several significant regulatory documents. Among these, certain legislative acts had a particularly profound impact, in particular, the laws of Ukraine “On Education” [22], “On Higher Education” [12], “On Vocational (Vocational Technical) Education” [23], “On General Secondary Education” [21], etc. The adoption of these documents was the beginning of the formation of an authentic educational system of the newly independent state.

The Law of Ukraine “On Education”[22] established progressive principles within the educational sector, including continuity, diversity, flexibility, predictability, and alignment with global educational trends. Additionally, the State National Program “Education in Ukraine in the XXI Century” [24] addressed educational innovation by outlining strategic directions for reforming Ukraine’s educational system.

As part of these reforms, the implementation of innovative teaching methods in secondary schools was proposed to enhance the quality of

education, facilitate children's development, and better prepare future specialists for higher educational institutions. The program addressed the advancement of higher education in Ukraine, with later versions—such as the 1996 edition—further underscoring its importance.

Literature Review. Ukrainian scholars, including V. Andrushchenko, O. Elkin, L. Hrynevych, S. Kalashnikova, P. Khobzev, I. Kobernyk, V. Kovtunets, O. Makarenko, O. Malakhova, T. Nanayeva, R. Shiyan, and H. Usatenko [26] have identified validated innovative approaches that enhance the efficacy of instruction and foster the development of professional competencies among prospective educators. These strategies encompass problem-based learning, project-based learning, interactive teaching techniques, collaborative group work, the case method, and situational modeling.

A considerable body of research addresses the development of innovation processes in education, notably contributed by scholars such as V. Andrushchenko [5;9], V. Kremen [1], O. Lytvyn [3], G. Sichkarenko [2], M. Zgurovskyi [4], M. Danylyshyn [7], V. Viktorov [6], G. Kalinicheva [8], T. Finikov [11], O. Sharov [11], I. Ziazium [14], O. Spivakovskyi [13], and others.

The 1990s in Ukrainian pedagogy were distinguished by the emergence of independent research on pedagogical innovation. The term “Innovative technologies” became firmly established within both pedagogical science and practice. In the scholarly works of I. Ziazium [14], G. Kobernyk [15], O. Pekhota [16], O. Pometun [17], and O. Sichkaruk [18], the innovation process is examined through the lens of human innovative activity and the deliberate transformation of routine elements inherent in reproductive forms of activity.

The period was marked by several notable theories in teacher education, including person-centered approaches, organizational and structural models, multi-level educational systems, and the advancement of innovation theory. Issues related to educational innovation were also thoroughly examined in academic textbooks, instructional manuals, and dissertation research conducted by philosophers, educators, psychologists, and sociologists.

Methodology. The methodological basis of the research comprises the following methods: analytical method employed to analyse the statistical data, illustrating the evolution of Ukrainian education; comparative

method, used to highlight the common and distinctive features in Ukrainian and European educational paradigms in statics and dynamics; method of systematisation, employed to establish universalities in the evolution of education in Ukraine.

Results/Discussion. The first significant transformations in Ukrainian education system occurred in 1990s. These changes necessitated critical evaluation and advancement among scholars, tutors, lecturers, and educators. The pedagogical innovations characteristic of this era were examined through philosophical, methodological, experimental, historical, empirical, and applied lenses, specifically in relation to distinct professional activities.

Then came the second period of transformations (2000–2010), often referred to as the “diversificational” phase. Key objectives during this time included enhancing the content and methodologies of education, establishing systems for quality assessment of educational services, streamlining management within the educational sector, and introducing economic mechanisms to support educational initiatives.

In response to both global and local developments, educational institutions have adopted a more flexible approach. The contemporary education landscape emphasizes decentralization, empowering schools to establish regional networks autonomously, alongside democratization, which allows greater independence in structuring instructional methods. There is an increasing need for educators capable of adapting their pedagogical strategies to align with institutional priorities and leveraging their disciplines to advance student development. Furthermore, it is essential for education to facilitate students’ individual aspirations and provide opportunities for personalized learning trajectories.

One of the most impactful legislative measures enacted during this period was the Law of Ukraine “On Innovation Activity,” adopted in 2002. Article 1 of this statute, for the first time, established an official definition of “innovations.” The law defines innovations as newly developed, applied, or enhanced competitive technologies, products, or services, along with organizational and technical solutions pertaining to production, administration, commerce, or other areas, which substantially improve the structure and quality of production or the social sphere [19].

The enactment of this legal framework represented a critical development in the progression of Ukrainian education, providing

definitive guidelines for the identification, implementation, and assessment of innovation. By delineating the parameters and characteristics of innovative practices, the legislation enabled a more structured and effective strategy for enhancing educational procedures and outcomes, thereby supporting broader improvements within the social sector.

According to the Law, innovation activity refers to initiatives that leverage and commercialize scientific research and development outcomes, resulting in the creation of new and competitive goods and services. This period witnessed significant advancement in information and digital technologies across various educational levels. The 2002 Presidential Decree “On the National Doctrine of Education Development” underscored the importance of integrating information and communication technologies within higher education to equip students with the skills required for participation in the contemporary information society [25].

The Law of Ukraine “On Vocational (Technical) Education” (2004) [23] offers an in-depth evaluation of innovation within the vocational education sector. It clearly defines the obligations of the central executive authority for vocational education, which encompass the organization of scientific and methodological support, the integration of advancements in science and technology, the adoption of new technologies and best practices, and the implementation of innovative pedagogical approaches across educational and production activities.

Educational advancements during this period were intrinsically linked to experimental practices implemented across various active sites. Prominent models included developmental learning, structured training systems, problem-based instructional methods, meaningful generalization strategies, programmed education, incremental cognitive development, stimulation of intellectual curiosity, optimization and enhancement of educational processes, adaptive instructional systems, ecological and dialectical frameworks, humane-personal approaches, intensive teaching methods, immersion-based technologies, innovative educator systems, and emerging information technologies [25].

The third period (2011–2023) was distinguished by the systematic consolidation of educational progress. The prevailing strategic aim of national education policy is to improve access to high-quality

education that aligns with the requirements of innovative development, societal priorities, and individual needs. Throughout this phase, earlier achievements in innovative pedagogical technologies have been methodically integrated.

Educational innovation is emphasized across multiple regulatory documents, including the Laws of Ukraine “On Higher Education” (2014) [12], “On Education” (2017) [22], the revised “On Innovative Activity” (2012) [19], the Concept “New Ukrainian School” (2016) [26], and the Regulation “On the Procedure for Implementing Innovative Activities in the Education System of Ukraine” [27]. These frameworks delineate essential objectives for contemporary education, such as promoting scientific and innovative pursuits, fostering forward-thinking mindsets, and enhancing educational quality through the adoption of innovative practices.

During the 1990s and early 21st century, pedagogy experienced a substantial influx of innovations aimed at reshaping the educational system. The changes implemented during this time were largely uncoordinated, as numerous researchers and practitioner educators adopted new methodologies, resulting in the modernization of specific components within the system. These developments impacted all sectors of teacher education and were widespread yet fragmented. Consequently, there arises a need to organize these innovations and identify core directions for future progress. This process was undertaken in the early 21st century, particularly beginning in 2010.

In the early 1990s, innovative advancements in Ukraine were predominantly limited to certain regions. The education system at that time required comprehensive evaluation of the conditions conducive to innovation, the development of systematic approaches for implementing and assessing new initiatives, and the formulation of policy recommendations addressing innovation. Studies conducted from the late twentieth into the early twenty-first century highlighted the increasing significance of pedagogical innovation within educational policy frameworks.

A key aspect of Ukraine’s pursuit of European integration has consistently been the enhancement of cooperation with Europe in higher education. Ukraine has served as an important strategic partner to Europe for many years. Since gaining independence, state authorities have

repeatedly affirmed their intention to implement European principles across all sectors of public life, including education and science.

On May 19, 2005, Ukraine formally joined the Bologna process by signing the Bologna Declaration, thereby committing to the establishment of an integrated, transparent, and contemporary European educational framework. Concurrently, Ukraine was obligated to comply with the fundamental principles and overarching European educational standards prescribed by the Bologna Declaration [10].

The reform of the educational sector and international collaboration in education and science—including Ukraine's involvement in the Bologna process—has been extensively examined by numerous European and domestic scholars, as well as legal and educational researchers. This subject is also frequently addressed in works by government officials, Ukrainian politicians across different levels, and administrators of higher education institutions. Notable experts in this area include V. Kremen [1], G. Sichkarenko [2], O. Lytvyn [3], M. Zgurovsky [4], V. Andrushchenko [5; 9; 26]], V. Viktorov [6], M. Danylyshyn [7], and G. Kalinicheva [8].

The foundational principles that guide the establishment of the European Higher Education Area (the objectives of the Bologna Process) are as follows:

- 1) implementation of a two-tier educational system, encompassing bachelor's and master's degree programs;
- 2) adoption of a credit-based framework for quantifying student workload, specifically utilizing the cumulative European Credit Transfer System (ECTS);
- 3) development of a comprehensive mechanism for quality assurance in education;
- 4) enhancement of academic mobility for both students and faculty members;
- 5) sustaining the appeal of the European educational model while simultaneously preserving the most distinguished traditions and accomplishments of national higher education systems.

During the past twelve years, state leadership has consistently sought to implement the outlined principles and reform the national higher education system in accordance with European integration efforts and the standards of the Bologna process. As with any significant change,

these reforms within our country's higher education system have proven challenging and multifaceted.

The necessity and significance of aligning the higher education system with European educational standards are reinforced by the Law of Ukraine “On Higher Education” No. 2984-III, as amended on November 4, 2005, and the Law of Ukraine “On Higher Education” dated July 1, 2014, No. 1556-VII [12].

It should be noted that the Ministry of Education and Science of Ukraine played a significant role in the introduction and implementation of European educational standards. Back in the early 2000s, several important regulations and legislation were adopted that had to comply with European educational models. The document, entitled “National Doctrine of Education Development”, identified important areas of education development in Ukraine and indicated the priority of European integration in the educational sphere [28].

During the transition to new standards within the higher education system and in alignment with European benchmarks, the Ministry of Education and Science of Ukraine issued several directives and resolutions to facilitate the adoption of European educational standards by Ukrainian higher education institutions. Key measures include introducing the credit-modular system and implementing the European-style “Diploma Supplement.”

A series of regulatory documents were implemented during educational reforms to modernize the educational system and align it with European standards. Prior to the Bologna Declaration, Ukraine enacted the “Program of Action for the Implementation of the Provisions of the Bologna Declaration in the System of Higher Education and Science of Ukraine for 2004–2005” (approved by the Order of the Ministry of Education and Science of Ukraine dated January 23, 2004, No. 49) [29]. Ukraine endorsed the objectives of the Bologna Process as outlined in the Bologna Declaration and subsequent communiqués, confirming its commitment to collaborate within this framework to establish the European Higher Education Area. This is reflected in the National Action Plan on Ukrainian External Higher Education Quality Assurance for 2022–2023 period [20].

Following Ukraine's participation in the Bologna Process, several initiatives have been undertaken to align the country's higher education system with European educational standards. Key developments include:

implementation of a degree system; establishment of standards and recommendations for higher education quality assurance to align with the requirements of the European Quality Assurance Network; attainment of government membership in the European Register of Quality Assurance; adoption of the European credit transfer system; addition of a diploma supplement that meets European standards; and advancement of a national qualifications framework.

Since 2009, the National Team of Experts on Higher Education Reform has been active in Ukraine, initiated by the European Commission and supported by the Ministry of Education and Science of Ukraine. This team assists in modernizing the higher education system among Tempus program participant countries. Its establishment aims to leverage distinguished expertise to accelerate fulfilment of Bologna Process objectives, aligned with national priorities and aspirations, while enhancing the international dimension of the Bologna Process.

A key aspect of Ukraine's engagement with the Bologna Process is the enhancement of academic mobility for students, postgraduate candidates, and faculty members. This involves opportunities to study, undertake training, gain experiential learning, and teach at foreign—predominantly European—universities for varying periods.

Although Ukraine joined the Bologna Process in 2005 and formally adopted the European Credit Transfer System (ECTS), the concept of mobility remained undefined in Ukrainian educational legislation for an extended period. Its practical application was largely guided by the broadly stated provisions of Chapter XII, “International Cooperation,” in the Law of Ukraine “On Higher Education” (2002) [12].

Several scientific publications addressing this topic have focused on specific international project implementations or offered broad analyses of the issue. The Model Regulations on Academic Mobility of Students of Higher Education Institutions of Ukraine, as approved by the Order of the Ministry of Education and Science dated May 29, 2013, No. 635, state that “academic mobility provides for the participation of students in the educational process of a higher education institution (in Ukraine or abroad), passing educational or industrial practice, conducting scientific research with the possibility of re-enrollment in the established order of mastered academic disciplines, practitioners, etc.” Notably, this document did not address the academic mobility of faculty members. It was only

with the revision of the Law of Ukraine “On Higher Education” (2014) that an explicit definition was introduced: “academic mobility is the opportunity of participants in the educational process to study, teach, train, or conduct scientific activities in another higher education institution (scientific institution) on the territory of Ukraine or abroad” [12, p. 116].

The issue of academic mobility remains multifaceted and challenging. Primarily, this is attributable to insufficient funding for projects and grants from the state and Ukrainian authorities. Most international scientific and educational projects, programs, grants, and scholarships are supported by foreign partners and international educational organizations such as Tempus, Erasmus Mundus, Erasmus+, and others.

Implementing a multi-tiered educational qualification system aligned with the European model in Ukraine’s higher education sector has proven to be both complex and contentious, requiring sustained effort over an extended period.

The primary challenges and issues stemmed from the absence of an educational or qualification level equivalent to “specialist” in most European countries. Under the former Soviet system, this designation required five years of study at a higher education institution. By contrast, the European framework consists primarily of three stages: bachelor, master, and Doctor of Philosophy.

Ukraine began adopting the multi-stage European model several years ago. According to the National Report on the Implementation of the Bologna Process dated December 14, 2006, all higher education institutions accredited at SH-IV level were mandated to transition to a two-stage training system during the 2006/2007 academic year, aligning with Bologna Principles [30].

Ukraine began implementing the multi-tiered “bachelor-master-doctor of philosophy” system, and since the 2009/2010 academic year, most Ukrainian universities have phased out the “specialist” educational qualification level. Institutions have transitioned fully to a multi-stage system in alignment with the European model and the principles outlined in the Bologna Declaration. The Law of Ukraine “On Higher Education” in 2014 officially established the following academic degrees within Ukraine’s higher education framework: junior bachelor, bachelor, master, Doctor of Philosophy, and Doctor of Sciences [12]. This structure aligns with practices common across most European countries and fulfills the standards of the Bologna process.

In the context of higher education reform and the adoption of a multi-stage system of qualification levels based on the European model in Ukraine, the academic community—including faculty and students—did not reach consensus for an extended period. A key issue was that, under the European model, the bachelor's degree is regarded as a complete higher professional qualification; however, within the Ukrainian labor market, graduates with a bachelor's degree after three to four years of study were not widely acknowledged as highly qualified professionals. The domestic labor market continued to prioritize “specialists.” Furthermore, these changes to the educational and qualification framework generated disagreement, concern, and even resistance among the leadership and administration of certain higher education institutions, particularly those specializing in technical and medical fields.

The main argument, for example, was “How can you train a highly qualified doctor, engineer, builder in just 3–4 years and release him to the labor market?”

In the national higher education system, institutions prepare specialists at the “bachelor” educational and qualification level, focusing on practical application of skills, knowledge, and abilities within industry settings. The “master” level emphasizes research, theoretical understanding, and advanced study. Notably, the proportion of students pursuing a master's degree significantly surpasses those remaining at the bachelor's level, as the latter are often less in demand and less competitive in the labor market. Furthermore, challenges persist concerning the recognition of domestic candidates of sciences as “valid” in European countries, rather than merely “formal,” since diplomas are currently conferred by the State Attestation Commission and the Ministry of Education and Science.

Following Ukraine's entry into the Bologna Process, efforts were undertaken to align national educational legislation with European standards. A key component of this initiative was the development of the National Qualifications Framework (NQF), with preparatory work commencing in 2008 and culminating in the adoption of a Cabinet of Ministers Resolution in November 2011. Despite these steps, the absence of practical implementation between 2012 and 2014 revealed that the NQF functioned primarily as a declarative document and failed to advance the European integration process substantively. The adopted framework did not address the actual harmonization issues between domestic and

European qualification systems. Meaningful integration of the NQF into national legislation began only in 2014, following the enactment of the revised Law of Ukraine “On Higher Education” [12, p. 33].

Oleksandr Spivakovsky, domestic expert and First Deputy Chairman of the Verkhovna Rada Committee on Education and Science, has identified significant challenges hindering the implementation of the Bologna Declaration. The establishment of the National Agency for Quality Assurance in Higher Education has encountered persistent bureaucratic obstacles, preventing it from operating efficiently over several years. Consequently, Ukraine received a score of 2.2 out of 5 from the European Commission for its adherence to the principles of the Bologna Process, ranking 47th among the 48 participating countries [30].

The introduction of the European Credit Transfer System (ECTS) in the Ukrainian higher education framework was initially attempted between 2003 and 2005. During this period, the system implemented represented a hybrid model, combining elements of European guidelines with the domestic modular-rating approach, which resulted in considerable disagreements and misunderstandings.

The adoption of the new Law “On Higher Education” in 2014 granted ECTS full legitimacy within Ukraine. Specifically, ECTS was formally defined as a system for the transfer and accumulation of credits, consistent with practices in the European Higher Education Area, aimed at ensuring the recognition, confirmation, and validation of qualifications and academic components, while also supporting the academic mobility of students. Additionally, the ECTS “credit” was established as a unit measuring educational workload, with one credit equating to 30 hours. Under this structure, the academic year corresponds to 60 ECTS credits [12, p. 35–36].

The Diploma Supplement, recognized as a key instrument for ensuring common qualification levels and competencies within the European Higher Education and Research Area, is referred to in Ukraine as the Diploma Supplement of the European standard.

In 2006, the Minister of Education and Science of Ukraine announced the country’s transition to issuing Diploma Supplements of the European standard, to be provided in English, free of charge, to all graduates beginning with the 2008/2009 academic year. However, the official decision was made in October 2009, and the corresponding order was

not signed until April 2010. This directive stipulated that the relevant documents would be centrally prepared for accredited higher education institutions in a unified format, with issuance being optional and available only upon graduate request. Between 2010 and 2013, the process did not become widely adopted, resulting in the issuance of only 17,000 Diploma Supplements. Ultimately, approximately 100 Ukrainian universities began providing these documents to their graduates.

Most European-style Supplements have been published by educational institutions in the Kyiv, Odesa, and Kharkiv regions, predominantly issued to graduates of second-cycle higher education programs, namely master's degree recipients. The updated Law "On Higher Education" mandates the issuance of the European standard Diploma Supplement to bachelors, masters, and Doctor of Philosophy, authorizing higher education institutions to produce such documents independently in accordance with international best practices. Ukraine has now established an adequate legislative framework for issuing the Diploma Supplement. However, many higher education institutions are not yet fully utilizing this instrument's potential, and a significant number of students remain unaware of their eligibility to obtain it [12, p. 40–41].

Over the past twelve years, Ukraine has advanced its integration into the European educational sphere through active participation in the Bologna process and involvement in various international educational programs and projects. As the higher education system undergoes reform, the nation is progressively adopting European standards to enhance alignment and quality within the sector.

The primary focus is on transitioning to a multi-stage educational system and eliminating the "specialist" qualification level, which does not exist in European countries. Additionally, the adoption of the European Credit Transfer and Accumulation System (ECTS) within academic programs, enhanced participation by Ukrainian students and faculty in international academic exchanges, and access to global grants and scholarships are all significant developments. Increasing numbers of Ukrainian students now have opportunities to study and work at European institutions of higher learning, benefit from the practical application of advanced technologies, and pursue their scientific interests.

Despite progress, several complex issues remain unresolved, primarily stemming from the country's challenging economic situation,

limited state funding for education and science, outdated materials and technical resources at most universities, and insufficient foreign language proficiency among students, graduate students, young scientists, and academic staff. Additional challenges include corruption and bureaucratic obstacles. The new Law of Ukraine “On Higher Education” serves as a foundational document intended to facilitate the transition of Ukrainian higher education to European standards. Notable advancements have been achieved through concerted efforts by the Government, Ministry of Education and Science, Ukrainian diplomats, as well as the leadership and administration of higher education institutions, faculty, staff, graduate students, and students. Presently, educational reforms are ongoing, steadily advancing toward integration with European educational frameworks.

The European Higher Education Area (EHEA) is an international cooperation framework, officially established during the Ministerial Conference of Bologna Process participant countries held in Budapest and Vienna in March 2010. The Bologna Process originated at the Conference of Ministers Responsible for Higher Education in France, Germany, Italy, and the United Kingdom in Bologna in June 1999. The EHEA aims to advance higher education by ensuring academic freedom, institutional autonomy, and active participation of students and faculty in governance. Its objectives include promoting quality standards, economic appeal, and social cohesion; fostering mobility among students and faculty; enhancing the social dimension of higher education; supporting graduate employability and lifelong learning; recognizing students and staff as integral members of the academic community; and encouraging openness and collaboration with higher education institutions worldwide.

The European Higher Education Area (EHEA) facilitates the coordination of structural reforms among governments, focusing on several key objectives:

- the implementation of a system featuring understandable and comparable qualifications, namely, the bachelor’s, master’s, and Doctor of Philosophy (PhD) degrees;
- promoting transparency regarding educational content using the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement;
- recognizing academic qualifications, including both degrees and periods of study;

- establishing a shared European perspective on quality assurance;
- introducing the EHEA Higher Education Qualifications

Framework.

Governments enact legislative changes based on agreements reached within the context of the EHEA. Accordingly, the extent to which benefits are realized for students, staff, and institutions varies across countries participating in the Bologna Process.

Countries that participate in the European Cultural Convention are eligible for membership in the European Higher Education Area (EHEA), provided they formally commit to advancing and implementing the aims of the Bologna Process within their higher education systems. Membership statements must detail the strategies and methods by which nations will fulfill the provisions and objectives outlined in the declaration. In 2011, the Bologna Process Support Group (BFUG) revised the criteria for EHEA membership, strengthening the requirement for applicants to demonstrate a clear commitment to the values, goals, and policies of the EHEA. Presently, the EHEA comprises 48 member states alongside the European Commission, which also holds full membership.

The EHEA also has eight advisory members: Business Europe; Council of Europe (CoE); Education International (EI); The European Association for Quality Assurance in Higher Education (ENQA); European Students Union (ESU), European University Association (EUA); The European Association of Institutions in Higher Education (EURASHE); UNESCO.

The advancement of higher education across modern Europe and other regions is primarily attributed to the Bologna Process, which aimed to establish the European Higher Education Area (EHEA) by 2010 and further enhance it through 2020. It is noteworthy that skepticism and opposition regarding the European integration of education, currently present within public discourse, often stem from misunderstandings or lack of awareness about the principles underlying the Bologna Process. While the belief in complete self-sufficiency may provide temporary support for university education in Ukraine, this resource becomes rapidly depleted when faced with the fifteen conditions required for integration into the EHEA. Moreover, self-isolation from ongoing developments within the EHEA hinders the progress of any institution of higher learning.

Trends in the Structure of Global Higher Education

There are two predominant models shaping the framework of higher education worldwide.

1. The unitary, or single, system is characterized by institutions—primarily universities—that deliver both general academic degrees and professionally oriented programs of various durations and levels. Within this model, universities constitute most providers, while other types of institutions represent only a minor proportion. This structure is typical of countries such as Italy, Spain, Austria, Finland, and Sweden. Some analysts further identify nations with integrated universities, which encompass both secondary specialized and higher educational institutions—as seen in Sweden and Spain—and also reference those belonging to the former socialist bloc.

2. The binary, or dual, system features a traditional university sector often influenced by the Humboldtian concept, alongside a distinct non-university sector with a well-defined organizational structure. This approach is prevalent in most developed nations, where specialized institutions exist in parallel with universities and accommodate a substantial proportion of the student population.

Several European countries, including Belgium, Great Britain, Greece, Denmark, Ireland, the Netherlands, Norway, Germany, France, Switzerland, and others, employ a binary system of higher education. A notable trend in European higher education is the ongoing improvement and expansion of “short and professionalized” programs, which are not comparable to technical schools but rather consist of intensive instruction within established institutions—often specialized divisions of universities—over a relatively brief period (up to three years).

When well-organized, such as in the example of “university institutes” in France, these programs deliver comprehensive education that enables graduates to secure employment efficiently. The movement toward unified university systems, coupled with the development of robust non-university higher education sectors, has broadened the definition of “university.” This contemporary interpretation differs from the traditional continental European concept, emphasizing cooperation and coherence in teaching and learning, as well as prioritizing individual academic achievement.

This trend is currently evident in universities within countries that have made significant progress toward establishing an information

society. Historically, higher education systems with limited structure predominantly served to support and reinforce national institutions, conduct scientific and technological research while concurrently training scientists, and supply the economy with highly qualified professionals. Traditionally, most nations address these objectives through mono- or small-disciplinary approaches to education.

Where general higher education was prevalent, vocational training often shifted to the workplace, as exemplified by Japan. Organizing higher education institutions that provide professionally oriented training programs alongside university offerings involves several common priorities across countries.

- Delivering cost-effective, professionally focused education aligned with labor market requirements;
- Accommodating increasing enrollment without substantial growth in government expenditure on higher education;
- Emphasizing teaching-oriented curricula that incorporate elements of applied research;
- Continually updating and improving existing vocationally oriented educational programs.

As higher education systems continue to diversify, the range of degrees and qualifications conferred by various institutions has expanded correspondingly. Traditionally, there exists a distinction between the “continental European” model, which emphasizes a prolonged academically integrated curriculum, and the “Anglo-American” approach, characterized by a shorter period for the initial degree and an assortment of post-baccalaureate programs, often utilizing a modular structure.

In several countries, shorter-cycle degrees have been integrated into the national degree framework—for example, Denmark, Finland, Italy, and Portugal. In contrast, other nations such as Germany and the Netherlands implement these degrees alongside traditional step-based systems. The non-university sector continues to expand its range of qualifications. To address specific labor market needs, numerous new bachelor’s programs have been launched, along with various post-bachelor’s courses. These initiatives can lead to either national degrees or qualifications featuring dual specializations.

Non-university educational institutions that do not possess authorization to confer master’s degrees may, at their discretion,

collaborate with foreign institutions that are permitted to offer such programs. Through these partnerships, students can gain access to international master's degree opportunities. While higher education institutions in the non-university sector do not themselves grant doctoral degrees, individuals from this sector may still pursue doctoral studies. In certain countries, candidates can enroll directly in university doctoral (PhD) programs, as exemplified by Norway and the Netherlands, or may require preparatory coursework, as is the case in Austria and Germany.

In Norway, various institutions within the non-university sector are authorized to conduct research and award doctoral degrees. The increasing diversification of higher education is widely regarded as beneficial for national and international systems. However, this trend also presents challenges, including limited transparency in qualification structures and difficulties in the mutual recognition of credentials due to the proliferation of levels and variations in qualifications. Addressing these challenges necessitates the development of additional mechanisms to improve understanding of the information pertaining to qualifications.

Intensive integration commenced in Europe following the Second World War. In 1951, six European nations established the European Community of Coal and Steel Producers, which subsequently evolved into the European Union political entity currently comprising 27 member states. Political integration was predicated on shared economic interests, resulting in the formation of a common market that facilitates the free movement of people, goods, services, and capital.

Sixteen EU countries have adopted a unified currency, the euro. Scientific collaboration and cooperation in cultural and sporting arenas have increasingly taken on a pan-European dimension. Notably, education, due to its inherent conservatism and genuine institutional autonomy, remained largely outside the scope of European integration for an extended period. This exclusion did not adversely affect other core interests, particularly those related to economic cooperation.

As labor migration increased and shortages of skilled professionals became more pronounced, a new challenge began to surface. Europe's diverse educational systems, traditionally viewed as an asset fostering healthy competition, revealed limitations; employers faced growing difficulties in accurately assessing the nature, level, and quality of qualifications presented by foreign job applicants.

For example, two applicants with licentiate diplomas apply to the employer – one from Poland, the other from Sweden. At the same time, the first one has 3 years of post-gymnasium studies during the first cycle, and the second – 2 years of doctoral studies after the successful completion of the second cycle of studies at the university. Another impetus for future reforms was the massiveness of higher education: in many countries, the number of students increased by 3-5 times over the course of 10–15 years. Higher education has ceased to be elitist.

A notable rise in student enrolment amid the demographic crisis resulted in a marked decline in entrant quality. However, expectations for higher education graduates remained unchanged. Consequently, it became necessary to differentiate learning levels, employ new pedagogical paradigms and technologies, and transition toward lifelong learning.

Reforms in education at the pan-European level have gained prominence. The introduction of the ERASMUS program in 1987 represented a pivotal move towards the internationalization of European education. Its objectives were to enhance and promote mobility among students and faculty across 19 EU countries, foster multilateral inter-university collaboration, strengthen partnerships between universities and industry, and disseminate innovative teaching methods.

Within the framework of ERASMUS, a tool was also created for re-enrolling educational achievements received by a student at another university under mobility programs – the European Credit Transfer System. Over the following years, hundreds of thousands of students from the EU countries completed one- and two-semester studies abroad by example, proving the feasibility and effectiveness of the chosen path.

However, economic and political integration in Europe deepened, and a much larger and more complex task of harmonizing educational systems in European countries was put on the agenda based on the development and implementation of framework structural changes in curricula to create a single European Higher Education Area (EHEA, English). EHEA – European Higher Education Area), initiated by the Sorbonne Declaration and formulated in more detail in the Bologna Declaration, which is now known as the Bologna Process.

The European Higher Education Area (EHEA) aims to enhance the quality and competitiveness of European education by preserving

national educational traditions and fostering mutual enrichment. This is accomplished through increased student and teacher mobility, the establishment of a comprehensive pan-European quality assurance system and strengthened international collaboration.

The Bologna Process was initially designed with two primary objectives: achieving transparency in educational qualifications and enhancing educational quality. All subsequent measures serve as instruments to support the realization of these goals.

In the years following the adoption of the Bologna Declaration, several additional instruments and mechanisms have been established. These include the introduction of lifelong learning concepts, new mobility programs, pan-European analytical and research initiatives (notably Tuning), the Diploma Supplement, the EHEA Qualifications Framework, and the recognition of doctoral degrees as the third cycle of higher education. Other developments encompass enhanced cooperation between the EHEA and the European Research Area (EDP), the establishment of pan-European standards and guidelines for quality assurance, procedures for recognizing prior and non-formal learning, the evolution of ECTS into a system for both credit accumulation and transfer, the integration of innovative learning technologies, and collaborative efforts with employers to develop training programs and facilitate graduate employment.

Since 1999, the higher education sector has undergone significant reforms. These include the introduction of two cycles of higher education, adoption of the European Credit Transfer System (ECTS) later known as the European Credit Transfer Accumulation System—enhanced mobility for students and educators, measures to improve graduate employability, and a commitment to ensuring educational quality. Subsequently, further advancements were implemented: the transition to a three-cycle system of higher education, development of lifelong learning policies, inclusion of social and global dimensions, adoption of student-centered learning principles, implementation of qualifications frameworks, and increased internationalization of higher education. Initially, the Bologna Declaration (1999) recommended the establishment of a two-cycle training structure [2010].

The initial cycle typically spans three to four years and culminates in the awarding of an academic bachelor's degree. The second cycle may encompass the pursuit of a master's degree, generally requiring one to

two years of study, and/or a doctoral degree, which entails a total study duration of seven to eight years. The Berlin Communiqué (2003) later proposed the inclusion of doctoral studies as a third cycle within the educational framework [31].

The introduction of a credit system is recommended across all national education systems to facilitate the tracking of academic workload. Adoption of the European Credit Transfer and Accumulation System (ECTS), which quantifies labor intensity in credit units, is suggested as the standard approach.

Furthermore, it is envisioned that accreditation agencies independent of national governments and international organizations will be established. National quality assurance agencies for higher education should be formed in accordance with the standards and recommendations set by the European Network of Quality Assurance (ENQA) and linked to the European Quality Assurance Register (EQAR).

The London Communiqué (2007) [32] and the Bologna Work Program for 2007–2009 [33] identified several key challenges, including immigration regulations, diploma recognition, limited financial incentives, and rigid assistance payment mechanisms.

Currently, the Bologna Process has set a new target for 2030. In this phase, the initiative aims to promote greater mutual openness among national higher education systems and facilitate seamless student transitions between institutions. Efforts will focus on enhancing mobility and achieving participation rates of at least 20% of all graduates in mobility programs by 2030, encompassing students from both European nations and other countries.

The promotion of foreign language study is highly recommended. Consideration is given to enhancing mobility for teaching and administrative staff to foster mutual enrichment through European experience. Universal acceptance of joint diplomas and programs, political initiatives supporting mobility financially, and reciprocal recognition of visas and work permits are encouraged. The advancement of graduate employment remains a priority.

A fundamental tenet of the Bologna Process is the alignment of higher education institutions with targeted outcomes, ensuring that graduates possess knowledge and skills applicable in both theoretical and practical contexts to support the broader interests of Europe. It is essential that

academic degrees and qualifications are valued within the European labor market, and that professional recognition mechanisms are efficiently streamlined. Standardization of qualification recognition will be enhanced through the adoption of the UNESCO-recommended Diploma Supplement. Collaboration among educational institutions, governmental authorities, and social partners is vital to enhancing employment prospects.

In addition, the advancement of lifelong learning policies remains crucial. Lifelong education should be fostered by promoting flexible learning pathways, integrating workplace-based training, and recognizing expertise, skills, and competencies obtained through both traditional and non-formal educational modalities.

Enhancing competitiveness should align with the objective of advancing the social attributes of the pan-European higher education landscape. This requires reinforcing social connections and addressing gender disparities at both national and pan-European levels. It is essential for each country to ensure equitable access to higher education for all social groups. Developing student-centered learning entails implementing innovative pedagogical methods and customized academic programs.

Educators are encouraged to engage in close collaboration with students to expand the breadth of academic disciplines. The adoption of qualifications frameworks is increasingly regarded as an effective public policy instrument, promoting alignment between educational systems and labor market demands, facilitating both geographic and professional mobility, and supporting lifelong competency and competitiveness. The National Qualifications Framework (NQF) provides a systematic reference for qualification levels, employing a learning outcomes-based methodology to support the acquisition and recognition of all types of qualifications, whether educational or professional.

The NQF defines four core competencies, alongside integral competence, as essential descriptors within the qualification spectrum. This framework enhances the transparency and comparability of national qualifications at domestic and international levels. In the context of higher education internationalization, three major benefits are recognized: establishing a higher education system that is readily understood by the global community through integration into the European Higher Education Area and Research Area; increasing the competitiveness of

higher education institutions by fostering international partnerships, participating in global projects and programs, and advancing internal quality measures; and strengthening institutional capacity for proactive engagement in international platforms and initiatives.

Since Ukraine's independence, the national education system has undergone significant reforms. Notable developments in the 2000s include alignment with the Bologna system, enabling a degree-based model (bachelor's-master-Doctor of Philosophy) and facilitating international recognition of Ukrainian diplomas. Additionally, the implementation of external independent assessment (EIA) marked progress toward increased transparency, academic mobility, and conformity with European standards.

The primary transformations in education have occurred over the past decade following the Revolution of Dignity, including the initiation of the New Ukrainian School and reforms in vocational and higher education. These changes have focused on institutional autonomy, alignment between education and labor market needs, and updated pedagogical approaches. Over this period, significant challenges have arisen. The COVID-19 pandemic and Russia's large-scale invasion necessitated immediate adaptation to infrastructure disruptions, security concerns, and the introduction of new learning modalities such as hybrid and remote formats. Nevertheless, the education system continues to evolve, showcasing resilience, innovative practice, and a capacity for recovery.

Key Reforms in Ukrainian Education

Key reforms include changes in preschool education, the New Ukrainian School (NUS) initiative, vocational education reform, the introduction of the dual education model, enhanced university autonomy, and the digitalization of education.

Reform of Preschool Education

In 2024, the Verkhovna Rada enacted updates to the law "On Preschool Education," establishing a new philosophy that extends the principles of the New Ukrainian School. This approach prioritizes child-centered education and guarantees equal rights for all preschool-aged children.

A strategically significant aspect of the revised legislation is the formal recognition of alternative formats for preschool education, such as:

- daycare services for infants starting at three months of age;
- mobile kindergartens;

- family-based kindergartens;
- small group kindergartens accommodating up to five children.

The introduction of new types of kindergartens is particularly pertinent for rural and mountainous areas, where traditional kindergartens are not economically viable, as well as for communities affected by conflict and for families who do not require daily access to a full-scale stationary kindergarten due to flexible schedules.

Furthermore, preschool institutions must establish specialized conditions to accommodate children with musculoskeletal and hearing impairments. In 2024, inclusive groups were present in 26% of all preschool education institutions. These developments enhance infrastructure and support the training of personnel, as well as the adaptation of educational programs.

New Ukrainian School

The New Ukrainian School (NUS) initiative, launched in 2017, marked a significant reform of school education. The initial phase involved the enrollment of first graders in pilot classes, which was subsequently expanded to all schools across Ukraine in 2018. NUS represents a departure from the Soviet educational paradigm, introducing a contemporary approach that prioritizes the holistic development of students and addresses their individual needs and opportunities.

The primary objective of the reform is to impart not only knowledge but also essential competencies, including:

- the cultivation of critical thinking;
- the ability to analyze information;
- the articulation of independent opinions;
- the development of social skills among students.

Traditional lectures have been replaced by practical tasks, collaborative group work, and discussions, with these methods fostering communication, empathy, and teamwork abilities. According to the Ministry of Education and Science, students participating in NUS pilot programs demonstrate superior performance in cross-cutting skills compared to those in conventional classrooms. A notable achievement of NUS is its advancement of inclusive education, enabling over 40,000 children with special educational needs to study alongside their peers.

Reform of Vocational Education

Vocational education has undergone notable transformation in response to evolving economic demands and the requirements of the

contemporary labor market. In 2019, the government endorsed the Concept of Dual Education, which integrates classroom instruction with practical training at enterprises. By early 2023, approximately 27% of vocational education institutions had adopted this dual approach. This shift illustrates a transition from traditional theoretical learning to a “Study and Work” model, enabling students to develop practical competencies, familiarize themselves with technological environments, and, in some cases, secure their initial employment contracts.

Since 2020, the establishment of Training and Practical Centers (TPCs) equipped with modern technology has been accelerated. In 2021, the state supported the creation of 49 such centers, and this number continues to increase each year. These centers serve as hubs for modernization, benefiting not only young people but also adults who participate in short-term retraining or advanced training programs. The development of these centers is particularly critical in the context of a wartime economy and large-scale professional migration, where millions are required to change careers or re-enter the workforce after periods of absence.

University Autonomy

Since 2014, higher education in Ukraine has experienced significant transformation. Following the enactment of the Law “On Higher Education”, universities have acquired essential autonomy in academic, financial, and organizational matters. Institutions are now empowered to develop and implement their own educational and scientific programs, manage finance independently, establish private accounts, generate income through educational and research services, seek grants and donor funding, and form trust funds. By coordinating transactions with the Ministry of Education and Science, universities can efficiently allocate resources toward infrastructure improvements, laboratory upgrades, and employee professional development.

A significant development has been the enhancement of student participation in the election of heads of higher education institutions. Under the current model, the student community is empowered to delegate representatives who, alongside the scientific and pedagogical staff, actively contribute to the selection of the rector.

The funding of higher education institutions is now determined by university rankings, which are based on academic and research achievements. The allocation of state-sponsored places at universities is contingent upon the institution’s overall performance. As a result,

universities are incentivized to elevate educational quality by implementing innovative approaches, securing grants, and establishing international partnerships.

Achievement in higher education includes the implementation of an electronic admission system. Throughout the application period, this system generates a ranking of candidates based on their performance in the entrance examination—the National Multi-Subject Test (previously known as EIA).

Digitalization of Education

The COVID-19 pandemic posed significant challenges for the education sector, prompting a rapid transition to digital solutions. Innovations that were considered experimental in 2019, such as electronic journals, online learning platforms, and digital textbooks, have now become standard practice. By 2022, nearly half of schools had fully adopted electronic journal systems, enabling parents to track student progress online and allowing teachers to efficiently record grades and attendance. The integration of distance learning tools has streamlined educational processes and enhanced accessibility for all stakeholders.

Digitalization encompasses more than just platforms like Zoom or Google Meet; it also includes government-driven digital initiatives. The EdTech sector is advancing rapidly, with the development of national educational platforms for teachers, students, and parents. For example, the Mriya platform, established by the Ministry of Digital Transformation, is currently being piloted in 2,600 schools and is accessible to all students.

Digital solutions enhance education by making it more flexible, modern, and inclusive. To fully leverage this reform, it is essential to prioritize accessibility, quality, and reliability of technical solutions. This approach will help ensure that digital schools are available to every student throughout Ukraine.

The ongoing large-scale conflict has intensified underlying systemic issues, including increasing educational inequality, risks associated with knowledge loss, emotional exhaustion among students and educators, and a widening disparity between economic requirements and current educational methods. Nevertheless, this period also offers an opportunity not merely to recover previous losses, but to establish a new educational framework that is sustainable, inclusive, and adaptable.

It is essential at present to continue with current reforms and adjust them in response to external challenges. Among these necessary measures is the advancement of alternative educational formats, such as short courses and modular learning, which facilitate flexible study without dependence on a traditional school environment. This approach is particularly beneficial for individuals who have lost access to conventional education due to conflict or those engaged in home-based learning.

It is essential to prioritize support for students from vulnerable groups, including children with special educational needs and those impacted by conflict. Another significant objective is to enhance the alignment between education and economic needs. Educational institutions should equip graduates with skills that facilitate swift integration into national recovery efforts, which requires updating standards, advancing dual training initiatives, and fostering employer engagement in curriculum development. Universities and vocational schools should serve not only as centers of knowledge dissemination, but also as hubs for innovation and practical workforce preparation. Despite ongoing military challenges, the state should focus on developing an educational system that promotes child development, invests in digital and inclusive infrastructure, empowers schools and communities, and establishes long-term strategies based on genuine needs.

Table 1. The Conceptual Provisions of the NUS and their Origin

Names of Prominent Personalities	Ideas	The Conceptual Provisions of the NUS
1	2	3
H. Skovoroda	philosophy of the heart and self-knowledge; respect for the Fatherland, one's people, parents, teachers, benefactors; education in society, in the process of various relationships, in the family environment; The idea of "kindred labor" as an organic need of every person	an end-to-end process of education that forms values; education of responsible citizens; recognition and development of individual talents of the child; deepening of professional orientation for the right choice of profession

Table 1 (ending)

1	2	3
T. Shevchenko	education of children in love for the Motherland, native language, folk traditions and folklore; folk pedagogy and family education; the role of the teacher	formation of national identity; nurturing patriotism; training in Ukrainian; interaction with the family, pedagogy of partnership
K. Ushynsky	national school, national education system; substantiation of didactic principles of consciousness, clarity, systematicity, strength of knowledge assimilation; development of cognitive activity of schoolchildren, thinking, emotionality, development of speech activity; continuity in learning; spiritual and moral education	all-round harmonious development of the child's personality, considering his age and individual psychophysiological characteristics; the use of active teaching methods; appropriate educational environment; formation of a highly moral personality
I. Franko	national school and its own educational tradition, culture; the importance of the social environment for the development of personality; the influence of the surrounding world on a person; cultural integration of the full potential of a person, the formation of Ukrainianness	The purpose of education is "... education of responsible citizens who are capable of conscious public choice and directing their activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure the sustainable development of Ukraine and its European choice" (Verkhovna Rada of Ukraine, 2017, p. 1)

Table 2. The Main Values and Approaches Reflected in the Conceptual Provisions of the NUS

Author	Main Ideas	Methods/ Approaches	Values	Peculiarities of Development
B. Grinchenko	folk pedagogy, teaching in the mother tongue in schools, folk school	group teaching methods, systematization of knowledge, self-improvement	development of the national education system, motivated teacher	creativity, creativity, professional development
S. Rusova	humanism, democracy, nationality, natural and cultural correspondence	person-centered approach, active methods and forms of learning through social interaction	universal values, moral, aesthetic and labor education	individualization of learning, formation of a holistic comprehensively developed personality
V. Sukhomlynskyi	child-centeredness, school of joy, positive emotions	effective pedagogical methods, pedagogy of partnership, humor, encouragement	benevolence, awareness of the world of childhood	professional development of the teacher, motivation of the child to learn, friendly educational environment
G. Vashchenko	the ideal of national education, faith in goodness, justice	education system in accordance with the socio-political system, formation of a patriot	moral and ethical principles, respect for dignity and human rights	ability to make responsible decisions, active position
V. Kremen	child-centeredness, innovative personality, philosophy of changes in the education system	advanced transformation of the national education system, orientation to the needs of the student	universal values, competencies and skills	development of an innovative, competitive personality, lifelong learning
I. Ziazun	humanistic worldview, consolidation of universal values	awareness of the harmony and unity of man and nature, rejection of the authoritarian worldview	tolerance, respect for other cultures, values, beliefs	focus on the needs of modern society, professional development of teachers

Conclusions. The views of scientists and teachers-practitioners on national school education, human development, their worldview and methodological foundations on Ukrainian education became the origins of the conceptual provisions of the NUS, including: consolidation of universal values and humanistic worldview; National School; teaching in the native language; fostering love for the Motherland; innovative approaches to learning, new methods and forms of cognition; competency-based approach; child centrism; creation of a favorable educational environment for learning, psychological comfort for the child; highlighting the role of the teacher-innovator; the role of the family and family upbringing, etc.

These provisions have significantly influenced the change in society's attitude to secondary education and its role for a person, so it remains important to thoroughly understand the implementation of the NUS reform, its results, considering the socio-economic and political situation in the state. Prospects for further research on the deployment of the "New Ukrainian School" reform We see the need to consider its course in constantly changing conditions, during the war and in the context of post-war development.

The Bologna Process serves as a prominent example of the implementation of voluntary practices within higher education systems, successfully engaging all participating European countries. Presently, the process operates across 47 nations that collectively establish and develop the European Higher Education Area. Biennially, a conference is being held for the European Ministers responsible for higher education in these countries to discuss ongoing developments related to the Bologna Process.

The purpose of the conferences is to assess the progress in the higher education system of each country participating in the Bologna Process in the period between conferences and in the context of the creation of the EHEA. The main task and the result of the conference is decision-making, new strategies and priority steps for the further development of higher education for the period until the next conference.

The countries participating in the Bologna process must decide on priorities for the next 10 years. Among the key ones are balanced academic mobility and a strengthened role of higher education in achieving the Sustainable Development Goals.

Having joined the Bologna Process back in 2005, Ukraine committed itself to reforming the higher education system in accordance with European standards and values. The goal was to create a real “Europe of knowledge” that provides its citizens with quality education, creates equal conditions for obtaining it, encourages mutually beneficial cooperation and, finally, recognizes the role of education in the development of modern democracy and the preservation of peace. Over the years, the Bologna Process has achieved significant results thanks to the conscientious work of each of its participants. And Ukraine is ready to continue to be a reliable partner and take an active part in reforming the higher education systems of the European Higher Education Area.

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