

**A modern overview of the structure and system of education in Ukraine.**

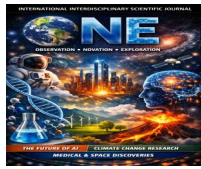
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**Abstract**

The authors examined the duration of instruction and the structure of the academic year in Ukraine and other European countries, drawing conclusions regarding the compatibility of instructional time and school holiday periods in Ukrainian general secondary education institutions with corresponding practices abroad. Based on an analysis of key trends in the development of educational systems within the European Higher Education Area, proposals were formulated to improve the organization of the educational process in Ukrainian schools, aligning it with the transformations currently taking place in Ukraine's general secondary education sector.

**Key words: duration; education system; European countries; general secondary education; reform; structure; Ukraine.**



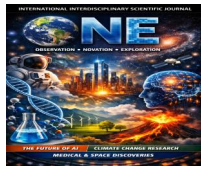
**Main:**

- Preschool education and care;
- Complete general secondary education;
- Out-of-school education;
- Specialized education;
- Vocational and technical education and training;
- Vocational pre-university education;
- Higher education;
- Adult education, including postgraduate education.

The levels of the Ukrainian education system include:

- Preschool education and care;
- Primary education;
- Lower secondary education;
- Upper secondary education;
- First (initial) level of vocational education;
- Second (basic) level of vocational education;
- Third (higher) level of vocational pre-university education;
- Initial level (short cycle) of higher education;
- First (bachelor) level of higher education;
- Second (master's) level of higher education;
- Third (educational-scientific / educational-creative) level of higher education.

In the system of extracurricular and adult education, including postgraduate education, individuals have the opportunity to obtain partial qualifications.



## **Preschool education and care**

The goal of preschool education is to support the all-round development of children by developing their physical, intellectual and creative abilities. This is achieved through a multifaceted approach that includes education, training, socialization and acquisition of necessary life skills.

According to the State Standard of Preschool Education, children of senior preschool age are obliged to participate in preschool education programs.

Parents are responsible for ensuring that their children receive preschool education. They have the right to freely choose the methods and forms of exercising their children's right to preschool education. [1]

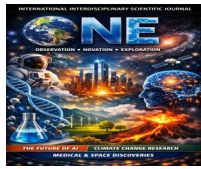
Local governments contribute to the provision of early and preschool education by creating and expanding the network of educational institutions, providing teacher training, implementing non-formal education programs for parents and taking other supporting measures.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Early Childhood Education and Care ( Law of Ukraine ‘On Preschool Education’ ).

## **Complete general secondary education**

The purpose of complete general secondary education is to promote the all-round development, upbringing, training and socialization of the individual. It is aimed at providing students with the knowledge and skills necessary for effective participation in society and responsible interaction with the environment. This education promotes personal growth and lifelong learning. It also prepares students for conscious life choices, realizing their potential, assuming responsibility, employment and participation in public life.

In Ukraine, complete general secondary education is a mandatory component of the national education system. It can be obtained both in institutional and individual forms, as defined by relevant legislation. It is usually provided in educational institutions.



The complete system of general secondary education consists of three levels:

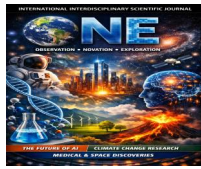
- Primary education lasts 4 years and is the first level of complete general secondary education. It requires students to achieve the learning outcomes specified in the State Standard of Primary Education.
- Basic secondary education lasts 5 years and is the second level, requiring students to achieve the learning outcomes specified in the State Standard of Basic Secondary Education.
- Specialized secondary education lasts 3 years and is the third level, requiring students to achieve the learning outcomes specified in the State Standard of Secondary Special Education.

In order to ensure territorial accessibility, local governments are responsible for creating and maintaining a network of general secondary education institutions and their branches.

Primary, basic secondary and specialized secondary education may be provided in separate educational institutions or structural divisions of a legal entity (educational institution). [2]

In general, primary education for students begins at the age of six. Children who are seven years old at the beginning of the school year must begin primary education in that year.

For students with special educational needs (SEN), primary education may begin at a different age, and the duration of both primary and basic secondary education may be extended by adding a remedial and developmental component to the curriculum. Specific provisions determine the conditions under which students with SEN may receive full general secondary education.



In primary and basic secondary education, the educational process can be organized according to cycles defined by separate legislation, taking into account the age characteristics of the physical, mental and intellectual development of children.

Special secondary education covers two main areas:

1) Academic: this direction involves the combination of the curriculum defined by the State Standard of Secondary Special Education with in-depth study of individual subjects. It is designed to take into account the abilities and educational needs of students and focuses on preparing them for further education at higher levels.

2) Vocational and technical education: this direction is oriented towards the labor market, integrating the curriculum defined by the State Standard of Secondary Special Education with a vocationally oriented approach. It is aimed at responding to the abilities and needs of students and preparing them for future employment.

Obtaining a special secondary education in any direction does not limit the right of a person to continue studying at other levels. Educational institutions can offer programs of special secondary education in one or both directions.

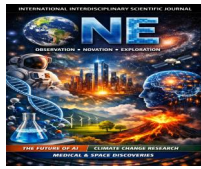
State final certification assesses the learning outcomes of students at each level of full general secondary education. This evaluation can take various forms defined by law, including an external independent evaluation. In primary education, the main purpose of state final certification is only to monitor the quality of educational institutions and/or the quality of education.

The central executive body for education and science determines the order, forms and list of educational subjects of the state final certification.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Complete General Secondary Education.

### **Out-of-school education**

The purpose of out-of-school education is to develop the abilities of children and young people in areas such as education, science, culture, physical education, sports and



technical and other forms of creativity. This includes the acquisition of basic professional knowledge, skills and competences necessary for social integration, personal development and/or professional activity.

Out-of-school education can take place together with preschool education, general secondary education and vocational or vocational pre-university education. Competences acquired within out-of-school education programmes can be recognised at the appropriate level of education.

Out-of-school education is offered by a variety of institutions, including different types, forms of ownership and administrative structures. These include families, public associations, enterprises, organisations and other legal and natural persons.

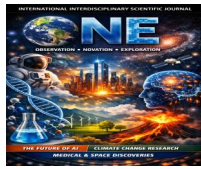
State out-of-school educational institutions are established by central executive bodies and financed from the state budget. Other out-of-school educational institutions may be established by local governments, enterprises, institutions, organizations, including religious organizations with an officially registered charter, and other legal entities and individuals. The establishment of an out-of-school educational institution requires the provision of the necessary material and technical, scientific and methodological resources, as well as qualified pedagogical and other personnel.

Local governments are responsible for ensuring the availability of out-of-school education. This is achieved by creating, supporting and expanding a network of out-of-school education institutions to meet the educational, cultural and spiritual needs and requests of the local community.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Out-of-School Education ( Law of Ukraine ‘On Out-of-School Education’ ).

### **Vocational education and training**

The purpose of vocational education and training (VET) is to form and develop a person's professional competencies necessary for professional activity in a certain profession within a certain sector. It is aimed at ensuring competitiveness in the labor



market, mobility and career growth prospects throughout life.

Vocational and technical education (VET) is provided on the basis of basic or complete general secondary education. If VET is provided after basic secondary education, it is combined with the simultaneous receipt of specialized secondary education and a corresponding certificate confirming the completion of general secondary education.

Vocational and technical educational institutions can also train specialists in certain professions without providing complete general secondary education.

The levels of vocational education and training are as follows:

- First (initial) level of vocational education and training;
- Second (basic) level of vocational education and training;
- Third (higher) level of vocational education and training.

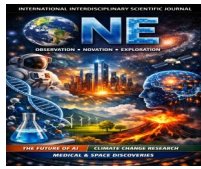
These institutions are authorized to provide education at the level of vocational pre-higher education in accordance with the relevant standards. Licensing of such educational activities and accreditation of relevant educational programs are carried out according to the generally accepted procedure.

A person who has received vocational education of the relevant level may continue his studies at the following levels of education, including under an abbreviated educational program, in accordance with the legislation. [3]

Vocational and technical educational institutions provide training, retraining and advanced training of individuals, which is financed from the state and/or local budgets, as well as on the basis of contracts with enterprises, institutions, organizations, individuals and/or legal entities.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Vocational Education and Training ( Law of Ukraine ‘On Vocational (Vocational) Education’ ).





## Professional pre-higher education

Professional pre-higher education (professional pre-higher education) is aimed at the formation and development of educational qualifications that confirm the ability of a person to perform typical specialized tasks in a certain field of professional activity. These tasks may include the performance of production operations of increased complexity and/or limited managerial functions. Such activities are often characterized by uncertain conditions and require the application of relevant scientific principles and methods. This training leads to the acquisition of the appropriate educational and/or professional qualifications.

Students obtain professional pre-higher education on the basis of complete or basic secondary education. Those who obtain professional pre-higher education on the basis of basic secondary education simultaneously complete general secondary education and receive an appropriate certificate confirming the acquisition of complete general secondary education.

Institutions of professional pre-higher education may form educational and methodological, educational, scientific and production and other associations on the basis of industry or professional criteria.

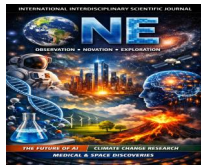
A person who has obtained a degree in the field of professional pre-higher education may continue their studies at higher education levels, including through a shortened educational program.

The procedures, conditions, forms and specifics of providing ECEC are regulated by a special Law on Professional Pre-Higher Education ( Law of Ukraine ‘On Professional Pre-Higher Education’ ).

## *Higher education*

*The purpose of higher education is to enable individuals to acquire a high level of scientific and/or creative, artistic, professional and general competence necessary for activity in a certain field of study or knowledge. This level is based on complete general secondary education.*





*Scientific, technical and innovative activities of higher educational institutions (including artistic activities for cultural and artistic institutions) are a mandatory and integral part of their educational activities.*

*An important component of the curriculum of higher education in the field of arts is assistantship-internship, which is carried out at universities and academies on the basis of a master's degree and serves as the main method of training highly qualified performers of artistic art.*

*The levels and degrees offered in higher education, as well as the procedures, conditions, forms and details of their receipt are regulated by a special law, namely the Law "Education of Ukraine" On Higher.*

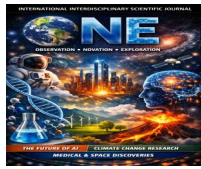
### **Adult education**

Adult education (adult education) is an integral part of lifelong learning aimed at realizing the right of every adult to continuous learning, taking into account their personal needs, priorities of social development and economic requirements. State bodies and local self-government bodies create conditions for formal, non-formal and informal adult education.

Components of adult education include:

- Postgraduate education;
- Professional training of employees;
- Retraining and/or advanced training courses;
- Continuous professional development;
- Other components provided for by law, offered by educational institutions or independently determined by individuals.

Individuals have the right to freely choose their educational institution, institution, organization or other educational institution, as well as the type, form, pace and program of training within the framework of adult education.



Postgraduate education involves acquiring new knowledge and improving previously acquired knowledge and skills based on higher education, vocational or vocational pre-higher education and practical experience.

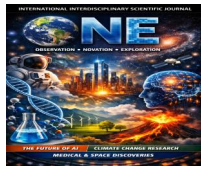
Postgraduate education includes:

- **Specialization:** targeted, specialized training designed to provide individuals with the ability to perform tasks and responsibilities that have specific characteristics in a particular field.
- **Retraining:** adult education aimed at professional training for obtaining a new profession(s).
- **Advanced training:** acquiring new and/or improving previously acquired competencies within a professional activity or field of knowledge.
- **Internship:** gaining practical experience in performing tasks and responsibilities within a specific professional activity or field of knowledge.

In the field of healthcare, postgraduate education also includes internship and medical residency. Internship is a mandatory form of primary specialization for individuals in the medical and pharmaceutical fields who wish to obtain the qualification of a specialist doctor or specialist pharmacist. It is conducted at universities, academies, institutes, scientific institutions and healthcare facilities recognized by the central executive body in the field of healthcare as internship bases. Medical residency is also conducted at universities, academies, institutes, scientific institutions and healthcare facilities recognized by the central executive body in the field of healthcare as residency bases. It serves as a form of specialization for medical professionals in certain fields, leading to the qualification of a specialist in accordance with the list of medical specialties approved by the central executive body in the field of healthcare. [4]

The purpose of advanced training courses is to help individuals acquire new competencies in their professional activity or field of knowledge.

Continuous professional development is a continuous process of learning and



improving professional competencies for individuals who have completed higher and/or postgraduate education. It allows specialists to maintain or improve their standards of practice throughout their careers.

Educational institutions that carry out educational activities for improving the qualifications of employees, as provided for by law, as well as internships, must obtain a license for the relevant activities and/or accredit the relevant educational programs.

The composition of postgraduate educational institutions that have a license for educational activities includes pedagogical, scientific-pedagogical and/or scientific and other employees.

### **Education of persons with special educational needs**

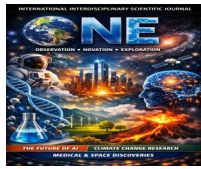
State and local authorities are responsible for creating conditions that ensure the rights and opportunities of persons with special educational needs (SEN) to receive education at all levels, taking into account their individual needs, abilities and interests.

In the context of education, vocational training and retraining of persons with special educational needs, types and forms of education are adapted to their specific needs and individual capabilities.

State authorities, local self-government bodies and educational institutions create conditions for persons with SEN (individual educational needs) to receive education on an equal basis with others. This includes appropriate financial, personnel, material and technical support, as well as universal design and/or reasonable accommodation, adapted to their individual needs, as defined in their individual development program.

Education, upbringing and development of persons with special educational needs in preschool, out-of-school and general secondary education institutions are financed from state and local budgets, as well as other legal sources, taking into account the individual development needs of students.

Admission to special educational institutions, transfer between different types of institutions and expulsions are carried out in accordance with the procedure established by



the central executive body for education and science.

The Cabinet of Ministers of Ukraine determines the categories of persons with special educational needs in accordance with international norms and standards.

### **Inclusive education**

The principles of non-discrimination, respect for human diversity, effective involvement and participation of all participants in the educational process are the basis of inclusive education.

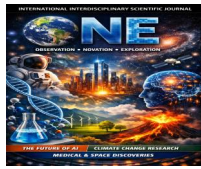
Educational institutions organize inclusive education at the appropriate levels of education in accordance with the procedures approved by the Cabinet of Ministers of Ukraine.

At the request of a person with disabilities or their parents, an educational institution must create an inclusive class and/or group. The head of the institution, in agreement with the founder or authorized body, creates a special class and/or group.

Educational institutions must create conditions for the education of persons with disabilities in accordance with an individual development program, taking into account their specific needs and abilities. In accordance with the law, educational institutions are responsible for organizing and/or providing psychological and pedagogical, correctional and developmental services and necessary educational materials for persons with disabilities. [5]

Local governments establish inclusive resource centers (IRCs) to conduct a comprehensive psychological and pedagogical assessment of children's development. These centers also provide a range of services, including psychological, educational, correctional and developmental services, and provide support for children with special educational needs (see IRC portal).

Buildings, structures and premises of educational institutions and IRCs must meet the accessibility requirements established in state building codes and standards. Their design, construction and reconstruction must comply with the principles of universal design and/or



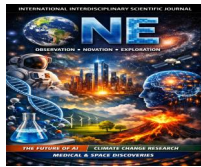
reasonable accommodation.

### **Specialized education**

Specialized education refers to education with an emphasis on fine arts, sports, martial arts or science. It can be provided through formal, non-formal or informal education and involves the acquisition of competences in a relevant field of professional activity through a continuous and integrated educational process at several or all levels of education. This type of education requires the early identification and development of individual talents and abilities. The state creates conditions for obtaining such education, in particular through specialized institutions at all levels.

Artistic education is aimed at the development of special abilities, aesthetic experience and values through active creative activity. This education includes the following:

- Primary artistic education: is obtained simultaneously with primary and/or basic secondary education and consists in the acquisition of initial level competences in the chosen field of art;
- Sectoral art education: obtained on the basis of primary art education simultaneously with complete general secondary education to move to the next level of art education;
- Professional post-secondary art education: obtained on the basis of primary art and basic secondary education with simultaneous receipt of complete general secondary education or only on the basis of complete general secondary education, with an emphasis on acquiring professional competencies in a specific artistic profession;
- Higher art education: obtained on the basis of sectoral or professional post-secondary art education and complete general secondary education, leading to the acquisition of qualifications at various levels of higher education (for example, junior bachelor, bachelor, master, doctor of philosophy/doctor of arts) in a specific artistic specialty by a higher education seeker.

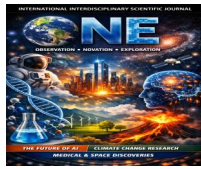


Sports education involves mastering an educational program in a relevant sport, aimed at acquiring professional competencies in physical culture and sports. This education contributes to the formation and development of individual skills with specialization in the chosen sport. It can be obtained in parallel with secondary, vocational education, professional preschool or higher education.

Military education includes the acquisition of a set of professional competencies characteristic of military specialization, which contribute to the development of individual abilities. It can be carried out simultaneously with secondary, vocational education, professional preschool or higher education. The specifics of military education may be determined by the legislation of Ukraine. Military education programs are developed by specialized institutions and approved by relevant state bodies. [6]

Science-oriented education is a type of specialized education based on research study and aimed at in-depth study of industry subjects and obtaining competencies necessary for further research, experimental, engineering and inventive activities. It is obtained at two levels:

- • Basic science-oriented education is obtained in specialized institutions along with basic secondary education and involves the acquisition of initial competencies for research, experimental, engineering, inventive and innovative activities;
- • Sectoral science-oriented education is obtained in specialized institutions along with complete general secondary education and is aimed at continuing education at subsequent levels of education.
- Standards of specialized education, unlike standards of higher education, are approved by central executive bodies responsible for the formation and implementation of state policy in relevant areas.
- Specialized educational institutions carry out educational activities according to their own educational programs, including integrated ones, or standard educational programs approved by state bodies managing the relevant educational



institutions.

- Accreditation of educational programs for specialized education, institutional audits and/or institutional accreditation of specialized educational institutions is carried out with the mandatory participation of representatives of the relevant industry.

- Students receiving specialized education under integrated educational programs shall proceed to the next level of education in accordance with the procedures established by the central authority in the field of education and science, after consultation with the central authorities under whose jurisdiction the relevant educational institutions fall.

### **Different types of education**

A person can exercise the right to lifelong learning through formal, non-formal and informal education. The state recognizes these types of education, creates conditions for the development of educational institutions that provide appropriate educational services, and encourages participation in all types of education.

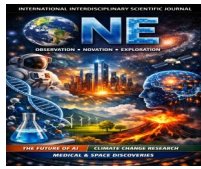
Formal education is education provided through educational programs in accordance with legally defined levels of education, fields of knowledge and specialties (professions). It includes the achievement of learning outcomes defined by educational standards of the appropriate level and the acquisition of qualifications recognized by the state.

Non-formal education is usually provided through educational programs and does not lead to the provision of state-recognized qualifications at the level of education. However, it may lead to the provision of professional and/or partial educational qualifications.

Non-formal education (self-learning) involves the independent acquisition of competences by a person, often through daily activities related to work, civic or other personal interests, including family activities and leisure.

Learning outcomes achieved through non-formal and/or informal education are recognized within the formal education system in accordance with procedures established





by law.

## Forms of education

In Ukraine, a person has the right to receive education in various forms or a combination thereof. The main forms of education are as follows:

- Institutional: full-time (full-time, evening), part-time, distance, network;
- Individual: external, home (family), pedagogical patronage, on-the-job training (on-the-job training);
- Dual.

Full-time (full-time, evening) education is a way of organizing the educational process, in which the student takes a direct part in educational activities.

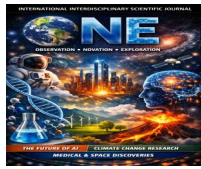
The correspondence form of education combines full attendance of short sessions with independent study of the curriculum between sessions.

Distance education is an individualized learning process, mainly through indirect interaction between geographically separated participants, using a specialized environment based on modern psychological, pedagogical and information and communication technologies.

Network education is a way of organizing education, in which the mastery of the curriculum involves the participation of various educational structures that interact with each other on a contractual basis.

External education allows the student to independently master the curriculum, with assessment and assignment of qualifications in accordance with the legislation.

Home (family) education is when parents independently organize the educational process of their children to receive formal (preschool, complete general secondary education) and/or informal education. Parents are responsible for ensuring that the education of their children meets at least the minimum educational standards. Assessment of learning outcomes and assignment of qualifications are carried out in accordance with



the requirements of the legislation.

Pedagogical patronage is a way of organizing the educational process by pedagogical workers in order to ensure access to education for a student who, due to psychophysical conditions or other legally defined reasons, requires this form.

Practical training at the workplace is a form of education in which students master the curriculum, usually in vocational or pre-vocational education, at the workplace through practical training, participating in the performance of work tasks under the guidance of specialists involved in the educational process.

Dual education combines education in educational institutions with on-the-job training at enterprises, institutions or organizations in order to obtain a certain qualification, usually on a contract basis.[7]

Specific aspects of the application of these forms of education at different levels may be regulated by special laws. Regulations on forms of education are approved by the central executive body in the field of education and science.

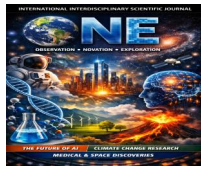
## Conclusions

### Home education

Home (family) education is a way of organizing the educational process in which children study outside traditional conditions in order to obtain formal (preschool, complete general secondary education) and/or informal education. Assessment of learning outcomes and awarding of educational qualifications is carried out in accordance with the legislative framework.

The educational process for obtaining preschool and general secondary education can be organized by parents through home education. Parents are responsible for ensuring that their children receive an education that meets or exceeds the required educational standards.

Children, including children with special educational needs, may receive preschool education in the family through home education at the request of their parents or persons replacing them.

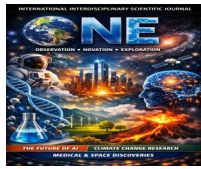


In general secondary education, an individual curriculum is mandatory for external forms and under pedagogical patronage, but optional for home education at the request of the student and/or his parents. The decision to transfer students from general secondary education to home education is made on the basis of their learning outcomes. The final assessment of the learning outcomes of these students is carried out at least twice a year.

Students of vocational and technical educational institutions, in addition to the rights provided for by the Law on Education, have the right to professional activity under an individual educational program, including an individual development program for persons with special educational needs.

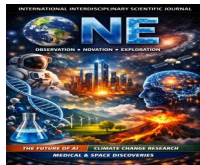
For persons with special educational needs, the content and scope of the educational and production process, as well as the duration of training are determined by the working curricula and educational programs of the vocational education institution. If necessary, they can be adapted to the individual curriculum and development plan.

In higher education, distance learning has become a widespread practice using modern psychological and pedagogical and information and communication technologies.



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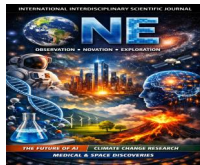
13. Law on Early Childhood Education and Care (Закон України 'Про дошкільну освіту'), no. 4059-IX of 19/11/2024.

14. Letter of the Ministry of Education and Science of Ukraine on Enrolment of Children of Internally Displaced Persons to Early Childhood Education Institutions (Лист Міністерства освіти і науки України 'Про зарахування до закладів дошкільної освіти дітей із числа внутрішньо переміщених осіб'), no. 1/3475-22 of 17/03/2022.

15. Letter of the Ministry of Education and Science of Ukraine on Recommendations for Employees of Early Childhood Education Institutions for the Period of Martial Law in Ukraine (Лист Міністерства освіти і науки України 'Про рекомендації для працівників закладів дошкільної освіти на період дії воєнного стану в Україні'), no. 1/3845-22 of 02/04/2022.

16. Letter of the Ministry of Education and Science of Ukraine on Methodological Recommendations for Conducting Educational Work with Participants of the Educational Process in Early Childhood Education Institutions on Avoiding Injuries Caused by Mines, Explosive Objects and Familiarisation with the Rules of Behaviour in Emergency Situations (Лист Міністерства освіти і науки України 'Про методичні рекомендації щодо проведення просвітницької роботи з учасниками освітнього процесу в закладах дошкільної освіти з питань уникнення враження мінами, вибухонебезпечними предметами та ознайомлення з правилами поведінки в надзвичайних ситуаціях'), no. 1/4428-2 of 25/04/2022.

17. Letter of the Ministry of Education and Science of Ukraine on Methodological Recommendations for Determining Educational Difficulties and Levels of Support for Children of Early and Preschool Age (Лист Міністерства освіти і науки України 'Про



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18. Letter of the Ministry of Education and Science of Ukraine on Preserving the Network of Early Childhood Education Institutions and Protecting the Rights of their Employees (Лист Міністерства освіти і науки України 'Щодо збереження мережі закладів дошкільної освіти та захисту прав їх працівників'), no. 1/6887-22 of 22/06/2022.

19. Law on Complete General Secondary Education (Закон України 'Про повну загальну середню освіту'), no. 463-IX of 16/01/2020.

20. Resolution of the Cabinet of Ministers of Ukraine on Approval of the State Standard for Basic and Complete General Secondary Education (Постанова Кабінету Міністрів України 'Про затвердження Державного стандарту базової і повної загальної середньої освіти'), no. 1392 of 23/11/2011.

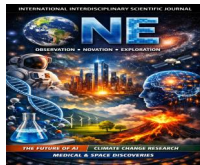
21. Resolution of the Cabinet of Ministers of Ukraine on Approval of the Procedure for Organising Inclusive Education in General Secondary Education Institutions (Постанова Кабінету Міністрів України 'Про затвердження Порядку організації інклюзивного навчання у закладах загальної середньої освіти'), no. 957 of 15/09/2021.

22. Resolution of the Cabinet of Ministers of Ukraine on Approval of the Procedure for Keeping Records of Preschool and School Age Children, Pupils and Learners (Постанова Кабінету Міністрів України 'Про затвердження Порядку ведення обліку дітей дошкільного, шкільного віку, вихованців та учнів'), no. 684 of 13/09/2017.

23. Order of the Ministry of Education and Science of Ukraine on the Approval of Reporting Forms for General Secondary Education Institutions and Instructions for Their Completion (Наказ Міністерства освіти і науки України 'Про затвердження форм звітності з питань діяльності закладів загальної середньої освіти та інструкцій щодо їх заповнення'), no. 868 of 30/07/2021.

24. Order of the Ministry of Education and Science of Ukraine on the Approval of the Procedure for Transferring Pupils of a General Secondary Education Institution to the





Next Year of Study ([Наказ Міністерства освіти і науки України 'Про затвердження Порядку переведення учнів закладу загальної середньої освіти на наступний рік навчання'](#)), no. 762 of 14/07/2015.

### **Legislation on out-of-school education**

25. Law on Out-of-School Education ([Закон України 'Про позашкільну освіту'](#)), no. 1841-II of 22/06/2000.

26. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the List of Types of Out-of-School Educational Institutions and the Regulation on an Educational Institution ([Постанова Кабінету Міністрів України 'Про затвердження переліку типів позашкільних навчальних закладів і Положення про позашкільний навчальний заклад'](#)), no. 433 of 06/05/2001.

27. Order of the Ministry of Education and Science of Ukraine on the of the Model Educational Programme of an Out-of-School Education Institution ([Наказ Міністерства освіти і науки України 'Про затвердження Типової освітньої програми закладу позашкільної освіти'](#)), no. 17 of 05/01/2021.

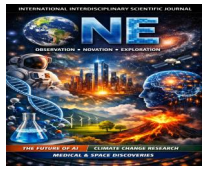
28. Letter of the Ministry of Education and Science of Ukraine on the Organisation of Educational Activities in Out-of-school Educational Institutions in the 2023/2024 Academic Year ([Лист Міністерства освіти і науки України 'Про організацію освітньої діяльності в закладах позашкільної освіти у 2023/2024 навчальному році'](#)), no. 1/12609-23 of 23/08/2023.

### **Legislation on vocational education and training**

29. Law on Vocational Education and Training ([Закон України 'Про професійну \(професійно-технічну\) освіту'](#)), no. 103/98-VR of 10/02/1998.

30. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the State Standard for Vocational Education and Training ([Постанова Кабінету Міністрів України 'Про затвердження Державного стандарту професійної \(професійно-технічної\) освіти'](#)), no. 1077 of 20/10/2021.





31. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the Model Regulation on the Regional Council of Vocational Education and Training ([Постанова Кабінету Міністрів України 'Про затвердження Типового положення про регіональну раду професійної \(професійно-технічної\) освіти'](#)), no. 1002 of 04/12/2019.

32. Order of the Ministry of Education and Science of Ukraine on the Approval of the Regulation on Internal Academic Mobility of Vocational Education and Training Students Studying at Vocational Education and Training Institutions of Ukraine ([Наказ Міністерства освіти і науки України 'Про затвердження Положення про внутрішню академічну мобільність здобувачів професійної \(професійно-технічної\) освіти, які навчаються у закладах професійної \(професійно-технічної\) освіти України'](#)), no. 273 of 26/03/2022.

### **Legislation on professional pre-higher education**

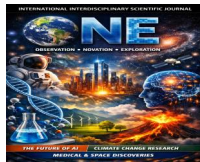
33. Law on Professional Pre-Higher Education ([Закон України 'Про фахову передвищу освіту'](#)), no. 2745-VIII of 06/06/2019.

34. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the List of Specialities for Training of Specialists in the Field of Professional Pre-Higher Education in Professions for Which Additional Regulation is Introduced ([Постанова Кабінету Міністрів України 'Про затвердження переліку спеціальностей, за якими здійснюється підготовка фахівців у сфері фахової передвищої освіти з професій, для яких запроваджено додаткове регулювання'](#)), no. 765 of 02/09/2020.

35. Order of the Ministry of Education and Science of Ukraine on the Approval of Methodological Recommendations for the Development of Standards for Professional Higher Education ([Наказ Міністерства освіти і науки України 'Про затвердження Методичних рекомендацій щодо розроблення стандартів фахової передвищої освіти'](#)), no. 918 of 13/07/2020.

### **Legislation on higher education**

36. [Law on Higher Education \(Закон України 'Про вищу освіту'\)](#), no. 1556-VII



of 01/07/2014.

37. Law on Scientific and Scientific-Technical Activities ([Закон України 'Про наукову і науково-технічну діяльність'](#)), no. 848-VIII of 26/11/2015.

38. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the List of Fields of Knowledge and Specialities in Which Higher Education Students are Trained ([Постанова Кабінету Міністрів України 'Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти'](#)), no. 266 of 29/04/2015.

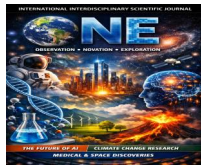
39. Resolution of the Cabinet of Ministers of Ukraine on the Approval of the Procedure for Training of Higher Education Applicants for the Degrees of Doctor of Philosophy and Doctor of Science in Higher Education Institutions (Scientific Institutions) ([Постанова Кабінету Міністрів України 'Про затвердження Порядку підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у закладах вищої освіти \(наукових установах\)'](#)), no. 261 of 23/03/2016.

40. Order of the Ministry of Education and Science of Ukraine on the Approval and Enactment of the Methodological Recommendations for the Development of Higher Education Standards ([Наказ Міністерства освіти і науки України 'Про затвердження та введення в дію Методичних рекомендацій щодо розроблення стандартів вищої освіти'](#)), no. 600 of 01/06/2016.

41. Order of the Ministry of Education and Science of Ukraine on the Approval of the Regulation on Accreditation of Educational Programmes for Training of Higher Education Applicants ([Наказ Міністерства освіти і науки України 'Про затвердження Положення про акредитацію освітніх програм, за якими здійснюється підготовка здобувачів вищої освіти'](#)), no. 977 of 11/07/2019.

### Legislation on adult education

42. [Law on Education](#) ([Закон України 'Про освіту'](#)), no. 2145-VIII of 05/09/2017.



43. Law on the professional development of employees ([Закон України 'Про професійний розвиток працівників'](#)), no. 4312-VI of 02/01/2012.

44. [Law on Higher Education \(Закон України 'Про вищу освіту'\)](#), no. 1556-VII of 01/07/2014.

45. Resolution of the Cabinet of Ministers of Ukraine on Some Issues of Professional Development of Pedagogical and Scientific-pedagogical Staff ([Постанова Кабінету Міністрів України 'Деякі питання підвищення кваліфікації педагогічних і науково-педагогічних працівників'](#)), no. 800 of 21/08/2019.

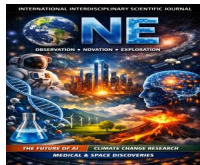
46. Order of the Ministry of Education and Science of Ukraine on the Approval of the Concept for the Development of Teacher Education ([Наказ Міністерства освіти і науки України 'Про затвердження Концепції розвитку педагогічної освіти'](#)), no. 776 of 16/07/2018.

47. Decision of the Collegium of the Ministry of Education and Science of Ukraine Implementation Status of the Project 'Cloud Services in Education', Aimed at Enhancing Teachers' Digital Literacy Within the Framework of Non-Formal Adult Education ([Рішення колегії Міністерства освіти і науки України 'Про стан запровадження проекту 'Хмарні сервіси в освіті', з метою підвищення цифрової грамотності вчителів в рамках неформальної освіти для дорослих'](#)), no. 3/1-19 of 31/03/2016.

### **Regulatory framework for the period of martial law**

48. Order of the Ministry of Education and Science of Ukraine on the Approval of the Procedure for Interagency Cooperation on the Delivery of Basic and Complete General Secondary Education Certificates to Learners Abroad, Issued Under Martial Law in Ukraine ([Наказ Міністерства освіти і науки України 'Про затвердження Порядку міжвідомчої взаємодії з питань вручення здобувачам освіти, які перебувають за межами України, документів про базову середню освіту та повну загальну середню освіту, виданих в умовах воєнного стану в Україні'](#)), no. 538/192 of 09/06/2022.

49. Letter of the Ministry of Education and Science of Ukraine on the Organisation



of the Educational Process in Primary School in Wartime Conditions ([Лист Міністерства освіти і науки України 'Про організацію освітнього процесу в початковій школі в умовах воєнного часу'](#)), no. 1/3725-22 of 29/03/2022.

50. Letter of the Ministry of Education and Science of Ukraine on Providing Psychological Support to Participants of the Educational Process under Martial Law in Ukraine ([Лист Міністерства освіти і науки України 'Про забезпечення психологічного супроводу учасників освітнього процесу в умовах воєнного стану в Україні'](#)), no. 1/3737-22 of 29/03/2022.

51. Letter of the Ministry of Education and Science of Ukraine on the Organisation of Educational Activities in Out-of-school Educational Institutions in the 2023/2024 Academic Year ([Лист Міністерства освіти і науки України 'Про організацію освітньої діяльності в закладах позашкільної освіти у 2023/2024 навчальному році'](#)), no.1/12609-23 of 23/08/2023.

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52. [The Strategic Action Plan of the Ministry of Education and Science of Ukraine by 2027](#) ([Стратегічний план діяльності Міністерства освіти і науки України до 2027 року](#)).

53. *Vision for the Future of Education and Science in Ukraine* ([Візія майбутнього освіти і науки України](#)).