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HARMONISING UKRAINIAN EDUCATION POLICY WITH EUROPEAN STANDARDS: THE ROLE OF THE EURYDICE NETWORK

Abstract. *The relevance of this study is determined by Ukraine's strategic commitment to European integration and the need to harmonise national education policy with the standards of the European Education Area. In the context of ongoing reforms to the national education system and the growing demand for decision-making grounded in reliable data, there is an increasing need to strengthen institutional capacity to support high-quality analytical accompaniment of educational transformations. The purpose of the article is to identify the role of the European education network Eurydice in shaping evidence-informed education policy and to outline the main areas of activity of the national Eurydice unit in Ukraine, established in 2024 on the basis of the State Scientific Institution "Institute of Educational Analytics". The methodological basis of the study consists of a content analysis of materials from the Eurydice "News & Articles" section, particularly the "Country News" category, for the period January–October 2025. The analysis enabled the identification of seven priority clusters of European education policy: digitalisation, curriculum renewal, teacher capacity development, inclusion, learner well-being and mental health, modernisation of vocational education, and the improvement of education governance. The findings demonstrate that Ukraine's participation in the Eurydice Network expands opportunities for integration into the European Education Area, particularly through the development and updating of the national education system profile (Eurypedia), involvement in the preparation of comparative reports, and engagement in dissemination activities. It is symbolic that Ukraine's accession gains particular significance in 2025, the 45th anniversary of the Eurydice Network, which plays a key role in providing an evidence base for education policy across Europe. This enhances the harmonisation of national education policy with European standards and strengthens the exchange of analytical knowledge within the network.*

Keywords: European integration, national education system, education policy, Eurydice Network, European Education Area.

JEL classification: I21, I28, O52.

DOI: 10.32987/2617-8532-2025-4-5-15.

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European integration has emerged as one of the key strategic priorities for Ukraine's development, influencing the scope of political, economic and social transformations. Accession to the European Union entails not only the harmonisation of legislation and governance mechanisms but also the consolidation of the values that underpin the European community, such as democracy, human rights, academic freedom, equality, inclusiveness and respect for cultural diversity. The education system plays a central role in promoting these values by shaping civic identity, critical thinking, social cohesion and the capacity of society for sustainable development.

The relevance of the European integration agenda in the education sector is reinforced by the fact that the democratic foundations on which the EU is built [1] have a natural affinity with the historical traditions of educational development in Ukraine. For centuries, Ukrainian educational culture has oriented itself toward the European intellectual space and evolved under the influence of broader European cultural and religious processes. According to historians [2], the earliest forms of schooling on Ukrainian territory emerged as early as the ninth century, during the period of Kyivan Rus; the spread of literacy and Christian culture gave rise to centres of book learning and laid the foundations for early institutionalised forms of education.

Following the Revolution of Dignity in 2014, and particularly in the wake of the full-scale war in 2022, European integration acquired an existential significance for Ukraine. Education has become a key driver of societal resilience, a tool for countering disinformation, restoring trust in institutions, fostering civic responsibility and supporting democratic

transformation. Ukraine's acquisition of EU candidate status in 2022, followed by the launch of accession negotiations in 2024, has defined new benchmarks for the development of education policy aligned with the principles and standards of the European Education Area (EEA). These benchmarks are reflected in Ukraine's own Roadmap for European integration in the fields of education and science [3], which sets out strategic goals and specific tasks to harmonise national education policy and legislation with EU standards and practices as part of the country's integration process.

In 2025, Ukraine entered a new stage of accession negotiations with the European Union in the fields of education and science. In particular, the section of the European Commission's 2025 report [4] devoted to Chapter 26 "Education and Culture" assesses Ukraine as being between some and a moderate level of preparation. The report highlights good progress, including the entry into force of the laws on preschool education and the national qualifications system, the adoption of the law on vocational education and training (VET), the approval of the strategy for the development of Ukrainian culture, and Ukraine's joining of the European Alliance for Apprenticeships. These developments demonstrate the systematic nature of ongoing educational policy reforms and underline the need for further approximation. The Commission also concluded that last year's recommendations were largely implemented, confirming consistent progress within this chapter.

A critical component of this alignment is the harmonisation of educational statistics. In July 2025, the Ministry of Education and Science of Ukraine adopted the Roadmap for Harmonising

Educational Statistics with EU Standards [5], with the State Scientific Institution "Institute of Educational Analytics" (SSI "IEA") as a key implementing body. This document outlines a phased plan to align national data systems with the requirements of the European Statistical System and relevant EU regulations (e.g., Regulation (EU) No 912/2013 and Regulation (EU) No 452/2008). Tasks include updating reporting forms, defining datasets, preparing metadata, and modernising digital infrastructures such as the Automated Information Complex of Educational Management and the Unified State Electronic Database on Education.

Within this framework, it is particularly significant that in 2025, Ukraine became part of the EEA Standing Group on Indicators and Benchmarks (SGIB), joining its 59th meeting. This involvement marks an important step in the process of Ukraine's integration into the analytical and policy-shaping structures of the EEA, allowing for direct engagement in setting educational benchmarks and comparative indicators.

European integration in education occupies an important place in contemporary research, covering both the theoretical foundations of education policy and the practical transformation of education systems. Research interests in this field encompass analyses across different levels of education, as well as studies of European programmes such as Erasmus+ and Horizon Europe, which support reform processes, mobility and policy convergence.

For example, at the level of VET, Yu. Rashkevych and T. Semigina [6] examine mechanisms for aligning the sector with European standards, with a focus on the harmonisation of national qualifi-

cations frameworks, the recognition and equivalence of qualifications and quality assurance systems. Complementing this perspective, M. Martynenko [7] analyses institutional changes in VET and substantiates the need to reform governance models and training content in line with EU recommendations.

In the field of higher education, V. Bakhrushyn [8] explores the modernisation of Ukraine's network of higher education institutions within the European integration context and identifies key challenges related to alignment with European standards. The study by Yu. Boichuk and L. Rybalko [9] further examines the impact of European integration processes on teacher education and the development of competence-based approaches in higher education.

Research on general secondary and teacher education is represented by the work of L. Hrynevych, H. Roi and Ye. Nikolaiev [10], who analyse alternative teacher preparation programmes in European countries and highlight the relevance of European models for modernising teacher education in Ukraine.

Complementing academic research, contemporary aspects of Ukraine's participation in EU programmes and reform processes are reflected in the materials of the National Erasmus+ Office in Ukraine, which document reform dynamics, European instruments and opportunities for Ukrainian education institutions to engage in EU-funded initiatives [11]. Communication and dissemination activities, including international conferences and academic seminars (such as [12]), also contribute to expert dialogue and analytical support for Ukraine's European integration in education.

Despite substantial scholarly and practical interest in European education integration, continuous analytical support is required to monitor reforms and assess their alignment with EU priorities. In this context, the Eurydice Network [13] plays a pivotal role as the main European mechanism for providing structured, comparable and policy-relevant information to support evidence-informed decision-making.

Using the example of Ukraine's participation in Eurydice, our study demonstrates the strategic importance of the country's accession to this knowledge network, outlines the core functions of the national unit (NU), and highlights the analytical value of the "News & Articles" section (specifically "Country News" category) as a timely source of current policy developments across Europe. The methodological approach combines an institutional analysis of Eurydice's mandate with a content analysis of "Country News" publications from January to October 2025 to assess both Ukraine's contribution to the network and the broader patterns of educational change across Europe.

Building on this, it is essential to consider the institutional foundations of Eurydice as a long-established mechanism of comparative education policy in the EU. Established in 1980 by the European Commission and EU Member States, the network provides reliable, structured and comparable information on the organisation and functioning of national education systems. Through system descriptions, thematic and comparative reports, visual materials and statistical datasets, Eurydice enables in-depth cross-country analysis and supports the development, monitoring and

evaluation of evidence-informed education policy across Europe.

In 2024, Ukraine officially joined the Eurydice network, marking an important step in deepening integration into the EEA. Together with Moldova and Georgia, the country became part of a community that now includes 43 Nus from 40 countries. The SSI "IEA" was nominated as Ukraine's national Eurydice unit. The team's work includes, among other tasks, contributing to Eurydice reports, developing and updating the description of the national education system (Eurypedia) [14], and organising communication events aimed at promoting the network's activities.

As a newcomer to Eurydice, Ukraine initially focused on developing the national education system profile and communication activities, and since 2025 has expanded its participation to selected comparative reports, data and visual contributions. In line with the Eurydice Network Work Programme 2025–2026, the network prepares thematic analyses covering key education policy areas such as digital education, curriculum reform, teacher workforce development, learner well-being and education governance, and publishes comparative outputs within the Facts and Figures strand. Within these activities, Ukraine contributes to selected publications, reflecting its gradual integration into the EEA.

Another key area of activity concerns the preparation and regular updating of national education system descriptions in accordance with a unified methodological guide, which ensures cross-country comparability and analysis within harmonised thematic areas. Within this framework, Eurypedia functions as a structured online reference resource, with NUs responsible for

maintaining profiles organised into 13 chapters (see Figure); until 2025, this structure also included an additional chapter on political, social and economic background and trends.

Within communication activities, Eurydice Nus disseminate information about the network and its outputs. The launch of the official Eurydice Ukraine website [16] provides open access to updates on national education system profiles, analytical and visual materials, and communication events, supporting the dissemination of European approaches and Ukraine's integration into the broader European education discourse.

Eurydice materials are intended for a broad audience, including policymakers, researchers, analysts, educators, students and the wider public, and serve as an important tool for comparing education policies, monitoring reforms and analysing European education trends.

This broad scope underpins the analytical value of Eurydice outputs and justifies their use as a data source for comparative education policy analysis.

The communication strategy of the Ukrainian NU also includes preparing materials for the "News & Articles" section, which covers major education reforms and policy developments across Eurydice member countries. Contributions are voluntary and largely align conceptually with Chapter 13, "Ongoing reforms and policy developments", of Eurypedia, which Nus update twice a year.

The first publications in the "News & Articles" section appeared in 2018, and their number has steadily increased since then [12, p. 267]. Most entries fall under the "Country News" section, although the section also features network-wide events and publications. As for Ukraine, seven items were submitted

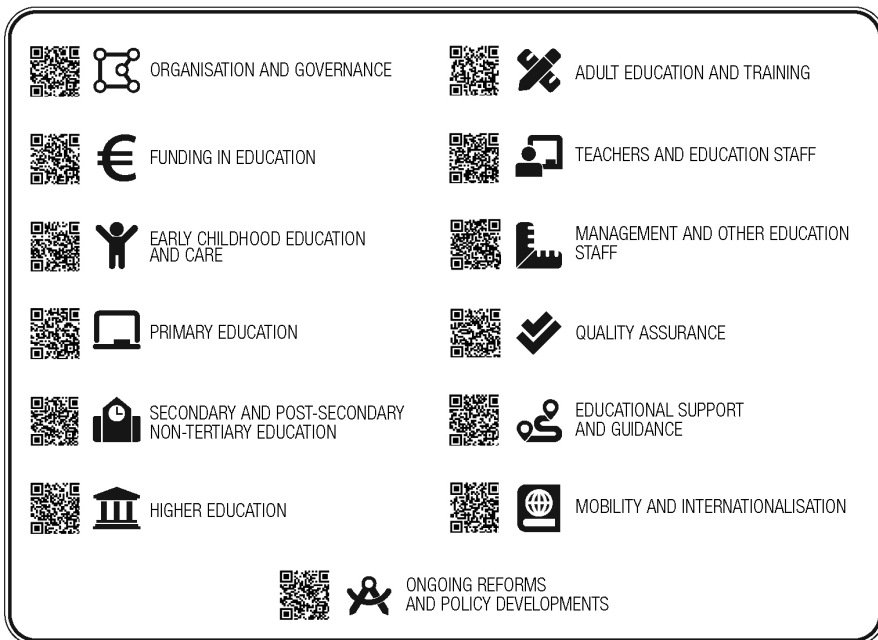


Figure. Structure of the Eurydice national education system chapters

Source: [15, p. 3].

between 2024 and October 2025 (see Table).

In the study [12, pp. 266–269], trends shaping education policy across Eurydice member countries were examined through an analysis of updates published in the "Country News" section over an almost three-year period (2022–October 2024). The dataset comprised 194 news items submitted by 33 Eurydice NUs, with contributions varying considerably across countries. The findings revealed shared priorities within the EEA, including quality improvement, inclusion and accessibility, digitalisation, learner well-being, the modernisation of vocational and higher education, and a growing emphasis on international co-operation. Overall, these trends indicate a pan-European shift towards more resilient, flexible and learner-centred education systems in response to contempo-

rary socio-economic and technological challenges.

Building on existing analyses of Eurydice "Country News" publications, the present study examines the ten-month period from January to October 2025 to identify recent thematic priorities reflected in NU contributions. During this period, 54 news items were published across the Eurydice network: Belgium (German-Speaking Community) and Germany (4 items each); Belgium (Flemish Community), Estonia, Finland, France, Latvia, Slovakia and Ukraine (3 items each); Belgium (French Community), Denmark, Hungary, Ireland, Italy, Norway, Portugal, Spain, Sweden and Türkiye (2 items each); and Greece, Montenegro and Poland (1 item each).

To identify the dominant thematic directions, a content analysis of all 54 titles was conducted. Using semantic

Table

News items published by the Ukraine NU and their summaries
(2024–October 2025)

News title	Short summaries
Advancing the reform of specialised secondary education	The reform of specialised secondary education is part of the broader renewal of general secondary education under the NUS concept and is being implemented gradually over a ten-year period.
Transforming the preschool education system	State policy in preschool education focuses on developing a modern, high-quality, accessible and inclusive learning environment that responds to the needs of children and society.
Reforming vocational education as a cornerstone for national development and recovery	VET is being modernised to strengthen human capital and prepare a skilled workforce in response to economic transformation and recovery needs.
Reform of general secondary education – the New Ukrainian School (NUS)	The NUS reform is a landmark initiative to transform general secondary education in Ukraine by modernising the system in line with global best practices and equipping pupils with the competences needed for the 21st century.
Digital transformation of education as a strategic path to resilience and innovation	Digitalisation of education is a strategic priority that enhances accessibility and innovation and aligns with Ukraine's European integration and the Digital Education Action Plan (2021-2027).
Recognition of schoolchildren's learning outcomes acquired abroad is now regulated	In 2025, Ukraine introduced a formal mechanism for recognising learning outcomes acquired abroad, establishing a clear regulatory framework for the first time.
National educational platform supports reintegration and training of veterans	Educational initiatives support the reintegration of veterans by providing opportunities for retraining, upskilling and career development.

Note: Titles are presented without the country identifier "Ukraine:", which is used in the official Eurydice "News & Articles" section in accordance with the network's guide.

Compiled by the authors based on source [17].

grouping, keyword frequency and policy relevance, seven clusters were derived, representing the principal areas of educational transformation across European countries.

Cluster 1. Digitalisation, artificial intelligence, and information and communication technologies. This cluster captures initiatives related to digital transformation, including the integration of AI in teaching and governance, the expansion of digital platforms, the use of ICT for personalised learning, and regulatory approaches to digital devices in schools.

Cluster 2. Curriculum reform. Items in this category focus on the revision of curricula, the introduction of competence-based approaches, strengthening basic skills, and adapting subject frameworks to contemporary societal and technological demands.

Cluster 3. Teachers, workforce policies and professional development. This cluster reflects reforms in teacher preparation, new entry pathways into the profession, strategies for addressing workforce needs, and initiatives to strengthen school leadership and continuous professional development.

Cluster 4. Inclusion, equal access and special educational needs. Publications highlight measures to expand inclusive education, enhance support for learners with special educational needs, reduce socio-economic disparities, and promote equitable access to high-quality learning environments.

Cluster 5. Mental health and learner well-being. This theme encompasses initiatives aimed at improving pupils' well-being, supporting socio-emotional development, and reducing stress, positioning mental health as an integral dimension of educational quality.

Cluster 6. VET and labour-market alignment. Items in this cluster concern the modernisation of VET systems, dual learning models, the introduction of micro-credentials, stronger engagement with employers, and expanded opportunities for adult upskilling and reskilling.

Cluster 7. Governance and education policy. This cluster covers strategic planning, new regulatory frameworks, national education strategies, and reforms related to governance, coordination and systemic management.

The content analysis of the 2025 ten-month dataset points to a coherent set of priorities across the EEA. Despite national differences, a high degree of thematic commonality emerges: digital transformation, curriculum modernisation, teacher workforce development, inclusion, learner well-being, VET modernisation and strategic governance constitute shared vectors of educational change.

A comparison with findings from the 2022–2024 analysis reveals strong continuity in policy orientations. The themes dominating the 2025 headlines mirror those identified in previous years, underscoring the overall consistency of EEA policy agendas and the sustained focus on quality, equity, innovation and labour-market responsiveness. These recurrent emphases also align with the priority areas set out in the Eurydice Network Work Programme 2025–2026, including digital education, civic competences, learning mobility, enhancement of basic skills and learner well-being. Against this broader European background, the added value of the present study becomes apparent.

The scientific novelty and practical significance of this study lie in the fact

that it provides a systematic examination of selected dimensions of Ukraine's participation in the Eurydice Network following its official accession in 2024, while also revealing the potential of the network as a key instrument for evidence-informed education policy.

The study demonstrates that regular monitoring of Eurydice materials, particularly the "Country News" category, serves as a diagnostic tool that makes it possible not only to track current trends in European education systems, but also to identify successful practices, innovative approaches and effective models for addressing shared challenges in the education sector. The comparative analysis of news publications has allowed us to outline the principal vectors of development within EU education systems, which have direct applied relevance

for the modernisation of Ukrainian education.

It is also noteworthy that the year 2025 marks an important milestone for the Eurydice Network, which celebrates its 45th anniversary [18]. This symbolic moment highlights the long-term evolution of Eurydice as a cornerstone of European knowledge on education and reinforces the relevance of Ukraine's recent accession to a well-established and continually developing analytical community.

The findings confirm that Ukraine's integration into the Eurydice Network contributes to the harmonisation of national education policy with European standards, enhances the transparency of reforms and provides the country with access to a unique corpus of comparative data that can inform strategic decision-making in the field of education.

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ГАРМОНІЗАЦІЯ УКРАЇНСЬКОЇ ОСВІТНЬОЇ ПОЛІТИКИ З ЄВРОПЕЙСЬКИМИ СТАНДАРТАМИ: РОЛЬ МЕРЕЖІ EURYDICE

Анотація. Актуальність дослідження зумовлена стратегічним курсом України на європейську інтеграцію, що вимагає гармонізації національної освітньої політики зі стандартами європейського освітнього простору. В умовах реформування вітчизняної системи освіти та необхідності ухвалення рішень, підґрунтям яких є достовірні дані, зростає потреба в зміцненні інституційної спроможності для забезпечення якісного аналітичного супроводу освітніх трансформацій. Мета статті – визначити роль європейської освітньої мережі Eurydice у формуванні доказової освітньої політики та окреслити основні напрями діяльності національного підрозділу цієї мережі в Україні, створеного у 2024 р. на базі ДНУ «Інститут освітньої аналітики». Методологічне підґрунтя становить контент-аналіз матеріалів рубрики Eurydice «News & Articles», зокрема категорії «Country News», за січень – жовтень 2025 р. На основі проведеного аналізу визначено сім пріоритетних кластерів європейської освітньої політики, як-от: цифровізація, оновлення змісту освіти, професійний розвиток педагогічних працівників, інклюзія, добробут і психічне здоров'я здобувачів освіти, модернізація професійної освіти та вдосконалення освітнього управління. Доведено, що участь України в мережі Eurydice розширює можливості інтеграції в європейський освітній простір, зокрема через наповнення й оновлення профілю системи освіти (Eurypedia), участь у підготовці порівняльних звітів та промоційній діяльності. Символічно, що саме в ювілейний, 45-й, рік існування мережі Eurydice долучення України набуває особливої ваги, адже ця мережа відіграє ключову роль у забезпеченні доказової основи освітньої політики в Європі. Це розширює можливості гармонізації національної освітньої політики з європейськими стандартами та зміцнює обмін аналітичними знаннями в межах мережі.

Ключові слова: європейська інтеграція, національна система освіти, освітня політика, мережа Eurydice, європейський освітній простір.

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