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REFORMING EDUCATION IN UKRAINE AND LATVIA: LESSONS FROM TWO TRAJECTORIES OF EUROPEANIZATION

Abstract. *This article provides a comparative analysis of education reform trajectories in Ukraine and Latvia within the broader framework of European integration. The study highlights how both countries have pursued alignment with evolving European standards in learning, education governance, digital transformation, and quality assurance, while operating under markedly different political and socio-economic conditions. Latvia, an EU member state since 2004, has implemented long-term, system-wide reforms supported by stable institutional governance and EU structural funds. Central initiatives include the Skola2030 competency-based curriculum, the introduction of comprehensive digital platforms such as Skolas.lv and E-klase, the expansion of inclusive education practices, and the modernization of vocational and higher education through European Social Fund and European Regional Development Fund projects. While Latvia represents a steady course of Europeanization, Ukraine's trajectory has been shaped by far more complex and disruptive circumstances. Influenced by its post-2014 European integration commitments and, more recently, by the challenges of full-scale war, Ukraine has undertaken key reforms – most notably the New Ukrainian School, the modernization of vocational and higher education, and the "Education of the Victors" strategic plan. These initiatives prioritize inclusiveness, digital resilience, European convergence, and recovery-oriented transformation. Despite wartime disruptions, Ukraine continues to advance structural changes aimed at strengthening institutional autonomy, ensuring equitable access, and integrating into the European Education Area. The comparison reveals that Latvia represents a model of stable and incremental convergence with EU norms, while Ukraine exemplifies resilience-driven, adaptive reform under crisis conditions. The analysis underscores the need for sustained international support, cross-country learning, and deeper integration with European educational values to ensure long-term modernization and system resilience.*

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The relevance of examining education reforms in Ukraine and Latvia within the context of European integration lies in the urgent need to align national

education systems with contemporary global and European approaches to educational development. Both countries, though at different stages of Europeani-

zation, are actively reconfiguring their education systems in line with the principles of the European Education Area (EEA) – quality, inclusiveness, and innovation.

For Ukraine, Europeanization-driven reforms are essential to improving education quality in the face of globalization, accelerated technological change, and evolving demands for competencies. These transformations have gained urgency amid wartime challenges and are embodied in such initiatives as the *New Ukrainian School* [1] (launched in 2017) and the upcoming shift to a 12-year schooling cycle planned for 2027.

For Latvia, a member of the European Union since 1 May 2004, the long-term process of aligning its education system with EU standards offers valuable insights into the practical implementation and sustainability of such reforms. The *Skola2030* [2] initiative, launched in 2016, introduced a competency-based learning model and has been implemented gradually from 2018 onward. Latvia has also strengthened its digital education infrastructure and inclusive education systems as part of this alignment.

The comparison of these two trajectories reveals both shared challenges and distinct national responses in the pursuit of high-quality, equitable, and modern education. Harmonizing educational content, teaching methodologies, governance structures, and evaluation frameworks with European standards supports Ukraine's aspirations for EU integration and strengthens educational equity in both countries.

Moreover, this comparative study is timely and relevant in the broader context of fostering academic mobility, integrating research institutions into the

European Research Area, and promoting joint educational and scientific programs. The experiences of Ukraine and Latvia provide a valuable basis for understanding how education systems can be transformed through Europeanization while adapting to unique national contexts and socio-political conditions.

Accordingly, the aim of this article is to conduct a comparative analysis of the education reform processes in Ukraine and Latvia in the context of European integration. The study seeks to identify common patterns, key differences, and the impact of Europeanization on the transformation of national education systems. By examining institutional, policy and implementation aspects of reform in both countries, the article aims to derive lessons for future education policy in Ukraine and contribute to the broader discourse on educational convergence within the European space.

The following section of our article is devoted to comparing education reforms in Ukraine and Latvia, examined as national trajectories and key comparative perspectives of Europeanization.

Education Reform in Ukraine

The reform of Ukraine's education system began after the declaration of state sovereignty in 1990. The adoption of the Law "On Education" on May 23, 1991 laid the foundation for building an independent national education system and transforming its institutional and legal framework. Throughout the 1990s and early 2000s, a number of sectoral laws were adopted, including the Laws "On Vocational Education and Training" (1998), "On General Secondary Education" (1999), "On Out-of-School Education" (2000), "On Preschool Education" (2001), and "On Higher Education" (2002). During this period, the

education system gradually departed from Soviet-era structures, responding to new social and economic realities and forming the basis for a national education policy [3].

The early reform agenda sought to develop an education system capable of fostering responsible citizenship, supporting personal development, promoting the transmission of national and global cultural values, ensuring human-centered governance, and introducing pluralism in educational provision through the emergence of non-state educational institutions. Democratization of educational governance, diversification of funding mechanisms, and the search for quality benchmarks shaped the priorities of the 1990s–2000s.

A major shift occurred with Ukraine's clear orientation toward European integration. Beginning in 2004, and especially after the signing of the EU–Ukraine Association Agreement in 2014, the state committed to enhancing cooperation with the European Union in education, training, and youth policy. This required modernizing the national legislative framework and aligning education quality standards with European norms.

The adoption of the new version of the Law of Ukraine "On Education" on September 5, 2017 launched a systemic reform aligned with the EEA. Key priorities included expanding access to preschool education, implementing the New Ukrainian School (NUS), modernizing vocational education, strengthening the quality and autonomy of higher education, promoting adult learning, and fostering research and innovation.

Early Transition and Legislative Framework (1991–2004)

During the first decade of independence, Ukraine undertook the initial

transformation of its education system. The 1991 Law "On Education" and subsequent sectoral legislation established the institutional structure for an independent national education system. Although many Soviet-era features persisted, gradual democratization of educational governance, diversification of institutional forms, and the emergence of non-state providers signaled the beginning of systemic change. The focus of this period was on establishing national policy foundations rather than large-scale structural reforms.

European Integration and Reform Acceleration (2004–2014)

The political changes of 2004 marked Ukraine's strategic turn toward European integration. Education reforms increasingly aimed at aligning national standards with European benchmarks. Following the EU Association Agreement in 2014, commitments in the areas of education, training, and youth policy intensified. Reform efforts centered on legislative modernization, decentralization of governance, inclusiveness, equity of access, and strengthening institutional autonomy. Despite political and economic instability, this period advanced the shift toward a human-capital-oriented, democratic, and European-aligned education system.

New Ukrainian School and System Modernization (2017–2021)

The adoption of the new Law "On Education" [4] in 2017 initiated a comprehensive reform stage under the NUS concept. The reform introduced competency-based learning, child-centered pedagogy, and the transition to a 12-year school model. It also prioritized accessibility, digitalization, inclusivity, and modernization of vocational and higher education. This phase aimed to

prepare learners for participation in a competitive globalized economy and to integrate Ukraine's education system into the EEA. Pre-war reform strategies emphasized long-term institutional sustainability, innovation, and alignment with European research, training, and quality assurance frameworks.

Education under Wartime Conditions (2022–2024)

The pre-war strategic guidelines defined directions for improving the institutional and legal foundations of Ukraine's education system in the context of social transformation and national economic development, with the goal of strengthening the country's position in the European and global educational landscape. These innovations were actively implemented until the start of Russia's full-scale invasion of Ukraine.

The military aggression launched by the Russian Federation on February 24, 2022, posed an existential threat to the Ukrainian state, its sovereignty, and territorial integrity. The country's socio-economic system suffered catastrophic disruption, and a significant number of infrastructure facilities and public institutions – including a large number of educational institutions – were damaged or destroyed. Ukraine's education system found itself operating under entirely new conditions, confronting challenges that had never been previously addressed. As a result, the implementation of planned educational reforms slowed considerably due to the enormous shocks experienced by the nation.

Despite the ongoing brutal war, Ukraine, with the support of its European partners and the unity of its society, was able to continue and deepen its educational reforms during 2023–2024.

In Ukraine, the driving force behind educational reforms is, first and foremost, the public demand for quality education. Parents and civil society are actively involved in the reform process, particularly through mechanisms of public consultations and influence on the development of national education policy.

Education reform is also shaped by economic, socio-political, technological, and international factors, especially Ukraine's European integration aspirations. The country has made significant progress in transforming its education system. The reforms are aimed at integration into the EEA, advancing inclusiveness and digitalization, and responding to the challenges of the modern world. Although implementation still faces obstacles, the reforms have laid the foundation for an education system that meets societal needs and prepares a new generation for life in a globalized environment.

In 2023, Ukraine presented its Vision for the Future of Education and Science, which outlines a strategic framework for the development of the country's education and research systems in the face of wartime challenges. The document aims to define key directions for reform and modernization, as well as to establish development priorities and guiding principles.

In 2024, the Ministry of Education and Science of Ukraine (MESU) developed the Strategic Action Plan "Education of the Victors" [5] to be implemented by 2027. The purpose of this plan is to update the Ministry's strategic priorities and goals for the medium term (through 2027), particularly to address challenges posed by the Russian military aggression, to fulfil Ukraine's Euro-

pean integration commitments, and to align with the Sustainable Development Goals. The plan is grounded in public consultations with education and science experts on current problems and possible solutions. Its foundation rests on the Vision for the Future of Education and Science and key state policy documents that define Ukraine's strategy for development and integration into the European Union.

The Strategic Action Plan of the MESU until 2027 outlines nine key priorities:

1. Preschool Education – equitable access, inclusion, European standards, and modernization of infrastructure.
2. New Ukrainian School – safety, inclusiveness, competency-based learning, and adaptation to contemporary challenges.
3. Out-of-School Education – talent development, national identity, and sustainable funding.
4. Vocational Education – modernization, dual education systems, and business collaboration.
5. Higher Education – institutional autonomy, research development, and international competitiveness.
6. Science and Innovation – infrastructure, internationalization, and diversified funding mechanisms.
7. European Integration – harmonization of standards, academic mobility, and the three-tiered education system.
8. Digitalization – digital educational platforms, distance learning, and e-services.
9. Inclusive Education – support for persons with special educational needs, adaptation, and psychological assistance.

These priorities are directed toward building an inclusive, innovative, and

competitive education system integrated into the European space.

It is important to note that funding remains one of the primary challenges for reform implementation. In general, education reform is financed through the national and local budgets of Ukraine, as well as through civil society initiatives and international donor support. Since the start of Russia's full-scale invasion, MESU has intensified cooperation with international partners, forming a strong global coalition to support the development of Ukraine's education and science sectors. As a result, in 2023, international aid was provided through more than 160 projects and programs with a total funding volume of approximately €1.2 billion, supported by over 50 organizations and foreign governments, including specialized UN agencies, EU institutions, and international NGOs.

This support primarily targeted general secondary education (38 projects), professional pre-higher and higher education (24 projects), and vocational education (20 projects). International partners aligned their assistance with MESU priorities, particularly in creating safe learning environments and ensuring access to quality distance and blended learning.

In wartime conditions, Ukraine faces immense challenges that are nonetheless critical to its long-term future. Educational reforms aim to create a system capable of unlocking human potential at all stages of life and adapting to constant change. At the core of every transformation is the individual. Education is seen as a foundation for economic development and human capital growth, while science is envisioned as a symbol of innovation and technology that attracts investment and fosters international cooperation.

Educational reform in Ukraine under conditions of European integration and wartime realities is based on combining strategic EU integration goals with adaptation to challenges caused by Russian military aggression. The core directions include modernization of the education system, strengthening its resilience, ensuring continued access to quality learning, and integration into the EEA. Reform efforts require flexible and innovative solutions – digitalization, teacher and student support, infrastructure adaptation to wartime realities, and preparation for post-war recovery.

Thus, Ukraine's educational reform, pursued under conditions of both European integration and war, is directed toward the development of a modern, competitive, and innovative educational system. The key priorities include infrastructure modernization, harmonization of standards with EU requirements, implementation of digital technologies, ensuring accessibility and inclusiveness, and developing competencies required for the global labor market.

Notable achievements include deeper integration into the EEA, the introduction of new legislative initiatives, and active cooperation with international partners. However, challenges persist – insufficient funding, a shortage of qualified personnel, and the need to adapt to wartime realities.

This leads to several key policy recommendations:

- diversifying sources of reform financing through enhanced international cooperation and investment;
- developing human capital through teacher training and retraining aligned with the demands of digitalization and inclusivity;

- expanding digital transformation via the development of modern educational platforms to ensure equal access, particularly for distance learning;

- further adaptation to wartime realities;

- strengthening EU integration through the implementation of European standards, academic mobility, and the development of international programs;

- enhancing public engagement and popularizing reforms through consultations and public discussions.

Ultimately, the foundation of Ukraine's education reform in the context of European integration and wartime resilience rests on the alignment of strategic EU-oriented goals with the urgent need to adapt to unprecedented challenges. Priorities include modernization, sustainability, access to quality education, and harmonization with the EEA. Reform requires innovative, flexible, and robust solutions – digital transformation, support for educators and learners, integration with the EU, and infrastructure adaptation to the realities of war and post-war recovery.

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Latvia's Experience: From Stabilization to Systemic Modernization

As a member state of the European Union since 2004, Latvia presents a nuanced case of long-term efforts to align national education policy with European standards (European Commission, 2023 [6]; OECD, 2020 [7]). Over the past three decades, the country has undergone several waves of reform, evolving

from the legacy of the Soviet system toward a competency-based and digitally oriented model. Yet, this process has not been without contradictions: steady formal progress has often been accompanied by uneven implementation, limited institutional capacity, and ongoing structural tensions (OECD, 2020; European Commission, 2023).

Historical Context and Early Transformation (1991–2004)

Between 1991 and 2004, Latvia's primary focus was on de-Sovietization, legislative restructuring, and the strengthening of national identity through education. The 1995 National Curriculum and the gradual transition to a 12-year school system laid the groundwork for subsequent systemic changes (World Bank, 2016 [8]; European Commission, 2020 [9]). However, during this early stage, reform efforts were constrained by limited financial resources and a fragmented governance structure that slowed modernization outside urban centers (World Bank, 2016).

EU Accession and European Alignment (2004–2015)

Following EU accession in 2004, Latvia intensified reform efforts to align with European frameworks such as the Bologna Process and the European Qualifications Framework, but the pace of real pedagogical transformation often lagged behind legislative change (European Commission, 2020).

Competency-Based Reform: The Skola2030 Initiative (2016–Present)

One of the most significant education reforms in Latvia is *Skola2030*, launched in 2016 as part of the national strategy to modernize general education and shift toward a competency-based learning model. The reform aims to strengthen students' critical thinking, creativity,

collaboration, and digital literacy, aligning national education goals with the competencies emphasized in the EEA.

While *Skola2030* introduced a modernized curriculum and a new three-year upper-secondary education structure, its implementation has faced practical challenges. Teachers have reported difficulties adapting to new teaching methods, increased workload, and limited methodological support, especially in rural schools with restricted digital and human resources. The process of pedagogical change has therefore progressed more slowly than anticipated, highlighting gaps in teacher training and support mechanisms (OECD, 2020; Ministry of Education and Science of the Republic of Latvia, 2021 [10]).

Despite these challenges, the reform was implemented gradually starting in 2019 and is now fully operational across general education institutions (*Skola2030* [2], 2016; Ministry of Education and Science of the Republic of Latvia, 2021; OECD, 2020). However, *Skola2030* continues to evolve as new curricular adjustments, teacher professional development programs, and evaluation frameworks are refined to ensure consistent quality and equity across Latvia's diverse education landscape.

Digitalization and Inclusive Education

Latvia has also emphasized digital transformation, expanding e-learning platforms such as *Skolas.lv* and *E-klase* and accelerating digitalization after the COVID-19 pandemic. Nevertheless, regional disparities in digital access persist, and smaller municipalities struggle with inadequate connectivity and aging infrastructure. While the country has invested in teacher training and device provision, digital pedagogy quality and

sustainability remain inconsistent, revealing dependence on temporary EU project funding rather than long-term national investment (European Commission, 2022 [11]; OECD, 2021 [12]).

Vocational and Higher Education Reform

In vocational education and training (VET), Latvia has promoted a dual education model supported by EU structural funds and employer partnerships. Although this has strengthened links with the labor market, VET continues to face declining enrollment, limited social prestige, and insufficient adaptation to emerging skills demands in green and digital sectors (European Commission, 2023; World Bank, 2019 [13]). Similarly, inclusive education has become a stated policy priority, but practical implementation varies widely. Schools frequently lack the resources, trained staff, and inter-institutional cooperation needed to fully support students with special educational needs (OECD, 2020; Eurydice, 2023 [14]).

Reform in higher education has focused on international competitiveness, institutional consolidation, and research capacity. Recent mergers of higher education institutions aim to optimize resources and enhance global visibility. Yet these changes have provoked debates about academic autonomy, regional accessibility, and the risk of centralization. Funding for research remains comparatively low, hindering Latvia's participation in high-level European innovation networks (European Commission, 2023; OECD, 2021).

Achievements, Constraints, and Lessons for Ukraine

Overall, Latvia's educational transformation demonstrates the benefits and limits of long-term Europeaniza-

tion. While the country has made measurable progress toward the objectives of the EEA, reform outcomes are uneven across sectors and regions. The system continues to rely heavily on EU funds, faces teacher shortages, and struggles to maintain momentum amid demographic decline. Thus, Latvia's experience offers both instructive successes and cautionary lessons for countries like Ukraine: European alignment can yield modernization and quality improvements, but only when accompanied by sustained domestic investment, coherent governance, and broad societal engagement (OECD, 2020; European Commission, 2023).

Comparative Analysis of Reform Approaches in Ukraine and Latvia

Despite significant differences in their geopolitical contexts, historical trajectories, and stages of European integration, both Ukraine and Latvia have undertaken ambitious education reforms aimed at aligning their systems with European values and standards. A comparative analysis of their approaches reveals both converging strategic orientations and divergent implementation paths.

Latvia, having joined the European Union in 2004, undertook reforms under the direct influence of EU accession requirements, which provided both normative guidance and substantial financial instruments (e.g., EU structural funds). The reform process was institutionally stable and gradual, embedded within the EU's legal and policy frameworks, including the Bologna Process, ET2020, and later ET2030 strategies.

However, Latvia's gradualism also produced periods of reform fatigue, slow institutional adaptation, and uneven implementation across regions

and education levels. The benefits of long-term planning were occasionally offset by bureaucratic inertia, fragmented governance, and limited local capacity to sustain change without external support. Despite strong alignment with EU frameworks, some reforms – particularly those related to inclusive education, teacher professional development, and rural school optimization – have progressed more slowly than anticipated, revealing the challenges of maintaining reform momentum in a small, demographically declining education system.

Ukraine, in contrast, began its Europeanization of education in earnest after the 2014 Association Agreement with the EU. This external alignment was pursued amid domestic political upheaval and, since 2022, under conditions of full-scale war. Consequently, Ukraine's reforms have been more volatile yet dynamic, combining structural transformation with adaptive innovation under extreme conditions. While Latvia's pathway represents the advantages – and limitations – of a mature, EU-embedded system, Ukraine's trajectory demonstrates institutional resili-

ence and the capacity for rapid policy evolution in the face of existential crisis (table).

Latvia's reforms have been shaped by systematic policy planning and continuity, while Ukraine's reforms reflect a dual-track model: modernization aligned with EU values and emergency adaptations in wartime.

Latvia implemented its reforms through centralized but consensus-based mechanisms, involving the National Centre for Education and broad stakeholder consultations. Ukraine, while also engaging public actors – especially civil society – relied heavily on bottom-up support and decentralization, particularly in post-2017 educational governance reforms.

However, Latvia's experience also reveals structural and implementation challenges that accompany long-term reform. Despite policy continuity, the system has faced persistent teacher shortages, especially in rural regions and STEM subjects, along with an ageing teaching workforce and limited incentives for young educators. The digital transition, while advanced, has exposed regional disparities in access

Table

Comparative Overview of Education Reforms in Latvia and Ukraine

Reform Dimension	Latvia	Ukraine
Curriculum and Pedagogy	Competency-based model (Skola2030); centralized rollout	New Ukrainian School (NUS); gradual implementation amid instability
Digitalization	Accelerated through EU support; national platforms (e.g., Skolas.lv)	War-driven shift to distance learning; WSO platform, Diia.Osvita
Vocational Education	EU-funded modernization; dual education system	Dual education introduced; VET reform linked to labor market but under-resourced
Higher Education	University consolidation; focus on competitiveness	Bologna alignment; increased autonomy; emphasis on resilience
Inclusive Education	Strong policy integration; support structures developed	Progressing; supported by civil society and donor funding
Teacher Training	Continuous professional development integrated in reforms	Certification reform; teacher shortage in wartime regions

Compiled by the authors.

to infrastructure and digital literacy. Moreover, funding constraints at the municipal level have slowed the modernization of school networks, and school consolidation efforts have met local resistance due to demographic decline and community identity concerns. The shift to competency-based learning under *Skola2030* has been uneven, with teachers reporting high workloads and the need for ongoing professional support.

Notably, public engagement in Ukraine has been vital in sustaining reforms during wartime, including the mobilization of communities, NGOs, and donor networks. Latvia, in contrast, benefitted from stable institutional frameworks and predictable governance cycles, yet has occasionally faced fragmentation in decision-making between national and municipal authorities, affecting reform coherence and implementation speed.

Latvia had access to consistent EU funding instruments, including the European Social Fund and the Recovery and Resilience Facility, enabling capital investment in infrastructure, teacher development, and digital tools. Nevertheless, the heavy reliance on EU structural funds has also raised questions about long-term financial sustainability once external funding phases out.

Ukraine's reform process has been hampered by chronic underfunding, aggravated by the war. Nevertheless, international assistance surged in 2023–2024, amounting to over €1.2 billion in aid for education, channelled through more than 160 projects. Still, this support is often fragmented and heavily dependent on external coordination.

Latvia's reforms were implemented in peacetime, allowing for strategic continuity. Ukraine, by contrast, has demonstrated exceptional systemic resilience: despite large-scale destruction of educational infrastructure and mass displacement, the country maintained national assessment systems, continued the roll-out of the New Ukrainian School, and supported remote learning at scale.

While Latvia's educational reform journey reflects a stable but occasionally uneven Europeanization pathway, Ukraine's experience illustrates dynamic reform under pressure, combining long-term EU-oriented transformation with short-term crisis management. Latvia offers a model of structured convergence – tempered by real governance and resource challenges – while Ukraine exemplifies resilience-driven modernization. For both countries, education remains a strategic pillar of democratic development, social cohesion, and European integration.

The comparative analysis of Ukraine and Latvia demonstrates that Europeanization in education is both a process of institutional modernization and a test of societal resilience. Latvia's long-term experience in implementing competency-based learning, digital transformation, and inclusive education provides Ukraine with valuable guidance for the post-war recovery of its education system. The structured and consistent Latvian model shows how strategic continuity, effective use of EU funding, and social dialogue can ensure sustainable change. Ukraine's reforms, by contrast, reveal how adaptability and civic engagement can sustain transformation even under extreme conditions.

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РЕФОРМУВАННЯ ОСВІТИ В УКРАЇНІ ТА ЛАТВІЇ: УРОКИ ДВОХ ТРАЄКТОРІЙ ЄВРОПЕЇЗАЦІЇ

Анотація. У статті наведено порівняльний аналіз траєкторій реформування освіти в Україні та Латвії в ширшому контексті європейської інтеграції. Дослідження підкреслює, що обидві країни прагнуть узгодження з еволюційними європейськими стандартами у сфері навчання, управління освітою, цифрової трансформації й забезпечення якості, водночас функціонуючи в істотно відмінних політичних і соціально-економічних умовах. Латвія, держава-член ЄС із 2004 р., запровадила довгострокові, системні реформи, підтримані стабільним інституційним управлінням і структурними фондами ЄС. Серед ключових ініціатив – компетентнісна навчальна програма «Skola2030», запровадження комплексних цифрових платформ, таких як «Skolas.lv» і «E-klase», розширення практик інклюзивної освіти та модернізація професійної й вищої освіти завдяки проектам Європейського соціального фонду та Європейського фонду регіонального розвитку. Тимчасом як Латвія йде стабільним напрямом європеїзації, шлях України формувався за значно складніших і руйнівніших умов. Він визначався зобов'язаннями щодо європейської інтеграції після 2014 р. і, віднедавна, викликами повномасштабної війни. Основні реформи (передусім «Нова українська школа», модернізація професійної та вищої освіти, а також стратегічний план «Освіта переможців») зосереджуються на інклюзивності, цифровій стійкості, європейській гармонізації й трансформації з метою відновлення. Попри воєнні виклики, Україна продовжує просувати структурні зміни, спрямовані на зміцнення інституційної автономії, забезпечення рівного доступу та інтеграцію в європейський освітній простір. Порівняння показує, що Латвія демонструє модель стабільної й поступової конвергенції з нормами ЄС, тимчасом як Україна уособлює реформування, зумовлене стійкістю і здатністю адаптуватися в умовах кризи. Аналіз підкреслює потребу в тривалій міжнародній підтримці, взаємному навчанні та глибшій інтеграції з європейськими освітніми цінностями для забезпечення довгострокової модернізації і стійкості освітньої системи.

Ключові слова: освітня реформа, європеїзація, стійкість, цифровізація, інклюзивність, управління, гармонізація освітньої політики.

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