

REVIEW of the national legislation and education policy  
(draft UKRAINE Recovery Plan (*section Education&Science*)  
in the context of the EHEA documents and Bologna principles

In general, the section Education&Science of the Recovery Plan is in line with the priorities of the European Education Area. Document lacks system approach and coherence between education levels concerning reforms, logical connections between Plan's components are not always followed (Strategic Steps – Projects – Strategic Goals in the priority areas – detailed Goals, Objectives). Erasmus+ Programme is an essential tool for achieving the political objectives of the European initiatives for the establishment of the European Education Area and European Higher Education Area, but the document mentions the Programme in passing.

The description of **Strategic Steps** is very general and does not establish achievable results that can be measured to determine whether a Strategic Step is successful. Strategic Steps are partially correlated with the priorities of the European Education Area and the strategic goals of The European Education Area strategic framework, so they do not fully ensure the declared synchronization.

**National Projects** for education levels correspond to all or some priorities of the European Education Area in general, except for projects for Higher Education, where the projects concern only the provision of premises for the educational environment and laboratory equipment.

**Strategic Goals** for all education levels correspond to the priorities of the European Education Area, except for Adult Education and Higher Education.

The detailed **Goals and Objectives** mainly correspond to the priorities of the European Education Area and the European Higher Education Area as well as the strategic goals of The European Education Area strategic framework, so they can ensure the declared synchronization with the European Education Area.

*Suggestion.* There is a contradiction: the post-secondary level of VET (vocational non-tertiary education) is included into the Higher Education section, so some Goals and Objectives are defined as common for these levels of education, but relevant only for Higher Education. Post-secondary level of VET (vocational non-tertiary education) should be assigned to the VET section.

## 1. STRATEGIC STEPS TO IMPROVE THE QUALITY OF EDUCATION AND SYNCHRONISATION WITH THE EDUCATIONAL AREA OF THE EUROPEAN UNION

### Note:

The European Commission and European Union (EU) Member States are working to achieve their collective vision for a European Education Area by focusing their efforts on

- improving quality and equity in education and training
- teachers, trainers and school leaders
- digital education
- green education
- the EEA in the world

### The European Education Area strategic framework

The targets to achieve the European Education Area

#### **By 2025:**

- 60% of vocational education and training students should take part in work-based learning
- At least 47% of adults aged 25-64 should have participated in learning in the previous 12 months

#### **By 2030:**

- The share of low-achieving 15 year-olds in mathematics, reading and science should be less than 15%
- The share of low-achieving students in their eighth year of schooling in computer and information literacy should be less than 15%
- 96 % of children aged between three and the compulsory school age should participate in early childhood education
- The share of early school leavers should be less than 9%
- The share of 25-34-year-olds with tertiary education attainment should be at least 45 %

### **Early Childhood and Preschool Education (Early Childhood Education and Care)**

The description of Strategic Steps does not include any provisions on the quality of Early Childhood and Preschool Education, which is a key requirement within the European Education Area (Recommendation on high-quality early childhood education and care systems approved by the education ministers of EU Member States and adopted by the Council of the EU in May 2019; Recommendation includes an ECEC Quality framework).

### **General Secondary Education**

The description of Strategic Steps includes separate provisions on quality and equity in school education, quality assurance for school education, multilingualism and language awareness, inclusion, as well as key competencies for LLL are not mentioned (Quality assurance for school development, Guiding principles for policy development on quality assurance in school education, European Framework on Key competencies for lifelong learning – entrepreneurial, digital, sustainability (GreenComp), social, personal and learning to learn competencies). There is no mention of the Erasmus+ programme as an essential tool for achieving the political objectives of the European initiatives for the establishment of the European Education Area. Erasmus+ supports several online platforms of great importance to school education and teacher training (eTwinning platform, School Education Gateway, EPALE).

### **Vocational Education and Training**

The description of Strategic Steps does not include provisions on VET quality assurance (EQAVET – European Quality Assurance in Vocational Education and Training – Recommendation), introduction of a credit system for VET, inclusion.

### **Adult Education**

The description of Strategic Steps does not include provisions regarding European approaches to Adult Education (European Skills Agenda, European Agenda for Adult Learning, 2021), except recognition of non-formal and informal education in qualification centers.

### **Higher education**

The description of Strategic Steps does not include provisions for synchronization with the European Education Area and the European Strategy for Universities (synergy of the European Higher Education Area, the European Research Area (ERA) and the European Education Area (EEA); quality, green and digital transformations, inclusion, excellent prospects for tertiary graduates employment, internationalization (except Reset of the work with foreign students).

Transition from the 4-year Bachelor's programme (240 ECTS) + the 1,5-2-year Master's programme (90-120 ECTS) to the 3-year Bachelor's programme (180 ECTS) + the 2-year Master's programme (120 ECTS) is also not justified and it will limit a flexible student-centered approach to education in various fields. Such changes can only be made under the condition of the introducing 12-year school education (a goal that will be achieved in only 6 years), otherwise the higher education quality will further deteriorate. In addition, such changes may negatively affect the international mobility of students. It is more appropriate to leave the 90-120 ECTS Master's programme (1.5-2-year) and introduce the 180-240 ECTS Bachelor's programme (3-4-year), depending on the education fields.

There is no mention of the Erasmus+ programme as an essential tool for achieving the political objectives of the European initiatives for the establishment of the European Higher Education Area.

## **2. NATIONAL TOP PROJECTS “EDUCATION AND SCIENCE” 2032**

They correspond to the priorities of the European Education Area and the European Higher Education Area – digitization and inclusion.

## **3. NATIONAL PROJECTS “EDUCATION AND SCIENCE” 2032 BY AREAS**

### **Early Childhood and Preschool Education (Early Childhood Education and Care)**

Projects correspond to the priorities of the European Education Area, in particular ensuring equal access to quality early childhood education and care, digitization, teacher training.

### **General Secondary Education**

Projects correspond to some priorities of the European Education Area, in particular ensuring equal access to quality education and digitization, training teachers, trainers and school leaders.

### **Vocational Education and Training**

Projects correspond to some priorities of the European Education Area, in particular digitalization, there are separate components that contribute to ensuring VET quality and inclusion, the training of teachers, trainers and school leaders.

### **Adult Education**

Projects correspond to some priorities of the European Education Area, in particular digitization.

### **Higher education**

The projects concern only the provision of premises for the educational environment and laboratory equipment.

## **5. INTRODUCTION. STRATEGIC GOALS IN THE PRIORITY AREAS**

### **Early Childhood and Preschool Education (Early Childhood Education and Care)**

Strategic Goals correspond to the priorities of the European Education Area, in particular ensuring equal access to quality early childhood education and care, digitization, teacher training.

### **General Secondary Education**

Strategic Goals correspond to the priorities of the European Education Area, in particular ensuring equal access to quality education, digitization, inclusion, training of teachers, trainers and school leaders. Multilingualism and language awareness are not included.

### **Vocational Education and Training**

Strategic Goals correspond to some priorities of the European Education Area, in particular flexibility of vocational education and training, reinforced opportunities for work-based learning, apprenticeships and include separate components that contribute to ensuring VET quality. Goal on alignment of post-secondary education with the European standards via modernizing national VET (incl. vocational non-tertiary education) given the experience of the EU VET can cover implementation of the principles, approaches and tools of the European Education Area (incl. EQAVET).

### **Adult Education**

Strategic Goals do not meet the priorities of the European Education Area.

### **Higher education**

Strategic Goals do not correspond to the priorities of the European Education Area, but correspond to approaches to autonomy in the European Higher Education Area, provide for internationalization in terms of the development of English-language study programmes to attract foreign students. Goal on transition to a 3-year Bachelor's degree and a 2-year Master's degree states that it will help reduce the average age of entry into the labor market for graduates, but it can be fulfilled only under the condition of introducing a 12-year school.

## **6. GOALS, OBJECTIVES, STAGES OF THE RECOVERY PLAN**

### **Early Childhood and Preschool Education (Early Childhood Education and Care)**

Goals and Objectives correspond to the priorities of the European Education Area, in particular ensuring equal access to quality early childhood education and care, digitization, teacher training.

### **General Secondary Education**

Goals and Objectives correspond to the priorities of the European Education Area, in particular ensuring equal access to quality education, digitization, inclusion, training of teachers, trainers and school leaders. The need to introduce the Erasmus+ Programme as a tool for the development of school education is noted.

### **Vocational Education and Training**

Goals and Objectives correspond to the priorities of the European Education Area, including VET quality assurance, but no mention of EQAVET implementation.

### **Adult Education**

Goals and Objectives correspond to the priorities of the European Education Area.

### **Higher Education**

The Higher Education section includes post-secondary level of VET (vocational non-tertiary education). Goals and Objectives correspond to the priorities of the European Education Area and the European Higher Education Area. There is no mention of the Erasmus+ programme as an essential tool for achieving the political objectives of the European initiatives for the establishment of the European Higher Education Area.