

# REFORM OF GENERAL SECONDARY EDUCATION “NEW UKRAINIAN SCHOOL”: STRATEGIC BENCHMARKS AND IMPLEMENTATION ACHIEVEMENTS



**Oleg Topuzov, Dr. Sc., Prof.**

*Full Member (Academician) of the NAES of Ukraine  
Vice-President, National Academy of Educational  
Sciences of Ukraine,  
Director, Institute of Pedagogy,  
National Academy of Educational Sciences of Ukraine,  
Kyiv, Ukraine  
proftop@ukr.net  
<https://orcid.org/0000-0001-7690-1663>*

**To cite this article:**

Topuzov, O. (2025). Reform of general secondary education “New Ukrainian School”: strategic benchmarks and implementation achievements. *Education: Modern Discourses*, 8, 6–15. <https://doi.org/10.37472/2617-3107-2025-8-01>

**Abstract.** *The paper presents the author’s vision of the “New Ukrainian School” general secondary education reform. The author analyses the conceptual foundations, legislative framework and organisational procedures of the reform implementation set out in the key documents: the Conceptual Framework for Secondary Education School Reform “New Ukrainian School” (2016); the Concept for Implementation of the State Policy in the Area of General Secondary Education Reform “New Ukrainian School” for the period up to 2029 (2016) and the Action Plan for 2017–2029 for its implementation (2017); the Law of Ukraine ‘On Education’ (2017) and the Law of Ukraine ‘On Complete General Secondary Education’ (2020). The author emphasises the innovative nature of the reform and its European orientation in terms of introducing a 12-year school duration, transforming the content of education to a competency-based approach, strengthening school autonomy and intensifying educational partnerships, modernising teacher training and professional development, and the funding model. The author notes the full-scale Russian-Ukrainian war negative impact on the pace of the reform implementation and formulates new challenges associated with it, primarily the learning losses of students. The conclusion is made that overcoming the cruel challenges of wartime, Ukraine’s education sector is working to implement the “New Ukrainian School” reform, which opens up many opportunities for anyone seeking quality knowledge and reshapes the educational process to focus on maximising the development of creative abilities of young Ukrainians.*

**Keywords:** *Ukraine, general secondary education, reform “New Ukrainian School”, innovations, war challenges, prospects.*

Modern education in Ukraine performs the function of a social institution in society that is responsible for the comprehensive development of a person and preparing him or her for active competitive activity. Drawing on extensive experience in teaching and education, the Ukrainian education sector has tried to find real and effective ways to move forward based on national priorities at pivotal times in history. This was the case in the years of the first liberation from the imperial yoke – the period of the Ukrainian Central Rada and its General Secretariat of Public Education. The same was true at the time of the restoration of the Ukrainian independent state – the memorable August 1991, when national priorities acquired new qualities and became decisive in the educational environment (Topuzov, 2024). Nowadays, when Russian Federation armed aggression with a neo-Nazi face destroys the achievements of national education in large areas, the national education system, having joined forces, continues to function fully. Negative impacts on the education sector are caused by both the long and exhausting war with the enemy and the consequences of the coronavirus pandemic, slowing down the reform process (Topuzov et al., 2023a, 2023b). However, it is impossible to stop them, as recent innovations have become irreversible. In addition, the realities of Ukraine's close integration into European educational structures provide special guarantees of such confidence (Lokshyna et al., 2022; Lokshyna et al., 2025).

As part of the progressive and innovative steps to modernise Ukrainian national education, the **reform of secondary education 'New Ukrainian School'** was launched, which will last until 2029. To this end, the Conceptual Framework for Secondary Education School Reform "New Ukrainian School" (Ministerstvo osvity i nauky Ukrainy, 2016), the Concept for Implementation of the State Policy in the Area of General Secondary Education Reform "New Ukrainian School" for the period up to 2029 (2016) (Verkhovna Rada Ukrainy, 2016) and the Action Plan for 2017–2029 for its implementation (Kabinet Ministriv Ukrainy, 2017) were developed and approved by the Cabinet of Ministers of Ukraine. As noted in the National Report on the State and Prospects of Education Development in Ukraine, 'the purpose of the Concept is to carry out a radical and systemic reform of the new content of education aimed at developing the competences of the 21st century; to form a new school teacher who has modern teaching methods and is able to implement partnership pedagogy; to create a new system of quality control of education and a modern system of school management and administration' (Natsionalna akademiia pedahohichnykh nauk Ukrainy, 2016).

The New Ukrainian School reform covers the following key areas:

- new educational content based on the development of competencies necessary for successful self-realisation in society;
- motivated teachers who have creative freedom and develop professionally;
- a comprehensive educational process that shapes values;
- decentralisation and effective management, which will give schools real autonomy;
- teaching based on partnership between pupils, teachers and parents;
- focus on the needs of students in the educational process, child-centred approach;
- a new school structure that enables children to learn new content effectively and acquire life skills;
- fair distribution of public funds, ensuring equal access to quality education for all children;
- a modern educational environment that will provide the necessary conditions, resources and technologies for teaching pupils, educators and parents, not only within the premises of the educational institution (Ministerstvo osvity i nauky Ukrainy, 2016).

Regulated by the Law of Ukraine 'On Education' (2017) and the Law of Ukraine 'On Complete General Secondary Education' (2020) the New Ukrainian School Concept began to gain popularity in society, and ideas and proposals for its accelerated implementation were flooding in. There were also many voices of objection, especially those who did not fully under-

stand the essence of the competency-based approach to learning. Scholars and practitioners needed to explain that an increase in the duration of education was necessary to move from the current school of knowledge to a school that teaches how to use it in life and in the future profession (Mereshchuk, 2025).

That is why the **new school structure** has become more sophisticated: primary (grades 1–4), basic (grades 5–9), and specialised (grades 10–12). At the level of specialised secondary education, there are two areas of study: academic and vocational (Verkhovna Rada Ukrainy, 2024). Academic lyceums prepare their graduates for further study at higher education institutions. Here, in addition to mastering the mandatory educational component defined by the state standard, they study in depth the subjects that determine the profile chosen by the student. In vocational lyceums, which are oriented towards the labour market and provide students with a specific profession, along with general education, students acquire the knowledge and skills necessary for further work in their chosen speciality. At the same time, the right of graduates of vocational lyceums to continue their further education, in particular in a higher education institution, is not restricted (Kremen et al., 2024).

The New Ukrainian School Concept proposes, and the Law of Ukraine ‘On Education’ defines, **key competencies**, including fluency in the state language; ability to communicate in native (if different from the state language) and foreign languages; mathematical competence; competence in natural sciences, engineering and technology; innovation; environmental competence; information and communication competence; and lifelong learning; civic and social competences related to the ideas of democracy, justice, equality, human rights, welfare and healthy lifestyle, with an awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy; other competences provided for in the education standard (Ministerstvo osvity i nauky Ukrainy, 2016; Verkhovna Rada Ukrainy, 2017). Common to all competencies are the ability to express one’s opinion orally and in writing, the ability to logically justify one’s own position, think critically and systematically, assess risks, solve problems proactively and creatively, and manage emotions constructively.

It is important to emphasise that the list of key competences defined in the Concept and approved at the legislative level is synchronised with the European vision set out in the European Reference Framework of Key Competences for Lifelong Learning (Lokshyna, 2019).

From now on, there is a clear classification of **types of education**, including formal, non-formal and informal (self-education). The Law ‘On Education’ also defines the following concepts: quality of education, educational service, quality of educational activity. The issue of quality is included in the principles of state policy in the field of education. As well as the principles of child-centredness, academic integrity, scientific character, institutional separation of control functions and functions of ensuring the activities of educational institutions (Verkhovna Rada Ukrainy, 2017).

The problem of ensuring the **quality of education** is gaining new momentum. The Law abolished certification of schools and their inspection by education departments. A special State Service for the Quality of Education and its territorial bodies were created, which have the functions of executive authorities to ensure the quality of education (Verkhovna Rada Ukrainy, 2018). The principles, essence and objectives of inspections have changed: their results are now aimed at providing assistance, specific recommendations for improving educational institutions and preventing violations of the law. Institutional audit of schools is being introduced – the only planned measure of state supervision (control) over schools, which will be conducted only once every 10 years.

The principles of the New Ukrainian School expand the opportunities for children’s education, including **individualised education**, which is recognised as remote (classes at school via the Internet), external (independent mastery of programme material), family or home-

based (education is provided by parents), and pedagogical patronage (classes with a teacher who teaches a child at home). At the same time, the assessment of a student's progress for promotion to the next grade is mandatory. It happens that a child demonstrates better knowledge in individual tuition than during direct school lessons (Ministerstvo osvity i nauky Ukrainy, 2016).

It is well known what a responsible and authoritative person *a principal* should be in a school: they are looked up to, their opinions, advice and suggestions are listened to. He or she directly manages the entire life of the school, being responsible for its educational, upbringing, financial and economic activities. The principal is responsible for overseeing the implementation of curricula and facilitating the establishment and operation of school self-government bodies. No longer is it the district administration that selects and hires his/her deputies, teachers and other employees, as it was before, but the principal himself/herself, and, applying a democratic and socially important principle, announces competitions to fill vacant positions, approves the distribution of teachers' teaching load. There is also a legislative provision regarding the personality of the director of a state or communal school: he or she may be a citizen of Ukraine with a higher education of at least a master's degree, who speaks the state language, and has at least three years of teaching experience. A specially created competition commission consisting of representatives of the school founder, the school staff, parents' associations and others, listens to the programme of the candidate for the position of director, holds a corresponding vote and, based on the results of the competition, the founder appoints the director for a term of 6 years. It is stipulated that a person may hold the position of director in the same school for no more than two terms (Verkhovna Rada Ukrainy, 2020).

Democratic principles are inherent in the activities of the *pedagogical council*, which, in accordance with the Concept of the New Ukrainian School, plans the work of the educational institution, approves educational programmes, and approves plans for teacher training. At the same time, it is the pedagogical council that, according to the law, can raise the issue of an unscheduled institutional audit and make proposals on mechanisms to ensure academic integrity. Having acquired the features of a collegial body in a modern school, the pedagogical council has secured the role of a direct participant in the management of an educational institution, which imposes on it the obligation to constantly take care of the development and improvement of the educational institution, to be economical with the material and technical base, and to take the initiative in organising educational partnerships (Topuzov, 2024, p. 28).

Conceptually, the New Ukrainian School asserts the *right of teachers* to 'academic freedom, including freedom of teaching, freedom from interference in pedagogical, scientific and pedagogical and scientific activities, free choice of forms, methods and means of teaching that correspond to the educational programme' (Ministerstvo osvity i nauky Ukrainy, 2018, p. 12). Freedom in professional activity has become a national priority in the educational sector of Ukraine. The same applies to the teacher's free choice of the place, type and form of professional development, which must be conducted annually and not necessarily in institutes of postgraduate teacher education.

This specific training, which helps to update and deepen *professional knowledge* and gain new experience, is allocated 150 academic hours over 5 years, part of which should be devoted to acquiring knowledge and skills in working with children with special needs. The law clearly states the right of teachers to 'free choice of educational programmes, forms of education, educational institutions, institutions and organisations, other subjects of educational activity that provide professional development and retraining of teachers' (Ministerstvo osvity i nauky Ukrainy, 2018, p. 14).

Voluntary certification of teachers has also been introduced, the most important component of which is an external assessment of a teacher's professional competences, which is carried out through independent testing, self-assessment and a detailed study of practical experience. After passing the certification and receiving the relevant document, the teacher acquires the right to introduce and disseminate competency-based teaching methods and new educational technologies, and to be involved in institutional audits of other educational institutions (Kabinet Ministriv Ukrainy, 2019).

The possibility of transferring *funds* from the state budget to private educational institutions has become a legal norm, i.e. the principle of 'money follows the child' is being implemented in practice. This refers to a private or corporate school that holds a licence to provide education. Such funding in institutions that help to fulfil the state function not only ensures a fair approach to equality in the provision of general secondary education, but also significantly expands the scope of education, allowing for deeper and better education of new generations of Ukrainians. In addition to the state budget, local budgets are transferred in this way, thus emphasising the commonality of public and private interest in the educational sector (Topuzov, 2024, p. 29).

In addition to teachers and students, *parents* of students are also important participants in the educational process. Their influence on the school is always tangible, as it is the parents who choose the educational institution for their child, the curriculum, the type and form of education. They play an important role in the development of an individual child development programme, especially an individual curriculum (Topuzov, 2021). Teachers, the principal and his/her deputies listen to the opinions and suggestions of active parents who are constantly involved in the school's public administration (Kovalyshyn, 2025). Some of the most active ones become members of the selection committee that selects the director. In accordance with the law, parents protect the rights and daily interests of students, receive information in advance about planned and unscheduled events at the school, examinations, pedagogical experiments, and give their child permission to participate in them. The school management is obliged to share with parents data on the activities of the educational institution, the child's learning outcomes, and the results of the education quality assessment (Bobrova, 2024).

In the current environment, the school's ability to work *transparently* is particularly valued, using not only visual diagrams, wall-mounted displays of various data in school corridors, but also its own or its founders' websites. An educational institution, having a fairly broad *autonomy* and operating independently, is also engaged in economic and financial activities in addition to purely educational and upbringing activities. It can receive financial support from charitable foundations, transfers from interested business structures, and grant income. All these funds are not sent to the district administration, as before, but directly to the school's account, and it decides how to use them most appropriately. There is a legal requirement for transparency of expenditures: the school is obliged to publish on its website the budget, financial report on the receipt and use of funds, information on the list of goods, works and services received as charitable aid. In order to ensure transparency of its activities, the school also publishes audit results, licence information, certificates of accreditation of educational programmes, staffing, and vacant positions (Lynova & Pleshko, 2020).

The New Ukrainian School concept has forced us to take a fresh look at *management* functions and propose changes to some powers. Now, according to the law, education departments of local executive authorities will not select, appoint and dismiss teachers and senior staff of state and municipal educational institutions, nor will they be involved in the certification of schools located on their territories. The function of monitoring compliance with laws and other regulations in the field of education, as well as ensuring that educational

institutions of all levels achieve the mandatory results set out in educational standards, has been transferred to other structures. Instead, the law provides for important powers related to ensuring the implementation of state policy in the field of general secondary education (Decentralization.gov.ua, 2017). Since district administrations perform the functions of founders of educational institutions, their powers include creating conditions for citizens to receive complete general secondary education and developing educational institutions of all forms of ownership. They are also obliged to organise regulatory, programmatic, material, scientific and methodological support, retraining and advanced training of pedagogical staff, providing them with textbooks, manuals, and methodological literature (Bakhrushyn, 2018). Changes in the powers of the governing body in the field of general secondary education have positive results, as they not only specify their activities, but also expand their ability to perform the functions of the founder with due responsibility, bring them closer to educational institutions, and make them focus more on practical assistance to schools (Nova ukrainska shkola, 2022).

With the introduction of the conceptual foundations of the New Ukrainian School, the concepts of 'hub educational institution' and 'educational district' emerged (Ministerstvo osvity i nauky Ukrainy, 2022). Therefore, the Law stipulates that a hub institution is an educational institution that has a convenient location and is a centre and a support for the education of children from other settlements. Such an educational institution is provided with qualified teaching staff, has modern teaching, methodological and material and technical facilities, and is able to provide an appropriate level of specialised education. If there is no school in small villages or it has ceased to function due to insufficient number of students, then the local budget should be used to organise transportation of students and teachers to the nearest hub school and their return home. The same transport should be available for people with special needs: visual, hearing, and musculoskeletal impairments (Verkhovna Rada Ukrainy, 2019).

An educational district is a group of schools, their branches, cultural institutions, extracurricular education, physical culture and sports facilities that provide access to education for people living in a specific area (Ministerstvo osvity i nauky Ukrainy, 2018, p. 20).

For several years now, the institution of the **education ombudsman** has been operating in Ukraine, protecting the rights of students and teaching staff. Its introduction can be considered one of the important components in the implementation of the New Ukrainian School concept. The Education Ombudsman is responsible for responding to any violations, even minor ones, in the field of education, as well as illegal actions, both in educational institutions and in administrative bodies. It is assisted in these efforts by a special service consisting of professional staff and experienced educators (Osvitnii ombudsmen Ukrainy, n.d.).

The service is obliged to consider any complaint about violations of rights within a month, and based on the results of the consideration, the education ombudsman makes a decision on its validity, the reliability of the facts stated in the application, and provides a written response to the applicant. Provided that the statement or complaint is found to be justified and true, the education ombudsman shall take measures to restore and protect the rights of the person within five working days. At the same time, he can provide necessary explanations, make recommendations to educational institutions and administrative bodies, advise the applicant, and, if necessary, represent his interests in court. Honesty, integrity, and independence in assessments are the main characteristics of the civil society education ombudsman and his staff, on whom the establishment of truth and restoration of justice depend (Topuzov, 2024, p. 31–32).

The leading role in the New Ukrainian School is assigned to the **teacher** as the main figure in the educational process. They are entrusted with the responsible task of not only provi-

ding high-quality and comprehensive training to students, but also purposefully educating them to be patriotic citizens. More and more proactive, creative teachers are coming to schools, for whom the chosen profession of a teacher is for life. Ukrainian society is developing and trust in teachers is constantly growing. In recognition of the teachers' work and their contribution to the overall progress of national education, the state has legislated social guarantees for educators, providing them with legal, social and professional protection, along with appropriate working conditions and medical care, payment for professional development, differentiation of official salaries, establishment of allowances for pedagogical and honorary titles, additional payments for academic degrees and academic titles, provision of annual monetary rewards, preferential long-term loans, and pensions for length of service. Schools have the right to pay bonuses to teachers, establish additional payments and allowances to salaries from their own revenues (Ministerstvo osvity i nauky Ukrainy, 2018, p. 15).

The attitude of modern educational institutions towards **religion** has taken on a new civilised and democratic approach. Private schools may determine the religious orientation of their educational activities and, if necessary, even establish religious organisations. In accordance with the constitutional principle that "the church and religious organisations in Ukraine are separate from the state, and schools are separate from the church", state and municipal educational institutions are secular in nature (Osvita.UA, 2024).

According to education legislation, citizens and persons legally residing in Ukraine are guaranteed the right to free comprehensive secondary education. At the same time, Ukraine provides free **textbooks and manuals** to all students in full-time secondary education and teaching staff (Verkhovna Rada Ukrainy, 2017).

The complex and highly responsible process of creating educational books, primarily textbooks, manuals and supplementary literature, is also carried out with state support through the Ministry of Education and Science of Ukraine and the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, with the involvement of experienced authors, scientists, educators, linguists and historians. The preparation and publication of educational literature for schoolchildren is provided by the publishing houses "Osvita", "Pedahohichna Dumka", "Svit", and others (Topuzov, 2024, p. 33).

All activities in modern Ukrainian education are based on established and clearly defined relevant **state standards**. The innovative process of standardising the content of general secondary education began in the first decade of Ukraine's independence. This resulted in state standards for primary, basic and complete general secondary education (Ministerstvo osvity i nauky Ukrainy, n.d.). By introducing standards, the state aims to streamline various areas of education, ensure the economical use of resources, and improve the quality of training provided to graduates of educational institutions. Embodied in specific norms, requirements, principles, methods, and standards, they are generally designed for repeated use and application. State standards in education are based on scientific pedagogical principles and the considerable experience of educational institutions, and provide for "the establishment of standards and requirements that are higher than those achieved in practice, and the orientation of domestic production towards achieving world standards" (Kabinet Ministriv Ukrainy, 2020). New stages in the development of the industry require changes and additions or the adoption of standards that often determine the basis not only for the current but also for the future development of education.

Educational standards are improved in line with developments in the education sector itself and are reviewed at least once every 10 years. The third generation of educational standards has now been developed. The State Standard of Primary Education was introduced into educational practice in 2018 with changes made in 2019. Its updated version was publicly discussed in 2025. In 2020, the State Standard for Basic Secondary Education was ap-

proved (Kabinet Ministriv Ukrainy, 2020), which, as stated in the National Report on the State and Prospects of Education Development in Ukraine, “creates conditions for continuing the New Ukrainian School reform in grades 5–9”. It defines the most important “competencies that pupils must acquire upon completion of each of the two cycles – adaptation (grades 5–6) and basic subject learning (grades 7–9) – as well as cross-curricular skills” (Natsionalna akademiia pedahohichnykh nauk Ukrainy, 2021, p. 26).

The standard for specialised secondary education, approved by the Resolution of the Cabinet of Ministers of Ukraine on 25 July 2024, is also based on the conceptual principles of the New Ukrainian School (Verkhovna Rada Ukrainy, 2024). It is of particular importance for the overall development of the individual and their professional growth in society. The focus of the new state standards on the implementation of a person-oriented, activity-based and competence-based approach to learning, ensuring that students master 21st century competences, is in line with the recommendations of the European Union and European and global trends in the progressive development of the education sector (United Nations, n.d.).

Thus, the modern Ukrainian school, currently undergoing active reform, is operating under the particularly difficult conditions of wartime. Efforts are being made to find creative ways to apply the most effective forms and methods of educational activity, with national priorities at the centre of these efforts since the restoration of Ukrainian statehood. National priorities in education are not temporary, not a whim, not someone’s advice or wishes, but a vital necessity, a need dictated by the course of history itself. For more than three decades, the development and reform of the domestic education system has been based on its own principles and national traditions, rather than on colonial and hostile models and attitudes.

Overcoming the cruel challenges of wartime, Ukraine’s education sector is working to implement the “New Ukrainian School” reform, which opens up many opportunities for anyone seeking quality knowledge and reshapes the educational process to focus on maximising the development of creative abilities.

## REFERENCES

- Bakhrushyn, V. (2018). *Orhany upravlinnia v osviti u svitli novoho Zakonu “Pro osvitu”*. Osvitnia polityka. <http://education-ua.org/ua/articles/1157-organi-upravlinnya-v-osviti-u-svitli-novogo-zakonu-pro-osvitu>
- Bobrova, L. (2024). Aktualni formy uchasti batkiv – nosiiv hromadskoi dumky shchodo osvity ditei u systemi “simia – shkola”. *Problemy politychnoi psykholohii*, 15(29), 165–177. <https://doi.org/10.33120/popp-Vol15-Year2024-152>
- Decentralization.gov.ua. (2017). *New law on education: what powers does local government have?* <https://decentralization.gov.ua/en/news/7486>
- Kabinet Ministriv Ukrainy. (2017). *Pro zatverdzhennia planu zakhodiv na 2017–2029 roky iz zaprovadzhennia Kontseptsii realizatsii derzhavnoi polityky u sferi reformuvannia zahalnoi serednoi osvity “Nova ukrainska shkola” (Rozporiadzhennia № 903-r vid 13.12.2017)*. <https://www.kmu.gov.ua/npas/pro-zatverdzhennia-planu-zakhodiv-na-20172029-roki-iz-zaprovadzhennia-koncepciyi-realizatsiyi-derzhavnoyi-politiki-u-sferi-reformuvannia-zagalnoyi-serednoi-osviti-nova-ukrayinska-shkola>
- Kabinet Ministriv Ukrainy. (2019). *Pro vnesennia zmin do Polozhennia pro sertyfikatsiiu pedahohichnykh pratsivnykiv (Postanova № 1094 vid 24.12.2019)*. <https://www.kmu.gov.ua/npas/pro-deyaki-pitannya-derzhavnih-standartiv-povnoyi-zagalnoyi-serednoi-osviti-i300920-898>
- Kabinet Ministriv Ukrainy. (2020). *Pro deiaki pytannia derzhavnykh standartiv povnoi zahalnoi serednoi osvity (Postanova № 898 vid 30.09.2020)*. <https://www.kmu.gov.ua/npas/pro-deyaki-pitannya-derzhavnih-standartiv-povnoyi-zagalnoyi-serednoi-osviti-i300920-898>
- Kovalyshyn, O. (2025). Pedahohichne partnerstvo shkoly ta simi: osoblyvosti zaluchennia batkiv do osvitnoho protsesu. *Nova Pedahohichna dumka*, 2(122), 99–104. <https://doi.org/10.37026/2520-6427-2025-122-2-99-104>

- Kremen, V., Topuzov, O., Liashenko, O., Malovanyi, Yu., & Zasiiekina, T. (2024). Kontseptualni zasady transformatsii profilnoi serednoi osvity v konteksti reformuvannia ukrainskoi shkoly. *Education: Modern Discourses*, 6, 69–77. <https://doi.org/10.37472/2617-3107-2023-6-06>
- Lokshyna, O. (2019). Yevropeiska dovidkova ramka kluchovykh kompetentnosti dlia navchannia vprodovzh zhyttia: Onovlene bachennia 2018 roku. *Ukrainskyi pedahohichnyi zhurnal*, 3, 21–30. <https://doi.org/10.32405/2411-1317-2019-3-21-30>
- Lokshyna, O., Hlushko, O., Dzhurylo, A., Kravchenko, S., Maksymenko, O., Nikolska, N., & Shparyk, O. (2022). *Osvita v realiiakh viiny: oriientyry mizhnarodnoi spilnoty: ohliadove vydannia* (O. Topuzov & O. Lokshyna, red.). Nats. akad. ped. nauk, In-t pedahohiky NAPN Ukrainy. <https://doi.org/10.32405/978-966-644-614-8-2022-55>
- Lokshyna, O., Sysoieva, S., Borysenko, I., Voronina-Pryhodii, D., Hlushko, O., Dzhurylo, A., Kravchenko, S., & Shparyk, O. (2025). *Intehratsiini protsesy u haluzi osvity v Yevropeiskomu Soiuzi: stratehichni prioritytety, sutnisni kharakterystyky ta innovatsiini praktyky: analitychni materialy* (prepynt). [Elektronne vydannia]. (O. Lokshyna, red.). In-t pedahohiky NAPN Ukrainy. <https://doi.org/10.32405/978-966-644-804-3-2025-257>
- Lynova, I., & Pleshko, T. (2020). Ensuring transparency and information openness of general secondary education in Kyiv. *Educological Discourse*, 3, 141–155. <https://doi.org/10.28925/2312-5829.2020.3.9>
- Mereshchuk, V. (2025, 21 zhovtnia). *Yakymy ye i yakymy maiut buty osvita i nauka v Ukraini*. LB.ua. [https://lb.ua/society/2025/10/21/702566\\_yakimi\\_ie\\_i\\_yakimi\\_mayut\\_buti\\_osvita\\_i.html](https://lb.ua/society/2025/10/21/702566_yakimi_ie_i_yakimi_mayut_buti_osvita_i.html)
- Ministerstvo osvity i nauky Ukrainy. (2016). *Nova ukrainska shkola. Kontseptualni zasady reformuvannia serednoi shkoly*. <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>
- Ministerstvo osvity i nauky Ukrainy. (2018). *Nova ukrainska shkola. Kliuchovi novatsii v osviti. Novyi Zakon Ukrainy "Pro osvitu"*. [https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/BOOKLETTE\\_INFO-ZAKON-2018\\_PRESS.pdf](https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/BOOKLETTE_INFO-ZAKON-2018_PRESS.pdf)
- Ministerstvo osvity i nauky Ukrainy. (2022). *Oporni shkoly*. <https://mon.gov.ua/osvita-2/zagalna-serednya-osvita/oporni-shkoli>
- Ministerstvo osvity i nauky Ukrainy. (n.d.). *Derzhavni standarty zahalnoi serednoi osvity*. <https://mon.gov.ua/osvita-2/zagalna-serednya-osvita/derzhavni-standarti>
- Natsionalna akademiia pedahohichnykh nauk Ukrainy. (2016). *Natsionalna dopovid pro stan i perspektyvy rozvytku osvity v Ukraini* (V. H. Kremen, V. I. Luhovyi, A. M. Hurzhii, & O. Ya. Savchenko, red.). Pedahohichna dumka. <https://mon.gov.ua/static-objects/mon/sites/1/nrk/Analitychni-materialy/7-natsionalna-dopovid-pro-stan-i-rozvitok-osviti-v-ukraini.pdf>
- Natsionalna akademiia pedahohichnykh nauk Ukrainy. (2021). *Natsionalna dopovid pro stan i perspektyvy rozvytku osvity v Ukraini: monohrafiia* [Redkol.: V. H. Kremen (holova), V. I. Luhovyi (zast. holovy), O. M. Topuzov (zast. holovy); za zah. red. V. H. Kremenia]. KONVI PRINT. <https://doi.org/10.37472/NAES-2021-ua>
- Nova ukrainska shkola. (2022). *Yaka sytuatsiia z detsentralizatsiieiu upravlinnia osvitou v hromadakh – doslidzhennia*. <https://nus.org.ua/2022/01/23/yaka-sytuatsiya-z-detsentralizatsiyeyu-upravlinnya-osvitoyu-v-gromadah-doslidzhennya/>
- Osvita.UA. (2024, 27 Februrary). *Vidokremenist osvity vid tserkvy: roziasnennia osvitnoho ombudsmena*. <https://osvita.ua/school/reform/91518/>
- Osvitnii ombudsmen Ukrainy. (n.d.). *Misiia, viziia, tsinnosti*. <https://eo.gov.ua/misiia-viziia-tsinnosti/>
- Topuzov, O. M. (2021). *Osvitnie partnerstvo v systemi zahalnoi serednoi osvity: teoriia i metodolohiia: monohrafiia*. Kyiv, Pedahohichna dumka. <https://doi.org/10.32405/978-966-603-2-2021-160>
- Topuzov, O. M. (2024). *Osvitnia sfera Ukrainy: natsionalni prioritytety, problemy i perspektyvy: monohrafiia*. Pedahohichna dumka. [https://undip.org.ua/wp-content/uploads/2024/12/Topuzov\\_2024\\_.pdf](https://undip.org.ua/wp-content/uploads/2024/12/Topuzov_2024_.pdf)
- Topuzov, O., Holovko, M., & Lokshyna, O. (2023a). *Osvitni vtraty v period voiennoho stanu: problemy diahnozyky ta kompensatsii*. *Ukrainskyi Pedahohichnyi zhurnal*, 1, 5–13. <https://doi.org/10.32405/2411-1317-2023-1-5-13>
- Topuzov, O., Lokshyna, O., & Holovko, M. (2023b). Learning losses: the complexity of problem in the context of war in Ukraine. *Education: Modern Discourses*, 6, 7–17. <https://doi.org/10.37472/2617-3107-2023-6-01>
- United Nations. (n.d.). *Goal 4: Quality education*. <https://sdgs.un.org/goals/goal4>
- Verkhovna Rada Ukrainy. (2016). *Kontsepsiia realizatsii derzhavnoi polityky u sferi reformuvannia zahalnoi serednoi osvity "Nova ukrainska shkola" na period do 2029 roku* (Rozporiadzhennia Kabi-

- netu Ministriv Ukrainy № 988-r vid 14.12.2016). <https://zakon.rada.gov.ua/laws/show/988-2016-%D1%80#Text>
- Verkhovna Rada Ukrainy. (2017). *Zakon Ukrainy "Pro osvitu" № 2145-VIII vid 05.09.2017*. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
- Verkhovna Rada Ukrainy. (2018). *Polozhennia pro Derzhavnu sluzhbu yakosti osvity Ukrainy* (Postanova Kabinetu Ministriv Ukrainy № 168 vid 14.03.2018). <https://zakon.rada.gov.ua/laws/show/168-2018-%D0%BF#Text>
- Verkhovna Rada Ukrainy. (2019). *Pro zatverdzhennia Polozhennia pro opornyi zaklad osvity* (Postanova Kabinetu Ministriv Ukrainy № 532 vid 19.06.2019). <https://zakon.rada.gov.ua/laws/show/168-2018-%D0%BF#Text>
- Verkhovna Rada Ukrainy. (2020). *Zakon Ukrainy "Pro povnu zahalnu seredniu osvitu" № 463-IX vid 16.01.2020*. <https://zakon.rada.gov.ua/laws/show/463-20#Text>
- Verkhovna Rada Ukrainy. (2024). *Derzhavnyi standart profilnoi serednoi osvity* (Postanova Kabinetu Ministriv Ukrainy № 851 vid 25.07.2024). <https://zakon.rada.gov.ua/laws/show/851-2024-%D0%BF#Text>

*Received: 30 Oct 2025; Accepted: 01 Dec 2025; Published online: 29 Dec 2025*