

								  MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
EDUCATION DIGEST								
								
								
				Regular review of policies, priorities and key changes in the education sector of Ukraine				
							6	
June 2026						Issue		

EDUCATION DIGEST 6

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Dear Partners,

Welcome to the new issue of the Education Digest. In this edition, we share key updates on the progress of the Ukrainian education system in Q2, 2026, despite the ongoing war, highlighting our strategic shift from immediate emergency response to long-term, sustainable transformation.

Read on to discover recent achievements in modernizing educational infrastructure, the evolution of upper secondary school reforms, and other important initiatives the Government is implementing, with your steadfast support, to guarantee a better education for every child in Ukraine.

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We continuously strive to be more open and useful to our partners, so your feedback is always highly appreciated.



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DATA SNAPSHOT

For detailed regional data or specific situational insights, please contact the PCO team — partnership@mon.gov.ua

as of May, 2026

	Preschools	Schools	VET & professional pre-higher education
Functioning	11 635	11 940	1 423
Modality			as of December, 2025
In-person	9 301	8 586	283
Online	1 233	1 305	68
Mixed	1 101	2 049	176
Damaged	1 425	1 877	420
Destroyed	141	235	21
Repaired	650	981	143
Number of shelters (constructed/or equipped)	9 532	11 361	2 831
711 Inclusive Resource Centers	711 Total	690 Functioning	3 982 Number of educators

	Preschools	Schools
Number of educators	102 509	366 443
Number of vacant positions	7 864,88	5 231,97
Number of students	711 621	3 582 340
In-person	567 426	2 338 924
Online	67 481	285 162
Mixed	76 714	76 714
Students with SEND (number of children studying in inclusive groups)	19 276	56 705
IDPs (Students)	54 341	241 805
Students abroad		315 441

HIGHLIGHTS

Key Milestones,
Government Decision and Policies

Building Forward Better: New Strategic Approach to Ukraine's Modern Educational Infrastructure



The Ministry of Education and Science of Ukraine (MoES) has officially launched the Building Forward Better Project for the comprehensive recovery of Ukraine's educational infrastructure. Based on the "build back better" principle, the focus is on making educational facilities safer, more sustainable, and of higher quality. It is implemented with the vital support of the World Bank.

- ❗ **The project's goal** is not simply to restore destroyed institutions, but to completely rethink the approach to educational spaces in Ukraine.



Key components of the project:

- ▶ **Transformation of Physical Learning Environments:** The project will consolidate, prepare, and update technical documentation to ensure that modernization and rebuilding of new kindergartens, schools, colleges, and universities take into account EU standards, student needs, resilience, inclusiveness, energy efficiency, healthy environments, and teaching and learning conducive spaces.
- ▶ **Education Infrastructure Investment Planning:** An education infrastructure investment strategy and action plan, including a dynamic multi-criteria decision-making framework to prioritize educational institutions that need to be rebuilt, restored, or modernized according to new standards that meet contemporary challenges and requirements across Ukraine by 2036.
- ▶ **Strengthening Capacities for Education Infrastructure Management:** Strengthening capacities for education infrastructure management from the local to the national levels by delivering training activities to facilitate knowledge exchange and future capacity.

First Building Forward Better Milestone: Updating Preschool Building Norms

Within the first component of the project, an important update to the State Building Codes (DBN) for "Preschool Education Institutions" will be implemented in the nearest weeks.

The updated DBN introduces more flexible approaches to the design of preschool education facilities, better reflecting the needs of children and the capacities of communities.

It lays a solid foundation for infrastructure development and:

- ▶ Aligning selected requirements with the ongoing Early Childhood and Preschool Education Reform and enabling more flexible formats of preschool provision, including mini-kindergartens.
- ▶ Removing a number of outdated requirements that increased the complexity and cost of design and construction processes.
- ▶ Simplifying selected planning and design requirements, which may facilitate the establishment of new preschool facilities by public, private, and donor-supported providers.
- ▶ Introducing opportunities for new architectural solutions, including rooftop playgrounds and the use of floor-to-ceiling windows, giving designers greater flexibility to create spaces that support children's development, exploration, and connection with the surrounding environment.
- ▶ Harmonizing key technical requirements related to ventilation, acoustics, indoor and outdoor environmental quality and safety with relevant European EN and ISO standards, supporting safer and more comfortable learning environments.

[Linkedln](#)

Learn more about the updated DBN on the Ministry of Education and Science channels.





The reconstruction and development of Ukraine's educational infrastructure is supported through "Building Forward Better" — a joint project of the Ministry of Education and Science of Ukraine and the World Bank, under the LEARN program Lifting Education Access and Resilience in Times of Need"

Enhancing International Cooperation to Support Ukraine's Education



The First EU–Ukraine High-Level Dialogue on Education: a new stage of educational integration

Since 2022, the European Union has mobilized more than **€1.1 billion** to support education in Ukraine — combining emergency assistance, reform support, and long-term investments.



During the Dialogue, both sides reaffirmed their shared commitment to strengthening cooperation in education and skills development as a key element of Ukraine's recovery and European integration. Special attention — to expanding Erasmus+ opportunities and preparing for Ukraine's future association with the programme.

Following the dialogue, the EU confirmed its readiness to expand its support for Ukrainian education, and the further involvement of Ukraine in European educational initiatives. The event demonstrated a high level of trust and partnership between Ukraine and the EU in the field of education.

Nearly USD 295 Million Secured for Ukraine's Education and Science: URC 2026 Results

At the URC 2026 on June 25–26, the MoES delegation, led by First Deputy Minister Yevhen Kudriavets, secured nearly USD 295 million in international funding and partnerships to drive educational recovery and safeguard human capital.

Major Agreements & Investments:

- ▶ **The World Bank announced an additional USD 286 million for Ukraine's education sector**

The funding will be provided through the LEARN programme, further strengthening Ukraine's education system and supporting its continued recovery.

(Further details on the initiative are available on the following pages)

- ▶ **Energy-Resilient Schools:** Signed a Joint Statement of Cooperation with the Council of Europe Development Bank to equip schools against power outages and secure uninterrupted offline learning.

- ▶ **School Meals Extension:** Partnered with the UN World Food Programme (WFP) via a UAH 350 million agreement, ensuring free hot meals for primary students (Grades 1–4) across 8 frontline regions for the entire 2026/2027 academic year.
- ▶ **Scientific Infrastructure:** Launched a USD 600,000 two-year initiative by UNESCO and the Government of Flanders to support researchers and laboratory equipment, complemented by the signing of the Gdańsk Declaration for long-term scientific backing.



Strengthening Partnerships for Resilient Education in Ukraine

As part of the working visit to Brussels, MoES delegation held a series of bilateral meetings. Discussions included meetings with the Ministers of Education and Science of Poland 🇵🇱, Romania 🇷🇴, and Slovakia 🇸🇰, as well as the leadership of Enabel, the Belgian 🇧🇪 agency for international cooperation.

The discussions focused on priorities:

- ▶ supporting Ukrainian learners, teachers, and researchers across Europe;
- ▶ ensuring the rights of national minorities within Ukraine's education system;
- ▶ strengthening the energy resilience and modernization of educational institutions in Ukraine;
- ▶ advancing joint education and research initiatives in the context of Ukraine's European integration.

Sharing Ukraine's Experience at the Education World Forum

For Ukraine, participating alongside 125 countries in such global platforms is an opportunity to demonstrate how Ukrainian education continues to move forward, despite full-scale aggression. This is exactly what the First Deputy Minister of Education and Science of Ukraine, Yevhen Kudriavets shared during panel discussions.

MoES delegation also held meetings with the World Bank, the International Finance Facility for Education (IFFEd), leading EdTech organizations, the British Council, and Cambridge University Press & Assessment.



**Education
World Forum**



MoES is grateful to all our international partners for their systemic support and joint efforts to ensure children have access to quality and safe learning, despite the war.

New US\$286 million boost for Ukraine's education system during wartime conditions

Ukraine will receive US\$286 million in additional financing for the education sector following the achievement of key results by the Ministry of Education and Science of Ukraine under the LEARN Program — "Lifting Education Access and Resilience in Times of Need in Ukraine."

The LEARN program operates on a Program-for-Results financing model, meaning that additional funding is disbursed after MoES achieves agreed education development targets.

Previously, MoES secured **US\$451 million** through the LEARN program to support education. As a result, **more than 240,000 teachers** received training for the implementation of NUS reform, nearly **780,000 students** received new textbooks, **over 18,000 children** benefited from free transportation to school, and **more than 12,000 students and educators** gained access to safe shelters.

Under the new agreement, the targeted outcomes include:

- **Training 60,000 ninth-grade teachers** to work under the New Ukrainian School (NUS) standards;
- **Providing new NUS textbooks** to 4th- and 9th-grade students;
- **Expanding the free school transportation program for students;**
- **Improving financing mechanisms for school shelters and school buses**, with priority given to children with disabilities;
- **Scaling up Ukraine's Early Childhood and Preschool Education Reform.**



We thank the World Bank, URTF, and the Government of Japan for their continued and unwavering support of Ukrainian education.



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Multi-Year Resilience Programme: Progress and Impact

The implementation of the Multi-Year Resilience Programme (MYRP) for 2024–2026 continues to drive changes in the educational sector. Acting as a collaborative platform between the government, civil society, and international organizations, the program works to ensure that every child in Ukraine has access to safe and high-quality learning.

Since its launch, the program has demonstrated significant results:

Community Reach and Educational Support

106 436 children & 41 969 educators successfully reached.

23 519 children participated in catch-up learning sessions.

300 new educational materials

developed specifically for New Ukrainian School (NUS) educators.

90 Vocational Education and Training (VET) managers

underwent specialized training, alongside 9 large-scale educational studies conducted.



Infrastructure and Digitalization

- ▶ **31 school shelters**
fully restored to guarantee safe offline learning.
- ▶ **57 new Digital Learning Centers established.**
- ▶ **19,659 computers delivered to educational institutions.**
- ▶ **3,896 educators**
mastered the interactive Learning Without Waiting application.

The MYRP is funded by Education Cannot Wait in partnership with the MoES. It is actively implemented by two consortiums — KSE and Finn Church Aid — bringing together a powerful network of NGOs, including savED, Osvitoria, Teach for Ukraine, Projector Foundation, EdCamp Ukraine, DOCCU, MriyDiy, and GoGlobal.



Save the Date: International Summit on the Teaching Profession with Ukraine 2026

MoES in partnership with Education International and the OECD, invites global partners to save the date for a special ministerial-level summit in Kyiv on 5–6 October 2026 on the occasion of World Teachers' Day. Focused on supporting educators during crises and accelerating Ukraine's educational recovery, the high-level gathering will address pedagogical resilience, teacher agency, and strategic international cooperation.

International partners are highly encouraged to nominate ministerial-led delegations and support early planning and logistical coordination by completing the official preliminary registration form.



[Registration form](#)

EDUCATION IN EMERGENCIES

Winterization and Energy Sustainability in Ukrainian Education

Energy sustainability has become the absolute cornerstone of protecting access to education in Ukraine. Interruptions in electricity and heating supply pose a more critical threat to learning continuity and human capital than air raid alarms.

The Scale of the Energy Crisis on Education

- ▶ **1.99 million children** experienced educational interruptions due to energy failures between January and mid-February 2026 alone.
- ▶ **79% to 88% of effective learning time was lost** during this period in the most affected areas, including Kyiv (city and region), Zhytomyr, Dnipropetrovsk, Kherson, Mykolaiv, and Odesa regions.
- ▶ **16.5 school days were lost** to energy and heating blackouts in just 1.5 months of 2026 — nearly double the 9.8 days lost to air raid alarms over a two-month period in 2025.
- ▶ **National Autonomy Gap** (2025 Data): A large-scale survey of 12,014 public schools (96.2%) revealed that while 65.95% achieved thermal autonomy, more than 51% still lack stable electricity (only 48.36% possess electrical autonomy).

Current Readiness & Achievements



For the first time, the Government of Ukraine is directing **UAH 2.3 billion** specifically to prepare educational institutions for the upcoming 2026/2027 heating season.

This funding includes backup power and solar stations for schools, energy autonomy and utility costs for universities and professional pre-higher colleges, as well as funding for shelter equipment and campus restoration.

Through the combined efforts of the state and international donors, approximately **UAH 2.4–2.5 billion** has been mobilized to date, supporting over **2,600 educational institutions across** Ukraine.

Partner / Organization

Contribution & Impact

UNITED24

with TransferGo

Total

UAH 56.7 million

= 132 generators for schools, plus support for 7 VET colleges

Enabel 

Belgian agency for international cooperation

144 generators

were delivered to institutions in the Kyiv city, Kyiv region, and Chernihiv region.

unicef 

with Germany, Lithuania, Austria

UAH 862.4 million

allocated to support 2,300 institutions across 22 regions (2024–2026).

 **CPVA**
 Central project management agency

Lithuanian International Partnerships Center (CPVA)

Solar Energy Pilot:

Equipped 18 educational institutions

with solar panels, inverters, and backup battery systems for uninterrupted learning.

unicef 

with DG ECHO

UAH 87.8 million

planned to ensure energy resilience for the 2026–2027 school year.

Future Approach: Green Education Infrastructure



Some of examples:

- ▶ World Bank LEARN Project: In 2025, green energy and efficiency concepts were officially integrated into the national school curriculum through new teaching guides for grades 4–11.



The strategic focus of the Ministry of Education and Science is shifting from basic diesel generators toward long-term decarbonization. By building "green" educational environments, aligning with the World Bank's RIGHT+ Framework for Physical Learning Environments.



- ▶ CPVA's Project Expansion (2026): to equip additional institutions with solar power plants.





Call for Partnership & Entry Points for Partners

State funding cannot cover all 12,000+ educational institutions, as the vast majority of the national budget must be directed toward defense needs. Therefore, the MoES calls upon international partners to join forces. Together with the Institute of Educational Analytics, MoES has defined four critical entry points for intervention (2024–2026 datasets):

- **Subvention Co-financing:** Under the 2026 state subvention, local communities are required to provide 10% co-financing. Partners can step in to cover this share for financially vulnerable communities.
- **Expanding Scope:** Extending resilience support beyond high schools to gymnasiums (lower-secondary), primary schools, and kindergartens.
- **Component Supply:** Procuring specific hardware (batteries ranging from 40 to 480 kWh, inverters, and solar panels) to upgrade schools that currently only have partial autonomy.
- **Technical Expertise:** Funding professional energy audits, preparing design and estimate documentation, and training school staff to safely operate modern energy systems.

PRESCHOOL

Scaling Up The Early Childhood & Preschool Education Reform

The adoption of the new Law of Ukraine “On Early Childhood Education” has created new opportunities for communities to modernise education networks and introduce flexible service models tailored to the needs of children and families.



More than 100 new educational locations have already been established across all regions of Ukraine. These include mobile kindergartens, family-based and mini-kindergartens, workplace-based childcare facilities, Centres for Pedagogical Partnership, and Child Development Centres.



One of the most innovative models is the **Centre for Pedagogical Partnership**, where parents actively participate in the educational process alongside educators. More than 30 such centres are already operating nationwide, supporting children from birth to school age and strengthening family engagement in early learning.

Despite the challenges posed by Russia's full-scale invasion, Ukraine continues to ensure access to early childhood and preschool education and strengthen the resilience of its education system.

The Mriia logo consists of the word "Mriia" in a stylized, italicized font, enclosed within a rounded square border. This logo is centered within a larger dashed rectangular frame.

Digital Transformation: Pilot Launch of «Mriya.Preschool»

“Mriya.Preschool” — a digital ecosystem for early childhood education institutions and parents. Administrators will use it as digital attendance records, planning tools, reporting functions, and electronic documentation, while parents will gain access to information about their child’s daily activities, well-being, and educational progress.

The pilot will involve 40 early childhood education institutions across 6 regions of Ukraine, including urban, rural, and frontline communities. Following evaluation, the system will be made available free of charge to all preschools nationwide.

Strengthening the Regulatory Framework

To advance Ukraine's Early Childhood and Preschool Education Reform, the MoES hosted the presentation of a key study: "Regulatory Framework for Early Childhood Education: Analysis of Gaps and Inconsistencies," developed by the Polaris Programme “Supporting Multi-Level Governance in Ukraine”.

Based on the findings, a dedicated focus group mapped out actionable recommendations to improve the sector. The proposed steps focus on upgrading the legal framework, enhancing support for young educators and children with SEN, and updating methodological materials in alignment with the new State Standard.

**Polaris**

Supporting Multilevel
Governance in Ukraine

INCLUSIVE EDUCATION AND ACCESSIBILITY

Monitoring Support Services for Children with Special Educational Needs

A new nationwide monitoring study highlights the quality of correctional and developmental services and the effectiveness of state funding allocated to support learners with Special Educational Needs (SEN):

- ▶ **Funding Disparities:** State subventions cover **50–76%** of needs in high-performing hromadas, but drop to a critical **0–28%** in low-performing ones, impacting rural areas.
- ▶ **The Execution Gap:** Individual Development Plans are deeply underfulfilled. Only **8–11%** of recommended special sessions are actually delivered in low-performing hromadas (compared to 51–66% in high-funded ones).



- ▶ **Staffing Crisis:** Only **38.6%** of special education specialists in schools have professional profile training, leading to severe shortages of qualified defectologists and rehabilitologists.
- ▶ **Format Success:** Face-to-face sessions remain the gold standard, with **65–94%** parental satisfaction rates.

The study was conducted in partnership with UNICEF Ukraine and supported by the German Federal Ministry for Economic Cooperation and Development (BMZ) through KfW Development Bank.

Expanding Access Through Assistive Technologies

MoES has launched the provision of eye-tracking devices to selected Inclusive Resource Centres (IRC) across Ukraine.

The goal — to enable children with severe speech and motor impairments to communicate and participate more fully in educational activities. Following specialised training, IRC professionals will support children in using the devices effectively.

This initiative forms part of Ukraine's broader commitment to creating a barrier-free educational environment and ensuring equal access to learning opportunities.

This change reinforces principles of equality, dignity, and non-discrimination.



Improvements in Inclusive Education Policy

Beginning with the 2026/2027 academic year, a revised Procedure for Organising Inclusive Education in General Secondary Schools will enter into force.

The updated framework:

- ▶ strengthens multidisciplinary support teams,
- ▶ improves planning of educational, developmental services, and streamlines documentation processes.
- ▶ ensures that learners with SEN receive state-recognised educational certificates without any indication of disability or developmental condition.

Digitalisation of Inclusive Resource Centres

Starting from the upcoming academic year, records of psycho-pedagogical and developmental services, as well as parental confirmation of service provision, will gradually transition to the national digital IRC system.



The initiative will reduce administrative burden, improve transparency, and enhance data management within the inclusive education system.

Creating Equal Learning Environment

Ukraine continues to advance a comprehensive barrier-free policy despite the ongoing war.

- ▶ In May 2026, Minister of Education and Science Oksen Lisovyi participated in a meeting of the National Council on Barrier-Free Environment, where key priorities included implementation of the National Strategy for Creating a Barrier-Free Space in Ukraine and expanding inclusive educational opportunities.
- ▶ Ukraine's efforts were also presented internationally during a meeting of the Parliamentary Network on the Situation of Ukrainian Children. Discussions focused on protecting the rights of children with disabilities and ensuring continued international support for inclusive education reforms.



SCHOOL

New Ukrainian School and the Education for Life Policy

Advocacy and implementation of the “**Education for Life**” policy accelerated in Q2 2026, focusing on practical piloting and teacher engagement ahead of the 2026/2027 school year.

The NUS Implementation Office conducted extensive direct communication through regional events and EdCamps across Kharkiv, Khmelnytskyi, Mykolaiv, Dnipro, Chernihiv, and other regions to gather field feedback and introduce project-based tools.

*The NUS Implementation Office,
supported by the World Bank
(LEARN, URTF)*



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- **Engagement with Materials:** The “Education for Life” digital platform reached over 123,000 sessions and surpassed 19,000 downloads by the end of May 2026.
- **Textbook & Curriculum Development:** Preparations are underway for the second wave of Grade 5 piloting in Mathematics, Social/Health, Physical Education, and Civic/Historical fields. A new two-year textbook development cycle will launch in Q3 2026 to provide authors with adequate time for high-quality preparation and revision.
- **Rethinking School Libraries:** MoES introduced a new concept to transform school libraries into active reading hubs, developing practical guides, reading challenges, and clubs to systematically build student reading competencies.

Profile High School and Upper Secondary Reform (10-12 grades)

Ukraine is entering an intensive phase of planning and public consultations to build an effective upper secondary school network.

- ▶ **Preparation for Pilot in September 2026:** Active preparations are underway for a large-scale pilot of the new upper secondary model. 120 newly selected pilot schools will join the 30 existing pre-pilot lyceums. The reform introduces individualized learning pathways, specialized profiles, and flexible student grouping.
- ▶ **National Scaling Forum:** On May 30–31, 2026, the MoES, with support from the World Bank (LEARN Project), the International Renaissance Foundation and OECD, hosted the National Forum on Scaling Upper Secondary Education, establishing a peer-learning and mentorship network between pre-pilot and new pilot schools.

The event brought together representatives of:

- 30 pre-pilot schools
- more than 120 newly selected pilot schools;
- regional education authorities;
- higher education institutions;
- international partners.

The forum became an important platform for sharing practical experience and lessons learned during the pre-pilot phase.

Representatives of pre-pilot schools presented successful implementation cases, discussed challenges and solutions, and provided practical recommendations to schools preparing to launch the new model in September 2026.



- ▶ **Implementation Support:** The Ministry released a comprehensive methodological guide covering curriculum planning, elective courses, and profile-based education setups for academic lyceums.

Modern Learning Environments: Expanding STEM Clusters

As the NUS reform enters the upper secondary phase, the MoES and NUS Implementation Office have updated regulatory frameworks and design guidelines. The focus is now shifting toward modernizing academic lyceums to create specialized learning environments that support profile-based education.



2025 Achievements:

A **UAH 800 million** allocation successfully established STEM clusters across **112 schools**, creating **578 modern spaces** (196 laboratories and 382 theoretical classrooms).



Call for Partnership

As Ukraine enters its most intensive phase of scaling the Profile High School reform ahead of the upcoming pilot cycles, targeted international support remains critical to ensuring equitable access to high-quality upper secondary education.

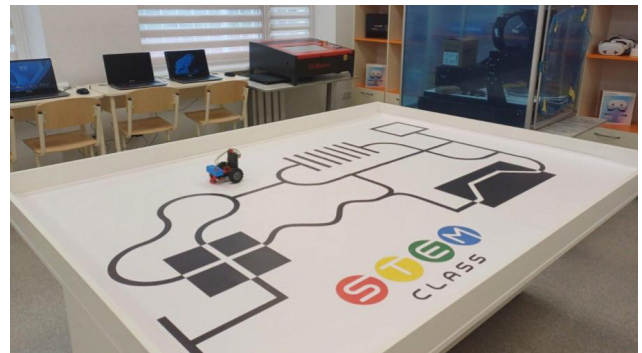
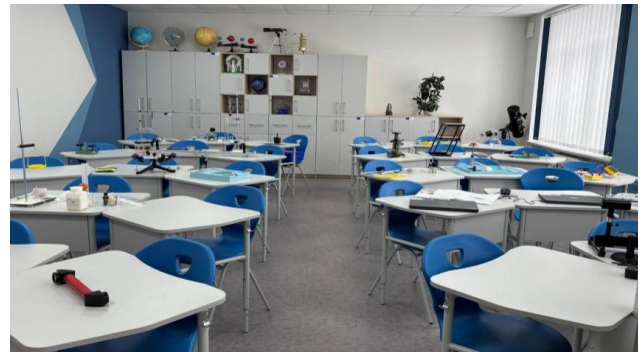
2026 Scaled Investment:

UAH 1.9 billion has been allocated to develop advanced STEM learning environments in approximately 250 future academic lyceums, driving the large-scale rollout of the profile-based high school model.

Key Entry Points for International Partners:

- **Curriculum Development:** Designing modern learning and teaching materials specifically for Grade 10.
- **Capacity Building:** Strengthening the institutional capacity of pilot schools and fostering professional peer-learning networks among educators.
- **Infrastructure Modernization:** Enhancing and modernizing learning environments to support specialized academic profiles.
- **Global Exchange:** Facilitating international cooperation and the sharing of best implementation practices.

What do modern learning environments in Ukraine look like:



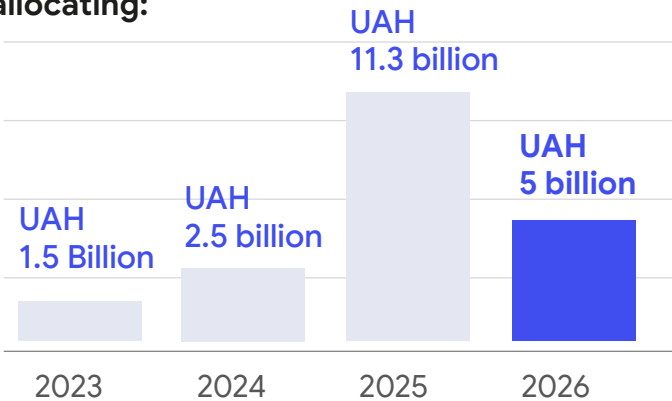
Securing Safe In-Person Education

Ensuring safe access to in-person learning remains a top government priority to maintain educational continuity despite the war.

Since 2023, **335 shelter projects** have been successfully completed through new construction, reconstruction, or renovation, with an additional 157 projects currently under implementation.



The Government has continuously increased funding for protective infrastructure, allocating:



+ an additional **UAH 1.0 billion** dedicated specifically to preschool shelters (2026)



Call for Partnership

Remaining Infrastructure Demand: Despite significant progress, substantial gaps remain. Local community data indicates that **2,580 existing shelters** still require current repairs, major renovations, or reconstruction, while there is a verified need for **461 newly constructed shelters** across Ukraine.

Supporting Children Abroad and in Temporarily Occupied Territories

The MoES continues to deploy flexible regulatory, legal, and digital mechanisms to ensure that Ukrainian children — whether displaced globally or living under temporary occupation — maintain an uninterrupted connection to the national educational ecosystem.

Supporting Displaced Students Abroad

- ▶ **Global Network:** Over **24,000 students** abroad study the Ukrainian component program, with nearly half attending 115 verified weekend schools across 32 countries.
- ▶ **Academic Recognition:** MoES held extensive consultations with over **1,500 education officials** and principals to streamline the re-enrollment and recognition of learning outcomes obtained abroad.
- ▶ **Digital Resources & Standards:** More than 1,200 educational materials have been published on the All-Ukrainian School Online platform. Additionally, public discussions have launched on the new State Language Standard ("Ukrainian as a foreign language for school-age children", levels A1-B2).

Ensuring Access for Children in Temporarily Occupied Territories (TOT):

- ▶ **Legal Pathways:** The official Procedure for Recognition of Learning Outcomes for secondary education graduates from the TOT was formally approved, with comprehensive methodological guidelines currently in preparation.
- ▶ **Targeted Content & Training:** Technical workflows are underway for specialized TOT materials on the All-Ukrainian School Online. Meanwhile, tailored history and civic education curricula (Grades 10–11) were presented to 312 educators working directly with TOT students.
- ▶ **Frontline & Media Outreach:** A specialized implementation webinar reached 276 school leaders across frontline regions (Kherson, Donetsk, Luhansk, Mykolaiv, Kharkiv, and Zaporizhzhia), complemented by national awareness campaigns broadcast.



Teacher Professional Development and Demand-Driven Financing

The “Money Follows the Teacher” pilot mechanism, which grants educators individual budgets to select their own accredited professional development programs, continues to scale rapidly.

115,000 participants

have registered in the pilot project.



25,050 teachers

have already received funding via personal virtual accounts

=UAH 37.6 million has been disbursed directly to teachers for professional development.

Quality Control: 84.3% of submitted programs (791 out of 966) have been strictly verified. The system now includes 5,083 verified educational institutions and 767 registered service providers. Preparatory work is ongoing to codify this demand-driven mechanism into permanent regulation.

VOCATION EDUCATION AND TRAINING

National Career Guidance Pilot

- ▶ **Community-Level Scaling:** In cooperation with the **DECIDE** project, the national career guidance pilot expanded to 390 territorial communities.
- ▶ **Capacity Building:** More than **400 community career coordinators** and **1,700+ career** counselors completed specialized training to help students effectively map out their educational and employment trajectories.



Infrastructure, Safety, and Digitalization

- ▶ **EU4Skills Investment:** The European Union invested **€2.6 million** to modernize, thermally renovate, and equip two key institutions in Vinnytsia: the Higher Vocational School of Services and Higher Vocational School No. 7.



- ▶ Preparatory works have started for the reconstruction of the Vasylkiv VET College. The project is being implemented in cooperation with the Ministry of Education and Science of Ukraine, with financial support from **KOICA** and with **UNOPS** as the implementing partner.

KOICA



- ▶ **Safe Educational Spaces:** In partnership with the Swiss-supported EdUP project, 9 modern, fully autonomous shelters (equipped with ventilation, water, internet, backup power, and overnight accommodations) were completed across multiple regions.
- ▶ **Digital Competence Tracking:** Through the European Training Foundation's (ETF) SELFIE for Teachers initiative, over 8,000 educators from 397 schools assessed and upgraded their digital skills.



Donor-Driven Reskilling and Workforce Development

International partners actively scaled up targeted programs to support war-affected groups, including veterans, IDPs, women, and youth:

- ▶ **Skills4Recovery:** This initiative enabled 3,640 Ukrainians to complete reskilling programs (with most already employed), modernized 75 institutions, trained 1,700+ professionals, and engaged 180 employers, reaching over 18,000 people overall.
- ▶ **Partnership Fund for Resilient Ukraine (PFRU):** PFRU launched a comprehensive support track targeting 80 VET institutions in frontline and border regions, providing entrepreneurship and digital literacy training to 4,000 students while developing the national employment platform "Obriy".

Skills4Recovery



- ▶ **UNDP & Government of Japan:** Launched a new initiative establishing reskilling hubs, providing 5 selected institutions with up to USD 50,000 each for market-oriented training and equipment upgrades.



- ▶ **HELVETAS & Volvo Group:** Partnered under the Sida-backed RECONOMY program to upgrade equipment, modernize curricula, and launch apprenticeships within the high-demand transport, logistics, and construction sectors.



EU Alignment and Governance Reforms

During April–June 2026, the MoES accelerated systemic VET and professional pre-higher education reforms, aligning national policies with European standards.

- ▶ **EU Acquis Integration:** The implementation of the new Law on Vocational Education has been officially integrated into Ukraine’s National Programme for the Adaptation of Legislation to the EU acquis, ensuring all forthcoming secondary legislation undergoes strict EU compliance assessments.
- ▶ During the EU–Ukraine High-Level Dialogue on Education, ETF and the World Bank presented the strategic note of the Rapid Education Diagnosis (RED) for Ukraine. The initiative assesses progress in education reform and provides an evidence base for Ukraine’s continued alignment with EU standards.
- ▶ **Modern Institutional Governance:** A new Model Regulation on the competitive selection of VET institution heads will take effect on September 12, 2026. It introduces a transparent and standardised recruitment procedure and strengthens the role of supervisory boards in leadership appointments.
- ▶ **Scaling Supervisory Boards:** The MoES, alongside the Reform Support Team and international partners (EBRD, EdUP, DECIDE, FCA, EasyBusiness), launched a series of coordination roundtables and a dedicated digital monitoring tool to track the rollout of supervisory boards. Notably, the GO VET initiative (Finn Church Aid + EBRD) is currently establishing 15 supervisory boards across 4 pilot regions.

Efforts to establish supervisory boards are also being implemented through the Worldbank, EdUP, DECIDE projects in other VET institutions.

- ▶ To advance the Law on Vocational Education, MoES approved a new **VET financing mechanism** that will enable regions to optimize local budgets and prioritize high-demand professions.
- ▶ MoES approved the Model Regulation on Regional Vocational Education Councils, giving them an updated role in supporting regional VET development, labour market analysis, partner engagement and modernisation of vocational education institutions in line with local labour market needs.
- ▶ Within the Upper-Secondary Education Reform, a new Model Educational Programme for specialized upper secondary education, allowing students to combine general studies with early professional exposure starting September 1, 2027.

Curriculum Modernization and Specialized High School Track

- ▶ **Vocational Profiles for Grade 10:** The MoES developed a draft Model Educational Programme introducing 10 distinct learning profiles that bridge general secondary standards with profession-oriented pathways. This will serve as the foundation for profile-specific curricula starting in 2027.
- ▶ **Relaunch of WorldSkills:** The "WorldSkills Ukraine" competition is officially relaunching in 2026, featuring regional and national finals across key competencies like welding, CNC machining, mechatronics, and mobile robotics.
- ▶ **Jobs & Skills 4 Ukraine Forum:** The World Bank Group convened 225 participants from the government, private sector, academia, and civil society in Kyiv to advance inclusive hiring and scale up employer-driven upskilling and reskilling programs, particularly for women, veterans, persons with disabilities, and IDPs. The initiative was supported under the SPIRIT Technical Assistance and financed by URTE.

DIGITAL TRANSFORMATION

Advancing Digital Competencies and AI Literacy

Ukraine's approach to digital literacy is moving beyond basic tech usage toward deeper practical mastery:

- ▶ The national Standard Program for Professional Development of Pedagogical Staff has been officially updated to embed AI literacy into core teacher training.
- ▶ **Global Benchmarking & Safety:** Preparations are moving forward for Ukraine's participation in the International Computer and Information Literacy Study to benchmark 8th-grade digital literacy against EU standards. Additionally, in cooperation with the UNODC, a specialized **"Cybercrime Prevention: A Guide for Teachers and Parents"** was launched and made publicly available on the mozaWeb platform.

[🔗 Guide Link](#)



The majority of Ukrainian teachers rate their digital competence at the B1 (Integrator) level

Meaning they already use digital technologies in the educational process regularly but **still require professional development in more complex and personalized applications of digital tools.**

- ▶ Future priorities should shift from increasing the number of training sessions to deepening the level of digital knowledge and practical skills among teachers.
- ▶ Special attention should be paid to developing teachers' abilities to use digital tools not only for communication or preparation of educational materials, but also for learning assessment, personalization of the educational process, supporting inclusive education, and data-driven decision-making.

The SELFIE Audit Insights: A nationwide digital audit utilizing the European SELFIE for Teachers tool analyzed 8,000 educators across 400 schools.

Expanding Access to EdTech Content

Matific Math Pilot	Launched on the All-Ukrainian School Online platform. Backed by UNICEF, a joint study on its efficacy for grades 5–9 is underway following a trilateral memorandum between the MoES, Slate Science Operations Pty Ltd (Matific), and the "Osvitoria" NGO.
STEM & Tech Concept	Developed the concept for the UNICEF-supported "Tinkering with Tech" hands-on problem-solving project in secondary schools.
Safe EdTech Standards	Partnered with the EdTech CoE to localize the EdTech for Good Framework to vet and select secure digital classroom tools.
Skill-Building Courses	The AI Python for Beginners course was deployed on the "Digital Services for Education" platform. Additionally, an AI avatar creation course was launched in collaboration with Elai.
Premium Ecosystem Access	Secured free institutional access for Ukrainian educators and students to top-tier global platforms: SimLab VR Studio, Grammarly, Zoom, Udemy, Elai, and Colossyan.
Modernizing Standards	Working groups were formed to update guidelines and specifications for interactive electronic textbook supplements, specifically focusing on primary school needs.

Strengthening Digital Infrastructure on the Ground

Hardware modernization remains critical for operational continuity in war-affected and frontline areas.

- **JICA Emergency Program:** Jointly executed by the Government of Ukraine and the Japan International Cooperation Agency (JICA), this initiative delivered 3,920 PCs, 1,747 interactive panels, and 1,422 laptops to schools.
- **People in Need (PIN) Support:** The Czech humanitarian organization delivered 249 laptops and tablets to frontline classrooms in the Sumy, Dnipropetrovsk, and Kharkiv regions.

To maximize the impact of this new hardware, MoES task forces have begun overhauling the national Standard Lists of Computer Equipment and teaching aids, focusing heavily on modernizing robotics gear and STEM laboratory specifications across preschool, secondary, and VET sectors.

Upgrading Digital Platforms and Anti-Corruption Filters

To ensure transparency and combat illegal migration, the Unified System for the Admission of Foreign Students underwent a major technical upgrade. The system has already processed over 12,000 applications from foreign nationals generating electronic study invitations.

In parallel, the Ministry successfully completed acceptance testing for two emerging management modules: the "Pozashkillia" National Digital Platform (for out-of-school education management) and the VET-focused "Profi" distance learning platform.

Preparations have been completed to conduct annual educational assessments in electronic format. With the support of the World Bank, software modernization and hosting have been secured based on the Open edX platform. This infrastructure is currently being utilized for the rollout of the 2026 National Multi-Subject Test (NMT), the Unified Professional Entrance Examination (EFVV), the Unified Entrance Exam (EVI), and the Unified State Qualification Exam (EDKI).



THE WORLD BANK
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Cutting Bureaucracy: Automated E-Services for Educators

To reduce administrative burdens automated mobilization deferment service was launched directly within the "Reserve+" application. The service successfully processed data for approximately **5,000 research staff members** across the National Academy of Sciences, sectoral academies, and higher education institutions.

A similar automated system is currently being developed for school teachers. To prevent any gaps in the interim, an automatic extension of current teacher deferments has been secured by seamlessly transferring updated datasets from the AIKOM system directly to the Unified State Register of Conscripts.





EUROPEAN INTEGRATION

A Systematic Roadmap: National Program for EU Law Adaptation Launched

On April 1, 2026, the Cabinet of Ministers officially approved the National Program for the Adaptation of the Legislation of Ukraine to EU Law (EU *acquis*), establishing a comprehensive legislative roadmap to prepare the country for full EU membership. Under this strategic framework, the MoES acts as the primary governing body responsible for **Negotiating Chapters 25 (Science and Research) and 26 (Education and Culture)**.

Beyond its core leadership roles, the Ministry is actively executing targeted, cross-sectoral integration tasks under five additional chapters: Chapter 3 (Freedom of Entrepreneurship and Provision of Services), Chapter 11 (Agriculture and Rural Development), Chapter 18 (Statistics), Chapter 19 (Social Policy and Employment), and Chapter 27 (Environment and Climate Change). This extensive portfolio translates into on-the-ground policy modernizations, including upgrading educational statistical data, advancing the national qualifications system, securing international donor funding for school meal programs, and harmonizing animal welfare standards used in scientific research.

Core Targeted Actions:

Key integration measures focus on aligning educational and scientific policies with EU best practices, advancing the national qualifications system, upgrading educational statistics, securing international funding for school meal programs, and harmonizing scientific animal protection standards.

The 11th Ukraine–EU Human Rights Dialogue

During the high-level dialogue in Brussels (and online) on June 10, 2026, MoES representatives briefed European partners on maintaining educational continuity and safeguarding the right to education despite ongoing russian aggression.

- ▶ **Wartime Resilience:** European partners were updated on infrastructure damage across education sectors and the ongoing management of hybrid, in-person, and remote learning formats alongside massive shelter expansions.
- ▶ **Enhanced Child Safety:** MoES highlighted new security protocols, including mandatory staff background checks, updated campus access rules, video surveillance deployment, and the rollout of specialized "safety classes."
- ▶ **Systemic Reforms Status:** The Ministry showcased ongoing progress in modernizing VET and higher education, scaling dual education, transforming institutional funding models, and integrating international humanitarian law into national curricula.

THANK YOU FOR YOUR HELP AND FOR TAKING THE TIME TO READ THE DIGEST

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