

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

UKRAINE

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ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills and employment in its partner countries to support informed decision-making by identifying trends, opportunities and challenges. The results are reported by country, by comparison across countries, and by selected theme.

This document is the country-level report (country fiche) for 2025 for Ukraine. Like all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis and consultations. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demography, economy, education and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat and the ILO, while some come directly from partner countries, for instance, from their labour force surveys¹.

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF which compiles system performance indices (SPIs) on the basis of KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and VET in key areas such as access, quality and system management. Where KIESE data is missing, the SPIs rely on expert surveys which help fill the gaps and contextualise the findings at the stage of analysis. 'Performance' in this context refers to the extent to which policies and systems deliver results in these areas². In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people, and adults with no or low education.

ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation and major reform steps. Finally, where necessary, the ETF draws on third-party publications and analytical work to complement gaps in available evidence or to clarify developments that are not fully captured in the ETF monitoring evidence.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education and training.

¹ The full selection of KIESE indicators for 2025 can be found here <https://bit.ly/4j6taZW>.

² The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUlbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJq101>.

CONTENTS

ABOUT THIS PAPER	3
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CONTENTS	4
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KEY TAKEAWAYS	5
---------------	---

1. COUNTRY PROFILE	8
1.1 Demography	8
1.2 Economy	9
1.3 Income and living standards	9
1.4 Recent developments	10
1.5 The war and its impact	10

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS	11
2.1 Structure and levels of education, including VET	11
2.2 Strategy and legal framework	13
2.3 Main actors and governance	15
2.4 Policies and developments	17
2.5 Education and training for reconstruction and recovery	21

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS	22
3.1 Strategy and legal framework	22
3.2 Main actors and governance	22
3.3 Policies and developments	23
3.4 Active labour market programme (ALMPS)	24
3.5 Labour market disruption and pathways to recovery	24

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT	26
4.1 Headline indicators	26
4.2 System performance indicators	29

ABBREVIATIONS	39
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REFERENCES	43
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KEY TAKEAWAYS

■ Country profile and developments

Russia's full-scale invasion of Ukraine on 24 February 2022 has created profound and ongoing social and economic challenges for Ukraine.

The human impact is severe: families have been displaced or separated, communities have suffered significant civilian and military casualties, and millions continue to experience insecurity, trauma and long-term disruption to their daily lives. These human consequences remain central to the country's broader societal and economic resilience.

In July 2025, the government was restructured under a new prime minister to improve policy coordination, strengthen decision-making, and to support wartime recovery and long-term socio-economic planning.

The new cabinet's priorities include expanding domestic defence-industry production, accelerating economic growth, and removing administrative barriers for businesses. It is committed to strengthening support for veterans, military families and vulnerable groups, while increasing transparency and accountability in public spending and advancing Ukraine's EU and NATO integration. Alongside these reforms, the government aims to accelerate reconstruction, modernise critical infrastructure and secure the energy system – building a more resilient and future-ready state during the ongoing war.

On 28 February 2022, just four days after the start of the full-scale invasion, Ukraine formally applied for membership in the European Union. The structured EU-accession screening of Ukraine's legislation, institutions and policies under the EU *acquis* was completed in October 2025. This screening, carried out according to thematic clusters, was completed at unprecedented speed and marked the first time in EU history that an accession process advanced so rapidly for a country at war.

The deepening EU engagement places renewed emphasis on reforms in education, vocational training and labour-market policy, which are essential not only for wartime recovery but for building a resilient workforce aligned with EU standards.

The European Commission's assessments released in November 2025 confirmed that Ukraine continues to make significant progress on reforms and integration, but continued efforts on rule of law, anti-corruption and institutional reforms are crucial for advancement.

In 2025, the Ukraine Facility continued to provide critical financial support, with over EUR 3.2 billion approved for regular payments. The Ukraine Investment Framework (UIF) supported reconstruction, public services and private-sector recovery, including EUR 15 million for social services in frontline regions. The European Investment Bank committed additional funding to rebuild energy and transport infrastructure and strengthen business resilience. These efforts underpin Ukraine's recovery and modernisation.

■ Economic developments

In 2025, Ukraine's economy remained fragile due to the ongoing war. GDP growth was at around 2%, with GDP per capita near EUR 5 000. Inflation is high at 8-9%, placing significant pressure on households, while nearly a quarter of the population lives in poverty. Damage to infrastructure and energy shortages continue to disrupt industry, trade and essential services, limiting overall economic activity.

Production and business operations face frequent interruptions, and many schools and vocational programs are affected, slowing workforce development. Structural unemployment remains elevated, particularly in full-scale war-affected areas. Despite these challenges, reconstruction efforts are gradually helping to restore basic services and support local businesses.

The government is prioritising investments in infrastructure, energy security and social support programmes. Financial aid and international assistance are helping to stabilise public finances and maintain essential services. While the war continues to weigh heavily on the economy, these measures aim to support recovery, resilience and gradual long-term growth.

■ **Employment and labour market developments**

Ukraine's labour market in 2025 remains under severe pressure from the ongoing war and demographic changes. The population has fallen to around 39 million, with over 4.6 million internally displaced and nearly 7 million living abroad. Urban centres like Kyiv, Kharkiv and Lviv absorb most residents, while rural areas continue to depopulate.

Labour shortages are acute: nearly half of new vacancies remain unfilled, and three out of four companies report difficulty finding staff, especially for construction, technical, medical and driver positions.

Structural unemployment remains high at 17-19%, despite overall unemployment easing to 11.5%, and wages are rising as companies compete for scarce talent. Skills mismatches, regional disparities and damage to schools, training facilities, hospitals and infrastructure limit workforce development. Women, young people and displaced populations are particularly affected. About 60% of firms report serious staffing shortages in production, engineering and logistics, further constraining economic recovery.

Entrepreneurship and self-employment are growing, with many individuals working independently and small businesses providing alternative income sources, though many enterprises remain fragile and closures sometimes outnumber new registrations.

Active labour market measures include training vouchers, wage subsidies for IDPs, workplace adaptations and preparations for the Youth Guarantee. A new Labour Code is under consultation, and the forthcoming National Employment Strategy will prioritise inclusive opportunities for youth, women, veterans and persons with disabilities. The Law 'On the Basic Principles of Youth Policy', adopted on 5 June 2025, establishes the framework for youth policy and anchors the Youth Guarantee as a pathway to education, training or work.

■ **Developments in education and training**

In 2025, Ukraine advanced essential reforms across its education system. The Law on Preschool Education entered into force, laying the foundations for a modern, high-quality and accessible preschool system. It strengthens the organisation of early childhood services, expands preschool coverage, and improves the quality of provision in line with children's and families' needs.

In February 2025, the Ministry of Education and Science launched the 'Education for Life' policy, which builds on and updates the New Ukrainian School reform. The initiative aims to modernise curriculum content, reduce gaps between theory and practical skills, and align learning outcomes with labour-market and societal needs. A roadmap for implementation for 2025-2030, adopted in August 2025, provides a structured plan for curriculum renewal, teacher support and system-level monitoring.

The new Law on Vocational Education, in force since 12 September 2025, introduces a unified framework for VET transformation. It strengthens employer participation in governance, sets common national standards, expands external assessment through qualification centres, and gives regional authorities a clearer mandate for medium-term labour-market planning. The law also promotes modular, competency-based programmes, improves quality assurance, and establishes Centres of Vocational Excellence to drive innovation and deepen cooperation with industry. Network-optimisation guidelines for VET and pre-tertiary institutions are expected in early 2026.

■ **Work-based learning and career guidance**

Work-based learning (WBL) in Ukraine is increasingly implemented through dual programmes, where 60-70% of training takes place in enterprises under real work conditions, and the remainder in educational institutions. The new Law on Vocational Education strengthens this model by enabling

vocational colleges to partner directly with employers, co-design curricula, and provide formal agreements between students and workplaces, ensuring practical experience is recognised and certified.

Career guidance has also been modernised through digital platforms. *Diia.Education* serves as a national hub for career counselling, reskilling and upskilling, targeting youth, women, veterans and displaced populations. Students and adults can access online courses, career assessment tools and guidance pathways that connect education to labour-market opportunities.

New national platforms, such as *Mriia*, link schools, students and families, providing tools for managing study plans, monitoring progress and integrating practical training with online learning. Together with WBL reforms, these initiatives aim to improve employability, better align education with labour-market needs and support lifelong learning and career development across Ukraine.

■ Trends in access, retention and completion

In 2025, education in Ukraine remains under severe strain, with about 4.6 million children facing significant barriers as the country enters its fourth academic year under full-scale war. More than 340 educational facilities were damaged or destroyed in 2025 alone, bringing the verified total to around 2 800 schools affected since February 2022.

Authorities and humanitarian actors have focused on recovery and inclusive education. Rehabilitation of damaged schools, vocational-education and adult-learning programmes, and non-formal education initiatives have reached hundreds of thousands of children. One agency reported supporting around 224 600 children in 2025 with access to formal or non-formal education and remedial learning opportunities.

Despite these efforts, retention and completion remain fragile. Frequent air-raid alarms, displacement, damaged infrastructure and reliance on online or hybrid learning continue to disrupt schooling. The scale of destruction and displacement increases the risk of long-term learning loss. Nevertheless, reforms, recovery efforts and flexible educational pathways demonstrate resilience and offer cautious hope that Ukraine can safeguard access, retention and eventual completion for many children and youth.

■ Quality, relevance and system management

In 2025, Ukraine advanced the referencing of its National Qualifications Framework (NQF) to the European Qualifications Framework (EQF). The Action Plan for 2025-2026 was updated, and the National Qualifications Agency (NQA), as the national coordination point, prepared the draft report structure. The NQA oversees recognition of formal, non-formal, and international qualifications, supported by nearly 50 qualification centres nationwide. Law No 4265-IX, adopted in March 2025, formally allows recognition of foreign education.

Interim results were presented at the 68th EQF Advisory Group meeting in June 2025, highlighting progress, ongoing reforms and wartime challenges. The Advisory Group welcomed Ukraine's efforts and recommended clearer alignment of NQF levels with EQF, strengthened quality assurance and continued collaboration with international experts.

The interagency working group approved the draft referencing report in August 2025. Revisions are ongoing to reflect the new Law on Vocational Education. This process remains a key step in aligning Ukraine's qualifications system with European standards and supporting recognition of Ukrainian and foreign credentials.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Ukraine

Indicator	Value	Year	Source
Total population (in thousands)	37732.8	2023	UN DESA, World Bank
Relative size of youth population (%)	14.2	2023	UN DESA
Population growth rate	-8.4	2023	World Bank, UN DESA
Dependency ratio	48.9	2023	World Bank, UN DESA
Immigrant population as % of total population	13.4	2024	UN DESA
Emigrant population as % of total population	25.8	2024	UN DESA
GDP growth rate	5.3	2023	World Bank
GDP per capita (PPP)	17630.1	2023	World Bank
Migrant remittance inflows (USD m) as % of GDP	8.4	2023	World Bank
Inflation rate	12.8	2023	IMF
Poverty headcount ratio (USD 8.30/day)	7.1	2020	World Bank
Gini coefficient (Income inequality)	25.6	2020	World Bank
Human development index (HDI)	0.779	2023	UNDP, World Bank

Source: ETF KIESE database

1.1 Demography

The war on Ukraine has led to massive population displacement – the largest in Europe since World War II – and it has created a huge cohort of refugee and internally displaced students and educators (United Nations High Commissioner for Refugees, 2025).

As of February 2025, over 6.3 million Ukrainians have fled the country and are registered across Europe as refugees or under temporary protection. Approximately one-third of these refugees (around 1.5 million) are children. In addition, at least 3.5-3.7 million people remain internally displaced (IDPs) within Ukraine as of early 2025, down from a peak of over 8 million IDPs in 2022. Large numbers of students are among both groups (ETF, 2025a).

Data on international mobility add another dimension to the demographic situation. The emigrant population stood at 25.8% of the total population in 2024, while the immigrant population was 13.4%. The immigrant stock, as measured by United Nations Department of Economic and Social Affairs (UN DESA), includes all foreign-born residents, many of whom settled in Ukraine well before the current crisis. It therefore does not provide a measure of recent arrivals that could offset the demographic losses of recent years.

The dependency ratio of 48.9 shows that the balance between working-age and dependent populations is relatively favourable. At the same time, the proportion of youth is small. Only 14.2% of the total population are aged 15 to 24, which indicates a limited share of new entrants to the labour market at a time when Ukraine is in high demand for skills and manpower. Labour market assessments point to workforce shortages that already affect reconstruction and recovery efforts (Ministry of Economy of Ukraine, 2023).

1.2 Economy

The economy of Ukraine has been exposed to extraordinarily harsh wartime conditions since 2022. These included a ~30% drop in GDP in 2022 and widespread destruction of productive infrastructure (Rakic, 2024). Despite these shocks, Ukraine withstood the turmoil. By 2023, the economy returned to modest growth (5.3%) and, aided by skilful economic management and substantial international aid, maintained macro-financial stability (IMF, 2023). GDP per capita, measured in purchasing power parity, reached USD 17 630, which placed Ukraine among the lower-income economies in Europe (World Bank, 2024c).

The war has had an impact on living standards too. Inflation stood at 12.8% (Table 1.1), which is a rate that certainly puts pressure on purchasing power and financial predictability for households and businesses alike (IMF, 2024).

Transfers from abroad remain a major source of income and foreign-exchange stability (World Bank, 2024). In 2023, remittances accounted for 8.4% of GDP and continued to play an important role in household income and the balance of payments. This level is higher than the long-term average of around 5% but slightly below the wartime peak of 10.4% recorded in 2022.

1.3 Income and living standards

Before Russia's full-scale invasion of Ukraine on 24 February 2022, which has since reshaped incomes, employment and living conditions across the country, Ukraine had relatively low levels of poverty and income inequality, but also living standards which for most of the population were only moderate. In 2020, the latest year for which reliable data was collected (Table 1.1), just over 7% of the population lived below the moderate poverty line of 8.30 dollars a day as defined by the World Bank. The Gini coefficient which tracks income inequality stood at 25.6. Both figures are favourable in international comparison and suggest that most Ukrainians earned similar, though modest, incomes on average.

Since the beginning of the war, Ukraine has experienced a sharp and unprecedented deterioration in income and living standards. The World Bank estimates that the poverty headcount ratio, measured at the upper-middle-income poverty line of USD 6.85 a day (2017 PPP), increased from around 5.5% in 2021 to approximately 24% in 2022, reversing 15 years of progress in poverty reduction (United Nations Country Team in Ukraine, 2023; UNDP, 2024). This means that more than seven million people were pushed into poverty in a single year as the war disrupted production, employment and livelihoods across most regions. The rapid contraction of economic activity and mass displacement caused a severe loss of income among households previously considered economically secure, which exposed the fragility of welfare conditions before the war.

While 2023 brought modest economic recovery, poverty levels have remained exceptionally high. World Bank simulations suggest that around one-third of the population continued to live in poverty in 2023, with little improvement expected in 2024 (World Bank, 2024b). A nationally representative survey supported by UNICEF and the government of Ukraine reported that 35.5% of Ukrainians lived below the national subsistence minimum in 2023 (Government of Ukraine, 2023). The persistence of such high poverty levels reflects the combined effects of price inflation, loss of employment and regional displacement. In practice, this has led to the emergence of new groups at risk of exclusion, such as IDPs and households headed by women, who have borne a disproportionate share of the economic burden.

At the same time, inequality has widened sharply. Before the war, Ukraine was among the most equal countries in Europe (World Bank, 2024a). By 2023, the surveys carried out by the World Bank suggested that the Gini had risen above 0.40 in response to a sharply uneven distribution of wartime income losses and opportunities (World Bank, 2024b). Low-income households were much more likely to lose jobs or see their income fall, while relatively better-off groups, including those in safer regions or certain service sectors, were less affected. This sudden and steep increase in inequality represents

one of the most significant distributional shifts in the recent history of Ukraine and has major implications for recovery.

The Human Development Index (HDI) of 0.779 in 2023 nevertheless places Ukraine in the group of countries with high human development. Education levels and access to healthcare are broadly good, even if income for most remains relatively low. In practice this means that people in Ukraine tend to have the knowledge and skills associated with higher-income countries but the economy has yet to convert these advantages into widespread prosperity.

1.4 Recent developments

In July 2025 Ukraine carried out its most extensive cabinet reshuffle since the beginning of the full-scale war. On 17 July the Verkhovna Rada approved Yulia Svyridenko as prime minister, replacing Denys Shmyhal, who was appointed Minister of Defence. Former Defence Minister Rustem Umerov became Secretary of the National Security and Defence Council. Alongside these key appointments, the government structure was reorganised to reduce duplication and centralise authority during wartime.

The most significant change was the creation of the Ministry of Economy, Environment and Agriculture, which merged the previous Ministry of Economy, the Ministry of Environmental Protection and Natural Resources, and the Ministry of Agrarian Policy and Food. This new ministry was designed to unify economic policy, agricultural development, and environmental management under one leadership, with an emphasis on wartime industrial production and recovery planning. These reforms marked a decisive effort to streamline the executive branch and align Ukraine's governance with both the urgent demands of the war and the longer-term requirements of European integration.

1.5 The war and its impact

The full-scale war on Ukraine has caused severe disruption to society and the economy. Governance and institutional capacity have been strained, while damage to education, healthcare, housing and utilities has slowed economic activity and hindered essential services. About 3 373 education institutions have been damaged, including 385 destroyed (World Bank, 2025a).

Employment and social protection have been heavily affected. Many businesses have closed or downsized, while social protection systems struggle to meet the needs of around 3.7 million internally displaced persons and low-income households (European Commission, 2025).

Children, the elderly, rural communities and women – who often face additional caregiving and economic burdens – have been disproportionately affected. Around 4.6 million children face barriers to education, and nearly 6.9 million people have sought refuge abroad, creating long-term challenges for social cohesion and recovery (UNICEF, 2025).

Learning losses in frontline and de-occupied territories are estimated at one to two years, with IDP children and children with disabilities most affected. No national methodology or sustained financing exists to assess or remediate these losses, and interventions remain limited to small-scale pilots (OECD, 2023b).

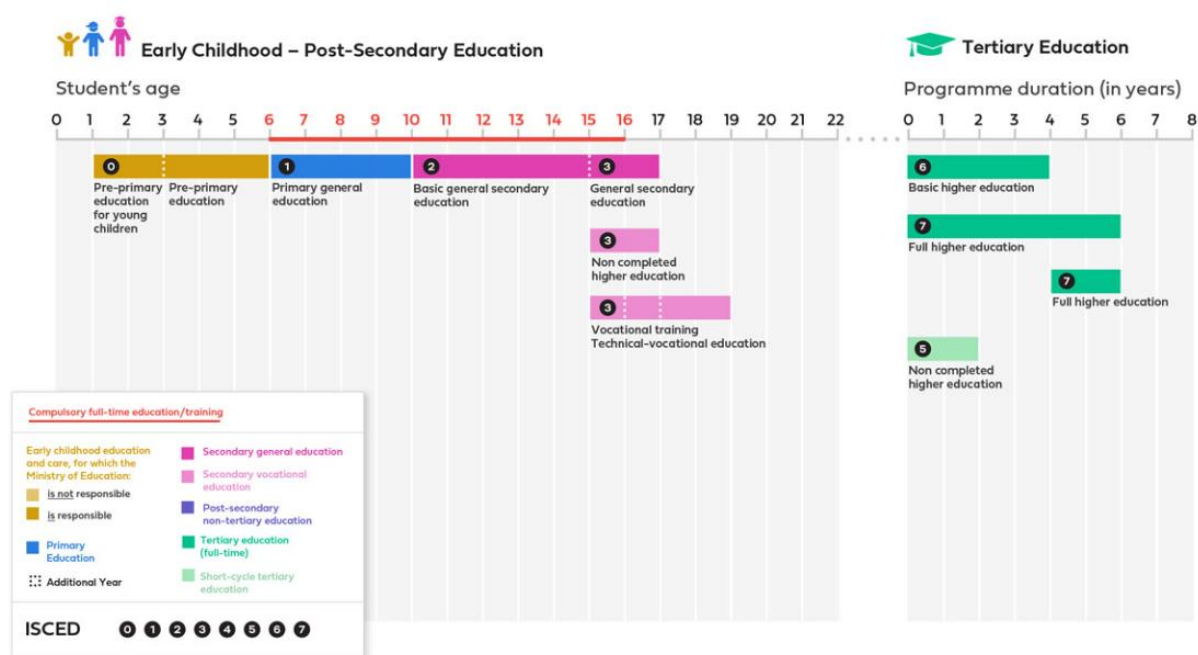
Approximately 75% of children have experienced at least one full-scale war-related traumatic event, yet most schools have only one psychologist for hundreds of students. Teachers, already stretched to the limit, are often expected to provide psychosocial support without training. Many report high levels of stress and burnout, yet they continue to care for their students, often becoming the human touch and source of stability amid chaos (ETF, 2025c).

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is organised across different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey³.

Figure 2.1 Structure of the education system: Ukraine (2025)



Source: UNESCO Institute for Statistics. (2021).

Formal education

In Ukraine, early childhood education and care is divided into pre-primary care (ages 0-2) and pre-primary education (ages 3-5). Pre-primary education is organised in public and private kindergartens and overseen by the Ministry of Education.

Primary general education (ISCED 1) begins at age six, lasts four years, and is compulsory. Secondary education is organised in two stages. Basic general secondary education (ISCED 2) lasts five years, from ages 10 to 14, and leads to a qualification at level 3 of the National Qualifications Framework (NQF). General secondary education (ISCED 3) lasts three years, from ages 14 to 17, and leads to a qualification at NQF level 4.

Vocational education and training is available after both basic and general secondary education. Programmes last three years for those entering after basic secondary education and one year for those entering after general secondary education. VET is provided in vocational schools, high VET schools and professional colleges, and is regulated by the Law of Ukraine 'On Vocational Education and Training' (1998), which at the time of monitoring was still under revision. Learners who combine

³ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey', or 'Torino Process monitoring survey'

VET with general education receive both a certificate of general secondary education and a qualification of Qualified Worker at NQF levels 3-4. Those entering after completing general secondary education receive only the vocational qualification. Completion of vocational training (NQF 3-4) provides qualifications for direct entry into employment.

Pre-tertiary higher education (ISCED 5), officially referred to in Ukraine as *fakhova peredvyscha osvita* (professional pre-higher education), is provided by colleges under the Law of Ukraine 'On Professional (Pre-Higher) Education' (2019). Graduates of basic secondary schools may enter a four-year programme that includes a three-year component of general secondary education, while graduates of general secondary schools may enter shorter programmes lasting one to two years. Admission to Professional Junior Bachelor (NQF level 5) programmes usually requires a school or vocational certificate and a motivation letter; some colleges may also hold an interview. Completion grants the Professional Junior Bachelor qualification.

Higher education is provided by universities, academies and institutes. Entry requires completion of general secondary education or vocational training and is based on the results of the National Multidisciplinary Test (NMT), administered by the Ukrainian Centre for Evaluation of Education Quality. Bachelor programmes (ISCED 6) usually last three to four years and correspond to NQF level 6. Master programmes (ISCED 7) take a further two years and correspond to NQF level 7. Doctoral programmes (ISCED 8) form the third cycle of higher education and correspond to NQF level 8.

Adult learning

Adult learning in Ukraine is governed primarily by the Law on Education (2017), which guarantees every adult the right to lifelong learning, including formal, non-formal and informal education. The National Qualifications Framework (NQF) integrates adult learning into the broader education system and links qualifications to labour-market needs. The Draft Law on Adult Education, adopted in parliament in first reading in 2023, is still under consideration. Once enacted, it will formalise adult education as a distinct system, strengthen coordination between the state, employers and providers, and recognise flexible, non-formal and micro-credential learning. As of 2025, the law has no confirmed timeline for final adoption.

Adults access vocational education through schools, technical colleges and licensed VET institutions, which provide practical training in fields such as engineering, healthcare and business. Some programmes lead to state-awarded diplomas, while many are modular, short-term, or paid courses tailored for working adults. Non-formal courses awarding certificates of completion are expanding, offered by both public and private providers. Working adults also benefit from on-the-job training, corporate learning schemes and government-supported retraining initiatives. Employment services provide active labour market measures (ALMPs), including skills development courses, training vouchers, job placement and micro-credentials.

Non-formal learning is increasingly offered through adult education centres, community hubs and online platforms, covering digital literacy, languages, entrepreneurship and personal development. Small and medium-sized enterprises (SMEs) play a key role in workforce training, while the State Employment Service (SES) provides structured training in high-demand sectors. Adults can choose full-time, part-time, modular, formal, or non-formal programmes. Funding comes from state budgets, employers, or individual payments, with the draft law proposing additional support such as training vouchers and subsidies for vulnerable groups.

Ukraine now has a strong legal and institutional foundation for adult learning, though provision remains fragmented. The adoption of the Draft Law on Adult Education is expected to consolidate the system, broaden access, and further recognise non-formal and micro-credential learning. By 2025, adult learning in Ukraine is positioned as a flexible, multi-faceted system that integrates formal, non-formal and employer-driven approaches to meet the evolving demands of the labour market.

2.2 Strategy and legal framework

The New Ukrainian School (NUS) reform, launched in 2016, fundamentally reshaped Ukraine's general education system and, by 2025, had begun showing measurable impacts. Its learner-centred approach, modernised curricula and strengthened teacher training improved classroom practices, and promoted key competences such as critical thinking and creativity. Schools implementing NUS methods report higher engagement, improved student performance, and broader adoption of active learning. By focusing on primary and secondary education, the reform has fostered inclusive learning environments, better preparing students for further education and life while influencing assessment practices and school governance. Early results suggest the reform is changing teaching culture and raising educational quality.

Building on this foundation, the 'Education of Winners of the Future' strategic action plan, adopted in 2023 as a 10-year national framework, extends reforms across all education levels, including vocational and higher education. Several vocational schools have launched Centres of Vocational Excellence, improving training quality and strengthening employer partnerships. Curricula modernisation and digital transformation are creating more practical, skills-oriented learning and teacher professional development programmes are increasing the number of educators trained in innovative methods. Early indicators show these changes are beginning to have some success in aligning graduate skills with labour-market needs.

In 2025, the Law on Preschool Education entered into force, establishing the legal foundation for a modern, high-quality and accessible early childhood system. The law has already facilitated the opening of new preschool groups, expanded coverage in rural areas and improved early learning quality. More children are attending kindergarten for the first time, benefiting from inclusive, flexible provision and better-prepared teachers.

The Education for Life policy, launched in February 2025, builds on NUS and the 10-year strategy by modernising curricula, bridging gaps between theory and practice, and aligning learning outcomes with societal and labour-market needs. Early implementation has shown progress in integrating project-based learning in pilot schools, while teachers report increased confidence in delivering practical, competency-based lessons.

The Law on Vocational Education, in force since 12 September 2025, introduces a unified framework for VET transformation. By establishing modular, competency-based programmes, enhancing quality assurance and strengthening employer participation, the law has begun improving vocational training relevance. Initial implementation includes modern workshops, dual-education pathways with local businesses and clearer regional labour-market planning. Early results suggest that VET graduates are gaining practical skills aligned with industry needs, increasing employability.

Despite challenges, including war-related infrastructure damage and displacement, these reforms reflect a tangible shift from strategy to implementation. Millions of children continue to learn under hybrid, online, or emergency-adapted systems, demonstrating resilience. Early evidence shows higher access to preschool, improved teaching quality, more relevant vocational training and emerging links between education outcomes and labour-market requirements, positioning Ukraine's education system for sustainable modernisation and alignment with European standards.

General education

Ukraine's education system continues its strategic modernisation of general education in line with European policies and standards, initiated in 2016 under the New Ukrainian School (NUS) framework. This reform has progressed despite leadership changes in the Ministry of Education and Science and the profound challenges posed by Russia's full-scale war.

Supported by the government, which consistently allocates a significant share of GDP to education, NUS is implemented step by step, transitioning the country to 12-year general secondary education (GSE). At the core are the new Education Standard, the Teacher Professional Standard and a modern

teacher development system delivered through in-service training institutes across all regions and private providers.

In 2024, Ukraine adopted the final part of the 12-year NUS, i.e. the State Standard for Specialised Secondary Education, introducing a flexible curriculum for grades 10-12, allowing students to follow academic or vocational tracks. The pilot phase begins in September 2025, with full implementation scheduled for 2027.

The legal framework includes key laws: the Law on Education (2017) establishing foundational education principles; the Law on Complete General Secondary Education (2020) regulating structure, content and accessibility; and the Law on Preschool Education (2024), effective January 2025, guaranteeing free preschool education in state and municipal institutions.

Amid the ongoing war, the government prioritises safe learning environments, allocating UAH 7.5 billion (~EUR 155.3 million) in August 2025 to modernise and build school shelters.

To strengthen oversight and support evidence-based policymaking, the Ministry launched an updated Education Indicators Dashboard in May 2025. This tool tracks reform progress, school networks, funding allocations, and the impact of the war – including displacement, closures and learning disruptions – enabling responsive policy adjustments, targeted resources and continuity of education (Institute of Educational Analytics, 2025).

Vocational education

Ukraine's VET system is a central focus of national reform efforts aimed at developing a highly skilled workforce to support economic recovery and integration with European labour markets. The ongoing transformation prioritises modernising governance, curriculum, infrastructure and partnerships with industry to ensure VET meets current and future labour market demands (Ministry of Education and Science of Ukraine, 2023a).

These reforms are guided by the 'Education for the Winners' strategy which identifies VET as a key pillar for enhancing labour market responsiveness and fostering innovation. It prioritises the modernisation of curricula through competency-based modular learning to support lifelong learning and inclusive access (Ministry of Education and Science of Ukraine, 2023a).

Significant legislative and operational developments in 2025 build on this strategic framework. The adoption of Law No 13107-d *On Professional Education* on 21 August 2025, enhances the autonomy and governance of vocational education and training (VET) institutions by granting them greater control over curriculum design, staffing and internal management decisions. The law also introduces modular, competency-based curricula, allowing programmes to be more flexible and tailored to labour market needs. Additionally, it establishes independent qualification assessment centres, which play a crucial role in ensuring consistent, objective evaluation of learners' skills and qualifications, separate from the institutions that provide the training (Mezha, 2025).

Additionally, the planned renovation of 100 training and practical centres across vocational education institutions, scheduled for completion by the end of 2025, aims to modernise infrastructure and provide learners with up-to-date equipment reflecting labour market needs (Cabinet of Ministers of Ukraine, 2024).

These reforms are supported by international partners, including the European Union, which provide technical and financial assistance for capacity building and infrastructure development (Ukrinform, 2025). Planned initiatives include establishing up to 20 new training centres and Ukraine's expanded participation in European cooperation platforms like the European Alliance for Apprenticeships (Eurydice Ukraine, 2024e; Eurydice Ukraine, 2025a; Eurydice Ukraine 2025b).

Together, these comprehensive reforms and strategic initiatives are set to modernise Ukraine's vocational education and training system, positioning it as a cornerstone of national development, resilience and European integration.

2.3 Main actors and governance

National level

The governance of the education system is centrally coordinated by the Ministry of Education and Science (MoES), which operates under the authority of the Cabinet of Ministers. The legal framework for all levels of education is established by the Verkhovna Rada (Parliament), while the Cabinet approves state programmes and manages budgetary and regulatory functions. MoES is responsible for the development and implementation of education policy, including the definition of national standards, curricula, teacher qualifications, quality assurance systems and licensing requirements. This centralised oversight applies across the general education system, vocational pathways and higher and adult education. National-level governance also includes inter-ministerial coordination for cross-sectoral areas, such as workforce development and social inclusion. (Eurydice, 2024a).

At the national level, several institutions play a key role in shaping education policy and quality:

- **Cabinet of Ministers of Ukraine** – sets strategic priorities, human resource strategies and legal frameworks; directs personnel training;
- **Ministry of Education and Science (MoES)** – implements policies, supervises institutions and ensures compliance with national standards;
- **Institute of Educational Analytics (IEA)** – provides data, analytics and automated educational information for evidence-based policy;
- **Ukrainian Centre for Educational Quality Assessment** – evaluates student outcomes, coordinates international assessments and monitors education quality;
- **State Service of Education Quality (SSEQ)** – audits schools, advises on quality systems and supports teacher certification;
- **National Agency for Higher Education Quality Assurance (NAQA)** – maintains and enhances higher education quality;
- **Ukrainian Institute of Education Development (UIED)** – drives reforms, provides methodological support and implements initiatives like the ‘New Ukrainian School.’

Adult education in Ukraine is an integral part of the national education system, governed jointly by the Ministry of Education and Science (MoES) and local authorities. The National Qualifications Agency oversees the recognition of learning outcomes across formal, non-formal and informal education, supporting lifelong learning and labour market needs. Local bodies facilitate access by providing adult education through public institutions and partnerships with private providers. This decentralised framework aims to enhance accessibility, quality and relevance of adult learning in line with national reforms.

Education governance in Ukraine is highly decentralised, with local self-government bodies – particularly at the level of territorial communities (*hromadas*) – playing a central role in managing schools. Following reforms initiated after 2014, these local authorities became responsible for financing and maintaining school infrastructure, organising school networks, providing transport and nutrition services and supporting access to education for all students, including disadvantaged groups. While the national government sets overall educational standards and curricula, local communities handle operational management and ensure that educational provision meets local needs. In vocational education and training, local authorities also facilitate cooperation with employers and support the delivery of nationally approved programmes, helping to align training with regional labour market demands. (The Role of Local Self-Government in the Development of the Education System of Ukraine, 2023,)

International level: donors

Below are key donor projects and initiatives briefly described.

1. New Ukrainian School Reform (NUS) – LEARN Programme

The New Ukrainian School reform continues through the World Bank's USD 415 million LEARN programme, aiming to reach one million students, teachers and school staff by the end of 2025. This initiative focuses on improving school safety, providing free transportation for vulnerable students, teacher training and textbook provision. It also supports aligning Ukraine's education system with EU standards (see: worldbank.org, worldbank.org).

2. UNICEF Education in Emergencies

UNICEF's Education in Emergencies programme remains active, providing safe learning spaces, psychosocial support and remote learning solutions for children affected by full-scale war. The programme also focuses on teacher training and learning materials to ensure access to quality education even in full-scale war-affected areas (see: https://www.unicef.org/education/emergencies?utm_source=chatgpt.com).

3. The World Bank's Ukraine Education Modernisation Project

The World Bank's Ukraine Education Modernisation Project continues to support improving the quality and accessibility of general education through teacher training, school infrastructure modernisation and digital transformation initiatives. The programme emphasises integrating technology and distance learning modalities, critical due to ongoing disruptions (see: worldbank.org).

4. EU support for Inclusive Education

The European Union continues to support reforms promoting inclusive education to ensure children with disabilities and vulnerable groups can access quality schooling. This includes curriculum adaptations, teacher capacity building and infrastructural improvements. EU support programmes are often aligned with the New Ukrainian School reforms (see: erasmus-plus.ec.europa.eu).

5. Skills Alliance for Ukraine

Launched in 2024 at the Ukraine Recovery Conference, the Skills Alliance unites 79 partners – governments, donors, NGOs and private sector – to coordinate skills development efforts. It has mobilised around EUR 900 million and trained over 275 000 Ukrainians, aiming to reach 390 000 by 2027. The Alliance focuses on upskilling workers, supporting vulnerable groups such as internally displaced persons (IDPs), veterans and women, and promoting mutual recognition of qualifications to support labour mobility and recovery (see: skills-alliance-for-ukraine.org).

6. Skills4Recovery Joint Action

Skills4Recovery is a multi-donor initiative launched in 2024 with a budget of EUR 25.5 million. It aims to train over 4 700 skilled workers and support around 50 vocational education providers until mid-2026. The project targets critical sectors with acute labour shortages, including construction, agriculture, transport and logistics, trade and IT. A key component is the 'Bridging Skills for Construction' project, which addresses urgent skill gaps through capacity building and roadmap development. Additionally, the initiative supports digital skills training for VET teachers and managers to improve training quality (see: eeas.europa.eu).

7. EU4Skills Component 3 – VET Infrastructure Modernisation

Though the broader EU4Skills programme ended in 2023, Component 3 continues until December 2025, focusing on modernising 13 vocational education institutions across Ukraine in regions such as Poltava, Lviv and Mykolaiv. With a budget of EUR 19.4 million, it supports construction and equipment upgrades to bring Ukrainian VET infrastructure in line with European standards (see: usif.ua).

8. European Bank for Reconstruction and Development – EBRD Human Capital Resilience Charter

Launched in 2025 at the Ukraine Recovery Conference, this Charter sets nine guiding principles aimed at workforce resilience and reintegration of veterans, returnees and vulnerable groups. It complements EBRD's wider EUR 7.6 billion support package for Ukraine's recovery, including human capital investments. The Charter also promotes leadership development and aligns with Ukraine's EU integration goals (see: ukrinform.net).

2.4 Policies and developments

Overview

In February 2025, the Cabinet of Ministers of Ukraine approved the Government Plan of Priority Actions for 2025, which outlined nearly 400 tasks across all ministries. While not exclusively focused on education, the plan included several education-related goals, such as reforming vocational education, modernising educational infrastructure, supporting online and distance learning, and improving access to quality education (Cabinet of Ministers of Ukraine, 2025a).

Later, in August 2025, following government changes in July, the Ukrainian government presented a broader, multi-year Government Action Programme for 2025-2026, building on the earlier plan. This strategic framework focused on national defence, European integration, economic recovery and public sector reform, while reaffirming commitments to modernising education, including VET and preschool development (Cabinet of Ministers of Ukraine, 2025b).

One of the most significant developments in the education and training sector – directly connected to the reform agenda under the Ukraine Facility – was the adoption of a new Law on Vocational Education and Training (VET) in August 2025. The law aims to modernise vocational education by updating curricula with digital and practical skills components, strengthening links with employers and establishing modern training centres. Its goal is to improve the responsiveness of VET to labour-market needs, increase the employability of graduates, and support Ukraine's economic resilience during recovery (Verkhovna Rada of Ukraine, 2025). This reform is explicitly aligned with the Ukraine Facility, which identifies the modernisation of vocational education as a key condition for financial and institutional support, ensuring that Ukraine can rebuild human capital and strengthen workforce readiness as part of broader recovery efforts.

Additionally, in June 2025, Ukraine introduced a new Strategic Framework for Early Childhood Education, developed in collaboration with UNICEF and the European Union. The framework emphasises inclusion, quality of teaching staff, improved infrastructure and child-centred development, aiming to create a more equitable and resilient early education system (Ministry of Education and Science of Ukraine et al., 2025). While not a formal condition of the Ukraine Facility, this framework complements the VET reform by laying the foundation for a lifelong learning pathway, ensuring that children have access to high-quality early education that feeds into future vocational and higher education opportunities.

These reforms reflect Ukraine's commitment to aligning its education and training systems with European priorities and standards, while addressing urgent national needs for a time of reconstruction.

While teacher salaries continue to be centrally financed, local governments often struggle to cover essential operational costs such as heating, school maintenance, assistive devices, student transport and classroom reconstruction, particularly in full-scale war-affected or recently liberated areas (World Bank, 2024).

As a result, inequities persist between urban communities hosting internally displaced persons (IDPs), which face overcrowding and higher service demands and rural or de-occupied regions, where schools often lack basic infrastructure and support services for returning populations (Ministry of Finance of Ukraine, 2025). Addressing these gaps requires targeted investments and flexible funding mechanisms to ensure that all students have equitable access to quality education across Ukraine.

Qualifications, validation and recognition

In 2024-2025, Ukraine advanced legislation aimed at strengthening its national qualifications framework through the creation of Law No 4353-IX, 'On Amendments to Certain Legislative Acts to Improve the National Qualifications System in Accordance with Current Labour Market Needs.'

This law establishes a Unified Register of Qualifications, an electronic system merging the existing national occupational classifier, the directory of qualification characteristics and the previous qualifications register. Under the new framework, the National Qualifications Agency is mandated to maintain the unified register, digitalising and synchronising data to ensure transparent, up-to-date information on professions, qualifications and labour market standards.

This reform represents an important step toward modernising Ukraine's qualifications system, making professional standards more coherent, accessible and aligned with labour market needs.

By early 2025, nearly 50 qualification centres were operational across Ukraine. These centres are authorised to assess and certify professional qualifications, including through the validation of non-formal and informal learning – supporting lifelong learning and improving the transparency of qualifications (Eurydice Ukraine, 2024f).

In March 2025, Law No 4265-IX was adopted, establishing a legal framework for the recognition of learning outcomes obtained abroad, both formal and non-formal. The law requires the Cabinet of Ministers to develop a detailed recognition procedure within three months of its adoption (Interfax-Ukraine, 2025; VoxUkraine, 2025).

Following this, on 23 June 2025, the government adopted Resolution No 734, which set out the procedure for recognising results of education obtained abroad at the level of complete general secondary education. The resolution allows for the recognition of education from foreign providers, including Saturday/Sunday schools, without additional assessments, provided documentation is verified. It also introduces a registry of eligible institutions to facilitate the process (UNN, 2025).

Together, these developments mark a significant step in modernising Ukraine's qualifications system – improving recognition, transparency and mobility for learners both inside Ukraine and abroad.

Work-based learning

Ukraine has been steadily expanding its dual education model, which combines classroom instruction with substantial workplace training. The legal foundation for dual vocational education was established on 12 December 2019 through the Ministry of Education and Science's Order No 1551, setting the practical training share at approximately 60-70% and requiring formal tripartite agreements among educational institutions, employers and students. This structure ensures that practical experience closely aligns with labour market needs (Government of Ukraine, 2019).

By mid-2025, over 220 000 vocational education and training (VET) learners participate in work-based learning (WBL) programmes, although only about 17 000 students are enrolled in formal dual education courses across 176 institutions, representing roughly 30% of all VET schools. These programmes engage more than 1 000 enterprises and cover around 90 occupational specialties, including mechanical engineering, construction, transport, logistics, agriculture and food services.

In July 2025, Ukraine joined the European Alliance for Apprenticeships (EAfA), an EU initiative promoting quality apprenticeships, further integrating its system with European vocational education standards and encouraging employer engagement (ETF, 2025).

Despite these advances, dual education and WBL face significant challenges. Employer participation remains limited, particularly among smaller companies, due to resource constraints, outdated equipment and administrative barriers. The ongoing full-scale war has damaged VET infrastructure, reduced the number of operational institutions (from 694 pre-war to 541 in 2024) and disrupted in-person training and internships. As a result, dual education still represents a small fraction of overall VET enrolment.

Career guidance

Since 2020, national policy reforms have defined the roles of career counsellors and formalised service delivery frameworks (Euroguidance, 2024). The establishment of the Association of Career Counsellors of Ukraine in 2023 marked a key milestone in professionalising the field and aligning practices with European standards. Digital platforms now form the backbone of guidance provision. Diia. Education, for example, delivers interactive job simulators, microlearning modules and career tests to over two million users, helping individuals explore occupations and training opportunities (Digital Skills & Jobs Platform, 2024). Tools like Career Hub Ukraine, Happy Monday and Choose the Profession of Your Dreams further support youth, jobseekers and school students through mentoring, AI diagnostics, employer engagement and reskilling opportunities (Euroguidance, 2024; EPALE, 2024).

Targeted programmes have been launched to support vulnerable groups, including displaced people, women, veterans and rural populations. Initiatives such as ReSkill UA, a government-led partnership offering free online training and mentorship in high-demand sectors and Skills4Recovery, which supports vocational institutions and priority sectors, address skill gaps and support economic recovery (KMU, 2024a; KMU, 2024b). Socially inclusive efforts like Dream and Achieve, led by UN Women and local NGOs and ReStart Consciousness, focused on female veterans' wellbeing and career development, demonstrate Ukraine's commitment to equity in career support (Impact Force, 2024). These efforts are supported by the Euroguidance Centre Ukraine, which promotes lifelong guidance, practitioner training and international collaboration. Together, these developments reflect a modern, decentralised and user-friendly system aimed at helping individuals make informed career choices, especially in the context of post-war recovery and economic transformation.

Quality assurance

The Ministry of Education and Science updated the Regulation on Accreditation of Educational Institutions in late 2024, introducing stricter criteria that emphasise employer engagement, alignment of curricula with labour market needs and the quality of workplace training. These changes aim to ensure VET providers deliver relevant, practice-oriented training. Additionally, new national quality standards for VET were adopted to harmonise learning outcomes and assessment methods across institutions (Ministry of Education and Science of Ukraine, 2024).

External evaluation processes have been strengthened through mandatory institutional self-assessments combined with peer review visits conducted by regional quality assurance bodies. Since 2024, VET providers undergo periodic performance audits linked to state funding eligibility, increasing accountability and transparency. The State Service of Education Quality expanded its monitoring capacity with digital tools that enable real-time data collection on student achievements, graduate employment rates and employer satisfaction, facilitating evidence-based policy decisions (State Service of Education Quality Ukraine, 2024).

Capacity building has been prioritised through targeted training programmes for internal quality managers and external evaluators. These efforts promote the adoption of the European Quality Assurance Reference Framework for VET (EQAVET) principles, ensuring Ukraine's VET quality assurance system aligns with EU best practices. This strengthens institutional capacity to deliver high-quality, labour market-relevant training across the country (EQAVET, n.d.).

Centres of excellence

In August 2025, Ukraine adopted a new VET Law to modernise vocational education and better align it with labour-market needs. A central feature of this reform is the concept of Centres of Professional Excellence, specialised institutions in sectors such as IT, engineering, agriculture and healthcare.

Article 32 provides the legal framework for Centres of Professional Excellence. It does not automatically create them but allows existing vocational education institutions to apply for designation as a Centre. The article defines their purpose: to deliver advanced, high-quality training, foster innovation, share best practices, and focus on strategic sectors. It also grants formal legal recognition,

enabling these Centres to operate officially, collaborate with industry and research organizations, and enjoy the same legal status as other vocational institutions. While Article 32 establishes the framework and authority for Centres of Excellence, the creation of each Centre remains contingent on the initiative of institutions and the approval of relevant authorities.

This legal framework ensures that vocational institutions have the opportunity to transform into Centres of Innovation and high-quality training, strengthening Ukraine's workforce in strategic sectors while maintaining a clear connection to the labour market and industry needs.

Digital education and skills

Ukraine continues to prioritise digital transformation in education, with a particular focus on enhancing digital competencies among learners, teachers and vocational education and training (VET) institutions. The national approach integrates digital tools across teaching, learning and institutional management, aligning with broader goals for digitalisation and with the EU Digital Education Action Plan and Union of Skills policy priorities.

In 2025, the Ministry of Education and Science introduced updated digital competency frameworks for both students and educators, grounded in the European DigComp and DigCompEdu models. These frameworks were embedded into VET curricula and teacher training programmes, supporting systematic development of digital skills at all levels. The initiative emphasises not only the acquisition of technical skills, but also the pedagogical use of digital tools, fostering collaborative learning and engaging critically with digital content. The frameworks also provide guidance for continuous professional development, ensuring educators can adapt to rapidly evolving digital environments and integrate innovative teaching practices effectively (Ministry of Education and Science of Ukraine, 2025).

To support blended and distance learning, particularly in VET, new digital learning platforms were launched or expanded in early 2025. These platforms include interactive modules, virtual labs and assessment tools. At the same time, digital skills training for VET teachers was scaled up through online certification courses and regional workshops focused on digital pedagogy and the effective use of e-resources (Ministry of Education and Science of Ukraine, 2025b).

Despite these advancements, significant challenges remain that hinder equitable access to digital education. More than 450 000 students lack laptops or tablets and often rely on smartphones, which limits their ability to fully engage with digital learning resources (Ministry of Digital Transformation, 2024). High-speed broadband is available in only 22% of schools and frequent outages further disrupt learning, posing obstacles to consistent digital engagement (Institute for Digitalisation of Education, 2024; UNICEF, 2024). In addition, schools often operate with fragmented digital platforms, including Zoom, Google Classroom, Moodle and Viber, rather than a unified national ecosystem, creating inefficiencies and inconsistencies in teaching and learning processes (VoxUkraine, 2025).

Green transition

Ukraine is actively reforming its education system to integrate green skills and environmental awareness across all levels. The New Ukrainian School framework incorporates sustainability topics into core subjects and designates environmental competence as one of the ten key life competencies students should acquire. Teacher training programmes are also being enhanced to equip educators with the knowledge and tools to deliver education that fosters climate consciousness and sustainable development among learners.

In vocational education and training (VET), Ukraine is updating curricula to include qualifications that reflect the needs of emerging green sectors such as renewable energy, energy-efficient construction, and sustainable agriculture. These reforms aim to prepare a workforce capable of supporting the country's transition to a low-carbon economy by developing skills aligned with green technologies and sustainable business practices. From 2026, a new vocational qualification for air conditioning systems technicians will be introduced to support these goals.

Furthermore, Ukraine is promoting sustainable practices within educational institutions, encouraging energy-efficient infrastructure, waste reduction, and resource conservation. Awareness-raising campaigns target both learners and educators to foster a culture of environmental responsibility. These combined efforts reflect a comprehensive national approach to supporting the green transition through education and training.

Adult learning

Ukraine's adult education policies are currently guided by the national education law, which recognises adult learning as a vital component of the education system. The government is actively advancing a dedicated Draft Law on Adult Education, approved in its first reading by the Verkhovna Rada on 12 January 2023. The draft law remains under consideration and has not yet been adopted in its final form. This legislation aims to establish a comprehensive legal framework for adult education, aligning with European standards and addressing the need for accessible, flexible learning opportunities to support economic recovery and workforce development.

The Draft Law on Adult Education outlines several key reforms to enhance adult learning across the country. These include the formal recognition of non-formal and informal learning, enabling the validation of skills gained outside traditional educational settings; decentralisation measures empowering local authorities to establish and manage adult education centres, and clearly defined roles for government, employers and citizens in promoting lifelong learning. These policies aim to make adult education more inclusive and responsive to modern labour market demands, contributing to Ukraine's broader goals of economic resilience and social development.

Micro-credentials are short, modular certifications recognising specific skills or learning outcomes. They provide flexible pathways for adults to upskill, reskill and engage in lifelong learning. In Ukraine, efforts are underway to integrate micro-credentials into the national qualifications framework. Pilot programmes in 2025, including the CRED4TEACH and BEM projects, are testing MOOC-based and sector-specific micro-credentials. Policymakers are actively discussing quality assurance, digital recognition and alignment with EU standards. While not yet fully regulated by law, micro-credentials are gaining momentum as a tool for workforce development and inclusive adult education.

2.5 Education and training for reconstruction and recovery

The ongoing war in Ukraine has caused significant damage to the nation's educational infrastructure. As of early 2025, over 4 000 educational institutions have been damaged or destroyed, including 229 schools, 110 kindergartens and 97 universities, resulting in an estimated USD 7.3 billion in damages. This widespread destruction has disrupted traditional in-person learning, posing substantial challenges to the continuity of education and skills development (Kyiv School of Economics, 2025).

In response to these challenges, various initiatives have been launched to rebuild and modernise educational facilities. The European Union and the United Nations Development Programme (UNDP) have completed the 'EU4UASchools: Build Back Better' project, restoring 66 schools across 11 oblasts. This initiative has enabled over 21 600 students and teachers to return to safe and conducive learning environments. Additionally, the UNDP, in partnership with the governments of Ukraine and Spain, is undertaking the 'Re-Envisioning Educational Facilities in Ukraine' project, focusing on energy-efficient reconstruction and the incorporation of alternative power systems in war-damaged schools (UNDP, 2025a; UNDP, 2025b).

The full-scale war has also led to significant displacement, with approximately 3.6 million internally displaced persons and 6.3 million externally displaced individuals as of the end of 2024. These displaced populations face challenges in accessing education and employment opportunities. Efforts are underway to integrate displaced individuals into the labour force through targeted vocational training programmes and policies aimed at reducing unemployment and poverty rates among these groups (OECD, 2025).

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

Ukraine's Labour Code, originally adopted in 1971, is undergoing significant reform to modernise labour relations and align with European Union standards. A draft of the new Labour Code was finalised and sent for consultation at the end of 2024, with the government aiming to submit it to Parliament by December 2025. The draft includes updated provisions on employment contracts, collective bargaining, workplace safety and dispute resolution. However, it has faced criticism from trade unions and international organisations concerned about potential infringements on workers' rights and compliance with international labour conventions. Given ongoing political and security challenges, the timeline for formal approval remains uncertain.

In parallel, Ukraine is developing a National Employment Strategy, a key requirement under its EU integration framework to harmonise labour market policies with European standards. The draft strategy aims to promote job creation, professional retraining and enhance labour market inclusion for youth, women, veterans and persons with disabilities. The Employment Strategy 2030 is expected to be adopted by mid-2026, together with its Operational Action Plan, supporting broader economic recovery and social development goals. Recent legislative amendments complement these efforts, introducing new grounds for lawful dismissal, formal regulation of remote work and protections for domestic workers.

These reforms are further supported by a Tripartite Memorandum signed at the Ukraine Recovery Conference 2025, involving the government, employers and trade unions, with strong backing from the International Labour Organization and other international partners. This agreement commits Ukraine to strengthening social dialogue, promoting gender equality and aligning labour legislation with EU and ILO standards. Together, these policies and legal frameworks aim to create a flexible, inclusive and transparent labour market as part of Ukraine's post-war reconstruction and EU integration process.

3.2 Main actors and governance

National level

The Ministry of Economy, Environment and Agriculture of Ukraine holds primary responsibility for shaping employment policy at the national level. Established in mid-2025 through the merger of the Ministries of Economy, Agrarian Policy and Environment, this unified ministry spearheads labour market reform, economic development and coordination of employment-related legislation like the draft Labour Code and National Employment Strategy. It also manages skills development initiatives and regulatory alignment with European Union standards.

The Ministry of Social Policy, Family and Unity of Ukraine – formed in mid-2025 by merging the Ministry of Social Policy with the Ministry of National Unity – oversees the operational aspects of employment support. Its responsibilities include managing the State Employment Service (SES), which provides job-matching services, vocational training, unemployment benefits and targeted assistance for vulnerable groups, including internally displaced persons and returning veterans.

Strategic dialogue and policy coordination are facilitated through the National Tripartite Social and Economic Council, which brings together representatives from the government, employers and trade unions. This council ensures that employment policies are shaped through inclusive dialogue and are aligned with Ukraine's recovery and EU integration agendas.

International level: donors and projects

Below are listed key donor projects:

- [ILO Local Employment Partnership \(LEP\) in Kyiv Region](#): Launched in April 2025, this initiative supports vulnerable groups with skills training and job matching to facilitate decent employment. Approximately EUR 1.5 million;
- [EU-ILO – Promoting Inclusive Labour Market Governance Reform Programme](#): A EUR 3.8 million programme focusing on labour market governance, social dialogue, youth employment and institutional reform to support inclusive employment, reconstruction and EU integration;
- [Belgian Development Agency Enabel – BE-Relieve Ukraine Programme](#): A EUR 150 million programme focusing on energy efficiency, circular construction, vocational education and employment to support sustainable reconstruction and labour market recovery;
- The [World Bank – Ukraine Emergency Employment Support Project](#): Provides urgent employment opportunities through cash-for-work schemes and strengthens labour market institutions, with approximately USD 100 million funding;
- [GIZ – REYOIN](#): Economic Integration of Working-Age Population in Ukraine: Focuses on socio-economic integration of IDPs, local communities and returnees by improving employment services and policies, supporting the State Employment Service reform efforts. Funded by Germany's BMZ.

3.3 Policies and developments

Overview

The ongoing war and large-scale displacement have deepened the mismatch between workers' skills and the evolving needs of the economy. This has led to persistent joblessness and underemployment, particularly among youth, women and veterans.

Addressing these issues is a key focus of the draft National Employment Strategy, currently being finalised by the Ministry of Economy. The strategy prioritises reducing structural unemployment through targeted retraining programmes, modernisation of vocational education and better alignment between workforce skills and labour market demands. Inclusive labour market participation is a core objective of the strategy. It promotes youth employment through apprenticeships and flexible work options, supports women's participation by encouraging work-life balance and entry into non-traditional sectors, and fosters integration of internally displaced persons and people with disabilities via tailored support services.

The State Employment Service (SES) is also being reformed to become more efficient and accessible through digitalisation, improving job matching and labour-market information systems. In Ukraine, these reforms include the launch of a unified vacancies portal – the *Єдиний портал вакансій* (Unified Job Vacancies Portal) – and the release of a mobile application, *Державна служба зайнятості* (State Employment Service mobile app), enabling job seekers to browse vacancies nationwide, join electronic queues, connect with employers, and apply for training vouchers straight from their smartphones.

In July 2025, Ukraine joined Employment Social Innovation strand (EaSI) of the European Social Fund Plus (ESF+) framework, which following the agreement's ratification will provide access to Ukrainian NGOs, public authorities and companies funding for social projects, such as improving labour market participation and combating poverty and homelessness Youth Guarantee

Ukraine is preparing to implement the EU Youth Guarantee, which aims to ensure that all people under 30 receive a quality job offer, training, or education within four months of leaving school or becoming unemployed. In June 2024, the government created an Inter-Agency Working Group (IAWG) on the Youth Guarantee, bringing together relevant ministries, public employment services, employer federations, trade unions and civil society organisations, particularly youth organisations.

The IAWG is tasked with developing a comprehensive implementation plan aligned with EU standards and tailored to the needs of Ukrainian youth, especially those affected by the ongoing full-scale war.

On 5 June 2025, the Law 'On the Basic Principles of Youth Policy' was novelised, improving funding mechanisms for youth policy, increasing transparency, boosting institutional support for youth organisations and introducing the Youth Guarantee as a comprehensive tool to support young people.

3.4 Active labour market programme (ALMPS)

Ukraine's Active Labour Market Policies (ALMPs) in 2025 focus on mitigating the impact of the war by supporting internally displaced persons (IDPs), veterans, people with disabilities, youth and women.

Since the beginning of 2025, the State Employment Service has assisted about 226 000 people, including 163 000 registered as unemployed, placing 80 000 in jobs.

Approximately 19 300 IDPs found work via the Employment Service in 2025, with around 4 000 benefiting from employer compensation programmes.

Between 2023 and 2024, 40 500 training vouchers were issued, including 8 500 for IDPs, at an average value of EUR 333.

Key programmes in 2025 include for example the 'Vlasna Sprava' training vouchers which have aided over 15 600 beneficiaries by August 2025, with a notable share of women and young people participating.

Wage subsidies continue to encourage the hiring of approximately 7 000 IDPs, with UAH 78 million disbursed. Workplace adaptation subsidies have helped 854 employers create accessible jobs for people with disabilities. The Youth Guarantee scheme is under preparation, aiming to expand education, employment and training opportunities for youth, including through apprenticeships and traineeships, (VoxUkraine, 2024).

The State Employment Service (SES) has seen reforms to enhance its capacity, including new roles such as employment counsellors and employer advisors, and the implementation of a case management system to offer tailored support to jobseekers. While precise budget data and staff-to-jobseeker ratios remain limited, significant digitalisation efforts have been implemented, notably via the government's Diia platform, which now offers over 130 digital services to facilitate job matching and service access for employers and jobseekers. The SES actively collaborates with employers through wage subsidy and workplace adaptation programmes to better align labour supply with market demand (Diia, 2025).

3.5 Labour market disruption and pathways to recovery

The war has profoundly disrupted Ukraine's labour market, reshaping employment across nearly all sectors. Workforce displacement remains one of the most pressing challenges, with millions forced to relocate internally or abroad due to insecurity and infrastructure destruction. As of early 2025, Ukraine's working-age population stands at around 9 million, but demographic decline and mobilisation-related absences create significant gaps.

Job losses were concentrated in heavy industry, logistics and agriculture, while IT and defence technology continued to experience higher demand for labour. Despite these sectoral shocks, overall unemployment has declined somewhat, reflecting both strong demand for qualified workers in certain industries and a rise in labour market inactivity (MoE, 2025; KSE, 2025).

However, key challenges continue to constrain full labour market recovery. Infrastructure damage – particularly energy disruptions – has slowed business operations and persistent skill mismatches remain across high-demand sectors such as construction, logistics, IT and advanced manufacturing. As a result, structural unemployment is projected to rise to 17-19% through 2026, highlighting the difficulty of aligning labour supply with sectoral demand (MoE, 2025; KSE, 2025).

Additionally, widespread informality and barriers faced by internally displaced persons (IDPs), veterans and people with disabilities complicate labour reintegration. With nearly 75% of firms reporting staff shortages, particularly in production and engineering, Ukraine's human capital bottleneck risks undermining both reconstruction and long-term competitiveness (World Bank, 2025b).

In response, the government has prioritised measures to stabilise employment and stimulate recovery. Initiatives include the '5-7-9% loans' programme to support business continuity, wage increases across 74% of firms, and innovative incentives such as housing-linked employment packages, which rose by 30% in 2025. Policy efforts to reduce absences related to mobilisation focus on simplifying exemption processes and strengthening legal protections for formal employment. The Unified Vacancy Portal, which lists over 230 000 jobs daily, has become a vital platform for labour mobility, job matching and reskilling. Meanwhile, EU-backed investment in construction, renewable energy and critical raw materials is expected to generate demand for skilled workers and strengthen Ukraine's recovery trajectory (European Commission, 2025).

A major pillar of recovery lies in inclusive labour strategies and human capital development. Displaced persons, veterans and women are increasingly integrated into the workforce, with women now comprising more than 80% of registered job seekers and leading in upskilling efforts. Nearly 40% of persons with disabilities require no workplace adaptation, offering opportunities for expanded participation. International partners play a critical role in supporting these efforts through aid, training and sectoral cooperation. Collectively, these initiatives aim not only to address immediate labour shortages but also to lay the foundation for sustainable, inclusive growth in the post-war era.

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve, and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under 'Participation and access' in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education, and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under 'Attainment, completion and outcomes': the share of adults with tertiary qualifications, the rate of early leavers from education and training and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical, and informational resources that sustain the education process, reflected by the indicators under 'Resources and data': public expenditure on education as a share of GDP, the adequacy of infrastructure, and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Ukraine, EU average) (2022-2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate (lower secondary)	M.D.	M.D.	M.D.	98.1	UIS UNESCO
Total net enrolment rate (upper secondary)	M.D.	M.D.	M.D.	93.6	UIS UNESCO
Students in VET as a % of total upper secondary students	26.8	26.6	M.D.	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	M.D.	M.D.	M.D.	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous 4 weeks (% aged 25-64)	0.5	M.D.	M.D.	13.3	LFS (4)
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5-8	44.9	M.D.	M.D.	30.2	LFS
Early leavers from education and training (% aged 18-24)	M.D.	M.D.	M.D.	9.3	LFS
Underachievers in maths (% aged 15)	42.4	N.A.	N.A.	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	5.9	M.D.	M.D.	4.7	UIS UNESCO
Inadequate or poor-quality physical infrastructure (2)	45.4	N.A.	N.A.	27.9	PISA OECD
Availability of internationally comparable data on education	N.A.	45.1	53.3	N.A.	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average; 2. Percentage of students in schools whose principal reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure; 3. ETF Torino Process (TRP).
Source: ETF KIESE database.

Ukraine is missing most of the headline data on education from the standard set of sources foreseen in the ETF KIESE database (Table 4.1), particularly for the period after 2022. However, as the war and its impact are rather well-documented, the missing data can be complemented with information from alternative national and international sources.

Since the full-scale invasion in 2022, education and training in Ukraine have faced profound disruption across virtually all fronts - participation, quality, infrastructure, financing and data (ETF, 2025). The pre-war legacy of high enrolment and educational attainment continues to influence the monitoring results for the country, however, even as the crisis forces a continuous rethinking of policy priorities.

Before 2022, Ukraine already had a high rate of enrolment in lower secondary education (around 89% in 2020) and a more modest rate of net enrolment on upper-secondary level (circa 78% in 2020) (UNESCO Institute for Statistics, 2020; World Bank, 2020). The share of upper-secondary students in VET tracks ranged between 25-30% in 2019-2021, which is considerably lower than in many other European countries. Meanwhile, gross enrolment in tertiary education was exceptionally high (over 80% in 2020) in 2020, which suggest that demand for university-level credentials was strong (UNESCO Institute for Statistics, 2020; State Statistics Service of Ukraine, 2021).

At the time of monitoring, war-related displacement, school damage and economic pressures were putting these results and achievements at risk. Thousands of students have migrated abroad and continued studies in EU institutions, particularly in Poland, Germany and Czechia. This has affected enrolment and domestic demand for education (UNICEF, 2023; Ministry of Education and Science of Ukraine, 2023b). Many schools in or near the frontline remain closed or operate on rotating schedules, which reduces the effectiveness of access. In the 2023-2024 school year, only about 45% of students nationwide were able to attend in-person full-time classes due to lack of protective infrastructure such as bomb shelters (UNICEF, 2023).

Meanwhile, the traditionally weak track record of Ukraine in the area of adult learning remains largely unchanged. Qualitative assessments such as prior Torino Process reports suggest that only a small fraction of adults currently access programmes for upskilling (ETF, 2024). The war has reallocated fiscal and institutional focus away from continuing education, even as labour market needs for retraining intensify (as noted also in [Section 1.1](#)).

According to international sources, Ukraine entered the war with a strong base of human capital. Over half of the labour force had tertiary-level credentials (ISCED 5-8) in 2020, and virtually the entire adult population had attained at least upper-secondary education. Early school leaving in Ukraine was historically near zero as most youth complete secondary schooling (ETF, 2024; World Bank, 2020).

However, the quality of learning outcomes in Ukraine remains a weakness. In PISA 2018, about 36% of 15-year-olds failed to reach baseline proficiency in mathematics (OECD, 2019). The war made these deficits worse. In the 2022 round of PISA which was conducted only in the safer regions of the country, the share of underachievers in that subject rose to roughly 42% (OECD, 2023). Reading and science proficiency also fell sharply amid disrupted instruction and psychological stress on students. While the combination of high educational attainment and weak quality of learning was always a structural challenge for Ukraine, the war risks widening that gap even further.

Ukraine has consistently devoted a relatively high share of its GDP to education (5.9% in 2022, Table 4.1), at a level above that of many EU countries. This spending has not always translated into modern infrastructure or competitive teacher salaries, however; many schools lack laboratories, adequate heating or digital equipment. The war has inflicted catastrophic damage; by early 2025, over 3 900 educational institutions have been documented as having been either damaged or destroyed (ETF, 2025). Many surviving schools lack intact facilities (Ministry of Education and Science of Ukraine, 2023b; UNICEF, 2023).

The war has also compromised the continuity and scope of data collection on education and employment in Ukraine, as some examination cycles and surveys have been postponed or limited to safer regions only. By maintaining its participation in international data collections such as OECD's PISA, the country has nevertheless managed to improve the availability of internationally comparable data for the purpose of monitoring, from 45.1 of all indicators available in 2023 to 53.3% of all indicators in 2024 (Table 4.1)

Employment and demand for skills

The set of labour-market indicators follows the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, ‘Employment and labour-market outcomes’ (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15-24), employment rate of recent graduates (aged 20-34, ISCED 3-8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15-24) and the NEET rate (aged 15-29). The second group, ‘Demand for skills’ (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad economic sector (agriculture, industry, services), the incidence of vulnerable employment and educational mismatch.

Table 4.2 Headline indicators: employment (Ukraine, EU average) (2022-2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	49.3	M.D.	M.D.	54.7	LFS (1)
Employment rate (% aged 15-24 or similar age group)	24.8	M.D.	M.D.	35.0	LFS (1)
Employment rate of recent graduates aged 20-34 (ISCED 3-8)	M.D.	M.D.	M.D.	82.4	LFS (1)
Unemployment rate (% aged 15+ or similar age group)	9.8	M.D.	M.D.	5.9	LFS (1)
Unemployment rate (% aged 15-24 or similar age group)	19.1	M.D.	M.D.	14.9	LFS (1)
NEET rate (% aged 15-29 or similar age group)	19.8	M.D.	M.D.	11.0	LFS (1)
Demand for skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sectors (%): agriculture	13.9	M.D.	M.D.	3.3	LFS (1)
Employment by broad economic sectors (%): industry	25.5	M.D.	M.D.	24.1	LFS (1)
Employment by broad economic sectors (%): service	60.6	M.D.	M.D.	72.1	LFS (1)
Incidence of vulnerable employment (%)	14.9	M.D.	M.D.	10.0	LFS (1)
Employment by ‘educational mismatch’: % matched	M.D.	M.D.	M.D.	M.D.	ILOSTAT

Notes: 1. Data refer to 2019; 2. Data refer to 2019, age group 15-59; 3. Data refer to 2019, age group 16-24; 4. Data refer to 2019, age group 15-24.

Source: ETF KIESE database

As with the headline data on education, the headline data on employment in Ukraine becomes incomplete after the start of the war in 2022 (Table 4.2). Nevertheless, the economic and labour market effects of the war have been analysed in depth by several international and national institutions, whose estimates could help to fill the resulting gaps in the time series.

Before the war, the employment-to-population ratio for adults (15+) stood close to 50%, and the unemployment rate was about 9.8% (Table 4.1; State Statistics Service of Ukraine, 2021). With the onset of the invasion, the number of employed persons fell by an estimated 15-20%, particularly in regions where industrial and service activities were interrupted. The ILO and the National Bank of Ukraine (NBU) estimate that unemployment rose to approximately 21% in 2022 and declined to around 14-16% by 2023-2024 (ILO, 2023; NBU, 2023). This improvement partly reflects the reduced size of the labour force following migration, displacement and mobilisation. While the employment rate has stabilised, total employment remains considerably below its pre-war level (ILO, 2023; NBU, 2023).

Young people have been particularly affected by the wartime reduction of opportunities to find work. The share of youth aged 15-29 not in employment, education, or training (NEET) increased to 21.4% in 2024. Women account for about 70% of this group (UNICEF & UNDP, 2024). The last available official figure for youth unemployment (15-24) was 19% in 2021 (State Statistics Service of Ukraine, 2021). Since then, job losses, prolonged education and continued displacement have likely reduced overall youth participation in the labour market (ILO, 2022). Employment outcomes for recent graduates have also weakened. Before 2022, around 55-60% of graduates aged 20-34 were

employed within a few years of completing their studies (ILO, 2022), but this share may have declined since then as many have taken temporary or non-specialised jobs.

The structure of employment by sector has also shifted. In 2021, about 61% of total employment was in services, 25% in industry and 14% in agriculture (Table 4.2). Since 2022, industrial employment has declined sharply in the east and south, while agriculture and local services have absorbed a larger share of workers. The proportion of vulnerable employment – own-account or unpaid family work – appears to have risen from its pre-war level of about 18% (ILO, 2022). In addition, roughly one-third of workers were employed in jobs that did not match their qualifications before the war (ETF, 2019) – a share that has likely increased since.

4.2 System performance indicators

As noted in the introduction to this paper, ‘performance’ in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: Who takes part? What do they achieve? How do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics.

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes, i.e. support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) in order to help them to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET) and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and achieving graduation.

In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

Access by age and gender

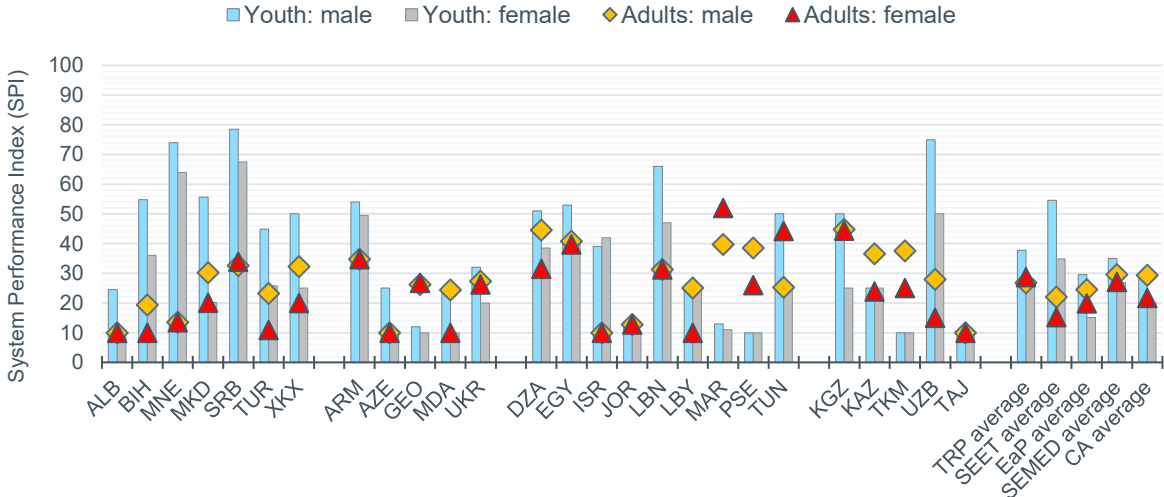
Initial VET in Ukraine delivers broad and legally guaranteed opportunities for access to boys and girls, which the country has managed to safeguard under martial law. However, the monitoring results suggest that the IVET system continues to struggle with low participation and entrenched gender patterns in the choice of VET programmes (Figure 4.1). As in many other countries covered by the monitoring sample, system performance in support of access to IVET is on the lower end of the performance scale (SPI of 32 for boys and only 20 for girls).

According to the Torino Process monitoring survey, fewer than 10% of 9th-grade graduates consciously choose a vocational pathway and this share declines further among graduates of the 11th grade. This is consistent with the KIESE data used for the calculation of the composite index, which shows that only 20.4% of girls and 32.4% of boys in upper-secondary education are enrolled in vocational programmes (KIESE SPI Indicator 4). VET continues to be perceived as a less desirable option compared to general education. This has historically contributed to the limited participation of youth in VET, particularly among girls, who tend to pursue pathways that enable admission to higher education instead. According to the monitoring survey, the ratio of female to male participation in IVET stands at around 0.6-0.67 (values below 1.0 mean lower participation of girls). This is substantially below the ratio in secondary (0.9) and higher education (1.1) and confirms that equality in access to VET remains weaker than on other levels of education in Ukraine.

Gender plays a role also in the choice of specialisations in VET by reflecting traditional perceptions of 'male' and 'female' occupations. Although there are no formal barriers to enrolment in any vocational field, and a 2017 decision by the Ministry of Health repealed the last regulation restricting the access of women to certain professions, men continue to dominate in industrial and technical areas. Nonetheless, the monitoring survey notes that there has been progress toward gender parity, as more girls enrol in previously male-dominated programmes such as welding, vehicle repair and diagnostics of electronic systems in wheeled vehicles. These shifts suggest a gradual, if still limited, change in social attitudes toward gender roles in VET.

Gender biases are less pronounced in the opportunities Ukraine provides to prospective adult learners. The monitoring survey notes that access to CVET and other forms of adult learning is broadly available and supported by a relatively well-developed framework. The Law 'On Professional Development of Employees' (2012) establishes a right to regular upskilling at least once every five years, while the system of vouchers funded by the State Employment Service allows adults, in particular those aged 45 or over as well as unemployed individuals, to acquire new professional qualifications free of charge. In addition, under wartime legislation adopted in 2022, adults have greater flexibility to obtain a working profession and acquire multiple vocational qualifications over time even without having completed general secondary education. Eligibility for publicly funded retraining has been expanded to include veterans, displaced persons, individuals with disabilities and those injured during the war.

Figure 4.1: Access to learning opportunities by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance = 0, max/high performance = 100⁴.
 Source: ETF KIESE and Torino Process databases

⁴ The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index

Alongside formal programmes, the monitoring survey describes numerous opportunities for adult learning available through online platforms such as Diia Osvida and Prometheus, which provide both free and paid courses. Certificates from these platforms are increasingly recognised by employers and often compete with state-issued diplomas. Data also confirm that access at the post-secondary non-tertiary level, where all programmes are vocational, is fully inclusive for both men and women, as there is no gender-based difference (KIESE SPI Indicator 14).

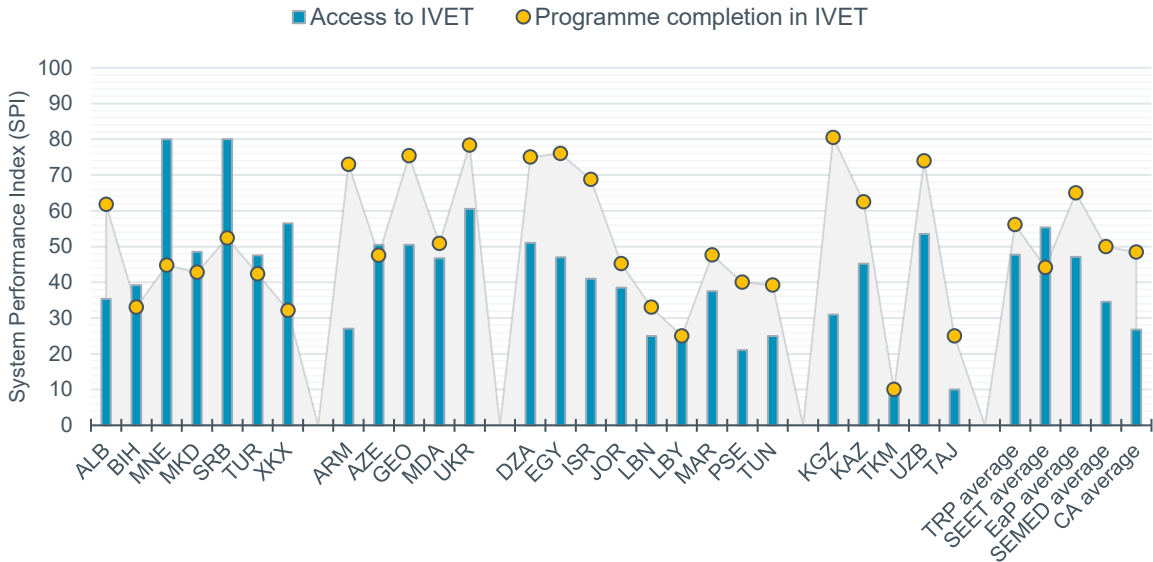
Although opportunities for adult learning are accessible and diverse, participation remains limited (SPI of 27 for men and 26 for women). The monitoring survey suggests that the reasons can be attributed to unfavourable demographic and economic factors, such as population displacement and labour market disruptions caused by the war, rather than to flaws in system design.

The KIESE data corroborate these observations. The contribution of VET to adult learning remains limited, as just 4.6% of women and 7% of men aged 15-24 participate in vocational education at any level (KIESE SPI Indicator 15). Overall, participation in adult learning remains extremely low in Ukraine, with only 0.4% of women and 0.5% of men aged 25-64 reporting participation in training or lifelong learning during the previous four weeks (KIESE SPI Indicator 16).

Retention and programme completion

To the extent available, the data about progression and programme completion suggests that most IVET providers in Ukraine support student retention effectively. According to the monitoring survey, in the 2024 academic year fewer than 27 800 out of 193 487 VET students (15%) dropped out and only about 4 100 (4%) left because they failed to meet academic requirements. Most learners in VET complete the general secondary education component embedded in IVET programmes, while academic failure remains a relatively rare cause of non-completion. System performance in this domain is correspondingly high (SPI of 78, Figure 4.2), among the highest in the Torino Process monitoring sample.

Figure 4.2: Access and programme completion in IVET – system performance index, ETF partner countries and international average



Note: Theoretical index range: min/low performance = 0, max/high performance = 100.
 Source: ETF KIESE and Torino Process databases

What about retention beyond VET: how many IVET graduates remain in education? According to data from the Institute of Professional Qualifications, most graduates from IVET leave education altogether after completing their programmes. The monitoring survey notes that in 2024 only 4.2% of IVET

scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

graduates continued their education at higher levels of education. Among those who completed the basic VET programme and obtained the qualification of 'qualified worker', the share fell to 2.4%. Most graduates who pursue further education do so within VET institutions at the pre-tertiary rather than higher level.

Ukraine does not yet have comprehensive monitoring tools for tracking learner progression over time, nor has it produced dedicated research examining the factors that influence retention and completion. The low rate of continuation may reflect a combination of factors which include structural barriers between VET and academic pathways, limited incentives for further study and the intention of learners to enter employment upon completion.

In the same vein, there is lack of gender-disaggregated data on the share of female learners who remain in their programmes, make progress in their studies, or complete their training successfully. In the absence of such information, it is not possible to determine whether the relatively positive outcomes in terms of completion are shared equally across genders or whether they conceal disparities in access or retention.

Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

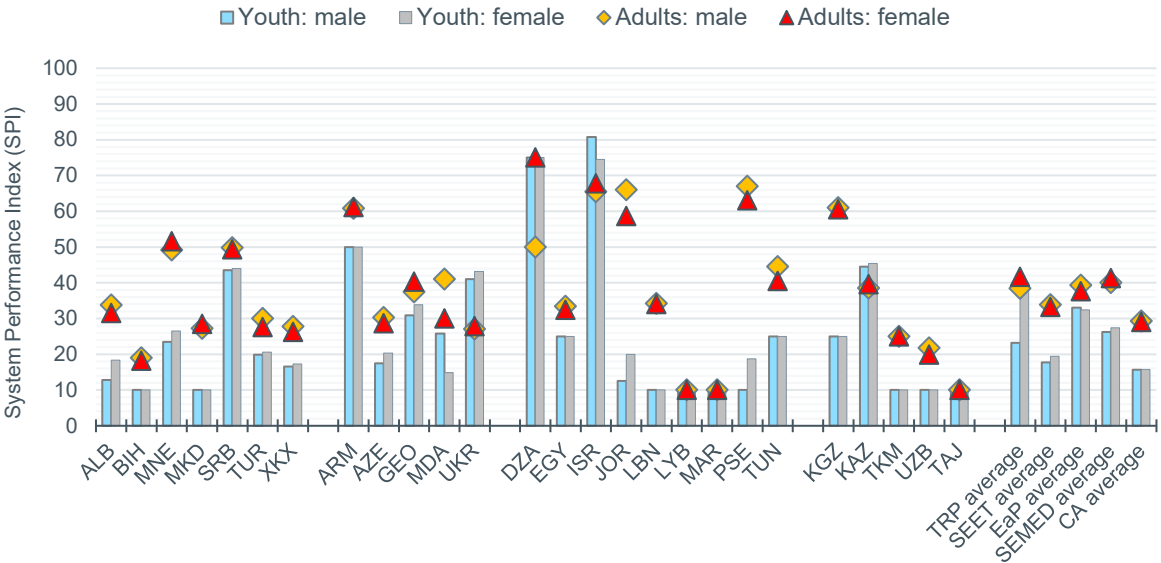
The ETF monitoring keeps quality and relevance separate because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the reporting hopes to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

Quality of learning by age and gender

According to the monitoring survey, the declared purpose of VET in Ukraine is to develop occupational and transversal competences that support employability. To that end, the 2017 Law on Education introduced a competence-based approach to education and training, which was complemented by the adoption of modular VET standards in 2021. These standards are designed to ensure that learners acquire occupational and key competences, including communication, mathematical and digital literacy, civic awareness, entrepreneurial initiative and environmental responsibility.

The monitoring evidence suggests that these aspirations have yet to be realised, as the quality of teaching and learning provided to youth is not particularly high. Although with an SPI of 41 for boys and 43 for girls Ukraine outperforms both the regional (EaP) and Torino Process sample averages (Figure 4.3), the results are below average and reflect serious deficiencies. Many students in general education and in particular in IVET programmes fail to reach even basic levels of numeracy and literacy. Around 35.4% of girls and 46.5% of boys are underachievers in reading (KIESE SPI Indicator 24, sourced from OECDs PISA), and 43.5% of girls and 41.3% of boys in mathematics (Indicator 25). Roughly a third of students also underachieve in science (Indicator 26). The share of top achievers remains below 5% in all domains (Indicators 27-29).

Figure 4.3: Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance = 0, max/high performance = 100.
 Source: ETF KIESE and Torino Process databases

Foundational competences among youth in VET are not the only area of weakness in this domain of monitoring. Another concerns the relevance of skills acquired. According to the monitoring survey, more than two-thirds of Ukrainian companies consider that graduates from both general education and VET lack practical skills and up-to-date knowledge in their respective fields. As in other countries in the monitoring sample, in Ukraine the pace of industrial development is much faster than the pace of curricular renewal, while outdated training equipment in many vocational institutions hampers the effective acquisition of relevant competences.

Unlike in most other countries shown in Figure 4.3, where adults are more likely than youth to possess foundational skills and competences, the opposite is true in Ukraine. Performance in this domain is lower in Ukraine than both the regional and overall monitoring sample averages, and also lower than for youth. Although most adults in Ukraine have completed at least upper-secondary education, nearly half hold tertiary qualifications, and basic literacy is nearly universal, there are considerable limitations in digital and applied competences.

While adults in Ukraine readily apply digital skills in basic, consumer-oriented contexts, the availability of higher-level digital skills remains scarce. Only 10.7% of adults report using arithmetic formulas in spreadsheets (KIESE SPI Indicator 47), fewer than 2% have programmed or coded in digital environments (Indicator 48) and 7-13% have installed or configured software or devices (Indicators 53-54). In contrast, everyday digital tasks are more common: around 60% of women and 47% of men use Internet banking (Indicator 56), and about 26% of adults have purchased goods or services online (Indicator 58).

These average metrics mask important nuances, however. In practice, the war has brought to light a different dimension of human capital in Ukraine in the form of a critical mass of adults capable of applying and advancing high-level technical, digital and transversal competences in ways that far exceed what the aggregate KIESE and SPI indicators can capture.

Since 2022, Ukraine's adult population has demonstrated exceptional ingenuity in sustaining education, maintaining public services and driving technological innovation. Despite the destruction of thousands of educational institutions, learning has continued through digital and community-based initiatives, including the Diia Digital Education platform, which has trained more than 1.3 million people in digital skills (ETF, 2025b). At the same time, engineers, technicians and entrepreneurs have built a domestic defence industry from the ground up, producing drones, missiles and AI-based systems that

are now a core element of Ukraine’s battlefield resilience (Chatham House, 2025; Raufoglu, 2025). Civilian innovators have developed logistics networks, open-source software and volunteer-based production systems to meet wartime needs, while energy-sector engineers have repeatedly restored the national grid within days of targeted attacks (ISS, 2023).

Certainly, the existence of sophisticated innovation and problem-solving capacity under extreme conditions does not negate the statistical findings above. Rather, it points to an uneven distribution of competences across the adult population: a majority with limited digital and applied skills and a smaller yet highly capable segment driving innovation and resilience.

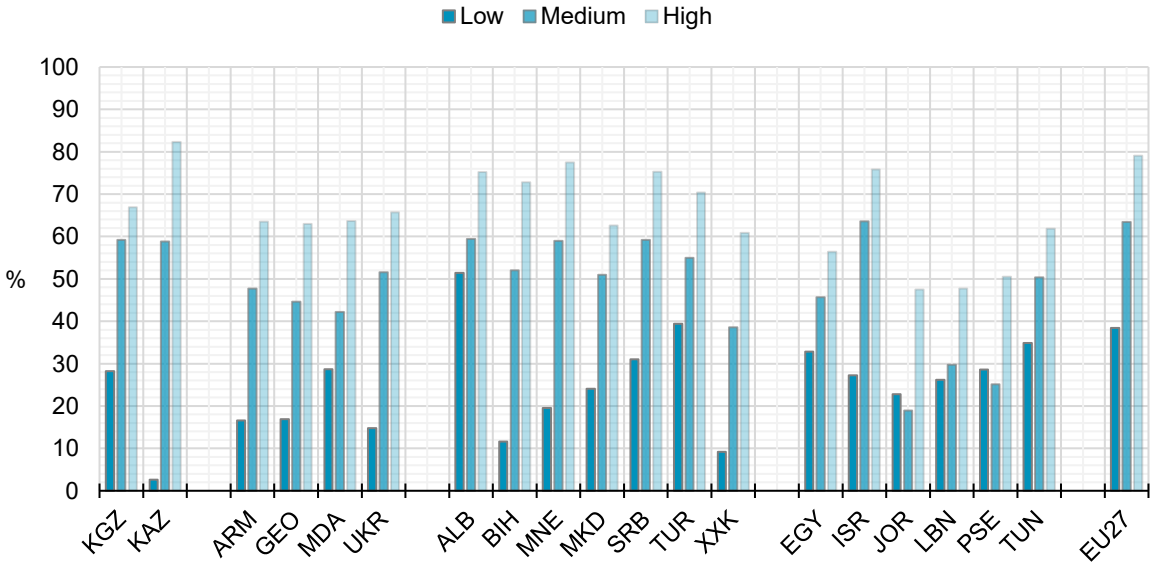
Relevance and labour market outcomes

This section uses employment data to gauge how effectively education in Ukraine meets labour market needs. Specifically, it compares employment rates by the highest education level adults have reached, with EU-27 averages (Figure 4.4).

Before the full-scale invasion, the link between education and employment in Ukraine was already strong: the higher the level of qualifications, the greater the likelihood of being employed. In 2021, only 14.8% of individuals with low level of education (ISCED 0-2) had a job, compared to 51.6% among those with medium level of attainment (ISCED 3-4) and 65.7% among those with higher education (ISCED 5-8) (Figure 4.4). The gap in employment between people with low level of education and a tertiary qualification in Ukraine was also wider than in the EU. However, the overall level of employment was lower than the EU average.

After 2022, when the war disrupted most regular labour force surveys, no new official data by education level have been released. Nevertheless, several international institutions have produced model-based estimates that allow for approximate comparison. According to these estimates, employment among adults with low attainment in Ukraine stood at around 40% in 2022-2023, while the employment rate among those with medium level of education ranged between 55% and 60% and around 70% for those with higher education (World Bank, 2024; Ministry of Economy of Ukraine & International Labour Organization, 2023). These results are still below the EU-27 average for all three categories by attainment (Eurostat, 2023).

Figure 4.4: Employment rate (age 15+) by educational attainment, ETF partner countries (2024)



Source: ETF KIESE database

It is important to note that, although at first glance the extrapolated post-2022 figures appear higher than those for 2021, they do not necessarily signal an improvement in labour market outcomes. The apparent increase reflects methodological differences rather than real gains in employment. Pre-war

survey data (15+ population) included older and inactive cohorts, while post-2022 modelled ratios are based on adjusted population structures that exclude many of those displaced, mobilised, or retired during the war. In practice, total employment in Ukraine has declined since 2022, particularly among low-educated and rural groups, even as ratios adjusted for demographic change appear more favourable (World Bank, 2024). The overall pattern remains unchanged: higher education continues to be strongly associated with better employment prospects, while the low-educated face persistently limited access to jobs.

System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET.

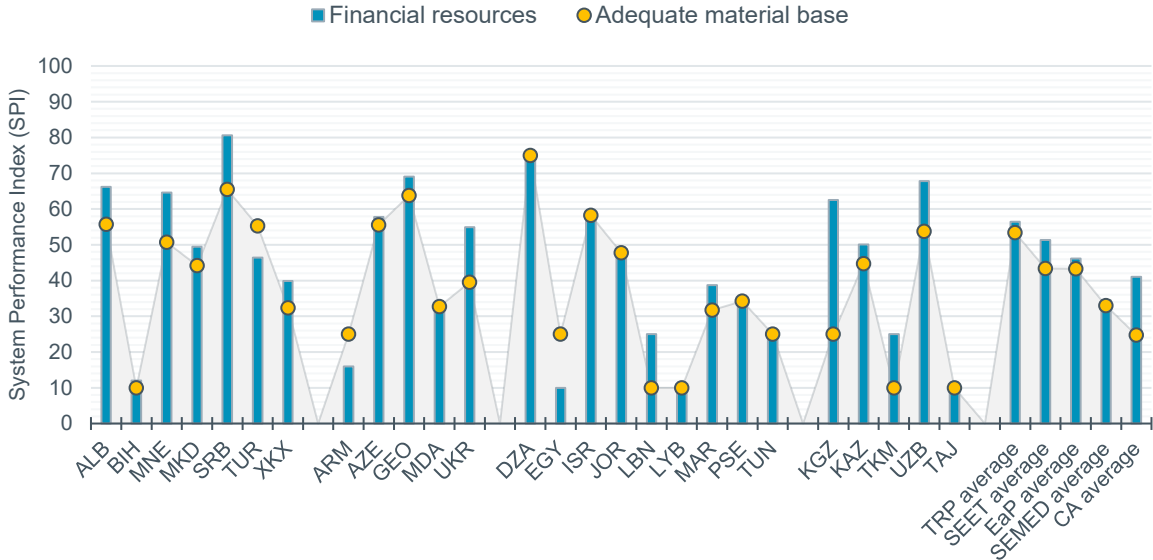
The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership and the internationalisation of VET.

Financial resources in VET and lifelong learning

This section examines the availability of funding for VET in Ukraine and discusses how effectively this funding translates into tangible resources, such as well-equipped teaching facilities, workshops and appropriate instructional materials.

VET funding in Ukraine is limited. Like in other countries in the monitoring sample, system performance in this domain is average (SPI of 55, Figure 4.5) and the data provided through the monitoring survey also suggests that it falls short of what is needed for efficient functioning of the VET system. In 2024, total state allocations for VET amounted to approximately UAH 7.95 billion, or around 2.3% of the education budget, 0.24% of the total state budget and only 0.10% of GDP. This is indicative of the marginal position which VET has in budget allocation decisions at the time of this monitoring during the war.

Figure 4.5: Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)



Note: Theoretical index range: min/low performance = 0, max/high performance = 100.
Source: ETF KIESE and Torino Process databases

Funding for VET in Ukraine is also unevenly distributed. Although resources come mainly from the state and local budgets, the monitoring survey notes that decentralisation has transferred a large

share of financial responsibility to regional authorities. The monitoring survey notes that this has often led to funding gaps and uneven provision of resources across regions in Ukraine. Funding from private sources remains modest. Despite efforts to increase private participation, employers and other private actors still contribute only between 10% and 20% of total VET funding. Consequently, the bulk of spending on VET continues to depend on public sources. This reflects a broader pattern in school education, where 94% of costs are covered by the government budget (KIESE SPI Indicator 96).

In practical terms, the combination of limited resources and uneven allocation has resulted into significant underinvestment in the physical and material base of VET institutions. Almost all of the 597 VET schools in Ukraine (like a majority of general education schools too) were built during the Soviet period and the average age of their installed equipment is between 40 and 50 years, according to the monitoring survey. The impact of this legacy is widespread. More than 75% of students are in schools where instruction is hindered by a lack of educational materials (KIESE SPI Indicator 97), and around 70% by the poor quality of those materials (KIESE SPI Indicator 98). Some 52% of students study in schools affected by insufficient physical infrastructure, and 45% in schools where the infrastructure that exists is in poor condition (KIESE SPI Indicators 99-100). System performance in this area is correspondingly limited (SPI of 40, below the averages for the monitoring sample and the EaP region) (Figure 4.5).

National authorities have launched several targeted initiatives aimed at renewing the material base. Between 2016 and 2018, one hundred training and practical centres (TPCs) were created at a cost of UAH 200 million, followed by a further 233 centres between 2019 and 2024 with total funding of about UAH 540 million. The monitoring survey notes that these investments have contributed to updating equipment and providing new opportunities for practical learning, but also that they have provided only a partial solution. A TPC typically covers one or several workshops in a VET provider institution, leaving the remainder of facilities outdated. Nevertheless, stakeholders consider the initiative a valuable mechanism for incremental renewal. Access to the programme is competitive and regulated by Order No 694 of the Ministry of Education and Science, Youth and Sports (2012), which requires institutions to develop project proposals and secure regional endorsement before receiving funding.

Human resources: allocation, use, professional capacity

VET in Ukraine is facing challenges in the area of human resources in VET. The monitoring survey notes that despite the war, the preparation of teachers is continuing, with approximately 29 100 pedagogical staff provided theoretical and practical training across the VET sector as of 1 March 2025. However, there are sizeable shortages as many educators have joined the Armed Forces of Ukraine, left the country, or became internally displaced. Some 30% of students are in schools where instruction is being hindered by a lack of teaching staff (KIESE SPI Indicator 107). By one estimate, roughly 25 000 Ukrainian educators – about 5-6% of the teaching workforce – were working abroad or had left teaching by mid-2023. The government has tried to incentivise teachers to remain by continuing salaries and enabling remote teaching: some displaced teachers teach online classes to students in their home regions. Nonetheless, certain communities (especially rural areas in full-scale war zones) have severe teacher shortages.

The loss of teachers has been particularly acute in subjects like foreign languages and STEM, where some highly skilled instructors found opportunities in the EU. Within Ukraine, many teachers from the east had to transfer to new schools in the west, sometimes taking pay cuts or volunteer positions to stay in the profession (ETF, 2025a). In addition, many of those who remain lack the psychological preparedness and interpersonal skills required to support learners coping with trauma and disruption.

At the same time, the institutional and policy framework for teacher training and professional development (*Procedure for the Professional Development of Pedagogical and Research and Teaching Staff, adopted in 2019*) remains comparatively strong, and the VET system continues to function effectively in key structural areas, even under extreme pressure. This is reflected in a relatively strong system performance results (SPI of 72, against an SPI of 61 for the monitoring sample and an SPI of 60 for the Eastern Partnership region).

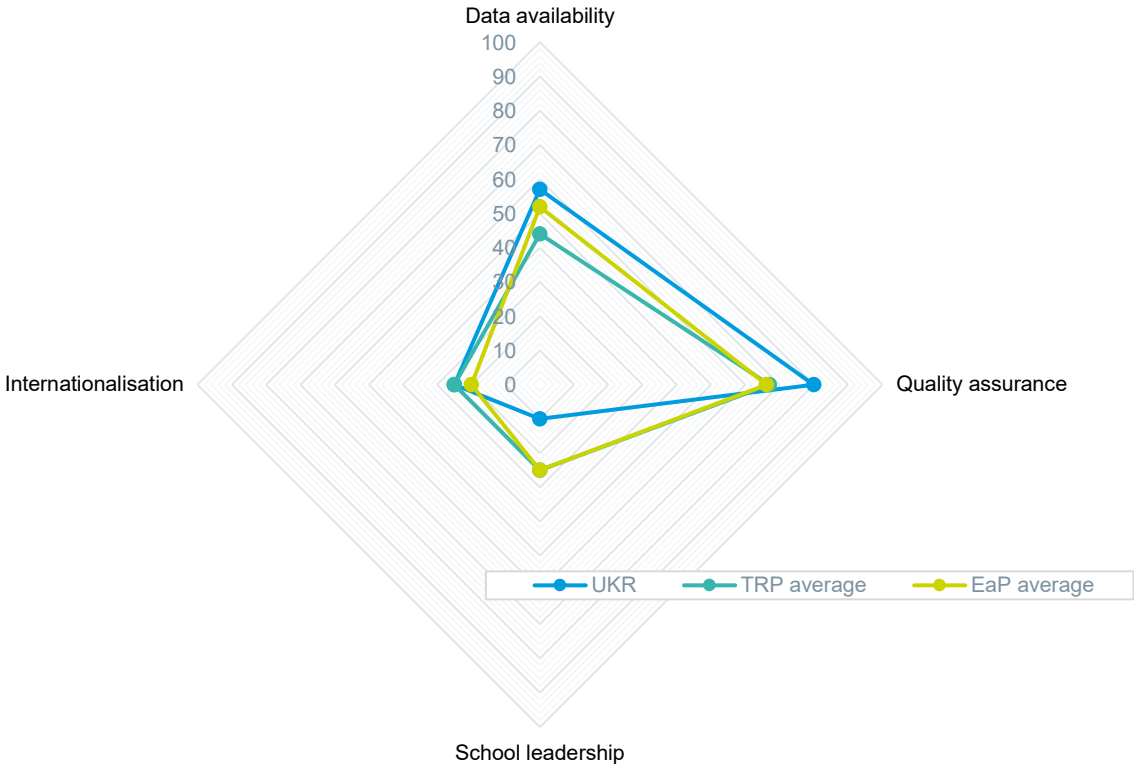
For VET staff, the framework also recognises the need for continuous industry-specific training, updating of technical knowledge, and familiarisation with modern production technologies and qualification standards. The KIESE data used to calculate the composite score confirm that, despite wartime disruption, a large share of educators continue to engage in structured training and maintain professional standards. The share of certified teachers is close to 70% (KIESE SPI Indicator 111), and over 45% have had recent professional development (KIESE SPI Indicator 112). At the same time, such opportunities remain inaccessible in some areas due to more active hostilities, temporary occupation, or severe infrastructural damage.

System steering and management

This section summarises the system performance results in the domains of data availability and capacity for informed decision-making, quality assurance, school leadership and internationalisation in VET in Ukraine.

Ukraine has a comparatively well-developed institutional framework for education and training statistics, with multiple entities involved in data production, such as the Ministry of Education and Science, the State Statistics Service, the Institute of Educational Analytics and the Unified State Electronic Database on Education (USEDE). The latter provides a technologically advanced platform for collecting, processing and storing data from over 3 000 vocational and higher education institutions and enables centralised monitoring of qualification document issuance and other administrative functions. Independent analytical centres such as the Institute of Professional Qualifications contribute complementary datasets through instruments like the Qualification Map of Ukraine, which integrates education, employment and pension-fund data using big-data methodologies. In addition, Ukraine has maintained its participation in international data initiatives such as OECD’s PISA. Correspondingly, system performance in this area is higher than both the regional EAP and international averages (SPI of 57, Figure 4.6).

Figure 4.6: System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)



Note: Theoretical index range: min/low performance = 0, max/high performance = 100.
 Source: ETF KIESE and Torino Process databases

However, despite a solid institutional, digital and international foundation, the reliability, comparability and usability of data related to VET remain limited. The monitoring survey notes the presence of discrepancies between official databases regarding the number of institutions, learners, graduates and employment outcomes. Data inaccuracies frequently arise from erroneous entries in state systems, while outdated methodological guidelines for data collection fail to reflect current technological and policy realities. These long-standing issues have been compounded by martial-law restrictions introduced in 2022, under which many statistical reports are withheld until after the termination of hostilities.

Ukraine has a robust quality assurance framework in VET, which draws on criteria of quality established through the National Qualifications Framework (NQF). The NQF establishes minimum learning outcome requirements and promotes competency-based education linked to occupational standards. The Ministry of Education and Science oversees the licensing and validation of VET programmes, while two dedicated agencies – the State Service for Education Quality (SSEQ, established in 2017) and the National Qualifications Agency (NQA, established in 2019) – ensure external oversight. The NQA plays a central role in developing and registering occupational standards and accrediting qualification centres responsible for independent assessments, including the validation of non-formal and informal learning. Accreditation in Ukraine is programme-based rather than institutional, which supports a focus on the quality of individual curricula.

System performance in this domain is well above average (SPI of 80). The data used to compile the score suggest that formal quality assurance mechanisms are widespread in VET and general education institutions. Nearly all school principals report mandatory internal self-evaluation (98.8%) and external evaluation (87.2%), as well as systematic recording of student results and attendance (KIESE SPI Indicators 84-89). Written definitions of curricular goals (95.7%) and student performance standards (97.0%) are well-established as well.

However, the same data point to a more procedural than developmental character of quality assurance practices. Only around 62% of school principals report regular feedback collection from students (Indicator 90). Accountability mechanisms remain limited as well: just 5.5% of schools make achievement data public and only 49.4% track such data over time through administrative authorities (KIESE SPI Indicators 81-82).

As to the professional capacity of staff in leadership positions, Figure 4.6 shows that the monitoring results of Ukraine are below regional and international averages. Although the Law 'On Education' (2017) and Cabinet Resolution No 800 (2019), as quoted in the monitoring survey, stipulate mandatory professional development of at least 150 hours every five years and require newly appointed directors and deputy directors to complete advanced training during their first two years of service, gaps remain in the leadership capacity of VET principals. The monitoring survey suggests that part of the problem is the often-formalistic character of professional development programmes, which are also often outdated and insufficiently tailored to the operational needs of vocational institutions. Consequently, many VET directors continue to lack competences in strategic and project management, as well as institutional marketing that are essential under the ongoing decentralisation and modernisation reforms in VET.

At the same time, VET in Ukraine remains outward-looking and well-connected internationally. The country is highly active and institutionally engaged in international cooperation. The monitoring survey notes, for example, that its VET institutions and authorities participate extensively in international and EU programmes such as Erasmus+, EU4Skills, ILO and UNDP projects and cooperation with KfW. Although the infrastructural component of EU4Skills was interrupted by the pandemic and the war, its objectives have been continued through renewed cooperation since 2024. Ukraine has also maintained formal alignment with European frameworks and has self-certified its National Qualifications Framework against the European Qualifications Framework. Regular exchanges with the European Commission now focus on the comparability and recognition of Ukrainian qualifications.

ABBREVIATIONS

AI	Artificial Intelligence
ALMPs	active labour market policies
BMZ	German Federal Ministry for Economic Cooperation and Development
CA	Central Asia
CoVEs	Centres of Vocational Excellence
CVET	Continuing Vocational Education and Training
Desa	United Nations Department of Economic and Social Affairs
Diia	government digital services platform
EaFA	European Alliance for Apprenticeships
EaP	Eastern Partnership
EBRD	European Bank for Reconstruction and Development
EC	European Commission
EGY	Egypt
EIB	European Investment Bank
Enabel	Belgian Development Agency
EPALE	Electronic Platform for Adult Learning in Europe
EQAVET	European Quality Assurance Reference Framework for VET
EQF	European Qualifications Framework
ESF	European Social Fund
ETF	European Training Foundation
EU	European Union
EU4Skills	European Union for Skills Programme
EURO /EUR	European currency
Euroguidance	European Network for Career Guidance
Eurydice	European Education Information Network

GDP	gross domestic product
GIZ	German Agency for International Cooperation
GSE	General Secondary Education
Happy Monday	career guidance platform
HDI	Human Development Index
IAWG	Inter-Agency Working Group
IDPs	Internally Displaced Persons
IEA	Institute of Educational Analytics
ILO	International Labour Organization
IMF	International Monetary Fund
IOM	International Organization for Migration
ISCED	International Standard Classification of Education
ISIC	International Standard Industrial Classification
ISS	International Institute for Strategic Studies
IVET	Initial Vocational Education and Training
KIESE	key indicators of the education system
KSE	Kyiv School of Economics
LBN	Lebanon
LBY	Libya
LEARN	The World Bank's education programme
LEP	Local Employment Partnership
LFS	labour force survey
MDA	Moldova
MKD	North Macedonia
MoEDTA	Ministry of Economic Development, Trade and Agriculture
MoES	Ministry of Education and Science

MOOC	Massive Open Online Course
NAQA	National Agency for Higher Education Quality Assurance
NATO	North Atlantic Treaty Organization
NBU	National Bank of Ukraine
NEET	not in employment, education or training
NMT	national multidisciplinary test
NQA	National Qualifications Agency
NQF	national qualification framework
NQS	national qualifications system
NUS	New Ukrainian School
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
PPP	purchasing power parity
ReSkill UA	government-led partnership for training
SES	State Employment Service
Skills4Recovery	multi-donor initiative for skills training
SPI	system performance index
SRB	Serbia
SSEQ	State Service for Education Quality
STEM	Science, Technology, Engineering and Mathematics
TPCs	Training and practical centres
TRP	Torino Process
TUR	Türkiye
TVET	technical and vocational education and training
UA	Country code for Ukraine
UAH	Ukrainian <i>hryvnia</i> (currency)
UIED	Ukrainian Institute of Education Development

UIF	Ukraine Investment Framework
UKR	Ukraine
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children’s Fund
US	United States
USD	US dollar
USEDE	Unified State Electronic Database on Education
VET	vocational education and training
WBL	Work-Based Learning
XKX	Kosovo

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