



Rapid Education Diagnosis Ukraine

Validation Workshop
Vienna, 25-26 March 2026



Governance and Coordination

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Finding 1. Strategic planning requires more collaborative input, measurable targets, and costing

Key Strengths

- MoES leads the preparation of strategic documents through collaborative internal process.
- The *Vision for the Future of Education and Science in Ukraine* was translated into the *Strategic Action Plan of the Ministry of Education and Science of Ukraine*, covering the period from 2024 to 2027. This plan was developed collaboratively by all MoES Directorates, the Office of Partnership and Cooperation for the Recovery of the Education and Science System, and the Recovery and Reform Support Team of the Ministry of Education and Science of Ukraine.
- The Plan outlines nine strategic priorities that cover all education sub-sectors and publicly available in English and Ukrainian. Each priority specifies a goal, strategic objectives, performance indicators, operational objectives, and tasks.
- For each year, MoES develops an Operational Plan to implement the Strategic Action Plan, along with a plan for conducting public consultations regarding activities or legislation during the same operational period. There is an Annual Report on the implementation of the Operational Plan.



Finding 1. Strategic planning requires more collaborative input, measurable targets, and costing

Key Areas for Improvement

- While the plan identifies nine priorities, they encompass nearly every activity in the education sector making the strategy not very targeted.
- Limited consultation with international partners. It may be a missed opportunity to leverage the expertise and input of the many international organisations present in Ukraine, who can provide valuable strategic, technical, and operational advice to assist MoES.
- This will also ensure donor alignment - international partners can see their contributions to the plan and commit to long-term, predictable funding rather than fragmented, short-term grants because they will see the overall long-term picture with targets and participate in its development.
- Estimated costs would strengthen the plan using projections and financial simulation modelling to project the education system's needs and resource requirements according to ongoing and planned reforms, policies, and intended targets.

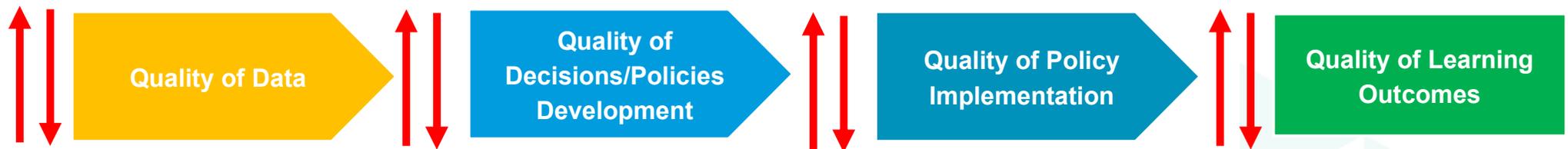
Finding 2. Skills profile of the MoES, regional, and local authorities required for reform delivery undefined

- At the hromada level, where a major part of all educational policies is implemented, the deficiencies in administrative and institutional capacity of territorial communities became particularly evident with the Decentralisation reform.
- As part of this reform, local communities are now responsible for a variety of new operational functions. This was even further complicated by the martial law in some regions, where the functions of local self-government bodies are temporarily performed by military administrations.
- Procurement – the simultaneous demands of the NUS reform, the modernisation of educational environments, procurement of equipment and digital devices, and the urgent need for shelter construction have created a massive increase in procurement volume.
- Financial management - local education authorities are now tasked with high-level responsibilities, such as planning and executing education subventions, and optimising school networks based on efficiency and class size. Deficit in the specific competencies required for scenario modelling and demographic forecasting—skills that are essential for long-term fiscal sustainability.
- With the rollout of EMIS/AICEM, local authorities are now in charge of the accuracy of large datasets and the coordination of digital platforms across multiple schools.

Finding 2. Skills profile of the MoES, regional, and local authorities required for reform delivery undefined

- At the central level, the challenges of EU integration, digital transformation, and educational reforms ongoing in each sub-sector, compounded by the realities of martial law, have significantly increased the workload of the MoES.
- This shift requires advanced skills to effectively translate EU frameworks into country legislation, an adaptive leadership approach to state governance, and crisis-resilient strategic planning. Additionally, there is a need for high proficiency in reporting standards, the ability to produce and interpret complex data analytics, strong IT and digital skills, project management expertise to handle multiple reforms and associated projects funded by various external donors.
- One of the solutions is currently in place between the MoES and several multilateral organisations involves the recruitment of national consultants and their placement within the ministry, very fragmented and limited coordination among partners. Potential risk of creating a parallel administration.

Finding 3. Inadequate data hinders evidence-based decision-making, governance and policy development



- High-quality data is the bedrock of effective governance and international cooperation, crucial for the ministry, donors, and partners to inform evidence-based decision-making, policy development and implementation aimed at improving learning outcomes.
- One of the recommendations in the European Commission's Ukraine 2025 Report (Chapter 26 - Education and Culture), part of the 2025 Communication on EU Enlargement Policy, is that Ukraine must further enhance its statistical data collection and utilisation.

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Key Strengths

- Education Management Information System (EMIS) in Ukraine - Automated Information Complex of Educational Management, administered by IEA, designed for educators to manage educational institutions across various levels, including preschool, general secondary, out-of-school, vocational, and pre-higher education.
- Over 45,000 users are registered in the EMIS system, entering or managing data at different levels of educational admiration and educational institutions.
- Several other education information systems are integrated with EMIS - E-journals and E-diaries, the All-Ukrainian Online School platform, the Automated System of Inclusive Resource Centres, the Pozashkillia portal, the “Znaimo” school nutrition reform platform.
- Based on EMIS data, some impressive products are produced, e.g., the MoES dashboard, publicly available and features all key education indicators, as well as data on finances and facilities from the past five years, in both Ukrainian and English.

app.powerbi.com/view?r=eyJrjoiZmY2ZGQ3MDYzYTY3Y000YmlwLWJyZjEzZmNmZmZlYmVlbnZlY2Y3IiwidDI6IjI2TlNGI5S0Z5Yjg4LTcyZjZlZDh1NWU4MyslsmMjQ9



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Areas for Improvement

- At this stage, not possible to fully assess the full functionality of EMIS's system, its software's complexity, and how the ongoing emergency may have affected its effectiveness, reliability, and relevance.
- EMIS is a relatively new system (2021). Such systems usually require several years to be thoroughly tested in order to become fully operational and meet their intended objectives. The ongoing war (displacement + online learning) over the past four years have complicated and challenged this testing process.
- **Issues:**
 - availability of essential characteristics for students necessary for assessing equity,
 - low digital literacy among school and hromada administrators responsible for data collection,
 - limited standardised instructions for using the EMIS system at the school, hromada, and regional levels,
 - certain data processes at the school level still rely on paper-based method,
 - collection processes for various purposes that request almost the same information in different formats by different levels of education authorities and by various donors,
 - data for preschool and VET sub-sectors are most challenging,
 - overall data reliability is questionable.
- **Policy analytics:** currently most of the analytics produced by IEA are operational analytics, not policy analytics.

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Educational Analytics

Operational Analytics
(descriptive statistics - what is happening?)

What is the number of textbooks that need to be procured for the next academic year?

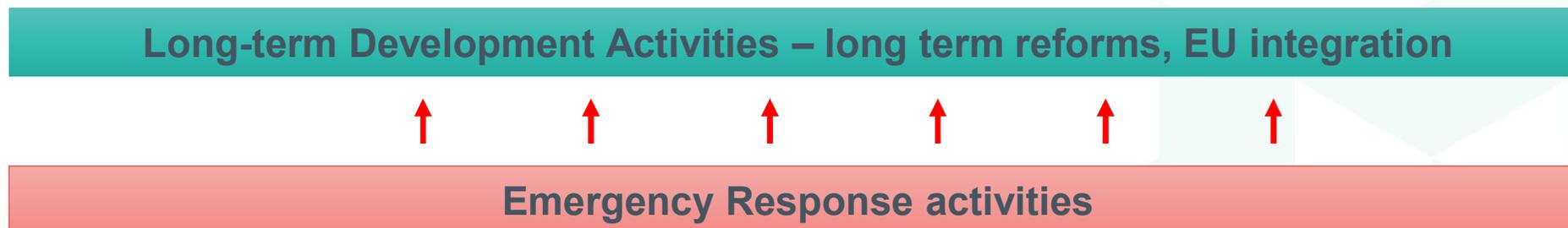
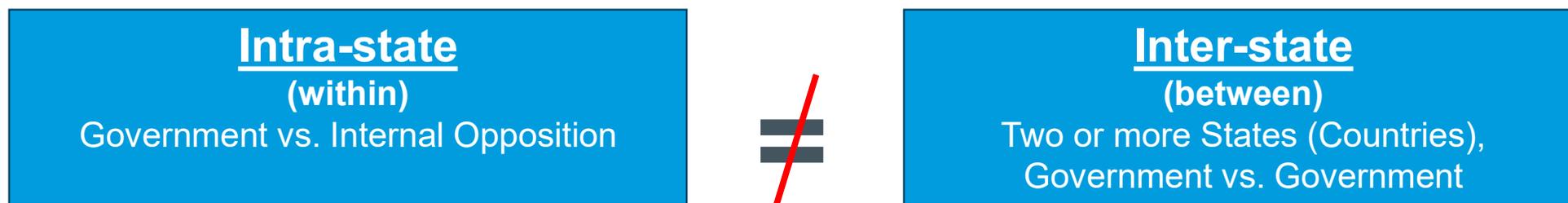
Policy Analytics
(inferential/predictive statistics – why it is happening and what will happen next?)

Whether an increase in teacher salaries next academic year will affect Math scores in the next PISA assessment?

Finding 4. Conflicting approaches to supporting Ukraine's education

- **A growing conflict of approaches regarding how to support Ukraine's education sector which presents a unique challenge to the international aid community and the MoES**
- **Traditional development and emergency response models may clash with the reality of**
 - a relatively strong capacity upper-middle income state (World Bank, 2026),
 - with education system producing 100% literacy rate in the population in 2021 (TheGlobalEconomy, 2026),
 - nearly 80,000 foreign international students from Africa, Asia, and the Middle East enrolled in universities across the country before 2022 (IOM, 2024),
 - democratically elected government,
 - advanced economic transition,
 - a candidate country for the European Union (EU) membership.
- **In contrast, for example, approximately 97% of countries currently supported by the Global Partnership for Education (GPE) do not possess this level of development.**

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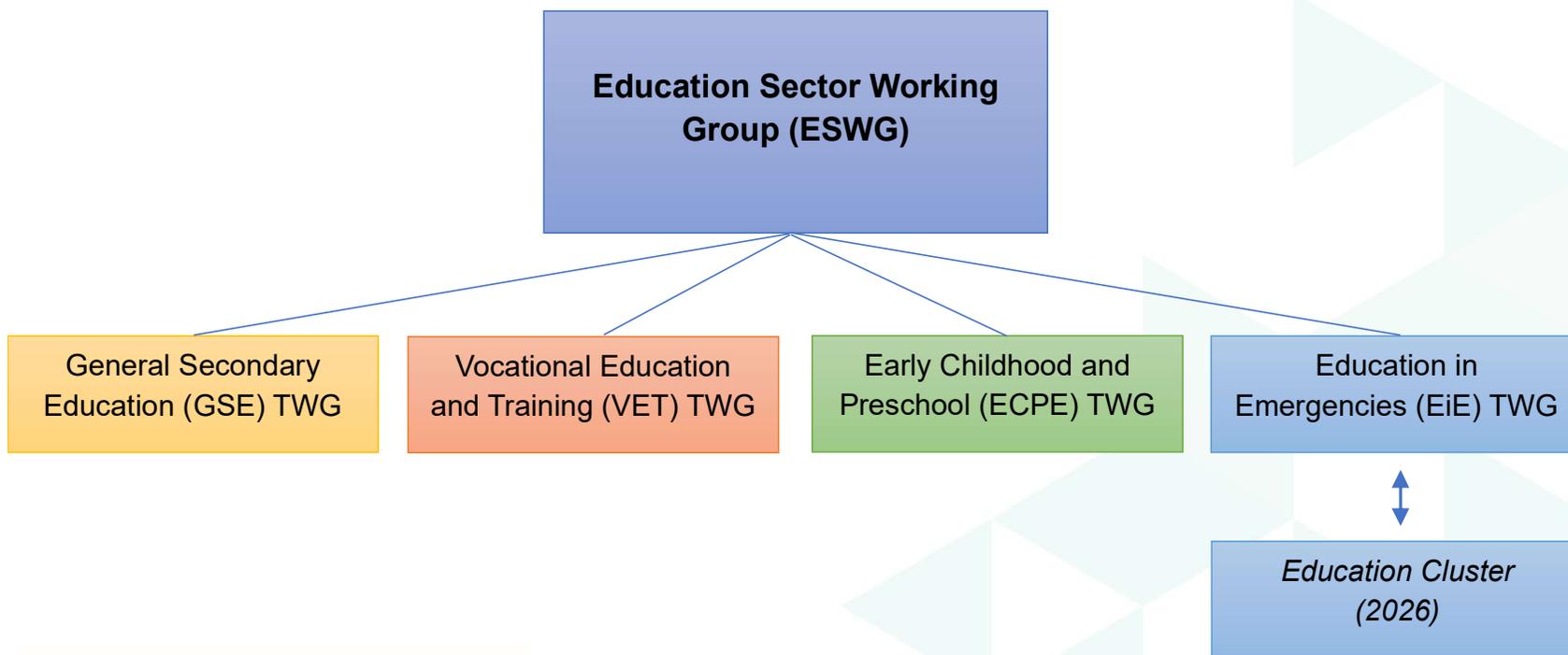
Traditional development tools designed for internal state fragility or post-civil war context may not be appropriate for Ukraine's level of development and geopolitical landscape.

Reactionary, prescriptive, collaborative: 1) international organisations that rely on the government to specify its needs and then they react accordingly; 2) organisations that strongly advise the government on actions to take based on successful practices from their home countries; 3) organisations that prefer to collaboratively co-develop programmes with the government.

A sustainable solution requires a balance. Failure to achieve this balance now may compromise the efficiency of the future collaboration subsequent phases of recovery and reconstruction and may lead to delays in the implementation of reforms, delays in the country's accession to the EU and in its overall national development, and financially will be less cost-effective.

Finding 5. Under-utilised coordination mechanisms with limited partner alignment and technical integration

Key Strengths of the Coordination Framework



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Key Strengths of the Coordination Framework

- The current coordination arrangement demonstrates the intention to design a robust and inclusive framework to organise all partners working in Ukraine and bridge the gap between immediate humanitarian response and long-term recovery, with the primary strength of this model being the MoES's central leadership role.
- Decentralised and highly participatory approach is not suitable for Ukraine due to its relatively high state capacity and the pressures of the ongoing war, where the government has asserted significantly more control, opting for restricted membership and tighter control over information sharing – strategic necessity.
- The inclusion of diverse co-leadership—ranging from UN agencies and EU member states to national NGOs—potentially lays a strong foundation for unified partner engagement and technical expertise under government guidance.
- The transition of the Education Cluster into the EiE TWG further highlights that the MoES has a growing capacity to coordinate the emergency response, as well, which until now has been mainly handled by international organisations as an almost autonomous structure to the government.

Finding 5. Under-utilised coordination mechanisms with limited partner alignment and technical integration

Key Areas for Improvement

- To effectively implement long-term reforms and ensure transparency, the coordination mechanism will need to find a better balance—one that maintains government leadership while fostering successful collaboration among partners.
- The groups are primarily used to communicate the MoES priorities, achievements, and fundraising needs, rather than serving the primary role of avoiding duplication and identifying critical gaps in the sector. The current culture of the working groups has a limited feedback loop.
- Limited connection between the ESWG, which is intended to provide overarching sector coordination, and the TWGs, with even less connection among the TWGs themselves, resulting in a less comprehensive understanding of what other partners are doing.
- There is an ESWG Annual Work Plan for 2026, it lacks the characteristics of a true work plan, as it mainly includes processes, events, with very few tangible outputs.
- Absence of the MoES institutes and other bodies that are directly involved in the reforms, e.g. the Ukrainian Institute for Educational Development, the Institute of Educational Analytics, the State Education Quality Service of Ukraine, and the Ukrainian Centre for Education Quality Assessment.