



STATE SERVICE
OF EDUCATION
QUALITY
OF UKRAINE

RESULTS

of a study on the awareness of the participants in the educational process about **European Integration of Ukraine (in the areas of preschool, general secondary, extracurricular, vocational, professional pre-higher and higher education)**

2025/2026 academic year

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I. GENERAL INFORMATION ABOUT THE RESEARCH

European integration is Ukraine's strategic development course, aimed at establishing democratic values, the rule of law, human rights, academic freedom, quality education, etc. In the field of education, this means focusing on shaping European consciousness, developing critical thinking, and respect for diversity and intercultural dialogue.

In accordance with the Communication Strategy on the European Integration of Ukraine until 2026, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1155-r of December 9, 2022, a set of measures is planned to be implemented to inform the population about the progress and significance of European integration processes.

Measure 2) Task 1 of Objective 1 of the Operational Plan of Measures for the Implementation in 2025-2026 of the Communication Strategy on the European Integration of Ukraine until 2026, approved by the Order of the Cabinet of Ministers of Ukraine No. 622-r of June 25, 2025, defines the need to include questions on public support for and awareness of the European Integration of Ukraine in regular quantitative sociological surveys of the population, as well as to involve central executive bodies in conducting relevant research.

In accordance with the tasks set by the Government, the State Service of Education Quality of Ukraine (hereinafter referred to as the Service) conducted a monitoring study of the level of awareness, knowledge, and attitude of participants in the educational process (in the spheres of preschool, extracurricular, general secondary, vocational, professional pre-higher, and higher education) towards European Integration of Ukraine.

Goal of the study:

To determine the level of awareness, attitudes, and expectations of participants in the educational process (heads of educational institutions, teaching and research and educational staff (hereinafter referred to as teaching staff, educators), students, parents (legal representatives) of students (hereinafter referred to as parents) regarding the European Integration of Ukraine and its impact on the development of education.

Tasks of the study:

1. To assess the level of awareness of the importance of European Integration of Ukraine for the development of modern education among participants in the educational process in all spheres: preschool, extracurricular, general secondary, vocational, professional pre-higher and higher education.

2. To determine the attitude of education institution administrators, teachers, students, and their parents towards the need to familiarize participants in the educational process with the European Union and its values.

3. To ascertain the expectations of participants in the educational process regarding the benefits of European integration for the Ukrainian education system and the level of interest of students in studying topics related to the European Union.

Tools:

- questionnaire for heads of educational institutions (except for heads of professional pre-higher and higher education institutions);
- questionnaire for teaching staff of educational institutions;
- questionnaire for students (except for pupils of preschool education institutions);
- questionnaire for parents of students (except for parents of students of professional pre-higher and higher education institutions).

Selection of respondents and their characteristics

The survey was conducted by the Service in educational institutions at all levels, including: preschool (PEIs), extracurricular (EEIs), general secondary (GSEIs), vocational (VET institutions), professional pre-higher (PPHEIs), and higher education institutions (HEIs) using the online tool Google Forms.

The sample of institutions participating in the study was selected by the Service's territorial bodies (hereinafter, the Service's departments). The selection of institutions was carried out in accordance with the proportions recommended by the Service:

- preschool and general secondary education institutions – **5%** of the total number of institutions in each sphere within the jurisdiction of the Service's departments, with an even distribution between urban, settlement, and rural areas;
- extracurricular and vocational education institutions – **15%** of the total number in the relevant territory;
- professional pre-higher and higher education institutions – **20%** of the total number of institutions, taking into account regional distribution.

The survey involved **1,389** heads of educational institutions, **28,982** teaching/research staff, **78,062** students, and **83,465** of their parents.

In total, the study covered more than **190,000** respondents, enabling a thorough analysis of participants' levels of awareness, attitudes, and expectations regarding the European Integration of Ukraine and its impact on education development.

II. SIGNIFICANCE OF EUROPEAN INTEGRATION OF UKRAINE FOR THE DEVELOPMENT OF MODERN EDUCATION

This section analyses the results of responses to the question of how important respondents consider European integration to be for educational reforms and the modernisation of educational content.

The survey results show that the vast majority of participants in the educational process across all areas of education are aware of the strategic importance of European Integration of Ukraine as a prerequisite for the development and renewal of the national education system. The following answers were received to the question “How do you assess the importance of European Integration of Ukraine for the development of modern education?”

Parents of students.

Parents predominantly have a positive attitude towards European integration as a direction for educational development (Fig. 1).

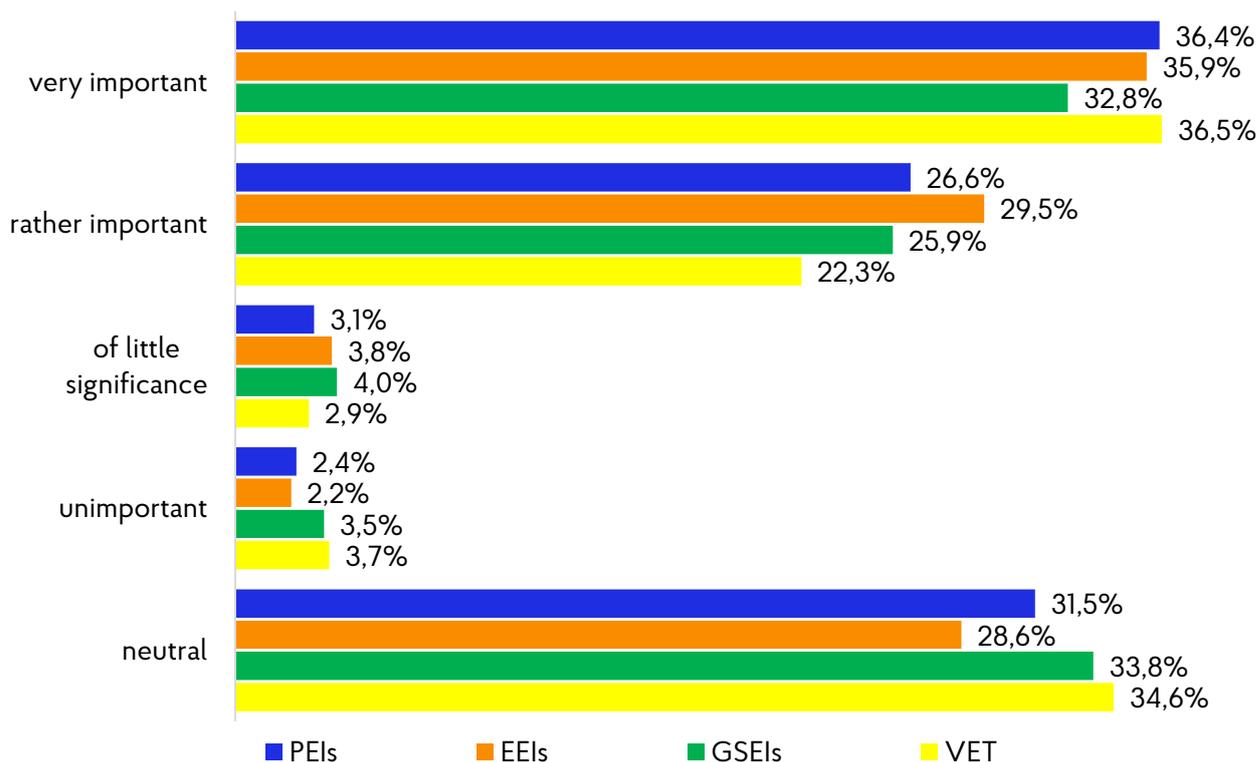


Fig. 1. Significance of European Integration for the development of modern education in Ukraine (poll among parents)

A significant proportion of parents identified European integration as ‘very important’ for the development of modern education, from 32.8% (in GSEIs) to 36.5% (in VET) and 36.4% (in PEIs), in EEIs, this figure is 35.9%.

Another **22.3%** (in VET) to **29.5%** (in EEs) of respondents chose the option 'rather important', which together make up more than half of the sample across all areas of education.

At the same time, about a third of respondents, from **28.6%** (in EEs) to **34.6%** (in VET), took a **neutral** position. This indicator can be interpreted as a reserve of potential awareness, in which parents do not oppose the European integration process but need a deeper understanding of its content and its impact on the quality of their children's education.

A small percentage of respondents identified European integration as **of little significance** or **unimportant**, indicating minimal opposition to the European course among parents.

The survey results show that parents have a positive attitude towards European integration in education, see prospects for their children in it, and demonstrate confidence in the pro-European direction of state education policy. The presence of a significant group of neutral responses highlights the need to strengthen information and awareness-raising efforts on the benefits of European integration in education, especially for parents of school-age children.

Heads of educational institutions.

Most heads believe that the course towards European integration is a key direction of state education policy, ensuring the implementation of European approaches to management, quality of education, and professional development of teachers (Fig. 2).

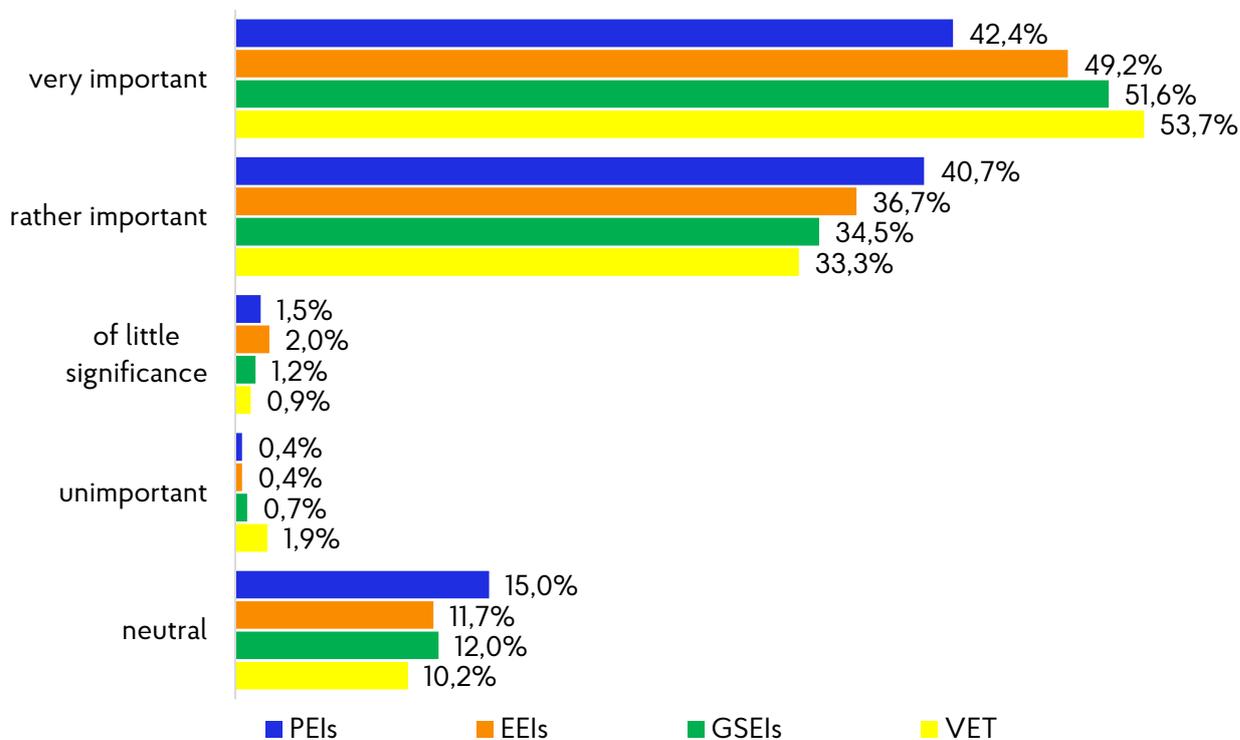


Fig. 2. Significance of European integration of Ukraine for educational reforms (poll among heads)

The share of respondents who identified European integration as **'very important'** ranges from **42.4%** (in PEIs) to **53.7%** (in VET). Another **33.3%** (in VET) to **40.7%** (in PEIs) chose the option **'rather important'**.

These indicators demonstrate managers' strategic vision and their awareness of the role of European integration in improving management processes and enhancing the quality of the educational environment.

Particularly high values were recorded among managers of VET (**53.7%**) and GSEIs (**51.6%**), which reflects the focus of these links on updating educational content and aligning it with European qualification frameworks.

The share of **neutral** responses ranges from **10.2%** (in VET) to **15.0%** (in GSEIs), affirming the presence of institutional barriers to implementing European approaches or varying levels of awareness among managers across educational fields.

At the same time, the proportion of those who consider European integration **of little significance** or **unimportant** is minimal (up to **2.0%**), confirming the absence of resistance to the European course among representatives of educational institution management.

The data obtained show that educational institution managers are the most consistent proponents of European integration among all participants in the educational process. Their understanding of the importance of European integration goes beyond mere declaratory approval and reflects an awareness of the managerial and methodological changes needed to bring Ukraine's education system closer to European quality standards.

This creates the conditions for the further dissemination of European practices among teaching staff, parents, and students.

Teaching staff.

The results of a poll among teaching staff show a strong positive attitude towards European integration of Ukraine, which they see as a process aimed at improving the quality of education, fostering professional mobility, and introducing innovative teaching practices.

The proportion of teachers who rated the importance of European integration as **'very important'** ranges from **34.0%** (in PEIs) to **52.9%** (in HEIs).

Another **29.2%** (in HEIs) to **33.7%** (in GSEIs) of teachers chose the option **'rather important'**. Thus, the total share of positive assessments exceeds in all areas of education, which confirms the established professional orientation of educators to support the European vector of Ukraine's development.

The highest rates were recorded among teachers in HEIs (**52.9%**) and PPHEIs (**42.2%**), indicating the direct involvement of these respondents in international educational and academic initiatives, in particular participation in Erasmus+ programmes, academic mobility, and joint educational and scientific projects with institutions in EU member states.

Slightly lower indicators in preschool education (**34.0%**) can be explained by the specific nature of preschool programmes, which present European values indirectly through the formation of basic social and moral norms.

A neutral position was taken by **13.5%** of teachers (in HEIs) to **28.4%** (in PEIs). This proportion indicates not so much indifference as the need to deepen institutional support for European integration processes at the level of specific educational institutions – through professional seminars, educational platforms, and professional development focused on European educational standards.

At the same time, the proportion of respondents who consider European integration to be of little significance or unimportant remains low across all areas of education (Fig. 3).

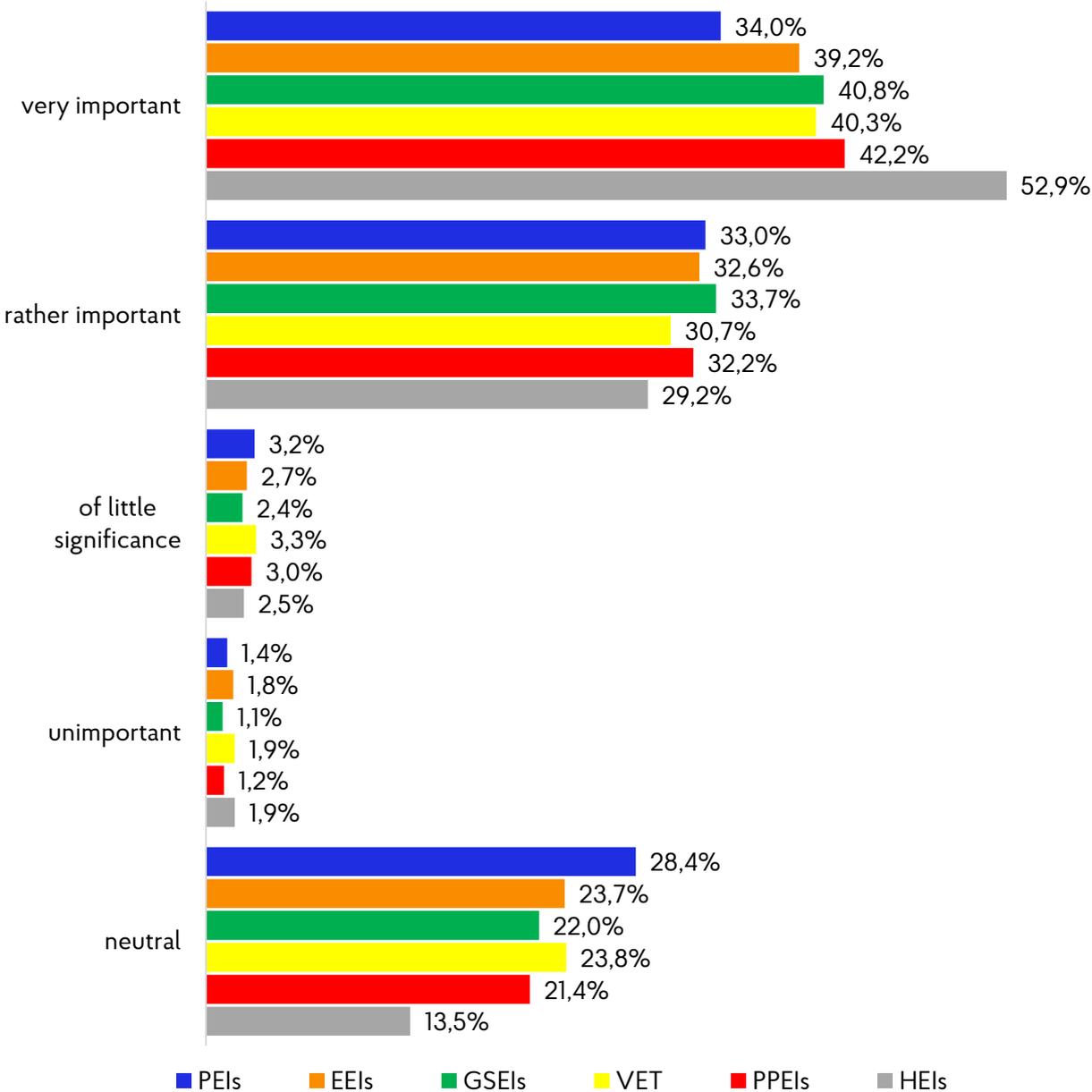


Fig. 3. Significance of European integration of Ukraine for improving the quality of education (poll among teaching staff)

The data obtained confirm that the pedagogical community generally shares the values and strategic guidelines of European integration, perceiving it as a basis for improving the effectiveness of the educational process, improving pedagogical methods, and expanding international cooperation.

Particularly indicative is the high level of support among teachers in higher education institutions, where European integration processes are being implemented through projects, research programmes, and integration into the European educational space.

All three categories of respondents (parents, heads of educational institutions, teaching staff) demonstrate a predominantly positive perception of European integration processes in the context of educational development, but with varying degrees of awareness and practical involvement.

The results of the study confirm that, for participants in the educational process, European integration is not only a political goal but also a real way to improve the quality of education, develop human capital, and expand opportunities for international cooperation. This creates a favourable environment for the further implementation of European approaches to content, methods, and management of the education system at all levels of the Ukrainian education system.

III. AWARENESS OF THE IMPORTANCE OF FAMILIARIZING EDUCATION SEEKERS WITH THE EUROPEAN UNION AND EUROPEAN VALUES

This section analyses the attitudes of participants in the educational process towards the importance of familiarising children and young people with the European Union, its institutions, and values.

The results obtained will make it possible to assess the depth of perception of European values by different categories of respondents and to determine the directions for further communication and methodological support for the development of the European dimension of Ukrainian education.

Parents of students.

According to the survey results, the vast majority of parents recognise the need to familiarise children with the European Union and European values during the educational process.

The proportion of those who consider this **important** ranges from **48.0%** in GSEIs to **54.8%** in EEIs. **45.2%** of respondents in VET and GSEIs said **they had never thought about this issue.**

About **6%** of all respondents consider this topic **unimportant.**

This result can be interpreted as a sign of parents' high readiness to accept the ideas of European values, if their meaning and role in child rearing are explained.

The highest level of support was found among parents of students in extracurricular education (**54.8%**) and in vocational education and training (**48.9%**), indicating a broader understanding of the role of education in raising citizens capable of cultural openness, tolerance, and cooperation (Fig. 4)

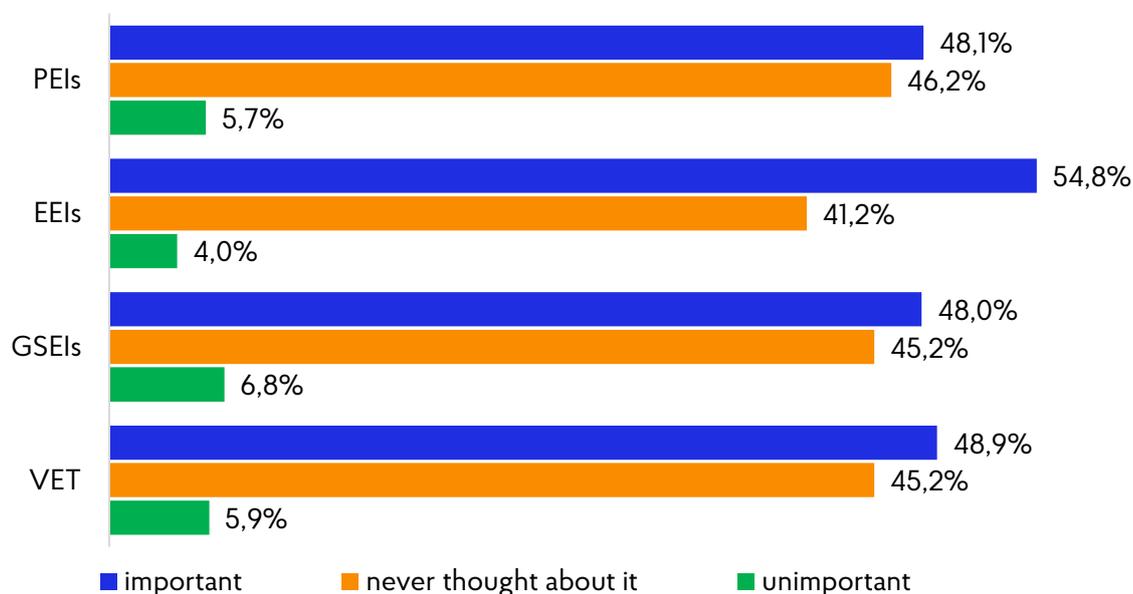


Fig. 4. The importance of familiarising children with the European Union and European values (poll among parents)

Heads of educational institutions.

Heads of educational institutions demonstrated the highest level of awareness of the importance of familiarising students with the European Union and European values among all groups surveyed.

The majority of respondents – **70.2%** in PEIs, **83.5%** in EEIs, and **87.6%** in GSEIs – answered that this was **important**.

The option ‘**never thought about it**’ was chosen by **27.9%** of PEIs’ administrators, **14.1%** of EEIs’ administrators, and **9.4%** of GSEIs’ administrators, while only **1.9%** to **3.0%** of respondents chose ‘**unimportant**’ (Fig. 5).

This indicates a high level of value orientation among the management community in the context of European educational processes.

Educational institution managers consider disseminating knowledge about the European Union as a tool for shaping key civic competencies, consistent with the priorities of the New Ukrainian School and pan-European trends in educational development.

High indicators among heads of GSEIs (**87.6%**) and EEIs (**83.5%**) confirm the desire to introduce systematically topics related to democracy, human rights, cultural diversity, and sustainable development into the educational process.

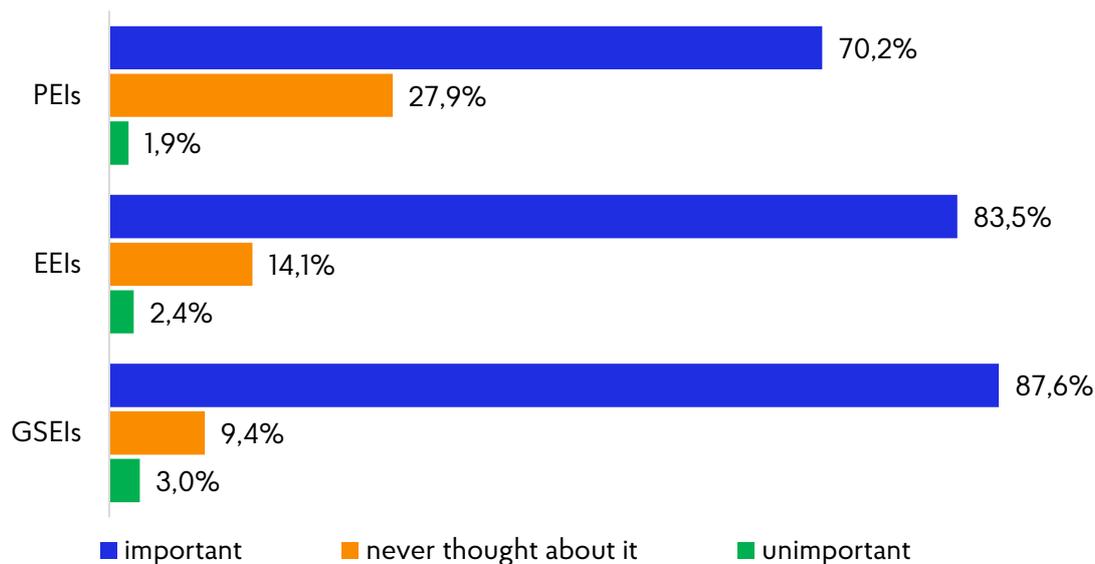


Fig. 5. The importance of familiarising students with the European Union and European values (poll among heads)

Teaching staff.

When asked, ‘Do you use materials or practices related to EU topics in your work?’, most teaching staff confirmed that they had integrated European topics into their activities.

The proportion of teachers who answered ‘**yes, regularly**’ ranged from **34.9%** in PEIs to **52.2%** in HEIs (**44.4%** in GSEIs, **43.1%** in PPHEIs, **39.8%** in VETs, and **35.3%** in EEIs).

The option ‘**use sometimes**’ relevant materials was chosen by **37.3%** of teachers in HEIs, **45.7%** in PPHEIs, **46.4%** in VET, **48.0%** in GSEIs, **48.6%** in PEIs, and **49.7%** in EEIs.

At the same time, about **6.0%** of teachers said they **don't use EU-related materials or practices in their work**.

Over **80%** of teachers have experience with or are interested in using European approaches, programmes, and practices in their work.

This applies primarily to HEI staff (**52.2%**) – the answer ‘**yes, use regularly**’ confirms the trend towards greater openness of higher education to international practices.

The data obtained demonstrate a fairly high level of integration of European topics into teachers' activities, especially in HEIs. At the same time, lower use of such materials in other areas indicates a need for stronger methodological support, the promotion of relevant resources, and the professional development of teaching staff to ensure a more balanced integration of the European dimension at all levels of education (Fig. 6).

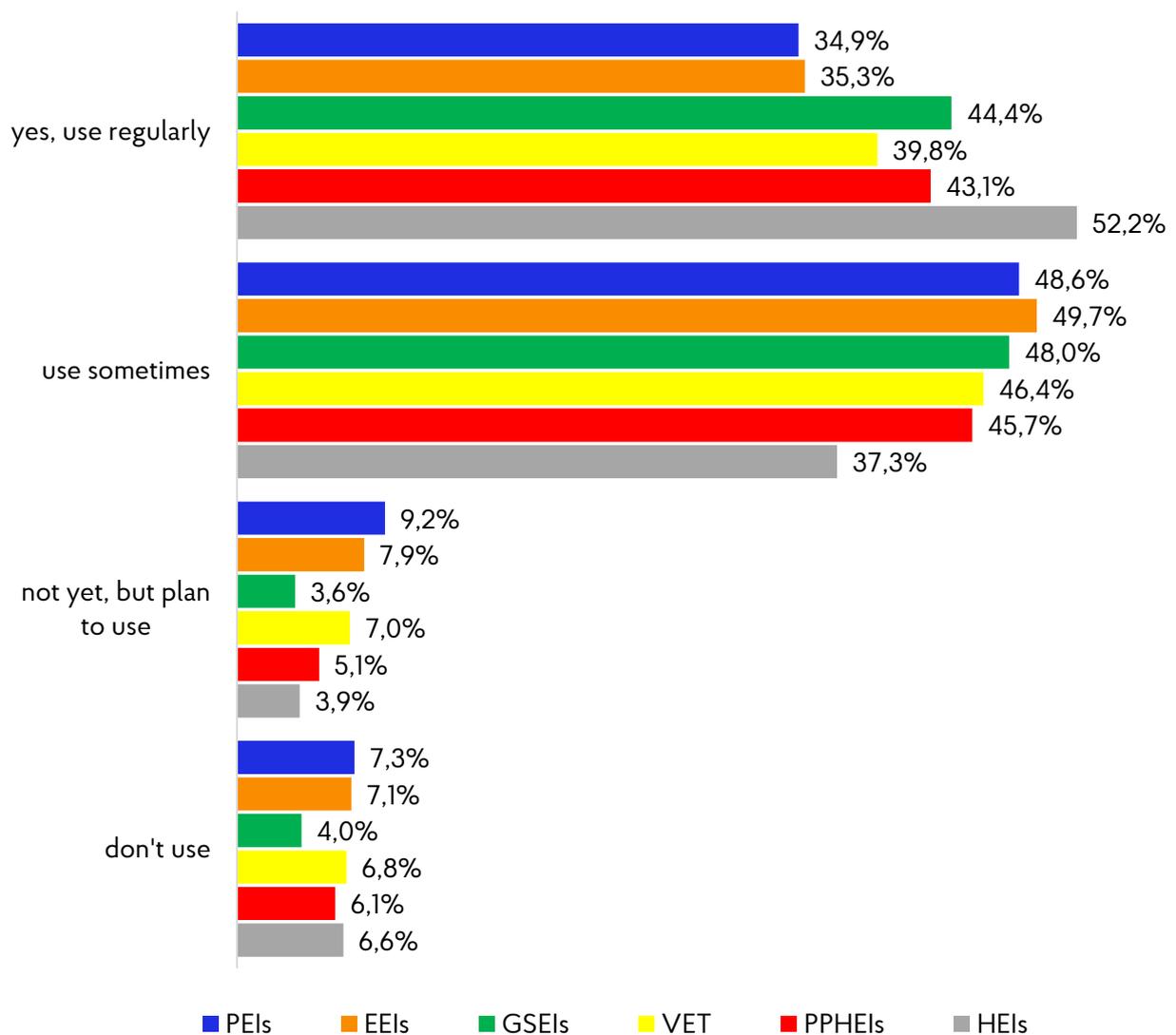


Fig. 6. Use of materials and practices related to European Union topics (poll among teaching staff)

Students.

An analysis of students' responses enabled us to assess how well young people understand the process of the European integration of Ukraine and its significance for their own future. This aspect is important because it is pupils and students who directly feel the effects of educational and valuable changes associated with the state's European integration course. Thus, the question 'Are you sufficiently knowledgeable about the European integration of Ukraine?' yielded the following results.

About half of the respondents (ranging from **46.4%** in GSEIs to **56.1%** in PPHEIs) consider themselves **sufficiently** knowledgeable about the European integration of Ukraine.

At the same time, between **17.9%** (in PPHEIs) and **23.7%** (in HEIs) of respondents assessed their level of knowledge as insufficient, choosing the answer

'little', while 24.8% (in EEIs) to 32.7% (in GSEIs) said they had never thought about this topic (Fig. 7).

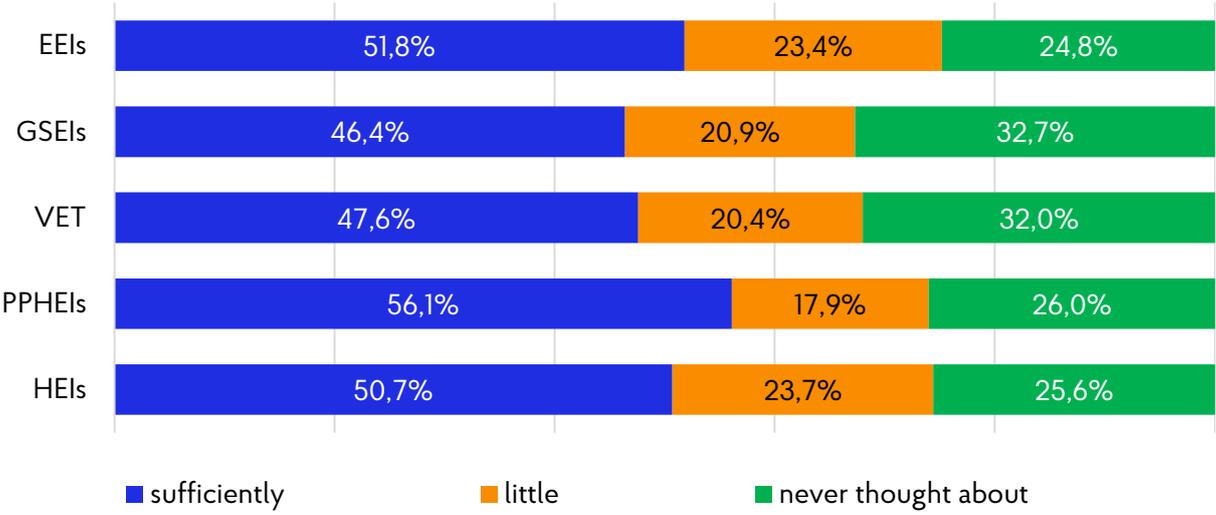


Fig. 7. Level of awareness of the European integration of Ukraine (poll among students)

The data show that the majority of young people have a conscious interest in European integration processes. At the same time, among students of GSEIs and VET institutions, the topic of the EU remains less explored. Therefore, the European component has not yet been systematically integrated into education at all levels and needs to be strengthened in curricula and educational activities.

The fact that a significant proportion (about one-third) of students have not thought about European integration issues is not a negative characteristic. On the contrary, this is a group with potential for engagement, which could be targeted for educational work through interdisciplinary links, educational sessions, interactive projects, and civic education practices.

IV. EXPECTED BENEFITS OF EUROPEAN INTEGRATION FOR THE UKRAINIAN EDUCATION SYSTEM AND THE LEVEL OF INTEREST OF STUDENTS IN STUDYING EU-RELATED TOPICS

This section analyses the expectations of participants in the educational process regarding the potential benefits of European integration for the

development of Ukraine's education system, as well as students' interest in topics related to the European Union.

The survey allows us to assess how different groups of participants in the educational process – heads of educational institutions, teaching staff, students, and their parents – understand the opportunities offered by integration into the European educational space and how ready they are to accept European values as part of the educational process.

Heads of educational institutions.

The vast majority of administrators (total respondents) see the process of European integration as a powerful resource for reforming the education system. This is most evident in the field of general secondary education.

When asked about the benefits that the European integration could bring to Ukraine's education system, heads of schools most often cited **new learning opportunities** (from 44.3% in PEIs to 80.2% in GSEIs) and **the exchange of experience with EU countries** (from 23.4% in PEIs to 37.6% in GSEIs).

About one-third of respondents – heads of general secondary education institutions (33.8%) – also noted that the European integration would promote the adoption of **modern teaching approaches**. The smallest number of respondents indicated that it would **expand students' rights and freedoms**.

Heads of preschool and extracurricular education institutions are **more cautious** about the potential benefits of European integration processes. This may indicate the ‘omission’ of two important areas of education from the overall European integration strategy, as well as the lack of a nationwide vision for their place within the pan-European education system (Fig. 8).

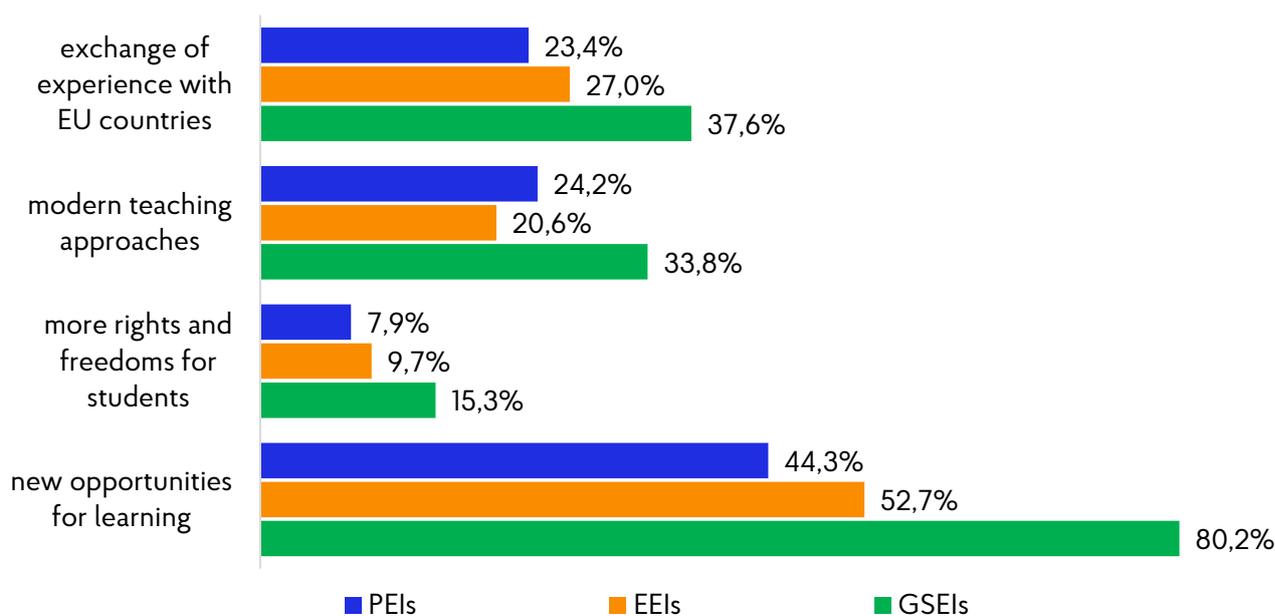


Fig. 8. Expected benefits of European integration for the Ukrainian education system (poll among heads)

These results demonstrate the high level of awareness and strategic vision of the management community of GSEIs, which considers the European integration not only as a political process, but also as a tool for modernising the educational environment.

In general, managers demonstrate a willingness to adapt Ukraine's education system to EU standards through the exchange of experience, methodological updates and international cooperation.

At the same time, there is a need to define a clear strategy and to strengthen communication about the role and opportunities of preschool and extracurricular education institutions within the EU education system.

Parents of students.

The results of a poll among parents show that they primarily expect European integration to bring practical benefits for their children – new educational opportunities, higher-quality learning content and modern teaching methods (Fig. 9).

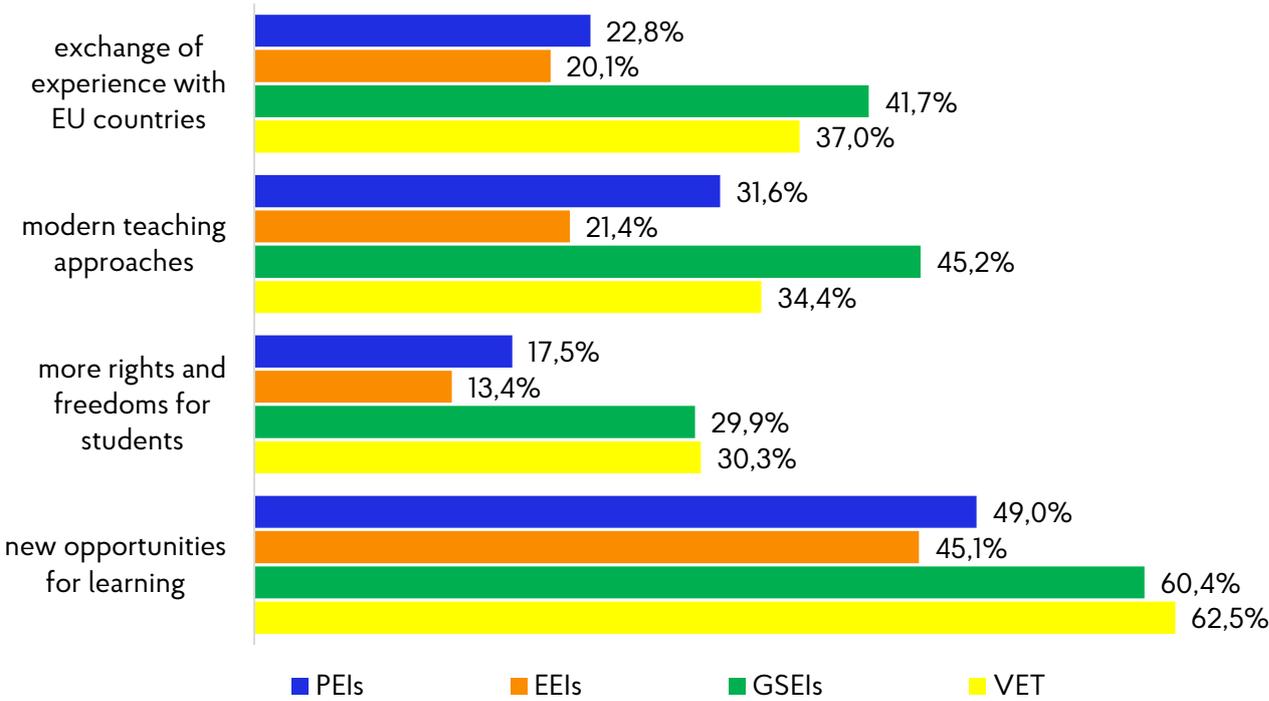


Fig. 9. Expected benefits of European integration for the Ukrainian education system (poll among parents)

According to respondents, the most significant benefit is new learning opportunities: from 45.1% in EEIs to 60.4% in GSEIs and 62.5% in VET. It is this indicator that shapes the principal perception of European integration as a means to expand access to quality educational resources, participation in international programmes, language courses, exchanges, and internships.

The second most important area of expectation is the renewal of teaching approaches. The answer **'modern teaching approaches'** was chosen by **21.4%** of parents of extracurricular learners and **45.2%** of parents of general secondary education learners, indicating a desire among parents for a modern, flexible, and innovative educational institution.

Slightly fewer respondents noted the **exchange of experience** with EU countries as a significant benefit, but even this indicator demonstrates a positive attitude towards international cooperation and the study of best European practices.

The option **'more rights and freedoms for students'** received relatively low support – **13.4%** (in EELs), **17.5%** (in PEIs), **29.9%** (in GSEIs), and **30.3%** (in VET), which may indicate that parents still perceive European integration primarily as a source of educational opportunities rather than a value transformation of the educational environment. At the same time, this aspect opens up potential for further information and awareness-raising work: explaining that expanding learners' rights is not only a democratic principle but also a condition for safe, comfortable, and inclusive learning.

Once again, the areas of **preschool and extracurricular education** attract attention: parents' responses correlate with those of education institution managers regarding awareness of the directions and opportunities for involving these areas in the process of European integration of Ukraine's education system.

In general, parents demonstrate high expectations of the benefits of educational European integration, focusing primarily on the quality and effectiveness of their children's education. Their responses emphasise the importance of systematic communication of the advantages of the European educational space through practical examples – new learning formats, development opportunities, and international cooperation, which are closest to parents' perceptions.

Teaching staff.

An analysis of teaching staff responses provides insight into the factors they believe could help integrate European experience into Ukrainian education. The following responses were received to the question 'What, in your opinion, will most contribute to the integration of European experience into Ukrainian education?'

In PEIs, three-quarters of teachers (**75.2%**) emphasise the importance of **training and courses** for teaching staff to help integrate European approaches to education, tolerance, and inclusion. Another **67.9%** noted the need for **teaching materials/manuals**.

Thus, teachers in PEIs perceive European integration primarily through their professional development and the modernisation of methodological support.

In GSEIs, one factor stands out – **training/professional development courses** (**73.2%**). Teachers in general secondary education institutions are most focused on professional development, which allows them not only to learn about European experience, but also to apply it in their daily teaching practice.

VET teachers cited **participation in international projects (62.6%)**, **training/professional development courses (71.2%)**, and **teaching materials and manuals (57.4%)** as important. For vocational education representatives, the key areas are exchange of experience, internships, joint programmes with employers and EU training centres, i.e., the most practical forms of cooperation.

In PPHEIs, teachers most often mentioned **participation in international projects (72.4%)** and **training/professional development courses (74.5%)**. There is high demand for **teaching materials (60.4%)**. This group of respondents sees European integration as a way to expand cooperation with European educational institutions and access modern methodological resources.

More than **70%** of HEIs teachers emphasise the need for specialised **training and courses**, while another **83.0%** emphasise **participation in international educational projects**. The academic community is well aware that integration into the European educational space occurs through joint programmes, academic mobility, joint research, and improvements in the quality of educational content (Fig. 10).

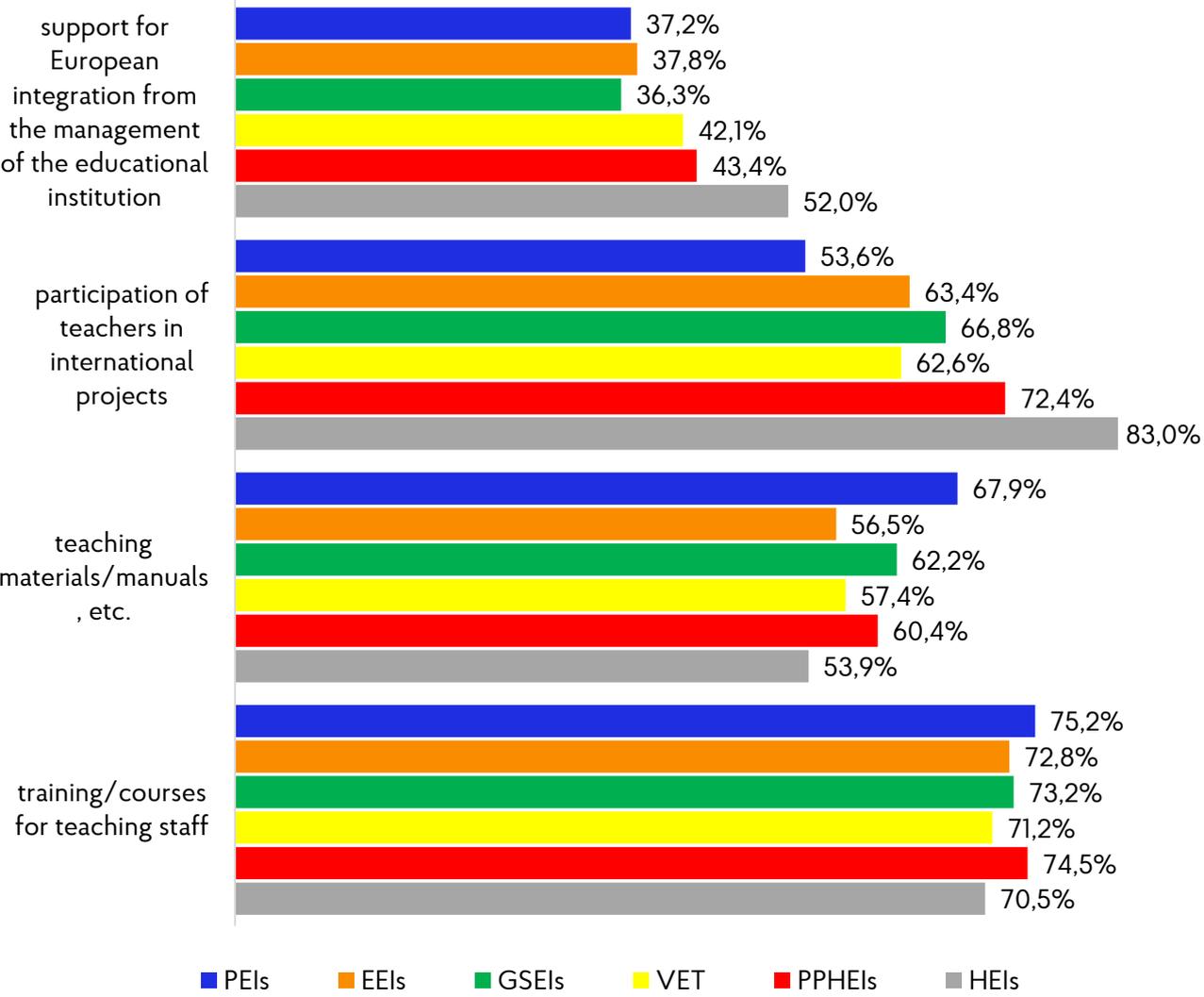


Fig. 10. Factors contributing to the integration of European experience into Ukrainian education (poll among teachers)

Teachers demonstrate a common understanding of the essence of European integration as professional development, openness and exchange of experience. Respondents note the need for systematic teacher training, the creation of high-quality materials, and international cooperation. These factors form the basis for the sustainable implementation of European educational practices in the Ukrainian education system.

Students.

Students' responses indicate a strong interest in topics related to the European Union and a desire to deepen their understanding of the lives of young people in EU countries. When asked, "Are you interested in learning more about the lives of young people in European Union countries?", the majority of respondents answered in the affirmative.

According to the survey results, students generally showed interest in the topics, with the highest rates observed among students of PPHEIs – 72.5% (40.1% 'rather yes' and 32.4% 'yes, very interesting'), HEIs – 74.2% (41.1% and 33.1% respectively), and students of extracurricular education – 79.6%.

Slightly lower, but **still high, levels of interest** were found among respondents from GSEIs and VET (Fig. 11).

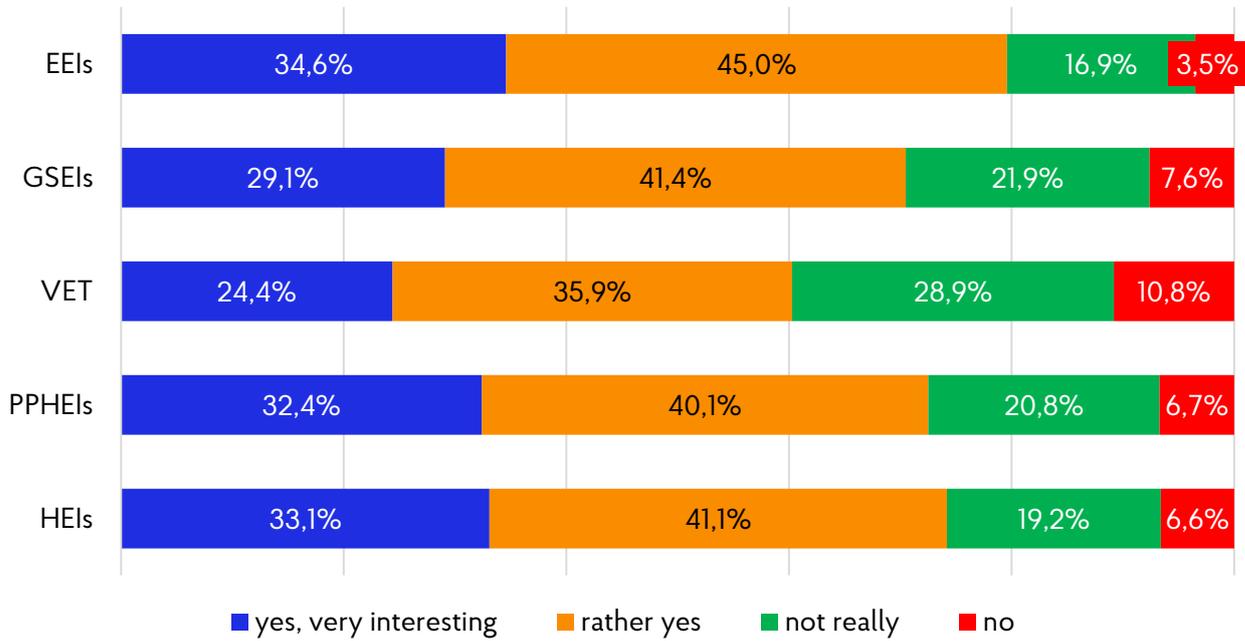


Fig. 11. Interest in topics related to the European Union (poll among students)

The general trend shows that young people across educational levels seek to understand the European context not only as a political process, but also as a way of life and culture focused on rights, mobility, and civic participation.

The question 'Which of the following topics about the European Union would you like to discuss at your educational institution?' made it possible to determine which aspects of European issues are most relevant to students (Fig. 12).

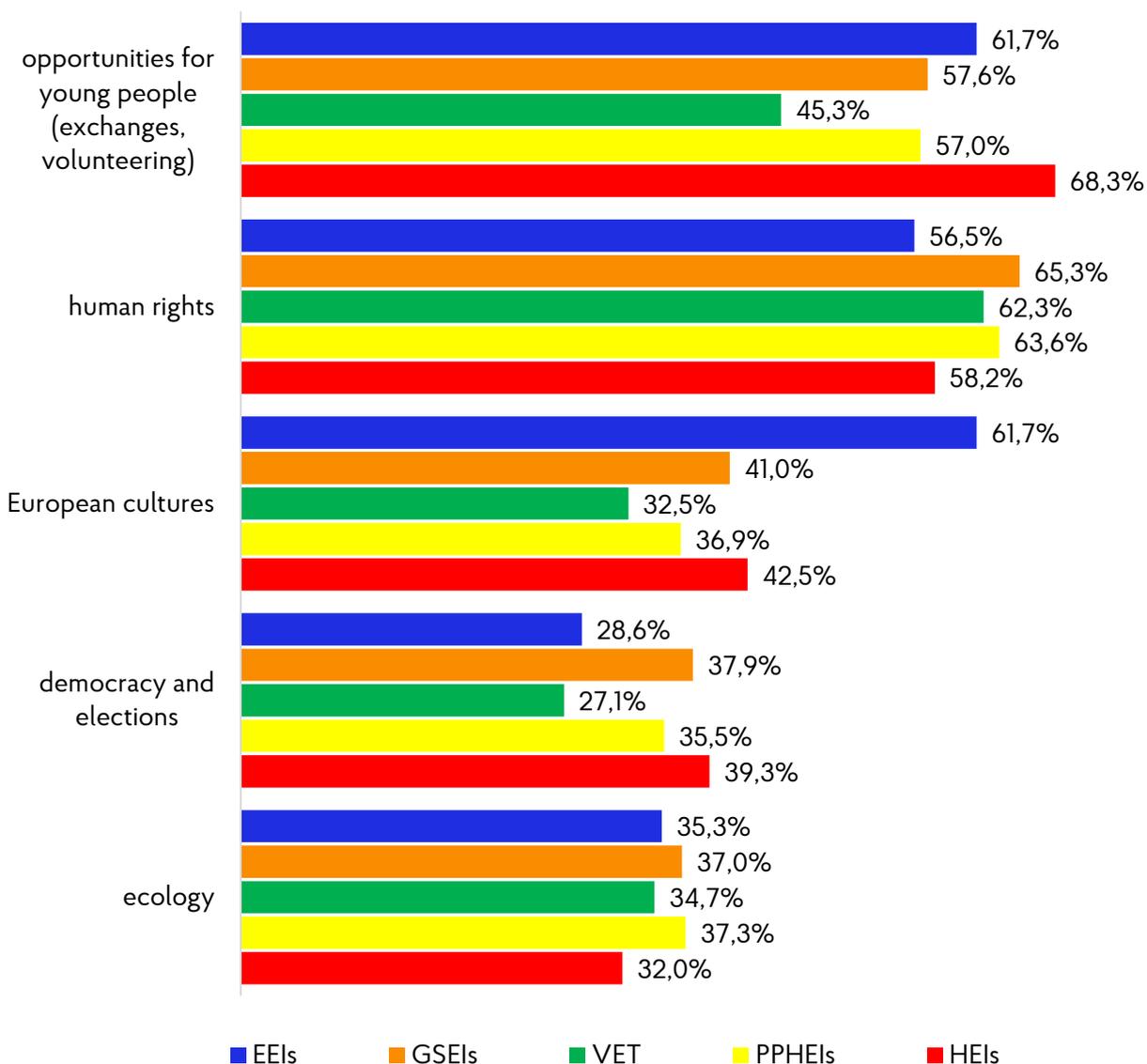


Fig. 12. Topics about the European Union that are important for discussion in educational institutions (poll among students)

The topic of **human rights** ranked first across all levels of education, from **56.5%** of respondents in EELs to **65.3%** in GSEIs, reflecting a deeper understanding of the values underlying the European Union. Young people clearly identify the European space as a territory of respect for rights and freedoms, equality and tolerance, which is directly linked to the development of a democratic culture in education.

The second most popular topic is **opportunities for young people (exchanges, volunteering)** – with responses ranging from **45.3%** (in VET) to **68.3%** (in HEIs). This shows that for Ukrainian pupils and students, European integration is primarily associated with opportunities for self-realisation, mobility, studying abroad, and gaining new experiences.

The topic of **ecology** received lower but noticeable scores – from **32.0%** in HEIs to **37.3%** in PPHEIs. However, it is precisely this topic that may offer significant potential for development, as environmental issues are a priority in contemporary European policy.

The topics of **European cultures** (from **32.5%** in VET to **61.7%** in EEIs) and **democracy and elections** (from **27.1%** in VET to **39.3%** in HEIs) enjoy consistently high popularity, which indicates interest in civic education, intercultural communication, and participation in political processes.

The obtained results show that Ukrainian youth is already oriented towards European values today, and that their interests are focused not so much on the political dimension of integration as on opportunities for personal growth, freedom of choice, and active participation in public life.

This perception indicates a deep internal readiness of students to enter a single European educational space, where competence, mobility, cultural openness, and civic engagement are key.

CONCLUSIONS

European integration is perceived by participants in the educational process not only as a political vector but also as a real mechanism for improving the quality of education, developing human capital, and expanding international cooperation.

1. Awareness of the importance of European integration for the development of modern education.

The study results revealed that most participants in the educational process (managers, teachers, students, and their parents) recognise the strategic importance of Ukraine's European integration for modernising the education system.

Educational institution administrators and teaching staff demonstrate a high level of understanding of the role of European integration in improving management systems, enhancing the quality of education, and developing professional competence.

At the same time, about a third of parents and some teachers take a neutral position, indicating a need to expand information and awareness-raising efforts on the advantages of European approaches to education.

2. Attitudes towards the need to familiarise students with the European Union and European values.

The survey confirmed a high level of awareness of the importance of familiarising children and young people with the European Union and its values.

More than half of teachers use EU-related materials or practices in their work, indicating the real integration of the European dimension into the educational process.

Most parents also support fostering students' understanding of European values, recognising the importance of educating citizens who are culturally open, tolerant, and cooperative.

The presence of a proportion of respondents who 'have never thought about this issue' indicates the need to strengthen systematic communication on the role of education in shaping European identity.

3. Expected benefits of European integration for the Ukrainian education system and the level of interest of students in EU issues.

Participants in the educational process view European integration as a source of renewal in content and approaches to learning, the development of professional mobility, and the expansion of educational opportunities.

The most anticipated benefits are: new opportunities for learning, exchange of experience with EU countries, introduction of modern teaching methods and technologies.

Teachers see the key conditions for integration as improving qualifications, participating in international projects, and creating high-quality teaching materials.

Students show a strong interest in topics related to the European Union, especially opportunities for young people, human rights, ecology, and intercultural exchange.

These results reflect the educational community's readiness to actively participate in European integration processes and the need for ongoing institutional support.

