

TRANSFORMING MUSIC EDUCATION IN UKRAINE: OPPORTUNITIES AND CHALLENGES IN CULTURAL AND ARTISTIC EDUCATION REFORM

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SUMMARY. The article discusses the current challenges and prospects for developing music education in Ukraine while reforming the cultural and artistic sphere. Particular attention is paid to the role of grant funding as an effective tool for supporting educational initiatives, which allows for the preservation of cultural infrastructure and ensures the stability of the educational process in the context of limited resources. The study uses methods of financial analysis, comparison of regional differences in financing the cultural and educational sphere, and synthesis and generalization of cultural development strategies in Ukraine, which allowed the creation of a holistic view of state-of-the-art education. Particular attention is paid to analyzing the legal framework that regulates the activities of arts education institutions. The key barriers and opportunities for adapting Ukrainian music education to European standards were identified. The study results showed that grant support plays a significant role in preserving curriculum and creating new projects even during the war. In the future, it is planned to develop practical recommendations for improving the financing and management of cultural and educational institutions. An important area for further research is to assess the long-term impact of grant programs on increasing the competitiveness of Ukrainian art education in the international arena.

Keywords: cultural education, music studies, grant support, heritage preservation, national identity, European integration, art institutions

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Introduction

In Ukraine, cultural education is provided through various establishments such as music schools, art studios, theatre and film institutes. Most educational establishments in the country, for instance, Tchaikovsky National Music Academy of Ukraine, continually produce and prepare professional musicians and composers even in 2024 amid the full-scale invasion and war. The popularity of the Chervona Ruta festival among the young population is seen because it aims to promote vibrant cultural and patriotic appreciation of Ukrainian song traditions. Also noteworthy are the Ukrainian singers and actors' involvement in global networks and events such as Eurovision or the Cannes Film Festival, which positively promote and elevate Ukrainian culture worldwide.

Everyday life in contemporary Ukraine is characterized by rapid changes, including European integration processes initiated in 2014 and the enhanced sense of national identity that emerged with the full-scale war in 2022. Ukraine's European aspirations bring about changes in the education and cultural sphere and the contents of educational programs in art schools. More and more institutions are implementing interactive methods, such as creating multimedia art through digital technologies and modernizing the folk art of Ukraine to suit present-day artistic forms. In response to strengthening the national identity, there are calls for enacting such components of the traditional culture as kobzar's singing and egg-painting. These are being incorporated into the syllabuses as core subjects.

Despite this, building cultural and educational institutions in Ukraine is complex, more so because of the present social changes and the constrained existing financial resources.

The article aims to analyze and evaluate the state and prospects of music education in Ukraine in the context of reforming the educational system, focusing on the role and effectiveness of grant funding to support educational initiatives. The main task is identifying the financial and organizational challenges music education faces in Ukraine's current conditions. The goal requires identifying opportunities to overcome military obstacles through international partnerships and new approaches to funding.

Literature review

As highlighted in numerous studies, the system of artistic creativity and cultural values in Ukraine is essential for preserving national identity and

cultural heritage. For example, Radomska and Ponkalo⁶, Naumuk and Valko⁷ note that culture became essential to expressing the national spirit and supporting Ukrainian society during the war. Khodunova⁸, Zamorano⁹ emphasizes that art education contributes to forming aesthetic culture among preschool teachers, which is essential for the initial stages of children's education and upbringing. These aspects of educational development support the idea of cultural heritage as an integral part of educational processes, as Volkov¹⁰ notes. The author studies educational systems through the prism of Ukraine's intangible cultural heritage. Panyok¹¹ emphasizes the importance of art education in Ukraine in the early 20th century, highlighting its contribution to forming a new generation of artists.

Music plays a vital role in Ukrainian education. Martyniuk¹² shows that the periodization of the development of Ukrainian conducting and choral schools was in the era of the rise of creativity. Bobrenko¹² draws attention to the pedagogical principles of teaching artistic disciplines to future graphic designers during martial law, noting that art education helps students cope with the difficulties of our time. The study of cultural heritage in the context of globalization is relevant. Vodyakhin¹³ sees theatre as a cultural diplomacy tool promoting Ukraine's integration into the international community. In addition, Kolomiets

⁶ Radomska, Violetta, and Solomiia Ponkalo. "Reflections on war in the creative context of design education in Ukraine", *Journal of Education Culture and Society*, vol. 14, no. 1, 2023, pp. 551-567. <https://doi.org/10.15503/jecs2023.1.551.567>

⁷ Naumuk, Iryna, and Nataliia Valko. "Trends and challenges in implementing media education in Ukraine", *CTE Workshop Proceedings*, vol. 11, 2024, pp. 239-254. <https://doi.org/10.55056/cte.688>

⁸ Khodunova, Victoria. "Artistic and aesthetic culture of the pedagogical employees of the preschool educational institutions", *Academic Notes Series Pedagogical Science*, vol. 1, no. 207, 2023. <https://doi.org/10.36550/2415-7988-2022-1-207-338-342>

⁹ Zamorano, Marta Anzillotti. "Understanding the Impact of the First Wave of the Covid-19 Pandemic on the Access to Education of Roma Communities in Ukraine Using Ogbu's Cultural-Ecological Theory", *Journal on Ethnopolitics and Minority Issues in Europe*, vol. 21, no. 2, 2022, pp. 35-56. <https://doi.org/10.53779/WUHH2447>

¹⁰ Volkov, Serhii. "Institutionalized educational systems as a component of the intangible cultural legacy of Ukraine", *Interdisciplinary Cultural and Humanities Review*, vol. 2, no. 1, 2023. <https://doi.org/10.59214/2786-7110-2023-2-1-6-12>

¹¹ Panyok, Tetyana. "Art education in Ukraine in early 20th century: educational techniques for newly emerging artists", *International Journal of Conservation Science*, vol. 14, no. 1, 2023, pp. 217-230. <https://doi.org/10.36868/IJCS.2023.01.14>

¹² Bobrenko, Rostyslav. "Pedagogical Principles of Teaching Art Disciplines for Future Graphic Designers during Martial Law in Ukraine (on the Example of NACAM)", *Collection of Scientific Works "Notes on Art Criticism"*, vol. 44, 2023. <https://doi.org/10.32461/2226-2180.44.2023.293895>

¹³ Vodyakhin, Egor. 2023, "Ukrainian theatre as an instrument of cultural diplomacy and its role in modern integration processes. *Culture of Ukraine*, 82, 28-34. <https://doi.org/10.31516/2410-5325.082.03>

and Muzyka¹⁴ describe the activities of art centers that allow young people to learn and develop creative skills in difficult socio-economic situations.

The relevance of the legal regulation of cultural and artistic education is revealed in the works of Filipchuk¹⁵ and Vozniak¹⁶. They emphasize the transformation of pedagogical culture and humanities education in line with new socio-political realities. Cherepanova¹⁷ analyses the philosophical aspects of education, emphasizing the existing contradictions that affect the development of pedagogical approaches in the arts. Bondarchuk¹⁸ addresses the role of UNESCO in supporting music education at the National Music Academy of Ukraine. The author confirms the strategic importance of international cooperation for expanding educational opportunities. Demianko¹⁹ highlights the specifics of master's training in music, focusing on developing skills for professional growth.

Financial support and innovative methods of providing art education were studied by Abramovich and Delin²⁰. The researchers analyzed the importance of acting for developing a child's personality. Skydan²¹ identified strategic directions for developing higher education in Ukraine, which consist of strengthening the provision of additional resources for the full functioning of the pedagogical

¹⁴ Kolomiets, Alla, and Yurii Muzyka. "Features of the activities of the Vinnytsia City Centre for Artistic and Choreographic Education of Children and Youth "Barvinok.", *International Journal of Innovative Technologies in Social Science*, vol. 2, no. 38, 2023. https://doi.org/10.31435/rsglobal_ijitss/30062023/7985

¹⁵ Filipchuk, Heorhiy. "Ukrainian studies of the actualities of the modern teacher's pedagogical culture", *Aesthetics and Ethics of Pedagogical Action*, vol. 28, 2023, pp. 74-89. <https://doi.org/10.33989/2226-4051.2023.28.293167>

¹⁶ Vozniak, Serhii. "The transformation of socio-humanitarian (cultural) education in Ukraine", In *Cultural and artistic practices: world and Ukrainian context* (pp. 32-63). Izdevnieciba "Baltija Publishing", 2023. <https://doi.org/10.30525/978-9934-26-322-4-3>

¹⁷ Cherepanova, Svitlana. "Contradictions of Philosophy of Education as an Object of Scientific Analysis. Filosofiya Osvity", *Philosophy of Education*, vol. 28, no. 2, 2023, pp. 148-158. <https://doi.org/10.31874/2309-1606-2022-28-2-8>

¹⁸ Bondarchuk, Viktor. "UNESCO Department "Music, Education, Science – for Peace" at P. I. Tchaikovsky National Music Academy of Ukraine: The Strategic Dimension", *Journal of the Tchaikovsky National Music Academy of Ukraine*, vol. 1, no. 58, 2023, pp. 7-24. [https://doi.org/10.31318/2414-052x.1\(58\).2023.284755](https://doi.org/10.31318/2414-052x.1(58).2023.284755)

¹⁹ Demianko, Nataliya. "Conducting and choir training for master's students majoring in specialty 014.13 Secondary Education (Music Art)", *Aesthetics and Ethics of Pedagogical Action*, vol. 27, 2023, pp. 159-168. <https://doi.org/10.33989/2226-4051.2023.27.282143>

²⁰ Abramovich, Olena, and Khrystyna Delin. "Actor's Skill as Means of Developing Child's Personality: Theoretical and Practical Aspects of Teaching", *National Academy of Managerial Staff of Culture and Arts Herald*, vol. 2, 2023. <https://doi.org/10.32461/2226-3209.2.2023.286908>

²¹ Skydan, Maksym. "Strategic directions of the development of higher education in Ukraine", *Social and Labour Relations: Theory and Practice*, vol. 14, no. 1, 2024, pp. 1-11. <https://doi.org/10.21511/slrltp.vol.14.no.1.2024.01>

staff potential. Kopievska²² examines cultural education in the new socio-political environment, suggesting possible ways to adapt Ukrainian education to modern challenges. Sabadash and Nikolchenko²³ describe the activities of the Department of Cultural Studies and Museum Studies, which has been developing educational practices in the field of event industries for 50 years.

The historical figure of Lyudkevych, a significant composer and organizer of musical life in western Ukraine, is central to Yuziuk²⁴, where his contribution is presented as an essential aspect of the region's cultural development. Kalashnyk and Terentieva²⁵ describe cross-cultural components in the training of future teachers, which is especially relevant for integration into the international educational space. Thus, among scholars, the issue of cultural and artistic education is relevant to the chronological development of the Ukrainian nation and identity, which is essential for further research.

Materials and methods

Research methods: the study used a comprehensive approach, including financial analysis to assess the impact of grant funding on the development of cultural and artistic education, comparative analysis to identify regional disparities in funding, and analysis of the legal acts that regulate the activities of artistic institutions and determine their adaptation to European standards. The method of synthesis and generalization of the data obtained allowed us to integrate the results and create a holistic view of the current state of cultural education in Ukraine.

²² Kopievska, Olga. "Tertiary cultural education in the new social and political reality. Review to the book by S. Vitkalov "Tertiary cultural education in Ukraine: regional discourse...", *National Academy of Managerial Staff of Culture and Arts Herald*, vol. 3, 2022. <https://doi.org/10.32461/2226-3209.3.2022.266143>

²³ Sabadash, Julia, and Nikolchenko, Yosef. "50 years of chronicle discourse of the department of event-industries, culturology and museum studies of Rivne state humanitarian university", *Bulletin of Mariupol State University Series Philosophy Culture Studies Sociology*, vol. 12, no. 23, 2022, pp. 120-131. <https://doi.org/10.34079/2226-2849-2022-12-23-120-131>

²⁴ Yuziuk, Nataliia. "Stanislav Liudkevych – great Ukrainian composer, progressive public activist, organizer of the musical life in the Western Ukraine", *Bulletin of the Lviv University. Series of Arts Studies*, vol. 109, no. 21, 2023, pp. 16-29. <https://doi.org/10.30970/vas.21.2023.12126>

²⁵ Kalashnyk, Lyubov, and Nataliia Terentieva. "Cross-cultural component in the training of future teachers in the China High School (example of physical education and dance teachers)", *Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports)*, vol. 3, no. 162, 2023, pp. 160-166. [https://doi.org/10.31392/npu-nc.series15.2023.3k\(162\).32](https://doi.org/10.31392/npu-nc.series15.2023.3k(162).32)

Stages of the study:

1. Data collection and primary analysis

In the first stage of the study, data was collected from official reports, statistical sources, and the results of the activities of state and international organizations that support cultural initiatives. Particular attention was paid to the analysis of grant funding by region and sector, which made it possible to assess the basic level of support for arts education.

2. In-depth financial and regional analysis

The second stage included detailed processing of the collected data using financial indicators to assess the effectiveness of grant distribution. A regional comparative analysis was carried out, which revealed disproportions in the funding of cultural and educational programs and allowed us to identify the most effective approaches to supporting different areas of creative education.

3. Synthesis of results and formulation of conclusions

At the final stage, the results were summarized to identify the main problems and trends in the development of art education. Conclusions were drawn on the effectiveness of grant mechanisms in ensuring the continuity of the educational process, and critical barriers to developing the creative sector were identified. Recommendations were also formulated to improve the financing and management of cultural institutions.

To achieve this goal, financial analysis was used to assess the impact of grants on the development of individual cultural sectors. The comparative method helped to identify disproportions in regional funding. At the same time, the generalization and synthesis of the data provided allowed us to systematize the findings and build a holistic view of the state and prospects of art education. The integration of several approaches ensured a high level of accuracy of the results and allowed us to see an accurate picture of the state of cultural education in Ukraine.

Results

Ukraine's cultural and artistic activities have unique characteristics that are reflected in the preservation of national traditions and integration of modern artistic trends. As of 2024, the development of cultural and artistic activities in Ukraine is taking place through traditional forms of education and new initiatives: art festivals, creative workshops, and intercultural projects. These initiatives create the conditions for inclusive cultural development.

The subject of changes in Ukraine concerns rather fundamental re-evaluations of cultural and artistic education processes. Every transformation in the system is caused by the internal needs of society or the external ones; in this case, educational standards change to adapt to the European ones. The main reasons for the changes include the inevitable need to update educational contents, particularly the curricula, unsatisfactory financial provision, and considerably limited modern material and technical bases, as society has lost 50% of its resource potential across the period of war.

Table 1

Legal act	Date of adoption	Adopting authority	Main points
The Law of Ukraine "On Education"	05.09.2017	Verkhovna Rada	It lays the foundations for reforming the educational system and ensures academic autonomy, including in the arts.
The Law of Ukraine "On State Support of Culture"	21.12.2017	Verkhovna Rada	It supports art education and the development of cultural and creative industries.
Resolution of the Cabinet of Ministers of Ukraine No. 266 "On the Concept of Development of Art and Art Education"	14.05.2019	Cabinet of Ministers	It defines the goals of modernizing cultural and artistic education and changes in curricula.
Law of Ukraine "On Higher Education" (amendments)	01.07.2014	Verkhovna Rada	It includes provisions on the autonomy of art universities and improving the quality of art education.
Strategy for the Development of Culture of Ukraine until 2025	01.02.2016	Ministry of Culture	It defines the directions for developing the cultural sector, supports creative industries and modernizes programs.
Law of Ukraine "On Out-of-School Education" (amendments)	12.06.2020	Verkhovna Rada	It aims to develop out-of-school cultural and artistic education and additional opportunities for children.
CMU Resolution No. 530 "On the Procedure for the Functioning of Art Education Institutions"	23.06.2021	Cabinet of Ministers	It regulates the functioning of art institutions, staffing, and material resources.
Law of Ukraine "On Culture" (amendments)	13.07.2022	Verkhovna Rada	It includes measures to develop cultural infrastructure and support specialized art institutions.

Regulatory and legal acts on reforming cultural and artistic education in Ukraine (2014-2024)

Legislative reforms support educational transformation by making artistic institutions more independent and corresponding to world standards. New rules elaborated in 2022 allow the institutions much more control over the resources, particularly the ability to develop internal educational programs to be more agile and better serve the creative economy, including the labor markets. The main regulatory acts are listed in Table 1, which compares the situation before and after the war.

Cooperation with international organizations is essential in reforming and developing art education in Ukraine. UNESCO, the European Union, and the Council of Europe actively support projects aimed at preserving and developing Ukraine's cultural heritage and integrating Ukraine into the European educational and cultural space. Thanks to international support, Ukrainian educational institutions can use the latest teaching methods and improve the skills of teachers abroad through exchanges and internships. Joint projects with international partners help to update curricula and make them more competitive in the global market. International foundations provide financial assistance for implementing innovative projects in the field of art education in Ukraine and preserving the current cultural heritage of the aggressor country.

Despite positive developments in cultural and artistic education reform, Ukrainian music education still faces a significant funding gap that limits its full development. The total amount of grant funding in Ukraine in recent years demonstrates an uneven distribution of resources: about UAH 200 million has been allocated to support cultural and educational initiatives, but a significant portion of these funds is concentrated in a few key regions. For example, Kyiv received UAH 73.13 million, and Lviv received UAH 22.77 million, significantly higher than in other regions. At the same time, Cherkasy and Chernihiv regions received only UAH 0.83 million for cultural needs, which is too low for developing such an important sector. This inequality in funding negatively affects the updating of teaching materials, the creation of innovative programs, and the accessibility of music education for all population segments. Addressing the problem of resource allocation requires increased attention from the state and international partners, as these investments will shape the future quality and accessibility of music education in Ukraine.

Table 2 provides a more detailed breakdown of the grants for reforming Ukraine's cultural sectors.

Table 2

Region	Amounts of grants (UAH million, 2021)	Amounts requested from UCF (UAH million, 2022)	Actual grant amounts (UAH million, 2023)
Kyiv	225.99	2069.97	73.13
Lviv	76.10	391.57	22.77
Kyiv	24.30	291.79	4.60
Kharkiv	21.92	205.96	4.58
Rivne	16.26	74.75	0.96
Donetsk	14.24	46.00	0.01
Ivano-Frankivsk	14.19	227.46	2.71
Dnipropetrovsk	13.07	134.78	6.72
Odesa	10.60	112.80	2.17
Cherkasy	9.79	130.73	0.83
Kherson	9.58	63.16	1.20
Vinnytsia	8.79	89.53	0.66
Zakarpattia	8.64	73.37	0.10
Volyn	8.53	91.86	4.23
Zaporizhzhya	6.74	94.20	2.06
Chernivtsi	6.58	63.09	-
Khmelnysky	5.02	52.31	2.55
Poltava	4.16	66.15	1.96
Sumy	4.15	51.32	1.25
Chernihiv	3.17	71.31	0.83
Luhansk	3.10	22.66	-
Ternopil	2.80	47.56	0.94
Mykolaiv	2.80	39.45	1.97
Kirovohrad	1.95	24.46	-
Zhytomyr	0.91	55.78	1.27

**Actual grant amounts and cultural sectors in Ukraine (UAH million),
2021-2023. Source: Ukrainian Cultural Foundation (2021-2023)**

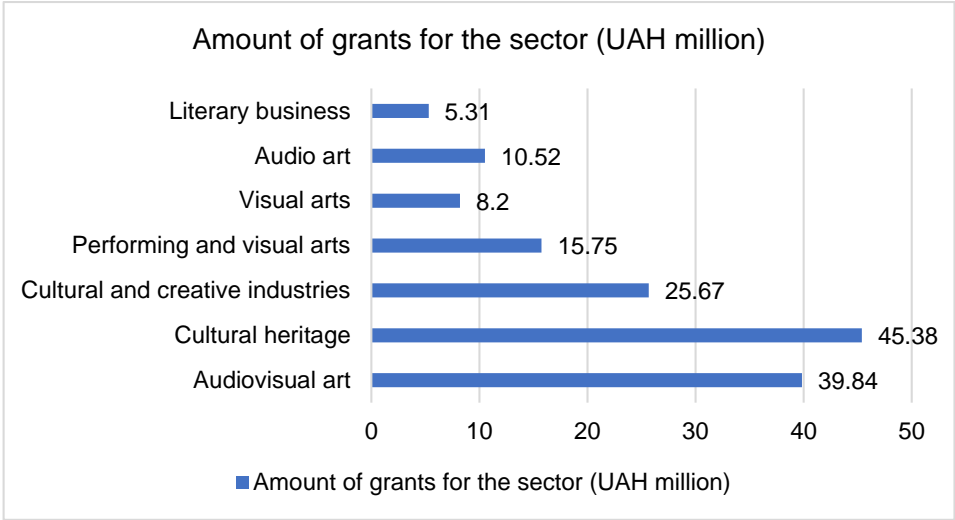
Grant support has become one of Ukraine's most effective mechanisms for preserving and developing cultural and artistic education during wartime. This is due to the flexibility of grant programs, which allow for a quick response to the urgent needs of the sector and the provision of targeted funds to specific projects and institutions. In contrast to the rigid centralized budgetary allocations, grants create the possibility of funding initiatives in specific fields of art. This funding mechanism is crucial during a time such as the war of 2022 when state resources are primarily spent on war and humanitarian assistance. For example, grants can enable the organization of distance education and live training and the preservation of cultural activities that will educate society

or promote a particular way of life. This approach to financing the activity allows artistic institutions to reach out and continue outreach efforts to Ukrainian and international audiences.

Fundamentally, in 2023, the first year of the war in Ukraine, the state launched additional grants to support the culture and art development sectors, embracing the economic changes. The largest share of the grants went to the cultural heritage sector, which was also the most populous – UAH 45.38 million.

This level of funding demonstrates the importance of preserving national heritage and supporting the film industry. The cultural and creative industries also received significant support – UAH 25.67 million, which allows for the development of innovative approaches and modern projects that can be attractive to the international community. Performing and stage arts were supported by UAH 15.75 million, which helps to maintain the professional development of actors, musicians, and dancers. Visual arts (UAH 8.2 million), audial arts (UAH 10.52 million) and literary arts (UAH 5.31 million) have less funding but are supported by creative centers across Ukraine and international projects. The distribution of funding helps each art sector to find new ways to be creative and support Ukraine’s cultural resilience, even in the face of military conflict.

Figure 1



Breakdown of grants for cultural and artistic education by sector, 2023
Source: Ukrainian Cultural Foundation²⁶

²⁶ Ukrainian Cultural Foundation, Annual report 2023, 2023.
звіт_фінал стиснутий_6e1bdaf7de0693d9c9bc5c1b1b0835b9e453a1da.pdf

Russia's full-scale invasion of Ukraine in 2022 was a severe challenge to the country's cultural and educational sectors. Significant cuts in state funding for arts education were inevitable in 2023 and 2024 due to the need to reallocate resources to defense and humanitarian needs. As a result, numerous educational initiatives in the music and theatre fields were left without adequate support, creating a risk of losing valuable national traditions. Low funding and limited development opportunities have led to the forced closure or reduction of programs in many artistic institutions, especially in the regions affected by the hostilities. The war has temporarily reduced the priority of cultural education, but the national community understands its importance for preserving identity and maintaining public spirit.

International organizations such as UNESCO, USAID and the Heinrich Boell Foundation supported Ukraine's educational and cultural sector during the war. The Heinrich Boell Foundation in Ukraine promotes cultural development through a small grants' competition with a budget of up to UAH 50,000 open to NGOs. The peculiarity of this program is that it focuses not only on financial support but also on providing expert resources to help implement cultural projects. The UNESCO International Fund for Cultural Diversity has announced a call for proposals with a maximum funding of up to USD 100,000 for initiatives to develop cultural policy, music, the audiovisual sector, media arts, and other areas. The projects can last 12 to 24 months and are intended to support government agencies and non-governmental organizations.

Table 3

Category	Losses due to the war	Features
School infrastructure	Damaged facilities, lack of funding for reconstruction	Modernization in line with modern standards, support from international partners
Human resource potential	Emigration of teachers, shortage of specialists	Online courses for training new staff, exchange of experience from abroad
Distance learning	Unstable internet, limited access to equipment	Hybrid learning, access to education for students from all regions
Psychological support	Trauma, stress in children, lack of psychologists	Introduction of music therapy, involvement of psychologists through international programs
Financing education	Reduction of state funding	Grants, charitable foundations, international support
Cultural diplomacy	Limited opportunities for international exchanges	Online competitions, promotion of Ukrainian culture abroad
Preservation of cultural heritage	The risk of losing cultural objects	Digitalization of archives, promotion of Ukrainian heritage
International cooperation	Restrictions on physical presence at international events	Online masterclasses, international grants and scholarships

Problems and prospects of music education in Ukraine

The development of music education in Ukraine faces many challenges that impede the entire functioning and renewal of the educational system. The main obstacle is the outdated material base of educational institutions, which does not allow for the introduction of modern teaching methods.

This is why more and more music schools and academies cry for new instruments, recording instruments, and modern technology that can facilitate online lessons. In addition, a large pool of specialists who would be able to provide teaching at modern standards is lacking, which makes Ukrainian institutions less competitive on an international level. The lack of resources for music education makes it necessary for many pedagogical establishments to stick to old teaching methods, which curb the students' growth. The situation, however, has only deteriorated due to the warfare as certain schools had to close down operations or relocate to other regions, thus interfering with the maintenance of fluent educational processes.

Discussion

The results support the need for cultural and artistic education to protect national identity in today's world. Also, Radomska and Ponkalo²⁷ assert that even during conflicts, culture acts as a means of social protection, while Volkov²⁸ talks about conserving educational institutions as a component of intangible culture. This highly re-echoes the sentiments expressed by Panyok²⁹, where the author has addressed the role of arts education in safeguarding national identity from the historical perspective since the dawn of the 20th century. Also, Bondarchuk³⁰ bulks on issues of international cooperation, especially in music education development and cultural diplomacy strengthening through UNESCO programs. His theses correlate with our findings concerning the problem of cultural cooperation in Ukraine.

Our findings confirm the effectiveness of grant support, which is vital for cultural institutions in times of economic instability. Londar³¹ observed that budget cuts have their challenges, whereas grants back up the cultural and educational sector, making it manageable to carry on with activities. This stance

²⁷ Radomska, Violetta, and Solomiia Ponkalo, 2023.

²⁸ Volkov, Serhii, 2023.

²⁹ Panyok, Tetyana, 2023.

³⁰ Bondarchuk, Viktor, 2023.

³¹ Londar, Sergiy, Volodymyr Bakhrushyn, Valentyna Gapon, Lidia Londar, Natalia Pron and Maryna Dmytrieva. "Assessment of the efficiency of budgetary funding of general secondary education in Ukraine", *Financial and Credit Activity: Problems of Theory and Practice*, vol. 1, no. 54, 2024, pp. 564-577. <https://doi.org/10.55643/fcaptp.1.54.2024.4290>

resonates with Blyznyuk³² and Kniazkova³³, who argue that for distance and innovative educational projects to be successfully executed, there is a need for digitally competent teachers to integrate STEM technologies. Bobrenko³⁴ also carries the notion that wartime art education has to be delivered differently as it has an element of emotional alleviation to students and the general populace.

Research conducted by Kopievska³⁵, Skydan³⁶, Mospan³⁷ highlights cultural education in the modern socio-political environment, particularly regarding building societal resilience and self-awareness. Their conclusions correspond to those of Abramovich and Delin³⁸ on the involvement in drama and its readiness to contribute to individual growth, as well as of Tarnopolsky et al.³⁹, Grinko et al.⁴⁰, Snihur⁴¹ who argue about the need for language education for cultural integration to advance Ukraine's foreign relations. These notions are supported by research conducted by Pchelintseva⁴², who studied language and cultural policies in the context of the ongoing full-scale aggression. This viewpoint goes hand in hand with our argument on the impact of political conditions on the educational aspect.

³² Blyznyuk, Tetyana. "Formation of Teachers' Digital Competence: Domestic Challenges and Foreign Experience", *Journal of Vasyl Stefanyk Precarpathian National University*, vol. 5, no. 1, 2019, pp. 40-46. <https://doi.org/10.15330/jpnu.5.1.40-46>

³³ Kniazkova, Liubov, Tetiana Sukhorebra, Maiia Kovalchuk, Svetlana Bogatchuk, Svitlana Malona Mykhailo and Ozhha. "Reforming Education in Ukraine Through the Introduction of STEM Technologies and Artificial Intelligence", *Broad Research in Artificial Intelligence and Neuroscience*, vol. 15, no. 1, 2024, pp. 89-104. <https://doi.org/10.18662/brain/15.1/538>

³⁴ Bobrenko, Rostyslav, 2023.

³⁵ Kopievska, Olga, 2022.

³⁶ Skydan, Maksym, 2024.

³⁷ Mospan, Natalia. "Higher education for sustainable development during the COVID-19 pandemic in Ukraine", *Journal of University Teaching and Learning Practice*, vol. 21, no. 3, 2024. <https://doi.org/10.53761/mx4xsg41>

³⁸ Abramovich, Olena, and Khrystyna Delin, 2023.

³⁹ Tarnopolsky, Oleg, Nataliia Volkova and Svitlana Kozhushko. "Sustained English lingua-cultural education: A solution for Ukraine", In *E3S Web of Conferences* (Vol. 166). EDP Sciences, 2020. <https://doi.org/10.1051/e3sconf/202016610004>

⁴⁰ Grinko, Vitaliy, Viktoriya Kudelko, Inna Bodrenkova, Tetiana Dorofieieva, Inha Nazarenko Igor and Pidsytkov. "Therapeutic physical education in institutions of higher education in Ukraine", *Graill of Science*, vol. 35, 2024, pp. 545-553. <https://doi.org/10.36074/grail-of-science.19.01.2024.101>

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⁴² Pchelintseva, Olena. "War, Language and Culture Changes in cultural and linguistic attitudes in education and culture in central Ukraine after February 24, 2022", *Zeitschrift Fur Slawistik*, vol. 68, no. 3, 2023, pp. 398-418. <https://doi.org/10.1515/slau-2023-0020>

Conclusion

One of the most critical tasks is to integrate the latest technologies. These include e-learning resources or distance education programs enabling institutions to function even in conflict. International cooperation is another area that deserves attention as it promotes sharing experiences and learning for teachers' growth. As a result of participation in the Erasmus+ program of the European Union, teachers from Ukraine can type a practice in Europe, acquiring knowledge on contemporary trends and modern practices. The fact that the funding will be restored after the end of the conflict will also have a significant positive impact on the modernization of the institution's material and technical infrastructure and create more opportunities for young musicians through domestic and international interaction.

As such, grant assistance has transformed into a dependable and adaptive aid in nurturing Ukraine's cultural and artistic education policy during the war. This unique mechanism enables the sector to articulate and fund to accommodate almost every beneficial feasible activity, including those intended to protect cultural assets and those for performing arts development. Funds have been made available for specific activities and have also been allowed for modifying arts-based educational activities and programs to ensure that art education remains available to the public. The assistance of international and local sponsors allowed us to maintain the existing cultural infrastructure that served as a vital part of the assessed cultural policy and the approach to the national identity and the external culture.

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