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## **REGULATORY AND LEGAL SUPPORT FOR THE REFORM OF GENERAL SECONDARY EDUCATION IN FRANCE AND UKRAINE (1991–2021)**

The article deals with the regulatory and legal support for the reform of general secondary education in France and Ukraine in 1991–2021. The stages of formation of the national educational system of Ukraine have been highlighted. The article says that the Ukrainian national education system has mostly preserved the progressive achievements and traditions of the past, having become more relevant to new social relations and having accumulated innovative potential for further development. The author admits that since the adoption of the laws on education and scientific and scientific-technical activity in 1991, this period of the national educational self-identification ended with the final disintegration of the Ukrainian education with the post-Soviet educational space, the creation of a comprehensive set of national educational legislation, and the adoption of the National Doctrine of Education Development for the Future. The period since 2014 has been characterized as a period of comprehensive modernization of the educational and scientific sphere. The stages of development of the state policy in the field of education have been distinguished and characterized: the first stage (1989–1995); the second stage (1996–1998); the third stage (1998–2001). The formation of methodological foundations of the national educational policy based on national priorities and the new socio-economic context during the years of independence has been noted. As an important achievement for all levels of education in Ukraine, the formation of a coherent legislative framework has been indicated – the approval of the Laws of Ukraine "On Education" (1991), "On Vocational and Technical Education" (1998), "On General Secondary Education" (1999), "On Extracurricular education" (2000), "About higher education" (2002). It has been noted that the first wave of reforms in the Ukrainian education was associated with the formation of a new democratically-based education system, de-ideologization of the content of education and its providing with national specificity. The article examines in chronological order the main laws and regulations related to secondary education in France during 1991–2021: Law on Equal Rights and Opportunities, Participation and Citizenship of the Disabled dated February 11, 2005; Law on the Management and Planning of Educational Programs No. 2005-380 dated April 23, 2005 for the future of schools; Decree No. 2005–1145 dated September 9, 2005; Decree No. 2005–1178 dated September 13, 2005; Decree No. 2006-830 dated July 2006; Law on Management and Restructuring of Schools No. 2013-595 dated July 8, 2013. Modern trends in the field of French secondary education have been characterized: mandatory involvement of students in professional activities and obtaining a bachelor's degree by the largest number of lyceum students, which is supported by legislation at the national level

**Key words:** *regulatory and legal support, secondary education, school, reform, reformation, legislation, development.*

**Formulation of the problem.** The beginning of the third millennium is characterized by the globalization of social development, the convergence of nations, peoples, states, the transition of mankind from industrial to scientific and information technologies, high economic and technological structures, which are largely based on the educational and intellectual potential of the population. At the same time, the competition between regions, nations, states, and individual citizens is intensifying. This leads to a radical change in approaches to education and educational policy in general. For the XXI century the understanding that education cannot continue to remain in the sphere of a separate sectoral or departmental policy, is considered as a costly social benefit and an irrecoverable item of expenditure, becomes characteristic, but is a productive factor and condition for development, therefore, it should receive the status of the national strategy. The independence of Ukraine opened up the possibility of forming statehood, developing a national policy in all areas, including education. Development of the national idea, humanization and democratization of education in the conditions of openness of Ukraine to the world, its integration into the European and world community in the conditions of challenges of globalization were declared as key tasks. The new requirements for national education necessitated the restructuring of the educational policy strategy, which is designed to reflect the vectors of social transformations by updating the educational legislation, implementing efficient mechanisms for the introduction of legislative and regulatory documents.

**The analysis of recent research and publications.** The issue of transformation of the educational sphere is the subject of research by such Ukrainian scholars as N. Avshenyuk (modernization of pedagogical education in the EU countries), V. Andrushchenko (modernization of higher education), L. Bereziwska (reform of school education in Ukraine: historical aspect), L. Hrynevych (educational reforms), V. Kremen (transformation of educational content, transformation of personality), O. Lokshyna (transformational processes of school education in the context of the European integration), O. Lyashenko (reform of primary and secondary education), V. Ognevyuk (educational reforms), O. Savchenko (reforming primary education, reforming the content of education), O. Pometun (reforming school history in Ukraine), A. Sbruyeva (reform trends in leading English-speaking countries), S. Sysoyeva (educational reforms: educational context), O. Sukhomlynska (reformist pedagogy, reforming the educational component of education, reform policy in the historical context) and others. The issue of reforming the field of education is also studied by foreign scientists: J. F. Condette (history of educational structures and figures, the issue of resistance to educational reforms), F. Dubet (the issue of equal opportunities in French schools), A. Jellab (the issue of professionalization of French secondary school teachers), D. R. Watson (issues of French state educational policy in the first half of the 20<sup>th</sup> century) and others.

**The purpose of the article** is to study the regulatory and legal support for the reform of general secondary education in France and Ukraine in the years 1991 – 2021.

**Research methods.** In the course of the study we applied the following scientific methods: theoretical methods of analysis, synthesis, comparison, generalization of pedagogical experience, as well as the method of analogy and systematization, the dialectical method of cognition, etc.

**The presentation of the main material.** The European vector of Ukraine's development has been viewed as a priority since the declaration of independence in 1991. The Association Agreement between Ukraine and the European Union (2014) finally confirmed the European direction of Ukraine's development. The agreement recognizes that Ukraine as a European country shares a common history and common values with the EU member states; Section III notes the importance for Ukraine of its European identity; stresses strong public support in Ukraine for the country's European choice; proves that the EU recognizes Ukraine's European aspirations and welcomes its European choice (2014) [15].

During 1991–2002 in Ukraine, basically, a functioning and self-sufficient national educational system was created. Basically it preserved the progressive achievements and traditions of the past, having become more relevant for the new social relations and having accumulated innovative potential for further development [12, p. 7].

This period of the national educational self-identification, which began with the adoption in 1991 of the Laws on Educational-Academic and Scientific-Technical Activities, ended with the final disintegration of the Ukrainian education with the post-Soviet educational space, the creation of an integral complex of the national educational legislation and the adoption of the National Doctrine of Education Development for the Future [12, p. 7].

In the subsequent period, during 2003-2013, the state educational policy was carried out in the context of the expansion of the range of transformational effects of the European integration and world globalization. Despite a number of positive shifts in the national education, inconsistencies between advanced European and world educational practices accumulated. In particular, in 2010, the transition to a 12-year complete general secondary education was unjustifiably canceled by the law. A new period of education modernization policy began in 2014, in which, on the basis of the Bologna process for the creation of the European Higher Education Area, the innovative Law of Ukraine "On Higher Education" was adopted, and in 2015, in the context of the formation of the European Research Area, the progressive Law of Ukraine "On Scientific and Scientific technical activities. " In 2015-2016 the draft of the Law of Ukraine "On Education" was submitted to the Parliament for consideration, other acts of educational legislation were prepared, and the systematic modernization of the legislative basis of the national education continued [12, p. 7].

In this regard, L. Berezivska notes that "... The mainstream ways for reforming general secondary education became the main ones for the development of school education in independent Ukraine: definition of the state standards of all the levels of general secondary education; the contents of general education and relevant basic disciplines; introduction of the integral and variant principles of training; reforming the structure of general educational institutions in accordance with the levels of education and the needs of the regions; cooperation of general educational institutions with higher educational institutions; development of a network of general educational institutions with various forms of ownership, etc. " [4, p. 20].

According to L. Berezivska, the history of general secondary education in Ukraine has undergone a significant number of reforms and counter-reforms, during which the structure and content of school education radically changed in different socio-political and socio-economic realities. One of the results of school reforms was the

development of normative documents (laws, doctrines, concepts, standards, etc.) that provided or should have provided for the reform of general secondary education. During the years of independence, in the process of reforming and modernizing general secondary education in a democratic society, a significant number of state regulatory documents on the development of the education sector were developed which determined its theoretical and methodological foundations. [1, p. 15]. The author notes that "Reforms and counter-reforms being components of public education policy are implemented in the context of social, political, economic, and pedagogical determinants which influence their strategies" [2, p. 20]. L. Berezivska also admits that "... After gaining the state independence, one of the priorities of educational policy in Ukraine in the context of fundamental socio-political, socio-economic and pedagogical changes was the reform of general secondary education. This process took place in conditions of the struggle against the Soviet communist past for the state independence and democratic values, with the Russian aggression toward Ukrainian sovereignty. " [3, p. 64].

In 2005, Ukraine formally joined the Bologna Process to create an attractive and competitive European Higher Education Area. However, the actual implementation of its main instruments (cyclical organization of higher education, the European system of transfer and accumulation of credits, the national qualifications framework, standards and recommendations for quality assurance in the European Higher Education Area) was delayed [12, p. 10].

The period since 2014 is characterized by a comprehensive modernization of the educational and scientific sphere. The spheres of higher education and science have found the greatest sensitivity and ability to change. This was reflected in the adoption of progressive laws of Ukraine "On Higher Education" (2014) and "Scientific and Scientific and Technical Activities" (2015), prepared and submitted to the Parliament of the draft new basic Law of Ukraine "On Education", draft other acts of educational legislation [12, p. 10].

In turn, the Ukrainian scientist O. Savchenko identified the following stages in the development of the state policy in education: the first stage (1989–1995) – the time when Ukraine was still part of the USSR as a union republic – is marked by the modernization of the content of school education in the context of the introduction of the Ukrainian studies component, modernization of the content of humanitarian subjects, development of a network of educational institutions, including institutions of a new type and private education; the second stage (1996–1998) – consolidation at the constitutional level of the fundamental rights of citizens to education, the adoption of the basic Law of Ukraine "On Education" (1991), taking into account the changes that have taken place in society, showed the priority of the field of education at the level of educational policy; the third stage (1998–2001) – the adoption of a number of laws that determined the strategy for the development of education, fixed the basic standards, functioning, requirements for the quality of education at various levels, legalized the functions of state standards, legislatively regulated management relations of all structural units of education, and the like; the fourth stage (2002–2010) – the formation of the state policy took place in a different methodological and socio-economic context, the National Doctrine for the Development of Education (2002) was adopted, which laid the foundations for a systemic strategy of state policy of Ukraine in education in the context of the challenges of the new time, ensuring equal access of citizens to quality

education, strengthening personal dimension, reorientation from cognitive to problem-activity, innovative type of education [13, p. 9–11].

So, over the years of independence, the methodological foundations of the national educational policy have been formed, determined by national priorities, a new socio-economic context. An important achievement was the formation of an integral legislative framework for all levels of education, approval of the Laws of Ukraine “On Education” (1991), “On Vocational Education” (1998), “On General Secondary Education” (1999), “On Out-of-School Education” (2000), “On Higher Education” (2002 became invalid from 01.07.2014, 2014), etc.). The first wave of reforms was associated with the formation of a new democratically based education system, de-ideologization of the content of education, the provision of national specifics to it. [14, p. 143].

Let us consider the key laws and regulations which took place in the French secondary education within 1991 – 2021. We suggest considering them in a chronological order. On 11 February 2005 the law dealing with equal rights and opportunities, participation and citizenship of the disabled was adopted. Thus, Law № 2005-102 of 11 February 2005 (*Loi n° 2005-102 du 11 février 2005 pour l'égalité des droits et des chances, la participation et la citoyenneté des personnes handicapées*) defines the rights of the disabled, in particular in the following:

- reception (providing for the creation of a reception facility for disabled people in each département: *the Maison départementale des personnes handicapées* (MDPH – the Departmental Centre for the Disabled).
- compensation for the impact of the disability (defining the right to compensation for all disabled persons for the consequences of their disability);
- schooling (supporting the right of each child and adolescent to schooling in a normal environment, as close as possible to their home and an on-going and adapted school pathway);
- employment (amending the labour code concerning timetable adjustments, working conditions in companies and the conditions for retirement).
- active citizenship (redefining the conditions for access to polling stations.

It supports disability awareness-raising programs for civic education in primary and secondary schools) [8].

Next, on April 23, 2005 the Guidance and Curriculum Planning law № 2005-380 dated April 23, 2005 for the future of schools was adopted.

The Guidance and Curriculum Planning Law №2005-380 dated April 23, 2005 for the future of schools (*Loi n° 2005-380 du 23 avril 2005 d'orientation et de programme pour l'avenir de l'école*) commits to the modernization of the French national education along three main lines, i.e. ensures scholastic success for all pupils, better guarantee an even chance to all pupils and promote vocational opportunities for young people. It particularly defines the necessity to guarantee each pupil with the "necessary means to acquiring a common grounding composed of a range of knowledge and skills that must be mastered in order to complete their compulsory schooling successfully, continue training, build a personal and vocational future and succeed in society" (art. 9). The knowledge and skills of this "common grounding" are detailed in Decree № 2006-830 dated July 11, 2006. Moreover, in the report attached to the law, which is the reference for its implementation through regulations, quantified goals are assigned to the educational system to guarantee that by the end of their schooling 100%



of the students will have acquired a degree or certified qualifications, ensure that 80% of an age group will have access to the baccalaureate level and will lead 50% of an age group to a degree in higher education [9].

The Decree № 2005-1145 dated September 9, 2005 and decree № 2005-1178 dated September 13, 2005 which amend the decree dated August 30, 1985 dealing with local public-sector schools (secondary schools). They contain the provisions intending to advance the operations of local public-sector schools (colleges and lycées), by applying Guidance and Curriculum Planning Law № 2005-380 dated April 23, 2005 for the future of schools. These decrees intend to achieve the following:

- development of the autonomy of institutions: in particular, to provide for teaching experiments enabling the search for the best adapted innovative solutions to the difficulties experienced by pupils. to develop the goals of contract projects, etc.
- promotion inter-school co-operation (schools were allowed to create networks at the training pool level to facilitate educational pathways, leading to constant training, the implementation of joint projects and partnership policies in connection with regional communities and their economic, cultural and social environments) [6].

The Decree №2006-830 dated July 2006 was an implementing decree of the Guidance and curriculum-planning Law №2005-380 of April 23, 2005 for the future of schools. It defined all knowledge and skills that each pupil should master at the end of compulsory education, considered to be essential for successful completion of their education, for further training, building personal and professional lives and contributing to a successful life in society [5].

An important step in reforming the French secondary school became the Guidance and Programming Law no. 2013-595 of 8 July 2013 for Restructuring Schools [10]. It set the framework for the overall reform of the school system initiated by the French government in 2012. Its purpose was success for all pupils: raising their level of knowledge, skills and culture and reducing social and regional inequalities in academic success.

The Law rounds dated the Education principles and missions attributed to the public Education department, which must now ensure (art. 2) "school inclusion for all children, with no distinction" as well as "the social mix of pupils enrolled in educational institutions"; it must guarantee the means by which all pupils can acquire a common base of knowledge, skills and culture, which "must enable the pursuit of studies, construction of a personal and professional future and preparation for exercising citizenship" (art.13). The Law also stresses the importance of "all stakeholders in the educational community" (pupils' parents, educational staff, etc.), playing a part in children's academic success [10].

"Preparation for lifelong learning and education"; development of "initiative-taking" in pupils and combating "innumeracy" are listed as the purposes of education (art. 4; art. 9).

To meet all these objectives, specific measures are taken:

- creation of a *Service public du numérique* (Public Digital Technology Department), which promotes the use of such technology at schools;
- creation of the *Conseil supérieur des programmes* (Higher Programmes Council) whose task is to make suggestions regarding the reform of teaching content which is also provided by the Law;
- creation of an independent body, the *Conseil national d'évaluation du système scolaire* (National Council for Evaluation of the School System), aimed at

evaluating the organization and outcomes of school education;

- change in the number and duration of school cycles to ensure training progressiveness;
- introduction of a modern language class from the first year of elementary school (six-year-olds), starting from the 2015-2016 school year;
- creation of *écoles supérieures du professorat et de l'éducation* (higher schools of teacher training and education) aimed at organizing initial training for future teachers and education staff and with participating in their further training. Such higher schools are formed within universities. They grant Master's degrees, achieving a balance between theoretical studies and learning at schools [10; 7]

Due to the above mentioned, it is necessary to emphasize today's trends in the French secondary education. Firstly, today a characteristic feature of the French school is a mandatory involvement of pupils into professional activities. By the beginning of the new millennium, only 10% of secondary school pupils had finished school without any crafts specialization (in the sixties their number was about 30%). Secondly, obtaining of a bachelor's degree by the largest number of lyceum pupils has become another trend in the development of the French secondary education system which is maintained by legislation at the national level [11, p. 18].

**Conclusions.** In the process of formation of Ukraine's national education system, several periods have been identified and characterized. In particular, the period since 1991, which started with the adoption of the laws on education, scientific and technical activity, was marked by national educational self-identification and it ended with the final separation of the Ukrainian education from the post-Soviet educational space, the creation of a comprehensive set of national educational legislation, the adoption of the National Doctrine of Education Development for the Future.

During 2003–2013, the Ukrainian educational policy was implemented in the context of expansion of the transformative effects of the European integration and world globalization. In 2014, a new period of education modernization policy began, in which the Law of Ukraine "On Higher Education" was adopted. In 2015, in the context of formation of the European Research Area, the Law of Ukraine "On Scientific and Scientific-Technical Activities" was adopted. In 2015–2016, the draft Law of Ukraine "On Education" was submitted to the Parliament for consideration, other acts of educational legislation were prepared, and they continued modernization of educational legislative framework in Ukraine. During the years of independence, the methodological foundations of the national educational policy were formed, determined by national priorities and the new socio-economic context. The French secondary education passed through significant transformations during the outlined period; they became market-oriented due to adoption of a number of laws and regulations directing the French secondary education system to its further humanization. During this period, reforms in secondary education in France were aimed at modernizing the French national education in three main directions: to ensure academic success for all students; to guarantee equal chances to all the students; to promote professional opportunities for young people (Law on Recommendations and Planning of Training Programs No. 2005-380 dated April 23, 2005). An important step in the reform of the French secondary school was the Law No. 2013-595 dated July 8, 2013 on the restructuring of schools, which laid the foundation for the general reform of the school system initiated by the French government in 2012. The experience of the French secondary education reforms

has not yet been sufficiently studied in the Ukrainian scientific literature, but the path of France arouses considerable interest among researchers and teachers and will be the subject of further scientific research, in particular the influence and results of these reforms and changes on today's secondary education in this country.

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## **НОРМАТИВНО-ПРАВОВЕ ЗАБЕЗПЕЧЕННЯ РЕФОРМУВАННЯ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ У ФРАНЦІЇ ТА В УКРАЇНІ (1991–2021 РР.)**

У статті охарактеризовано нормативно-правове забезпечення реформування загальної середньої освіти у Франції та Україні у 1991–2021 роках. Висвітлено етапи становлення національної освітньої системи України. Зазначено, що українська національна система освіти здебільшого зберегла прогресивні здобутки і традиції минулого, а також стала краще відповідати новим суспільним відносинам і водночас накопичила інноваційний потенціал подальшого розвитку. В статі зауважено, що з прийняття в 1991 р. законів про освіту та наукову і науково-технічну діяльність цей період національної освітньої самоідентифікації завершився остаточною дезінтеграцією української освіти з пострадянським освітнім простором, створенням цілісного комплексу національного освітнього законодавства, прийняттям Національної доктрини розвитку освіти на перспективу. Період з 2014 р. охарактеризовано як період комплексної модернізації освітньо-наукової сфери. Виокремлено та охарактеризовано етапи розроблення державної політики в галузі освіти: перший етап (1989–1995); другий етап (1996–1998); третій етап (1998–2001). Зауважено формування протягом років незалежності методологічних засад національної освітньої політики на основі національних пріоритетів та нового соціально-економічного контексту. В якості важливого здобутку для всіх рівнів освіти України зазначено формування цілісної законодавчої бази—затвердження Законів України «Про освіту» (1991), «Про професійно-технічну освіту» (1998), «Про загальну середню освіту» (1999), «Про позашкільну освіту» (2000), «Про вищу освіту» (2002). Зауважено, що перша хвиля реформ в українській освіті була пов'язана з формуванням нової демократично-базованої системи освіти, деідеологізацією змісту освіти, надання йому національної специфіки. У статті у хронологічній послідовності розглянуто основні закони та нормативні акти, дотичні до середньої освіти Франції протягом 1991 – 2021 років: Закон про рівні права та можливості, участь та громадянство інвалідів від 11 лютого 2005 року; Закон про керівництво та планування навчальних програм №2005-380 від 23 квітня 2005 року для майбутнього шкіл; Указ № 2005-1145 від 9 вересня 2005 р.; Указ № 2005-1178 від 13 вересня 2005 р.; Указ №2006-830 від липня 2006 року; Закон про керівництво та реструктуризацію шкіл No. 2013-595 від 8 липня 2013 року. Охарактеризовано сучасні тенденції у сфері французької середньої освіти: обов'язкове залучення учнів до професійної діяльності та

отримання диплома бакалавра найбільшою кількістю ліцеїстів, що підтримується законодавством на національному рівні.

**Ключові слова:** *нормативно-правове забезпечення, середня освіта, школа, реформа, реформування, законодавство, розвиток.*