



PAGOSTE

CONCEPT

**ADOPTING GERMAN EXPERIENCE IN UKRAINIAN CONTEXT OF VOCATIONAL  
TEACHER TRAINING: POLICY LEARNING**

**Досвід польових агентів інституції в галузі професійної освіти: навчання на закордонному  
освітньому досвіді  
НІМЕЧЧИНИ**

---

Staff:

Lesia Shevchuk, employer;  
Iryna Khotchenko, VET school;  
Oksana Sarkisova, University



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

## Requirements for starting to work as a Vocational school's teacher in / Вимоги для початку роботи викладачем закладу ПТО

### ФЕДЕРАЛЬНА ЗЕМЛЯ БАДЕН-ВЮРТЕМБЕРГ/

#### Baden-Württemberg

Most teachers are civil servants with a University degree /

Більшість викладачів є державними службовцями з вищою освітою

Qualification requirements: / Кваліфікаційні вимоги:

HEI's education (Master Degree) /

Вища освіта (ступінь магістра)

The proof of practical work experience in companies and school-based internships during their university course is needed/ Підтвердження досвіду практичної роботи в компаніях та стажування в школі під час навчання в ЗВО

Passing the Teacher Training course and state examination after 18 months of training / 18-ти місячний курс підготовки вчителів, який закінчується державним іспитом

### УКРАЇНА/

#### Ukraine

Qualification requirements: / Кваліфікаційні вимоги:

HEI's education (Bachelor, Master degree) /

Вища освіта (ступінь бакалавра, магістра)

The proof of practical work experience in companies and school-based internships during their university course and organising an internship in the higher educational establishments is not needed/ Підтвердження досвіду практичної роботи в компаніях та стажування в школі під час навчання в ЗВО не вимагають.

Teacher Training course at University ends with state examination and writing the Bachelor's thesis (Master's thesis) / Підготовка педагогів професійного навчання закінчується державним іспитом та написанням бакалаврської чи магістерської кваліфікаційної роботи.

## University degree (Bachelor Degree, Master Degree) / Вища освіта (ступінь бакалавра, магістра)

### Цілі навчання бакалаври/магістри

#### Бакалаври/BeS :

підготовка фахівців, здатних здійснювати освітню діяльність із професійної підготовки технічних фахівців, кваліфікованих робітників і працівників сфери торгівлі та послуг (відповідно до ДК 003:2010) підприємств, установ та організацій галузі/сфери відповідно до спеціалізації / training of specialists capable of carrying out educational activities on professional training of technical specialists, skilled workers and workers in the field of trade and services (according to DK 003: 2010) of enterprises, institutions and organizations of the branch / sphere in accordance with specialization.

#### Магістри/ MeS:

підготовка фахівців, здатних розв'язувати складні задачі і проблеми за спеціалізацією професійної освіти у професійній діяльності та/або у процесі навчання, що передбачає проведення досліджень та/або здійснення інновацій та характеризується невизначеністю умов і вимог/ training of specialists capable of solving complex problems and problems in the specialization of vocational education in professional activities and / or in the learning process, which involves research and / or innovation and is characterized by uncertainty of conditions and requirements



## Де можуть працювати випускники? / Where do our graduates work?

- **Заклади профільної середньої освіти** / Institutions of specialized secondary education
- **Заклади професійної (професійно-технічної) освіти** / Institutions of professional (vocational) education
- **Заклади позашкільної освіти** / Out-of-school education institutions
- **Заклади фахової передвищої освіти** / Institutions of professional pre-higher education
- **Підприємства, установи та організації галузі / сфери (за спеціалізацією)** / Enterprises, institutions and organizations of the branch / sphere (by specialization)



## **Problem 1.** Непривабливість професії педагога професійного навчання / Unattractiveness of the Vocational Training Teacher's Profession

University	VET school	Employer
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Expand and modernize the range of professions.</li> <li>2. Strengthen career guidance.</li> <li>3. Create a modern brand “teacher of vocational training”.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Request Ministry of Education and Science of Ukraine to enter in the Classifier of Professions updated names of professions of Bachelor of professional education, e.g <b>business coach, tutor, mentor, facilitator</b>, etc</li> <li>2. Invite successful teachers working in business (business schools, training centers).</li> <li>3. Create associations, working groups of students and graduate students. Establish regular vacancy fairs for future graduates with potential employers (in the form of counseling, interviews, round tables).</li> <li>4. Strengthen career guidance work, which involves today's students (meetings with applicants, creating attractive printed materials (booklets, brochures, flyers, etc.)).</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Raising the salaries of employees</li> <li>2. Improving the system of benefits</li> <li>3. Improving the material and technical</li> <li>4. Strengthening the prestige of work in vocational schools</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Developing a marketing strategy to increase prestige</li> <li>2. Involvement of career guidance agents</li> <li>3. Organization of "open door" sessions for student teachers in order to present the vocational school, sharing the methods and forms of teaching by experienced teachers.</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Modernizing curricula by expanding the catalog of additional elective subjects to the professional component.</li> <li>2. Increasing foreign language hours (ECTS).</li> <li>3. Involving stakeholders in integrated teaching of professional training disciplines.</li> <li>4. Providing practical training in enterprises.</li> <li>5. Ensuring the implementation of competency-oriented additional training aimed at the development of enterprises in the professional sector (including transport and economics spheres).</li> </ol> <p><b>Ways to achieve:</b> To carry out competence-oriented training for working at the enterprises of economic and transport spheres.</p>

## **Problem 2. Відсутність тривалої практичної підготовки та стажування / Lack of long-term practical training and internship**

University	VET school	Employer
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Strengthening the practically oriented component of professional training.</li> <li>2. Organization of practices of different types.</li> <li>3. Expanding unions with stakeholders.</li> <li>4. Organization of additional opportunities to increase the knowledge of skills and abilities of higher education students.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Increasing hours (ECTS) for the practical component of training.</li> <li>2. Students involvement in trainings, master classes for entrants and students of colleges and vocational education institutions.</li> <li>3. Expanding the bases of stakeholders for cooperation and organization of different types of practices.</li> <li>4. Stakeholders involvement in monitoring the quality of training.</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Satisfying the HEI's need of prolonging the term of pedagogical training and internship.</li> <li>2. Prolonging the term of practical training and internship of VET's studying youth</li> <li>3. Establishing a channel for obtaining information on the expectations of employers</li> <li>4. Organization of meetings with employers and graduates</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Increasing the practical training and internship</li> <li>2. Invitation of representatives of enterprises-potential employers to give lectures, hold master classes, presentations in order to update the knowledge of student youth</li> <li>3. Stablishing links with higher education institutions in order to provide a basis for pedagogical practice</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Providing with work-places at enterprises for passing of industrial practice on the basis of the signed agreements according to the creative scientific and technical cooperation.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Increasing the number of hours (ECTS) for internships at enterprises under agreements on creative scientific and technical cooperation.</li> <li>2. Internship of future specialists at the enterprises of economic and logistic spheres.</li> <li>3. Focus on improving the competence of the future specialists.</li> <li>4. In order to employ, the requirement for knowledge of a foreign English language is not lower than B2.</li> </ol>



**Problem 3. Підвищення мотивації випускників вищих закладів освіти викладати у професійних школах / Increasing the Motivation of HEI's Graduates to Teach in Vocational Schools**

University	VET school	Employer
<p><b>Assignments:</b> 1. To acquaint applicants for higher education with vocational educational institutions.</p> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Find modern colleges, vocational schools.</li> <li>2. Sign cooperation agreements.</li> <li>3. Organize educational and pedagogical practice in these institutions.</li> <li>4. Raise the teacher's salary of vocational training.</li> <li>5. Launch competitions with prizes and scholarships for young teachers of vocational training.</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Raising the salaries of employees</li> <li>2. Improving the system of benefits</li> <li>3. Improving the material and technical base</li> <li>4. Strengthening the prestige of work in vocational schools</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Developing a marketing strategy to increase prestige involvement of career guidance agents</li> <li>2. Organization of "open door" sessions for student teachers in order to present the vocational school, disseminate the experience of teachers with extensive experience.</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Attract patrons and investors to raise the prestige of the employee and improve the material and technical base of the institution.</li> <li>2. Provide a social package, health insurance.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Modernization of curricula for bachelor's and master's degrees in vocational education</li> <li>2. Improving the training of specialists Employment of young graduates, organization of the workplace, provision of social security.</li> </ol>

**Problem 4.** Невідповідність програми підготовки випускників професійних закладів освіти із очікуваннями працедавців / **Inconsistency of the Educational Program for Graduates of Vocational Educational Institutions with the employers expectations**

University	VET school	Employer
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Establish relationships for obtaining information due to the employers expectations.</li> <li>2. Develop a meeting plan for stakeholders (once a month).</li> <li>3. Labor market monitoring and changes in the EP.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Conducting regular surveys of employers on the competencies that a graduate should have.</li> <li>2. Expansion of the elective disciplines catalog by increasing credits for a foreign language by specialization.</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Establish a channel for obtaining information on the expectations of employers</li> <li>2. Organization of meetings with employers and graduates</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. creation of an administrative unit that will be responsible for feedback from graduates, enterprises where graduates are employed</li> <li>2. establishing regular job fairs for future graduates with potential employers (in the form of counseling, interviews, round tables, etc.)</li> <li>3. organization of meetings with graduates who succeed in professional field</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Trainings with employers and representatives of universities both with the contingent of teachers and students, the university management for running cooperation agreements.</li> <li>2. Master classes with students majoring in 015 "Vocational Education".</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>1. Participation in job fairs.</li> <li>2. Organization of joint meetings with graduates of vocational education institutions.</li> <li>3. Establishment of the Graduates Association and involvement in permanent cooperation on available vacancies for employment.</li> <li>4. Certification of organization and the first job provision.</li> </ol>



**Problem 5.** Відсутність належного рівня діджиталізації під час гібридної освіти /  
Lack of Proper Digitalization Level During Hybrid Education

University	VET school	Employer
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Increase the students' digitalization level.</li> <li>Establish communication between students and each other.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>Introduction of current research projects to educational programs: promoting digital competencies development;</li> <li>Promoting of self-regulation development through e-portfolio ("digital diary");</li> <li>Development assistance to respond (using digital technologies).</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Digitalization of educational materials.</li> <li>Improving the knowledge, skills, abilities of the teaching staff in accordance with the conditions of digitalization.</li> <li>Modernization of material and technical base.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>Involvement of specialists in order to upgrade and update the skills of the teaching staff;</li> <li>Participation of teaching staff and students in competitions, seminars on digitalization;</li> <li>Search for ways to modernize the material and technical base (grants, sponsorship, etc.).</li> </ol>	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>Using online platforms during studying.</li> <li>Ensure that all of the students that regularly attended classes were provided with essential, remote support, to keep them focused and on track with their education.</li> <li>Higher education in Ukraine needs to rethink and reorganize the learning process in such a way as to understand how to work remotely in the future.</li> </ol> <p><b>Ways to achieve:</b></p> <ol style="list-style-type: none"> <li>IT technology and software providing (free of charge).</li> <li>Digital transformation, such as teaching and learning by means of the Internet (online, hybrid learning), and the need for professional development or a complete change in specialized education.</li> <li>Period of transformation, reformation of studying methods and the possibility of online education.</li> </ol>

**GRATEFUL  
FOR YOUR ATTENTION!**

