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ROUND TABLE 1:
GOVERNANCE OF VOCATIONAL TEACHER EDUCATION: BRINGING TOGETHER STAKEHOLDERS AND MATCHING INTEREST
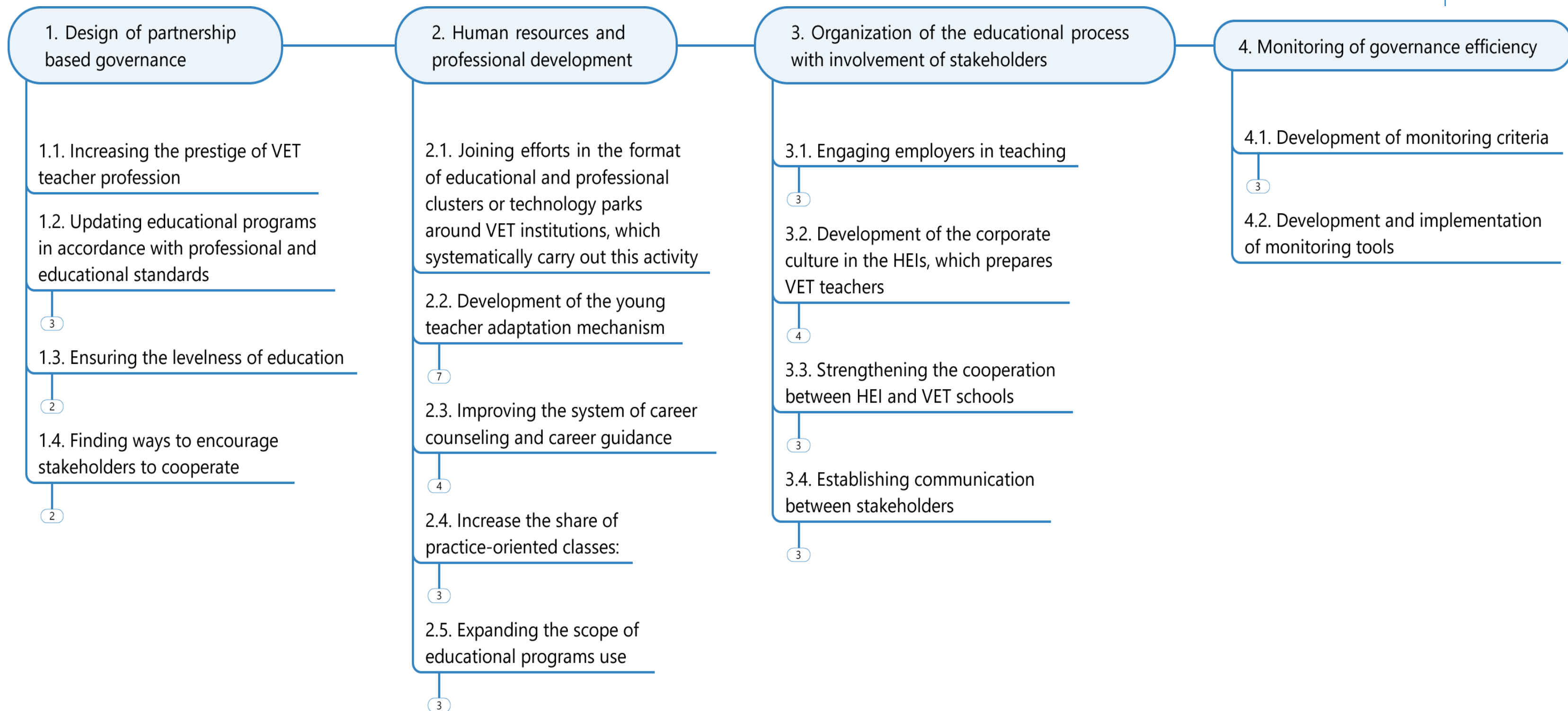
ROAD MAP OF CHANGES

NATIONAL TRANSPORT UNIVERSITY

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14-15.09.2020

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Introduction

On **14-15.09.2020** the National Transport University organised Round Table **"Governance of vocational teacher education: brining together stakeholders and matching interest"** within the Erasmus+ project "New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine" (PAGOSTE). The project deals with governance in vocational teacher education (VTE) in Ukraine. Its aim is to develop and pilot governance structures between the Ukrainian partner HEIs and regional VET schools. The focus is on overcoming the theory-practice gap between university education and teaching requirement in VET, and on setting up governance in a new, i.e. partnership-based manner between relevant institutions in VTE.

The round table was organized as a part of the first work package "Analysis of governance of vocational teacher education" and the main objectives were to discuss with stakeholders the results of the national survey on the partnership-based governance of vocational teachers' education, which was also conducted within the first work package, and work out the road map for positive changes. As a result of discussions with the participants of the round table (about 50 participants), who represented different stakeholders in vocational teacher education in Ukraine (HEI academic staff, vocational teachers, vocational school management, employers, the Ministry of Education and Science of Ukraine) during those two days, the roadmap for changes in vocational teacher education was worked out, which serves a framework for the action of the project and which provides valuable insights from the stakeholders on their vision of necessary changes in vocational teacher education in Ukraine.

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Road map of changes. General overview

1. Design of partnership based governance

1.1. Increasing the prestige of VET teacher profession

1.2. Updating educational programs in accordance with professional and educational standards

3

1.3. Ensuring the levelness of education

2

1.4. Finding ways to encourage stakeholders to cooperate

2

2. Human resources and professional development

2.1. Joining efforts in the format of educational and professional clusters or technology parks around VET institutions, which systematically carry out this activity

2.2. Development of the young teacher adaptation mechanism

7

2.3. Improving the system of career counseling and career guidance

4

2.4. Increase the share of practice-oriented classes:

3

2.5. Expanding the scope of educational programs use

3

3. Organization of the educational process with involvement of stakeholders

3.1. Engaging employers in teaching

3

3.2. Development of the corporate culture in the HEIs, which prepares VET teachers

4

3.3. Strengthening the cooperation between HEI and VET schools

3

3.4. Establishing communication between stakeholders

3

4. Monitoring of governance efficiency

4.1. Development of monitoring criteria

3

4.2. Development and implementation of monitoring tools

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1. Design of partnership based governance

1.1. Increasing the prestige of VET teacher profession

1.2. Updating educational programs in accordance with professional and educational standards

updating standards and regulations on specialized subjects

development of a methodology for creating educational programs for dual form of education

creation of new programs taking into account the moral and ethical component

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1. Design of partnership based governance

1.3. Ensuring the levelness of education

government program aimed at engaging businesses
to participate in the training of skilled workers

associations of employers who will form orders for skilled
workers for VET (Entrepreneurs Council)

1.4. Finding ways to encourage stakeholders to cooperate

government program aimed at engaging businesses
to participate in the training of skilled workers

associations of employers who will form orders for skilled
workers for VET (Entrepreneurs Council)

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2. Human resources and professional development

2.1. Joining efforts in the format of educational and professional clusters or technology parks around VET institutions, which systematically carry out this activity

2.2. Development of the young teachers' adaptation mechanism

employment priority in VET institutions for people with practical work experience

implementation of mentoring mechanisms for young teachers

development of advanced training courses aimed at:
- ✓ development of group work professional skills
- ✓ development of leadership qualities
- ✓ development of group work professional skills
- ✓ digital transformation of education

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2. Human resources and professional development

2.3. Improving the system of career counseling and career guidance

VET teachers' training at the enterprise

teachers' soft skills development

development of entrepreneurial competence among vocational training masters

development and implementation of a career growth plan

2.4. Increase the share of practice-oriented classes:

- ✓ trainings
- ✓ master classes
- ✓ interactive interaction with the student

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2. Human resources and professional development

2.5. Expanding the scope of educational programs use

expanding the ultimate goal of the educational process

creating an open education market for advanced training
(following the Italian example)

combination of the best traditions and innovations:
modern advanced training courses + short-term interactive courses
(development of updated competencies)

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3. Organization of the educational process with involvement of stakeholders

3.1. Engaging employers in teaching

implementation of a hybrid educational process
with e-learning elements

development of a template for a standard tripartite agreement
for the dual form of education

theoretical training at university, part of practical modules at enterprise

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3. Organization of the educational process with involvement of stakeholders

3.2. Development of the corporate culture in the HEIs, which prepares VET teachers

development of a single professional language (terminology) and mutual understanding

culture of collegial decision making

attraction of VET graduates to cooperation

experience exchange between students and applicants

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3. Organization of the educational process with involvement of stakeholders

3.3. Strengthening the cooperation between HEI and VET schools

organization of a dual education between HEIs which prepares VET teachers and VET schools

attracting VET teachers to the HEIs educational process

organization of cooperation between students studying in the specialty "Professional Education" and VET teachers

3.4. Establishing communication between stakeholders

cooperation with local authorities

cooperation with trade unions

creation of an Internet platform for communication between specialists and stakeholders

12.10.2020

11

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4. Monitoring of governance efficiency

4.1. Development of monitoring criteria:

- ✓ number of entrants
- ✓ the number of graduates employed in the VET
- ✓ graduates' duration of work in VET

4.2. Development and implementation of monitoring tools

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Thank you for your attention!

Do you have any questions?