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ANALYSIS OF NATIONAL SURVEY RESULTS ON GOVERNANCE IN VOCATIONAL TEACHER EDUCATION IN UKRAINE

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Groups of respondents:

- research and teaching staff of higher education institutions which carry out training of students in the specialty "Professional Education";
- HEI students in the specialty "Professional Education";
- teachers;
- heads of vocational education institutions.

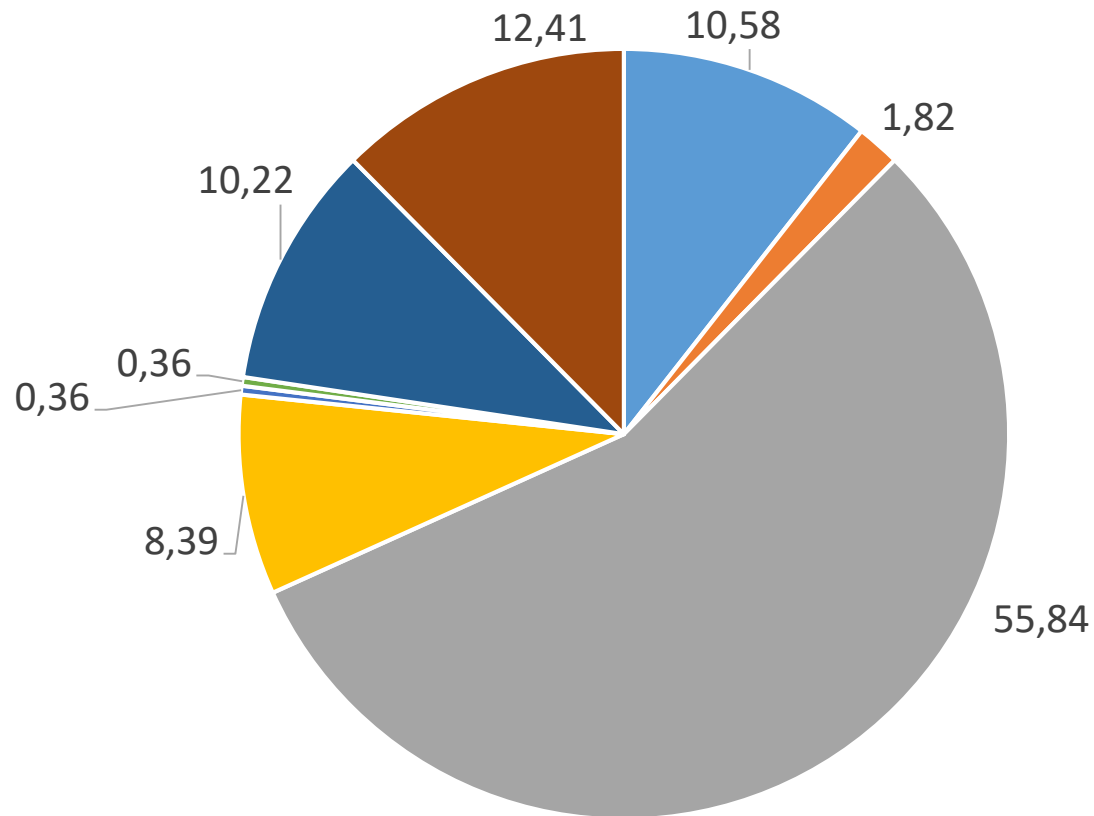
Research and teaching staff of higher education institutions which carry out training of students in the specialty "Professional Education"

The questionnaire included 20 questions related to:

- social and demographic characteristics (age, gender, place of residence, place of work, specialization of the educational program, position, scientific and pedagogical experience)
- an evaluation of the level of cooperation between VET institutions, current and desired areas and forms of partnership
- motivation for continuous development of professional and pedagogical competence
- participation in training activities on the basis of VET institutions
- the availability of platforms for professional communication with colleagues from other educational and research institutions.

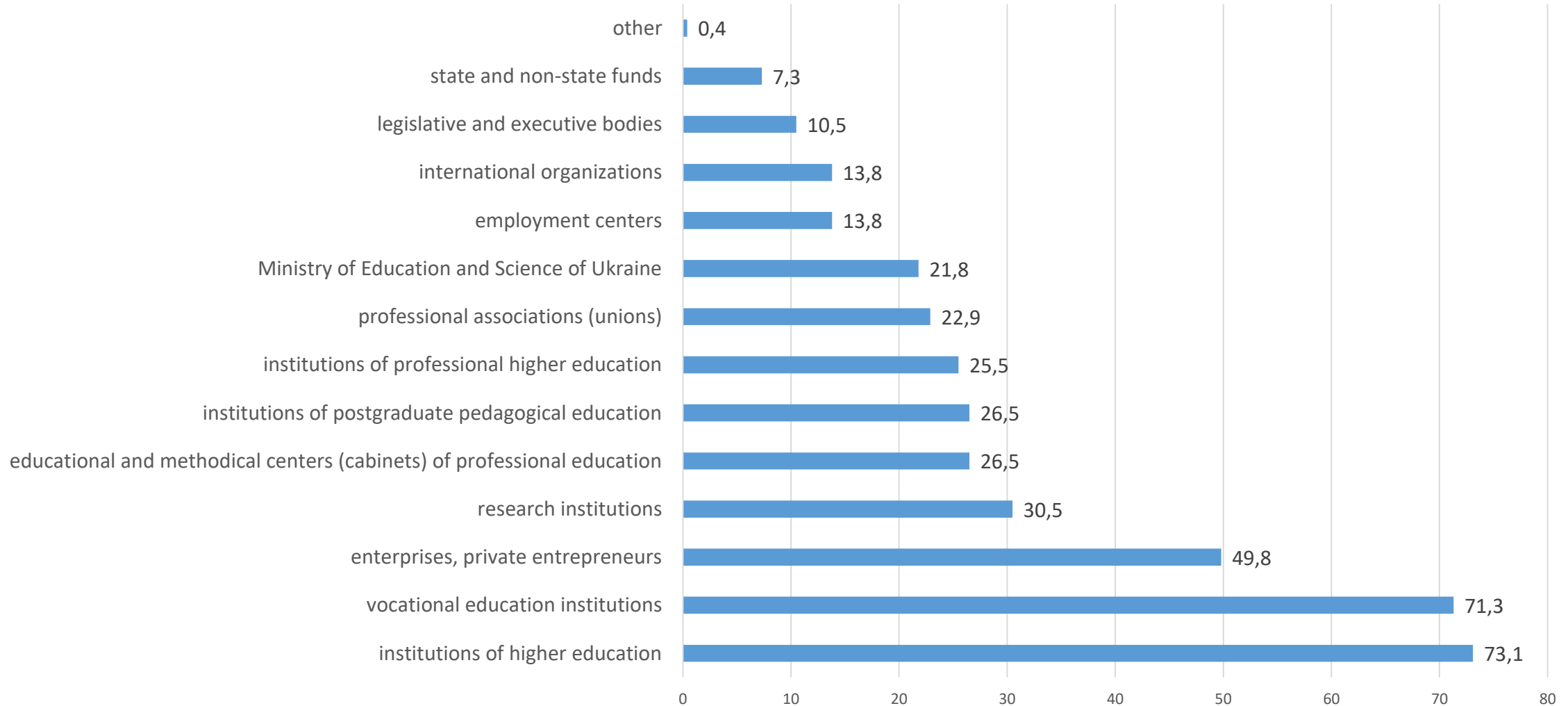
274 research and teaching staff members from 25 higher education institutions that provide training in educational programs in the specialty "Professional Education" in 22 specializations out of 24 possible

Distribution by positions:

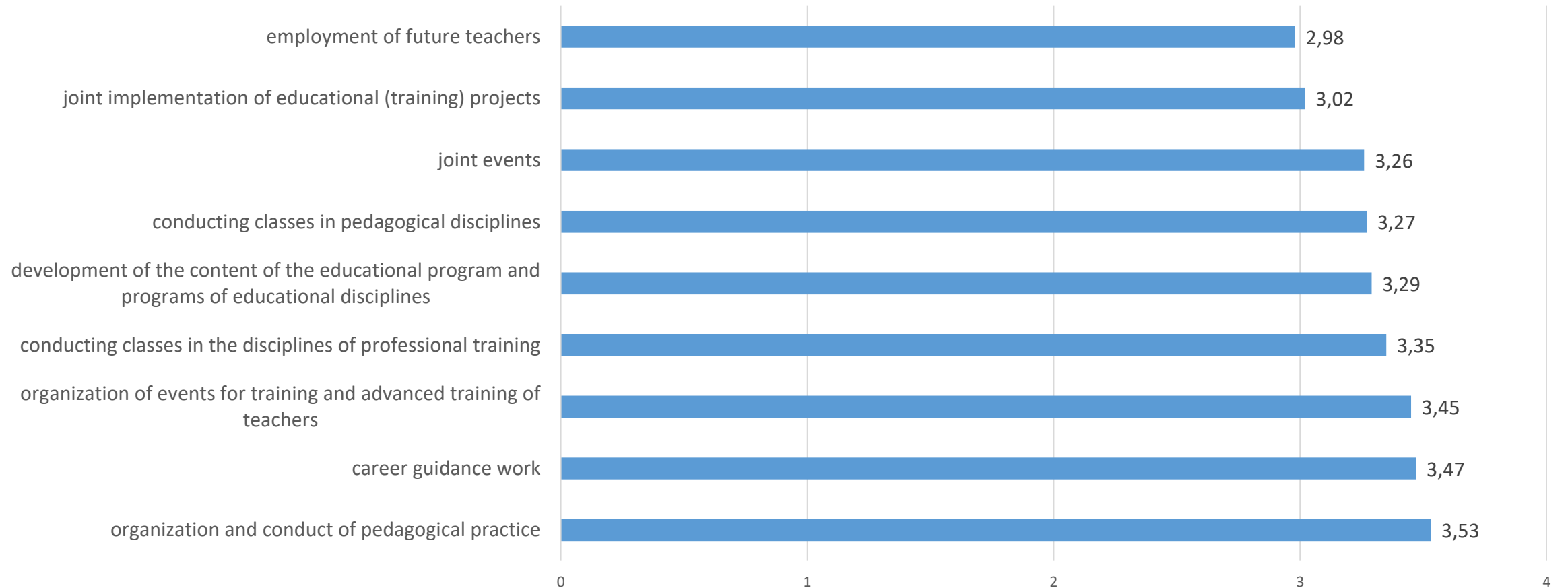


- assistant
- teacher
- associate professor
- head of education department
- head of educational-methodical department
- deputy director of the institute
- professor
- senior teacher

Distribution of respondents' answers about partnership



Rating of cooperation with vocational institutions, score points on a 4-points scale



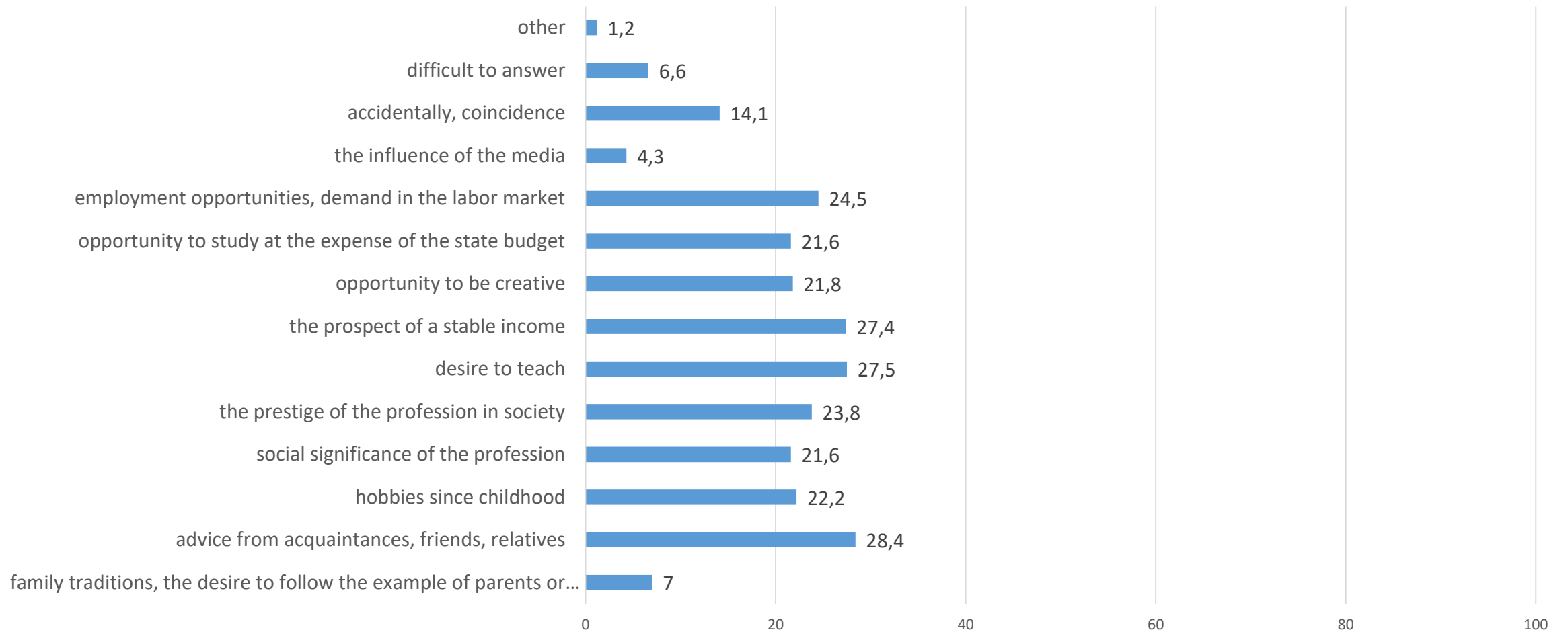
HEI students:

1,277 people from 25 institutions of higher education, study in educational programs specializing in "Professional Education" with 22 specializations of educational level bachelor (81%) and master (19%).

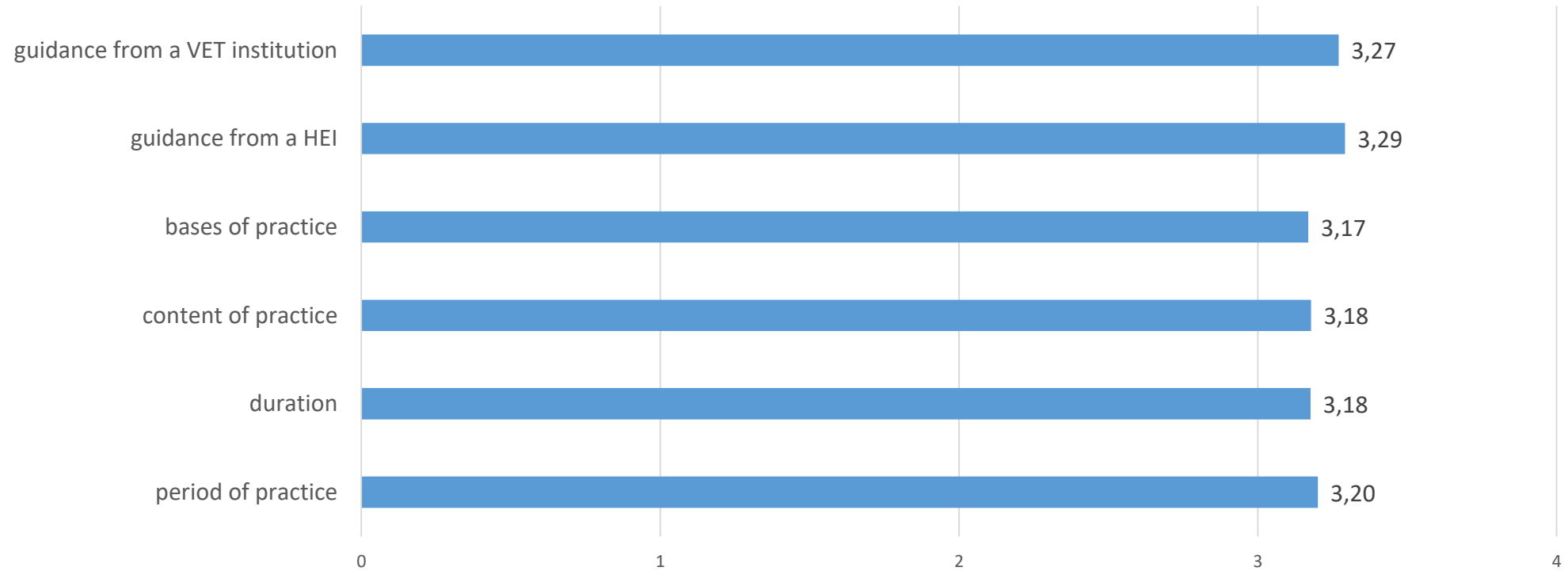
The questionnaire contained 31 questions looking at:

- learning motives, choices of specialty, educational institutions
- level of student satisfaction with the educational process
- organization of practical training (training and industrial practice)
- self-assessment of the level of development of professional competences
- readiness to conduct classes in institutions of vocational education
- experience of students' participation in the discussion of directions, and ways to improve the organization of training.

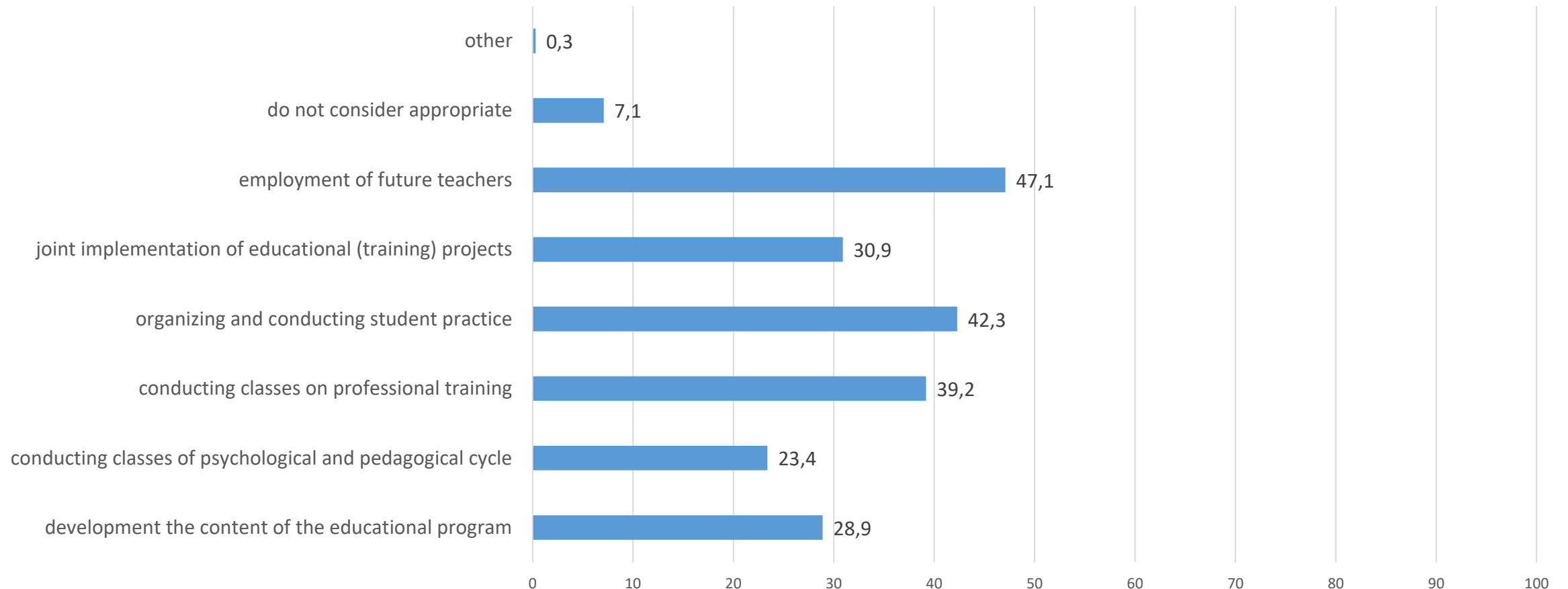
Distribution of respondents' answers about motives for choosing an educational program (speciality), %



Results of the evaluation of the organization of training and industrial practice, score points on a 4-points scale



Distribution of respondents' answers about relevance of cooperation with VET institutions (by areas of cooperation), %

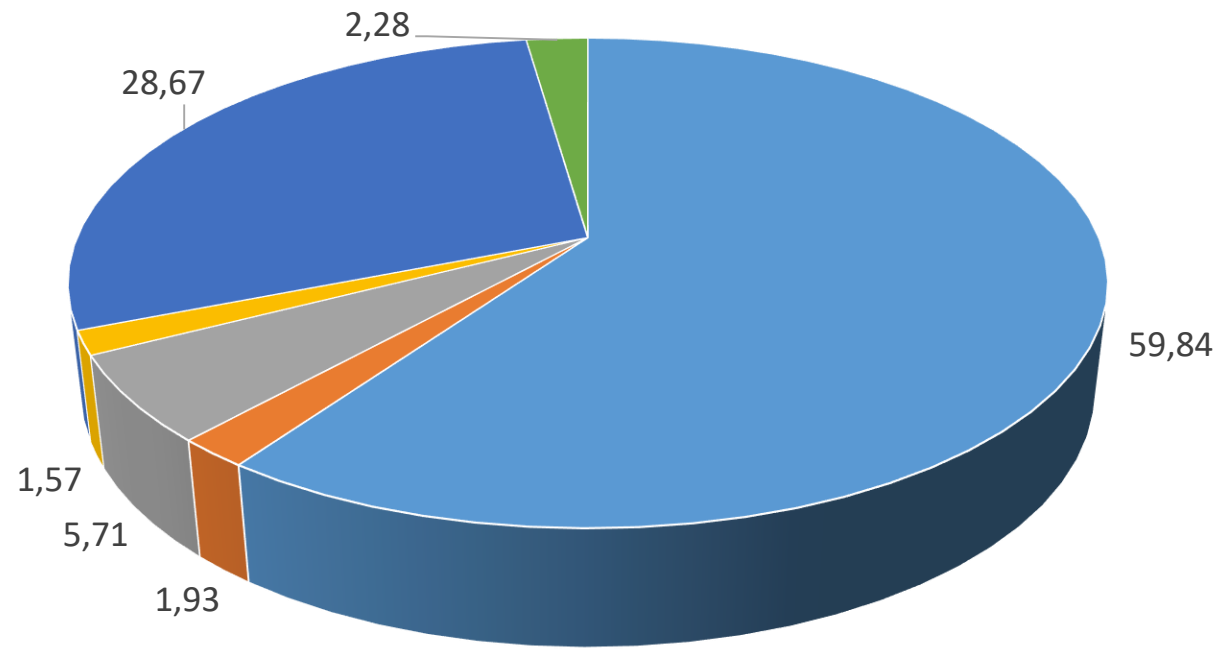


1,402 pedagogical staff members of vocational schools

The questionnaire included 35 questions, assessing:

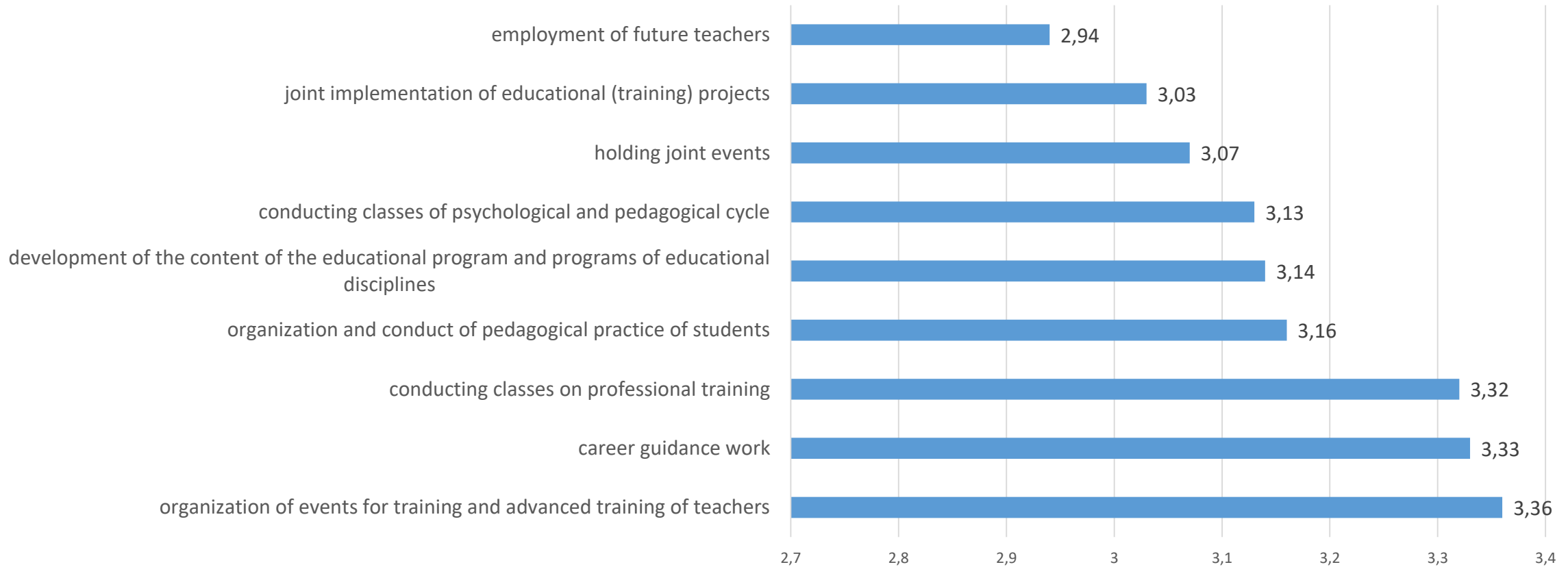
- level of satisfaction with their own theoretical and practical training for teaching
- areas for improving the training of vocational teachers in HEIs
- partnership in the organization of educational process
- effectiveness of cooperation with HEIs that train teachers of vocational education
- management of the practice of future teachers and the level of professional and pedagogical training of trainee students
- forms of professional development, participation of teachers in professional development activities held on the basis of HEIs
- interest in developing a common platform for professional communication with colleagues of higher education institutions, educational centers, and research institutions.

Distribution by positions:

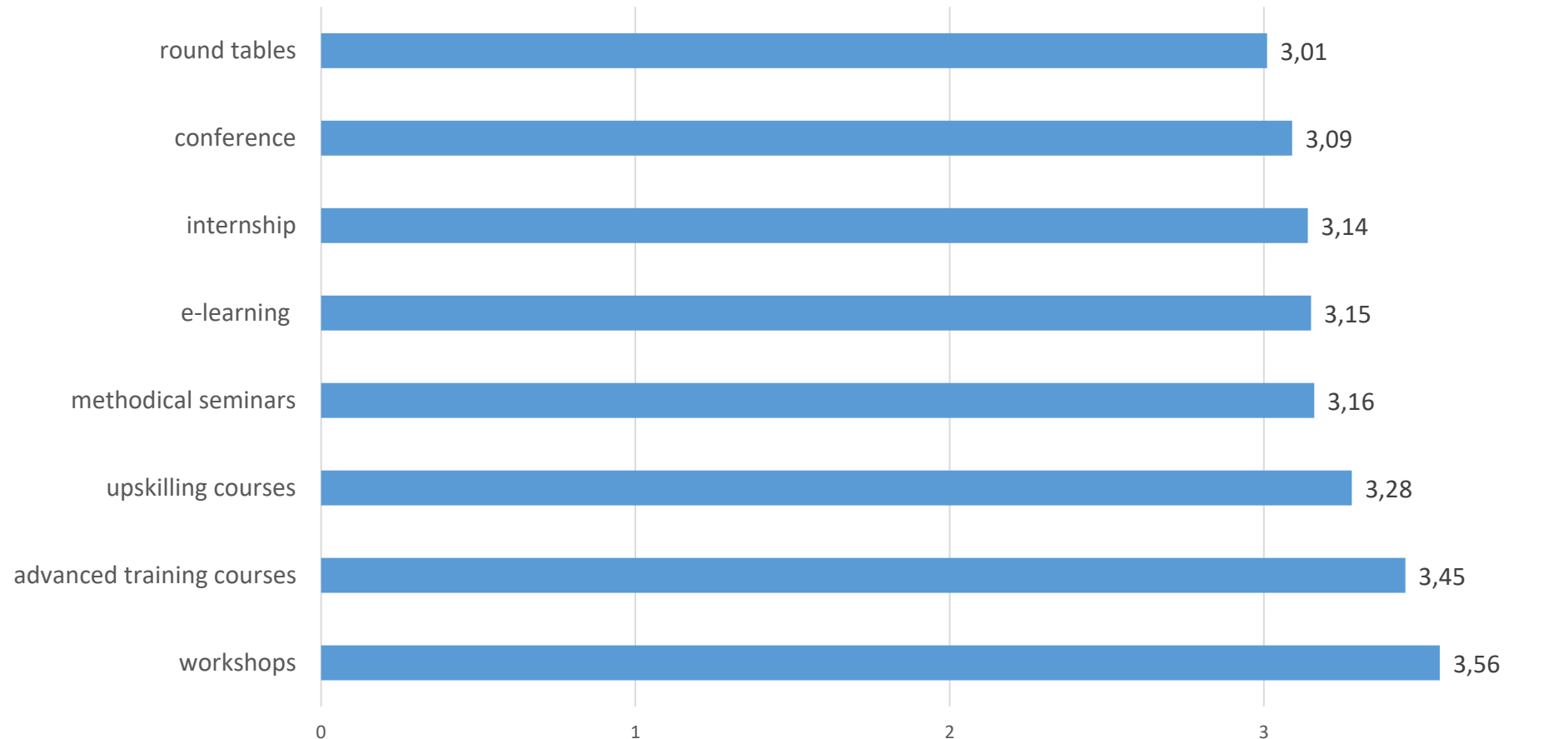


- teacher of vocational training
- deputy director on educational work
- methodist
- senior master of industrial training
- master of industrial training
- other

Distribution of respondents' answers about relevance of cooperation with HEIs in which students in the specialty "Professional Education" are trained (by areas of cooperation), score points on a 4-points scale



The results of evaluation of forms of professional development by the degree of interest in them, points on a 4-points scale



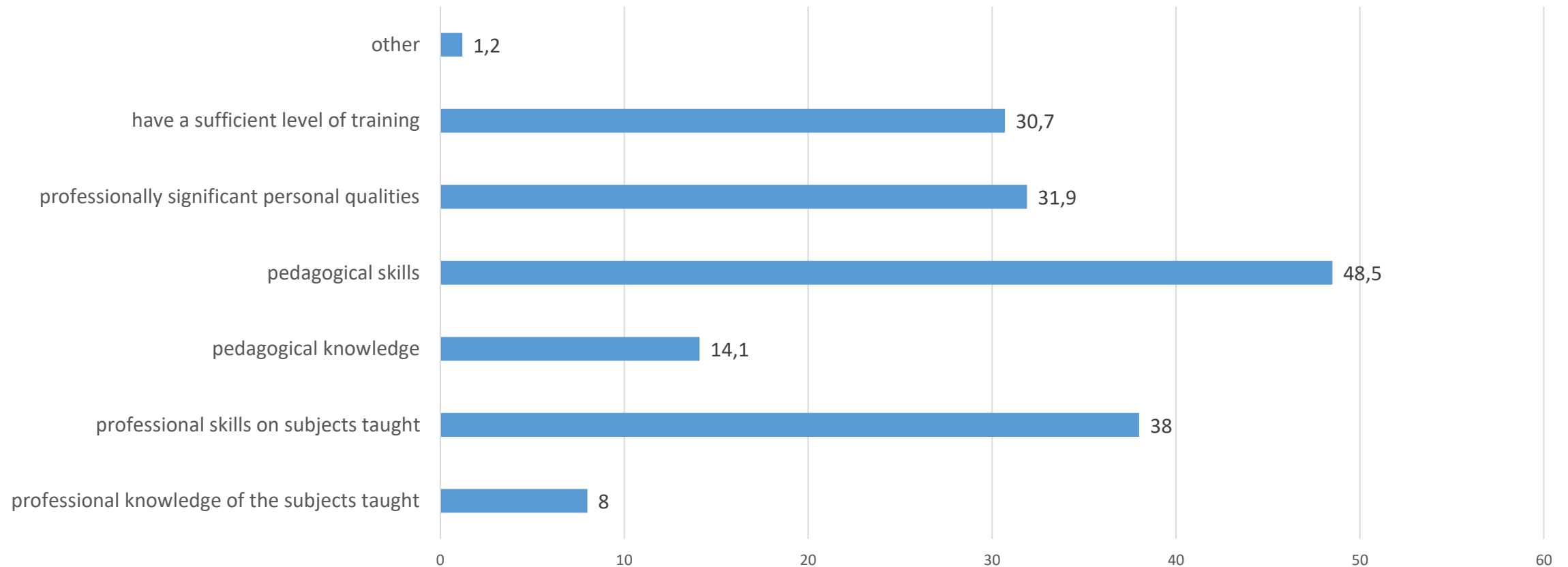
163 heads of vocational education institutions

higher vocational schools, vocational lyceums, vocational schools, vocational education centers, interschool educational-industrial plants, vocational schools of social rehabilitation, institutes of professional development, interregional centers of professional retraining, educational centers, private institutions of vocational education.

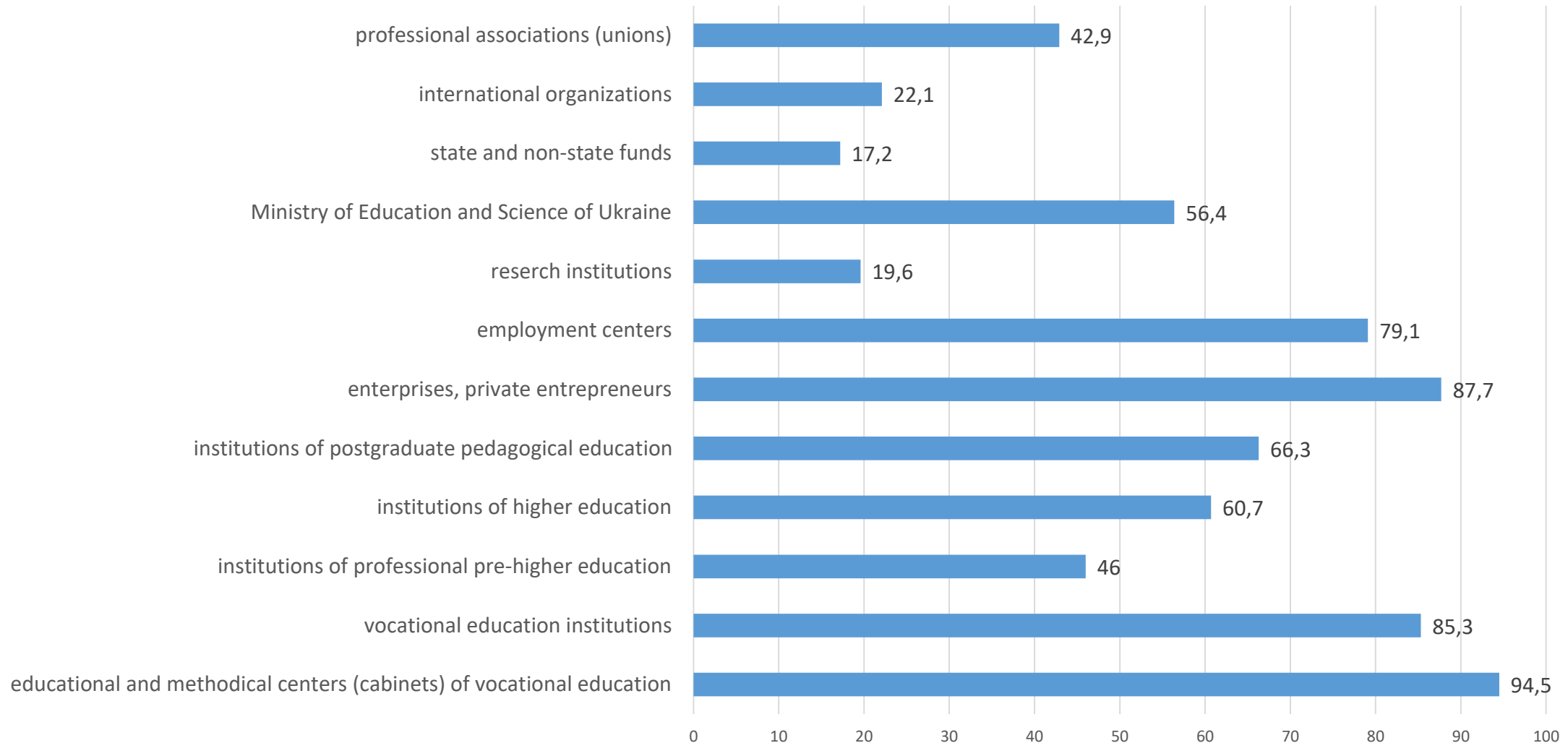
Questionnaires contained 29 questions:

- general demographic data
- satisfaction of respondents with the readiness of teachers of the institution to carry out teaching activities
- cooperation with educational institutions on various levels, business structures, employment centers, scientific institutions, public authorities, domestic, foreign and international public organizations
- importance of different areas of cooperation and factors that hinder the deepening of partnerships.

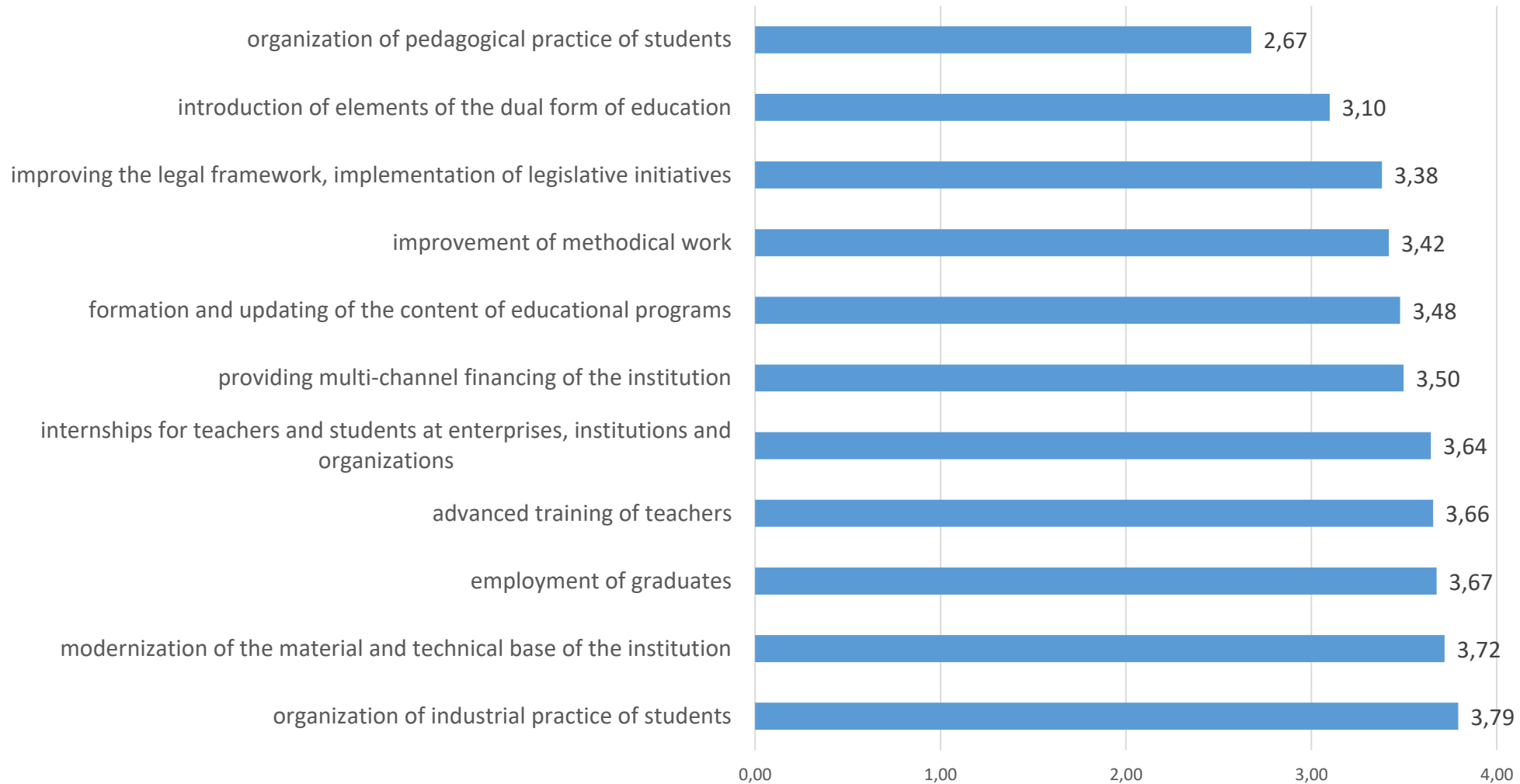
Distribution of respondents' answers regarding the lack of knowledge and/or skills of young future teachers, %



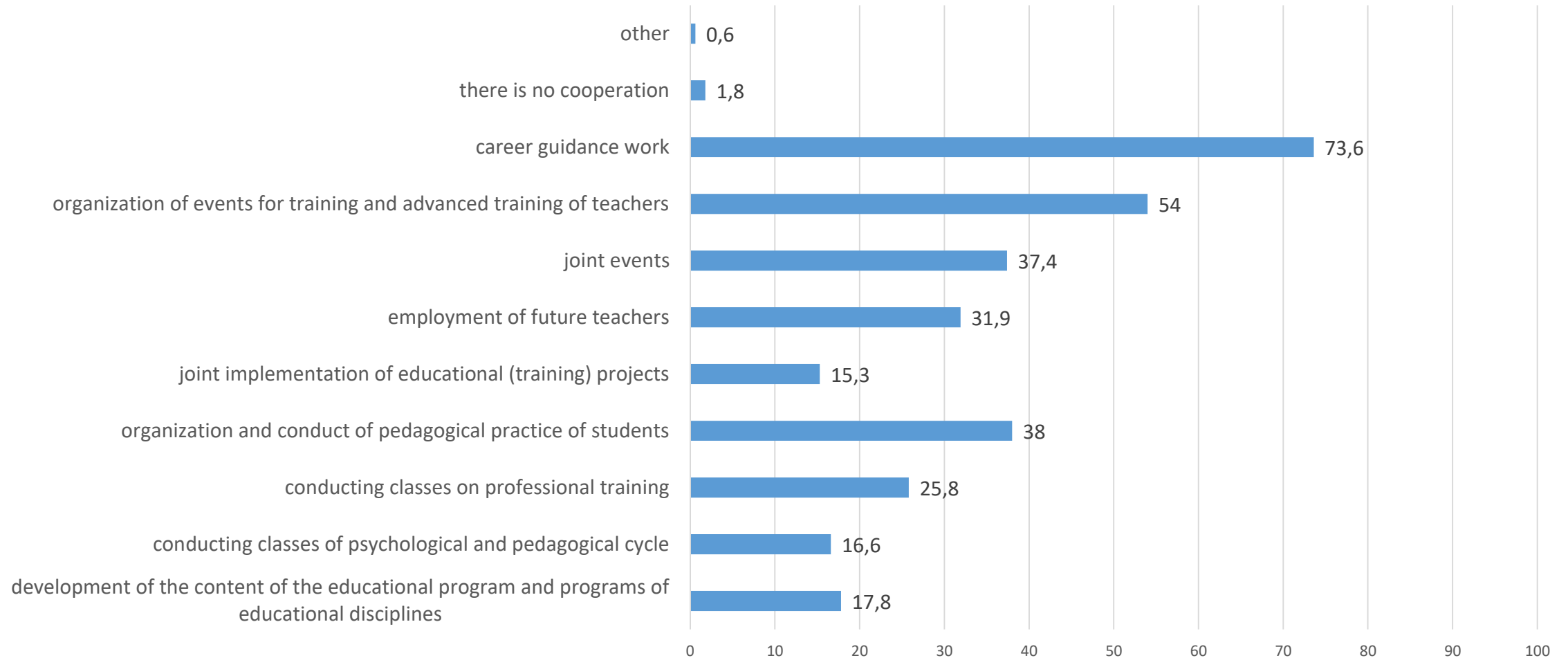
Distribution of responses about partnership, %



Evaluation of partnership areas by the degree of their significance, %



Distribution of respondents' answers on areas of cooperation with HEIs, %



Discussions

1. Teachers pointed to an ***over-regulation*** of their activities and the educational processes, which inhibits creativity and does not promote the free professional development of both future and current vocational teachers. An important task might be to unite people around constructive ideas, create a developing educational environment for mutual exchange and mutual enrichment, support of individuality and diversity through partnerships and more inter-institutional interaction.
2. **Unanimity of the respondents in assessing the feasibility of cooperation** between educational institutions of different types - existence of a proportion of teachers who either do not see the point in organizing cooperation, or have doubts about the need to make efforts in this direction.
3. **Imperfections of the existing system of VET teacher education and training**, in particular, at HEIs, and the need to introduce new mechanisms for governance in this area.
4. **Opportunities for cooperation** with international organizations, employment centres, trade unions in such important areas as employment of HEI and VET students, joint implementation of educational projects, exchange of teaching staff, joint training, professional development, teacher training, and the organization of practical training are not fully used

4. **To strengthen the quality of training**, it is necessary to improve teaching methods, organize practical training of students and the system of in-service training through close cooperation, expansion of partnerships between institutions of vocational and higher education and other stakeholders. When organizing the educational process under modern conditions and taking into account the specifics of vocational training, it is advisable to create a wide range of selective educational components that would meet the needs of HEI students, involve them in discussing the content and methods of teaching, but also by reducing the share of traditional forms and methods.

5. The importance of good material, the dissemination of the practice of using training technologies, and workshops, webinars, which **boost the subjectivity** of all participants, were confirmed by the survey results. There is a request from HEI students and vocational teachers to strengthen the psychological component of training, educational work through partnership, the formation of professionally significant personal qualities, the ability to think critically and pedagogical creativity. In addition, the issue of formation of a **digital culture**, the development of the ability to use modern digital technologies for educational purposes (specialized online courses, webinars, e-learning) is extremely important.

6. It is important to focus on **improving the competence of HEI academic staff** who train future vocational teachers of vocational training, and creating conditions for continuous self-improvement and development of professional skills of vocational teachers as well. The mutual professional exchange between experienced teachers and scientists has the potential to lead to and increased motivation of HEI students to pursue a teaching career. The **motivational aspect** seems to be extremely important as a third of the surveyed students do not see themselves in the teaching profession in the future.
7. The idea of *mutual exchange* of pedagogical and scientific-pedagogical staff for conducting classes has significant support among current and future vocational teachers. Teachers have positively evaluated their experience of participation in in-service training activities, including in-service training courses at/by HEIs, conferences, seminars.
8. It is important to **expand and diversify the forms** of such work, create an **online platform** for professional communication, exchange experiences, receive methodological support, study international experience, and find domestic and foreign partners for joint educational projects.

Thank you for your attention!

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