



**CONCEPT OF DEVELOPMENT OF VET
TEACHER TRAINING SYSTEM BASED
ON STANDARDIZATION AND
PARTNERSHIP AT KYIV NATIONAL
ECONOMIC UNIVERSITY NAMED
AFTER VADYM HETMAN**

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1. INTRODUCTION

The problem of modernization of the education system in Ukraine requires the search and justification of a quality model of the education and training of pedagogical and scientific-pedagogical staff.

Modern requirements for education and training of pedagogical and scientific-pedagogical staff are defined in the Laws of Ukraine “On Education”, “On Higher Education”, Decrees of the President of Ukraine “On Sustainable Development Goals of Ukraine by 2030”, “On the National Strategy for Education Development in Ukraine for the period by 2021”, the Concept of implementation of state policy in the field of vocational (vocational and technical) education “Modern vocational (vocational and technical) education for the period by 2027”, the Concept for the development of pedagogical education etc.

According to these documents, a modern teacher must be ready to modernize the education sector in accordance with the strategic objectives of the state, to develop a qualitative, inclusive and equitable education system based on humanism, student-centeredness, academic integrity and partnership.

At the same time, the education and training of pedagogical and scientific-pedagogical staff in Ukraine need to be improved. According to the Concept of Teacher Education Development, one of the main problems is the imbalance between the need for highly qualified teachers, on the one hand, and the existing system of pedagogical education and the level of readiness of teachers to accept and implement educational reforms, on the other.

The problem of vocational teacher education is especially acute. The majority of pedagogical staff of vocational education institutions belongs to the older age groups, and the number of teachers is constantly decreasing. The number of higher education institutions that train teachers is also declining. The number of entrants to the speciality 015 “Vocational Education (by specializations)” remains low, which is due to the low motivation of young people to engage in teaching activities. Students are reluctant to work at vocational education institutions. This is confirmed by the results of a survey conducted within the Erasmus + PAGOSTE project in 2020.

There is a number of problems connected with the realization of educational programs for vocational teacher education at higher education institutions. Such programs are not in line with professional standards, have insufficient practical orientation, do not take into account the best European practices and requirements of the labour market, do not use the potential of partnerships.

Implementation of the educational and professional program “Economic and Business Education” of speciality 015 “Vocational Education (Economics)” at KNEU is defined by specific regional peculiarities, favourable for establishing effective cooperation. There are 29



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institutions of vocational pre-higher education and 111 institutions of vocational education in Kyiv and Kyiv region.

KNEU has already formed such types of partnerships with stakeholders for vocational teacher education:

- organization of practice based on concluded agreements;
- survey of employers to assess the content of the educational and professional program;
- conducting round tables, trainings and masterclasses for teachers of higher education, pre-higher professional education and vocational education and training.

At the same time, there are limitations in relations with stakeholders due to the lack of interest of employers in systematic cooperation and low awareness of teacher education at universities.

According to the results of the analysis of the system and governance of the vocational teacher education at KNEU, carried out within the Erasmus+ PAGOSTE project in 2020, the following bottlenecks were identified:

- insufficient motivation of entrants and students to teaching;
- limited involvement of experts in the teaching process;
- insufficient use of modern teaching methods by teachers;
- low level of awareness of students about vocational education institutions in which they can be employed after graduation;
- limited number of joint scientific and practical activities with vocational education institutions.

Thus, today there is a need to improve vocational teacher education based on standardization and partnership in accordance with the needs of the labour market and taking into account the best European practices.

2. TERMS AND CONCEPTS

Educational partnership is formalized relations of educational institutions with other institutions, enterprises, organizations, public authorities and other stakeholders, which are established by agreement of two or more parties to achieve common goals, improve the quality of the education and training.

Educational standards are regulatory requirements for compulsory competencies and learning outcomes of students developed in the educational system to ensure education of a certain level (sub-level, stage, cycle) and the award of relevant educational (academic) qualifications (degrees).



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Professional standard is approved in the prescribed manner requirements for the competencies of employees, which serve as a basis for the formation of professional qualifications.

Vocational and pedagogical education is a special kind of pedagogical education aimed at preparing for pedagogical activity in formal and/or informal vocational education.

Standardization in education is a procedure for developing and approving educational standards, which provides for the establishment of uniform norms and requirements for the content and level of educational training.

Stakeholders are individuals and legal entities that have a legitimate interest in the activities of the organization, i.e. to some extent depend on it or may influence its activities.

3. PURPOSE AND OBJECTIVES OF THE CONCEPT

The purpose of the Concept is to create conditions for improving the quality of vocational teacher training in KNEU via the introduction of standards and the development of partnerships with stakeholders.

The implementation of the Concept is aimed at solving the following tasks:

- establishing effective mechanisms of partnership with stakeholders;
- improving the quality of vocational teacher education through compliance with educational standards and the involvement of stakeholders in determining the content and organization of training;
- increasing the motivation of students of speciality 015 “Vocational Education (Economics)” to teaching and training activities through the developing their professional identity;
- development of students’ professional and personal competencies, including digital ones;
- formation of professional culture and ethics of future teachers and business trainers.

4. CONTENT OF VOCATIONAL TEACHER TRAINING AT KNEU

The training of bachelors in vocational education is carried out by the educational and professional program “Economic and Business Education” of speciality 015 “Vocational Education (Economics)”, the field of knowledge “Education/Pedagogy”.

The purpose of the educational and professional program “Economic and Business Education” is the formation and development of general and professional competences in education and economics necessary for teaching activities at educational institutions, centres of educational services and business education, training activities, sales of educational services, development

of business education market and effective governance of finance and human potential in the field of educational and economic activities.

Features of the program:

- *Binary education and training*, provided by the proportional representation of economic and pedagogical disciplines in the program;
- *Practical orientation* of the program, which includes trainings, practicums and the cross-cutting program of educational and teaching practices and internships, which provides a comprehensive implementation of acquired professional competencies in terms of real economic and pedagogical activities.

Teaching and learning has a student-centeredness orientation, is problem-oriented, and encourages future professionals to self-development. The education and training is characterized by a variety of teaching forms and methods, usage of innovative educational and information technologies, based on the integration of pedagogical and economic knowledge and skills, which has a positive impact on the professional development of future professionals, expands their employment opportunities.

5. STANDARDS AND PROGRAMS FOR VOCATIONAL TEACHER TRAINING

The educational and professional program “Economic and Business Education” is aimed at implementing a competency-based approach to determining the content and evaluation of learning outcomes, which is ensured by compliance with state educational and professional standards developed on a competency basis.

Vocational teacher training is provided according to the following *standards*:

- Standard of higher education of Ukraine. The first (bachelor) level, branch of knowledge 01 “Education / Pedagogy”, speciality 015 “Professional education (by specializations)”. It was approved by the order of the Ministry of Education and Science of Ukraine from 21.11.2019 № 1460;
- Standard of higher education of Ukraine. The second (master) level, branch of knowledge 01 “Education / Pedagogy”, speciality 015 “Professional education (by specializations)”. It was approved by the order of the Ministry of Education and Science of Ukraine from 18.11.2020 № 1435;
- Professional standard “Master of Industrial Training”. It was approved by the order of the Ministry of Economy, Trade and Agriculture of Ukraine from 20.06.2020 № 1181;
- Professional standard “Vocational training teacher”. It was approved by the order of the Ministry of Economy, Trade and Agriculture of Ukraine from 20.06.2020 № 1182;
- Professional standard “Methodist of the institution of vocational education”. It was approved by the order of the Ministry of Economy, Trade and Agriculture of Ukraine from 20.06.2020 № 1183.

The educational and professional program “Economic and Business Education” speciality 015 “Vocational Education (Economics)”, the field of knowledge “Education/Pedagogy” for the first (bachelor) level of higher education was approved by the Academic Council of Kyiv National Economic University named after Vadym Hetman (minutes from 30.06.2020 № 9) and put into effect by the order of the Rector from 30.06.2020 № 261.

6. MECHANISM OF GOVERNANCE OF VOCATIONAL TEACHER EDUCATION BASED ON PARTNERSHIP AND STANDARDIZATION IN KNEU

For ensuring qualitative vocational teacher education, it is necessary to develop and implement the acting mechanism of governance of education and training based on partnership and standardization at different levels: state (macrolevel), branch (mezolevel) and institutional (microlevel).

Mechanism of governance of vocational teacher education based on partnership and standardization includes the following components:

- 1) *Legal and regulatory* — ensuring the development and implementation of laws, orders, standards, regulations, provisions, guidelines, etc., the conclusion of cooperation agreements for regulation of vocational teacher education based on partnership and standardization;
- 2) *Objective* — actualization and realization of modern purposes and tasks of vocational teacher education, development of requirements to the graduates according to educational and professional standards on a competence basis;
- 3) *Content-related* — development of modern educational content (curricula, programs, educational and methodological support), implementation of a practice-oriented approach;
- 4) *Motivational* — strengthening the motivation of stakeholders to cooperate in order to ensure the qualitative vocational teacher education;
- 5) *Organizational* — use of modern forms, methods and tools for organizing effective interaction of stakeholders at different levels of educational activities, creating a creative educational environment;
- 6) *Controlling* — cross-cutting monitoring of the implementation of governance goals and objectives, involvement of stakeholders in monitoring the quality of the training, attestation of students.

Tasks for implementation of PBG mechanisms for KNEU on different components:

- 1) *Legal and regulatory:*
 - development and approval of the normative document;
 - concluding agreements on cooperation with stakeholders on the vocational teacher training;
- 2) *Objective:*

- ensuring binarity and practice orientation of VET teacher training;
- monitoring employers' requests for graduates' competencies;
- development of social competencies;
- formation of professional culture and professional identity of future vocational teachers;

3) *Motivational:*

- actualization of career guidance work;
- introducing to students successful experience of teaching activity during educational and teaching practices and internships;
- involvement of vocational teachers and trainers in conducting classes;
- involvement of students in training activities and participation in professional guidance events, master classes and seminars;

4) *Content-related:*

- analysis and improvement of the educational and professional program in order to implement the competency approach, strengthening the practical orientation of training, taking into account the requests of stakeholders;
- organization of educational and teaching practices and internships, in particular with the use of information technology, ensuring the cross-cutting nature of practice;

5) *Organizational:*

- establishing the Advisory Committee;
- creation of the Coworking Center of Economic and Business Education;

6) *Controlling:*

- involvement of stakeholders in monitoring quality of the education and training of specialists;
- involvement of potential employers to work in the examination commission for final certification of students.

The action plan for the implementation of the Concept for 2021-2023, in particular the developed mechanism, is presented in Annex.

7. COOPERATION WITH STAKEHOLDERS IN VOCATIONAL TEACHER EDUCATION

An important component of the mechanism of governance of vocational teacher education is effective interaction with external and internal stakeholders.

Internal stakeholders are the following:

- students studying at educational and professional program “Economic and Business Education” of speciality 015 “Vocational Education (Economics)”;
- bodies of student self-governance;
- head (guarantor) and members of the project group of the educational and professional program “Economic and Business Education”;



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- teaching staff, who teaches at the educational and professional program “Economic and Business Education”;
- heads and administration of KNEU, the Faculty of Personnel Management, Sociology and Psychology, and the Department of Pedagogy and Psychology;
- Erasmus+ PAGOSTE project team.

External stakeholders in the vocational teacher education include:

- institutions of pre-higher professional education and vocational education and training;
- labor market representatives (government agencies, business organizations);
- training centers, corporate universities, personnel development departments of government agencies and business organizations;
- professional public associations in vocational education and training;
- institutions of postgraduate pedagogical education;
- scientific institutions and educational and methodical centers of vocational education.

Basic principles of interaction with stakeholders are partnership, trust and openness to cooperation, honesty (providing reliable information), transparency, legality, equality and open-minded attitude, compliance with ethical rules, joint responsibility, reconciling the interests of all stakeholders.

Directions of cooperation with stakeholders:

- involvement in the development and improvement of educational and professional program, curricula and study programs of disciplines;
- participation in the educational process (conducting classes, attestation exam, preparation of practical tasks, research projects);
- ensuring the implementation of cross-cutting practice program;
- organization of internships for teaching staff and students;
- employment of graduates;
- organization of advanced training programs for vocational teachers at KNEU;
- joint implementation of research, educational and social projects and programs;
- conducting joint scientific and practical events, master classes and trainings;
- monitoring the quality of training, etc.

The main tool for interaction with stakeholders will be the foundation and use of the All-Ukrainian online platform for communication and development of partnership in vocational teacher education.

8. ESTABLISHMENT AND OPERATION OF THE PROFESSIONAL ADVISORY COMMITTEE OF SPECIALTY “VOCATIONAL EDUCATION (ECONOMICS)”



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In order to ensure high quality of vocational teacher training at KNEU based on effective cooperation and partnership with interested business entities (external stakeholders) will be established the Professional Advisory Committee of speciality “Vocational Education (Economics)” (Educational and Professional Program “Economic and Business Education”).

The Professional Advisory Committee of speciality 015 “Vocational Education (Economics)” (Educational and Professional Program “Economic and Business Education”) is a subcommittee of the Professional Advisory Committee of Kyiv National Economic University named after Vadym Hetman.

Establishment and activities of the Professional Advisory Committee of speciality 015 “Vocational Education (Economics)” (Educational and Professional Program “Economic and Business Education”) complies with the Regulations on Professional Advisory Committee of Kyiv National Economic University named after Vadym Hetman.

Structure, purpose, tasks, functions, rights, responsibilities, powers, organization of activity of Professional Advisory Committee of speciality 015 “Vocational Education (Economics)” (Educational and Professional Program “Economic and Business Education”) will be regulated by the relevant Regulations.

9. ESTABLISHMENT AND OPERATION OF COWORKING CENTER OF ECONOMIC AND BUSINESS EDUCATION

With the purpose of ensuring high quality of vocational teacher training at KNEU based on the development of student professional and personal competences, including digital ones, with the involvement of stakeholders will be established the Coworking Center of Economic and Business Education. The Coworking Center will serve as a platform for collaboration and active interaction with stakeholders as well.

The structure, purpose, tasks, the activity directions of the Coworking Center of Economic and Business Education will be regulated by the corresponding Regulations.

10. EXPECTED RESULTS FROM THE IMPLEMENTATION OF THE CONCEPT

Realization of the Concept should ensure increasing the quality of vocational teacher training at KNEU, strengthening the motivation of students to vocational training, increasing students’ and teachers’ satisfaction with the educational process, updating the educational and professional program, curricula and their fulfilment of professional context, the introduction of modern educational technologies, increasing employment of graduates.

11. RESPONSIBILITY FOR THE IMPLEMENTATION OF THE CONCEPT

The joint responsibility for the implementation of the Concept rests with the head (guarantor) and members of the project group of the educational and professional program “Economic and Business Education”, heads of the Faculty of Personnel Management, Sociology and Psychology and the Department of Pedagogy and Psychology, the Erasmus + PAGOSTE project team of KNEU.

Control over the implementation of the Concept should be carried out once a year by conducting general monitoring, surveying stakeholders, reporting at the Academic Council of the Faculty of Personnel Management, Sociology and Psychology.

12. RISKS CONCERNING THE IMPLEMENTATION OF THE CONCEPT

The main risks associated with the implementation of the Concept include a further decrease in the motivation of applicants to enroll in the educational and professional program “Economic and Business Education” of speciality “Vocational Education (Economics)”, and as a consequence, reducing the number of students and closure of the program.

Risks include further worsening the epidemiological situation caused by COVID-19 and the inability to achieve the expected results.

13. FINAL PROVISIONS

The implementation of this Concept begins from the moment of its adoption.

The Concept may be amended and supplemented by stakeholders, which must be approved by the Academic Council of the Faculty of Personnel Management, Sociology and Psychology.

14. LITERATURE

1. Аналіз системи підготовки та управління підготовкою викладачів професійної освіти та навчання в ДВНЗ «Київський національний університет імені Вадима Гетьмана»
URL: https://pagoste.eu/typo3temp/secure_downloads/110179/0/d91645b122a9c45b69306d60e9be5ddedb10372a/WP1_Analysis_of_governance_of_VTE_KNEU_ua_.pdf
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ANNEX. ACTION PLAN FOR THE IMPLEMENTATION OF THE CONCEPT FOR 2021-2023

Actions	Persons responsible for implementation	Date	Performance indicator
Development of Regulations on the Professional Advisory Committee of speciality "Vocational Education (Economics)" (Educational and Professional Program "Economic and Business Education")	S. Tsymbaliuk	May 2021	Regulations have been developed and approved in the prescribed manner
Establishment of the Professional Advisory Committee of speciality "Vocational Education (Economics)" (Educational and Professional Program "Economic and Business Education")	M. Artiushyna, O. Sarkisova, L. Korvat, S. Tsymbaliuk	October 2021	Committee has been established, its structure has been approved and its activities have been started. At least 6 external stakeholders have been involved in the Committee. The first meeting of the Committee will be held no later than October 25, 2021. In 2022 at least 2 meetings will be held
Development of Regulations on the Coworking Center of Economic and Business Education	M. Artiushyna, S. Tsymbaliuk	September 2021	Regulations have been developed and approved in the prescribed manner
Establishment of the Coworking Center of Economic and Business Education	M. Artiushyna, L. Korvat, O. Sarkisova, S. Tsymbaliuk	November 2021	Coworking Center on Economic and Business Education has been established and its operation has been started
Concluding cooperation agreements with stakeholders	M. Artiushyna, L. Korvat, O. Sarkisova	During 2021-2022	At least 3 cooperation agreements have been concluded

Actions	Persons responsible for implementation	Date	Performance indicator
Involvement of stakeholders in monitoring quality of the education and training of specialists	M. Artiushyna, L. Korvat, O. Sarkisova, S. Tsymbaliuk, T. Shkoda	During 2021-2022	Stakeholders have been included in the examination commission for final attestation of students
		During 2021-2022	At least 1 survey has been conducted to assess the quality of the education and training of students
Development of professional culture and professional identity of future teachers	M. Artiushyna, L. Korvat, O. Sarkisova	During 2021-2022	Student Day has been organized with the participation of stakeholders (at least once)
		During 2021-2022	Olympiad in Pedagogy has been organized among students (at least twice)
		During 2021-2022	Students scientific and practical conference on vocational education has been organized with stakeholders involvement (at least twice)
Activation of career guidance work	M. Artiushyna, L. Korvat, O. Sarkisova	During 2021-2022	Students have been involved in the Entrance Forum and the Open Day (at least twice)
		During 2021-2022	Students have been involved in organizing trainings, career guidance events, master classes, scientific and practical seminars (at least 3 events)