

UKRAINE

RECOMMENDATIONS FOR POLICY MAKERS

1. Harmonise vocational training provision at upper secondary level



Connect and harmonise provision in vocational schools, colleges and technikums (particularly after 9th grade)

Make better use of human and institutional capacity as well as resources for the benefit of learners.



2. Differentiate provision at professional, pre-tertiary level to distinguish it from secondary vocational education



Develop new post-secondary and/or short-cycle qualifications in line with the needs of the labour market and learners.

Actively engage employers and the National Agency for Qualifications to define and accredit new post-secondary and/or short-cycle qualifications.

Allow admission to pre-tertiary level programmes only after completion of upper secondary education (11th/12th grade)

3. Optimise school networks fairly and transparently



Set national guidelines for restructuring institutional networks using clear criteria to ensure relevance, efficiency and access

Carry out an organisational audit to appraise all secondary vocational and professional pre-higher education institutions

Prepare restructuring plans in all regions and empower regional VET councils to endorse them.

Amend the legislation on vocational and professional pre-higher education to harmonise provision and institutional networks



4. Diversify vocational training provision to increasingly target adult learners



Increase the autonomy of providers and incentivise them to provide lifelong learning

Enhance the existing capacity of teachers and providers to train and attract adult learners.

Integrate vocational training provision for young people and adults by recognising prior learning, creating individual learning trajectories and modularising new vocational qualifications



5. Integrate the provision of vocational and general education at upper secondary level



Amalgamate secondary vocational education and general secondary (academic) education.

Ensure attractive pathways to both academic and vocational tracks without institutional barriers in line with the New Ukrainian School concept.

Eliminate the negative connotations around old-fashioned types and names of vocational schools and institutions.

Develop an exam or admission route to allow vocational graduates to attain full secondary education and allow them to enrol in higher education

Develop a roadmap for the harmonisation of vocational and general education at upper secondary level

6. Reform the teaching profession



Deploy qualified general education teachers to also teach learners in vocational trajectories

Integrate theory and practice into the teaching profession for better competence-based skills development

Review the competence requirements of modern vocational teachers by rewarding their work and practical experience in the workplace

Develop a (short-cycle) pedagogical programme to enable professionals to qualify as vocational teachers

