



МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

Analysis of Key Aspects of Human Capacity Building, Possible Flaws of Public Policy on VET that Need to be Addressed

Victoria Karbysheva

Ministry of Education and Research of Ukraine

October, 25, 2019



Healthy development of human capital is impossible without international partnership and expert environment. Participation in international projects and initiatives is the source of Ukraine's commitments on capacity building that shape the relevant tasks for public policy in certain area.

An important role in addressing issues related to capacity building of our country belongs to the EU Delegation to Ukraine, European Training Foundation, and other international partners.



Participation in Torino Process

Ukraine is engaged in Torino Process since the first days of its inception in 2010

National reports “Torino Process. Ukraine” for 2010, 2012, 2014, 2016, 2019 have been drafted

In 2019, the review of VET system has been conducted for the third time already, on 25 regions of Ukraine, and regional reports are drafted



Reports were drafted on the basis of four principles of Torino Process that provided for quality, value, and legitimate findings and monitoring methods

- **Participatory principle**
- **Principle of responsibility**
- **Principle of comprehensive analysis**
- **Evidence-based principle**



Participatory principle

To draft regional reports in each region (city of Kyiv), working groups were established composed of representatives of executive authorities, employers, trade unions, and civil society

MoER undertook to draft the national report and supported the regions in drawing their regional reports

Cluster workshops and webinars were conducted to discuss draft regional reports (May, 30 – Mykolaiv, June, 4 – Khmelnytskyi, June, 6 – Rivne)

Wide engagement of all stakeholders in Torino process has improved the possibilities to use factual data for policy analysis



Responsibility principle

Regions had an opportunity:

To compare the environment and trends for the development of VET system in the region to other regions

To enhance inter-regional relations

To search for shared decisions to solve problems in VET

To present achievements of VET regional system on the national level (“best practices” included into national report)

Professional growth for all actors



Principle of comprehensive analysis

VET system was considered from a comprehensive perspective combining such components as vocational training, labour market, social and economic context

An all-rounded analysis of the VET system was made in dynamics, highlighting both positive and negative changes (shifts)

The analysis is built on a comprehensive approach that explores VET in terms of life-long learning



Evidence- based principle

Regional reports relied on the following:

Official information (material of the State and regional boards of statistics, regional employment centers, analytical centers of VET TMCs, financial statements, resolutions of the RSA head, decisions of regional councils sessions, etc.)

Survey data run by international and national organizations and research institutions



Challenges in following TRP principles

Participatory principle

- Formal participation of members of working groups in drawing the report

Principle of responsibility

- Use of report materials to compile VET schools development plans and social economic development plans for the region at large
- Education and business shifted from mutual accusations to mutual benefits
- Everyone undertakes responsibility for reaching results

Principle of comprehensive analysis

- VET system was analyzed in terms of the network of public VET schools
- Lack of conclusions and recommendations

Evidence-based principle

- Official sources lacked information (random, non-formal learning, WBL, etc.)
- Information on open vacancies submitted by employers to the employment center does not always correspond to the actual needs of employers



Chapters of analytical framework

A BLOCK:

- **Country and VET overview**

B BLOCK:

- **Economic and labour market environment**

C BLOCK:

- **Social environment and individual demand for VET**

D BLOCK:

- **Internal efficiency and operation of the VET system**

E BLOCK:

- **Governance and financing of VET**



**Each
building
block has a
summary
and
conclusions**

Challenges

Factors

Progress reached

Recommendations



Building Block B: Economic and labour market environment

Challenges

- aging population; increased demographic load;
- non-conformity of the share employed in economy with the VET graduates of the respective occupation
- disproportion of the scope of training of the qualified staff and graduates from higher education and colleges;
- “parallel operation” of the market of VET services and the labour market
- non-conformity of VET graduates skills with modern production needs



Building Block B: Economic and labour market environment Factors

- Low awareness about labour market
- Low salary levels
- Lack of state forecasts for the needs of economy for the qualified staff and data bases on labour market needs
- “demographic drop” – reduced numbers of persons born 15 years ago
- Low prestige of working qualifications
- Low academic scholarships
- Outdated material and technical provision of VET schools
- Non-conformity of the State Classifier of Professions to current needs and to the needs of progress
- Overlapped occupations offered in VET schools for training of qualified workers in certain region
- Low motivation of young people to get work
- High requirements of employers to the quality of vocational training and work experience of candidates



Building Block B: Economic and labour market environment

Progress
reached

- Upgrade of material and technical provision of VET schools (opening new TMCs at the cost of central and regional budgets and covered under international projects)
- Development and implementation of VET standards based on modules and competences
- Introducing dual education elements
- Implementing measures for development of entrepreneurship (centers for professional careers, competitions, courses, etc.)



Building Block B: Economic and labour market environment

Recommendations

- Professional exploration of the environment and prospects for the development of labour market
- Introduction of more flexible mechanism for submission of proposals on the list of professions to the “State Classifier of Professions”
- Raising academic scholarships (including also funding for employers) for students trained by occupations of national significance
- To run the training by professions on demand on the labour market, upon the employers’ order
- Raising salaries, introduction of financial incentives for the teaching staff
- Conducting professional orientation work in order to promote working professions
- Introduction of new professions (integrated and extended) demanded by labour market
- Development of practical competences in entrepreneurship
- Coordination of “demand-offer” parameters with support of professional career centers



Building Block C: Social environment and individual demand for VET

Challenges

- Unequal numbers of students in VET schools located in urban and rural areas, excess studying seats in schools in rural areas
- Flexibility in offering training services to support engagement in VET
- Financial support of persons with special educational needs in VET, and re-training
- Mismatching between training and employment possibilities for persons with special educational needs
- Impossible to get partial qualification
- Low training level and motivation of VET school graduates
- Retaining VET graduates on the work place
- Low prestige of skilled crafts in society
- Lack of mid-term and long-term state forecasting for the development of labour market



Building Block C: Social environment and individual demand for VET Factors

- Lack of information on modern VET schools
- Low salaries for the teaching staff
- Lack of implementation of module-based training for lifelong learning
- Lack of stability in economy
- Lack in infrastructure and human resources for full-fledged implementation of inclusive education
- Prevailing offering of training services to school graduates, rather than to adult learners
- Lack of didactic materials for online support
- Lack of practice for awarding partial qualifications
- Limited list of occupations with the confirmed non-formal vocational training of employees
- Low general education level of applicants
- Increase in the share of the degreed unemployed persons, with high deficit of workers with technical and secondary vocational education
- Low prestige of skilled crafts



**Building Block C:
Social
environment
and individual
demand for VET

Progress
reached**

- VET schools websites created and updated on a regular basis
- Professional orientation events were conducted by employment center and other stakeholders
- Activities are organized to adapt infrastructure of VET schools for inclusive education
- A number of investment projects have been implemented that helped create new jobs with further employment of VET graduates
- Dual learning elements have been implemented



Building Block C: Social environment and individual demand for VET

Recommendations

- Extended areas and forms to inform people about modern VET schools and modern high-tech production, with broad engagement of the media
- Regulatory and training methodology documentation developed to organize module-based learning
- Improvement of training and technical provisions of VET schools in line with the modern production requirements
- Extending the list of professions to confirm results of non-formal learning
- Creation of additional jobs by employment centers to provide for employment by residence address for persons with special education needs
- Development of individual curricula in line with individual peculiarities of learning for each learner with special educational needs



Building Block D: Internal efficiency and operation of the VET system

Challenges

- Lack of motivation and financial support for employers
- The need to improve the quality of educational environment
- Aging of the teaching staff
- Extended list of skilled crafts to confirm results of non-formal learning
- To retain qualified instructors of apprentice training
- Lack of mechanism for due assessment of learners on occupations
- Overlapping in some functions of VET schools with the functions of colleges and technical schools



Building Block D: Internal efficiency and operation of the VET system

Factors

- Obstacles for WBL due to the age of learners at the moment of internship (under 18)
- Low level of learning outcomes of learners
- Physically and morally outdated equipment
- Low availability of textbooks on specialized subjects
- Turnover of the teaching staff
- Demographic crisis
- Open borders with the EU
- Financially impossible for VET schools to buy costly modern equipment and machinery
- Lack of interest among young experts to work at VET schools
- There are no available centers for due evaluation



Building Block D: Internal efficiency and operation of the VET system

Recommendations

- Development of mechanisms and creation of independent centers for assessment of vocational qualifications
- Enhancing prestige of VET schools
- Acquisition of modern equipment and machinery
- Providing access to world information resources
- Introducing a new mechanism for payment of salaries to the teaching staff at VET schools
- Enhancing the development of the teaching staff, increased amounts of fixed wages under qualified categories
- Change of approaches to enhanced professional training (internship) of the teaching staff
- Motivation of the teaching staff to apply modern training technologies
- Mandate for VET schools to decide on the allocation of extra-budget funds



Building Block D: Internal efficiency and operation of the VET system

Progress
reached

- VET schools network optimized (underfilled schools amalgamated)
- Showing a radio and a TV show on achievements of VET schools
- Conducting competitions of the skilled craft among VET schools learners
- Bonuses awarded to teachers of specialized subjects and instructors of apprentice training at the cost of regional budgets
- Material and technical provisions upgraded (training and practice center established at the cost of state or regional budgets and engaging investment from social partners)
- Cooperation extended with international partners
- Dual learning elements introduced



Building Block E: Governance and financing of VET

Challenges

- Non-coordinated legal and regulatory provisions
- Low autonomy of public VET schools on allocating the funding and planning the expenses of extra-budget funds
- Funding of VET schools from different levels (from regional and city budgets)
- Legal under-regulation of engaging social partners into the development of national education policy
- Offering to learners the paid work places for the period of internship and further employment of graduates
- Level of training of learners is not always high enough
- Under-funding VET schools
- Low scholarships for VET school learners
- The size of scholarship for learners does not depend on complexity and importance of the profession for the development of national economy



Building Block E: Governance and financing of VET Recommendations

- To transfer the funding of VET schools from municipal to regional budget
- To level the payment for teachers of general education subjects and of specialized subjects
- To introduce changes to the current law on assigning preferences to companies for offering WBL places
- To raise the size of academic scholarships for learners (including also at the cost of employers) who are mastering the occupations of the national significance
- To identify typical costs for training of the qualified workers under each occupation



Building Block E: Governance and financing of VET

Progress
reached

- Offering grants to VET schools from the regional budget
- Creating regional councils of vocational education
- Participation of international donors in creation of TPCs
- Assigning monetary remuneration to learners who won project competition
- Funding from regional budgets of the programs to upgrade the material and technical provisions of VET schools, energy saving, etc.
- Bonuses to teachers of specialized disciplines and instructors of apprentice training at VET schools from the regional budget



МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

Thank you for cooperation!