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## **PROFESSIONAL EDUCATION MANAGEMENT: COMPARATIVE ANALYSIS OF UKRAINE AND EUROPEAN COUNTRIES' EXPERIENCE**

### **ABSTRACT**

*The comparative analysis of modern foreign concepts and systems of professional training of specialists in Western European countries has been carried out. Leading ideas, principles and regularities of the development of continuous professional education have been revealed. It has been stated that most developed European countries gradually reduce vocational education. At the same time, vocational and technical profiles of upper secondary education, which exist almost everywhere, with the exception of Great Britain, are actively developing. The consequence of these changes is the disappearance of many training profiles. Everywhere there is a tendency to prepare workers of advanced specialties. Today, European countries are working to solve the problem of "reducing training profiles to the minimum number". At the same time profiling of high school is carried out. Different approaches to reforming the system of vocational education management in the countries of the world have been highlighted. Particular attention has been paid to the main areas of modernization of vocational education as a component of continuing education, the management of this process at the state, regional and local levels. Comparative analysis of materials in these areas has been carried out, the results of which suggest that the modernization of vocational education management in foreign countries is carried out using the principle of decentralization on the basis of the developed and adopted at the state level regulatory and legal basis. All countries have a clear division of powers at all levels of government (state, regional, local).*

**Keywords:** vocational education, modernization of vocational education, vocational and technical educational institution, decentralization of management, taximetrics system, professional education management, educational systems.

### **INTRODUCTION**

A dynamic knowledge society needs an active development of lifelong learning. Its organization must be flexible, responsive to changes in the environment, including changing labor market requirements. In light of these requirements and trends, the management system of domestic vocational education and training needs modernization. The search for new managerial decisions to create an effective infrastructure for lifelong learning is an urgent task for developing educational systems of all countries in response to the challenges of globalization.



### **THE AIM OF THE STUDY**

The main purpose of this scientific paper is to compare different approaches to the modernization of vocational education system in different countries under the conditions of globalization.

### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Domestic scientists carried out a comparative analysis of modern foreign concepts and systems of professional training of specialists in Western European countries, revealed the leading ideas, principles and regularities of the development of continuous professional education in the world pedagogical space (S. Batushev, V. Kremen, N. Nychkalo, O. Scrub, I. Zyazyun). The problem of different approaches to the development and implementation of educational and professional programs and state standards is revealed in the works of I. Kozlovskaya, V. Lozovetskaya, V. Orlova, V. Radkevich, P. Sikorsky, L. Sukhentseva. The regularities of the development of social and pedagogical systems, which include vocational and technical educational institutions, are considered in the works of I. Andreev, S. Arkhangelskii, L. Danilenko, Y. Konarzhevsky, F. Koroleva, V. Maslova, V. Oliynyk, V. Pikelnoy, V. Vasiliev, G. Yelnikova. The problem of managing vocational schools in market conditions was studied by L. Mahdyuk, G. Rusanov, L. Sergeyev, S. Shmelev et al.

To solve the problems set in the research, the analysis of scientific literature was used to study the problems of professional training of specialists in vocational education, as well as synthesis and generalization with the help of which the obtained theoretical information on the management of vocational education was compared.

### **RESULTS**

On the basis of the generalization of the research results, researchers from Ukraine, Russia and Poland have identified the peculiarities of reforming vocational education in these countries. They are caused by new socio-economic needs of the market economy, rapid information and technological development, the emergence of new industries in industry, agriculture and services. Vocational education in these countries is considered an important component of the education system. This is conditioned by the need to find new ways to ensure continuity in the system of “vocational lyceum – vocational school – higher vocational school – higher educational institution of the fourth and fifth accreditation levels” (Nychkalo, 2011).

The problem of vocational education development in the globalizing environment is considered by the director of the Kyiv Institute of Educational Policy K. Korsak. He believes that “the success of educational reforms, modernizations and any innovations has little to do with the amount of money invested into them”. The scientist came to this conclusion, having studied educational systems in the United States, France, the Soviet Union and other countries. He says that to invest money into the existing system of education without essential changes and strategic reorientation is an unselfish thing (Korsak, 2004).

Studying the experience of foreign countries, K. Korsak draws attention to the fact that in Europe vocational training has been transferred to institutions of higher education. In practice, this resulted in the emergence of a large number of polytechnic and other professional institutes, which became the basis of higher professional education (Kapranova, 2004). They operate in conjunction with a “network of university-level institutions” that issue, for the most part, “academic” diplomas of type “A”. Higher professional institutions usually come from those who have completed secondary vocational education. Programs of training in them are designed for 3–4 years. After graduation a type “B” diploma is issued.



In Europe, it is hoped that this will provide an opportunity to reach higher education by all 100 % of youth aged 18–23. Therefore, in these countries over the past twenty years, the system of higher education is replenished by these type of professional institutions, not by the universities (Korsak, 2004).

Taking into account the fact that in Ukraine there is a large number of universities of various forms of ownership, in which mostly humanitarian specialists (lawyers, economists, psychologists, social educators, managers, etc.) are trained, such a gradation of domestic higher educational establishments would also be appropriate. After all, the need for engineering specialties in different directions became tangible and the demand for higher education in society is growing. Then the continuity in obtaining a profession would be logical: a profile class of a secondary school – a vocational school (skilled worker) – a college (junior specialist – specialist with the basic, professional and personal competencies – manager of the lower level of management at work) – the highest professional institution (bachelor – specialist, with developed key, professional, social, personal competencies, adapted to the modern labor market, able to study throughout life – manager in the workplace) (Novikov, Popkov, & Tkachenko, 2008).

In order to increase the efficiency and productivity of the adult education system, with the financial support of the Canadian International Development Agency since 2006, the project “Decentralized management of vocational training in Ukraine” has been implemented. The main task of the project was to “improve management and opportunities for vocational training, retraining and professional development, as well as establishing mutually beneficial links between interested circles within communities and vocational and technical educational institutions” (Danylenko, & Serheyeva, 2007; Kanadska sistema profesynoyi osvity: zvyazok z potrebamy suspilstva, 2006).

The project examined the experience of the Canadian system of vocational education, which, unlike the Ukrainian one, is decentralized. In Canada, each province has its own vocational training system. However, there are quite a lot of similarities between them. Thus, the management of vocational schools (hereafter – VET) is carried out with the help of community groups. Each of these institution has a board of directors (representatives of a territorial community), which carries out strategic management. The competence of the Board of Directors is the appointment and dismissal of the leadership of the vocational education institution. Vocational educational institutions play a leading role in training skilled staff for local and regional labor markets (Edwards, & Usher, 2000). In Canada, the share of graduates in higher education is small – only about 15 % of the workforce, the rest have vocational education. This approach to training, emphasized by Grant McTavish of the Saskatchewan Institute for Applied Science and Technology, provides the demand for graduates of vocational education and training institutions and puts them in greater responsibility for the quality and effectiveness of education. Despite the fact that Canadian VET funding is financed from the provincial budget, the heads of educational institutions have the right to independently solve a number of issues, namely, to identify and implement curricula in accordance with the domestic needs of local employers. That is, the whole system of vocational education in Canada is aimed at ensuring the needs of employers in skilled labor and, accordingly, allows their graduates to be competitive and successful in the labor market. In addition, Canadian Higher Education Institutions actively collaborate with employers and the public in studying the needs of local and regional labor markets and in improving the material and technical basis of training. It should be noted that the updating of the material and technical base of educational institutions is carried out



in two ways: equipment for educational needs is transmitted in the form of charitable contributions, or the production base of enterprises is used for the practice (Novikov, Popkov, & Tkachenko, 2008).

In the Canadian experience of managing vocational schools, another important difference concerns the choice of teaching staff, which is carried out according to certain criteria. Teachers of vocational education and training should have an appropriate qualification level (determined by a branch professional association), considerable practical experience in the specialty they teach, pedagogical training and pedagogical experience. Academic degrees and pedagogical education are only secondary criteria, although teachers who have practical experience but do not have pedagogical experience undergo appropriate training courses at the workplace (Andryushchenko, Zyazyun, & Kremen, 2003).

We have carried out a comparative analysis of the submitted materials in the indicated directions, the results of which allow to state that the modernization of management of vocational education in foreign countries is carried out on the principle of decentralization and regulatory framework legally developed and adopted at the state level. All countries have a clear division of powers at all levels of government (state, regional, local). Legislative reforms in vocational training in Denmark are aimed at introducing a number of new management tools that include: framework legislation; the principle of decentralization; market mechanisms and competition between the vocational schools; transfer of authority to individual colleges; free choice of study in a coherent, open education system (Marginson, 2008).

Recent changes to legislation in the field of continuing education were adopted by the Danish Parliament in 2003. Major innovations include the possibility of training suspension for the purpose of appropriate work with the subsequent resumption of attending the program for continuing education; obtaining qualification at other levels of education, determined in advance; more flexible and simple vocational training, built on an individual approach; the reduced number of introductory directions (from 83 to 7); financing on the principle of "tax meter" (teaching expenses, general expenses, construction costs); free entry and insignificant tuition fees (Danylenko, Serheyeva, 2007).

The legislative framework of France has its own distinctive features. Thus, the Constitution of this country does not recognize the right to vocational education, however, the legal framework regulating vocational training is very well developed. The duty of the state is to ensure the continuous vocational and technical education of the population. The duty of employers is to ensure the conditions for workers to adapt to their positions, the ability to occupy their positions, in particular, when changing work, technologies and structures. Under the law, workers can be offered training at the expense of the employer within the framework of the training plan at the enterprise. The right to individual training is also defined. The education system in France is characterized by high centralization (Valimaa, 2004). The organization and functioning of continuous vocational training of young people aged 16 to 25 years, the coordination and organization of practical training programs are in line with regional administrative bodies. It should be noted that in this country most of the funding for long-term vocational education is provided by the state and companies. Currently, the regions are the third largest source of funding for vocational education and training in France.

#### **CONCLUSIONS**

The reform of vocational education in the countries of the world is due to globalization processes and is carried out in accordance with plans developed and adopted



at the state level. Modernization always begins with the adoption of a new legislative framework, which tends to change at least once every two years, or even annually. All innovations are experimentally tested.

The financial policy for training qualified personnel is flexible and multi-source: financing of vocational colleges and training centers of the labor market is based on a taximetrics system (fixed costs, calculated on the basis of the number of enrolled students). Funds may be provided in the form of a grant; colleges have a high degree of autonomy regarding cost categorization; the Ministry of Education sets rates based on changes in society.

The prospects for further research on the management of vocational education in Ukraine and European countries are: study of its formation and development, analysis of conceptual and organizational and legal principles, peculiarities of functioning, normative and legal support, management of structural and content components, procedural component of this process etc.

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