



ІНСТИТУТ ПРОФЕСІЙНИХ
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Main trends of educational reform in Ukraine: employers' attitude

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• **General observations**

- There is no general concept of education reform in Ukraine. All changes are fragmented, not linked to each other, not well discussed with stakeholders (except VET reform)
- Changes have political background and not always motivated by real need of society
- Employers are engaged fragmentally, policy makers do not consider labor market needs in the process of education and training



Secondary school

- **Positive features**
 - New Ukrainian School concept since this year
 - Main points (employers' point of view):
 - Including Key Competences for LLL in the educational standard
 - Professional orientation of 9-th class graduates into two (three) further streams: academic and vocational on the basis of the independent assessment
 - Alliances of secondary schools and VET schools
- **Concerns**
 - Old law (1999)
 - Stereotypes (VET school is a “second choice”)
 - Not readiness of the VET network



VET

- **Positive features**

- Newest draft, based on the latest legal changes
- Well organized process of drafting (white and green books, concept, political proposal, draft)
- Broad autonomy of VET institutions (financial, operational, educational)
- Close link to regions and regional labour market

- **Concerns**

- Finance from regions (VET should “serve” the needs of regions only?)
- VET councils efficiency
- Not readiness of the VET institutions for changes
- Lack of the contingent
- No responsibility for the quality of training and education



Higher education

- **Positive features**
 - 2014 – first law in the line of new legal acts
 - In line with Bologna process
 - Broad autonomy of the HE institutions for cooperation with employers
 - Standards and programs developed with the competence-based approach and/or on the basis of occupational standards
- **Concerns**
 - State order - state finance – budget organization status
 - Disbalance of contingent distribution (region – center trend)
 - No orientation at the labour market needs
 - Not many occupational standards development - old curricula
 - No responsibility for the quality of training and education



Conclusions

- **Reforms in education sphere go on, and this is VERY GOOD!!!!**
- **BUT:**
 - No general vision of the result of the reform
 - Law on education adopted 2017 – had to be adjusted with earlier adopted Law; VET law should be adjusted to the laws on HE and education; further law on secondary education should be adjusted with...?
 - Relatively low engagement of the main stakeholders in the policy development and drafting processes, few amendments are adopted



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