

**DIRECTIONS OF MODERNIZATION
OF UKRAINIAN EDUCATIONAL SYSTEM IN THE CONTEXT
OF INCREASING YOUTH COMPETITIVENESS IN THE LABOUR MARKET**

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The paper studies features, objectives and prospects of the development of Ukrainian educational system in the process of improving the quality of its services as a significant factor of competitiveness of graduates of vocational and higher education institutions in the labour market. The organizational and economic principles of functioning of this component of the national economy in the conditions of globalization of educational standards are grounded. The author defines urgent problems of modernization of the spectrum of professional education levels in the national and regional dimensions, the coordinated solution of which will eventually strengthen the productive potential of the population and territorial communities. Approaches to implementation of innovation strategy of increasing competitiveness of services and graduates of Ukrainian vocational and higher education institutions are generalized.

Keywords: *system of vocational education, quality of educational services, innovations in education, demand in the labor market, competitiveness of graduates and employees, Ukraine.*

În articolul dat au fost studiate particularitățile, obiectivele și perspectivele dezvoltării sistemului de educație al Ucrainei în procesul de dezvoltare a calității serviciilor prestate, fiind un factor deosebit de important în capacitatea de concurență a absolvenților liceelor și școlilor profesionale și a învățământului superior pe piața muncii. Sunt demonstrate principiile organizațional-economice ale acestei părți componente a economiei naționale în condițiile globalizării standardelor educației. Au fost stabilite problemele de urgență ale modernizării spectrului de domenii ale educației profesionale în spațiile republicane și regionale, rezolvarea cărora, în final, va consolida potențialul productiv al populației și al comunităților teritoriale. Au fost însumate abordările realizării strategiei de creștere a capacității de concurență a serviciilor și a absolvenților liceelor și școlilor profesionale și a învățământului superior din Ucraina.

Cuvinte-cheie: *sistemul de educație profesională, calitatea serviciilor de educație, inovări în educație, cererea pe piața muncii, capacitatea de concurență a absolvenților și angajaților, Ucraina.*

В статье исследованы особенности, ориентиры и перспективы развития системы образования Украины в процессе повышения качества ее услуг как весомого фактора конкурентоспособности выпускников учреждений профессионально-технического и высшего образования на рынке труда. Обоснованы организационно-экономические начала функционирования этой составляющей национальной экономики в условиях глобализации стандартов образования. Определены насущные проблемы модернизации спектра звеньев профессионального образования в общегосударственном и региональном измерениях, согласованное решение которых в итоге укрепит производительный потенциал населения и территориальных общин. Обобщены подходы к реализации инновационной стратегии повышения конкурентоспособности услуг и выпускников учреждений профессионально-технического и высшего образования Украины.

Ключевые слова: *система профессионального образования, качество образовательных услуг, инновации в образовании, спрос на рынке труда, конкурентоспособность выпускников и занятых, Украина.*

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Introduction. The modernization of the educational system remains an urgent necessity in response to the challenges and needs of the national economy diversification, the development of knowledge intensive units of its specialization and the transition to a new technological structure in general, the expansion of a competitive presence in the external markets of goods and services, primarily, due to increasing competitiveness of the economically active population and business entities, as well as revival of the processes of the state joining the socioeconomic world integration processes.

Taking into account the realities of the market economy, the development of public institute of education, markets of educational services and labour in globalized world, the main task of the spectrum of vocational training levels in Ukraine is to ensure their innovative development within the strategy for improving the quality of educational services, their consumers' competitiveness, the industry itself and the national economy in general.

The innovative changes both in the state educational policy and in the system of vocational training itself are intended to found the basis for increasing the competitiveness of consumers of educational services in the labour market. Among the first ones, improvements in the mechanisms of implementation of legislative guarantees of consumption of socially necessary goods in the field of education should be noted, in particular:

- ensuring equal starting conditions for getting professional education that is in demand in the labour market (first of all, by the following factors: the quality of secondary education; economic and time access to out-of-school educational and cultural institutions that expand the opportunities and information resources for the preparation of entrants of vocational and higher education institutions; the cost-effective availability of services for vocational education itself and professional development, balancing their supply with the needs of regional economies);
- stimulating a broad access to professional education, including the formation and financing of the state and a certain part of the regional order for the training and professional development of specialists and workers on the basis of vocational and higher education institutions;
- implementing targeted measures to optimize the spatial characteristics and the organizational and economic mechanism for the development and operation of vocational educational infrastructure in order to comply with the guarantees of social inclusion of vulnerable population strata and optimize the specific expenditures of local budgets.

The complexity (multidimensionality) of the state educational policy also ensures the implementation of the programs for:

- diversification of regional economic systems, expansion of their specialization in the regional and national division of labour;
- strengthening of the innovative incentives for their sustainable development based on increasing and capitalizing the innovative potential of territorial communities;
- compensation of the negative impacts of free market for vulnerable categories of working-age population (young people first entering the labour market, the disabled, mothers with minors, etc.), employees, and small business owners.

The main directions of modernization of professional education system include a set of measures for the implementation of innovations in:

- the content, methods, forms, technologies of learning activities and training of an individual and a specialist, which is reflected in the modernization of the content of comprehensive and professional education, improvement of quality, sectoral and socioeconomic efficiency of the educational process;
- the organizational and economic mechanism for meeting socially necessary and private needs in education, which is reflected in reforming the approaches of the organization and management of the educational system, including improving the territorial organization and structure of the network of educational institutions;
- the processes of strengthening the links of territorial education systems with other parts of the economy in regions and country as a whole, including by participating in the formation and functioning of special economic zones, innovation infrastructure, serving clusters, etc.

Scientific approach of the topic and its presentation in literature. Significant results on the modernization of the Ukrainian educational system in the area of increasing the competitiveness of services and graduates of vocational and higher education institutions were obtained in the scientific papers, where:

- methodology and strategy of innovative modernization of this component of social reproduction are grounded [2-5; 20; 21];
- theoretical principles of educational services marketing, as well as other aspects of the competitiveness of professional educational institutions in the market are studied, corresponding practical problems are solved [1; 4-6; 8-11; 16; 22];
- approaches to improve the efficiency of the national professional training system of personnel at the enterprise are developed taking into account the world experience, peculiarities and shortcomings of such activities are studied [7; 9; 15];
- urgent and strategic problems of organization of practical training and applied research in higher education institutions are generalized, measures aimed at increasing the competitiveness of graduates in the labour market, including by optimizing the research activity of universities, are defined [1; 6; 7; 9; 10; 16; 21; 22];
- proposals to improve public mechanisms for financing the needs of the population in professional education are formulated [1; 7; 11; 15; 20].

The aim of the article. A synthesis of these research papers substantiates the need for further study of modernization process of the professional training system in Ukraine, as well as intrasectoral and external interactions of participants in the educational process, which result in the main indicator of the effectiveness of this sector functioning, that is the competitiveness of graduates and economically active population in the domestic and foreign labour markets.

Obtained results and discussions. The sphere of education remains one of the most innovative active sectors of social purpose, given the functions in the process of social reproduction associated with the preservation and enhancement of the intellectual, professional and qualification potential of labour force, the formation of the worldview, value assessments and orientations, the organization of life and leisure of the population. The main directions of intrasectoral innovation activity in this component of the national economy are methodological and technological innovations of resource provision and organization of educational, cultural, recreational and entertainment processes, as well as control of the quality of general and professional knowledge acquired by the target groups of the population on the basis of implementation of legislative guarantees in the sphere of rights to education, personal development, realization of labour potential, provision of decent living conditions by own efforts and through the system of social protection.

Within the educational system, the interaction of its participants (educational institutions of all forms of ownership, other legal entities providing educational services, scientific and methodological institutions, state and local educational authorities, specialized non-profit and other public organizations) implements the needs of society, population and economy in the reproduction, transmission and improvement of professional and qualification potential and ideology by forming general literacy and special knowledge, abilities and skills in a person (consumer of educational services).

The market of professional education services (national, regional) generalizes and forms a wide range of relations to meet the existing and identify the corresponding prospective needs of the economy. The trends in its functioning are determined by a combination, on the one hand, of the mechanisms of free enterprise and pricing based on the institutions competition for the consumer, and, on the other hand, by state regulation, the goals, priorities and mechanisms of which are determined by the criteria of general economic and social efficiency. The main objective of improving the organizational and economic mechanism of the professional education system in the conditions of forming the post-industrial economy and development of the information society is its further integration with the productive forces, increasing its role as a factor of the organization of life-long learning of the population, as well as knowledge intensive diversification of the economy and sustainably providing with labour resources in the regions and the country as a whole.

Significant results of innovative development of the professional education system in Ukraine are associated with the implementation of the Bologna process principles and integration into the European educational and socio-cultural space. Among them should be mentioned: the modernization of the structure (in terms of educational and qualification levels and specialties), content, curricula, forms, standards of general and professional education in accordance with the samples of the leading countries of the world; large-scale implementation of information and communication technologies in the educational process, including the field of distance learning, development of electronic software for teaching and testing the quality of knowledge, textbooks, other educational and methodical literature; creation of a system of monitoring education quality; further development of a life-long learning system; improvement of the level of organizational, managerial and financial autonomy, as well as the responsibility of professional education institutions for the quality of educational services.

At the same time, the priority innovations in professional education include: implementation of modular training and rating test system of knowledge control into the educational process; development, approval and implementation of state standards of higher and vocational education for specific occupations; computerization of libraries using electronic catalogue programs and creating electronic teaching and methodological materials funds; implementation of management electronic systems in the educational process and other spheres of educational institutions activity; formation of recognizable brands of higher education institutions in the educational services market which, among other things, highlight their characteristics by the competitiveness of graduates and activity in the field of fundamental and applied scientific research.

The system of vocational education is a significant component of the mechanisms of social inclusion, prevention of marginalization, ensuring equality of starting conditions of life activity of vulnerable population strata. The prospects for reforming and, at least, survival of this sector in the conditions of the deficit of social expenditures of different levels budgets and systemic economic crisis in the regions are still poorly defined; they remain complicated by the inadaptability of the established organizational and economic mechanism of vocational education functioning to the labour market needs in the transition economy. Among the socially sensitive problems of the transformation of training and professional development of labour personnel we should first of all note the following:

- blurriness, frequent adjustments of regulatory and legal guarantees of stable functioning and preservation of the material and technical base of state, communal, departmental vocational and technical institutions that play an important role in the reproduction of the educational, professional and qualification potential of territorial communities (local, integrated) and regions. The most typical examples are: the implementation in 2014 and abolition of the subvention for the workers training at the end of 2015; the introduction of a norm regarding the distribution of a part of the educational subvention for the provision of full secondary education to students of vocational and technical schools into the Article 103² of the Budget Code only as revised on 05.01.2017, which in the previous year negatively affected the practice of law-making (veto of 18.03.2016 and the rejection on 18.01.2017 of the profile Law “On Amendments to the Budget Code of Ukraine on financing vocational and technical education” dated 04.02.2016) and budgeting (in particular, implementation of the relevant regulatory documentation of the Ministry of Education and Science);

- widely expressed unpreparedness of local authorities and self-government bodies, starting with the oblast ones, for: formation and financing of a regional order for the provision of vocational education services; transition of state vocational and technical institutions to getting financed from local budgets and transfer to communal property, as defined by the Law „On the State Budget for 2016” dated 25.12.2015.

The most socially resonance manifestations of economic instability, which affect the consumption of higher education services by Ukrainian population, include:

- problematic nature of improving the public mechanisms of financing the corresponding needs under significant fluctuations of exchange rates, high risks of banking institutions functioning, the high inflation, and a significant level of shadow economy, which leads to: underdevelopment of mechanisms of provision of individual loans for higher education, retraining and advanced training (in particular, on a corporate basis, e.g. interest-free with the help of potential employers); small scale of provision of state and non-state targeted educational subsidies (grants); limited practice of returning some part of student tuition payment through the tax bodies;

- unsatisfactory regulation of the started from 2015 process of transition of higher education institutions of I-II accreditation levels (technical and specialized schools, colleges, etc.) on financing from local budgets;

- threats to the competitiveness of graduates as a result of destruction of mechanisms and complication of the organization of professional practice for students in higher education institutions.

The characteristic manifestations of the latter mentioned phenomenon are:

- problems of organization and financing of the process of professional practice within the obligations of the higher education institutions themselves, namely: reduction of bases where practice is conducted, including within the infrastructure of research and auxiliary activities of this institutions; lack of funds for labour remuneration of practice supervisors among the specialists and workers at a particular enterprise entity; problems of organizing and paying students’ travel costs, as well as their accommodation in the locations where the professional practice is conducted;

- imperfection of procedures for motivating economic entities involved in conducting professional

practices in the context of: complexity of taking on students in positions corresponding to their specialization; use of trainees' work, defined by the entrepreneurs' understanding of the production process and commercial secrets; selection of practice supervisors at the enterprise entities.

Necessity for adjusting both the educational guidelines of society and territorial communities and the methods of definition and distribution of the state order for personnel training is increased in the conditions of market mechanisms of formation of demand and supply for skilled labour and blue collar occupations. The rational vector for solving this problem (with balanced consideration of educational and qualification requests of population and employers, stimulation of the processes of improving the socio-humanitarian potential and social capital of the state and regions) should be defined on the basis of systemic modernization of the technical and technological base of national production, diversification and raising the level of knowledge intensity of the Ukrainian economy, entering the different segments of external markets for goods and services of social purpose.

The principles of organizational, managerial and financial autonomy of higher education institutions of all accreditation levels, institutionalized by the new version of the Law of Ukraine "On Higher Education" dated 01.07.2014, have become a factor of significant changes in the territorial organization of their network, exponentiated by measures of the Ministry of Education and Science to optimize budget expenditures for training, to strengthen the requirements for the quality of educational services, their material and personnel support, and to improve the training level of graduates. As a result, the number of higher education institutions has rapidly declined since the beginning of this Law operation (to 657 units at the beginning of the 2016/17 academic year against 854 in the 2010/11) [14; 12]. At the same period, the above-mentioned disadvantages with the practice and strategy of reforming and funding the vocational and technical education system also led to the curtailment of its institutions network, whose number decreased from 976 to 787 units [17; 19].

The annual number of graduates from the vocational and technical education institutions in 2010-2016 declined by 38.2% to 152.8 thousand persons; 20.1% of them were unemployed people and workers who have completed advanced professional training and improved their qualification (in comparison to 23.1% in 2013). The indicators of graduation from the higher education institutions of I-II and III-IV accreditation levels (respectively, from colleges, technical schools, specialized schools, and universities, academies, institutes) decreased by 38.7 and 41.4% (to 68.0 thousand and 318.7 thousand persons) (Table 1).

Table 1

**Characteristics of training and employment of
vocational education institution graduates in Ukraine**

Indicators	2010	2013	2016	2016 to 2010, +/-
Graduates of vocational and technical education institutions , thousands persons	247.4	227.3	152.8	61.8 **
including, %:				
upon the completion of primary vocational training (secondary school graduates)	77.4	76.9	79.9	2.5
upon the completion of professional education and advanced training (employees, unemployed population)	22.6	23.1	20.1	-2.5
employed by profession	84.2	82.0	80.8	-3.4
Students, trainees, who have been graduated, upon the completion of primary vocational training:				
thousands persons	191.4	174.7	122.0	63.7 **
including (%) by:				
state order	97.1	97.3	97.2	0.1
funds of legal entities and individuals	2.9	2.7	2.8	-0.1
percentage of employed after graduation from the vocational and technical education institution, who have received a job in:				
Industry	32.5	32.1	31.0	-1.5
Agriculture	9.2	9.6	10.5	1.3
Transport	17.4	16.6	16.4	-1.0

Indicators	2010	2013	2016	2016 to 2010, +/-
Communications	0.6	0.6	0.5	-0.1
Construction	13.8	12.9	12.1	-1.7
trade and catering	16.3	18.1	19.3	3.0
housing and communal services, non-industrial types of household services for population	10,2	10,1	10,2	0,0
The number of students of higher education institutions who have completed the primary and final cycles of training and have received the appropriate educational and qualification level, thousands of persons	958.5	793.8	525.4	54.8 **
including, %:				
graduates of higher education institutions *	68.3	72.6	73.6	5.3
persons who studied at the expense of budgets:				
State	33.8	37.8	42.7	8.9
Local	3.2	3.6	4.5	1.3
Graduates of higher education institutions, thousands of persons:				
institutions of the I-II accreditation levels (colleges, technical schools, specialized schools)	110.9	91.2	68.0	61.3 **
institutions of the III-IV accreditation levels (universities, academies, institutes)	543.7	485.1	318.7	58.6 **
by educational and qualification levels,%:				
Master	14.3	16.3	13.2	-1.1
Specialist	41.7	36.8	27.3	-14.4
Bachelor	18.4	20.9	27.5	9.1
junior specialist	25.6	26.0	32.0	6.4
The percentage of graduates of higher education institutions of all accreditation levels who received an appointment to work	27.8	27.2	17.6	-10.2
The proportion of these graduates by source of funding for their education from budgets, %:				
State	74.1	77.1	69.2	-4.9
Local	10.0	11.5	18.2	8.2

Source: Compiled and calculated by the author according to: [17-19; 12-14].

* without students who have completed the appropriate training cycle (in particular, for bachelor's degree) and continue their education in order to obtain a higher educational and qualification level

** 2016 to 2010, %.

Along with the consistent reduction of students and graduates contingent caused by the effects of the demographic crisis, as well as a decrease in the scale of professional education and advanced training of workers and unemployed population, it is worth to note a number of negative trends in the development of the Ukrainian vocational education system in the context of providing a decent level of youth competitiveness in the labor market (Tables 1, 2). These trends, in particular, are:

- consistent growth of high unemployment rates of the population aged 15-24;
- reduction of employment of graduates of vocational and technical education institutions in industry, construction and transport, i.e., links that have a powerful effect on the pace of economic development;
- a significant number of graduates of vocational and technical and higher education institutions among the registered unemployed who were not employed up to 1 year, as well as among the total number of unemployed aged 15-70;
- decrease in the proportion of graduates of higher education institutions of all accreditation levels who received an appointment to work;
- subjectively and objectively negative assessments of the competitiveness level of vocational education as a factor of despair in work search opportunities.

Table 2

Unemployment rate of Ukrainian youth and prevalence of its certain causes

Indicator	2010	2013	2016	2016 to 2010, +/-
Unemployment rate by age groups, %:				
15-24	17.4	17.4	23.0	5.6
25-29	9.9	8.7	11.7	1.8
30-34	7.9	6.6	8.9	1.0
<i>For comparison:</i>				
15-70	8.1	7.2	9.3	1.2
15-59 (working-age population)	8.8	7.7	9.7	0.9
15-24 years old in the EU countries	20.8	23.2	18.7	-2.1
The number of registered unemployed who were not employed up to 1 year (thousands persons) among the graduates of:				
secondary comprehensive schools	2.7	1.9*	...	...
vocational and technical education institutions	11.0	6.3*	...	...
higher education institutions	18.9	12.5*	...	...
The proportion of graduates in the total number of registered unemployed who were not employed up to 1 year (%), by types of education institutions:				
secondary comprehensive schools	0.6	0.4*	...	...
vocational and technical education institutions	2.3	1.4*	...	...
higher education institutions	4.0	2.8*	...	...
The number of unemployed who were not employed after graduating from secondary and higher education institutions:				
thousands persons	289.3	275.9	261.8	90.5 **
% of the total number of unemployed aged 15-70	16.2	17.5	15.6	-0.6
The proportion of the economically inactive population who became despondent in the search of work (%), by age groups:				
15-24	0.9	0.5	0.6	-0.3
25-29	3.7	1.9	2.1	-1.6
30-34	3.8	2.6	1.8	-2.0
<i>For comparison:</i>				
15-59 (working-age population)	2.2	1.3	1.3	-0.9
all economically inactive population aged 15-70	1.3	0.8	0.8	-0.5
The number of unemployed after graduation from secondary and higher education institutions, who became despondent in the search of work:				
thousands of persons	35.4	19.7	14.6	41.2 **
% of the total number of corresponding contingent of working-age population	20.2	20.5	16.0	-4.2

Source: Compiled and calculated by the author according to: [23-26].

* 2012, ** 2016 to 2010, %, ... data not available

Thus the competitiveness of a higher education institution in the market of educational services now depends even more on the success of its marketing activities, as well as on the effectiveness of the combination of teaching and methodological, organization and coordination, and diagnostic and forecasting directions of work. The revival of innovative activity of higher education institutions in the field of modernization of technologies of organizational and managerial activity and educational process (as well as conducting and commercializing the results of scientific research) is expected from the latest amendments to the Budget Code. According to these changes, a higher education institution is allowed to place income from core activities, funds of charitable contributions and grants on the accounts of the state banks, including keeping on deposit temporary free budget funds received for paid services.

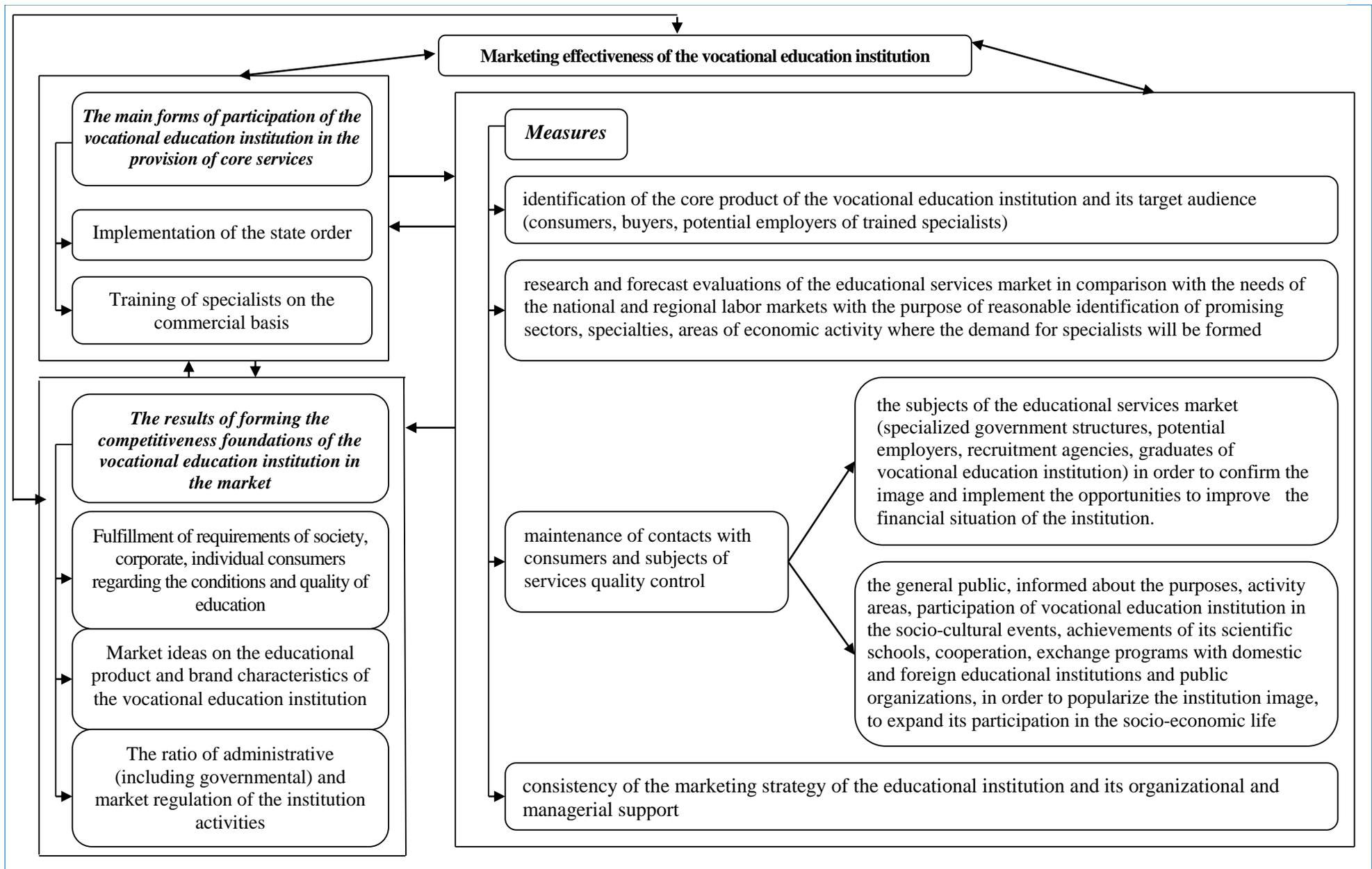


Figure 1. Approaches for improvement of the marketing efficiency of vocational education institutions in Ukraine

Source: Developed by the author.

The effectiveness of the marketing of a vocational education institution (Figure 1) within both participation in implementation of the state order and training of specialists on a commercial basis is related to the following measures as:

- identifying a specific product of a higher education institution and its target audience (consumers, customers, potential employers of trained specialists);
- conducting research and predictive assessments of the educational services market in comparison with the needs of the national and regional labour markets, which increases the validity of identifying promising sectors, specialties, areas of economic activity, where demand for specialists will be formed;
- maintaining contacts with: subjects of educational services market (specialized government agencies, potential employers, recruiting agencies, graduates) to confirm the image and implement opportunities for improving the financial situation of the educational institution; general public informed about the goals, activity directions, participation of the higher education institution in socio-cultural events, achievements of its scientific schools, cooperation and exchange programs with domestic and foreign educational institutions and public organizations in order to popularize the image and expand the participation of the institution in the socioeconomic life;
- implementing of a consistent strategy of marketing and its organizational and managerial support.

The basis of the competitiveness of a higher education institution in the educational services market forms a balance between its ability to offer acceptable conditions for obtaining both quality of education and the ability of society represented by state, ordering the training of personnel, and potential private consumers to pay for the relevant services. The fulfillment of requirements set by corporate and individual consumers forms the conjuncture for educational services, their social and market components, and, as a result, market ideas about the educational product and brand characteristics of a higher education institution, the ratio of state and market regulation of its activities.

The improvement of students' training for occupational careers requires effective cooperation and interaction between institutions of professional education, the sectoral ministry, other specialized government agencies, trade unions and employers' organizations on:

- conducting research to investigate the needs and qualification requirements for specialists by the directions of training (specialties);
- realizing the rights of vocational education institutions on the independent formation of curricula, taking into account the results of labour market research, the principle of interdisciplinarity (primarily on the study of subjects and courses in Humanities), as well as attaching to the curriculum a segment formed from the disciplines selected by the students themselves (according to the recommendation of the Ministry of Education and Science, this segment can cover at least a quarter of its total);
- promoting the links between vocational education institutions and employers for conducting students' professional practice, acquiring the necessary skills and initial qualifications by them;
- improving professional practice programs in order to full implementation of practical issues of curricula and better assimilation of knowledge; promoting the cooperation between the teachers, in particular between the practice supervisors from educational institutions departments and enterprise entities in the preparation of practice training programs;
- stimulating the processes of: implementation of applied research programs in higher education institutions; acquiring by these institutions the status of resource training, methodological and research centers in the priority sectors of the economy of regions and the country as a whole; participation of vocational education institutions in the activities of such centers, territorial educational, research and industrial complex facilities and a range of innovative structures (technology parks, research consortia, innovative and technological clusters, etc.);
- implementing administrative and fiscal measures which ensure: getting the first job by graduates and their early adaptation in primary positions; encouraging enterprises and organizations that provide practice bases and first jobs for graduates, as well as enter into agreements with educational institutions on the production of goods, services (including in the field of training and retraining), research.

Experience of developed countries requires standardizing and spreading, where the accepted mechanisms to stimulate enterprises for cooperation with higher education institutions and invest into their own human capital, in particular, are:

- provision of tax exemptions, preferential loans for organization of vocational training, state subsidies for employers, who create additional places for professional training and on-job training;
- provision of targeted state subsidies for the on-job training, in particular, within the programs for

increasing the competitiveness of sectors of the specialization of territorial economic complexes, rehabilitating and stimulating the development of depressed regions, preventing structural unemployment;

- creation of educational funds regulated by collective agreements, the assets of which are formed at the expense of payroll tax or from state subsidies.

Conclusions. Assessing the dynamics of indicators and criteria for the effectiveness of reforming the organizational and economic mechanism of the vocational education system for society and its specific groups, it is reasonable to note the following positive changes, including:

- renewal of the content of basic comprehensive and vocational education, implementation of a system of relevant state educational standards (including standards for specific occupations), as well as the structure of personnel training in the context of educational and qualification levels and specialties;

- deepening the profile orientation of teaching in high school; implementation of external independent assessment of knowledge of comprehensive education institutions graduates;

- improvement of accreditation and licensing procedures for educational institutions;

- expansion of the state order for the skilled workers training; improvement of the structure of the state order for the training of specialists in knowledge intensive occupations and specialties in higher education institutions;

- increase of the level of administrative, educational, methodological, and financial autonomy of higher education institutions, simplifying the procedures for using their income from core activities, including the provision of paid educational services;

- development of methods for the formation and distribution of state order for personnel training, coordinated with other tripartite institutes (representatives of employers and trade unions).

The orientation of the vocational education system on the implementation of the socially oriented economy principles (in particular, ensuring the equity of the population educational opportunities and the educational space integrity) (Figure 2) exacerbates the need to:

- optimize financial, budget and fiscal regulators of access of low-income strata and middle-class population to quality vocational training (using educational vouchers, interest-free education loans, state targeted educational subsidies (grants), scholarship fund, etc.);

- implement the state programs for training skilled workers in mass professions (including on the educational and production basis of economic entities) developed with the participation of sectoral ministries and departments, associations of employers' representatives;

- improve the methods for determining, distributing the prospective parameters of the state and regional orders for the training of skilled workers and specialists in the regions and among institutions of higher, and vocational and technical education of all forms of ownership, as well as technologies of forecasting and explaining this parameters among entrants and broad public.

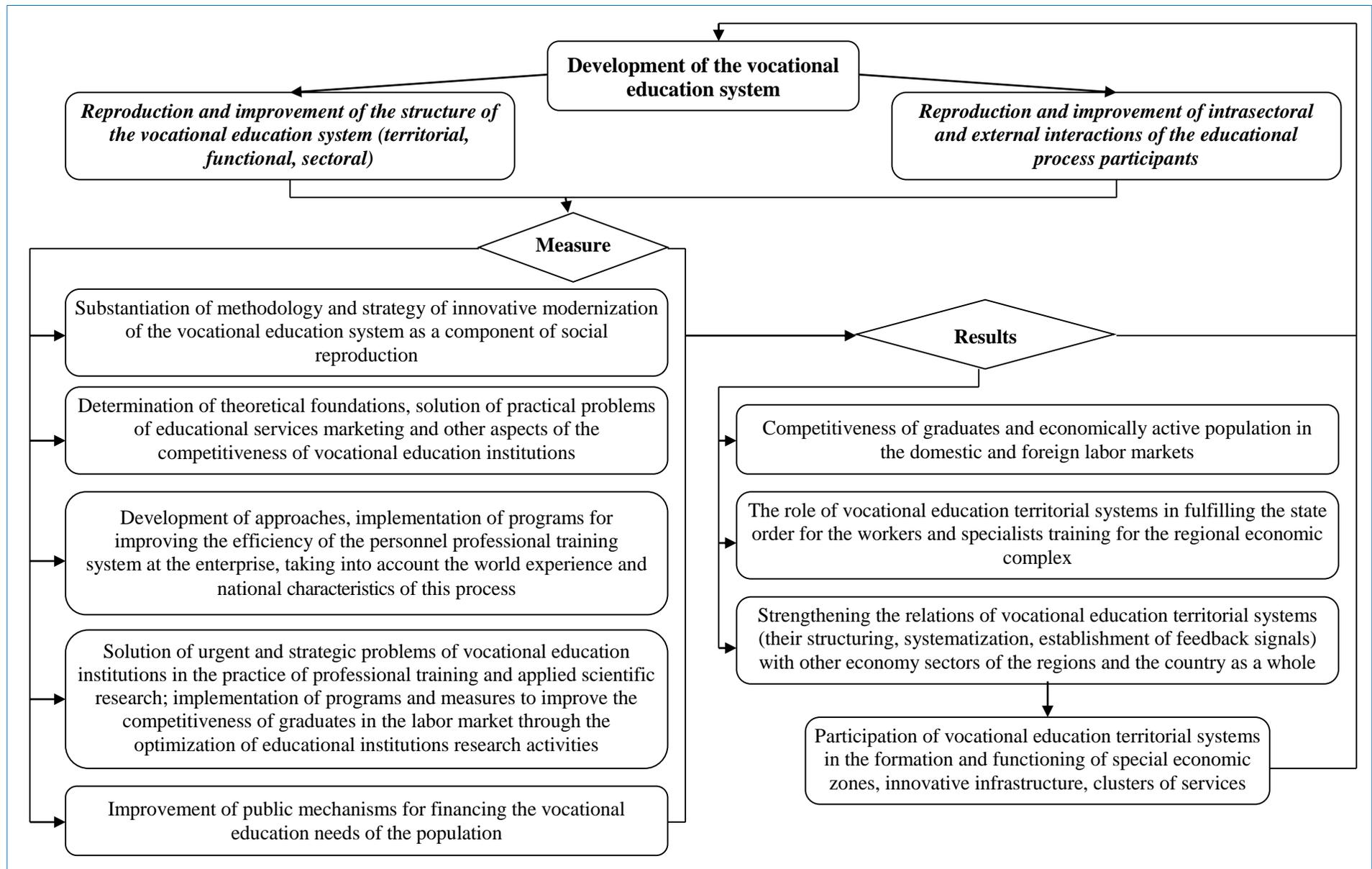


Figure 2. Conceptual approaches to modernization and improvement of the functioning efficiency of the Ukrainian vocational education system

Source: Developed by the author.

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