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**FORMATION OF AN EFFECTIVE VOCATIONAL  
EDUCATION MANAGEMENT SYSTEM IN UKRAINE  
UNDER THE CONDITIONS  
OF GLOBAL CHALLENGES AND THREATS**

***Summary***

*The section of the monograph is devoted to the study of the theoretical and methodological foundations of the formation of an effective management system for the development of professional education in Ukraine under the conditions of global challenges and threats. The scientific results of the study focus on the formation of modern approaches and mechanisms for effective management of the development of professional education in Ukraine, promotion of national and international recognition of qualifications obtained in Ukraine, establishment of effective interaction between the education sphere and the labor market, which take into account the system of national interests, priorities and peculiarities. The theoretical and methodological foundations of the development of national professional education in the context of transformational changes, martial law and the restoration of the post-war economy of Ukraine are substantiated.*

**Introduction**

The creation of a modern, highly effective system of professional education in Ukraine, the modernization of which is largely determined by global social processes, the demands of society and the industrial and innovative development of economic sectors, integration into a single international economic and educational space, is today one of the most important conditions for competitiveness in the face of global challenges and threats.

Undoubtedly, at the current stage, the European space of education is actively developing, to which partner countries, including Ukraine, are involved. This process is carried out in accordance with the needs of the development of the knowledge economy and information society. Important tasks in this context are ensuring wide access of citizens to education,

significantly improving its quality, forming the competences necessary for the labor market in those who acquire vocational education, developing STEM education to improve the staffing of modern industry and innovative spheres of activity, ensuring the transition to a training system throughout life, which will contribute to increasing the level and quality of employment of the population.

The domestic system of professional education needs significant modernization in accordance with modern world achievements, the needs of society and the economy, which will be facilitated by cooperation with European countries and relevant institutions in the field of education, strengthening the interaction of Ukrainian professional education institutions with European institutions and educational institutions. And here, international colleagues should be sure that despite the crisis challenges and transformations of development under martial law, the temporary occupation of Crimea and parts of the Donetsk, Luhansk, Kharkiv and Kherson regions, the COVID-19 pandemic, the growth of labor and forced migration, work continues to improve the quality of professional education, updating standards and expanding cooperation with employers, customers of personnel training. After all, Ukraine can become a landmark country, a landmark member of the European Union and extremely quickly and powerfully make a breakthrough in improving the quality of professional education and training. To become better than it was, because quality professional education can be the next successful educational reform in Ukraine.

At the same time, in the conditions of a full-scale war in Ukraine, the globalization of the economy and labor markets, the skills and competence of employees, access to quality education, will largely determine the level of further economic development of the country.

Today, the importance of professional education in the conditions of the functioning of the military economy of Ukraine cannot be overestimated. Training qualified workers for the defense and reconstruction of Ukraine is an important strategic task facing Ukrainian society.

Today, not enough has been invested only in the economy, production or technology. Investments in people, in their education, competence are no less important, because in the future these people will create a product with greater added value.

An important aspect of the development of human capital in Ukraine is the integration of the National System of Qualifications into the European space, which will contribute to the reform of professional education and its approximation to the standards of the European Union. Continuous professional education and personnel training based on the National Qualifications System will be a means of spiritual and material well-being of the Ukrainian nation. Hence, ensuring the quality of the National Qualifications

System is the basis of the development of Ukraine's economy and its post-war recovery.

It is quite obvious that in the new socio-economic conditions and institutional transformations in Ukraine, the theoretical and methodological foundations and priority directions for the modernization of the management of the development of professional education become important, the development of recommendations for the formation of an effective system of management of the development of professional education in Ukraine in the conditions of global challenges and threats as a priority of the state policy of Ukraine in modern conditions of modernization of education and decentralization of management.

### **Part 1. Theoretical and methodological principles of management development of vocational education in Ukraine**

First of all, we should note that the theoretical basis of the study is scientific and literary sources, works of domestic and foreign scientists, scientific studies that cover a wide range of management issues in the field of education, implementation of state education policy, decentralization of power and local self-government, management of educational systems at various levels, the use of the best European and domestic practices of the functioning of educational systems in conditions of decentralization of management, interaction of the labor market and the market of educational services.

The legislation of Ukraine on vocational education is based on the Constitution of Ukraine and consists of the Laws of Ukraine "On Education", "On Vocational and Technical Education" and other normative legal acts.

State policy in the field of vocational education is determined by the Verkhovna Rada of Ukraine, implemented by the Cabinet of Ministers of Ukraine, the central executive body that ensures the formation and implementation of state policy in the field of education, other state authorities and local self-government bodies, stakeholders of vocational education, employers' organizations, public organizations and citizens of Ukraine.

The principles of state policy in the field of education are:

- ensuring equality between vocational education institutions in matters of education quality;
- transparency and publicity of the adoption and implementation of management decisions;
- financial, academic and administrative autonomy of vocational education institutions within the limits defined by law;
- responsibility and accountability of vocational education institutions within the limits defined by legislation;
- public-private and public-public partnership.

The implementation of state policy in the field of professional education is ensured by:

- creation of legal, economic and financial conditions for the free functioning and development of the professional education system;
- provision of legal guarantees for coordination of interests of participants in relations in the field of professional education;
- provision and expansion of a person's opportunities for lifelong professional education;
- creation of conditions for equal access to professional education;
- determination of a balanced structure and scope of training of qualified personnel taking into account the needs of the individual, the interests of the state and employers;
- ensuring the integration of the professional education system into production;
- implementation of professional training of persons with special educational needs on the basis of special methods, educational technologies and appropriate personnel and material and technical support.

The following interpretation of the concepts is proposed:

- professional education – an educational system aimed at the formation and development of professional and general competencies of persons necessary for work in a certain profession (group of professions), specialty or branch of professional activity, ensuring their competitiveness and mobility in the labor market, which culminates in the acquisition of a certain qualification;
- vocational education institutions – institutions of various types and forms of ownership, in which the main type of activity is the provision of education according to state educational standards in specific professions and accredited educational programs;
- stakeholders of vocational education – are natural and/or legal entities interested in the development of the vocational education system, network or individual vocational education institutions and can influence the system or are affected by it.

The professional education system includes: professional education institutions of all forms of ownership and subordination; other legal entities conducting educational activities related to the provision of professional education; levels and degrees of professional education; professions (groups of professions) and specialties; educational programs; standards of professional education; scientific, scientific and methodical institutions (centers) of professional education; enterprises, institutions, organizations that are customers of personnel training and provide industrial practice and industrial training; bodies that manage and ensure quality in the field of professional education; employers, their organizations and associations, participants in the educational process.

Participants in the educational process in vocational education institutions are:

- persons receiving professional education;
- teaching staff;
- other employees of vocational education institutions;
- mentors at manufacturing and other enterprises, institutions, organizations, institutions (persons who, based on their main place of work at enterprises, institutions, organizations, institutions, combine the performance of their job duties with professional and practical training of students in order to acquire professional competences, and also evaluate its quality).

At the same time, specialists of enterprises, institutions, organizations and establishments, servicemen of the Armed Forces of Ukraine, other military formations, special law enforcement agencies, practitioners, as well as stakeholders of professional education or their representatives can be involved in the educational process.

Management in the field of professional education is carried out on the principles of legality, democracy, autonomy, transparency, responsibility, social and public-private partnership, within the limits of its powers:

- Cabinet of Ministers of Ukraine;
- the central body of executive power, which ensures the formation and implementation of state policy in the field of education;
- the central body of executive power, which implements state policy in the sphere of state supervision (control) of the activities of educational institutions, enterprises, institutions, organizations that provide services in the field of education or conduct other activities related to the provision of such services, based on licenses, issued in accordance with the procedure established by law, and issue documents on education of the state model, regardless of their subordination and form of ownership;
- by other central bodies of executive power;
- local bodies of executive power and bodies of local self-government;
- founders of professional education institutions;
- public associations of professional education institutions;
- employers, their organizations and associations.

The innovative development of modern society, associated with the rapid development of the digital economy and digital society, the transition to Industry 4.0 actualizes the need to update management processes, change the paradigm of public management from operational and practice-oriented to innovative as the ability of the management system to adopt fundamentally new, non-traditional management solutions from the position of a functional-technological approach, support and stimulate the implementation of innovations in life [1].

It should be noted that professional education in Ukraine requires the purposeful implementation of a set of urgent actions of systemic importance,

which consist in updating educational legislation, implementing the achievements of European management and financing experience, improving the organizational structure, scientific and methodological support of professional education and training, and introducing innovative technologies and methods training of skilled workers, development of cooperation with social partners and production. After all, the current state and functioning of vocational education institutions does not meet the requirements of the real labor market, burdened by old technological equipment, the lack of forecasting of professional training needs, the absence or non-compliance of professional and educational standards with new professional requirements [2].

The study of the problem of education management showed that the decentralization of the management of vocational education institutions is closely related to the state regional policy, is a component of it and at the same time an important factor in the development of this system. It is aimed at realizing the main task of the state's regional policy – to achieve a balance between its interests and the interests of regional development. It is gaining relevance and appropriate measures are being taken to transfer part of the state powers to a lower level of management. The specificity of vocational education institutions is that the vast majority of them are state budget organizations, which causes their dependence on state administration bodies.

Starting from 2015, vocational education institutions are financed from local budgets and transferred to communal ownership. According to many heads of vocational education institutions, such a step should be taken only after the completion of the reform of decentralization of power in the country, because the incompleteness of the reform of decentralization negatively affects the development of education.

Thus, during the years of Ukraine's independence, the professional education system lost 570 institutions. In 1992, there were 1,255 institutions of professional education, and over the past 10 years, their number has decreased from 976 institutions in 2011 with a contingent of 409,400 people to 685 institutions in 2022 with a contingent of 241,000 acquirers of professional qualifications.

The task of professional education is not only to train qualified workers, but also to ensure their demand in the labor market. At the same time, according to the results of recent studies, out of more than 300 professions for which training is carried out in vocational education institutions, only about 100 professions are in demand on the labor market. As a result, over the past three years, only a third of graduates of vocational education institutions were able to find employment in the profession or professional qualification they received.

The transition of young people to the labor market has become longer and somewhat unstable and unpredictable in recent years – nowadays young people

usually change jobs more often (whether by choice or necessity), so they do not have a clear status on the labor market for a long time.

Among other problems of the development of professional education in Ukraine that need to be solved are the following. The need to update legislation in the field of professional education; elimination of contradictions between normative acts on professional education and the adoption of the corresponding Law of Ukraine "On Professional Education"; continuation of the practice of creating educational and practical centers and centers of professional excellence on the basis of vocational education institutions for in-demand professions and professional qualifications; coordination of educational and professional standards, standards of professional education should be based on relevant professional standards; development and approval of the list of professions of national importance, which are of strategic importance for the country's economy in the conditions of martial law and post-war times; modernization of the National Classifier of Ukraine "Classifier of Professions" (DC 003:2010).

Issues such as: the mechanism for forming an order for personnel training, taking into account the real needs of the labor market, need to be developed; step-by-step, gradual optimization of the network of vocational education institutions and their transfer to communal ownership, taking into account scientifically based criteria, features of socio-economic development of regions and labor market requirements; unification in a single system of professional education and training of various types of institutions providing educational services and others.

We also draw attention to the creation and operation of regional educational (scientific)-methodical services, scientific institutions of professional education, which will provide educational-methodical and scientific-methodical support; will perform management, coordination, representative, research functions, etc. Attention should also be paid to the professionalism of the employees of regional educational (scientific)-methodical services of professional education, because this category of specialists is not trained by educational institutions of Ukraine, they are determined by pedagogical experience.

Since methodological services are designed for the development of the methodology for the introduction of all educational subjects and industrial training into the educational process, are responsible for the timely updating of the content of professional training, the development and implementation of innovative pedagogical technologies, the creation of teaching aids, etc., their activities are also subject to appropriate modernization changes, especially in the conditions of the crisis challenges of our time.

Analysis of the situation in the current system of vocational education shows the need for its decentralization, but with the preservation of state support for

constitutional obligations to provide appropriate education, the presence of a motivating and stimulating role of state and local budgets for the creation of the necessary network of vocational education institutions, the introduction of multi-channel funding, expansion rights and responsibilities regarding the use of funds.

A special role in this process belongs to the distribution of powers, rights and responsibilities of education and science bodies at the national and regional levels, the interaction of subjects of vocational education management, institutions and institutions of vocational education, local self-government bodies, stakeholders of vocational education, customers of personnel training, public organizations and citizens in the conditions of reforming and modernization of the educational sector of Ukraine. The creation of a management model for innovative activities in educational institutions and professional education institutions is relevant today [3; 4].

It can be stated that the issues of management of the professional education system, undefined powers and unregulated mechanisms of relations between the bodies of executive power and self-government in order to ensure the functioning of both the professional education system as a whole and a specific professional education institution in conditions of decentralization and social changes remain unresolved today [3].

Thus, the practical implementation of the idea of decentralization and management optimization requires the development of new models of educational and professional activity.

In order to delineate the functions of the governing bodies of the professional education system, the author developed a development management model at the national, regional, local and local levels. The conceptual principles of decentralization in the conditions of the modern labor market, approaches to the distribution of powers of education and science bodies at the above four levels of management are theoretically substantiated; pedagogical principles of interaction between the subjects of management of vocational education, implementation of state standards of vocational education of the new generation; pedagogical conditions for the development of functional competence of managerial and pedagogical workers in the inter-course period of professional development.

The classification of the managerial functions of the head of a professional education institution in the conditions of transformational changes, decentralization of management and martial law was carried out, and recommendations were prepared for the development of his functional competence.



## **Part 2. Development of professional education for recovery of the post-war economy**

At the current stage of Ukraine's development, society is faced with global problems that prevent the full existence and further development of professional education, which is currently the only stable system of training qualified workers for the needs of Ukraine's economy. This problem became especially acute in the conditions of hostilities and reconstruction of barbarically destroyed cities and villages, damaged communication systems, energy, water and heat supply, and transport infrastructure of the entire Ukraine.

At the same time, the needs of the most affected regions in qualified personnel are extremely large, and their demographic capabilities and budgetary capacities are very limited, but this imbalance, unfortunately, is not yet taken into account when forming state and regional policies in the field of professional education and local self-government of territorial communities.

Today, unfortunately, in Ukrainian society we are forced to talk about the war, which, without a doubt, negatively affects the organization of the educational process and causes the need for flexible transformation of the educational sphere during the period of war and post-war conditions. The global challenges facing the national system of professional education must be taken into account at all levels of the national educational policy: strong demographic problems, structural changes in economic sectors, the development of new technologies, growing man-made and military threats, risks to the environment and the economy of the countries of the world, digitalization of various spheres production and education, etc.

At the same time, among the management tools of modern professional education, the most promising are those that take into account the objective impact of global trends, the transition to Industry 4.0 and are aimed at activating innovative employment, entrepreneurial activity of the population, increasing the competitiveness of specialists and expanding the range of decent jobs.

The problem of forming an effective management system for the development of professional education, creating and implementing its mechanisms, involving the public in the development and adoption of management decisions on changing methodological approaches, content and technologies of training young people for successful professional activity in market conditions in accordance with modern needs is becoming one of the most important in the current socio-economic transformations.

The basis of the management of professional education is the state educational policy, which is fixed in the current legislation and appropriately guides management activities.

The main component of the regulatory framework for reforming education in modern Ukraine, starting from the day of its independence and recognition

as a sovereign state, is the Constitution of Ukraine, the State National Program "Education" ("Ukraine of the 21st century"), the National Doctrine of Education Development, the National Strategy for the Development of Education in Ukraine on 2012–2021, Laws of Ukraine: "On Education" (1991), "On Education" (2017), "On General Secondary Education" (1999), "On Full General Secondary Education", "On vocational and technical education" (1998), "On extracurricular education" (2000), "On preschool education" (2001), "On higher education" (2002), "On higher education" (2014), "On vocational pre-university education" (2019), "On Amendments to Some Legislative Acts of Ukraine Regarding the Improvement of Educational Activities in the Field of Higher Education" (2019) and others, Concept of Education Development of Ukraine for 2015–2025, Concept of State Policy Implementation in the Reform of General Secondary Education "New Ukrainian School" for the period until 2029, the Concept and Plan of measures for the implementation of the state policy "Modern professional (professional and technical) education" for the period until 2027, the Strategy for the development of professional (professional and technical) education for the period until 2023.

According to the Law of Ukraine "On Education", the state policy in the field of education is an integral part of the humanitarian policy of the state, a set of theoretical ideas, goals and objectives, practical measures for the development of education. Educational policy is considered as the most important component of state policy, a tool for ensuring fundamental rights and freedoms of the individual, increasing the pace of socio-economic and scientific-technical development, humanizing society, and cultural growth. Educational policy establishes fundamental goals and objectives of education development based on social consensus, guarantees their implementation through concerted actions of the state and society.

The main functions of educational policy subjects are: 1) formation of educational problems depending on the position and point of view; 2) finding means to solve these problems; 3) activities to achieve defined goals; 4) evaluation of the results of one's own and others' activities in the field of education.

The current goals of the state educational policy of Ukraine are defined as: 1) adaptation of the national educational sphere to new social realities, challenges of the times, and at the same time preservation of the best achievements of the past; 2) formation of a complete self-sufficient education system; 3) adaptation of the education system to democratic and market social relations; 4) evaluation of the results of one's own and others' activities in the field of education.

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Let's single out some domestic challenges faced by vocational education institutions, namely: crisis challenges of modern times; depopulation and demographic situation, labor migration; the dynamics of the decrease in the number of the working-age population, mainly due to aging, high and premature mortality, migration processes; the presence of a significant number of unskilled workers among the total workforce; decrease in the number of acquirers and change in their demographic composition due to hostilities; lack of equal partnership relations between professional education institutions and business; insufficient compliance of the competences of graduates of vocational education institutions with the growing requirements of the modern labor market, requests of employers, customers of production personnel training; the lack of prestige of working professions in Ukraine; significant outflow of qualified personnel abroad; shortage of competitive qualified workers in the domestic labor market; the growing demand of society and the economy for a system of professional education of new quality; strong needs of the military-industrial complex and production spheres related to the post-war infrastructure reconstruction of Ukraine [5; 6].

There is an unjustified decrease in the indicators of the regional order for the training of qualified personnel and the unwillingness of the authorities to provide training, advanced training and retraining of the adult population, in particular displaced persons, at the expense of the state and regional budgets.

Due to the lack of real mechanisms of influence on decision-making by local authorities, non-fulfillment of the provisions of normative-legislative acts is allowed, which do not allow education seekers from different regions and territorial communities to be denied education at the expense of funds from regional and local budgets.

At the same time, national interests, the needs of temporarily displaced persons, and the capabilities of vocational education institutions are not taken into account. This especially applies to the power structures of the cities-regional centers in terms of refusals to finance education and pay for work from regional budgets both for those acquiring professional qualifications and for teaching staff of institutions relocated from temporarily occupied territories.

The conducted analysis shows that there are significant problems in the professional education system of Ukraine in connection with the legal regime of martial law: a decrease in the demand for personnel training due to crisis phenomena in the economy, stagnation of innovative activity; departure of

some part of the youth to study abroad; decrease in the value of the acquired professional education due to the difficulties of finding employment for graduates in the chosen profession; certain reduction in funding, reduction in the number of teaching staff and slow modernization of the material and technical base of vocational education institutions; outflow of teaching staff to other spheres of economic activity, abroad, etc.

At the same time, additional opportunities for development and priority tasks of educational policy in the field of professional education should include: substantiation of ways to promptly restore educational infrastructure; implementation of system audit; development of mechanisms for creating an effective network of institutions and institutions of professional education; ensuring compliance of the content and quality of education with the needs of employers, customers of personnel training; modernization and creation of new financing mechanisms; provision of appropriate powers through academic, organizational, personnel and financial autonomy, which must be implemented comprehensively, while at the same time planning and implementing all specified forms of autonomy [7].

First of all, the final goal of the autonomization of the activities of vocational education institutions is to increase the efficiency of providing educational services, increase their quality; creation of barrier-free access for people with war-related disabilities to professional education services and retraining opportunities; development of programs for material, financial and personnel support, psychological and pedagogical support, socio-cultural development of different categories of applicants and their adaptation to life in society and in accordance with the received profession.

There is an urgent need to include in the list of professions of national importance those professions that are technologically related to military accounting professions, which will allow training of personnel for the needs of the Armed Forces of Ukraine at the expense of the state budget.

It should be noted that in the conditions of martial law in Ukraine, it became important to introduce amendments to the Law of Ukraine "On Vocational (Vocational and Technical) Education" regarding certain aspects of the training of qualified workers in the conditions of martial law and the restoration of the economy on June 19, 2022 No. 2312-IX [8].

Undoubtedly, in the post-war period, it will be necessary to increase state and regional orders for the training of qualified workers for the entire range of competencies and types of work performed, and short-term training programs must be introduced.

It is quite obvious that the information and communication provision of professional (vocational and technical) education should become more effective and meet the demands of employers and training customers.

It is necessary not only to improve the material and technical base of institutions of professional (vocational and technical) education by creating individual educational and practical centers, but also to overcome, not only in word, but also in deed, many stereotypes about it.

It is necessary not only to promote working professions, but also to directly introduce modern educational, production and technological conditions both for acquiring a profession (specialty) and mastering the latest technologies, creating modern workplaces with decent salaries.

It is necessary to create a new system of professional education that will be accepted by society, will satisfy the needs of employers and will be attractive to both youth and adults.

The issue of forming a contingent of vocational education recipients and ensuring equal access to vocational education and training, creating modern forms of public self-government and public-state administration, modernizing the structure of vocational education, which should be carried out through the implementation of a number of reforms, is important: optimization of vocational education institutions, when the formation their optimal network involves the definition and creation of new types of institutions; introduction of the national system of qualifications, which will be consistent with the directions of education and training of the European area of professional education and training; introduction of new educational technologies and their innovations in the development and management of a professional education institution [9].

It is quite obvious that professional education must develop at an extremely fast pace, because nowadays the state of war, the economy and society demand it. Economic reconstruction of Ukraine will require a large number of specialists in labor professions here and now. At the same time, there is a demand from immigrants and the unemployed to quickly acquire a profession.

Therefore, questions arise about the transformation of professional education in the conditions of martial law. In particular, the need to develop digital and remote methods of organizing professional education with appropriate methodological and organizational support.

The main components of competitive professional education of Ukraine in the future are: autonomy, adaptability and digitalization, nationwide access to educational resources based on distance learning technologies. The use of telecommunication technologies will provide an opportunity to create a qualitatively new informational educational environment without borders and with the possibility of organizing a global system of distance learning, which allows the most meaningful implementation of modern requirements for education and training.

During the martial law, it is necessary to simplify the procedure for employment of graduates of vocational education institutions and remove such

responsibility from them by introducing amendments to the Resolution of the Cabinet of Ministers of Ukraine dated 27.08.2010 No. 784 "On Approval of the Procedure for Employment of Graduates of Vocational and Technical Educational Institutions, whose training was carried out by state order". Perhaps the employment of graduates of vocational education institutions should be delegated to the state employment service.

This problem is particularly acute for the employment of orphans, who are currently deprived of the right to state support after completing their studies without confirmation of their mandatory employment.

Therefore, the main tasks of the development of the education system of Ukraine as a whole in the post-war period are: continuation of the systemic transformation of education in order to ensure its high quality; harmonization of the legal framework for the regulation of education and science in Ukraine with the educational and research legislation of the European Union; carrying out measures to protect the safety of life and health of participants in the educational process; transformation of education in the security and defense sector in accordance with the doctrinal approaches and principles of NATO; formation of the conceptual foundations of the national education system throughout life; approval of the profile law of Ukraine "On professional education"; development of strategic documents for the development of professional (vocational and technical) education institutions and operational plans for their implementation; implementation of relevant educational strategies and annual revision of the state of implementation of strategic documents, analysis of their effectiveness, introduction of necessary changes; reconstruction and restoration of educational infrastructure (mandatory arrangement of bomb shelters during the restoration of destroyed and construction of new educational institutions), creation of modern institutions that will provide decent conditions for the development of the younger generation and for Ukrainians to obtain quality education at the level of world standards; provision of attractive socio-economic conditions for the return to Ukraine of forcibly displaced education seekers and teachers who went abroad; creation of modern (reference) institutions of professional education in Ukraine and their joint network with the member countries of the European Union.

Having received the status of a candidate for membership in the European Union, Ukraine undertook to regulate the procedure/system of recognition of qualifications obtained in Ukraine, in particular, for employees whose professional activities are regulated by legislation, which will allow for the mobility of employees within the European Union. The Ukrainian labor market must be open and function in accordance with the directives of the European Union.

The National Qualifications Framework in Ukraine is formed as a systematic and competency-based description of qualification levels and is intended for

use by state authorities and local self-government bodies, institutions and organizations, educational institutions, employers, other legal entities and individuals for the purpose of development, identification, correlation, recognition, planning and development of qualifications.

In order to ensure comprehensibility, comparison and mutual agreement, educational and professional qualifications are described by learning outcomes formulated in accordance with the descriptors of the National Framework, which are: knowledge, skills/skills, communication, responsibility and autonomy.

Based on the above, it is necessary to carry out appropriate measures for the implementation of the National Framework of Qualifications in the field of education and professions, to formulate further tasks for the development of the National System of Qualifications.

The next important step of European integration will be the comparison of the European Qualifications Framework with the National Qualifications Framework of Ukraine, as a candidate and future member of the European Union.

It is necessary to create a flexible, purposeful, effective system of state-public management of education, which will ensure intensive development and quality of education, its focus on meeting the needs of the state and individual requests.

### **Conclusions**

The current state of the education industry in Ukraine is complicated by hybrid threats to national security and military operations in Ukraine, the epidemic situation, the introduction of anti-epidemic measures and restrictions that complicate the functioning of the educational services market; is characterized by a high level of unemployment, significant territorial differentiation, an imbalance between vacant jobs and the required level of qualifications, negative demographic processes (increasing mortality and decreasing birth rates due to hostilities, migration of young people and young families abroad), which causes negative structural changes in the field of labor resources.

Therefore, the development of professional education services in the conditions of global challenges and threats has certain risks. These include, first of all, the management of the vocational education system, the imbalance in the management of vocational education institutions, the problems of their inadequate financing, the difficulty of preparing the necessary documentation during their possible transfer to communal ownership, etc.

No legislative act has defined the powers or regulated the mechanisms of the relationship between the bodies of executive power and self-government at the national level and at the local level in order to ensure the functioning of both

the system of professional education as a whole and a specific institution of professional education.

A serious threat to the development of vocational education is the imbalance of the structure of the graduation of vocational education institutions with the needs of the economy in qualified workers by professions, types of economic activity, and regions. This is due to the centralized and bureaucratized management system, lack of interest of local executive bodies and local self-government bodies in the development of vocational education in the region or community, insufficient cooperation of vocational education institutions with employers and business partners.

There are problems with the material and technical provision of professional and practical training in vocational education institutions, in particular for the purchase of consumables, equipment, and equipment, even at the expense of the institutions' own funds. In wartime conditions, when a significant number of enterprises do not work, practical training on the basis of vocational education institutions becomes the only alternative, but without appropriate consumables and equipment it is impossible to do this.

They need state support for the reconstruction and equipping, material and technical support for the activities of vocational education institutions that were and are in the combat zone of Donetsk, Luhansk, Chernihiv, Zhytomyr, Kyiv, Sumy, Kharkiv, Zaporizhzhya, Dnipropetrovsk, Mykolaiv and Kherson regions. For this, it is important to develop a targeted Program and Roadmap for reconstruction and material and technical equipment of destroyed/damaged vocational education institutions.

Already now start targeted financing for the production of project documentation for the construction of vocational education institutions, which were destroyed as a result of Russian aggression, approve the Program and Roadmap for construction, modernization, reconstruction, bringing the fund of civil defense facilities of vocational education institutions to a state of readiness.

A significant risk of ensuring the stable development of the professional education system in Ukraine remains the low efficiency of career guidance measures for youth and adults. The lack of a professionally oriented information environment, effectively operating information portals, with systematic updating of the information bank significantly reduce the productivity of investments in education.

The imperfection of legislative and by-laws regulating the issues of professional education, their failure to take into account transformational changes, financing according to the residual principle, the decrease in the social status of pedagogical workers, the loss of attractiveness and prestige of professional education are factors that prevent the solution of existing problems



and the formation of a single conceptually agreed and scientifically based state policy on the development of professional education.

The key way to overcome existing problems, in our opinion, is the decentralization of the entire education system, optimization and state-public management of professional education, which will directly or indirectly help solve a significant part of them in today's socio-economic transformations of society.

Improving the institutional capacity of vocational education institutions presupposes the autonomy of institutions, that is, the creation of a more open model of their management with the active involvement of employers, the community and other stakeholders.

It is also important to improve the financial legislation of professional education, to develop the competencies and skills of managers and teachers.

The latest technologies determine the success of ensuring the quality of professional education and training. The training of workers who are competitive in the labor market depends on their possession of advanced production technologies, the ability to perform work using the latest materials, tools, equipment and devices. A modernized network of modern educational and practical centers on the basis of professional education institutions will work for this.

In further studies of this topic, it is considered important to create such a system model of development and management of the professional education system of Ukraine, which should accompany its modernization in the context of the principles of continuous education, which will correspond to the best European and world models. Which will be the most effective in the conditions of modern challenges and threats, social changes in accordance with social processes of global significance and implementation within the framework of future reforms in the post-war period.

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