

**DECENTRALIZATION OF VOCATIONAL EDUCATION:
INTERNATIONAL EXPERIENCE AND PROSPECTS OF
IMPLEMENTATION IN UKRAINE**

The training of highly qualified professionals and skilled workers is important for the purposes of implementing innovative economic development. That is why vocational training is a high priority task of the state policy that involves its transformation according to the needs of innovative development of Ukrainian economy and current requirements of the world's labor markets.

The occurrence and existence of vocational training are connected with the needs of the national economy. The period of market reforms in Ukraine negatively affected the development of vocational training of the workforce, namely it caused the decline of functioning in this system of industries skilled workforce, and an imbalance between the amount and quality of workforce training and needs of the national economy.

The statistics show that the level of un-employment of vocational school graduates in most regions of Ukraine is very high. This indicates either lack of demand for newly employees in regional labor markets (which is very doubtful, because the need for worker's technical skills is always required), or the mismatch of quality of professional education to modern industrial needs, including outdated material basis of educational institutions. Current economic situation in Ukraine shows that the demand for specialty of workers is unsatisfied already over a long period. At the same time, the unemployment rate of certified workers is the highest among other professional fields. Therefore, Ukrainian VET institutions are not able to give students the skills demanded by the labor market. In addition, a very serious problem is the lack of funding for vocational education and training.

Most developed countries chose to decentralize funding of VET schools. Thus, the responsibility for the implementation of various areas of training were put not on the central government, but on the local governments. Local governments must regularly control the needs of local businesses to find opportunities for cooperation with business in the area of educational services and efficiently distribute money of their own budgets. As a result, the diplomas of foreign VET graduates meet the acquired skills and knowledge, that employers highly demand, and the level of involvement of European youth in vocational training is much higher than Ukrainian.

European experience shows that the state budget is not the only source of funding for vocational education. In countries with successful reform of VET representatives of relevant institutions, local authorities, local businesses and industry lead an active dialogue. All parties are interested in the development of vocational education and they determine what professions are needed. In order to use resources more efficiently, the mergers of vocational schools for creating big training centers are applied. In the center of Denmark, the association with the training of the Ministry of Labor and traditional professional colleges under the Ministry of Education is made. On their base, they have created large educational institutions under the auspices of the Ministry of Education. A similar approach was applied in Estonia. There the network of vocational education and training was reorganized in order to create big training centers.

The process of decentralization is closely linked with the political, economic and social transformation at the state level, the level of regions, districts and communities. In the field of educational services, decentralization should include a full-scale reform, in which not only the optimization of the network of educational institutions should be carried out, but also the updating of training according to the needs of regions.

The transfer of authority and funding to the local level must be accompanied by the optimization of the network of educational institutions and training system. In addition, funds from unpromising areas should be redistributed on a more progressive according to the needs and perspectives of the region. It is also necessary to change the principles of public order, start training for new professions, as well as change the profile of education according to the needs of the labour market. This process obviously, is rather complicated, because it requires retraining and replacement of teachers and administrative staff of vocational schools and administrative staff in the region.

However, decentralization is justified, because it will bring positive effects, in particular:

1) decentralization will increase the flexibility of the institution in faster responding to the needs of the regional market;

2) improving of the quality of vocational training through better adaptation of curricula to local conditions, increasing of students' and teachers' motivation and improvement of community readiness to participate in the financing of educational institutions;

3) empowerment of decision-making to local authorities and service providers of vocational training, which will enable to manage the planning and delivery of personnel by vocational system for the best promotion of initiatives proceedings of economic development of the region.

References:

1. Децентралізація системи професійно-технічної освіти. Датська модель / [Електронний ресурс]. — Режим доступу : http://www.ipq.org.ua/upload/files/files/03_Novyny/2015.03.18_Twinning_final_conference/Decentralisation%20of%20TVET%20-%20UKR.pdf

2. Напрями оптимізації державної політики в сфері розвитку трудового потенціалу України: аналіт. доп. / О.О. Кочемировська. — К. : НІСД, 2013. — 38 с.

3. Петрова Т.П. Проблема ефективного використання та професійно-технічної підготовки кадрів промислового сектору економіки України / Т.П. Петрова // Проблема ефективного використання та професійно-технічної підготовки кадрів промислового сектору економіки України. Доповіді між нар. наук.-практ. конф., м. Київ, 28–29 листопада 2007 р. У двох томах. — К. : РВПС України, 2008. — Т.1. — С. 223—230.