



# ROAD MAP FOR EMPLOYERS ON THE INTRODUCTION OF A DUAL FORM OF EDUCATION

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## Abstract:

*Relevance.* Given the reforms in professional (vocational) education in Ukraine today, one can observe how the issues which significantly affect the quality of training future specialists in professional (vocational) education schools are becoming more and more acute. Once one has found ways to solve them, it will become possible to introduce a dual form of education in these institutions. However, the success of this process depends entirely on the participation of social partners, namely, representatives of the enterprises where future skilled workers obtain professional training in the form of dual education. In view of this, it is essential to develop a road map for employers to introduce a dual form of education.

*Objective:* the article aims to consider the stages, relevant measures and procedures of the road map for employers to introduce a dual form of education, which will encourage business entities to participate in this process.

*Methods* include theoretical (analysis and synthesis – to identify relevant measures and procedures at each stage of the road map; generalization – to formulate conclusions; modelling – to determine the logic of creating the stages of the road map) and empirical (praximetric (study and analysis of the experience in professional training of future skilled workers under a dual form of education, regulations – to identify the responsibilities and functions of professional (vocational) education (P(V)E) applicants, teachers and representatives of enterprises who are the actors in the educational process under a dual form of education); interrogatory-diagnostic (conversations with teachers and employers – to determine the features of organizing professional training of P(V)E applicants in the workplace under a dual form of education).

*Results:* the article presents the author's road map for employers to implement a dual form of education. It is based on the Deming circle and contains the main measures and procedures to be implemented at each of the four stages (plan, do, check and adjust), as well as their possible performers.

*Conclusions.* The use of this road map by employers will provide them with the opportunity to consider its organizational and methodological features and qualitatively manage this process during the introduction of practical training for P(V)E applicants under a dual form of education.

**Keywords:** *professional (vocational) education schools, dual form of education, social partners, future qualified workers, road map for employers.*

**Introduction.** Given the reforms in professional (vocational) education in Ukraine today, one can observe how the issues which significantly affect the quality of training future specialists in professional (vocational) education schools (P(V)E schools) are becoming more and more acute (Yershova, 2020; Radkevych, 2015). The current government policy in the field of education does not contribute to creating effective educational legislation. The inconsistency of existing qualifications with the needs of the economy and the labour market leads to the underemployment of specialists, which

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makes it impossible to improve the productivity of their work. The lack of many professional standards hinders the development of educational standards and programmes for training skilled workers under the requirements of modern production. Inefficient multilevel management of professional education does not fully provide multi-channel funding for P(V)E schools and their improvement. Outdated approaches to teacher training, as well as its detachment from production, harm the implementation of innovative pedagogical activities. Underdeveloped public-private partnership in the field of professional

(vocational) education does not allow one to involve employers in professional training of future specialists (in the development of professional/educational standards and programmes; the provision of industrial training and evaluation of its results; the improvement of mentoring in P(V)E schools). Once one has found ways to solve the above-mentioned issues, it will become possible to introduce a dual form of education in these institutions (Strilets, 2019). However, the success of this process depends entirely on the participation of social partners, namely, representatives of the enterprises where future skilled workers obtain professional training in the form of dual education (Stoichyk, 2018). In view of this, it is essential to develop the road map for employers to introduce a dual form of education.

**Sources.** It is worth noting the existence of regulations on the introduction of dual education. The Concept of Training Specialists under a Dual Form of Education (Kabinet ministriv Ukrayiny, 2018) identifies the real interests of employers and outlines their possible actions during the training of specialists under a dual form of education. The Regulations on a Dual Form of Professional (Vocational) Education define the grounds, conditions and procedure for obtaining professional (vocational) education under a dual form in P(V)E schools (Ministerstvo osvity i nauky Ukrainy, 2019). They highlight the features of organizing practical training of P(V)E applicants under a dual form of education. One should also pay special attention to “The Guidelines for Mentoring Introduction”, which contain selection criteria for the candidacy of a mentor. They are as follows: work experience in the area of specialization no less than three years and no less than one year at the enterprise; knowledge about qualification requirements of the profession under mentoring; knowledge about the requirements of regulations on labour protection, organizational-administrative documents defining the employee’s rights and job responsibilities and the provisions of the collective agreement; relevant experience and qualification level of safe practices in accordance with the requirements of labour protection rules; knowledge

about the specifics of production activities at the enterprise; willingness to use the latest technologies, as well as new methods of work and information; the necessary organizational and pedagogical skills and abilities; ability to use various teaching methods for sharing knowledge, skills and abilities; ability to control the performance of tasks assigned to the employee; relevant professionally important qualities, including discipline, responsibility, sociability; no registered cases of violating labour and production discipline and applying disciplinary sanctions during the last year (Ministerstvo socialnoi polityky Ukrainy, 2017).

**The article aims** to consider the stages, relevant measures and procedures of the road map for employers to introduce a dual form of education, which will encourage business entities to participate in this process.

**Research methods** include theoretical (analysis and synthesis – to identify relevant measures and procedures at each stage of the road map; generalization – to formulate conclusions; modelling – to determine the logic of creating the stages of the road map) and empirical (praximetric (study and analysis of the experience in professional training of future skilled workers under a dual form of education, regulations – to identify the responsibilities and functions of P(V)E applicants, teachers and representatives of enterprises who are the actors in the educational process under a dual form of education); interrogatory-diagnostic (conversations with teachers and employers – to determine the features of organizing professional training of P(V)E applicants in the workplace under a dual form of education).

**Results and Discussion.** The employees of the professional training technologies laboratory at the Institute of VET of the NAES of Ukraine are to develop the roadmap for employers to introduce a dual form of education within the research, titled “Methodological Principles of Introducing Dual Education Elements in Professional Training of Future Skilled Workers in Construction, Engineering, Service and Catering” between 2019 and 2021 (see Fig. 1).

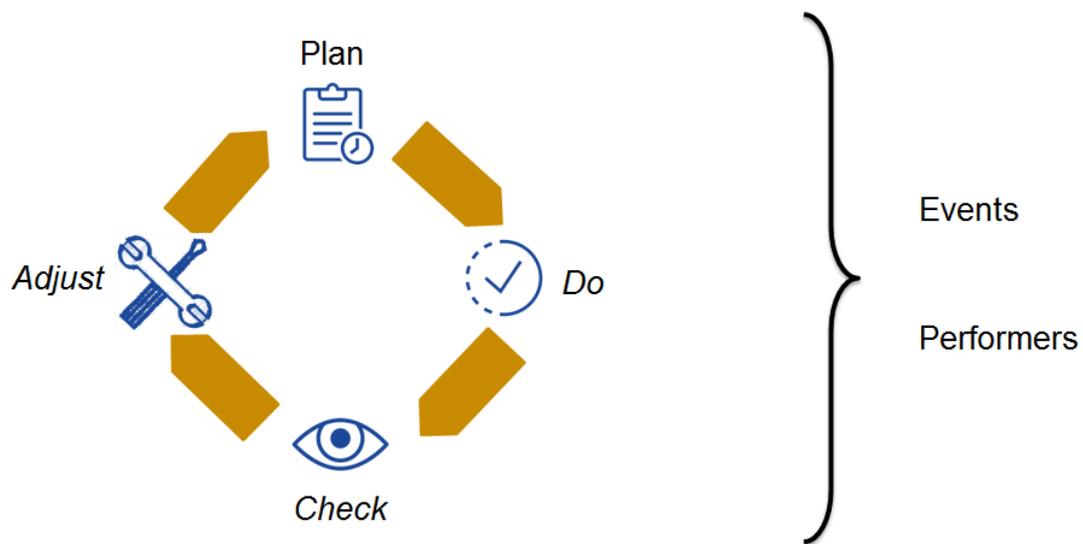


Fig. 1. A schematic structure of the road map for employers to introduce a dual form of education

It is based on the Deming circle and contains the main measures and procedures to be implemented at each of the four stages (plan, do, check and adjust), as well as their possible performers (Kulalaieva ta Homeniuk, 2020). This road map reflects the algorithm of actions performed by business entities directly involved in practical training of future skilled workers in the workplace in the context of managing this process and achieving successful results from the introduction of dual education.

*At the planning stage*, the management and HR staff of business entities are responsible for monitoring activities, facilities and staffing of the enterprise to identify available places for practical training of P(V)E applicants under a dual form of education. They also develop the procedure and criteria for selecting P(V)E applicants for practical training in the workplace under a dual form of education. Furthermore, they are responsible for creating, if necessary, training and production units (sites) at the enterprise / P(V)E schools under the requirements of curricula.

The employees of the public relations department should inform employment centres and P(V)E schools about their opportunities to provide jobs and/or training and production units (their planned number) for practical training of P(V)E applicants under a dual form of education, publish the procedure and criteria for selecting P(V)E applicants for completion of such training with the prevention of discrimination.

The management and HR staff of business entities should consider the proposals of P(V)E schools to provide jobs or training and production units for practical training of P(V)E applicants under a dual form of education. Besides, they need to conclude relevant agreements on the cooperation with

P(V)E schools and (tripartite) agreements on the implementation of dual education. Subsequently, the head or deputy head of the economic entity and the heads of units (departments) appoint coordinators (if necessary) and mentors who will be responsible for the implementation of dual education.

At the same time, coordinators from business entities, HR staff and mentors, together with the representatives of P(V)E schools, perform some other important actions. Indeed, they develop and approve curricula and syllabi based on which the educational process is organized under a dual form of education (according to professional standards and requirements for future specialists' competencies). Also, they coordinate the content of theoretical and practical parts of curricula and develop mechanisms for coordinating professional training of P(V)E applicants under a dual form at the enterprise. Finally, they specify the schedules of practical training within professional training of P(V)E applicants under a dual form of education and approve the form of their diaries.

*At the doing stage*, coordinators from business entities, HR staff and mentors, together with the representatives of P(V)E schools, participate in meetings of methodological associations and pedagogical councils on the issues of providing dual education. Besides, they create the necessary conditions and opportunities to provide jobs and/or training and production sites of the enterprise's production units for practical training of P(V)E applicants under a dual form of education.

HR staff address the issues of working conditions, professional development, introduction and determination of allowances, surcharges, bonuses, rewards and other types of material and moral incentives for employees of business entities, who provide

training to P(V)E applicants under a dual form of education in the workplace (Drozich, 2018). At this stage, it is important to anticipate and provide jobs for internships of teachers from P(V)E schools who are responsible for professional training of future specialists under a dual form of education in production units of business entities.

The management, HR staff and coordinators from business entities select P(V)E applicants for training under a dual form of education, decide on their distribution to jobs or training and production sites of production units following the concluded contracts for obtaining professional (vocational) education under a dual form of education and the requirements of professional (vocational) education curricula/standards. It is important to note that P(V)E applicants may be included in the staff list of business entities after obtaining professional education under a dual form of education in the case of fixed-term employment contracts. Besides, an order is issued on the distribution of P(V)E applicants to jobs and/or training and production sites of business entities' production units under the requirements of curricula and assignment of mentors from among the qualified employees of business entities to them.

Coordinators from business entities and mentors develop (if necessary) a schedule of movements of P(V)E applicants between workplaces and/or training and production sites of business entities' production units. They, together with the employees of the labour protection service, conduct safety briefings with them, provide them with special clothes, shoes and other personal protective equipment under the requirements of safety, health protection and labour protection regulations.

*The checking stage* also includes several measures and procedures. The employees of the labour protection service, coordinators from business entities and mentors control the compliance with the labour protection requirements established by law. Besides, coordinators from business entities and mentors control the observance of the internal labour regulations rules of business entities by P(V)E applicants; their distribution and timely relocation and rotation on shop floors, in departments and other structural units; the current entries in the diaries of P(V)E applicants on their implementation of the schedules

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of the educational process, as well as the acquisition of professional and key competencies defined by professional (vocational) education curricula/standards; the evaluation of learning outcomes. They, together with the representatives of P(V)E schools, systematically control the results of practical training of P(V)E applicants at workplaces and/or training and production areas of business entities' production units under a dual form of education, assess competencies of P(V)E applicants and award them with professional (full or partial) qualification after graduation and defence of the report on the results of their training under a dual form of education. They, together with HR staff, ensure pay-for-performance following the established remuneration systems and concluded contracts on the acquisition of professional (vocational) education under a dual form of education. Finally, they, together with the management of business entities, carry out systematic monitoring of learning outcomes of P(V)E applicants under a dual form of education.

*The adjustment stage* implies the revision of professional standards, curricula, structure and content of syllabi by the representatives of business entities involved in the implementation of a dual form of education. This stage also involves specifying the schedules of practical training within professional training for P(V)E applicants based on the results of its monitoring.

**Conclusions.** The use of this road map by employers will provide them with the opportunity to consider its organizational and methodological features and qualitatively manage this process during the introduction of practical training for P(V)E applicants under a dual form of education. However, they need to consider the following aspects: preparing for certification of jobs in the workplace under a dual form of education; organizing trips to production facilities for P(V)E applicants and ensure their integration with syllabi; involving experienced enterprise employees in teaching in P(V)E schools; strengthening the compliance of practical training at the enterprise with the requirements of educational standards/curricula and modern production; enhancing psycho-pedagogical training of enterprise mentors and developing the system of their selection criteria.

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## Дорожня карта для роботодавців з упровадження дуальної форми здобуття освіти

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### Реферат

*Актуальність.* На тлі реформування професійної освіти, що сьогодні відбувається в Україні, все більше загострюються проблеми, котрі суттєво впливають на якість підготовки майбутніх фахівців у закладах професійної (професійно-технічної) освіти. Наблизитися до їхнього розв’язання дає можливість упровадження дуальної форми навчання в означених закладах. Однак, успішність цього процесу цілком залежить від участі в ньому соціальних партнерів – представників підприємств, на базі яких здійснюється професійне навчання майбутніх кваліфікованих робітників в умовах дуальної форми здобуття освіти. З огляду на це, постала необхідність у розробленні дорожньої карти для роботодавців з упровадження дуальної форми здобуття освіти.

*Мета:* розгляд етапів, відповідних їм заходів і процедур дорожньої карти для роботодавців з упровадження дуальної форми здобуття освіти, що сприятиме заохоченню представників суб’єктів господарювання до участі в цьому процесі.

*Методи:* теоретичні (аналіз, синтез – для виокремлення відповідних заходів і процедур на кожному етапі дорожньої карти; узагальнення – для формулювання висновків дослідження; моделювання – для визначення логіки побудови етапів дорожньої карти); емпіричні (праксиметричні (вивчення та аналіз досвіду професійної підготовки майбутніх кваліфікованих робітників в умовах дуальної форми навчання, нормативних документів – для виявлення обов’язків і функцій здобувачів, педагогічних працівників і представників підприємств, які є

суб'єктами освітнього процесу в умовах дуальної форми навчання); опитувально-діагностичні (бесіди з педагогічними працівниками та роботодавцями – для визначення особливостей організації професійного навчання здобувачів професійної (професійно-технічної) освіти на виробництві в умовах дуальної форми навчання).

*Результати:* створено дорожню карту для роботодавців з упровадження дуальної форми здобуття освіти, що побудована за принципом Демінга-Шухарта й містить основні заходи та процедури, котрі доцільно здійснювати на кожному з чотирьох етапів її реалізації (планування, виконання, контролю та коригування), а також їхніх можливих виконавців.

*Висновки.* Використання роботодавцями означеної дорожньої карти дасть їм можливість під час запровадження практичної підготовки здобувачів професійної (професійно-технічної) освіти за дуальною формою врахувати її організаційні та методичні особливості й якісно управляти цим процесом.

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**Ключові слова:** *заклади професійної (професійно-технічної) освіти, дуальна форма навчання, соціальні партнери, майбутні кваліфіковані робітники, дорожня карта для роботодавців.*

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