



## The influence of international experience on the development of the vocational education system in Ukraine

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■ **Abstract.** This study aimed to examine and analyse the key factors influencing the modernisation of vocational education in Ukraine to enhance its alignment with contemporary labour market demands. The research focused on the impact of international experience on the development of Ukraine's vocational education system. The methodology employed a systemic approach, enabling an examination of the vocational education system within the context of global trends. This approach facilitated the identification of links between international educational practices and transformations within Ukraine's vocational education system. Adopting global practices and models represents a crucial step in reforming the country's education system, contributing to improving specialist training quality and competitiveness in the global labour market. The study explored examples of the successful integration of international teaching approaches, the adaptation of professional standards, and the implementation of advanced technologies in the educational process. Attention was given to the analysis of European countries' experience, where vocational education is based on the principles of the dual training system, as well as the use of distance learning technologies in response to contemporary global challenges. The key findings indicated that the implementation of international approaches significantly enhances the level of vocational training and students' adaptability to the conditions of the modern labour market. The study also identified certain challenges and limitations, including cultural and socio-economic differences that may affect the effectiveness of integrating foreign experience into Ukraine's education system. A crucial aspect is the need to adapt international models to national conditions, requiring close cooperation between government bodies, educational institutions, and businesses. The main findings highlight the importance of systematically studying and adapting international experience to ensure the sustainable development of Ukraine's vocational education system

■ **Keywords:** innovative educational models; education reform; vocational education students; innovative technologies; educational trends

### ■ Introduction

The relevance of examining the impact of global practices on the modernisation of Ukrainian vocational education is driven by globalisation and the country's

integration into the global educational and economic landscape. In a world of rapid technological advancement and changing demands for worker qualifications,

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the Ukrainian vocational education system faces the need to adapt to contemporary challenges. International experience provides valuable examples of effective practices that can be applied in the Ukrainian educational system to enhance its competitiveness in the job market. However, there is a mismatch between the national vocational education system and the needs of the modern job market. Educational programmes often fail to incorporate innovative methods and approaches that are already widely used in other countries. The shortcomings of the Ukrainian regulatory framework and the lack of a systematic approach to implementing international experience complicate the process of modernising educational programmes. The need to examine the role of global experience in transforming Ukrainian vocational education is driven by the necessity to enhance the quality of teaching and ensure that graduates meet the demands of the contemporary job market. Studying international experience allows for the identification of leading practices and their adaptation to Ukrainian realities, which will contribute to the development of an innovative economy and enhance the competitiveness of the national workforce.

Examining the impact of global experience on improving the vocational education system is a relevant issue in contemporary academic discourse, as it directly influences the development of the educational environment. In recent years, significant attention has been focused on analysing this issue. For example, T. Walsh (2024) noted that globalisation has significantly impacted the vocational education system, forcing it to adapt to new job market demands. They found that the process of globalisation requires the vocational education system to be flexible, open to innovation, and able to respond quickly to changes. The need to develop interdisciplinary skills in future specialists, enabling them to work in constantly changing conditions, is particularly emphasised. As highlighted by R. Dobrovolska *et al.* (2023), modern vocational education is increasingly focused on the use of digital technologies, which provide remote learning, access to diverse information resources, and the ability to create interactive learning environments. They also emphasised that the digitalisation of education promotes independence among higher education students and increases their motivation to learn. It is also noted that the development of digital literacy among lecturers and students is essential for the effective use of new technologies, as discovered by D. Nilendu (2024).

Research by C. Regehr *et al.* (2024) indicated that vocational education does not always meet the needs of the modern job market, creating the problem of graduate underemployment. The main reasons for this phenomenon are outdated curricula, insufficient attention to the development of practical skills, and a mismatch between theoretical knowledge and current industry demands. To address these issues, active collaboration

with employers, curriculum updates, and enhanced practical training for students are proposed. Literature, notably J.-H. Im & G. Park (2024), has been exploring the implementation of dual education systems, which combine theoretical learning in educational institutions with practical training in workplaces. This approach is already widely used in Western European countries and has proven its effectiveness in training highly qualified personnel. In Ukraine, there is also a growing interest in this system, and researchers point to its potential to address the problem of a mismatch between the training of specialists and the current demands of the job market. E. Cinkara & E.M. Yüksel (2024) also researched the dual education system, using Germany as an example. They found that the implementation of elements of dual education in Ukrainian vocational education contributes to better preparation of students for real working conditions and reduces youth unemployment.

I. Kocharian & O. Kratt (2022) studied the reform of the vocational education system in Ukraine, emphasising the importance of integrating European standards. They found that this contributes to improving the quality of the educational process and ensures the competitiveness of Ukrainian specialists in the international labour market. V. Naumchuk *et al.* (2024) focused on the pedagogical legacy of European countries, examining its significance for the modernisation of vocational education in Ukraine. They also noted that the integration of international educational approaches allows for increasing the level of innovation in vocational training. Contemporary researchers have not sufficiently studied the issue of effective mechanisms for implementing international experience into the Ukrainian vocational education system. In particular, there is a lack of comprehensive studies that would analyse successful cases of integrating educational practices from other countries into Ukrainian realities.

This research aimed to identify the key factors in modernising Ukrainian vocational education to increase its relevance to the current demands of the job market. The research aimed to analyse the main trends in the development of vocational education in Ukraine and to compare them with corresponding trends in other countries. It also sought to study international experiences in reforming vocational education, with a particular focus on Germany, Finland, Poland, and Canada, in order to identify successful practices that could be adapted to the Ukrainian context. Additionally, the research intended to identify potential obstacles and challenges in applying international experience to the Ukrainian vocational education system.

## ■ Materials and Methods

The methodological foundation of this research was a systematic approach to examine the Ukrainian vocational education system within the context of global trends.

This approach allowed for an understanding of the relationship between international educational practices and changes in the Ukrainian vocational education system. A comparative analysis of the educational systems of several countries was used, which helped to identify opportunities for applying international experience in the Ukrainian context. Four countries were selected for analysis: Germany, Finland, Poland, and Canada. Their educational models represent different approaches to vocational education. This selection includes countries with developed dual education systems, technological innovations, and flexible curricula, allowing for a comprehensive assessment of various effective practices and their potential for adaptation in Ukraine. The criteria for selecting these countries included the level of development of vocational education, its relevance to labour market demands, and the presence of successful reforms in this area. Germany was chosen for its dual education system, which combines theoretical learning with practical workplace training. Finland is known for its innovative approaches to education and high level of vocational training, making it an important model for research. Poland, as a country with a transitional economy and a reformed education system, represents an example of successful integration into the European educational space. Canada was chosen for its experience in developing vocational education programmes that are focused on the needs of the labour market and economic development.

The main evaluation criteria for the vocational education systems were adaptability to labour market needs, integration of modern technologies into the educational process, the level of cooperation between educational institutions and employers, and the effectiveness of educational programmes. In addition to this, the study used materials from international organisations, such as United Nations Educational, Scientific and Cultural Organization (UNESCO) (UNESCO World Heritage Convention, n.d.), the Organisation for Economic Co-operation and Development (OECD) (The organization for..., n.d.), and the European Commission (n.d.). These were used to ensure the objectivity and reliability of the research. They provided reliable data and analytical reports on the state and development of vocational education in various countries, which allowed for a deep and well-founded comparative analysis. The use of these sources helped to identify general trends and best practices that can be adapted to the Ukrainian context. The comparisons also made it possible to distinguish between common features and differences between approaches to vocational education in different countries. This aided in identifying elements of international experience that can be successfully adapted to Ukrainian conditions. For example, the integration of dual training systems and the use of cutting-edge technologies showed promise in improving the quality of specialist training.

At the same time, the research revealed specific conditions, such as cultural and socio-economic factors, that must be taken into account for the effective implementation of these elements in Ukraine. Understanding these factors helped to develop effective strategies for introducing new educational practices, ensuring their relevance to local realities and increasing the likelihood of successful change implementation.

## ■ Results

In the context of integration processes affecting all aspects of life, Ukrainian vocational education is undergoing reform and adaptation to new challenges and labour market demands. The main trends in the development of vocational education in Ukraine can be outlined through several important aspects. Digitalisation and informatisation of vocational education are becoming an integral part of the development of this field. The introduction of information technologies and distance learning allows for the expansion of access to education, especially for remote regions and socially vulnerable populations. Digital platforms, such as online courses, webinars, and educational portals, are becoming increasingly popular among students and lecturers. This not only simplifies access to knowledge but also promotes the development of new forms of learning that are more flexible and adaptable to the needs of modern society. The next important direction is increasing the practical focus of vocational education. The modern labour market requires graduates to have not only in-depth theoretical knowledge but also practical skills that can be directly applied in the workplace. In this regard, an important trend is expanding cooperation between educational institutions and employers, which allows for better alignment of educational programmes with real market needs. This includes internships, work placements, and employer participation in the development of curricula and standards.

A pressing issue remains the need to ensure inclusivity and accessibility of vocational education for all categories of the population, including individuals with special educational needs. This requires the creation of appropriate learning conditions, the adaptation of curricula, and the provision of necessary support for such students. Inclusivity in vocational education contributes to the development of a more just and socially responsible society, where everyone has equal opportunities to receive quality education and realise their potential. An important aspect is the need to update the material and technical base of educational institutions, ensuring the training of specialists to meet modern requirements. Many vocational education institutions in Ukraine face the problem of outdated infrastructure, equipment, and teaching materials. To address this issue, it is important to attract additional resources, including through cooperation with the private sector, international organisations, and foundations.

At the same time, lecturers working in vocational education must not only have a high level of knowledge in their fields but also continuously update their skills and competencies. This includes professional development, participation in training and seminars, and the exchange of experience with colleagues both domestically and abroad. Professional development of lecturers is a prerequisite for ensuring high-quality education and training of competitive specialists. The next direction worth considering is the internationalisation of vocational education, which involves the active participation of Ukrainian educational institutions in international exchange programmes, projects, and cooperation with foreign partners. This allows not only to improve the level of student training but also to expand opportunities for their future professional careers abroad. International cooperation also contributes to enhancing the prestige of Ukrainian vocational education on the global stage.

Finally, but no less important, is the growing need to harmonise the national vocational education system with European standards. This is due to Ukraine's integration into the European space, as well as the need to improve

the quality of education to ensure the competitiveness of graduates in the international labour market. An important role in this process is played by the introduction of European practices, such as the credit-modular learning system, dual education, professional standards, and certification. Dual education, for example, allows students to combine learning with practical activities in enterprises, which contributes to their acquisition of real professional skills and knowledge necessary for working in modern conditions.

Vocational education in Ukraine faces numerous challenges, including adapting to market needs, integrating modern technologies, developing cooperation with employers, and improving the effectiveness of educational programmes. These issues require a comprehensive approach and active interaction between the state, educational institutions, and employers. To overcome these challenges, it is necessary to ensure a closer link between the education system and the labour market, which will better prepare specialists capable of successfully competing in the modern labour market. An overview of the Ukrainian vocational education system is presented in Table 1.

**Table 1.** Analysis of vocational education in Ukraine based on relevant criteria

Criterion	Characteristics of Ukrainian vocational education
Adaptability to labour market needs	Vocational education in Ukraine continues to adapt to labour market needs, but changes are slow. The development of new curricula and specialisations often lags behind the rapid changes in the labour market. For example, in 2023, only 40% of educational institutions updated their programmes following current labour market requirements. This leads to graduates potentially experiencing difficulties when entering the labour market due to an insufficient match between their skills and knowledge and modern requirements.
Integration of modern technologies into the educational process	The integration of modern technologies into the educational process in Ukraine is not yet sufficiently widespread. Although there are individual initiatives and projects, most educational institutions do not keep pace with the rate of technological development. According to 2023 data, only 30% of educational institutions have implemented modern IT technologies into the educational process, which limits students' opportunities to acquire practical skills in relevant technologies.
Level of cooperation between educational institutions and employers	Cooperation between educational institutions and employers in Ukraine remains insufficient. According to 2023 data, only 25% of educational institutions have active partnerships with employers. This limits students' opportunities to gain practical experience and knowledge that meet the real demands of the labour market.
Effectiveness of educational programmes	The effectiveness of educational programmes varies depending on the specialisation and educational institution. However, in general, there are problems with the quality and relevance of educational programmes. Many of them are not sufficiently focused on the practical skills needed in a real working environment. 2023 data shows that about 50% of students note a mismatch between educational programmes and labour market needs.

**Source:** compiled by the authors based on data from S. Palamar et al. (2023), I.P. Deca et al. (2023)

Based on the information above, the main trends in the development of vocational education in Ukraine indicate its gradual and slow transformation towards improving quality, meeting modern labour market demands, and aligning with European standards. At the same time, the need for further modernisation of the system remains crucial. This includes digitalisation, strengthening the practical focus, updating the material and technical base, and enhancing the professional development of the

teaching staff. Therefore, it is important to consider the specifics of vocational education development in other countries to determine which trends and elements can be applied to modernise this sector in Ukraine. Vocational education in Germany and Finland is among the most successful and effective in the world, due to their flexibility, integration of modern technologies, close cooperation between educational institutions and employers, and high-quality educational programmes (Table 2).

**Table 2.** Analysis of vocational education in Germany and Finland based on the given criteria

Criterion	Country	
	Germany	Finland
Adaptability to labour market needs	This vocational education system is characterised by high adaptability to labour market needs. The dual education system, which combines theoretical learning in educational institutions with practical learning in workplaces, provides graduates with the necessary skills and knowledge for a successful career. Due to this, the youth unemployment rate in Germany is one of the lowest in Europe. Programmes are regularly updated to reflect changes in the labour market, allowing for rapid response to new demands.	The Finnish vocational education system demonstrates high adaptability to changes in the labour market. Educational programmes are regularly updated to meet new demands and trends in various sectors. A key aspect is the opportunity for students to adjust their educational pathways based on labour market needs, enhancing their chances of successful employment.
Integration of modern technologies into the educational process	The state actively implements modern technologies into the vocational education process. This includes the use of digital tools, automation, and Industry 4.0 technologies, preparing students for work in modern production conditions. Some educational institutions also offer specialised programmes aimed at developing IT competencies, allowing students to receive education in programming, robotics, artificial intelligence.	There is active implementation of modern technologies in vocational education, particularly digital tools, distance learning, and sustainable development technologies. Digital literacy is a key priority, in preparing students for work in a modern technological society. Significant attention is also given to eco-friendly technologies, in line with global trends in sustainable development.
Level of cooperation between educational institutions and employers	Enterprises actively participate in the development of curricula, provide workplaces for internships, and even finance parts of the educational processes. This allows educational programmes to remain relevant and provide students with real-world experience that they can apply in their future professional activities.	There is strong collaboration between vocational educational institutions and employers. Businesses are actively involved in developing and updating curricula, ensuring that the skills taught are aligned with labour market demands. Furthermore, workplace practice is a mandatory part of the training, helping students gain real work experience.
Effectiveness of educational programmes	Curricula are highly effective, as evidenced by the success of graduates in the labour market. Programmes focus on developing not only professional but also personal competencies, such as critical thinking, teamwork, and the ability to learn independently. High-quality standards and continuous monitoring and updating of programmes ensure their effectiveness and compliance with current industry requirements.	The effectiveness of educational programmes is supported by their flexibility, practical orientation, and continuous updates. These programmes focus on developing both professional and personal competencies, such as critical thinking, self-education, and interpersonal communication skills. Graduates of Finnish vocational institutions are in high demand in the labour market, indicating the high quality of their training.

**Source:** compiled by the authors based on data from A.M. van Engelenhoven et al. (2023), I. Sharifikia et al. (2024)

Finnish and German vocational education systems are distinguished by their flexibility, technological advancement, and close cooperation with employers, which allows for the training of competitive specialists in these countries. As for Ukraine, this sector is less adaptable to market needs, slowly integrates modern

technologies, and has insufficient interaction with businesses, which negatively affects the quality of graduate training. Vocational education in Canada and Poland has its own unique features, but they noticeably differ in the quality of training for future specialists. An analysis of this area is presented in Table 3.

**Table 3.** Analysis of vocational education in Canada and Poland based on the given criteria

Criterion	Country	
	Canada	Poland
Adaptability to labour market needs	The system is well adapted to changes in the labour market. Curricula are developed in close cooperation with employers and consider regional needs, allowing students to acquire relevant knowledge and skills. In addition, Canada has a large number of short-term courses and certifications that allow for rapid retraining or acquisition of new qualifications under market demands.	The Polish vocational education system strives to meet labour market needs, but the process of adaptation is slow. Although the government is implementing reforms to align educational programmes with current demands, there remains a gap between theoretical knowledge and the practical skills needed in the workforce. As a result, graduates are often not fully prepared to enter the job market immediately.
Integration of modern technologies into the educational process	Educational institutions actively implement the latest digital tools, virtual laboratories, and simulations, allowing students to gain practical experience in modern technological environments. The Canadian education system also supports distance learning, which expands the accessibility of educational resources for students from remote areas.	The integration of modern technologies in vocational education is improving, but not as rapidly as in leading countries. Although some educational institutions use advanced digital tools and technologies, the overall level of integration remains uneven. This is partly due to varying levels of funding and resource availability across different regions of the country.

Table 3. Continued

Criterion	Country	
	Canada	Poland
Level of cooperation between educational institutions and employers	Cooperation between educational institutions and employers is very close and effective. Many programmes include mandatory internships, workplace training, and joint projects with enterprises. This allows students not only to gain knowledge but also to acquire real experience, which increases their competitiveness in the labour market.	Cooperation between educational institutions and employers is improving but remains limited. The government and educational institutions are working to strengthen this collaboration, but employers are often not sufficiently involved in the development of curricula. There is a trend towards increasing the number of internship and work placement programmes, but their quality and availability vary.
Effectiveness of educational programmes	Curricula in Canada are highly effective due to their focus on practical skills and the ability to adapt to the individual needs of students. Programmes are constantly updated to remain relevant to labour market demands, and the quality of graduate training is ensured by a system of accreditation and quality control.	Despite efforts to update them, educational programmes often remain focused on outdated methods and approaches. They still place a significant emphasis on theoretical training, with less attention paid to developing practical skills. As a result, graduates may struggle to adapt to employers' demands and the contemporary labour market.

**Source:** compiled by the authors based on data from A. Luthra et al. (2024)

Canada and Poland are significantly ahead of Ukraine in the field of vocational education, demonstrating greater adaptability to labour market needs and effective cooperation with employers, which contributes to better graduate training. In Canada, the high level of modern technology integration and the flexibility of educational programmes are particularly notable, something that is lacking in the Ukrainian system. Poland, although it has some problems with programme updates and employer cooperation, still surpasses Ukraine in adapting educational programmes to market demands. Ukrainian vocational education requires significant reforms to improve its compliance with modern standards and provide graduates with relevant skills for the labour market. To adapt Ukrainian vocational education to the needs of the modern labour market, it is important to study and adopt the experience of those countries that have already successfully reformed their educational systems and achieved a high level of alignment between education and labour market demands. Consider what can be adapted from the educational systems of Germany, Finland, Poland and Canada.

As Germany is known for its dual education system, which successfully combines theoretical learning with practical on-the-job training, the Ukrainian vocational education system could adopt this approach, focusing more on the practical training of students. This model allows students to simultaneously gain theoretical knowledge in educational institutions and acquire practical experience in enterprises. An important aspect of this system is the close cooperation between educational institutions and employers, which provides students with real job opportunities after graduation. To achieve this, it is necessary to develop partnerships between educational institutions and businesses, which will contribute to a better understanding of labour market needs and provide graduates with in-demand skills. The Finnish education system is a model of

flexibility and adaptability to the needs of students and society. In Finland, significant emphasis is placed on an individual approach to learning, which allows students to choose their own educational path, focusing on their interests and abilities. An important component of the Finnish model is the integration of modern technologies into the learning process, which provides students with access to the latest knowledge and skills. For vocational education in Ukraine, this experience can be useful in developing individual learning trajectories, allowing each student to realise their potential in the field that best suits their abilities and interests. In addition, integrating modern technologies into the learning process, as they do in Finland, will help Ukrainian students better prepare for work in the digital economy. In Poland, vocational education is well integrated with higher education, allowing students to continue their studies at higher levels. Students from vocational-technical schools and colleges have the opportunity to transfer to universities and continue their education at the bachelor's and master's levels. Such a system allows students to combine practical skills with deep theoretical knowledge, which significantly increases their competitiveness in the labour market. Ukraine could introduce a similar system, which would promote greater student mobility between different levels of education. This country also has a developed system of independent certification and assessment of professional skills. This ensures the high quality of specialist training, as graduates receive certificates confirming their professional competencies. These certificates are recognised by employers and carry significant weight in the labour market. Ukraine could implement a similar system, which would contribute to the standardisation of professional skills and increase employer confidence in graduates. The Canadian cooperative education system allows students to undertake paid internships as part of their curriculum. This provides students not only

with valuable practical experience but also with the opportunity to earn money while studying. For Ukraine, this approach could be a useful tool in addressing the problem of insufficient links between education and the labour market. The introduction of cooperative education would allow students to gain real work experience while still studying, which would increase their chances of successful employment after graduation.

A comparative analysis revealed that Germany and Finland demonstrate the highest level of adaptation of educational programmes to the demands of the modern labour market, ensuring high competitiveness for graduates. Poland, although it has made some progress, is still in the process of adapting its education system to new challenges. Canada has distinguished itself with successful programmes aimed at training highly qualified specialists for the rapidly changing labour market. These results helped to identify key areas for improving the Ukrainian vocational education system based on international best practices. According to the above information, Ukraine has significant potential to improve its vocational education by adopting the successful practices of other countries. However, numerous obstacles and challenges may arise when applying international experience to the Ukrainian vocational education system. These include both general structural problems of the education system and specific issues related to the adaptation of foreign models to Ukrainian realities. The main obstacles and challenges can be identified as follows. The implementation of innovative educational models and technologies requires significant financial investment. The Ukrainian education system often faces underfunding, which limits the possibilities for updating the material and technical base, training personnel, and introducing new programmes. For example, the dual education system, which is so popular in Germany, requires significant resources to provide practical training for students in enterprises, and this can be a serious obstacle in Ukrainian conditions.

The adaptation of international experience requires the involvement of qualified educators and administrative staff who are capable of implementing new approaches into the educational process. However, Ukraine is experiencing a shortage of personnel with modern teaching methods and experience in working with the latest technologies. This can be a serious challenge when trying to introduce, for example, individual learning trajectories, as in Finland, or a cooperative education system, as in Canada. The Ukrainian education system also has a certain degree of institutional inertia, which manifests itself in resistance to change from the administration of educational institutions and the teaching staff. The introduction of new models and approaches may encounter reluctance or inability on the part of some educational institutions to change established practices. This can complicate the adaptation of, for example, the national qualifications system

according to the Polish model, which involves clear standardisation and updating of curricula.

International education models were developed in conditions that may differ significantly from Ukrainian realities. For example, the dual education system in Germany functions due to a high level of social partnership between the state, educational institutions, and enterprises, which is not always possible in Ukraine due to insufficient interaction between these sectors. In addition, cultural differences can affect the perception and implementation of new educational models. The application of foreign education models may require changes in national legislation and the regulatory framework. In Ukraine, educational legislation often does not keep pace with the needs of the times, which creates obstacles to the implementation of new approaches. The socio-economic situation in Ukraine can also be an obstacle to the implementation of international experience. High unemployment, economic instability, and labour migration can all negatively impact the implementation of educational reforms. For example, the cooperative education system, which functions successfully in Canada, may face problems in Ukraine due to instability in the labour market and uncertainty about the employment prospects of graduates. The introduction of new educational models may require students to have greater independence, activity, and responsibility. However, due to low levels of motivation and a lack of clear prospects in the labour market, some students may show indifference to innovative approaches to learning. This can hinder the successful implementation of, for example, individual learning trajectories, which require a high level of self-discipline and interest in personal development.

## ■ Discussion

The results of the study showed that the influence of other countries' experience on the development of Ukrainian vocational education is one of the key aspects of its modernisation and compliance with the current requirements of the global labour market. International experience plays an important role in the development of the vocational education system in Ukraine, contributing to the modernisation of educational programmes, improving the qualifications of lecturers, integrating modern teaching methods, and preparing specialists who are competitive in the international labour market.

Contemporary education faces numerous challenges, such as the need to modernise curricula, improve the qualifications of lecturers, and provide practical training for students. It has been found that one of the main directions of vocational education reform remains the integration of European standards and practices. Research by O. Pasko *et al.* (2023) confirmed these findings, emphasising that the implementation of the European Qualifications Framework (EQF) in Ukraine allows for the transparency of qualifications and pro-

motes the recognition of Ukrainian diplomas abroad. It is important to note that the mechanical transfer of European practices without considering national characteristics can have negative consequences. Research by V. Bolotina (2024) indicated that when international standards are implemented without proper adaptation, it can lead to the loss of national traditions and identity. This researcher emphasised that successful integration of European practices requires taking into account local conditions and context, which aligns with the conclusions of this study, which emphasises the need to adapt international experience to Ukrainian realities. Research by J. Li & X. Li (2024) and P. Martins *et al.* (2024) noted that participation in international programmes promotes the introduction of new learning technologies and improves the quality of education. However, attention should be paid to the potential risks associated with dependence on external funding sources, as noted in the research by S.H. Ubohov *et al.* (2021). The authors noted the need to create sustainable national models of vocational education that do not depend solely on international programmes. This aligns with the conclusions of this study, which emphasised that international experience should be used as a tool for developing the national education system, not replacing it.

The results obtained showed that one of the important directions of vocational education reform in Ukraine is the implementation of Western teaching methodologies, such as problem-based learning, dual education, and project-based learning. According to the conclusions of this study, these methodologies allow students to develop critical thinking, a creative approach, and practical skills, which are extremely important in the modern labour market. Research by T. Kovaliuk & N. Kobets (2020) and S. Danylenko *et al.* (2024) confirmed these findings, noting that Western teaching methodologies promote active student participation in the educational process and increase their motivation to learn. The implementation of these methodologies requires significant changes in curricula and the lecturer training system. X. Ma *et al.* (2022) drew attention to the fact that the adaptation of Western methodologies requires not only a change in learning approaches but also significant investment in infrastructure and lecturer training. These conclusions are consistent with the data of this study, which found that without proper training and resources, the implementation of Western methodologies may be ineffective. In addition, it is worth considering cultural and social characteristics that may affect the perception of new approaches to learning.

The analysis of international experience has shown that different countries use different approaches to modernising vocational education, and Ukraine can adopt some of them. For example, Germany's experience in developing a dual education system is an example of the successful integration of theoretical learning

with practical training in enterprises. However, it is necessary to consider that such models cannot always be directly transferred to Ukraine due to differences in economic, social, and cultural conditions. As noted in the article by N. Blankvoort *et al.* (2019), the implementation of dual education in Ukraine requires significant support from the state and businesses, which is not always possible in the current circumstances. Thus, while international experience can be useful, it must be adapted to Ukrainian realities, which aligns with the conclusions of this study.

The results obtained also showed that despite the numerous advantages associated with the integration of international experience into the vocational education system in Ukraine, there are also serious challenges. First of all, there is the issue of funding. The implementation of new methodologies and programmes requires significant financial resources, which are not always available to Ukrainian educational institutions. These conclusions are consistent with the results of research by M. Biasutti *et al.* (2021) and P. Kuo *et al.* (2023), who noted that financial instability is one of the main barriers to reforming the education system. In addition, attention should be paid to the issue of staffing. As research by I. Kriesi & F. Sander (2024) showed, for the successful implementation of international practices, it is necessary not only to modernise curricula but also to ensure the training of lecturers who can effectively apply new methodologies and approaches. This includes both improving their qualifications and developing new skills necessary to work in a modernised educational system. C.M. Jiang *et al.* (2022) also emphasised that there is a need to update the material and technical base of educational institutions, which is an important condition for the successful implementation of modern educational technologies. In addition, it is worth considering cultural aspects and mental characteristics that may affect the perception of new methodologies among students and lecturers. As researchers L. Dziak *et al.* (2022) noted, any innovations in education should be aimed at gradual implementation, taking into account national traditions and values. Otherwise, they may encounter resistance from participants in the educational process. This idea is also reflected in the results of this study, which emphasises the importance of considering cultural characteristics when implementing Western teaching methodologies in Ukraine. The impact of international experience on the development of vocational education in Ukraine is significant and multifaceted. International practices and standards contribute to the modernisation of education, improve its quality, and integrate Ukraine into the global educational space. However, the successful adaptation of this experience requires consideration of national characteristics, investment in infrastructure and lecturer training, and attention to cultural aspects. Only a comprehensive approach to the implementation

of international experience will ensure the effective development of vocational education in Ukraine and prepare specialists capable of successfully working in a globalised labour market.

## ■ Conclusions

Vocational education in Ukraine is undergoing a complex phase of adaptation to the demands of the labour market. It faces several critical challenges that require immediate resolution to ensure the training of competitive specialists. Ukrainian curricula often do not meet the current needs of the labour market. This results in graduates not always possessing the necessary skills and knowledge for successful employment. Given the rapid changes in technological development, updating curricula is a priority to meet the demands of the modern economy. The integration of modern technologies into the educational process remains insufficient. Despite digitalisation being a global trend, many Ukrainian educational institutions do not have adequate material and technical resources and qualified personnel to implement the latest technologies. This significantly reduces the level of student training and their readiness to work in the digital economy. It has been found that cooperation between educational institutions and employers is weak and unsystematic. In most cases, curricula are developed without the active participation of business representatives, leading to a gap between students' theoretical knowledge and the practical requirements of employers. To improve the quality of specialist training, it is necessary to create effective mechanisms for cooperation, including dual education, internships, and placements in enterprises, which will allow students to gain real work experience during their studies.

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To overcome these challenges, a comprehensive approach is needed that includes close interaction between the state, vocational education institutions, and employers. This will contribute to improving the quality of this sector, allowing for better training of specialists capable of successfully competing in the modern labour market. The implementation of such changes requires both strategic planning at the state level and the active participation of all stakeholders in the process of reforming the education system. This will contribute to the training of competitive specialists capable of meeting the demands of the modern labour market. The introduction of dual education, as in Germany, the development of individual learning trajectories as in Finland, and the introduction of co-operative education as in Canada will allow Ukrainian vocational education to become more adaptable to the needs of the labour market, integrate modern technologies into the learning process, increase the level of cooperation between educational institutions and employers, and improve the effectiveness of educational programmes. Further research could focus on a deeper analysis of the regional characteristics of vocational education in Ukraine, as well as on evaluating the impact of specific reforms and initiatives on the training of specialists.

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## Вплив міжнародного досвіду на розвиток системи професійної освіти в Україні

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■ **Анотація.** Метою дослідження було вивчення та аналіз основних факторів, що впливають на модернізацію української професійної освіти з метою покращення її відповідності сучасним вимогам ринку праці. Дослідження присвячене аналізу впливу міжнародного досвіду на розвиток системи професійної освіти в Україні. Методологія включала системний підхід, який дозволив розглянути систему професійної освіти України в контексті глобальних тенденцій. Завдяки цьому підходу вдалося виявити взаємозв'язок між міжнародними освітніми практиками та трансформаціями в українській системі професійної освіти. Залучення світових практик та моделей є важливим кроком у реформуванні освітньої системи країни, що спрямоване на підвищення якості підготовки фахівців та їх конкурентоспроможності на глобальному ринку праці. У дослідженні розглянуто приклади успішної інтеграції міжнародних підходів до навчання, адаптації професійних стандартів і запровадження новітніх технологій у навчальний процес. Увагу приділено аналізу досвіду європейських країн, де професійна освіта базується на принципах дуальної системи навчання, а також використанню дистанційних технологій у зв'язку з викликами сучасного світу. Основні результати дослідження свідчать про те, що імплементація міжнародних підходів суттєво підвищує рівень професійної підготовки та адаптивність студентів до умов сучасного ринку праці. Дослідження також виявило певні виклики та обмеження, зокрема культурні й соціально-економічні відмінності, що можуть впливати на ефективність впровадження іноземного досвіду в українській системі освіти. Важливим аспектом є необхідність адаптації міжнародних моделей до національних умов, що вимагає тісної співпраці між урядовими структурами, навчальними закладами та бізнесом. Основні результати дослідження підкреслюють значущість систематичного вивчення та адаптації міжнародного досвіду для забезпечення сталого розвитку системи професійної освіти в Україні

■ **Ключові слова:** інноваційні освітні моделі; реформування освіти; здобувачі професійної освіти; інноваційні технології; освітні тренди