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The «Human-Labour» and Modern Vocational Education: Ukrainian Context

«Handwork brought human
at his current position in nature...
This spiritual world has been built upon the experience
and tangible achievements of working hands¹»

Tadeusz Waław Nowacki

Introduction

Among the many systems which are known from antiquity to the present day, the system of «human-labour» is life-giving, generally known, dynamic and effective, immortal and prognostic. Many systems were shown up, strengthened their position, acquired development and eventually disappeared at different historical periods. Some of them were born or revived at the second or the third times. Over time, they again revived, operated, enriching the person, his family and continuing traditions of humanity and their birthplace. It is clear to understand that there have been different reasons such as human, spiritual,

¹ T. W. Nowacki, *Tworząca ręka*, Wydawnictwo ITE, Radom 2008.

moral, socio-economic and socio-cultural, environmental, management and many others which have been difficult to comprehend and even name immediately. After all, they reflected each historical period and its features².

«Human-labour» is considered to be the system as the main river and the source of life, over time, becoming more affluent. It gave birth to new tributaries, streams and rivers at different stages of human development. Thus, new systems and subsystems were shown up, human consciousness and his inner world had been constantly developing. Outlook is known to be formed in the process and as a result of generalization of nature science, social-historical, philosophical, technical knowledge and, also, influenced by the proximate living conditions. It is passed down from generation to generation with the experience of people, their ethno-national traditions and experience of the creative work of every nation. In the book «Creating hand» which was published in Warsaw, 2005 and translated into Ukrainian language in Lviv, 2007 (edition «Litopys»), professor T. W. Nowacki proves that creating hand is the foundation of civilization. It affects mental and intellectual development of human being, his life and career potential.

Human labour sciences have a great interdisciplinary foundation. It is known to be the knowledge integration of economy, technique, technology, pedagogy, sociology, philosophy, medicine, neuroscience, ergonomics etc. Systemic relationship of a person's professional activity with the labor market and its changes is extremely important in the information society.

It is necessary to emphasize their congruence with the investigations of notable Polish scientists T. W. Nowacki, who is known to be the founder of the Pedagogy of Labour. In the book «Human labour. Analysis of the concept» the scientist emphasizes the importance of directing analysis in the context of «human-human». According to the scientist's opinion, analysis of personality, communication processes of education, character formation, the relationship between man and environment are the main directions. In our opinion, the most valuable T. W. Nowacki's recommendation concerns appealing to the concepts that characterize the relationship between human and labour, including his motivation to work, formation abilities to solve the problems, connected with labour, human professional development with biophysical and moral qualifications, specific professional qualifications, professional

² Н.Г. Ничкало, *Одвічний зв'язок: людина і праця*, «Професійно-технічна освіта», 2015, №2, р. 2.

characteristics. The scientist pointed out that the title «pedagogy of labour» is general and integrated. It combines such areas as industrial pedagogy, labour pedagogy institutions, economic pedagogy, agricultural pedagogy³.

In this regard, the accent should be based on human capital theory to study complex issues of employment of different population groups and suitable labour market in the socio-economic conditions. Implementation of the theory leads to the necessity of increased attention to vocational education - lifelong education. Analyzing this aspect, it is advisable to apply the V. Kremen's philosophical and pedagogical provisions: «The transition of humanity general and in particular our country from industrial production to scientific and technical-information, technology, and formation of knowledge society are essential priority of each society life, which objectively define science as a field that produces new knowledge and education adding every human being and society to the system of knowledge»⁴. President of National Academy of Education Sciences of Ukraine stressed the important creative aspect of the new world order which is known to be the dependence of the development rate and its international status on the level of human capital. Quantitative indicators of human capital of the country comprise not only the number of graduates of secondary, vocational and higher education institutions, but the number of specialists in the main spheres of communication etc. Thus, *human capital is an integration index*, which defines the internal capabilities of the country based on the production of knowledge and its using in industrial and social development⁵.

The rapid development of globalization and integration processes creates new challenges in all areas of society and, above all, in education. In all civilized countries, an intensive search for new models of education, including vocational and non-traditional approaches to their implementation on the basis of information and telecommunication technologies is carried out. The question arises about the relationship of the educational systems in developing countries on different continents, their multidimensionality, comparability and ensuring mutual recognition of their product. In such circumstances, the importance of professional education of various groups grows up.

³ Н. Ничкало, *Людська праця – категорія вічна (передмова)*, [in:] Т. В. Новацький, *Людська праця. Аналіз поняття*, Літопис, Львів 2010, р.14.

⁴ В. Г. Кремень, *Філософія національної ідеї. Людина. Освіта. Соціум*, Грамота, Київ 2005, р. 569.

⁵ *Ibidem*, р. 470.

A retrospective analysis of the development of Ukrainian vocational education

It is a very complicated matter to carry out a retrospective analysis of the Ukrainian vocational education. We can accomplish this task by referring to the encyclopaedic publication of “Ukraine Vocational technical education: XX century”, which was published in 2004 by “ArtEk” publishing house. Preparation of the manuscript of this fundamental historical and pedagogical work was carried out during 5 years by a large group of authors (G. Gurevich, T. Desiatov, I. Likarchuk, N. Padun, V. Radkevich, N. Talaluyeva, V. Tomashenko, A. Shcherbakov and others) under our scientific supervision. This truly unique fundamental work, devoted to the vocational education in Ukraine as an integral part not only of the educational system, but also of the history of the people, their economic potential, has been published in our country for the first time. In his opening remarks the Minister of Education and Science of Ukraine, President of the National Academy of Sciences of Ukraine Vasyl Kremen put forward the following unusual findings and assessment of the importance content of this special book for present and future:

The teachers and students of vocational education system of Ukraine paved the way to victories and defeats at different stages of activity together with their people, acquired knowledge, experience and professional skills. They were in demand, their intelligence, perseverance, hard work created the spiritual and material values of the state. Ages will pass, but what has been created by man-creator, his golden hands, mind and heart will live forever⁶.

At each stage of the life of our society the vocational education not only trained personnel for production and services, it brought up a Person, promoted his talent, taught to love the homeland and work for its benefit. Perhaps not coincidentally among students of educational institutions of the system there are many prominent scientists, artists, organizers of industry, workers in all sectors of industry and agriculture, whose achievements became the property not only of our country. They received recognition abroad. Pupils of vocational training system were such prominent figures as the founder of the first domestic passenger airship Fedir Anders, designer of the first space rocket systems, the founder of practical astronautics academician Serhiy Korolev, scientist, creator of rocket engines Valentyn Glushko, cosmonaut

⁶ *Профтехосвіта України: XX століття*: Енциклопедичне видання, ред. Н.Г. Ничкало, Видавництво «АртЕк», 2004, р. 3.

Pavlo Popovych, biologist, environmentalist Yosyf Pachosky, poet, playwright, social activist Olexandr Oles, writer Hryhir Tyutyunnyk and many others.

Each nation keeps itself in its children, the new generations, generates national spirit, mentality, character, traditions, way of life through its education and training system. Therefore, it is a natural and logical desire to preserve the history of the vocational education system, its general experience. This paper presents the history of the Ukrainian vocational education since 1880 up to the present. Every region of Ukraine inscribed its page in the book.

This book highlights the current problems of the theory and history of vocational education, it contains materials about the educational achievements of vocational education establishments and their individual employees, documents, which formed the legal framework of vocational education in Ukraine in the 20th to early 21st century. Many of these documents will be a revelation for the readers. A great bibliographical section, which systematized the publications on the problems of training workers of the last century and the beginning of this century is also interesting.

Encyclopaedic section “Personalities” attracts special attention. It includes materials on famous figures (practitioners, scientists, managers) in vocational education. It presents 1,757 names of teachers, artists, directors of various schools who devoted their lives to the “production” system and became its pride and fame, and provided development of human resources for all industries.

The photo gallery composed of the materials of the national and local archives, museums, vocational training institutions and private collections, preserves for posterity the events and phenomena of the history of vocational education, images of people that created it. During the period of existence of vocational education the pedagogical skills of teachers of educational institutions, their creative approach had constantly improved. The system of teaching methods in the sphere took care of creating appropriate conditions for the implementation of advanced pedagogical technologies by teachers and masters of industrial training.

Since the beginning of the 21st century the humanity has entered a completely new stage of development. It is characterized by general civilizational trends that continue to significantly influence and affect all areas of human life and society. We mean the globalization of social development, human transition from industrial to scientific and information technologies, modernization of economic, cultural and social life, changing the scale and structure of the

global economy, increasing labour mobility of people, the rapid development of the labour market, changes in international standards and geographical characteristics of modern production.

Modern education is directly involved in organizing the new world system and therefore is in the midst of problems associated with the development of an individual. It is no accident that in the light of these trends, the Second International Congress of Seoul (in April 1999) considered the problem of training of production personnel and adopted the Recommendations “Technical and vocational education and training: Look into the 21st century”. This global forum convincingly confirmed the importance of vocational training not only for the present but also for the Information Society, and subsequently for the knowledge society. These prognostic principles are included in the National Doctrine of Education approved by the 2nd All-Ukrainian Congress of Educators in October 2001 and approved by the Decree of the President of Ukraine in April 2002.

The fundamental principles, that once determined the development of vocational education in the past, are changing in the XXI century. It is therefore important to see the new features of the production personnel training, focusing on the future. At the same time it is necessary to objectively evaluate the past experience, without rejecting the good and positive things, developed heretofore. Throughout the period of existence of the system of vocational education a single goal was often absolutized – that of providing the economic sectors with skilled workers.

The peculiarities of the contemporary world development, Ukraine’s choice of the democratic path call for adjustment of the vocational training paradigm. Its essence lies in the transition from socially-oriented educational activities to personality-oriented ones. In connection with this the main aim of vocational training also changes. Today it should be interpreted as enabling the individual to self-realize professionally throughout their life. Vocational education should be seen not only as a component of the social sphere, but also as a branch close to the economy. It is due to its activity that the reproduction of skilled workforce and a further economic development depends.

Despite the difficult conditions of the independent Ukraine, we not only managed to preserve the system of vocational training but also to start its modernization, the main principles of which are determined by the Presidential Decree of 8 May 1996. Basically, a strong legal base for its development has

been created. The Law of Ukraine “On Vocational Education”, adopted by the Parliament in 1998, was the first legislative act of direct action in the field of education.

In this brief retrospective analysis let us mention another extremely important, one may say, a fateful document – the Decree of the President of Ukraine “Main directions of reforming the vocational education” of May 8, 1996. The ten areas of reform, defined by this decree, have not still lost their relevance. Let us recall them:

1. Updating the content of vocational education, definition of social requirements to its quality and scope on the level of the global achievements in science, engineering, technology and best practices.
2. Optimization of the network of vocational educational institutions and the structure of training professionals.
3. Improvement and democratization of management forms in the vocational education.
4. Creation of the legal framework for the relations between vocational educational institutions and employers.
5. Development of vocational educational institutions of various types.
6. Participation of vocational educational institutions in the implementation of the State employment program.
7. Financial and logistical support of the needs of vocational education.
8. Staffing vocational educational institutions.
9. Scientific support of vocational educational institutions.
10. Creating the legal framework for vocational education⁷.

I cannot but recall all the optimism with which the national vocational educationists prepared various proposals to the Government Day in the Verkhovna Rada of Ukraine (11 February 2003). The enthusiasts then prepared a wonderful exhibition of artistic and technical creativity of students and teachers. The decree of the Verkhovna Rada of Ukraine “On the state and prospects of vocational education in Ukraine” of April 3, 2003 contained many good proposals aimed at providing training for future employees⁸.

⁷ Указ Президента України «Основні напрями реформування професійно-технічної освіти» від 8 травня 1996 р., “Педагогіка і психологія професійної освіти”, 1997, № 1, р. 3–9.

⁸ Постанови Верховної Ради України «Про стан і перспективи розвитку професійно-технічної освіти в Україні» від 3 квітня 2003 р., “Професійно-технічна освіта”, 2003, № 2, р. 3–5.

Unfortunately, most items of the Presidential Decree in Ukraine have not been implemented. On July 5, 2004 the Ministry of Education and Science of Ukraine and the Academy of Pedagogical Sciences of Ukraine approved the Concept for the Development of Vocational (professional) education. This collectively produced concept reflects the vision for the development of a system training skilled workers in our country. Unfortunately, the salaries of the teachers of industrial training, teachers of general and special disciplines, student hostel staff, and librarians are very low. This degrades the dignity of those who cherish the “golden hands”.

Over the years of independence of our state no funds were provided for the development of professional educational institutions. Despite the loud slogans to reform and optimize the vocational education entire educational facilities for training skilled workers began slowly to “disappear” from the horizon, built by the state in the former Soviet Union. It naturally raises the question: can we blame only the system that the material basis of many vocational schools became physically and morally outdated? In this case we are talking about institutions of engineering, printing, transportation, communications, agricultural and other profiles. Much agricultural machinery has served for more than two decades (of course, that agricultural school received it back in Soviet times).

Spontaneously the question arises: why does someone have such an irresponsible and even scornful attitude towards vocational training, and the future of the country? Many well-written decisions and orders of various government agencies have not been implemented for years. And no one is held responsible for this, no one has been punished. Probably, so many documents need not be adopted. Obviously, it would be better to do as in Germany or Japan? Laws and other documents on these issues are rarely adopted, but obligatory for fulfilment.

In our opinion, transformation experience from the Soviet model of vocational training into a modern vocational education in China deserves attention. The Chinese struck out ideological slogans from this model and added “the humane capitalism with a Chinese face.” Here everything looks simple: the law has been adopted on preferential taxation of businesses that invest in the development of professional educational institutions; the money earned by professional schools and colleges remain in their disposal (the state does not take a single penny)... This is how very wisely the state cares

about its youth. We will not provide the sad statistic that indicates how much Ukrainian vocational institutions pay out of their earnings for utilities, water, heat, gas, etc.

We would like to emphasize: the national problem related to the training of highly skilled workers can not be regarded from the point of view of the spent (rather unspent) money. According to the recommendations of international organizations the state must create conditions for every child to be trained in his first working profession free (paid by the state). In many countries of the world, including the European Union, this principle is respected.

Most worrying is the attempt of some government departments to “stretch” the vocational education, diminishing its importance in training workers. There is not a single country (even among the post-socialist ones), where the Employment Service has not created their departmental vocational training institutions for the unemployed. For example, in Germany, the Czech Republic and other countries the vocational training of the unemployed (in various forms) is based on the vocational training institutions. It is in the development of these institutions that the state invests its funds allocated for training the unemployed. It primarily helps strengthen their material basis, encourages financially the teachers of vocational institutions, and provides quality and reduces the cost of vocational training of the unemployed. And, of course, it will have a positive impact on the employment levels of graduates of vocational schools.

In our opinion, there are many appropriate proposals for the introduction of such reasonable forms of cooperation in which schools provide the employment service with workshops, laboratories, with experienced teachers, masters. As for the employment services in this case, they can help in equipping schools, upgrading training basis for subsequent sharing.

Strategic objectives of development of vocational training

Anticipating the development of vocational education, the Ministry of Education and Science of Ukraine and the National Academy of Pedagogical Sciences of Ukraine take into account the strategic documents of international organizations aimed at implementing the Bologna, Copenhagen and Turin processes, the Lisbon strategy in the context of European integration, creation of a European space of higher education, vocational education and lifelong

learning. Of particular importance for Ukraine are the provisions of the document defining European integration „**Europe 2020. A strategy for smart, sustainable and inclusive growth**”. It is about three key priorities, which are closely interrelated:

- smart growth: growth of economy based on knowledge and innovations;
- sustainable growth: promoting more efficient use of resources, the development of more environmentally friendly and competitive economy;
- inclusive growth: stimulating the economy with high employment favouring the social and territorial cohesion⁹.

Let us consider another European source – a strategic framework program for European cooperation in education and training “Education and Training 2020» (Strategic Framework for European Cooperation in Education and Training (‘ET 2020’).¹⁰ The program identifies four strategic objectives, two of which (first and fourth) are directly related to vocational training. We present the content of each of them.

Strategic objective 1.

Making lifelong learning and mobility a reality

Fields of cooperation. Strategies focused on lifelong learning: complete the implementation of national strategies for lifelong learning, paying special attention to the creation of legal basis for non-formal and informal learning. The European Qualifications Framework: according to the recommendations of the European Parliament and of the Council of Europe (2008) all national qualification systems shall be adjusted to the European Qualifications Framework by 2010 and support the use of an approach based on learning outcomes in the standards and qualifications, assessment and verification process of qualification confirmation, system of credits, content of education and quality assurance.

Development of cooperation. Develop mobility during training: work together to reduce barriers and increase opportunities for mobility in education, in Europe and the whole world for higher and other types of

⁹ *Europe 2020. A Strategy for Smart, Sustainable and Inclusive Growth*, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>; see more at: <http://uaforeignaffairs.com/ua/ekspertna-dumka/view/article/strategija-stalogo-rozvitku-ukrajina-2020-shl-jakh-do-kr-1/#sthash.BrBcbTFQ.dpuf> [access:]

¹⁰ “Official Journal of the European Union”, C 119/2–C 119/10 (28.05.2009).

education, including new targets and means of financing, as well as people with special needs.

Strategic objective 4.

Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

Fields of cooperation. Inter-disciplinary key competences: according to the Recommendation of the European Parliament and of the Council (of 30.12.2006), pay more attention to inter-disciplinary key competences in the content of education, assessment and qualifications.

Development of cooperation. Openness of educational institutions for innovation: promote creativity and innovation by developing specific teaching and learning methods (including the use of new ICT and teacher training).

Partnership: develop partnerships between suppliers of educational services and businesses, research institutions, cultural institutions and creative associations, promote the development of Knowledge triangle (research – education – innovation).

The provisions of these and other documents were taken into account by scientists of the NAPS of Ukraine in the preparation of the “White Book of National Education of Ukraine” (2010)¹¹. The purpose of the White Paper was to highlight the most pressing educational issues (“gaps”), identify the causes that lead to them, and suggest ways and means to remove or alleviate the problems. And most importantly – to really meet new challenges facing the education system and all its subsystems, especially vocational education and lifelong learning.

This approach has been implemented in the “White Book of National Education of Ukraine” in the chapter “Vocational Education and Adult Education”, in particular in the following sections: “Professional education and adult education”, “Modernisation of Vocational Education,” “Scientific, methodological, information and analytical support of vocational education,” “Vocational training in the production and training of the unemployed”, “Professional and practical training in vocational education”, “Career orientation of the people,” “Adult education in a market economy”, “Training

¹¹ Біла книга національної освіти України: Вид. 3, Т.Ф. Алексеєнко, В.М. Аніщенко, Г.О. Балл [та ін.]; за заг. ред. акад. В.Г. Кременя; НАПН України, Київськ. Ун-т ім. Бориса Грінченка, 2011, р. 342.

of teaching staff for vocational education and adult education”, “Managing the development of vocational education”, “Financing of the working staff training”.

Having analyzed the topical problems and their causes, our scientists have proposed concrete ways to solve them, and made a reasonable attempt to forecast the expected results. The ideas of prognostic approach to the development of vocational education are compounded in the National Report on the status and prospects of the development of education in Ukraine (2011), prepared by the researchers of academic institutions and published under the editorship of V. Kremen¹².

Accordingly, let us note that providing high quality skilled workers requires:

- Development of a new Law of Ukraine “On professional education”;
- Improvement of the systems of career guidance and selection of students for trades based on: the development of effective methods and technologies and professional self-determination and selection, to ensure the continuity of career guidance in the secondary school and vocational education; launching the training of teachers in “Career guidance and methods of professional selection of students”;
- Development of educational standards on competency basis, training skilled workers for new and enlarged (integrated) professions according to the needs of the labor market;

Adult education is regarded in the national report as an integral part of the lifelong learning. It deals with theoretical principles underlying the Concept of development of adult education in Ukraine.

Implementing the goals and objectives reasoned in these analytical and prognostic documents is enhanced by an effective support of the Committee on Science and Education of the Verkhovna Rada of Ukraine, headed by an experienced and creative educator, statesman of innovative thinker L. Hrynevych. Based on the results of the hearing in the Committee on Science and Education of the Verkhovna Rada of Ukraine, books are published, which summarize the analytical materials on all the regions of Ukraine and well-reasoned recommendations at the national level concerning the participation of central and regional executive authorities, associations of employers in shaping the employment potential of the state and training skilled workers for

¹² Національна доповідь про стан і перспективи розвитку освіти в Україні, Нац. акад. пед. наук України; за заг. ред. В.Г. Кременя, Пед. думка, 2011, р. 304.

the modern economy of Ukraine¹³ and the application practice of the Law of Ukraine “On Vocational Education”, financing schools and institutions¹⁴.

Let us stress that the modernization of vocational education in the new socio-economic conditions of Ukraine requires a new legislative framework. As it is known, in 2014 the Verkhovna Rada of Ukraine adopted a new law “On education” in 2016 it is expected to adopt the law “On education”. The draft law of Ukraine “On professional education” is being refined. The National Academy of Pedagogical Sciences of Ukraine, the Institute of Pedagogical Education and Adult Education of the NAPS of Ukraine initiated the draft law “On adult education.”

Much attention is paid to research in the theory and methodology of professional education, career guidance of different population groups, preparing pupils and students to implementation of a professional career, continuous professional development of teaching staff. These and other studies are carried out at the Institute of Vocational Education of the NAPS of Ukraine, the Institute of Teacher Education and Adult Education of the NAPS of Ukraine, as well as the departments of education and psychology, pedagogy and vocational training of the Dragomanov National Pedagogical University, Kharkiv National Polytechnic University, Khmelnytsky National University, Lviv State University of Life Safety and other higher education institutions. In different regions of Ukraine experimental platforms are functioning successfully at vocational schools.

Conclusions. Despite underestimating the importance of public policy on training of highly skilled production staff, as well as the above shortcomings and contradictions, the system of vocational education of Ukraine functions and further develops in the context of European integration processes. Innovation activities of the vocational education system is aimed at developing the labour potential of the nation, social protection of various categories of people who

¹³ Про участь центральних та регіональних органів виконавчої влади, об'єднань роботодавців у формуванні трудового потенціалу держави та професійній підготовці кваліфікованих робітників для сучасної економіки України: матеріали слухань у Комітеті Верховної Ради України з питань науки і освіти 21 грудня 2011 року, редкол. М.Г. Луцький (голова), В.П. Головінов, Є.В. Красняков та ін.; за аг. ред. В.П. Головінова, Парламентське вид-во, 2012, р. 480.

¹⁴ Практика застосування Закону України «Про професійно-технічну освіту», фінансове забезпечення навчальних закладів і установ»: матеріали виїзного засідання Комітету Верховної Ради України з питань науки і освіти 12 лютого 2014 р., редкол. Л.М. Гриневич (голова) [та ін.], Парлам. Вид-во, 2015, р. 552.

acquire profession and have the necessary conditions for the realization of their professional career.

The national economy will be inevitably restored; the need for highly qualified specialists will increase. A realistic state policy is a key prerequisite for the quality training of modern production staff in the context of European integration ideas and requirements. Updating the legal framework of vocational education, proactive approach to selecting and structuring the content of vocational training, development of new standards taking into account the dynamics of changes in the national and regional labour markets, the experimental testing of new models and techniques of vocational training, vocational education of students, specific promotion of professionalism in young professionals, development of social partnership – all this requires a purposeful action at all the levels of state and government authorities, as well as a formation of a powerful triangle “education-science-production”.

Abstract: A retrospective analysis of vocational education development has been made, its role in the formation of human capital shown. The causes of contradictions and shortcomings in training of production personnel due to the imperfection of public policy in this area have been revealed. Subject to the provisions of international instruments and prognostic study of socio-economic strategy of Ukraine the strategic objectives of professional education in Ukraine in the context of European integration processes have been disclosed. The basic directions of scientific research in problems of quality training of personnel have been demonstrated.

Keywords: vocational education, human capital, production personnel, public policy, research

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