ПЛАН СТАЛОГО РОЗВИТКУ РЕЗУЛЬТАТІВ ПРОЄКТУ ERASMUS+ PAGOSTE

1. INTRODUCTION

The Sustainable Development Plan (SDP) is aimed at ensuring the long-term viability and impact of the PAGOSTE project in the field of vocational training at the Ushynsky University (hereinafter referred to as the University). An important aspect of the SDP is the creation of a comprehensive framework to promote the development and sustainability of project results, such as the online platform "Partnership Space 015", professional standards, the formation of the necessary reporting documentation, tools for assessing partnership needs, scientific articles, national legislation in the field of higher and vocational education, and the Association for the Development of Vocational and Continuing Education.

2. DESCRIPTION OF THE PROJECT RESULTS TO ENSURE THEIR SUSTAINABILITY

TOOLS FOR ASSESSING THE QUALITY OF PARTNERSHIPS

The tools developed as part of the project to analyse the needs of target groups should be used by the University to identify potential shortcomings in current cooperation and partnerships with stakeholders and improve existing management mechanisms based on the results. Among the tools developed is a questionnaire to determine the level of strategic competencies required to establish effective relationships with potential partners.

The tools are available in English and Ukrainian on the project website and the University website

REPORT ON THE STUDY OF THE EU EXPERIENCE IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING MANAGEMENT AND THE STATE OF COMPETENCES OF VOCATIONAL EDUCATION AND TRAINING TEACHERS IN UKRAINE

The information obtained during the study of the EU experience in the field of vocational education management is the basis for studying the policy of training teachers of vocational education institutions at the University.

Target groups: University teachers and students, teachers and students of vocational schools.

The information obtained as a result of the research became the basis for modernising and updating the University's curricula and discipline syllabi, as well as the syllabi of professional development courses for vocational school teachers and masters of industrial training conducted by the relevant structural unit of the University.

ONLINE PLATFORM "PARTNER SPACE 015"

As part of the project, an online platform was developed to serve as a central hub of information and resources for vocational education institutions. The Platform provides the following information:

1. Profiles of higher education and vocational education institutions: detailed information about their mission, programmes, facilities and achievements.

2. Feedback from students, staff and other stakeholders: The platform will facilitate the collection of feedback from various stakeholders, including students, staff and external partners. This feedback will be used to assess the quality and effectiveness of the educational programmes.

3. Database of VET institutions: An up-to-date database has been created to serve as a centralised repository of information on HEIs and VET institutions. This database is a valuable resource for students, teachers, government officials and other stakeholders, providing easy access to key information about these institutions.

4. Profiles of teachers of higher education and vocational institutions: The platform will include profiles of teachers from higher education and vocational institutions, showcasing their qualifications, experience, areas of expertise and achievements. These profiles will facilitate cooperation, knowledge sharing and networking among teachers, creating opportunities for professional development.

5. Information on grant programmes: The platform will provide comprehensive information on grant programmes available to HEIs, VET institutions, teachers and students. This information will help stakeholders to identify funding opportunities, promote innovation and improve the quality of education of future VET teachers.

The information posted on the platform will be regularly updated by the University.

In cooperation with stakeholders, the project developed and approved by the National Qualifications Agency amendments to the professional standard "Vocational School Teacher" on competencies in partnership and cooperation. This document focuses on sectoral and professional standards for vocational school teachers and ensures that the content of professional training for future vocational school teachers is updated in line with current sectoral requirements and expectations. The development process included consultations with stakeholders, including university and vocational school teachers, educational experts, industry representatives and government officials.

Target groups: teachers of vocational schools, teachers of higher education institutions.

The document is disseminated in a variety of ways, including roundtables, seminars, conferences, digital platforms and the official website of the National Qualifications Agency. These dissemination activities facilitate knowledge sharing, gather feedback and encourage stakeholder engagement. Stakeholder engagement is intended to ensure the relevance and effectiveness of the professional standard.

A professional standard is binding as an official regulation.

Risks associated with the shortage of VET teachers in the labour market and, as a result, with the application of the amended professional standard have been addressed through the creation of a support plan. This plan covers cooperation with industry partners, internship programmes, professional and pedagogical mentoring. The implementation of these steps is a priority to overcome the problem of teacher shortages in VET.

INSTITUTIONAL STRUCTURE OF THE UNIVERSITY

The project results are aimed at improving the professional skills of future vocational school teachers and administrative staff of the University and vocational schools. This is achieved through the University's institutional structures, such as the Resource Centre.

Target groups: university teachers, vocational school teachers, university students.

The Resource Centre was established by the relevant order of the Rector and is official. Using the capabilities of the Resource Centre ensures sustainability in the following areas:

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• Providing opportunities for self-education for in-service vocational school teachers and University lecturers, as well as University administrative staff and vocational school teachers, enabling them to improve their knowledge, pedagogical skills and understanding of industry trends. These opportunities include:

- access to online resources, including webinars, e-learning modules and training materials produced by the University;

- joint projects and research initiatives to promote knowledge sharing and innovation;

- Networking and community building events to foster collaboration and support;

- Mentoring programmes to support professional development.

• Improving the quality of curricula and teaching methods in the training of future vocational school teachers:

- Involvement of external specialists from vocational schools in assessing the relevance of curricula;

- Involvement of vocational school teachers in research work during student projects;

- holding master classes and workshops.

THE CONCEPT OF PARTNERSHIP MANAGEMENT IN THE FIELD OF VOCATIONAL SCHOOL TRAINING

The University's working group participated in the development of an internal and national concept for establishing partnerships and cooperation between various stakeholders in vocational and pedagogical education.

Target groups: teachers of vocational schools and universities, relevant government agencies.

The internal document was ratified by the Academic Council of the University, and the national document by the relevant Order of the Ministry of Education and Science of Ukraine.

The documents emphasise the implementation of the principles of partnership management of future vocational school teachers.

The development of these documents involved extensive consultations with educational experts, representatives of the Department of Education, representatives of higher education institutions and vocational schools, as well as professional associations. Based on the input, feedback and

recommendations, relevant documents were created that reflect the needs and aspirations of the vocational education sector and demonstrate the relevance of introducing a partnership management mechanism into the system of training future vocational school teachers.

ASSOCIATION FOR THE DEVELOPMENT OF PROFESSIONAL AND CONTINUING EDUCATION

- An important outcome of the project is the establishment of the Association for Vocational and Continuing Education (AVCE), which plays an important role in knowledge transfer and cooperation in the vocational education sector.

- Target groups: university teachers, vocational s c h o o l teachers, university and vocational s c h o o l management.

- ARPD serves as a network for higher education personnel to connect, share best practices, engage in research collaborations, and represent the interests of teacher education in policy dialogue. The benefits of joining ARPTE include:

- Knowledge transfer: The ARVET will facilitate the exchange of knowledge, experience and innovative practices among HEI staff through conferences, webinars, workshops, thus providing ARVET members with opportunities to improve their professional skills through, among other things, self-education and to keep abreast of the latest developments in vocational education.

- Professional development: The Association provides opportunities for professional development, including, in particular, training seminars. This initiative contributes to the improvement of qualifications and professional competence of the University's teachers, which allows them to provide high quality education and support their own professional growth.

- Research cooperation: The ARPPE promotes research cooperation between the University and HEIs of Ukraine and foreign institutions, facilitating interdisciplinary research and joint research projects. In this way, the association contributes to the acquisition of new knowledge by stakeholders and the development of professional teacher education.

- Representing the interests of vocational teachers and in-service training: ARVET members can articulate their needs and expectations of the policies implemented by the MES and be involved in discussions on MES initiatives in vocational education.

- Key Performance Indicators (KPIs) for the involvement of university faculty and administration in the ARPVE include the number of activities proposed and the frequency of meetings. These indicators will be monitored to assess the impact and participation of the ARPVE in facilitating knowledge transfer, promoting research collaboration, improving policy dialogue and strengthening the vocational education ecosystem.

- Development of professional competences: The project is aimed at improving the professional competences of future vocational school teachers trained at the University. Through targeted educational programmes, classes and practical experience, the quality of education will be improved, which will lead to an increase in the level of professional and professional competencies of future vocational school teachers.

- The project's priority is to provide high-quality training that meets industry requirements and best practices in vocational education. This includes, among other things, updating curriculum content, integrating real-world experience, and providing opportunities for hands-on learning and practical application of skills.

- The project also introduced mechanisms for measuring the impact of educational and management initiatives, including measuring student satisfaction and tracking the employment rate of students after graduation. Regular feedback from students, employers, and other stakeholders will inform ongoing improvements and ensure continuous improvement of educational programmes.

To eliminate the risk of a lack of enthusiasm among students, the project developed and implemented various strategies, including encouraging students to participate in grant programmes, academic mobility programmes, and financial and moral incentives.

3. CONCLUSIONS

The implementation of the sustainability plan at the University aims to create a lasting positive impact on the preparation of future VET teachers. It is expected that the comprehensive framework, which includes needs analysis tools, online platform best practice reports, professional standards, institutional units, research articles, national policy documents and participation in the activities of the ARPES, will contribute to the continuous development and improvement of the preparation of future VET teachers at the University by introducing mechanisms of cooperation and partnership into the existing management system. A summary of the Sustainability Plan is presented in the form of a table in Annex 1

As a result, the training of future vocational teachers at the University will be in line with the requirements of the labour market, promote innovation, and contribute to the development of the University's scientific and pedagogical potential. The University is committed to ensuring the long-term viability and sustainability of the project's initiatives and results.

Project results	Name, description	Responsible person	Indicators	Level	Target audience	Tools	Frequency update, distribution
National level documents	Guidelines for the implementation of the mechanisms governance on the basis of partnership and standardisation in the training of vocational teachers in Ukraine	Vice-rector f or M, SG and NP of work. Head of the Department of Technological and vocational education	1) Number of events (roundtables, workshops, master classes) held on the implementation of the Guidelines	National	Teachers and administration of vocational schools, teachers a nd administration of the University, teachers a nd administration, teachers of higher education institutions of Ukraine	Website, social media, conferences, seminars, webinars, roundtables, etc.	1) At least thr ee per year

Online platform	Online platform "Partner Space 015"	Head of the Department of Technological and of vocational education. IT department of the University	1) Number of users (teachers, students, university administration; students, teachers, administration of vocational schools in the region) 2) Quantity publications per month, not less than 3	Regional \ National	Teachers and management of vocational schools, students, teachers and the management of the University	Website, social media, conferences, seminars, webinars, roundtables, etc.	1) Not specified 2) Within 5 years
Professional association	Association for the development of professional and continuing education	Vice-rector for M, SG and NP of work. Head of the Department of Technological and vocational education	1) Number of members (increase by 10% annually) 2) Number of events under the auspices of the ARPNI in which the following participated participation of representatives	National \ Institutional \ Regional	Teachers and management of vocational schools in the region, teachers and management	Website, social media, conferences, seminars, webinars, roundtables, etc.	1) Not specified 2) At least two events a year

			(students, teachers, administration) University		of the University		

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			3) Number of participants of the event (not less than 6 to the west)				
Professional standard	Professional standard professions 3340 "Vocational school teacher"	Vice-rector f or M, SG and NP of work. Head of the Department of Technological and vocational education	1) Development and updating of the PPM 2) Public discussion with stakeholders	National \ Regional \ Institutional	Teachers and administration of vocational schools in the region, teachers and administration of the University	It has a mandatory. Information campaign on its application	1) Not specified 2) At least once a year
University infrastructure	Professional Advisory Committee; Resource centre;	Head of the Department of Technological and of vocational education. Members of the Committee	1) Number of agreements with stakeholders 2) Number of events with stakeholders 3) Level Satisfaction with the study programme (at least	Regional	Teachers and management of vocational schools in the region, students, teachers a nd management	Conducting information campaigns. Conclusion of cooperation agreements	1) At least 1 per year 2) At least two information events per year 3) Every year

					of the University		

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			70% satisfied)				
Needs analysis tools	Determination tools of the current state of partnership at the University and assessment of the strategic competences required to establish partnerships	Rectorate	1) Annual survey of target groups	National \ Regional\Institutional	Teachers and management of vocational schools in the region, teachers and management of the University	Websites, social media	1) At least once a year for at least 5 years

Reports on practices and strategic competences of the EU	The report on the best experience of European countries в management of pedagogical professional education, report on the state of strategic competences of staff of higher education institutions and and teachers of vocational of education in Ukraine	Head of the Department of Technological and of vocational education.	1) Number of developed (updated) syllabuses of academic disciplines 2) Number of scientific publications	National \ Institutional	Teachers and management of the University	References to the project results in scientific articles	1) Not specified 2) At least 1 publication per year

Name, description	Indicators	Target audience	Tools	Frequency of updates, distribution	Risks (level)	Ways to eliminate/reduce impacts
Guidelines for the implementation of the mechanisms Partnership-based management and standardisation in the training of vocational teachers in Ukraine	2) Number of events (roundtables, workshops, masterclasses) held on the implementation of the Guidelines	Teachers and administration of vocational schools, teachers and administration of the University, teachers and administration, teachers of higher education institutions of Ukraine	Website, social media, conferences, seminars, webinars, round round tables, etc.	1) At least three per year	1) Impossibility of holding events in person due to logistical problems and threats to life and health of participants in connection with the war (high)	1) holding events in an online format

Online platform "Partner Space 015"	3) Number of users (teachers, students, administration University;	Teachers a nd management of vocational schools, students, teachers a nd	Website, social media, conferences, seminars, webinars,	1) Not specified 2) Within 5 years	1) Low level of motivation of the target audience to join to	1) Conducting information campaign s aimed at to popularise the platform 2) Using the tools platforms for organising

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	students, teachers, administration of vocational schools in the region) 4) Quantity publications per month, not less than 3	University management	round round tables, etc.		platforms (medium)	student internships and graduate employment
Association for the Development of Professional and Continuing Education	4) Number of members (increase by 10% annually) 5) Number of events under the auspices of the ARPNI in which the following participated participation of representatives (students, teachers, administration) of the University 6) Number of participants of the event (not	Teachers and management of vocational schools in the region, teachers and management of the University	Website, social media, conferences, seminars, webinars, round round tables, etc.	3) Not specified 4) At least two events per year	1) Impossibility to hold events in person due to logistical problems and threats to life and health of participants in connection with the war (high) 2) Low level of motivation of the target audience (average)	Participation in online events Conducting information campaigns aimed at promoting the ARPNI

	less than 6 to the west)					

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Professional standard professions 3340 "Vocational school teacher"	3) Development and updating of the PPM 4) Public discussion with stakeholders	Teachers and administration of vocational schools in the region, teachers and administration of the University	It is mandatory. Information campaign on its application	3) Not specified 4) At least once a year	1) Delayed development and updating of the PPP, delayed analysis of the results of public discussions (low)	1) Use of a system of disciplinary action against the developers of the PPP.
Professional Advisory Committee; Resource centre;	4) Number of agreements with stakeholders 5) Number of events with stakeholders 6) Level Satisfaction with the study programme (at least 70% of the satisfied)	Teachers and management of vocational schools in the region, students, teachers and management of the University	Conducting information campaigns. Styling. agreements on cooperation	4) At least 1 per year 5) At least two information events per year 6) Every year	1) Low motivation of stakeholders to deal-making (high) Unrepresentative number (in per cent) of survey participants	1) Conducting information campaigns among stakeholders Conducting motivational events among students Conducting PR campaigns dedicated to creating a positive image of the University

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Determination tools of the current state of partnership at the University and assessment of the strategic competences required to establish partnerships	2) Annual survey of target groups	Teachers and management of vocational schools in the region, teachers a nd management of the University	Websites, social media	2) At least once a year for at least 5 years	1) Unrepresentative number (in per cent) of survey participants (average)	2) Conducting PR campaigns dedicated to creating a positive image of the University
The report on the best experi ence of European countries в management of pedagogical professional education, report on the state of strategic competences of staff of higher education institutions and and teachers of	3) Number of developed (updated) syllabuses of academic disciplines 4) Number of scientific publication s	Teachers a nd management of the University	Links to the project results i n scientific articles	3) Not specified 4) At least 1 publication per year	1) Low level of motivation to create scientific publications based on the project results (low)	1) Conducting information campaigns to disseminate information about the project results

vocational of education in Ukraine						