Please complete the following Logical Framework Matrix:

E.4 Logical Framework Matrix – LFM				
Wider Objective: *What is the general objective, to which the project will contribute?* to foster the quality and relevance of vocational teacher education in Ukraine by establishing standards for vocational teacher education with respect to partnership-based governance (PBG) mechanisms between universities which offer vocational teacher training and vocational schools.	**Indicators of progress:** *What are the key indicators related to the wider objective?* - vocational teacher education (VTE) at universities meets the needs and requirements of vocational schools; - new mechanisms of communication and cooperation which are meant to lead to PBG; - improvement of the teaching processes at HEIs by the involvement of vocational teachers and vocational schools; - strengthening the involvement of vocational schools in the governance of teacher training; - increasing the competences of teaching staff at HEIs and vocational teachers at VET schools by means of regular collaboration; - increasing students'	**How indicators will be measured:** *What are the sources of information on these indicators?* - strategic documents of the responsible Chair of Pedagogy at HEIs regarding regular cooperation with vocational schools; - official guidelines for establishing and managing VTE based on PBG; - official guidelines for setting up regular working groups within the framework of PBG; - official guidelines for regular meetings between universities and VET school representatives by defining benchmarks; - number of meetings, consultations and workshops with vocational teachers, number of trained university staff; - number of students who receive advanced practical training and school internships;		

	professional competences and understanding of vocational education and of practical challenges of the teacher profession; - cooperation between HEIs and vocational schools with respect to in-service training for vocational teachers at HEIs within a framework of new partnership agreements.	- modules for in-service training for vocational teachers offered by universities; - availability of general standards for vocational teacher education with respect to PBG.		
Specific Project Objective/s: *What are the specific objectives, which the project shall achieve?* - to establish effective mechanisms of partnership between HEIs, which are involved in VTE, and vocational schools (and other stakeholders if relevant); - to employ mechanisms of PBG for in-service vocational teacher training; - to enable educational institutions involved in VTE	**Indicators of progress:** *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?* - methodical documentation on developing and establishing PBG structures at HEIs and vocational schools; - effective functioning of the created structures at partner HEIs; - design and implementation of 4 modules for advanced in-service training of vocational teachers; - design and implementation	**How indicators will be measured:** *What are the sources of information that exist and can be collected? What are the methods required to get this information?* - internal documentation within HEIs regarding number of staff visiting EU universities, number of students visiting EU universities, individual reports; - official HEI's orders and resolutions on establishing new structures, signed agreements with vocational schools; - number of meetings, resolutions on curriculum development and practical training, number of conducted trainings for vocational	**Assumptions & risks** *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?* Assumptions: - positive motivation of HEIs to increase the relevance of vocational teacher education; - favorable climate for educational reforms; - availability of the necessary staff; - material facilities at HEIs; - HEIs have development and	**How the risks will be mitigated:** Possible solutions: - participation and support of the Ministry of Education and Science of Ukraine (MESU); - establishment of contacts with new management; - promotion campaigns of Ukrainian partner HEIs; - project coordinator who has a rich experience in international project management and excellent cultural awareness; - national coordinator, which has a good experience of working in

to use standards for PBG.	of 4 modules for upgrading skills of staff involved in the new PBG governance structures; - national platform for HEIs and vocational schools; - design for recommendations on national framework for mechanisms of PBG; - conducting a national conference and initiating a network of HEIs involved in VTE for exchange of experience and collaboration.	teachers; - catalogue of modules with learning materials, list of participants, number of staff trained by EU partners; - schedule of the website implementation, website materials, number of registered users; - approvals of authoritative bodies (MES); - lists of participants, conference proceedings; - Memorandum of understandings.	internationalization strategies. Risks: - political situation in Ukraine; - change of HEIs' management; - lacking motivation of vocational school management for cooperation; - difficulties with money transfer because of national legislation.	international projects and sufficient - level of competence in dealing with administrative processes in higher education
Outputs (tangible) and Outcomes (intangible): *Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:* 1P (Analysis of governance of vocational teacher education): 1.1. presentations about best practices of EU of governing vocational teacher education; 1.2. instruments for the	**Indicators of progress:** *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?* 1P: - participation in a workshop on best EU practices; consortium peer review, evaluation and approval of the instruments; - institutional reports on findings; - national report (EN, UA) presented to the	**How indicators will be measured:** *What are the sources of information on these indicators?* 1P: - lists of participants; available presentations and documents on the topic; - written feedback and evaluation; - number of surveyed /interviewed vocational - teachers and management; number of surveyed students (depends on student enrolment	**Assumptions & risks** *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?* Assumptions: - drawing from the importance of effective partnership between different institutions for ensuring high quality teacher education; - active involvement of Ministry of Education and Science in the project activities; - readiness of Ukrainian	**How the risks will be mitigated:** - continuous communication and involvement of management of institutions into staff trainings for raising awareness; - task monitoring using project management software; - time planning and following the schedules; - experience of the coordinator in international projects and communication with Ukrainian

need analysis of target groups;	consortium, available on websites and disseminated among target groups; - lists of participants.	on study programs, minimum 10 students per HEI, not less than 40 students totally); - presentation of the national report to the project consortium, available on the websites of partners.	universities and vocational schools to commit to the implementation of PBG in vocational teacher education.	partners;
1.3. findings on structures problems, motivation of Ukrainian actors and participants involved in VTE;				- involvement of professional interpreters in the activities;
	2DEV:		Risks:	- outsourcing a professional agency for creation of the online-platform.
1.4. a round table	- collaborative work on the concepts of HEIs' staff and vocational school staff;	2DEV:	- difficulties with involvement of vocational schools without financial incentives;	
2DEV (Elaboration and implementation of PBG):	- signed agreements between HEIs and vocational schools;	- reports on the experience exchange, readiness to work on the development of suitable		
2.1. elaborated concepts of PBG mechanisms;	- new structures at each HEI function effectively and perform assigned tasks;	concepts of PBG mechanisms; - minutes of the meetings, meeting deadlines for	- delays in scheduled activities; - lengthy process of official approvals and of signing	
2.2. new structures for realization of concepts at each partner HEI;	- round tables are attended by target groups; - expert evaluation by the project consortium	submissions of concepts for peer-reviews; - official strategy documents of the HEIs, guidelines, resolutions	documents necessary for the establishment of PBG mechanisms;	
2.3. two round tables.	(external experts and "critical friend") during the on-site visits.	and recommendations issued in the context of new structures; - written expert reports on PBG	- complicated procedures in the process of adopting legislative amendments to the existing normative base in Ukraine;	
3DEV (Content input from European partners on PBG):	3DEV:	structures. 3DEV:	- lacking technical knowledge and competences of the project consortium, which are necessary	
3.1. conducted staff trainings for HEI staff, vocational school management and teachers	- lists of participants; - catalogue of material; - modules of staff trainings; - agenda of staff trainings;	- number of participants; - available staff training materials in EN and UA.	for creation for the platform; - intercultural communication;	
and other stakeholders on educational governance and policy borrowing in education, soft skills and negotiations, study	4DEV: - lists of participants; - agenda of staff training; - collaborative work of the	4DEV: - staff training materials in EN and UA, number of participants;	- lacking knowledge of English among participants of workshops etc.; - lacking motivation to cooperate	

programs and didactics for VTE, teaching in vocational school contexts, heterogeneity. 4DEV (Setting up PBG mechanisms for the national level): 4.1. conducted staff training for MESU on educational governance and reforms in the VET and VTE systems; 4.2. policy paper on mechanisms of PBG in VTE; 4.3. set up of a new online platform "Partner Space" for fostering PBG; 4.4. Memorandum of Understanding between HEIs, which have VTE study programs; 4.5. developed amendments to educational standards for the VTE 5Q (Quality assurance of the project): 5.1. regular reports on	project consortium and the external expert; - submission to MESU for consideration and approval; - concrete schedule of development and launch of the platform; - presentation of the Memorandum of Understanding to the target audience; - collaborative work of the project consortium 5Q: - availability of reports, minutes, written evaluations of the participants; - recommendations are analysed and performed. 6DE: - easiness to identify the project due to its branding; - regular updating of news on the social accounts; - participation in the conference of stakeholders. 7M: - availability of the minutes to the participants; - usage of the project	minutes of the (video)-meetings; - concrete deadlines for submissions for MESU; - regular written feedbacks on the progress and usage of the platform; - number of HEIs, which sign the Memorandum of Understanding; - submission of the amendments to MESU of Ukraine. 5Q: - evaluation sheets; - external evaluation reports; - audit report; 6DE: - internal and external identifiable documentation of the project; - number of participants; - schedule of news updating; - analytics from the social networks. 7M: - documents are on the file sharing platform or sent - personally to the participants; - number of participants who	on a volunteering basis.	

WP1-4; 5. 2. evaluations on staff trainings and other activities; 5.3. recommendations of external experts and "critical friend"; 5.4. statement of financial auditor; 5.5. on-site visits during activities. 6DE (Project dissemination plan): 6.1. corporate branding, website of the project; 6.2. project news in social networks; 6.3. regular newsletter, leaflet; 6.4. conference on VTE 6.5. raised awareness on VTE 7M (Coordination and management of the project):	software; - monitoring of the performance by means of the project software.	listened to the introduction session on project management software; - feedback on performed tasks; - financial reports, original bills and supportive documents.		

7.1. minutes of project meetings; 7.2. introduction of project management software; 7.3. financial evidences and reports; 7.4. objectives reached and tasks performed on time				
Activities: *What are the key activities to be carried out (__grouped in Work packages__) and in what sequence in order to produce the expected results?* 1P: 1.1. organization of WS for need analysis; 1.2. developing instruments for need analysis; 1.3. writing a report on collected and processed data; 1.4. organisation of a round table on a national roadmap for changes of VTE governance in Ukraine.	**Inputs:** *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?* For the realisation of the activities it is necessary: - staff time: 104 days as managers; 1410 days as trainers / researchers; 655 days as technical staff; 772 days as administrative staff; - travel costs and costs of stay as indicated in the budget table for 6 workshops of the project consortium, 3 round tables, 8 staff trainings, 1 conference; 2 study visits of Ukrainian staff from partner institutions to the EU institutions; 2 study visits of		**Assumptions |& risks** *What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?* Assumptions: - vocational teachers and management is interested in conducting the need analysis; - MESU facilitates the dissemination and exploitation of mechanisms of PBG on the national level. Risks: - delays in purchasing the equipment; - lacking understanding among the project partners how to use the project management	**How the risks will be mitigated:** - continuous consultations with the Ukrainian partners, guidance provided by the national coordinator; - internal coaching and consultations concerning project issues; - preliminary calculations, consultation with EACEA about the possibility to introduce changes into activities.

2DEV: 2.1. organization of study visits of staff involved in VTE and PBG; 2.2. elaborating PBG concepts; 2.3. piloting new structures of PBG at partner HEIs; installing equipment; 2.4. organising round tables; visiting on-site the institutions involved in PBG and providing consultation and guidance. 3DEV: 3.1. developing training materials, translating; 3.2. organizing staff trainings at partner HEIs on project issues. 4DEV: 4.1. organising a staff training on VTE governance (external trainers from Kultusministerium Baden-	Ukrainian students from partner HEIs to EU institutions; - available classrooms and meeting halls for conducting workshops, staff trainings, round tables and a conference at Ukrainian and EU participating institutions; - modern equipment as indicated by the Ukrainian partners (detailed description in budget table); - subcontracting costs for external experts, external financial audit, publishing and promotion materials, project management software etc. as indicated in the budget table.		software; - problems concerning lump sums real costs (flight tickets).

Württemberg or Seminar of Baden-Württemberg); 4.2. writing a policy paper on PBG in VTE; 4.3. designing and launching an online platform for PBG facilitation; 4.4. initiating a network of HEIs involved into VTE; 4.5. developing amendments for educational standards for VTE in accordance with PBG and submitting them to the MESU of Ukraine for approval. 5Q: 5.1. preparing regular reports on WP 1-4; 5.2. preparing evaluation sheets and conducting evaluations; 5.3. organisation of visitis of external experts and "critical friend";			

5.4. external auditing; 5.5. participation in seminars at EACEA and National Agency; visiting onsite during acitivities in Ukraine. 6D: 6.1. developing corporate brand; 6.2. posting news in social networks; 6.3. sending newsletter; 6.4. organizing 1 conference in Ukraine on VTE; 6.5. publishing anthology on project results. 7M: 7.1. conducting project meetings (workshops and video meetings); 7.2. organisation of informational session on software usage; 7.3. financial management;			

7.4. monitoring of tasks performance.			