



SUSTAINABILITY PLAN OF ERASMUS+ PROJECT PAGOSTE



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ABBREVIATIONS

AVLED – Association of Vocational and Lifelong Education

EACEA – Education, Audiovisual and Culture Executive Agency

HEI – higher education institution

KPIs – Key performance indicators

PBG – partnership-based governance

ST – sustainability plan

VET – vocational education and training

VTE – vocational teacher education

WP – work package

PROJECT PARTNERS

| No. | Acronym | Name |
|-----|---------|---|
| P1 | UKON | University of Konstanz (Konstanz, Germany) |
| P2 | WU | Vienna University of Economics and Business (Vienna, Austria) |
| P3 | UNITRE | Roma Tre University (Rome, Italy) |
| P4 | KNEU | Kyiv National Economic University named after Vadym Hetman (Kyiv, Ukraine) |
| P5 | SUNPU | South Ukrainian National Pedagogical University named after K. D. Ushynsky (Odesa, Ukraine) |
| P6 | NTU | National Transport University (Kyiv, Ukraine) |
| P7 | UEPA | Ukrainian Engineering-Pedagogics Academy (Kharkiv, Ukraine) |
| P8 | MESU | Ministry of Education and Science of Ukraine (Kyiv, Ukraine) |
| P9 | IVET | Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences of Ukraine (Kyiv, Ukraine) |

1. INTRODUCTION

The sustainability plan (ST) aims to ensure the long-term viability and impact of the project PAGOSTE in the field of vocational teacher education in Ukraine. By incorporating various project results such as an online platform, professional standards, institution units, reports, instruments for evaluating the partnership needs, scientific articles, national policy document, AVLED Association, and improved competencies, the plan seeks to establish a comprehensive framework for sustainable development and continuous improvement in the vocational education sector.

2. PROJECT OVERVIEW

The Project PAGOSTE *“New mechanisms of partnership-based governance and standardization of vocational teacher education”* in Ukraine is realised within the Erasmus+ Program, Key Action 2 *“Capacity Building in the Field of Higher Education”*. The partner country is Ukraine. This project is structural and belong to the type *“Developing the higher education sector within society”*, and namely to the category *“Development of school and vocational education at post-secondary non-tertiary education level, such as reforming in-service training for teachers and reforms to the teaching profession”*

The project PAGOSTE aims at improving the governance mechanisms between different stakeholders (higher education institutions (HEIs), vocational education and training (VET) institutions, local authorities and employers) in vocational teacher education (VTE) based on partnership and cooperation. Thus, it is expected that new mechanisms enhance the quality of pre-service teacher training and provide the possibility for lifelong learning for the in-service teachers of vocational schools in Ukraine. It goes in line with the current reform in education in Ukraine. In order to achieve this ambitious goal, three main objectives are set (see Figure 1):

Objectives

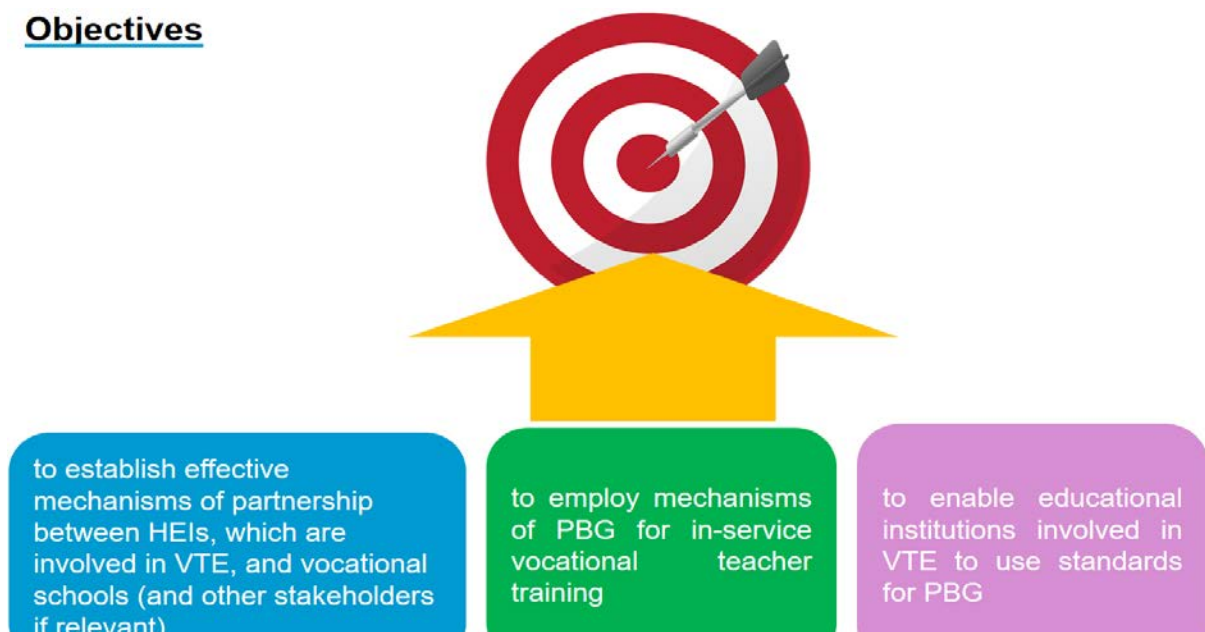


Figure 1. Objectives of the Erasmus+ Project PAGOSTE

These objectives require from all participating organisations from both Programme and Partner countries to actively contribute to the project implementation. It means that all beneficiaries are jointly responsible for carrying out the activities attributed to them, and shall conduct these activities in accordance with the work programme and schedule set forth in the Grant Agreement and approved application, working to the best of their abilities to achieve the defined results and taking full responsibility for their work in accordance with accepted professional principles. To this end, each project beneficiary shall provide staff, facilities, equipment, and material to the extent needed for executing the activities as specified in the work programme, and shall be responsible for the sound financial management and cost efficiency of the funds allocated to the project.

3. WORK PACKAGES, ACTIVITIES AND DELIVERABLES

The project consists of seven work packages (WPs).

Each work package encompasses a number of activities, which implementation is expected to produce deliverables. Table 1 schematically presents the activities and the expected deliverables according to the project application and additions, which were introduced after beginning of the project implementation. The new activities and deliverables are written in green.

Table 1. Activities and deliverables of the project PAGOSTE

| WP1: Analysis of governance of vocational teacher education | |
|---|---|
| Activity | Deliverable |
| 1.1. Organisation of the workshop for the need analysis and presenting governance of vocational teacher education in EU countries | 1.1. Report of the best practices of EU in governing vocational teacher education |
| 1.2. Developing instruments for need analysis of target groups | 1.2. Instruments for the need analysis for target groups (HEI students, HEI academic staff, VET teachers, VET management) |
| 1.3. Conduct the need analysis and produce reports on the findings | 1.3. Findings of the need analysis in each partner-HEI in the form of institutional reports and on national level in form of the consolidated (structured) report |
| 1.4. Organisation of a round table on a national roadmap for changes of VTE in Ukraine | 1.4. Round table on a national roadmap for changes of VTE in Ukraine |
| WP2: Elaboration and implementation of PBG | |
| 2.1. Organisation of study visits of staff involved into VTE and PBG | 2.1. Elaborated and documented concepts of PBG mechanisms |
| 2.2. Elaborating PBG mechanisms at partner-HEIs | 2.2. Establishment of new structures at partner-HEIs for realisation of PBG concepts |
| 2.3. Piloting new structures of PBG and installing the necessary equipment | 2.3. Sustainability strategies how to maintain and further develop the partnership |

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| 2.4. Organisation of round tables for public discussions of PBG mechanisms and their implementation at partner-HEIs | 2.4. Round tables |
| WP 3: Content input from European partners on PBG | |
| 3.1. Developing training materials for staff trainings and translating them | 3.1. Conducted staff training for HEI staff, MESU staff, VET management and teaching staff |
| 3.2. Organising at partner-HEIs staff trainings | 3.2. Training materials (modules) |
| WP4: Setting up PBG mechanisms for the national level | |
| 4.1. Organising a staff training on VTE governance (external trainers from Kultusministerium Baden-Wurttemberg or State Seminar for Didactics and Further Teacher Training) | 4.1. Conducted staff training for the MESU on governance in VTE |
| 4.2. Writing a policy paper on PBG in VTE | 4.2. Policy paper on mechanisms of PBG in VTE |
| 4.3. Designing and launching the online platform for PBG facilitation | 4.3. New online platform "Partner Space" for fostering PBG |
| 4.4. Initiating a network of HEIs involved into VTE | 4.4. Association in sphere of vocational education for promoting vocational education and teacher training for it |
| 4.5. Developing the amendments for standards of VTE in accordance with PBG and submitting them to the MESU for approval | 4.5. Amendments to educational standards for VTE |
| WP5: Quality assurance of the project | |
| 5.1. Preparing regular reports on project results and WPs | 5.1. Regular reports on WPs |
| 5.2. Preparing evaluation sheets and conducting evaluations | 5.2. Evaluations by the participants of staff trainings and other activities |
| 5.3. Organisation of visits of external experts and critical friend | 5.3. Evaluations by experts and a critical friend |
| 5.4. External auditing | 5.4. Statement of an external financial auditor |
| 5.5. Participation in seminars (meetings) at EACEA, National Agency in Germany and National Erasmus+ Office in Ukraine; visiting onsite during activities in Ukraine | 5.5. On-sites visits during activities |
| WP6: Project dissemination plan | |
| 6.1. Developing corporate project branding | 6.1. Corporate project branding and website |
| 6.2. Posting news in social networks | 6.2. News in social networks |
| 6.3. Sending newsletter | 6.3. Newsletters |
| 6.4. Organising a conference on VTE in Ukraine | 6.4. Conference on VTE |
| 6.5. Publishing an anthology | 6.5. Raised awareness on VTE through dissemination of the anthology |

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| 6.6. Promotion of the project by means of publications | 6.6. Published articles, news, updates, proceedings etc. |
| WP7: Coordination and management of the project | |
| 7.1. Conducting project meetings (workshops and online video meeting) | 7.1. Minutes of project meetings (project workshops and online jour fixes) |
| 7.2. Organisation of informational sessions on software usage | 7.2. Introduction of project management software |
| 7.3. Financial managements | 7.3. Financial evidences and reports |
| 7.4. Monitoring of tasks performance | 7.4. Objectives reached and tasks performed on time |
| 7.5. Administrative management | - |

4. PROJECT RESULTS FOR SUSTAINABILITY PROMOTION

Some deliverables are of greater value for sustaining the product outcomes than others. The most significant deliverables that are to foster sustainability of the changes initiated by the project are the following:



INSTRUMENTS FOR THE EXAMINATION OF THE PARTNERSHIP STATE

The developed by the project team instruments for the need analysis for target groups are to employ by HEIs that offer vocational teacher training for defining the potential weaknesses in the current cooperation and partnership with stakeholders and improve the existing governance mechanisms based on the findings. Among the developed instruments a questionnaire to define the level of strategic competences necessary for establishing effective relationships with potential partners.



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Target groups: HEIs that plan to introduce partnership-based governance in teacher training

The instruments are available in English and Ukrainian on the project website and website of partners. They are free of charge.

REPORTS OF THE BEST PRACTICES OF EU IN GOVERNING VOCATIONAL TEACHER EDUCATION AND STATE OF THE ART OF THE COMPETENCES OF TEACHERS IN UKRAINE

The produced reports on the best practices of EU in governing vocational teacher education serve as a blueprint for the policy learning for the Ukrainian HEIs and MESU.

Target groups: MESU, HEIs, academic staff, vocational teachers, HEI students.

The reports are available in English and Ukrainian on the project website and website of partners. They are free of charge.

The reports are partially incorporated into curricula of pedagogical courses at the partner-HEIs. HEI academic staff also refers in their research papers to the report, because of its high quality

ONLINE PLATFORM “015”

The project has developed and the partner will maintain a robust online platform that serves as a central hub of information and resources for VET. The platform will provide different branches of information, including:

1. *HEI and VET Institution Profiles:* The platform will host profiles of Higher Education Institutions (HEIs) and VET institutions, offering detailed information about their mission, programs, facilities, and achievements. These profiles will enable stakeholders to make informed decisions and foster transparency in the VET sector.
2. *Feedbacks from Students, Staff, and 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 programs and identify areas for improvement.
3. *Database of Institutions and VET Institutions:* A comprehensive and up-to-date database will be created, serving as a centralized repository of information about HEIs and VET institutions. This database will be a valuable resource for students, researchers, policymakers, and other stakeholders, providing easy access to key information about these institutions.
4. *HEI and VET Institution Teachers' Profiles:* The platform will include profiles of teachers in HEIs and VET institutions, showcasing their qualifications, experience, areas of expertise, and accomplishments. These profiles will facilitate collaboration, knowledge sharing, and networking among teachers, creating opportunities for professional development and fostering a community of practice.
5. *Information about Grant Programs:* The platform will provide comprehensive information about grant programs available to HEIs, VET institutions, teachers, and



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students. This information will help stakeholders identify funding opportunities, promote innovation, and enhance the quality of vocational teacher education.

The online platform will be regularly updated and maintained by IVE NAPS, partner-HEIs and other HEIs that offer vocational teacher training to ensure its effectiveness as an information hub and foster continuous improvement.

AMENDED STANDARDS TO THE PROFESSION “VOCATIONAL TEACHER”

Within the project the amendments to professional standard “Vocational teacher” in regard to competences in sphere of partnership and cooperation have been developed in collaboration with stakeholders and approved by the National Qualification Agency. This document focuses on VET teachers' standards and professional standards, ensuring they are updated to meet current industry requirements and expectations. The development process involved consultations with stakeholders, including teachers, educational experts, industry representatives, and policymakers.

Target groups: vocational teachers, HEI academic staff

The document is disseminated through various means, including round table discussions, workshops, conferences, digital platforms and the official website of the National Qualifications Agency. These dissemination activities facilitate knowledge sharing, gather feedback, and promote buy-in from relevant stakeholders. The involvement of stakeholders is called to ensure the relevance and effectiveness of the professional standard.

As this point the professional standard has no commercial option, it has a binding character as an official regulation for the profession.

Risks associated with the lack of VET teachers in the labour market and consequently the application of the amended professional standard will be addressed through the creation of a care guidance plan. This plan will offer support and guidance to attract and retain qualified teachers, including strategies for recruitment, professional development, and career advancement. Collaboration with industry partners, internship programs, and mentorship initiatives will also be explored to bridge the gap between VET education and the labour market. This tasks belong to the priority tasks of the policy-makers who are aware of the pressing problem of lack of pedagogical personnel in VET institutions and their low societal standing and financial remuneration.

INSTITUTIONAL STRUCTURES AT PARTNER-HEIS

The project focuses on improving the professional skills of prospective and in-service VET teachers, as well as the administrative staff in HEIs and VET institutions. This is achieved by means of institutional structures at the partner-HEIs.

Target groups: HEI academic staff, vocational teachers, HEI students

These units and structures have been institutionalised by the corresponding rector orders and have an official nature. These institutional structures and units are diverse in nature because the HEIs have different profiles and capacities; however, they are united by the following characteristics that ensure the further sustainability:

- Self-development opportunities for VET in-service teachers and HEI academic staff: Self-development opportunities are provided to VET teachers and administrative staff, enabling them to enhance their knowledge, pedagogical skills, and understanding of industry trends. These opportunities may include:
 - access to online resources, including webinars, e-learning modules, and educational materials produced within HEIs that offer vocational teacher training;
 - collaborative projects and research initiatives to foster knowledge exchange and innovation;
 - Networking events and community-building activities to facilitate collaboration and peer support;
 - Mentorship programs to provide guidance and support for professional growth.
- Quality improvement of the curricula and teaching methods during the pre-service teacher training:
 - involvement of external specialists from VET institutions in the evaluation of relevance of curricula;
 - engagement of vocational teachers in scientific work during students' projects for increasing shared ownership for quality training;
 - practical examples and real life situations for relevant teacher training.

Every HEI has a plan of measures within the activity of these institutional units.

POLICY PAPER ON MECHANISMS OF PBG IN VTE

The project has developed national recommendations for establishing partnerships and cooperation between different stakeholders in vocational teacher education.

Target groups: pedagogical staff of VET and HEIs, vocational institutions, HEIs and local authorities.

This document has been institutionalised by the order Nr. 666. It emphasizes the implementation of PBG principles into the educational processes of HEIs and VET institutions. The project is utilizing the online platform "015", communication tools, and recommended letters from the MESU to disseminate and promote this policy document. The MESU has committed to organise a series of webinars to explain the specifics of PBG implementation.

The development of national policy recommendation has involved extensive consultation with relevant stakeholders, including educational experts, policymakers, representatives from HEIs and VET institutions, and professional associations. The project team has gathered input, feedback, and recommendations to ensure that the policy document reflects the needs and aspirations of the vocational education sector and facilitate the integration of PBG principles into the broader educational system.



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Resources, including human resources and institutional resources, have been allocated by the MESU to support the development, implementation, and monitoring of these policy document.

AVLED ASSOCIATION

The project has focused on engaging HEI staff through the AVLED Association. The AVLED (Association for Vocational and Lifelong Education), is to play a major role in knowledge transfer and collaboration within the vocational education sector.

Target groups: HEI academic staff, vocational teachers, management of HEIs and VET institutions.

The AVLED serves as a network for HEI staff to connect, share best practices, engage in research collaboration and present the interests of vocational teacher training in policy dialogue. The advantages of joining the AVLED include:

- *Knowledge Transfer:* AVLED will facilitate the exchange of knowledge, experiences, and innovative practices among HEI staff. Through networking events, conferences, and online platforms, members will have opportunities to learn from each other and stay updated with the latest developments in vocational teacher education.
- *Professional Development:* The association will provide professional development opportunities, including workshops, seminars, and training programs. These initiatives will enhance the skills and competencies of HEI staff, enabling them to deliver high-quality education and support the professional growth of vocational teachers.
- *Research Collaboration:* AVLED will foster research collaboration among HEI staff, promoting interdisciplinary studies and joint research projects. By facilitating research partnerships, the association will contribute to the generation of new knowledge and the advancement of vocational teacher education.
- *Representation of interests of pre-service and in-service VET teachers:* members of AVLED can articulate their needs and expectations from the policies implemented by the MESU and conduct with policy-makers a dialogue.

To sustain the activities of the AVLED, a membership fee will be implemented as a commercialization strategy. The fee structure will be designed to ensure accessibility and affordability for HEI staff, while also providing the necessary resources to support the association's operations.

Key performance indicators (KPIs) for the AVLED include the number of activities offered, the frequency of meetings held, and the growth in the number of new members. These indicators will be monitored to assess the impact and engagement of the association in facilitating knowledge transfer, fostering research collaboration, improving the policy dialogue and enhancing the vocational education ecosystem.

Improved Competencies: The project aims to improve the competencies of students in both HEIs and VET institutions. Through targeted educational programs, classes, and practical



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experiences, the quality of education will be enhanced, leading to improved competencies among students.

The project will prioritize the delivery of high-quality classes that align with industry demands and best practices in vocational education. This will involve designing and implementing curriculum enhancements, integrating real-world experiences, and providing opportunities for hands-on learning and practical application of skills.

The project will also implement mechanisms to measure the impact of these initiatives, including satisfaction measurements and tracking students' employment rates after completing their vocational education. Regular feedback from students, employers, and other stakeholders will inform ongoing improvements and ensure the continuous enhancement of educational programs.

To address the risk of lack of enthusiasm among students, the project will explore various strategies. This may include promoting student participation in grant programs, which can provide financial support and recognition for their achievements. Additionally, the project will advocate for the allocation of adequate resources from the national budget to prioritize vocational education and training initiatives. By demonstrating the value and importance of vocational education, the project aims to inspire and motivate students to actively engage in their learning journey.

5. CONCLUSIONS

By implementing the sustainability plan, the project aims to create a long-lasting impact in vocational teacher education in Ukraine. The comprehensive framework encompassing the instruments for the need analysis, reports on best practices online platform, professional standard, institution units, scientific articles, national policy documents, and AVLED are expected to contribute to the continuous development and improvement of the vocational teacher training in Ukraine by implementing cooperation and partnership mechanisms into existing governance system. The summary of sustainability plan is presented as a table in Annex 1

By fostering collaboration, promoting knowledge exchange, and enhancing the quality of vocational teacher education, the project will contribute to the overall enhancement of vocational education and training in Ukraine.

Through these efforts, the project seeks to prepare future generations for the demands of the labour market, foster innovation and excellence in vocational teacher education, and contribute to the socio-economic development of the country. The project team is committed to ensuring the long-term viability and sustainability of the initiatives, creating a legacy of quality vocational education for generations to come.

ANNEX1. TABLE OF THE SUSTAINABILITY PLAN

| Project outcomes that will support the project sustainability | Title, description | Partner who is responsible | Link on tools, products | Level ¹ | Target group | Tools | Frequency of upgrading, disseminating if applicable |
|---|---|----------------------------|---|--------------------|--|--|---|
| National Policy Document | Methodological Recommendations for the introduction of governance mechanisms based on partnership and standardization in the training of vocational education teachers in Ukraine | MESU | https://mon.gov.ua/ua/npa/pro-zatverdzhennya-metodichnih-rekomendacij-shodo-zaprovdzhennya-mehanizmiv-upravlinnya-na-osnovi-partnerstva-u-zakladah-vishoyi-osviti-sho-zdijsnyuyut-pidgotovku-za-specialnistyu-015-profesijna-osvita-za-specializaciyami-galuzi-znan-01-osvitapedagogika?fbclid=IwAR0EHSXiKGt9D2CdTYXJYam6Xb-j7p_g1csJL0pXVovmluaMO079JCqbhk | N | VET teachers and management, academic staff and management of HEIs, policymakers | Web site, social media, conferences, seminars, webinars, round tables etc. | N/A |
| Online Platform | Online platform “Partner Space 015” | IVE | https://015.org.ua/ | N | VET teachers and management, students, academic staff and management of HEIs | Web site, social media, conferences, seminars, webinars, round tables etc. | Regularly |
| Professional | Association for the | UEPA | https://vetdev.org.ua/en/m | N/I | VET teachers and | Web site, social | At least two events |

¹ R- regional; N – national; I - international

| Project outcomes that will support the project sustainability | Title, description | Partner who is responsible | Link on tools, products | Level ¹ | Target group | Tools | Frequency of upgrading, disseminating if applicable |
|---|--|--|--|--------------------|--|--|---|
| Association | Development of Vocational and Lifelong Education | | ain/ | | management, academic staff and management of HEIs | media, conferences, seminars, webinars, round tables etc. | per year |
| Professional Standards | Professional standard for the profession 3340 "Teacher of Vocational Education" | IVE | https://register.nqa.gov.ua/uploads/0/521-pedagog_profesijnogo_navcanna.pdf | N | VET teachers and management | It has a binding character. Informational campaign on its application | N/A |
| Institution Structures | Professional Advisory Committee of the speciality "Vocational Education (Economics)"; Coworking Centre for Economic and Business Education; Committee for Support of Quality Assurance and Development of the Training System of Vocational Education Teachers of the speciality "Vocational Education (Transport)"; Resource Centre for Vocational Education in Design Technologies; Centre of Pedagogical and Management | Ukrainian HEIs - project participants (KNEU, NTU, UEPA, SUNPU) | https://fupstap.kneu.edu.ua/ua/doradchi_komitety/doradchyy_komitet_prof_osvita/ http://pmpn.uipa.edu.ua/?page_id=4219&lang=uk | R | VET teachers and management, students, academic staff and management of HEIs | Institutionalisation by the order of university management, bilateral agreements with the stakeholders, informational campaign | At least two events per year by each partner |

| Project outcomes that will support the project sustainability | Title, description | Partner who is responsible | Link on tools, products | Level ¹ | Target group | Tools | Frequency of upgrading, disseminating if applicable |
|---|---|----------------------------|-------------------------|--------------------|--|---|---|
| | Excellence for Vocational Education in Ukraine | | | | | | |
| Instruments for the need analysis | Instruments for defining state of the art of the partnership at HEIs and evaluating strategic competences necessary for establishing partnership | All partners | - | N/I | VET teachers and management, academic staff and management of HEIs | Web sites, social media | At least once per year by each partner |
| Reports on EU practices and strategic competences | Report on best practices from the European countries in governing vocational teacher education, report on the state of the art of strategic competences of HEI staff and vocational teachers in Ukraine | All partners | - | N/I | VET teachers and management, academic staff and management of HEIs | Curricula, referencing to the reports, in scientific articles | At least once per year by each partner |