

**CONCEPT OF CREATING NEW
PARTNERSHIP-BASED GOVERNANCE
AND STANDARDISATION
MECHANISMS OF VOCATIONAL
TEACHER EDUCATION AT
UKRAINIAN ENGINEERING
PEDAGOGICS ACADEMY (UEPA)**



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Author(s) (name, surname, institution):	Olena Kovalenko, Nataliia Briukhanova, Liudmyla Shtefan, UEPA
Contributor(s) (name, surname, institution):	Halyna Yelnykova, Oleksandr Kupriyanov, Nataliia Korolova, Roman Nesterenko, UEPA
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1. RELEVANCE OF THE CONCEPT

In modern conditions, in accordance with changes in the labour market, the system of vocational education training should be radically modernised, as the competence of specialists does not always meet the requirements for the implementation of innovation processes in society. One of the reasons for this is a significant difficulty in establishing partnerships between higher education institutions (HEIs) and stakeholders. At the same time, there are also problems in the area of material equipment of the educational process of HEIs, since the outdated base impedes the implementation of information and communication technologies.

The main task of vocational education in modern conditions is to take into account the requirements of employers for the training of specialists in general and future teachers in particular. One of the ways to solve it is the implementation of partnerships between stakeholders (vocational education institutions, businesses, non-governmental organisations, etc.).

Establishing partnerships in the field of vocational education is one of the directions of the Copenhagen process of cooperation development in this field, which is actively implemented in the countries of the European Union. Within the framework of the Copenhagen Accords, social partners are participants in all processes of vocational education reform, including improving the quality of vocational training, ensuring the transparency of qualifications, transferring credit units, etc.

For the educational institution itself, the partnership system creates the necessary conditions for quality training of competitive professionals by means of:

- meeting employers' requirements for the content of training;
- simplifying access to labour market information;
- adjusting curricula taking into account the requirements of employers;
- organising student internships;
- organising advanced training of teachers at enterprises;
- taking part in joint commercial projects, etc.

Partnership in the field of vocational education allows positively influencing the development of high-quality education that will meet the needs of the labour market and the demands for the further economic development of the state.

The analysis of the state of vocational training of VET teachers allowed identifying the shortcomings of the traditional system of their basic and postgraduate training (Figure 1). This work has been carried out on the basis of the analysis of the existing partnerships with such education institutions as Kharkiv Higher Vocational School № 6 (specialisation – power engineering), Kharkiv Higher Vocational School of Services (specialisation – technologies of the light industry), Regional Centre for Vocational Education in Electrical Engineering,



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Mechanical Engineering and Service Technologies of the Kharkiv region (specialisations – computer technologies, mechanical engineering), Regional Centre for Vocational Education in Construction Technologies of the Kharkiv region (specialisation – occupational safety) and others.

It was found that stakeholders were weakly involved in the development of educational and vocational programmes (syllabuses) in the specialty 015 "Vocational Education" (by specialisation), were not part of the certification commissions, and did not participate in training sessions. At the same time, it turned out that the list of bases for conducting student internships in this specialty needs to be reconsidered.

So, the results of the analytical work finally demonstrated that creating new governance mechanisms based on partnership and standardisation of VET teacher training in Ukraine is an urgent issue.

2. SOURCE DATA OF THE CONCEPT

The purpose of the Concept is to create new partnership-based governance (PBG) mechanisms of VET teacher training at UEPA and their approbation with the involvement of the experience of partner participants.

The purpose of the Concept is realised through the following tasks:

- to introduce mechanisms based on partnership and standardisation into the system of training future VET teachers at UEPA within the specialty "Vocational Education (by specialisations)";
- to implement PBG mechanisms into the system of advanced training of teaching staff at vocational education institutions;
- create effective partnership mechanisms between UEPA, vocational education institutions and other stakeholders;
- to ensure the dissemination of positive outcomes of the implementation of PBG mechanisms at UEPA among other similar education institutions.

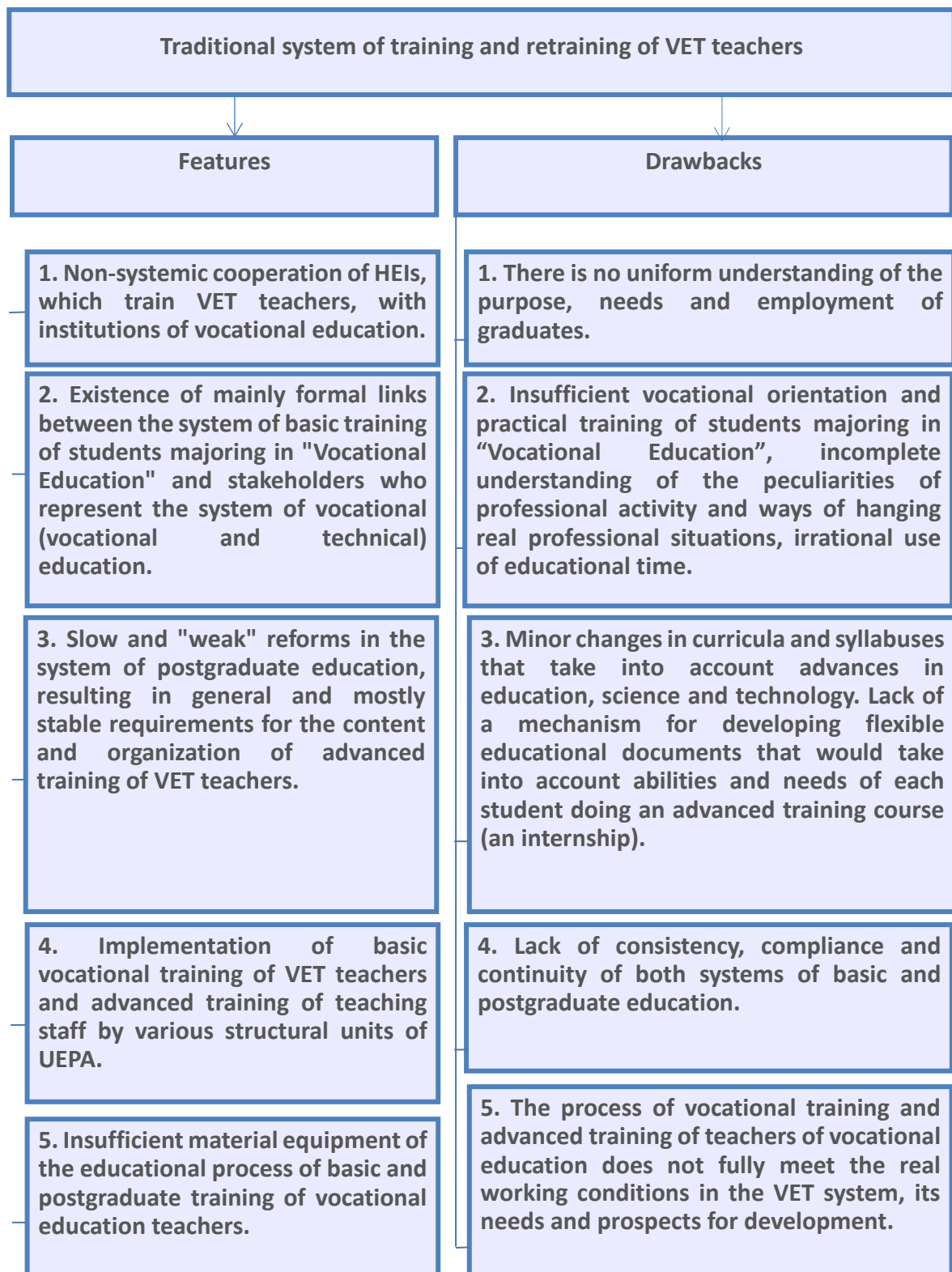


Figure 1. Features of the traditional system of basic and postgraduate training of vocational education teachers



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Legislative and regulatory framework for the implementation of the Concept include the Laws of Ukraine "On Higher Education", "On Vocational Education", "On Public-Private Partnership", the Concept of Internationalisation of UEPA and the Development Strategy of the Ukrainian Engineering Pedagogics Academy for 2020-2025; "Regulations on the implementation of projects of EU international cooperation programs and management of grant funds"; Orders of UEPA: "On the Manager of the Erasmus+ KA2 CBHE Project «New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine (PAGOSTE)»" (No 67 dated Feb. 14, 2020); "On Approval of the Composition of the Work Group for the Implementation of the Erasmus+ KA2 CBHE Project «New mechanisms of partnership-based governance and standardisation of vocational teacher education in Ukraine (PAGOSTE)»" (No 68 dated Feb. 14, 2020).

Participants of the implementation of the Concept:

EU partners:

- University of Konstanz (Germany);
- Vienna University of Business and Economics (Austria);
- Roma Tre University (Italy).

Ukrainian partners:

- Ministry of Education and Science of Ukraine (Kyiv);
- Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences (Kyiv);
- Kyiv National Economic University (Kyiv);
- Ukrainian Engineering Pedagogics Academy (Kharkiv);
- National Transport University (Kyiv);
- South Ukraine National Pedagogical University (Odesa).

Stakeholders:

- higher education students specialising in "Vocational Education" (by specialisations) at UEPA;
- managerial and teaching staff of vocational education institutions;
- teaching staff of related institutions of higher education;
- public representatives.

Duration of the Concept implementation: from March 2020 to January 2023.

3. PRINCIPLES OF THE CONCEPT IMPLEMENTATION

- equality and authority of the parties' representatives;
- taking into account the interests of the participants;



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- equality and authority of all the participants;
- encouragement of the development of partnerships between the participants on a democratic basis;
- liability of the participants based on contractual relations.

4. DIRECTIONS OF THE CONCEPT IMPLEMENTATION:

Direction 1. Development and implementation of mechanisms for managing basic and postgraduate education of vocational teachers based on partnership.

Direction 2. Formation of UEPA's significant contribution to the development of partnership-based governance and standardisation mechanisms.

Here are the approaches to the implementation of **the first direction of the Concept**:

1. It is envisaged to create a "Centre of Teaching and Governance Excellence for VET in Ukraine" (hereinafter the Centre), which:

- provides partnership by creating structural and functional horizontal and vertical connections;
- implements collaborative management that combines the efforts of UEPA; students as first range consumers of educational services as well as vocational teachers and VET specialists as second range consumers of educational services and future employers; the public as representatives of society;
- conducts research and educational activities through the use of innovative tools, methods and technologies, which are mostly implemented using computer technology.

The Centre will be a new structural unit of UEPA. Its activities will be regulated by the relevant Regulations on the work organisation.

2. The mechanism of partnership-based governance of the process of vocational teacher training at UEPA is offered at the Centre. Improvements to the curricula and study programmes will be made by updating them taking into account the requirements of employers and employees of the vocational education sector. In particular, the training programmes for students majoring in "Vocational Education (by specialisation)" as well as corresponding information and methodological support will be improved in accordance with the requirements of the labour market, educational reforms and recommendations of stakeholders.

This task will be carried out based on horizontal integration of educational organisations of the same level (for example, vocational and technical institutions in related areas).

At the same time, it is envisaged to organise advanced trainings (internships) of the teaching staff of vocational education institutions and UEPA.

An improved model of mechanisms of partnership-based governance of vocational teacher training at UEPA realised at the Centre is shown in Figure 2.

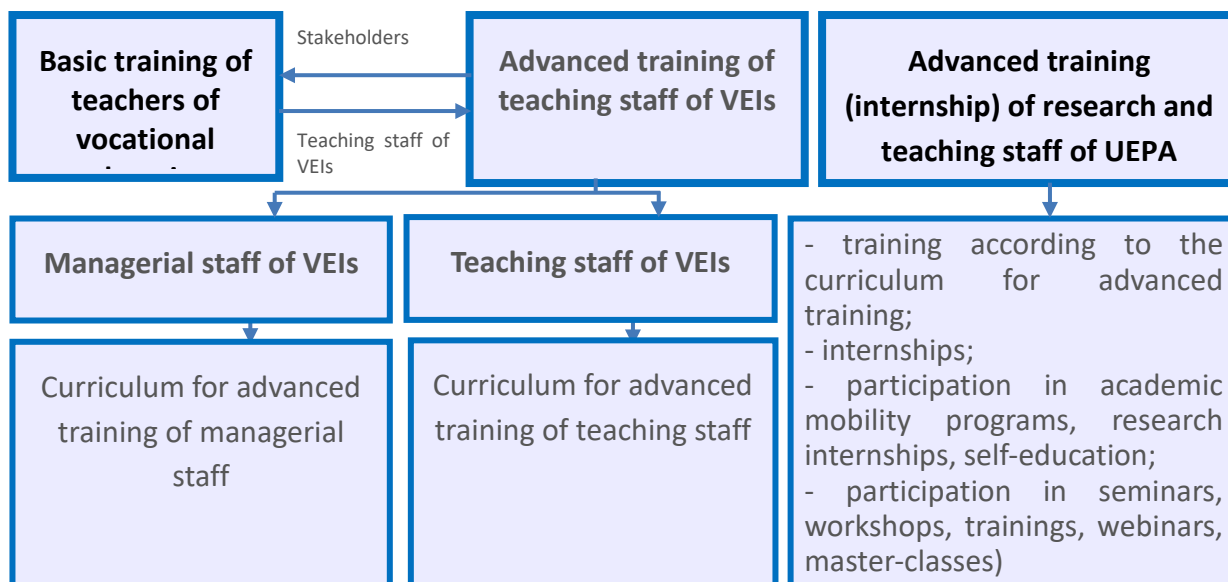


Figure 2. An improved model of partnership-based governance mechanisms for vocational teacher training at UEPA on the basis of the Centre

3. The directions of improving the basic training of VET teachers at the Centre are developed, among which there are the following ones:

- improvement of higher education standards and educational vocational programmes with regard to the competency-based approach;
- creation of curricula and programmes aimed at developing professional competencies;
- participation of stakeholders at all stages of training students (which involves conducting practical classes and holding workshops; managing internships, participating in examination boards).

4. The directions of improving professional development (advanced training) of teaching staff of vocational education institutions (VEIs) on the basis of Centre are specified (Figure 3).

5. The directions of improving advanced training of research and teaching staff of UEPA on the basis of the Centre through carrying out courses, trainings, seminars, workshops, etc. are offered (Figure 4).

6. The needs of the Centre in modern equipment (computers, laptops, web-cameras, video cameras, cameras, etc.) and premises (lecture room, educational classroom, multimedia classroom, innovative educational technology classroom, pedagogical design classroom), as well as the approximate directions of their application, are determined. The classrooms will be prepared at the expense of the academy. Technical, economic and financial questions and expenses related to the purchase of equipment for the classrooms are expected to be covered with the help of the grant.

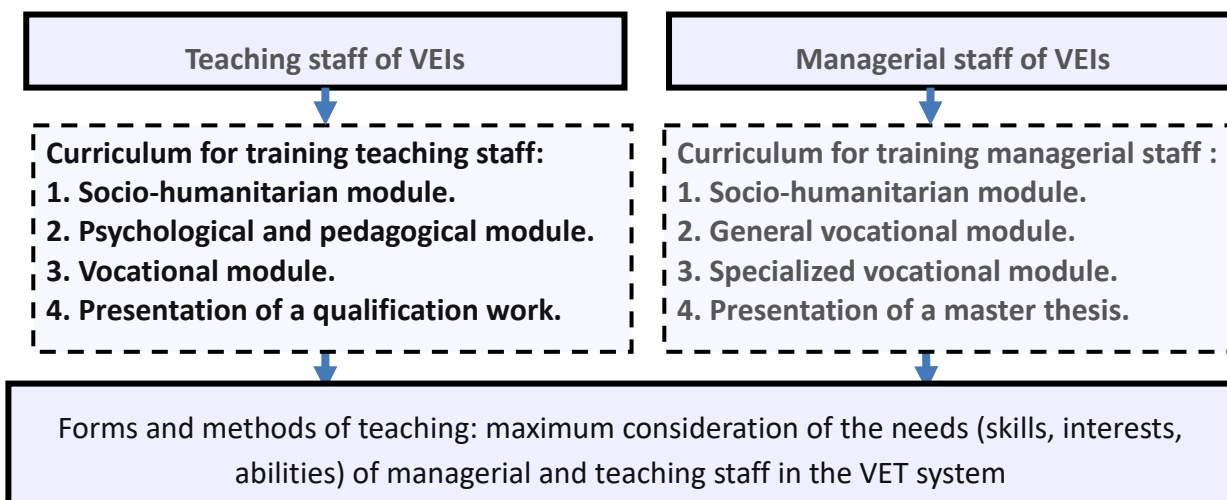


Figure 3. Directions of improving professional development (advanced training) of teaching staff of VEIs on the basis of Centre

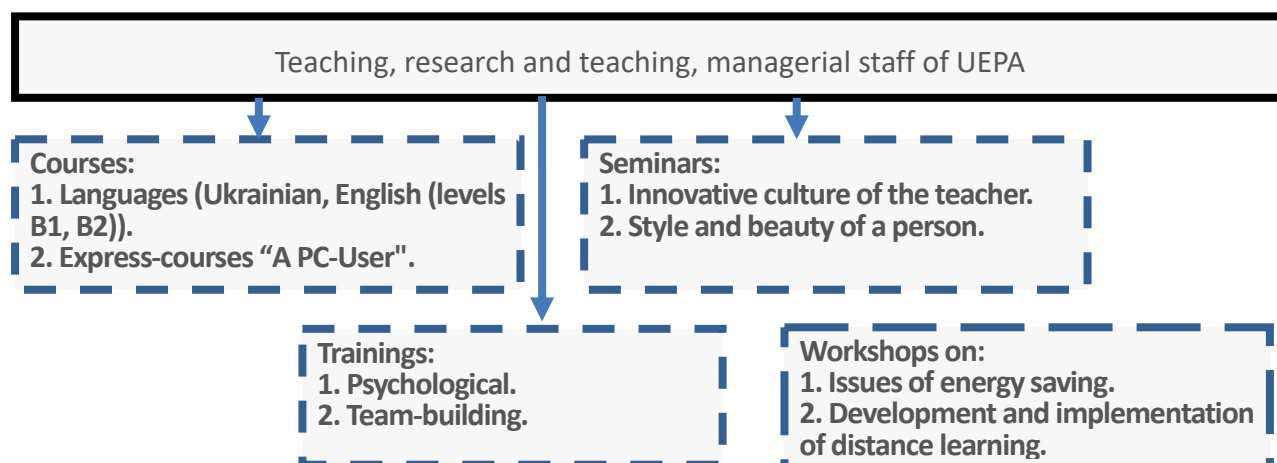


Figure 4. Directions for improving advanced training of research and teaching staff of UEPA on the basis of the Centre

7. A model of partner interaction of the participants on the basis of the Centre is offered. It outlines the specifics of basic VET teacher training and advanced training of teaching staff of vocational education institutions (Figure 5).

Here are the approaches to the implementation of **the second direction of the Concept**, which is aimed at forming a meaningful contribution of UEPA in the development of partnership-based governance and standardisation mechanisms.

The direction will be implemented based on vertical integration. Therefore, the positive results obtained as a result of the creation of partnership-based governance and standardisation mechanisms of VET teacher training in Ukraine will be presented vertically: vocational education institutions, higher education institutions, the Ministry of Education and



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Science of Ukraine. The latter will ensure the dissemination of the experience gained all over the country.

It is planned to hold international scientific conferences on engineering pedagogy, seminars, round tables, workshops, online meetings as well as internships of teaching staff of the academy with the involvement of European universities of foreign partners. Teachers of UEPA who are involved in training students in the speciality "Vocational Education (by specialisations)" will be invited to attend and participate in these events. The administrative community of higher education institutions, vocational education institutions and vocational higher education institutions are expected to join these events. At the same time, the gender and age balance will be observed.

The topics of the events will be determined according to the identified problems in the process of training teachers as well as in the process of managing such training. This will allow using the experience of European partners while developing a mechanism for managing the process of training vocational education teachers.

International academic mobility of students heading to partner universities will be developed.



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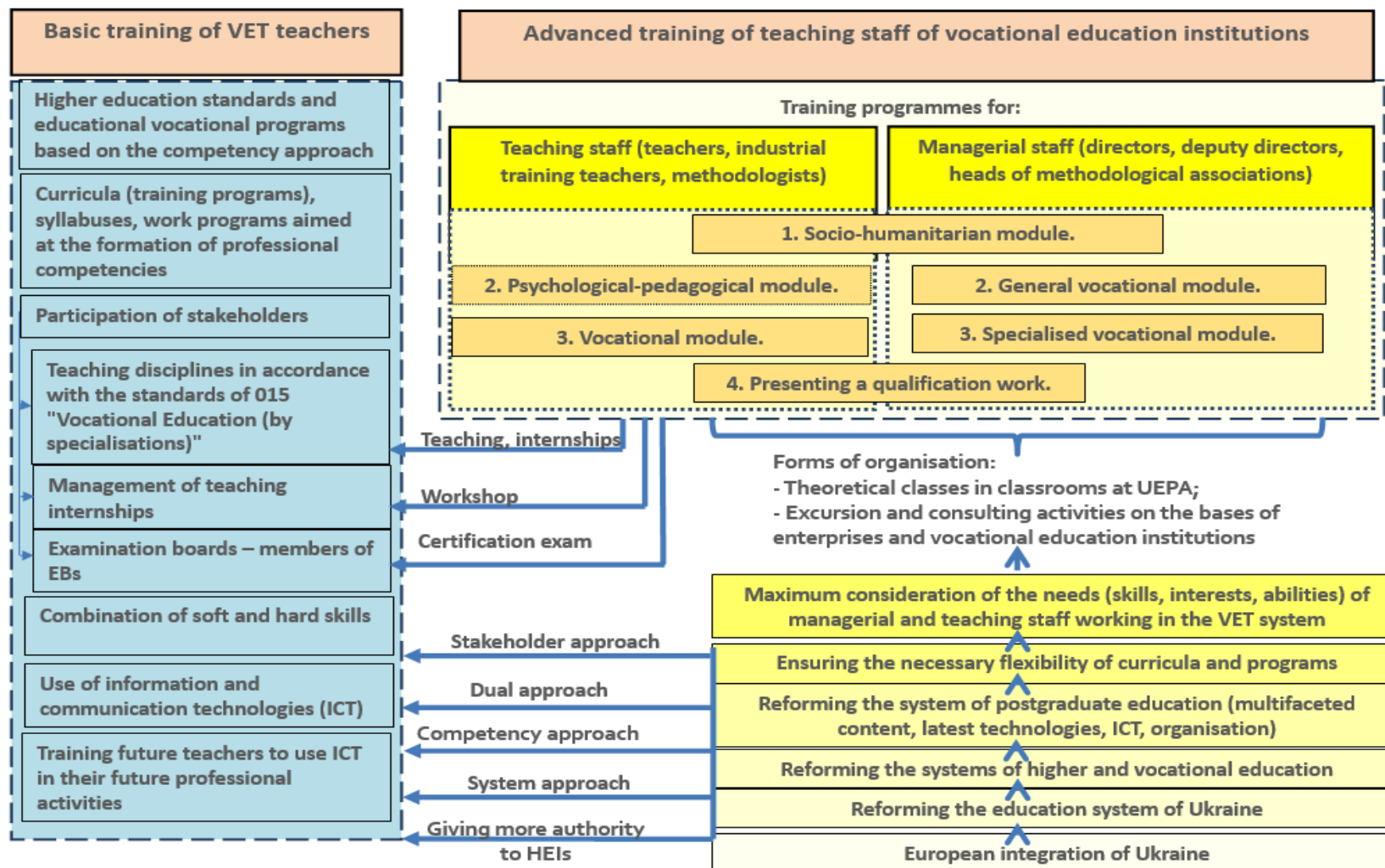


Figure 5. A model of partner interaction of the participants on the basis of the Centre

Ways to implement **the second direction of the Concept** are presented in Table 1.

Table 1. Ways, measures and participants in the implementation of the second direction of the Concept

Ways of implementing	Events	Participants
Cooperation with the Directorate of Vocational Education of the Ministry of Education and Science and relevant public associations on the reform of the vocational education system in Ukraine	Development of proposals on documents related to the development of vocational education in Ukraine and their further submission for consideration of the Ministry of Education and Science and the Verkhovna Rada	MESU, relevant public associations, administration of UEPA
Involving stakeholders from the VET system to make decisions on improving training in specialty 015 at the Academy	Inclusion of representatives of the Directorate of Vocational Education of the Ministry of Education and Science, training and methodological VET centre in Kharkiv region and heads of institutions of vocational education in the Advisory Board of UEPA	Administration of UEPA, guarantors of educational programmes in UEPA, representatives of the Directorate of Vocational Education of the Ministry of Education and Science, managers of training and methodological VET centre in Kharkiv region and vocational education institutions
Participation of faculty members of UEPA in the work of advisory boards of vocational education institutions	Proposal to the institutions of the VET system on the inclusion of Guarantors of educational programs of specialty 015 at UEPA (by specialisations) in their Supervisory Boards	Guarantors of educational programmes of specialty 015 at UEPA, managers of vocational education institutions

Ways of implementing	Events	Participants
Intensification of a public dialogue of all stakeholders in the field of vocational education development	Initiative to create and actively participate in the activities of the "Association on Vocational and Life-Long Education Development"	Administration of UEPA, professorial and teaching staff of UEPA, administrations and professorial and teaching staff of HEIs, responsible for carrying out training in specialty 015, administration and staff of NAES of Ukraine, administration and teachers of vocational education institutions and vocational pre-higher education, specialised public associations, other stakeholders
Advanced training and internship of teaching staff of UEPA at institutions of the VET system	Advanced training and internship of research and teaching staff of UEPA on the basis of regional training and methodological VET centre as well as educational and practical VET centres in accordance with the department specifics	Academic and teaching staff of UEPA, specialists of training and methodological centres, managers and teachers of vocational training centres
Using the experience of partner participants and stakeholders	Holding international scientific conferences on engineering pedagogy, seminars, round tables, workshops, online meetings	Project partners, stakeholders
Activating international academic mobility	Organisation of internships on the basis of project partners	Teachers and those getting higher education in the specialty "Vocational Education" (by specializations) at UEPA
Generalising the experience of HEIs and vocational education institutions of Ukraine under pandemic conditions based on the implementation of distance learning	Start of research work on the topic "Improvement of psychological and pedagogical training of teachers in terms of distance learning on a partnership basis"	Professorial and teaching staff of the Department of Pedagogy, Methodology and Education Management

Ways of implementing	Events	Participants
Using advanced pedagogical experience	Annual School "Education 4.0 and Teaching Excellence"	Professorial and teaching staff of UEPA, representatives of vocational education institutions
Developing recommendations based on the results of positive experience of UEPA in implementing the Concept	Dissemination of recommendations	Ministry of Education and Science of Ukraine, HEIs, vocational education institutions

The ways for partners and consumers of educational services to benefit from implementing the Concept are outlined (Table 2)

5. WAYS FOR PARTNERS AND CONSUMERS OF EDUCATIONAL SERVICES TO BENEFIT FROM THE CONCEPT IMPLEMENTATION

Table 2. Ways for partners and consumers of educational services to benefit from the Concept implementation

No	Consumers of educational services	Benefits and gains
1	Ministry of Education and Science of Ukraine; Institute of Pedagogy and Vocational Training at National Academy of Educational Sciences of Ukraine	<ul style="list-style-type: none"> ✓ creating a competitive environment in order to source in major innovations and involve public services; ✓ implementing professional and educational standards more efficiently so that professional competencies can be developed; ✓ ensuring higher productivity in the field of VET ✓ improving qualitative and quantitative indicators of VET institutions staff; ✓ systemic character, consistency and efficiency of managerial decision-making; ✓ internationalising and adapting foreign experience.
2	UEPA and other universities that provide training in the field 015	<ul style="list-style-type: none"> ✓ enhancing prestige and image of speciality 015; ✓ addressing immediate problems effectively and promptly due to stakeholders` horizontal and vertical integration; ✓ implementing targeted teacher training; ✓ increasing the number of applicants for basic and postgraduate studies; ✓ developing direct and efficient communication with consumers of educational services and

№	Consumers of educational services	Benefits and gains
		<p>other stakeholders as well as getting feedback from them so that implementing the Concept can be pertinent, timely and rational;</p> <ul style="list-style-type: none"> ✓ boosting the entrants` motivation as well as their professional thrust and involvement of undergraduates and graduates; upgrading their professional skills; ✓ updating and modernising the content, techniques and modalities of educational provision with stakeholders` participating in academic activities; ✓ increasing the range of academic activities and facilities for post-graduate studies (advanced training and internships provided for academic teaching staff); ✓ internationalising and adapting foreign experience.
3	VET institutions	<ul style="list-style-type: none"> ✓ addressing immediate problems effectively and promptly due to stakeholders` horizontal and vertical integration; ✓ getting the option to influence directly VET teacher training at universities ; ✓ getting the option to plan staffing and provide professional and career prospects for undergraduates and graduates; ✓ getting the option of timely, useful and efficient advanced and in-service training for teaching staff and administration; ✓ internationalising and adapting foreign experience.
4	Undergraduates and graduates	<ul style="list-style-type: none"> ✓ boosting the students` motivation as well as their involvement and mobility; ✓ obtaining modern knowledge and professional competencies through updated content, innovative technologies, modern equipment and partnerships; ✓ making graduates competitive in the job-market; ✓ internationalising and adapting foreign experience.
5	Post-graduate students	<ul style="list-style-type: none"> ✓ getting access to differentiated and personalised post-graduate studies;

№	Consumers of educational services	Benefits and gains
		<ul style="list-style-type: none"> ✓ gaining up-to-date experience on topical issues and in contemporary formats; ✓ getting the option to have a suitable and flexible studies schedule; ✓ getting the option to cooperate with students who are potential teachers for the VET institution; ✓ internationalising and adapting foreign experience.

6. ASSOCIATION OF VOCATIONAL AND LIFE-LONG EDUCATION DEVELOPMENT

UEPA initiates establishing a public association under the title “Association of Vocational and Life-Long Education Development”.

Areas of the Association`s Activities:

- contributing to development and publicity of vocational and life-long education in Ukraine;
- contributing to the content and methods of teaching upgrade in order to train highly-qualified VET teachers;
- assistance in establishing cooperation between institutions of vocational (technical), vocational (higher) and higher education as well as institutions of post-graduate pedagogical education, research institutions of the National Academy of Pedagogical Sciences of Ukraine, public educational organisations, employers, industry associations, etc.;
- in accordance with Ukrainian legislation, shaping vocational and life-long education policy; in particular, drafting bills, state concepts and strategies to develop vocational and life-long education in Ukraine; promoting their implementation;
- assistance in promoting research, informative and academic activities in the Association`s format;
- networking, building up partnerships and raising awareness about our activities as well as publicising and promoting our goals.

General assembly of its members is to become the supreme governing body of the Association. The permanent collegial executive body is to be established in order to manage current activities and resolve issues outside the competence of the general assembly.

Benefits for the Association members:

- having the option to shape the strategy of vocational education development in Ukraine;
- promoting legislative initiatives in a joint effort;

- in case of regular membership fee payment, having a discount on participation in events held under the auspices of the Association as well as publishing articles in the Association members` journals and other periodicals;
- having access to and being involved in best practices of organising vocational studies;
- exchanges and training opportunities for staff;
- having the benefit of being advised on work organisation in order to upgrade the members` competency;
- in a joint effort, developing, support and implementation of international projects on capacity-building and academic mobility (grants), in particular under the EU ERASMUS+ programme.

To coordinate the activities, it is planned to create a public association "Association on Vocational and Life-Long Education Development" on the basis of UEPA and to maintain the project page on the academy's website. At the same time, it is planned to actively use the platform developed on the basis of the Institute of Vocational Education and Training of the National Academy of Educational Sciences (Kyiv).

7. ASSESSMENT CRITERIA PROVIDED FOR THE CONCEPT IMPLEMENTATION OUTCOMES

Assessment criteria provided for the Concept implementation outcomes are presented in Table 3.

Criteria for evaluating the outcomes of the Concept implementation

No	Areas for implementing the Concept	Time frame	Responsible for implementing the Concept	Outcomes as criteria for evaluating the Concept
1. Introducing PBG mechanisms in vocational teacher training at UEPA in the field of "Vocational Education (by specialisations)"				
1.1	In a joint effort with stakeholders, doing educational, guidance and training paperwork aimed at shaping professional competencies according to the Higher Education Standard for an undergraduate degree in the field of 01 "Education / Pedagogy", specialty 015 "Vocational Education (by specialisations)" adopted in 2019.	2020-2021	Curricula for Academic and Vocational Training Guarantors: N. Briukhanova, L. Shtefan	Well-designed actual Curricula on Academic and Vocational Training for undergraduates who major in 015; curricula, syllabuses as well as an educational and methodological package aimed at shaping their professional competencies
1.2	Questionnaire survey of academic paperwork quality conducted in a joint effort with stakeholders; evaluating documents that regulate	2020-2022	Curricula for Academic and Vocational Training Guarantors:	Feedback provided by stakeholders in the course of questionnaire surveys, approved at department staff meetings and the

	undergraduate training in the field of 015		N. Briukhanova, L. Shtefan	Academic Council session; put on record and considered in terms of standards for academic documents that regulate undergraduate training in the field of 015
1.3	Training undergraduates			
	✓ Upgrading the final qualification (certification) exam structurally and contensively; integrating stakeholders into examination boards	September, 2020	N. Briukhanova	A report on Upgrading the final qualification (certification) exam structurally and consistently made at the Academic Council session
		February – March 2021	O. Kovalenko, N. Briukhanova, A. Stonoga	Well-designed actual qualification (certification) exam curricula for undergraduates and graduates majoring in 015
		February – March, May – June 2021 2022	O. Kovalenko, N. Briukhanova, O. Lytvyn, A. Stonoga	Boards of examiners staffed with stakeholders integrated
	✓ Employing stakeholders as part-time staff so that they can lecture at UEPA	2020/21 academic year 2021/22. academic year 2022/23 academic year.	O, Kovalenko, N. Briukhanova, O. Lytvyn,	Stakeholders as part-time employees lecturing on Pedagogical field disciplines to undergraduates and graduates who major in 015
	✓ Concluding agreements and involving stakeholders in teaching practice supervision (for undergraduates and graduates who major in 015)	2020/21 academic year 2021/22. academic year 2022/23 academic year.	O. Kovalenko N. Briukhanova, N. Bozhko	Treaties and agreements that have been entered into and stakeholders involved in teaching practice supervision (for undergraduates and graduates who major in 015)
	✓ Skilled VET teachers holding master-class sessions advanced training	2021 2022	N. Briukhanova, N. Korolyova	Holding master-class advanced training sessions by experienced teaching professionals
1.4	Establishing the Centre, drafting provisions for the Centre (basic education dimension), estimating classroom based facilities for the Centre, defining its function, as well as its infrastructure, equipment and logistics peculiarities in the course of basic education	2021	O. Kovalenko, R. Nesterenko	The order establishing the Centre
		2021	O. Kovalenko, N. Briukhanova, L. Shtefan A. Stonoga	Drafted provisions for the Centre
		2020-2021	O. Kovalenko O. Kupriyanov, N. Briukhanova,	Estimated and well-equipped classroom based facilities for

			N. Korolyova O. Lytvyn	the Centre (314/1, 316/1, 317/1, 503/1, 504/1)
		2021-2022	N. Briukhanova, L. Shtefan, N. Korolyova, T. Bondarenko, O. Lytvyn	Clear-cut and well-designed ways to apply CT in basic training
1.5	Hosting conferences, seminars, round tables, etc.; involving undergraduates and graduates who major in 015 as well as stakeholders, so that problems of basic VET teacher training can be solved	2020-2022	N. Briukhanova, L. Shtefan, N. Korolyova, N. Bozhko	Conferences, seminars, round tables, etc. that have been held; involving undergraduates and graduates who major in 015 as well as stakeholders, so that problems of basic VET teacher training can be solved
1.6	Initiating research into “Upgrading psychological and pedagogical aspects of online teacher training through partnership” and involving UEPA educationalists as well as undergraduates and graduates who major in 015 and stakeholders	April 2021	O. Kovalenko, N. Briukhanova, L. Shtefan, T. Kalinichenko N. Korolyova, N. Bozhko, O. Lytvyn, A. Stonoga	A well-designed technical task and research target program on “Upgrading psychological and pedagogical aspects of online teacher training through partnership”
2. PBG mechanisms implementation in post-graduate education (advanced training, internships, etc.) of teaching staff of vocational education institutions				
2.1	In a joint effort with stakeholders, identifying refresher training areas that UEPA is due to provide; selecting teaching and managerial personnel from among VET employees; identifying and implementing activities which can be instrumental to enhance the image and credibility of UEPA through educational provision; developing flexible plans and curricula of advanced training for teaching and managerial personnel in VET.	2020-2022	N. Briukhanova, N. Korolyova	Clear-cut and well-designed refresher training areas which UEPA is due to provide; staffing complement (in a joint effort with stakeholders)
		2020-2022	O. Kovalenko, N. Briukhanova, N. Korolyova,	On-going activities which can be instrumental to enhance the image and credibility of UEPA through educational provision
		2020-2022	N. Briukhanova, N. Korolyova,	Well-designed flexible plans and curricula of advanced training for teaching and management personnel in VET
2.3	Educational provision for advanced training, internships, etc.	2020-2022	N. Briukhanova, N. Korolyova,	Well-designed actual curricula for advanced training (internships) which VET teachers have followed; VET teachers certification

2.4	Drafting provisions for the on-going Centre; estimating classroom-based facilities for the Centre, defining its function, as well as its infrastructure, equipment and logistics peculiarities in the course of advanced training	2021	O. Kovalenko, N. Briukhanova, L. Shtefan, A. Stonoga	Actual provisions for the Centre
		2020-2021	O. Kovalenko, O. Kupriyanov, N. Briukhanova, N. Korolyova, O. Lytvyn	Well-equipped actual classroom-based facilities for the Centre
		2021-2022.	N. Briukhanova, L. Shtefan, N. Korolyova, T. Bondarenko, O. Lytvyn	Clear-cut actual ways to apply CT in advanced training
2.6	Hosting conferences, seminars, round tables, etc.; involving stakeholders, so that problems of teaching and managerial personnel advanced training can be solved in VET institutions	2021-2022	O. Kovalenko, L. Shtefan, N. Briukhanova, N. Korolyova	Conferences, seminars, round tables, etc. that have been held; involving stakeholders, so that problems of refresher training for VET teaching and managerial personnel can be solved
3. PBG mechanisms implementation in post-graduate education (advanced training, internships, etc.) of research and teaching staff of UEPA				
3.1	UEPA teaching staff internships (advanced training) at VET institutions, regional training and methodological VET centres as well as educational and practical centres in accordance with the department specialisation	2021-2022	N. Briukhanova N. Korolyova, N. Bozhko	Actual provisions for UEPA teaching staff internships (advanced training)
				Actual method-guides on UEPA teaching staff internships (advanced training) at VET institutions, regional training and methodological VET centres as well as educational and practical centres in accordance with the department specialisation
				Post-internship certification of UEPA teaching staff in terms of professional experience gained at VET institutions, regional training and methodological VET centres as well as educational and practical centres in accordance with the department specialisation
4. Cooperation and dissemination of positive outcomes in the context of PBG mechanisms successful implementation at UEPA				

4.1	UEPA Cooperation with the Ministry of Education and Science as well as <i>National Academy of Educational Sciences of Ukraine</i> on VET reform issues	2021-2022	O. Kovalenko, T. Kalinichenko, O. Kupriyanov, N. Briukhanova, R. Nesterenko	Summits, meetings, conferences
4.2	UEPA Cooperation with the Ministry of Education and Science, training and methodological centres as well as VET institutions through advisory councils	2021-2022	O. Kovalenko, T. Kalinichenko, O. Kupriyanov N. Briukhanova R. Nesterenko	UEPA participating in Advisory Board meetings at VET institutions
				VET institutions participating in UEPA Advisory Board meetings
4.3	Project partners and other stakeholders cooperating through Association on Vocational and Life-Long Education Development	2021-2022	O. Kovalenko, O. Kupriyanov, R. Nesterenko	Valid Regulations on Association on Vocational and Life-Long Education Development
				Officially registered Association
				Registered Association Members
				Association's valid agenda
4.4	Piloting the Concept's provisions at UEPA	2020-2022	O. Kovalenko, O. Kupriyanov, N. Briukhanova, L. Shtefan, R. Nesterenko T. Kalinichenko N. Korolyova N. Bozhko T. Bondarenko A. Stonoga O. Lytvyn	Actual PBG mechanisms in vocational teacher training at UEPA in the field of "Vocational Education (by specialisations)"
				Actual PBG mechanisms in VET teaching staff post-graduate education (advanced training, internships, etc.)
				Actual PBG mechanisms in UEPA teaching staff post-graduate education (advanced training, internships, etc.)
				On-going dissemination of positive outcomes of successful implementation of PBG mechanisms at UEPA
4.5	Accountability at all levels on the Concept implementation and implementation progress	2020-2022	O. Kovalenko, O. Kupriyanov, N. Briukhanova, R. Nesterenko, T. Bondarenko	Reports at all levels on the Concept implementation and implementation progress
4.6	Articulating basic provisions and recommendations for implementing PBG mechanisms in Ukraine	2022	O. Kovalenko O. Kupriyanov, T. Kalinichenko, R. Nesterenko, N. Briukhanova, L. Shtefan	Actual basic provisions and recommendations for implementing PBG mechanisms in Ukraine