

# PAGOSTE

Development of online platform

Institute of vocational education and training of NAES of Ukraine

## STRATEGY FOR THE IMPLEMENTATION:

- ✓ steps necessary to make
  - ✓ timeframe
  - ✓ resources
- ✓ possible problems



Co-funded by the  
Erasmus+ Programme  
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# Functions

Target group	Functions
HEI students (future teachers in VET)	<ul style="list-style-type: none"><li>- to ease the search of places of pedagogical practice and probably productive practice</li></ul>
VET institutions	<ul style="list-style-type: none"><li>- to publish vacant positions of teachers</li><li>- to have an access to pedagogical and methodological materials for in-service further teacher training</li><li>- to have overview and contacts of the HEIs which provide pre-service vocational teacher training</li><li>- to be able to provide feedback to the vocational teacher training provided by HEIs</li><li>- to be able to cooperate in organising common scientific and practical events for pedagogical personnel of HEIs and VET</li></ul>
HEIs which offer vocational teacher training	<ul style="list-style-type: none"><li>- to facilitate organisation coordination and supervision of students' internship at VET institutions</li><li>- to be able to offer in-service further vocational teacher training</li><li>- to be able to receive feedback on provided vocational teacher training from VET institutions</li><li>- to be able to cooperate with VET institutions in organising common scientific and practical events for pedagogical personnel at HEIs and VET institutions</li></ul>
Ministry	<ul style="list-style-type: none"><li>- to have a better overview of current situation with vocational teacher training (pre-service and in-service)</li></ul>
Employers (optional)	<ul style="list-style-type: none"><li>- to be able to cooperate with VET institutions in organising practical events for in-service vocational teacher training</li><li>- to be able to find students-interns for practical placements</li></ul>

# Roadmap for development the online platform

1. Development a *concept* of online platform (October-December 2020, January - February 2021): research phase (benchmarking, discussions with partners, development of draft concept).
2. Discussion of the concept with partner universities (1 day: 11th February 2021)
3. Development of *Technical Requirements* (30 days: 15th February – 15th March)
4. Development of *tender documentation* (7 days: 16th March – 23th March)
5. *Placing* tender documentation in the ProZoro system (1 day: 24th March)
6. Waiting for *tender proposals* (30 days: 25th March – 25th April)
7. Consideration of tender proposals (5 days: 27th April – 3th May)
8. Publication of the *notice of intention* to set agreement with the winner of the tender (1 day: 4th May)
9. *Concluding a contract* for the development of an online platform (15 days: 5th May – 21th May)
10. *Development* of the platform (30-40 days: 24th May – 2th July)
11. *Acceptance* of the performed works, correction, signing of the act of the performed works (7 days: 5th July – 12th July)
12. *Payment* for work performed (1 day: 13th July)
13. *Placing an announcement* of the contract in the ProZoro system (1 day: 14th July)



# Benchmarking phase

- Berufsbildende Schulen in Österreich :Berufsbildende Schulen ([abc.berufsbildendeschulen.at](http://abc.berufsbildendeschulen.at))
- Lehrer Werden in Baden-Wurttemberg ([lehrer-online-bw.de](http://lehrer-online-bw.de))
- FORMAZIONE ([istruzione.it](http://istruzione.it))
- Blackboard ([blackboard.com](http://blackboard.com))
- CenturyTech ([century.tech](http://century.tech))
- ClassDojo ([classdojo.com](http://classdojo.com))
- Edmodo ([new.edmodo.com](http://new.edmodo.com))
- Edraak ([edraak.org](http://edraak.org))
- Google Classroom ([classroom.google.com](http://classroom.google.com))
- Moodle ([moodle.org](http://moodle.org))
- Schoology ([schoology.com](http://schoology.com))
- Seesaw ([web.seesaw.me](http://web.seesaw.me))
- Skooler ([skooler.com](http://skooler.com))



# Purpose and objectives

IVET	<p>Communication: providing communication between students, teachers and stakeholders, creating conditions for their professional development.</p> <p>Information:</p> <ul style="list-style-type: none"> <li>- placement of information about internships and programs for teachers.</li> <li>- providing students with information on finding places for pedagogical and industrial practice, as well as employment.</li> <li>- dissemination of information about the possibilities of pedagogical and industrial practice (by employers).</li> </ul> <p>Coordination: providing employers with access to the portfolio of students and teachers.</p>
KNEU	<p>Information: to provide information about educational programs, bases of practice</p> <p>Coordination: to coordinate the activities universities and vocational institutions in professional development of vocational teachers</p> <p>Regulatory: to ensure the implementation of mechanisms of interaction of stakeholders in the training of vocational teachers</p>
NTU	<p>Informing about existing educational programs for VET teachers.</p> <p>Informing about the needs of VET institutions in teachers by specialties.</p> <p>Communication with employers in order to clarify the necessary competencies of VET graduates.</p>
SUNPU	-
UEPA	<p>Search for a job for university graduates.</p> <p>Search for employees for VET institutions.</p> <p>Obtaining requirements for job applicants.</p> <p>Providing information on places of pedagogical practice in VET institutions.</p> <p>For employers, the mechanism of influencing the content of educational programs.</p>
MESU	<ol style="list-style-type: none"> <li>1. To offer employment opportunities for young teachers and filling pedagogical vacancies for VET institutions.</li> <li>2. To ensure an increase in the degree of readiness of young teachers to work in VET institutions, by means of internships and practice.</li> <li>3. To offer opportunities for professional development for VET teachers and masters of industrial training.</li> <li>4. Ensure constant communication between stakeholders to maintain the relevance of training programs to current market needs.</li> <li>5. To offer opportunities to obtain pedagogical qualifications for specialists without pedagogical education.</li> </ol>

# Purpose

providing free online access to educational resources for training, retraining and advanced training of teachers of vocational (professional and technical) and professional higher education, finding internships and employment of future teachers through partnerships between universities and other stakeholders.



# Purpose and objectives

Function	Purpose and objectives
<b>Communication</b>	<ul style="list-style-type: none"><li>- to ensure communication between students, teachers and stakeholders;</li><li>- to maintain the compliance of programs with the needs of the labor market;</li><li>- to create conditions for professional development of teachers and exchange of experience;</li><li>- to clarify the necessary competencies of graduates of VET institutions.</li></ul>
<b>Informational</b>	<p>To publish information about:</p> <ul style="list-style-type: none"><li>- internships and advanced training courses for teachers;</li><li>- places of pedagogical and industrial practice, employment on a specialty for graduates of institutions of higher education;</li><li>- employment opportunities for young teachers and filling pedagogical vacancies in VET institutions;</li><li>- programs for training for professionals in vocational education;</li><li>- the needs of VET institutions in teachers by specialties;</li><li>- opportunities to obtain pedagogical qualifications for specialists without pedagogical education;</li><li>- placement of requirements for applicants for pedagogical positions.</li></ul>
<b>Coordination</b>	<ul style="list-style-type: none"><li>- to coordinate the activities of institutions of higher and vocational education in the training and retraining of teachers;</li><li>- to ensure participation of employers in updating the content of educational programs;</li><li>- to provide employers with access to the portfolio of students and teachers.</li></ul>
<b>Regulatory</b>	<ul style="list-style-type: none"><li>- to ensure the implementation of mechanisms of interaction of stakeholders in the training of teachers of vocational education.</li></ul>

# Target audience

<b>IVET</b>	The target audience of the platform should include: teachers, students, entrants, employers (stakeholders), representatives of state and local authorities, NGOs.
<b>KNEU</b>	The target audience can be as wide as possible under the conditions of mandatory registration (all potential stakeholders).
<b>NTU</b>	The audience should be wide: the Ministry of Education and Science of Ukraine, institutions of higher education, VET institutions, employers.
<b>SUNPU</b>	Target audience: students of higher education institutions, teachers of higher education institutions, entrants, VET students, teachers/masters of industrial training of VET institutions, educational officials, parents.
<b>UEPA</b>	The target audience includes: management and employees of VET institutions, management and employees of higher education institutions that provide Vet teachers training, students of higher education institutions who study engineering and pedagogical specialties.
<b>MESU</b>	<ol style="list-style-type: none"><li>1. Students of higher education institutions in the specialty 015.</li><li>2. Heads of VET institutions.</li><li>3. Teachers of higher education institutions.</li><li>4. VET teachers, teachers of professional higher education institutions.</li><li>5. Employers. Representatives of personnel services of enterprises, institutions, organizations.</li><li>6. Specialists who want to become VET teachers, teachers of professional higher education institutions.</li></ol>



# The target audience of the platform should be expanded by

- entrants of higher education institutions and their parents;
- students of higher education institutions in the specialty 015;
- heads of institutions of higher, professional (vocational and technical) and professional higher education;
- teachers of institutions of higher, professional (vocational) and professional higher education;
- employers (stakeholders) - representatives of personnel services of enterprises, institutions, organizations;
- specialists who want to become teachers of vocational education, professional higher education;
- representatives of state and local authorities, public organizations.



# Elements

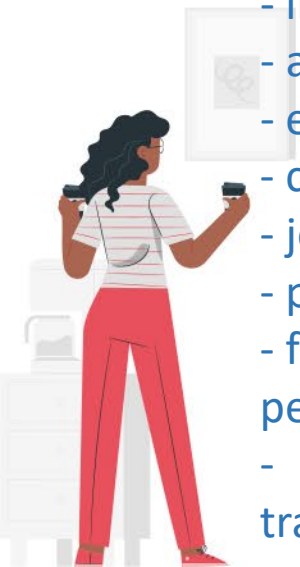
<b>IVET</b>	<p>Educational and professional programs of universities that train teachers for VET institutions.</p> <p>Portfolios of teachers and students.</p> <p>Educational programs for professional development and internships for VET teachers.</p> <p>Information on universities which provide training for future VET teachers.</p> <p>Information about institutions and organizations that provide in-service training and internships for teachers.</p> <p>Information about vacancies for teachers.</p> <p>Forum (or social network) for sharing experience and communications.</p> <p>Educational and methodical support (textbooks, manuals, methodical recommendations, lesson plans, etc.)</p>
<b>KNEU</b>	<ul style="list-style-type: none"><li>• Cooperation in the implementation of educational programs (possibility of presentation, public discussion and joint development of educational and professional programs, curricula, programs of disciplines, programs of courses and qualification works, programs and content of practices, etc.) - taking into account the needs of stakeholders.</li><li>• Monitoring the quality of training (the possibility of conducting online surveys of stakeholders) - to pass accreditation, improve the quality of training.</li><li>• Organization of practice (list of practice bases with search mechanism, regulatory and advisory support, etc.) - to improve the quality of practical training of teachers.</li><li>• Employment of graduates (proposals of educational institutions on vacancies, requirements for candidates, etc.)</li><li>• Advanced training and internships for teachers of higher and VET institutions (information on internships and in-service training programs, including international ones, contacts, etc.).</li><li>• Ability to provide announcements (information about educational programs, seminars, trainings, conferences, other events).</li></ul>
<b>NTU</b>	<p>Inquiries of VET institutions regarding the needs of in-service training, requests for cooperation on tailored training of teachers for VET institutions.</p>
<b>SUNPU</b>	<p>Access to online courses; information on educational programs which are provided by universities, information about scientific and pedagogical staff; performance accounting.</p>
<b>UEPA</b>	<p>Statistics on VET staff needs for the next 5 years to forecast demand for graduates.</p> <p>Information about places of pedagogical practice.</p>
<b>MESU</b>	<ol style="list-style-type: none"><li>1. Search for internships for HEIs students, interns for VET institutions.</li><li>2. Job/employee search platform, resume database, cooperation with job search platforms.</li><li>3. A platform for the publication of grant and project opportunities for the training of teachers, academic exchanges.</li><li>4. A platform for planning and coordinating communication activities related to education or training of pedagogical staff of educational institutions.</li><li>5. Catalog of links to initial materials and resources for teachers.</li><li>6. A platform for providing feedback and suggestions for improving the training of workers or improving the process of training of VET teachers.</li></ol>

# To improve the quality of training of VET teachers and professional higher education teachers

## To ensure communication between students and their parents, teachers and stakeholders

### it is necessary to publish information about:

- universities where future VET teachers are trained;
- educational and professional programs of universities where future VET teachers are trained;
- portfolio of teachers and students;
- educational programs for advanced training and internships of teachers of higher education, VET, professional higher education;
- places of practice for students of higher, VET and professional higher education;
- institutions and organizations that provide training and internships for teachers;
- information on vacancies for teachers;
- a forum (or social network) for sharing experiences and communications;
- educational and methodical support (textbooks, manuals, methodical recommendations, lesson plans, etc.);
- catalog of links to initial materials and resources for teachers;
- job/employee search platform, resume database, cooperation with job search platforms;
- publication of grant and project opportunities for teacher training, academic exchanges, internships;
- for planning and coordinating communication activities related to education or training of pedagogical staff of educational institutions;
- providing feedback and suggestions for improving the training of workers or improving the process of training of VET teachers.



# To improve the quality of teacher training in higher education institutions, it is important to publish information about:

- cooperation in the development and implementation of educational and professional programs, curricula, programs of academic disciplines, programs of course and qualification works, programs and content of practices, etc.;
- results of internal monitoring of the quality of teachers training through online surveys of stakeholders;
- organization of practice (list of practice bases with search mechanism, regulatory and advisory support, etc.);
- employment of graduates (proposals of educational institutions on vacancies, requirements for job applicants, etc.);
- advanced training programs and internships for teachers of higher, vocational and professional higher education, including international contacts, etc.;
- the ability to provide announcements about educational programs, seminars, trainings, conferences, other events;
- the needs of educational institutions in the training of teachers, cooperation on tailored training of teachers for VET and professional higher education institutions;
- access to online courses, performance accounting;
- statistics on the needs of VET and professional higher education institutions in teaching staff for the next five years to forecast the demand for graduates of higher education institutions.



# What comments and suggestions do you have regarding the development of the concept?

<b>IVET</b>	<p>The platform should be intuitive with administration and moderation capabilities, with open access to information. Located on a sub-domain or permanently paid top-level domain (domain name and hosting). Structurally the platform should consist of the following elements: main page, news (news archive), internship, certification, advanced training (educational and professional programs, contacts of institutions and organizations), universities (specialties, educational and professional programs, contacts), VET (educational programs, contacts), portfolio (students, teachers), forum (social network), resources (textbooks, manuals, guidelines, lesson plans, etc.), employers (vacancies, contacts), government agencies (vacancies, contacts), legislation in education, legal documents, projects (regional, national, international), academic mobility, glossary, upcoming events, competitions, etc.</p>
<b>KNEU</b>	<p>Make the platform as convenient and mobile as possible, do not overload it with unnecessary information, ensure its continuous operation and technical support.</p>
<b>NTU</b>	<p>-</p>
<b>SUNPU</b>	<p>It is worth using the "engine" of the educational platform and the "cloud" storage (Moodle + NextCloud) to place educational materials, access to distance learning.</p>
<b>UEPA</b>	<p>The platform must support multiplayer mode, the ability to freely register for new users. It worth to use one of the CMS for blogging, such as WordPress.</p>
<b>MESU</b>	<p>The main task of the platform is to promote internships and employment of HEIs students – future VET teachers, facilitate the establishment of their effective communication.</p>

# The following comments and suggestions are relevant for the development of the platform:

- the platform should be intuitive with administration and moderation capabilities, with open access to information;
- located on a sub-domain or permanently paid top-level domain (domain name and hosting);
- with the possibility of open registration of new users;
- structurally the platform should consist of the following elements: main page, news (news archive), internship, certification, advanced training (educational and professional programs, contacts of institutions and organizations), universities (specialties, educational and professional programs, contacts), VET (educational programs, contacts), portfolio (students, teachers), forum (social network), resources (textbooks, manuals, guidelines, lesson plans, etc.), employers (vacancies, contacts), government agencies (vacancies, contacts), legislation in education, legal documents, projects (regional, national, international), academic mobility, glossary, upcoming events, competitions, etc.;
- the platform must operate on a continuous basis and receive system technical support;
- the ability to increase the simultaneous use of the platform by different users;
- the main task of the platform is to promote internships and employment of HEIs students – future VET teachers, facilitate the establishment of their effective communication;
- use the educational platform Moodle and NextCloud to place educational materials and access to distance learning courses.





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Thank you for your attention

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