
EU ENPI

**Modernization of legislative standards and principles of Education and Training in line
with the EU-Policy in Lifelong Learning**

1. Basic Information

1.1 Program: ENPI 2008&2009

1.2 Twinning Number: UA11/ENP-PCA/SO33

1.3 Title: Modernization of legislative standards and principles of Education and Training in line with the EU-Policy in Lifelong Learning

1.4 Sector: Education and Training

1.5 Beneficiary country: Ministry of Education, Science, Youth and Sport, Ukraine

2. Objectives

2.1 Overall Objective

To contribute to the reform of the educational system in accordance with European Lifelong Learning Policies and Good Practices.

2.2 Project purpose

Strengthening the Ministry's of Education, Science, Youth and Sports capacity in effective implementation of the National Qualification Framework and development of Quality Assurance elements in Vocational Education and Training in accordance with European principles.

2.3 Contribution to National Development Plan / Cooperation agreement / Association Agenda

The EU pays particular importance to the development of human capital in Ukraine. In this respect strong emphasis is put on education and training.

The EU-Ukraine Partnership and Cooperation Agreement and the EU-Ukraine Action Plan endorsed in February 2005, have provided the legal and practical framework for EU-Ukraine cooperation in the area of education. Effective policy dialogue between the EU and Ukrainian authorities in the field of education and training has been maintained and developed in the framework of the number of EU-funded projects and initiatives.

The necessity to put into practice outcomes of this extensive dialog and to develop it further have been reflected in the provisions of the EU-Ukraine Association Agenda ¹(adopted by the EU-Ukraine Cooperation Council on 23 November, 2009, and entered into effect on 24 November, 2009). The Association Agenda replaces the EU-Ukraine Action Plan and aims at preparing for and facilitating the early implementation of the upcoming EU-Ukraine Association Agreement, currently under negotiation, through agreement on concrete steps towards attainment of its objectives.

Under the EU Ukraine Association Agenda regarding bringing the Ukrainian education and training systems closer to the EU modernisation Agenda in the area of education and training, parties have agreed to:

¹ http://ec.europa.eu/delegations/ukraine/documents/eu_uk_chronology/association_agenda_en.pdf

- Work towards mutual academic and professional recognition of qualifications, diplomas and certificates on education;
- Carry out joint work and exchanges with a view to supporting Ukraine to bring its system of vocational training more closely in line with the modernisation of EU VET structures as pursued in the Copenhagen Process and via instruments such as the European Qualifications Framework (EQF)², the European Credit system for VET (ECVET) and the European Quality Assurance Reference framework for Vocational Education and Training (EQARF)³;

In order to assist Ukraine to implement provisions of the Association Agenda on the Qualification Framework and Quality Assurance-related issues a Twinning project between the Ministry of Education, Science, Youth and Sport of Ukraine and equivalent body in one (or several) of the EU Member States has been initiated. Subsequently Twinning will support implementation of the VET-related provisions of the Programme of Economic reforms of Ukraine for 2010-2014⁴ ("Education System Reforms"). Twinning is called to assist Ukraine in fulfillment of the provisions of the State programme of development of vocational education and training in 2011 - 2015, as approved by the Cabinet of Ministers of Ukraine order n 495 of 13 April 2011⁵

Furthermore, the TWG project will assist Ukraine in reforming and upgrading its VET system with a particular view to improvement of its legislation, educational standards and NQF implementation aimed at enhancing its economical competitiveness through the development of a qualified labour force.

3. DESCRIPTION

3.1 Background and justification

To enhance the global competitiveness of enterprises, increased investment in human capital is necessary. This requires well-trained, flexible and mobile personnel in all sectors and from all qualification levels. In order to adapt to rapidly changing work environments, personnel will be expected not only to build their professional knowledge but also skills and competencies. Under the Lisbon process, and within the context of the E&T 2010 and Copenhagen process, a European Qualification Framework has been developed to support this goal. Under the EU 2020 strategy, the Agenda for New Skills and Jobs foresees in the further implementation of this tool.

Having dealt with the consequences of economic recession and financial crisis, evident in the decreased GDP in 2009, Ukraine appears to be recovering. In 2010 GDP increased again by 4.3%. Ukraine, however, faces major socio-economic challenges and changes. According to the ILO Labour force survey, one of the challenges is the increasing demand for qualified labour, which will negatively affect the economic outlook. It is estimated that only 40% of the

² Recommendations of the European Parliament and Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2008/C 111/01

³ Recommendations of the European Parliament and Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, 2008/C 111/01

⁴"Prosperous Society, Competitive Economy, Effective State" Programme of Economic Reforms 2010:

http://www.president.gov.ua/docs/Programa_reform_FINAL_1.pdf

⁵ <http://zakon1.rada.gov.ua/cgi-bin/laws/main>

demand for highly qualified professionals will be satisfied by 2015.

With enrolment rates in VET at only 6.7% in 2010, VET institutions in Ukraine have acquired a reputation for enrolling less motivated students with lower academic attainments. Ukrainian students have tended to prefer upper secondary education and even universities, who, taking into consideration demographic trends, lobby strongly for more students.

The Ministry of Education, Science, which due to administrative reform has become the Ministry of Education, Science, Youth and Sport, coordinates the preparation and implementation of state education policies. The Statute of the MoESYS was approved by the President of Ukraine Decree n 410/2011 of April 8th 2011. The MoESYS manages educational tasks in a delegated system: regional and local governments administer all levels of schooling prior to post-secondary education. It coordinates the system through 25 education departments of the oblast state administrations and the education departments of Kiev and Sevastopol city administrations. These regional departments, in turn, coordinate downwards through counties (rayons), cities and villages.

The overall education system is rather centralised, both fiscally and administratively. In order to increase the efficiency and responsiveness of the vocational education system, a decentralisation decree on the devolution of VET management and financing powers came into force in 2007. Three pilot regions were selected—the city of Kiev, Kharkov and Lvov. In 2009 the vocational education and training network was reorganized and 43 vocational training institutions were restructured.⁶ Furthermore, as of 2011 funding has also been devolved to the regional level, with regional administrations and education departments now having more flexibility in the allocation of funding. However, this funding is rather limited by the low levels of funding which cover just the basic needs of schools such as salaries and utilities.

Expenditures in VET in educational and other state-owned training institutions are covered by the state budget of Ukraine. The financing works according to a formula related to the number of schools in the respective region and the number of students. Analysis, planning and budgeting in financial management are currently insufficient leading to the distribution of public funds using a “sprinkler” mechanism that is not related to performance.

The number of VET schools decreased from 1246 to 924 between 1990 and 2011. During the same timeframe the total number of graduates decreased from 377,000 to 247,000. Structural reforms in terms of optimising the facilities and learning resources have not yet taken place and the student-teacher ratio is one of the lowest in the world. Consequently, inefficiencies have increased in recent years and the increase in public expenditure has not translated into improvements in the quality of current expenditure.

In 2005 Ukraine joined the Bologna Process, the reform initiative in the area of European higher education. In 2008 it became a governmental member of the EQA register. In the same year the Ministry of Education and Science's (MoES) working group was established by governmental order⁷ to develop a NQF for higher education and for the elaboration of profiles, level descriptors and credit ranges. Members of the working group included employers' representatives, the MoES, MOSP, Association of Student Self-government, Rectors' Conference and Higher Education institutions.

⁶ ditto

⁷ MoES order No 602/07/2008, Establishment of the NQF WG

With last year's order⁸ on the establishment of an inter-departmental working group on development and implementation of NQF, a clearer legal base for development of NQF has been formed. The order contains the list of the 25 members including all social partners, governmental bodies as well as their tasks.

During the last three years several attempts have been undertaken to develop legislation on the National Qualifications Framework, respectively the National Qualifications System. Currently a National Qualifications System law is in its draft phase. It called to regulate the social relations linked with the creation, operation and management of qualifications in Ukraine. In particular, it is linked with the NQF mission and its implementation. According to this draft social partners will be entitled to play a more important role in the qualifications field, relations with the labour market and quality aspects related to European standards towards competence-based learning outcomes will be taken into account. In addition, the set-up of sectoral councils, receiving budgetary funds to execute their statutory activities, is foreseen in the draft law.

The public administration still lacks institutional capacities and funds at all levels to stimulate the VET reform process, although there is stable growth in demand for skilled workers in many industrial professions, increasing the mismatch in the supply and demand. There is a basic awareness of labour market demand and the necessity of collaboration with social partners, however there is a lack of knowledge on how to address these issues. To promote the creation of common objectives, collaboration with different stakeholders and a non-formal discourse should be encouraged.

Partnerships between stakeholders have evolved during recent years. However, it is clear that the cooperation should be further improved between the two MoESYS⁹ departments in higher education and VET, as well as between state, social partners, the Ministry of Social Policy, other relevant ministries, VET schools, VET institutions, regional institutions and non-governmental stakeholders internal and external. There is also a strong demand for a qualitative change in the interaction of state, central and regional authorities. Specifically, this concerns the functioning, the development and financial autonomy of these institutions – as well as the content-related aspects of their work: in developing and implementing national and regional strategies for setting up state policy, in providing incentives and rewards and developing useful monitoring and evaluation systems.

3.2 Linked activities (other international and national initiatives)

European Commission

The TACIS project “Strengthening Regional VET Management in Ukraine” from 2005-2009, was designed to create the conceptual basis for further Vocational Education and Training reforms. The Project Partner was the Ministry of Education and Science although the Project also worked closely with the Ministry of Labour and Social Policy, the Ministry of Agricultural Policy, the regional and local education and labour authorities, and schools in the selected pilot regions

This project aimed, in the context of a decentralized VET system, to bring Ukraine's VET system in line with social, economic and labour market needs, in terms both of its structure and content. The project included such components as Management Information System (MIS), Decentralized School Management, national funding and quality assurance

⁸ Cabinet of Ministers of Ukraine order No 1225 / 2010 from December 29th, establishment of an inter-departmental NQF WG

⁹ change in the name from MoES to MoESYS see order N° 410/2011

mechanisms, training provision in agricultural sector and development of a National Qualification Framework (NQF) in the agricultural sector. The specific outputs have been in the context of VET decentralization: training for decision makers at different VET levels as well as for school managers for organizing and managing VET schools under decentralized conditions; to provide management information and to train their users; and training provision in the agricultural sector. A substantial number of strategic recommendations on MIS, the VET decentralization strategy, introduction of National Qualification Framework, social partnership were developed by the project team.

European Commission – World Bank

The European Commission Delegation launched a project in 2008 for ‘*Support to the joint World Bank – European Commission Initiative on the Development of Human Capital for Economic Growth, Competitiveness and Innovation in Ukraine*’. This initiative aimed at providing policy recommendations to the government for improving the *quality and efficiency of education services and the policy actions needed to boost the development of human capital in Ukraine*. Wider stakeholder consultations identified three major areas for further analysis and recommendations: 1) *quality*, (2) *financing* and (3) *governance* of the education and training system. To support the preparation of a Policy Note a collaborative team of international and local experts was established for the consultations and discussions with Ukrainian education sector stakeholders. The ETF acted as a technical adviser of the European Commission in the implementation of this initiative. The main result of the project was the establishment of an effective policy dialog with the Ministry of Education and other relevant stakeholders on NQF and other policy issues.

European Training Foundation (ETF)

The ETF is active in boosting the VET reform process in Ukraine. It initiated the Torino Process 2010, in which Ukraine and the MoESYS participated actively in the preparation of a country analysis. They reviewed policy alongside data as well as looking at challenges in education, training and employment.

The overall objective of the regional multi-annual ETF NQF project (2005 – 2009) was to facilitate policy learning about the opportunities and risks related to developing national qualification frameworks. Between the years 2005-2006 the project focused mainly on awareness-raising, the exchange of experience and increasing knowledge of existing qualification framework models in the European Union. From 2006 – 2009 the work focused on 1) developing the occupational standards in the catering sector, 2) preparing the legislative conditions, 3) awareness-raising on the issue of recognition of prior learning.

The aim of current ETF support to the NQF component is to review existing occupational and VET standards as well as the "qualifications characteristics" and qualifications for initial, post-secondary and continuing VET on the quality and relevance of learning outcomes. The ETF is committed to further supporting the MoESYS with international and local expertise on practical-oriented life-long learning in Ukraine.

British Council

Within the context of the Ukraine National Qualification System development, the Skills for Employability project in 2010-11 will further develop a dialogue between the UK and the Ukraine on *National Qualifications Frameworks (NQF): their purpose, benefits and challenges*. Specific elements of the system to be considered are the underpinning Quality Assurance (QA) systems, the governance and role of Sector Skills Councils and employers, and mapping frameworks to the European Qualifications Framework (EQF).

Other international agencies and various EU Member States have supported small-scale reform initiatives in the field of education and training. These projects have mainly aimed at supporting specific aspects of the education and training systems, for example, curriculum reform, standards reform, and training course development.

Canadian Government

The Canadian Government through its International Development Agency (CIDA) supports a skills training programme in Ukrainian regions that aims to implement a decentralised management model. It does this by empowering regional administrations to design and implement programs in response to the needs of stakeholders, such as labour unions and associations of industries and entrepreneurs. The project supports the efforts of the Ministry of Labour and Social Policy and the MoESYS to match training supply and demand across economic and government sectors, as represented by a wide variety of national and regional stakeholders in the country's skills training system.

Other activities related to LLL

European Commission

The EC project entitled "Development of a system of continuing vocational education and training (CVET) in the workplace" was completed in 2007. The project aimed to develop a CVET system, as part of an overall approach to lifelong learning that will be recognised and used by enterprises and policymakers. The beneficiary was the Ministry of Labour and Social Policy.

World Bank

The Equal Access to Quality Education project between the years 2007-2009 aimed at the reallocation of resources within the education sector, rationalisation of unused facilities, and improved access to modern technologies for students. The project aimed to address issues such as: a) inadequate education quality, b) inequity and lack of efficiency in the education system, and c) weak management capacity. It also supported the rationalisation of the secondary school network in rural areas in six pilot oblasts, first participation of the country in TIMSS-2007 and the all-Ukrainian launch of the National External Assessment system, as the ultimate way of university admission, for secondary education graduates.

The Twinning project should take into consideration results of all these projects and their impact on policy reform in the country's educational sector.

3.3 Results

The Mandatory Results (MR) as defined below are based on discussions with the beneficiary Institution and they reflect adequately the desired harmonisation with EU policy in LLL and have to be achieved by means of strong cooperation and coordination between the BC and MS counterparts, whilst ownership by the Ukrainian partners must be assured.

The MR to be achieved by this Twinning project are being structured according to the components as follows:

MR 1 *Review of Ukrainian VET legislation and development of recommendations for its improvement based on EU policy and experience in LLL*

MR 2 *Support to NQF implementation strategy*

MR 3 *Development and implementation of scheme and criteria for VET quality assurance*

Component 1 - Review of Ukrainian VET legislation and development of recommendations for its improvement based on EU policy and experience in LLL

There is a large, and in some cases, unclear landscape of laws, decrees, resolutions, orders and instructions of different legal levels (see Annex 3 list of Ukrainian legislation related to VET). All are related on one hand to educational and VET content and, on the other hand, to the institutional framework. With such a wide range of primary and secondary legislation, there are inconsistencies, areas of overlap and omissions in any legal framework. Additionally it seems that the responsibility, tasks, financing, and status of national educational institutions are not clearly defined.

There are currently three laws dealing with education, one of which relates to VET – another, the NQF act is in a draft phase. Furthermore there are several decrees and orders related to VET institutions and procedures, which are not aligned.

The objective of this component would be to develop recommendations for a coherent and harmonized legal basis with focussing on the topics mentioned in activity 1.1. There should be taken into consideration the recommendations of the European Parliament and Council regarding EQARF, ECVET and EQF.

Comprehensive assessment needs to be carried out on the existing Ukrainian VET-related legislation, including relevant secondary legislations and its compliance with EU policy on VET. Based on this assessment the MoESYS should be capable of preparing proposals for amending existing legislation and regulations reflecting the current needs and challenges, e.g. NQF implementation.

A multi-stakeholder working group should be established to support this task with both legal and technical experts. The MoESYS should act as the leading institution and social partners should also be included in the working group.

Experts from other institutions should be invited as guests to discuss more in depth those issues already elaborated.

The results of this work should be publicly presented and available on the MoESYS website.

Component 2 - Support to NQF implementation strategy

The MoESYS is currently facing a challenge to develop, and later to implement a comprehensive National Qualification System that requires considerable technical management and steering skills. The qualifications system will be aligned to EQF and Qualifications Framework for the European Area of Higher Education and shall be based on the specific national context in education and the labour market. The main objectives of the NQF can be defined as follows:

- Stimulate the introduction of national qualification standards based on learning outcomes (competences)
- Facilitate the comparison of qualifications through the levels of the NQF
- Enable access, transfer and progression through the use of learning outcomes and credit, and eliminate dead-ends in VET that prohibit people from progressing
- Continuously improve the quality and relevance of the education and professional training provision.

The process of system development is still ongoing, and a strategic plan for its operationalization is not yet existing.

In this component MoESYS capacity in developing strategic documents for NQF implementation shall be enhanced as related to processes and principles for the

maintenance of qualifications, for assessment and certification, and of credit accumulation. The output should be a detailed process mapping for NQF implementation including the identification of roles for different stakeholders and institutions at the national and regional levels. It should also involve the planning of costs for operations, maintenance and growth within an affordable national budget.

This could be achieved through a combination of a comprehensive training program (including familiarization/study visits) and intensive work related to the comparison and analysis of Ukraine and EU experience in NQF development and implementation.

To highlight the importance of this issue a Task Force for NQF implementation, comprised of line ministry MoESYS, related stakeholders and international experts should be established. The Task Force will include a sufficient number of decision-making representatives. This could be seen as a first step concerning the establishment of the WG for the abovementioned order.

Component 3 – Development and implementation of scheme and criteria for VET quality assurance

As NQFs rely on trust in the value of learning outcomes, as a precondition quality assurance has become one of the main issues in VET. Work on NQFs and quality goes hand in hand. The focus on learning outcomes and competences also leads to increasing emphasis on developing standards for VET.

At the moment the cooperation between educational institutions and enterprises is provided at the school-level by different agreements between selected colleges and employers directly. There is a lack of new standards, as well as difficulties using the existing ones.

Increasingly Social Partners play a role in developing VET at all levels - national, regional and sectoral. The new NQF law draft proposes involving the Social Partners in sectoral councils.

The development of improved quality assurance of educational standards will be the objective of this MR as already requested in the “Program of Economic Reforms in 2010 – 2014”¹⁰, where inter alia the adjustment to European standards was approached. It should be focused on the basis of competence models specifying specialized qualifications, which are important for the further school-based and vocational qualification. This component should work in collaboration with relevant national and regional stakeholders, sectoral institutions as well as with designated educational institutions. The educational standards should be formulated in specialized areas, this means occupation and subject-related. This will rely on labour market demand and on a comprehensive system that enables the measurement of the quality of vocational education and training across regions and sectors. It should also provide guidelines and recommendations to VET managers and other relevant stakeholders as to its improvement.

A subject related WG involving the line ministry, sectoral ministries, social partners, especially profession related employers organisations / representatives and VET school representatives for standard development should be established. A capacity building approach in providing a comprehensive training program and two study visits will support this process.

¹⁰ “Prosperous society, competitive economy, effective state” Program of Economic Reforms 2010-2014, edited by Committee of Economic Reform of the President of Ukraine

In addition to the development of qualification standards QA processes in VET will also be reviewed in the light of the European Quality Assurance framework for VET (EQAVET). This will focus on both the institutional QA processes in VET schools and exploring the possibility of introducing self-assessment processes as well as to what extent the existing inspection processes can start building on the institutional quality enhancement policies, in line with the European principles and practices.

3.4 ACTIVITIES

The activities proposed aim to the MRs implementation. They are of indicative nature and will be fine –tuned during the contractualisation period.

A component of the activities will be a capacity-building approach coordinated by a mid-term expert. The approach will contain seminars, workshops and study visits. With a recommended working-process-oriented training approach, the trainees must be enabled not only to execute their everyday tasks, but also to progress independently in future endeavours.

In order to fine-tune training demand and adapt to possible content-related changes, a training needs analysis for all three major components should be conducted in cooperation with the counterpart. It is recommended that the respective training materials should be distributed to trainees after all training courses, and a post-training evaluation should be provided. Training participants should comprise MoESYS staff, WG members and related VET institutions (see Annex 5) from the national and regional level.

The Project will start with a kick off workshop and finish with a closing conference in a following way:

Kick-off Workshop

The first month of the project will be used to allow the installation of the Resident Twinning Adviser (RTA) in Ukraine. The RTA will have to be installed in his/her office. S/he will be introduced to the BC stakeholders of the project and to his counterparts and staff. He will also hire an Assistant (RTA Assistant) through an appropriate selection procedure.

A one-day kick-off meeting will be organised in the first month aiming at launching and presenting the project to the stakeholders, the media and the public at large. In order to guarantee large public information about the start of the project, the meeting will be concluded with a press conference and a press release.

Closing Conference

During the last two months of the project, a closing conference will be organised at which the results of the project will be presented. The state of play in the areas of the project's interventions will be discussed with the beneficiary, the Georgian Government, the civil society and other donors. The conference will be concluded with some recommendations for possible follow-up and lessons learnt for similar projects.

Component 1 – Review of Ukrainian VET legislation and development of recommendations as to its improvement based on EU policy and experience in LLL

The aims of this component are: 1) to carry out a comprehensive analysis of the legislative environment of VET in Ukraine, 2) and assisting the MOESYS in the preparation of proposals

for amending current legislation and regulations taking into account EU-related policy and experience.

Taking into account the length of the process for the adoption of new legislation, special attention should be paid to the structuring of the legal framework related to the division of regulations between primary legislation (adopted by the Parliament) and secondary legislation (adopted by the Government).

The key activities foreseen under this component include:

A 1.1 *Reviewing of Ukrainian legislation in the VET area*

Review and analysis of Ukrainian legislation should start with an overview of what the main goals of the regulatory instruments will be and how they are expected to change, based on the objectives of VET reforms. A framework should be provided to review the existing laws and regulations in force (primary and secondary), including existing drafts.

This shall be done with the aim of preparing proposals for consistent and sound legal framework as a basis for VET reform and the NQF implementation.

Particular attention should be paid to the following:

- Regulation of the qualifications development and accreditation processes, including possible permanent roles and status of Sectoral Councils/Commissions (VET and professional higher education), or disciplinary teams (general secondary & academic, HE)
- Regulation of the assessment and certification processes for accredited qualifications, including the responsibility of process execution and supervision and issuing qualifications
- Regulation of the accreditation of private and public training providers/schools that are entitled to provide programmes leading towards nationally accredited qualifications
- Regulation of the internal and external quality assurance processes of training providers, including the responsibility for external validation of the quality assurance processes
- Responsibility for ensuring and encouraging feedback from the implementation level towards the management levels
- Provision of information, guidance and counselling on qualifications, programmes and providers for accessing learners, families and employers

Upon completion of the review, prepare a report containing a comparative table on the conformity with the EU policy framework.

After the review, an evaluation together with the MOESYS experts should identify gaps between the Ukrainian VET related legislation and EU policy framework, and assess the impact of legal approximation to the Ukrainian education policy. Upon completion of the assessment a report should be provided, which should include a comparison of the assessments related to the impact of the modernisation of legal standards in line with the EU policy in LLL.

A 1.2 *Training*

The MoESYS should be assisted in ensuring that the requirements of the legislation and regulations are properly understood and complied with. Therefore a set of practical workshops should be organised, covering the following issues:

- Identification of VET problems and issues and development of legislative solutions
- Development of VET policy based on EU experience

The training courses should be practical in nature and provide specific examples based on best practices of EU member countries, especially those that have been through similar transitional processes.

A 1.3 Assisting the MoESYS in preparation of proposals on amending current legislation in the VET area based on best practices of EU MS

This should involve a set of practical and specific recommendations for improvement of Ukrainian legislation and regulations related to VET. The newly developed proposals for new legislation should be harmonized with relevant EU policy in LLL and will take into account existing best practices of EU MS, especially from CEE countries, which have been through similar transition processes like that experienced in Ukraine. They should be based on the results of legislation analysis and review. Proposals for revision should be developed where necessary. Additionally input should be given with respect to the new NQF law, if approved/or draft if not.

Component 2 - Support to NQF implementation strategy.

A 2.1 Analysis of state of play of NQF implementation

This upstream measure shall start before the training and development of implementation strategies. At the different NQF levels related to VET, an assessment should be made of the processes of implementation related to knowledge, skills and competences and learning outcomes in selected professional profiles and at the national and regional level.

A 2.2 Development of recommendations and strategies on NQF implementation in VET

The focus is on the development of mid-term and /or long-term strategies regarding VET NQF implementation. An implementation roadmap shall be provided that includes the identification of roles for different stakeholders and institutions and related costs as well, and takes into account the input/output of the training units. It is anticipated that the roadmap will be further adopted by MoESYS and other relevant agencies and will serve as the basis for ongoing legislative/policy development.

A 2.3 Training program

The training program will concentrate on the following fields:

- Lifelong learning policy development
- Experience of EU member countries in implementing NQF in VET policies, (processes and principles for the maintenance of qualifications, for assessment and certification and of credit accumulation)
- Development of mid/long-term strategies for NQF implementation
- Cooperation processes with social partners (stakeholder analysis, internal and external cooperation, participation mechanisms)

Training in these topics should be practical in nature and rely on best EU practices and experience in order to demonstrate how all these approaches work in real operational environments.

In addition it shall serve as a multi-stakeholder forum for developing and discussing new ideas in the related fields of study, their relevance to the VET sector in Ukraine and opportunities for implementation.

A 2.4 Study visits

To learn from European best practices, three study visits will be provided with a *focus on the implementation of the NQF in the VET sector*. These shall be especially important for the task force members. The two study visits will be divided into *target groups based on political and operational level* and clearly defined targets. Study visit participants will be expected to provide reports and use the experience and knowledge obtained in their future work related to VET policy/legislation development.

The third study visit is planned for participation in a Peer-Learning Conference in an already existing VET network.

Component 3 – Development and implementation of scheme and criteria for VET quality assurance

A 3.1 Analysis of successful VET quality assurance experiences and practices in EU and Ukraine and the development of specific recommendations for national and regional level

This analysis is intended to start from the current state of affairs, taking into account current developments and avoiding overlaps by matching the relevant documents. If the sectoral councils/commissions with TWG start are not established yet, a collaborative effort should be made with employer's organizations and also with MoSP. The analysis will also collect and summarize best practices from EU countries, especially from CEE to ensure relevance of experience. A report will be produced as a result of this activity that will also contain specific recommendations to Ukrainian VET managers and policy makers as to what quality assurance models may be implemented in Ukraine and what steps, resources, and policies are required to fulfil this goal.

A 3.2 Elaboration of methodology for development of national educational standards of new generation

The methodology for the new educational standards should contain principles, contents and required knowledge for specific professions. Educational objectives should be made concrete in the form of competency requirements and should be a reference system for professional acting. A combination of attributes has to be taken into account (knowledge, skills, competences, abilities, attitudes, and responsibilities) and the extent of their implementation during the performance of work operations. It shall serve VET schools in imparting profession related classes.

A 3.3 Elaboration of educational standards in five professional areas

Professional areas will be identified by the VET department in cooperation with employers associations and other stakeholders, and will be based on the assessment of the country's economic development needs at the time. It is anticipated that these standards will serve as a model and guideline/orientation for national and regional VET stakeholders to engage in updating existing and developing new educational standards for a variety of occupational areas, and will lead to replication in other occupations. Occupational standards should include the dimension of scope in terms of the expectations from the professions.

A 3.4 Training

This training program will be targeted at key national and regional VET managers/policy makers and participants of the working group and is focussed on the development of new approaches to form VET educational standards based on competences.

Training topics

- Development of competence models

- Piloting in selected areas / schools

Representatives from non-governmental VET institutions will be invited and encouraged to participate as well. It is anticipated, that the training courses provided shall be practical in nature and also serve as a working laboratory for developing and testing new ideas as to improving relevant aspects of the VET sector in Ukraine.

A 3.5 Study Visits

To learn how quality assurance works in practice two study visits should be provided - *one at the national level for national institutions and one at the regional level for VET schools / methodological centres etc.* Study visits will allow participants to gain a much better understanding of the *operation of various quality assurance models within the EU*. The study visit participants will be required to prepare reports of what they learned and also to further implement ideas and methodologies they learned in their relevant field of work.

3.5 Means/ Input from the MS Partner Administration

The implementation of activities mentioned above requires 1 Project Leader (PL), 1 Resident Twinning Advisor (RTA), RTA's assistant and an approximate number of 15 Short-term Experts (STE) and 1 Mid-term expert (MTE) in the VET field.

3.5.1 Profile and tasks of the Project Leader

The Project Leader (PL) will direct, coordinate and control the overall thrust of the project. He/she will lead the activities of the project, ensure achievement of the mandatory results and be responsible for the implementation of the activities.

The PL is expected to work for the project from home a minimum of three days per month, not in Ukraine. In addition, he/she should coordinate and participate, from the Member State's side, the Project Steering Committee, which will meet in Ukraine every three months.

PL qualification and skills:

- University Degree (preferably Master Academic level) in education/ law or equivalent relevant to the mission;
- Good English language skills, both spoken and written. Command of Russian/Ukrainian language would be a strong asset;
- Strong analytical skills;
- Good inter-personal skills.

General professional experience

- Long-term civil servant or equivalent from a MS administration;
- Preferably 10 years of professional experience in the education sector;
- Experienced project manager, demonstrating good record in organisational leadership, staff motivation and communication.

Specific professional experience

- Preferably 5 years experience in the field of implementing education strategies, policies and regulations;
- Sound knowledge and experience of EU policies in LLL and operational issues related to the NQF, QA, and institutional strengthening and capacity building.

3.5.2 Profile and tasks of the Resident Twinning Advisor (RTA)

The RTA, under the guidance of the PL, will lead the work of the team and will work on a daily basis with the RTA counterpart and BC staff to implement the project, to support and co-ordinate the activities in the BC and to ensure continuity of implementation.

The RTA is expected to ensure, together with the MoESYS counterparts, the achievement of the objectives, purpose and mandatory results and the indicative performance indicators of Twinning. The RTA will provide 21 months' input on site and will be based in the premises of the MOESYS.

RTA tasks (list is not exhaustive):

- Overall direction and supervision of project implementation and coordination of all activities according to the agreed work plan;
- Management of the project administration;
- Permanent contact with the BC PL and BC counterpart
- Coordinate and supervise mid-and short-term experts;
- Act as contact point and liaison with the PAO and the EU Delegation;
- Prepare reports;
- Ensure the quality of produced and printed outputs;
- Ensure effective and optimal utilization of available resources.

RTA Profile:

Qualifications and skills:

- University Degree (preferably at Master Academic level, or equivalent relevant to the mission, preferably in Educational Science/Law/Public Administration)
- Excellent English language skills, both spoken and written. Command of Russian/Ukrainian language would be an asset;
- PC literacy;
- Good interpersonal skills;
- Excellent team-working skills;
- Strong analytical skills

General professional experience:

- Civil servant or equivalent seconded to work by EU MS Administration;
- Preferably 10 years of professional experience;
- Experienced project manager, demonstrating good record in organisational leadership, staff motivation and communication;
- Good consultancy and training skills.

Specific professional experience:

- Preferably 5 years experience in the field of education, VET in particular, on development and implementing national/international strategies, policies and regulations related to EQAVET and/or educational standard development;
- Comprehensive theoretical knowledge and practical experience of work in a high level management position in MS education public administration;
- Sound knowledge of EU policy in LLL and operational issues related to the various components of the project;
- Good knowledge of VET capacity-building in public administration;

- Experience in implementation of new methodological solutions;
- Previous experience as project coordinator/project manager in projects of similar importance and size would be an asset;
- Recent practical experience of providing advice on the development of a NQF in the MS would be a significant asset;
- Knowledge of Twinning procedures and experience in Twinning projects would be an asset;
- Knowledge of countries in transition in general and the Ukrainian education sector in particular would be a complementary asset.

The RTA should have 1 full-time and 1 part-time assistant at his/her disposal for the purposes of general project duties like support in organizing training, conferences and project monitoring and translation and interpretation on a daily basis and. Note the project assistant remunerated by the project should not have, or recently have had (past six months), any contractual relation with the beneficiary administration.

The RTA's assistant(s) will be recruited before the start of the Twinning project and will be remunerated under the budget of the project. The profiles of the assistant(s) will be specified with the RTA.

3.5.3 Profile and tasks of the short-term experts

The short-term experts shall assist the RTA in implementation of the expected project activities. They should have work experience and skills related to the project activities and will actively collaborate with the RTA and counterpart MoESYS. Their tasks will consist of providing support by conducting training, seminars, workshops, analyses and the elaboration of guidelines. The capacity building expert will provide training in general subjects and in selected issues together with the technical experts. The VET mid term expert should cover and coordinate issues in component 2 and 3. The experts must be capable of providing the expected outputs mentioned below with sufficient quality. The involvement of experts from other EU countries should be considered, especially from National VET institutions.

Qualifications and skills of STEs:

- Preferred University Degree / or equivalent experience relevant to the assignment;
- Excellent English language skills, both spoken and written. Command of Russian/Ukrainian language would be a strong asset;
- PC Computer literacy;
- Good interpersonal skills;
- Excellent team-working skills;
- Strong analytical skills.

General professional experience:

- Civil servant or equivalent seconded to work by EU MS Administration;
- Solid knowledge on EU policy in LLL;
- Preferably 10 years of professional experience and 5 years of specific experience related to the exact activities of the assignment;
- Good consultancy and training skills would be an asset;

The indicative number of expert man-days:

Key experts	Proven professional background and /or long-term work experience in	Number of estimated working days
Legal STEs	Administrative law, preferred with focus on VET legal basis	100
Policy / strategy development STEs	National strategies/programmes, preferred at ministerial level in educational or VET sector, collaboration with social partners	75
VET experts 1 MTE, STEs	VET policy, NQF, quality assurance, certification, accreditation, school management, development of educational / professional standards	325
1 Capacity building STE (3 component) Tandem-technical expert	Experience in development and implementation of training demand analysis, training provision, IT skills, self-evaluation, study visit organization and implementation	70
1 STE for public relations	Experience in awareness-raising campaigns, conference preparation, PR in public administration, IT skills	40

The detailed STE Terms of Reference will be elaborated by the selected RTA in cooperation with the MS.

4. Institutional Framework

The MoESYS in Ukraine is among others in charge of developing and implementing state education policy and developing legislative proposals and state standards. The major VET institutions related to the MoESYS¹¹ are:

- *The Institute of Innovative Technology and Education Content*, which deals with educational content and methodological provision at all education levels, from pre-school to university. Within this Institute there is a VET unit with the same mandate dealing, among other things, with the development of national education standards for VET and state curricula.
- *The Regional Training and Methodology Centres* deal with the same issues at the regional level, and have an extended mandate to monitor and assess the quality of VET schools and organise in-service teacher training and retraining.
- *The National Academy of Pedagogical Science* delivers input from VET research as one of the highest government research bodies and with its own affiliated Institute of Vocational Education.

Decrees No 1757/2006 and No 410/2011 ensure the administrative and managerial activities and general tasks of the VET department and describe their tasks. The department is in charge of ensuring student training within vocational institutions according to the stipulations of national occupational standards and quality of vocational education and training. Moreover they develop state educational standards and control their compliance through inspections. Currently the department has three divisions and employs 16 people:

- Division of Professional Education

¹¹ see Annex 5 VET institutions

- Division of Monitoring and Organisational Work;
- Division of Vocational Education and Training Legislation and Regulations.

Within the TWG project the MoESYS will act as the final beneficiary institution and dispatch the RTA counterpart and PL.

There are two ministries dealing with VET - the MoESYS in Initial VET and the MoSP in Continuing VET. In order to trigger the synergies and take a more comprehensive approach there should be close collaboration with the MoSP.

It is expected that the TWG outputs shall lead to improved handling on matters related to better quality in VET service, by establishing its basis in an improved legislative environment. The trained staff will work to improve NQF and NQA implementation and further strategy formulation. The ministry should take a leading role in the TWG working groups and TWG Steering Committee, and should also deliver regulatory, strategic and other necessary documents to support the fulfilment of the project objectives.

4.1 Project Steering Committee

A TWG Steering Committee (SC) will assess and approve project progress in the quarterly report related to the work plan, including mandatory results and connected activities. The nominated SC members, who are entitled to vote, will propose the necessary adaptations and the proposed changes. Guest participants can be invited, but they will not be entitled to vote for the report approval. It will take place at three month intervals and should be established with the following permanent obligatory members: an EU Delegation representative, PAO representative, the two Project Leaders from MS and BC countries, the RTA and the RTA counterpart from MoESYS. Altogether one high ranking official from MoSP, one representative of the Employers Organisation, one from the Trade Union, one from the Institute of Innovation, Technology and Education and one from the VET Institute of the Academy of Pedagogical Science could be invited as guests.

The Twinning project shall take over the secretarial function for preparation and implementation of the SC. The chairmanship shall be selected from the MoESYS.

5. BUDGET

€ 1,500,000

6. IMPLEMENTATION ARRANGEMENTS

6.1 The Implementing Agency responsible for tendering, contracting and accounting is the Delegation of the European Union to Ukraine and its representative

Ms Vira Rybak
 Sector Manager
 Education, Science, Information Society
 European Union Delegation to Ukraine
 10 Kruhlouniversytetska St.,
 Kyiv, Ukraine 01024
 tel. +380 44 390 80 10 ext.350
 fax +380 44 253 45 47
 e-mail:
<http://eeas.europa.eu/delegations/ukraine>

The PAO is designated to assist the Delegation of the European Union to Ukraine with the overall management of twinning projects. In Ukraine the role of PAO is carried out by the Main Department of Civil Service. According to the Government Decree of 01/10/2008 n 868, the monitoring of twinning project implementation should be carried out by MDCS. This includes participation in steering committee meetings, coordination of quarterly and summary reports, etc.

The person in charge at PAO is:

Mr Viacheslav Tolkovanov
Director of Twinning Programme Administration Office,
Head of the Main Department of Civil Service
15, Prorizna street, Kyiv 01601, Ukraine
Phone: +380(44)2783644
Fax: +380(44)2783622
E-mail: pao@center.gov.ua
Website address: www.center.gov.ua

6.2 Main counterpart in the Beneficiary Country

The beneficiary of the project is the Ministry of Education, Science, Youth and Sport of Ukraine (MOEYS) Persons in charge at MoESYS are:

BC Project Leader
Deputy Minister
n.n.
Ministry of Education, Science, Youth and Sport
10 Peremohy Ave, Kyiv
01135 Ukraine
Phone:
Fax:
e-mail:

RTA counterpart
Ms Victoria Karbisheva
Head of Monitoring and Organizational Activities unit
Ministry of Education, Science, Youth and Sport
Khreschatyk, 22, Kyiv
01001, Ukraine
Phone: +38 044 278 75 80
Fax: +38 044 279 16 56
E-mail: vkarbysheva@yahoo.com

6.3 Contracts

Only one Twinning contract is foreseen for this project.

7. IMPLEMENTATION SCHEDULE (INDICATIVE)

7.1 Launching of the call for proposals

October 2011

7.2 Start of project activities

July 2012

7.3 Project completion

March 2014

7.4 Duration of the implementation period

The implementation period will be 21 months.
+ 3 months preparation and closure

8. SUSTAINABILITY

The assistance required under this Twinning project is meant to expose the Ukrainian administration and more specifically the Ministry of Education, Science, Youth and Sport via its VET Department, to EU LLL policy, via the provision of the EU best experience in NQF and Quality Assurance implementation, development of new quality of educational standards.

The above objective will be achieved by the development of Roadmaps and Guidelines, under the present project, based on the EU experience and methodologies to be used as supporting material for the training of the Ministry's staff.

The development of a specific approach of the Twinning project will be a joint responsibility of the MS partner and the BC, which will be laid down in the Twinning contract.

The dissemination of project results and obtained knowledge will be integrated into all levels of the project. Effective mechanisms will be put in place by the BC to disseminate and consolidate the results of the project in order to ensure the benefits sustainability of the project after the completion date.

9. CROSSCUTTING ISSUES (EQUAL OPPORTUNITIES, ENVIRONMENT, ETC...)

Equal opportunity:

The dimension of equal opportunity and gender equality will be integrated into all levels of the project. This will establish a suitable foundation for mainstream gender equality in the future. It will be included in the Twinning contract as a joint responsibility of the MS partner and the BC.

Environmental sustainability – n/a

HIV/AIDS – n/a

10. CONDITIONALITY AND SEQUENCING

The following contributions expected from the beneficiary institution are regarded as important preconditions of the successful implementation of the project:

- Provision of high level political and professional support by the MoESYS hierarchy to the TWG project;
- Strong involvement/commitment of the MoESYS, in particular its VET department staff, the stakeholder institutions staff and social partners at all levels;
- Assignment of the necessary experts to activities connected with the project;
- Ensuring the BC assignment of an operational PSC to monitor that all components of the Twinning project are executed within the time schedule of implementation and according to the benchmarks;
- Ensuring coordination between institutions connected with the project;
- Ensuring access to all the necessary information and documents in accordance with legislation in force;
- Supply of office accommodation, equipped with computer, telephone, internet access, printer to MS in-country staff and visiting experts;
- Providing suitable venues and equipment for training sessions and seminars that will be held under the project.

LIST OF ABBREVIATIONS

Abbreviations	Transcript (signification)
BC	Beneficiary Country
CB	Capacity Building
CEEC	Central and Eastern European Countries
CIDA	Canadian International Development Agency
CIS	Commonwealth of Independent States
CVET	Continuing Vocational Education and Training
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for VET
EFQM	European Framework for Quality Management
ENP	European Neighbourhood Policy
ENPI	European Neighbourhood Policy Instrument
EQA	European Quality Assurance System
EQARF	European Quality Assurance Reference Framework
EQAVET	European Quality Assurance Reference Framework in VET
EQF	European Qualification Framework
EUD	European Union Delegation
ETF	European Training Foundation
EUROSTAT	European Statistics Office
GDP	Gross Domestic Product
HE	Higher Education
HRD	Human Resources Development
ILO	International Labour Organization
IPA	EU Instrument for Pre-Accession Assistance (for the Western Balkan countries, former ISPA/PHARE)
IVET	Initial Vocational Education and Training
LLL	Life-Long Learning
MDCS	Main Department of Civil Service
MoESYS	Ministry of Education, Science, Youth and Sport
MoF	Ministry of Finance
MoSP	Ministry of Social Policy
MR	Mandatory Result
MS	Member State
MTE	Mid-term expert
NAP	National Action Plan
NES	National Employment Service
NGO	Non-Governmental Organisation
NQAS	National Quality Assurance System
NQF	National Qualification Framework
PAO	Twinning Programme Administration Office
PCA	Partnership and Cooperation Agreements
PCM	Project Cycle Management
PHARE	Former EU Instrument for Pre-Accession Assistance (Poland and Hungary Assistance for the Restructuring of the Economy)
PSC	Project Steering Committee
RTA	Resident Twinning Advisor
SC	Steering Committee
STE	Short-Term Expert
TACIS	Former EU Instrument in Technical Assistance to Commonwealth of Independent States countries
TAIEX	Technical Assistance and Information Exchange Instrument
TIMSS-2007	Trends in International Mathematics and Science Study-2007
TWG	Twinning Project
VET	Vocational Education and Training
WG	Working Group

ANNEXES TO PROJECT FICHE

Annex 1 Logical Framework Matrix

Annex 2 Detailed Implementation chart

Annex 3 Budget

Annex 4 List of relevant laws and regulations in Ukraine and EU

Annex 5 VET system related institutions

ANNEX 1

LOGICAL FRAMEWORK MATRIX

LOGFRAME PLANNING MATRIX Project: Modernisation of legislative standards and principles of Education and Training in line with EU Policy in Lifelong Learning	Program name and number European Neighbourhood Policy Instrument	Twinning No
	Contracting period expires 03/2014	Disbursement period expires 06/2014
	Total budget: €1.500. 000,00	Twinning budget

Overall objective	Objectively verifiable indicators (Benchmarks)	Sources of Verification	
To contribute to the reform of the educational system in accordance with the European Life Long Learning Policy and best practices	<p>Improved awareness of the general public, key stakeholders, and final beneficiaries on the impact of changes in the educational system</p> <p>Improved quality in VET</p> <p>Increased participation in educational policy making, quality assurance and NQF development and implementation on national/regional/local level</p> <p>Greater achievement of European and international criteria and standards in context of Qualification Framework and Quality Assurance</p>	<p>Country monitoring</p> <p>Official publications e.g. annual state reports and statistics</p>	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
Strengthening the Ministry of Education, Sciences, Youth and Sports' capacity in effective implementation of the National Qualification Framework and development of Quality Assurance elements in the Vocational Education and Training in compliance with European standards	<p>Strengthened strategy of MoESYS policies is conducive to increased effectiveness and efficiency of mainstreaming of policies promoting quality of VET and raising enrolment rate of youngsters to join initial education</p> <p>Stronger recognition of competences, formal and informal learning from employer side</p> <p>Increased collaboration of the VET department, higher education department and other stakeholders toward NQF development and implementation</p> <p>Increased collaboration with employers organisation</p>	<p>Follow up mechanisms of the EU-Ukraine ENP Association Agenda 11/2009</p> <p>Official Gazette of Ukraine (weekly)</p> <p>Annual reports MoESYS</p>	<p>Political commitments In Ukraine to continue in the ENP process as scheduled.</p> <p>Educational sector reform remains a political priority and responsible authorities approve in time.</p> <p>The concept of NQF and NQAS, quality standards improvement is fully understood in Ukraine.</p> <p>Maintenance of split responsibilities regarding</p>

	<p>for the development of educational/professional standards and competences</p> <p>Enhanced cooperation with MoSP and MoESYS regarding VET subjects and labour market demands</p>		<p>IVET/MoESYS and CVET/MoSP</p> <p>Awareness among all educational institutions of the need for a paradigm change in VET quality</p>
Mandatory results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>Component 1</p> <p><i>Review of Ukrainian VET legislation and development of recommendations for its improvement based on EU experience and policy in LLL</i></p>	<ul style="list-style-type: none"> - MoESYS capacity improved through professional use and further development of the legislative regulatory framework of primary and secondary legislation in VET field - Stakeholders are aware of the impact of the legal basis to further institutional and technical VET development - Provision of input for new sub-law proposals + improvement of existing laws and sub-laws based on best EU practices - Provision of input for NQF draft law <p>1 Multi-stakeholder working group with number of legal and technical experts (max.15 persons)</p> <p>Number of WG meetings</p> <p>Number of legislative regulatory documents revised (see Annex 3 – approx. 16 documents)</p> <p>Number of legislative documents amended</p> <p>1 Training demand analysis with number of interviews according to the training modules</p> <p>Number of persons from MoESYS and WGs participating in training (maximum 15 persons)</p> <p>Number of training days according to the modules</p>	<p>Quarterly report with attachments</p> <p>Planning document with proposals for legislative documents to be adapted or developed related to VET</p> <p>Minutes of law working group meetings with attached list of participants</p> <p>Training agendas and materials</p> <p>Document with proposals for legislative adaptation</p>	<p>The outputs will have a positive impact on further development of the legislative environment</p> <p>VET legislation will be harmonized and matched up</p> <p>Maintenance in the general and VET legislation</p> <p>Commitments of stakeholders are given</p> <p>Working Group members are capable to use the component outputs</p>

	<p>and training plan/time schedule</p> <p>Number of training subjects</p>		
<p>Component 2</p> <p><i>Support to NQF implementation strategy</i></p>	<p>The MoESYS is capable of developing policies and implementation strategies along their legal basis, with focus on NQF. The role of the stakeholders should be clarified and first proposals for NQF implementation costs elaborated.</p> <p>1 Task Force for NQF implementation established</p> <p>Number of Task Force meetings</p> <p>1 Training demand analysis with number of oral and written interviews according to the training modules</p> <p>Number of task force members participating in training (maximum 15 persons)</p> <p>Number of multi-stakeholder forums</p> <p>Number of training subjects</p> <p>Number of training days according to the modules and training plan/time schedule</p> <p>Number of strategic documents developed</p> <p>1 road map for NQF implementation</p> <p>1 document for stakeholders role in NQF implementation</p> <p>Number of planning documents for NQF implementation elaborated</p>	<p>Quarterly report with attachments</p> <p>MoESYS VET department strategies</p> <p>Training documents</p>	<p>Political will in further proceeding in NQF development and implementation</p> <p>The NQF strategy will have an positive effect on employers and employees in VET participation</p> <p>Commitment of staff and stakeholders given</p> <p>Staff able to attend training</p> <p>MoESYS able to adopt and implement NQF system on national and regional level</p>

<p>Component 3</p> <p><i>Development and implementation of system and criteria for VET quality assurance</i></p>	<p>The VET department is capable of further developing and implementing educational standards in new occupational fields.</p> <p>The Quality Assurance approach related to educational standards is fully understood by stakeholders.</p> <p>The quality of educational standards raised. First steps for piloting are elaborated.</p> <p>Training demand analysis with number of oral and written interviews according to the training modules</p> <p>1 Working Group installed</p> <p>Number of WG members participating in training Number of VET policy makers/ managers from national level participating in training Number of VET policy makers / managers from regional level participating in training Number of creative workshops for developing new ideas</p> <p>Number of training days according to the modules and training plan/time schedule</p> <p>1 document methodology new educational standards 1 guideline for educational standards in 5 professional areas</p>	<p>Quarterly report with attachments</p> <p>Training documents</p>	<p>Effort in implementation of national strategies and orders for VET quality assurance</p> <p>Establishment of sectoral commissions/councils according to NQF law</p> <p>Commitment of related stakeholders</p>
Activities	Means		Assumptions
<p>A 1.1 Analysis of Ukrainian legislation in the VET area</p>	<p>Legal experts 40 man–days, translation, interpretation and other material</p>		<p>Translated documents are</p>

<p>A 1.2 Training in</p> <ul style="list-style-type: none"> - Identification of VET problems and issues and development of legislative solutions - Development of VET policy based on EU experience <p>A 1.3 Development of legislation amendments and proposals in the area of VET based on best practices of EU member states.</p>	<p>Legal / VET experts 40 man–days, interpretation, legislation and training material</p> <p>Legal / VET experts 2 x 40 man–days, interpretation, translation and other material</p>		<p>available in time and quality</p> <p>Availability of stakeholders ensured</p> <p>Maintenance of MoESYS staff</p> <p>Stability in the institutional environment</p>
<p>A 2.1 Analysis of state of play of NQF implementation</p> <p>A 2.2 Development of recommendations and strategies on NQF implementation in VET</p> <p>A 2.3 Training program</p> <ul style="list-style-type: none"> - Lifelong learning policy development - Experience of EU member countries in implementing NQF in VET policies, - Cooperation processes with Social Partners <p>A 2.4 Study visits.</p>	<p>Strategy expert 30 man–days, interpretation, translation and other material</p> <p>Strategy / VET expert 2x 40 man–days, interpretation, translation and other material</p> <p>VET/CB experts 60 man–days (3 issues), Interpretation, translation, training material</p> <p>2 study visits with each 10 high ranking officials and 1 interpreter for 6 days every visit</p> <p>1 study visit to peer learning conference / NQF network involvement with 10 participants and 1 interpreter for 6 days</p>		<p>Translated documents are available in time and quality</p> <p>All internal necessary documents are available within the agreed time frame</p> <p>Experts from the ministries and institutions are available and willing to collaborate in the working group and proposed time frame</p> <p>Consensus regarding the selection of study visit participation</p>
<p>A 3.1 Analysis of successful VET quality assurance experiences and practices in EU and Ukraine and the development of specific recommendations for national and regional level</p>	<p>VET expert 40 man-days interpretation, translation and other material</p>		<p>Translated documents are available in time and quality</p> <p>Experts from the ministries and</p>

<p>A 3.2 Elaboration of methodology for development of national educational standards of new generation</p>	<p>VET expert 40 man-days interpretation, translation and other material</p>		<p>institutions are available and willing to collaborate in the working group and proposed time frame</p>
<p>A 3.3 Development of a new generation of educational standards in five key occupational areas.</p>	<p>VET expert 5 x 20 man–days (5 professions x 20 days), interpretation, translation and other material</p>		
<p>A 3.4 Training to WG/ national / regional level</p> <ul style="list-style-type: none"> - Development of competence models - Piloting in regions/ schools 	<p>VET expert 60 man–days, interpretation, translation, training material</p>		
<p>A 3.5 Study Visits</p>	<p>2 study visits with altogether 10 Ukrainian experts and 1 interpreter for 6 days</p>		<p>Consensus regarding the selection of study visit participation</p>

ANNEX 2 DETAILED IMPLEMENTATION CHART

Project Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
MR 1 <u>Improved public awareness for VET</u>																					
Activity 1.1 Usage of public awareness key tools			X	X	X								X	X							X
MR 2 <u>Review of Ukrainian VET legislation and development of recommendations</u>																					
Activity 2.1 <u>Analysis of Ukrainian legislation in the VET area</u>		X	X	X	X	X	X	X	X	X	X	X									
Activity 2.2 Training in - Identification of VET problems and issues and development of legislative solutions - Development of VET policy based on EU experience		X	X	X	X	X	X	X	X	X	X	X									
Activity 2.3 <u>Development of legislation amendments and proposals in the area of VET</u>													X	X	X	X	X	X	X	X	X
MR 3 <u>Support to NQF implementation strategy</u>																					
Activity 3.1 <u>Analysis of state of play of NQF implementation</u>		X	X	X	X	X	X	X	X	X	X	X									
Activity 3.2 <u>Development of recommendation and strategies on NQF implementation in VET</u>													X	X	X	X	X	X	X	X	X

Activity 3.3 Training program - Lifelong learning policy development - Experience of EU member countries in implementing NQF in VET policies - Cooperation processes with Social Partners								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 3.4 Three study visits					X	X									X	X			X	X			
MR 4 <u><i>Development of system and criteria of VET quality assurance as well as implementation</i></u>																							
Activity 4.1 Analysis of successful VET quality assurance experiences and practices in EU and Ukraine and the development of specific recommendations for national and regional level		X	X	X	X	X																	
Activity 4.2 Elaboration of methodology for development of national educational standards of new generation							X	X	X	X	X	X	X	X	X	X	X						
Activity 4.3 Development of a new generation of educational standards in five key occupational areas.							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 4.4 Training at national/regional level - Competence model - Piloting							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Activity 4.5 Two study visits																X	X	X	X	X	X	X	X

ANNEX 4

Main Ukrainian legislation and bylaws regulating the VET thematic areas

President of Ukraine's Order № 410/2011 "On approval of the Statute of the Ministry of Education, Science, Youth and Sport of Ukraine"

President of Ukraine's Order N 504/2011, April 27th 2011 "About the National Action Plan for 2011 to implement the program of economic reforms in 2010 - 2014 "Possessed society and competitive economy, effective state"

Decree No 495 / 2011, April 13th 2011

"On approval of the State program development of vocational education in 2011 - 2015 years"

Law "On Education" (1060-XII of 23 May 1991) with amendments made from 1992-2004;

Law "On Higher Education" (2984- III of 17 January 2002) with amendments made from 2002-2009;

Law "On Vocational Training" (103/98 –BP of 10 February 1998) with amendment made in 2003;

Cabinet of Ministers Decree of 5 August 1998, N 1240 "On approval of the vocational school ";

Cabinet of Ministers Decree of 19 December 2006 n 1757 "On approval of the Statute of the Ministry of Education and Science of Ukraine" with amendments made by the Cabinet of Ministers Decree of 31 May 2010 n 376;

Cabinet of Ministers Decree of 12 February 1996 n 200 "On licensing, attestation and accreditation of education institutions";

Cabinet of Ministers Decree of 3 June 1999 p. N 956 "On approval of regulations of 3 levels vocational education";

President's of Ukraine Order of 8 May 1996, N 322/96, "The Principles of Reform Vocational Education in Ukraine ".

Cabinet of Ministers Order of 17 October 2007 n 886-p "On approval of action plan to meet labour market demand in qualified workers" with amendments made by Cabinet of Ministers Order of 05 November 2008 n 1396-p;

Cabinet of Ministers Order of 21 January 2009 n 42-p "Issues of management of separate public VET schools subordinated to the Ministry of Education and Science" with amendments made by the Cabinet of Ministers Order of 23 December 2009 n 1630-p;

Cabinet of Ministers Order of 27 August 2010 n 1723-p " On Concept of the State Programme for development of Vocational Education for the period of 2011-2015 years";

Cabinet of Ministers Order of 27 August 2010 n 1727-p "On the certain issues of the development of a National Qualification Framework"

Cabinet of Ministers Order of 27 August 2010 n 1728-p "On Action Plan for development of Higher Education till 2015"

Relevant EU policy in education and life-long learning is covered by the following official documents:

Bologna process related documents¹²

The framework of qualifications for the European Higher Education Area¹³

Presidency Conclusions Lisbon European Council 23 And 24 March 2000¹⁴;

Copenhagen Declaration, 2002¹⁵;

Council Resolution of 27 June 2002 "Making a European Area of Lifelong Learning a Reality" of 27 June 2002¹⁶

The Helsinki Communiqué, 2006¹⁷ ;

The Bordeaux Communiqué, 26 November 2008¹⁸;

Recommendations of the European Parliament and Council of 18 June 2009 "On the establishment of the European Quality Assurance Reference Framework for Vocational Education and Training"¹⁹;

Recommendations of the European Parliament and the Council of 18 December 2006 "On key competencies for lifelong learning"²⁰;

Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning²¹

Europe 2020 "A European strategy for smart, sustainable and inclusive growth"²²

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee of the Regions "A new impetus for European Cooperation in Vocational Education and Training to support the Europe 2020 strategy"²³

¹² <http://www.ehea.info/article-details.aspx?ArticleId=73>

¹³ <http://www.ehea.info/Uploads/Documents/QF-EHEA-May2005.pdf>

¹⁴ http://www.europarl.europa.eu/summits/lis1_en.htm

¹⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc/policy/copenhagen_en.pdf

¹⁶ OJ C 163, 9.7.2002

¹⁷ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/helsinki_en.pdf

¹⁸ http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bordeaux_en.pdf

¹⁹ OJ C 155/1 of 8.7.2009

²⁰ OJ L 394/10 of 30.12.2006

²¹ OJ C 111/1 of 6.5.2008

²² COM (2010) 2020 of 03.03.2010

²³ COM (2010) 296 of 09.06.2010

ANNEX 5: VET System Related Institutions

