

Vocational training in the EaP: Concep of Excellence

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How it started

2019 – EU4Skills Programme. Component 3. Modernisation of infrastructure and equipment (sub-component “Centres of Professional Excellence (3 centres))

2019 – 2020 selection of three vocational education institutions as potential Centres of Professional Excellence:

- Kvasyliv Professional Lyceum, Rivne region
- HVS No. 41, Tulchyn, Vinnytsia region
- Zaporizhzhia Machine-Building Higher Vocational School

How it continued

2024 - European Investment Bank Project AA-010681-001 TA "Technical Assistance to support the implementation of the UKRAINE VET Project. Phase 1: Concept Design and Prioritisation of Investments".»

Phase 1 - Development of the Concept of Centers of Professional Excellence in Ukraine (March 2024)

Characteristics of Centers of Professional Excellence according to the Concept of the European Investment Bank:

- Contingent;
- Management and interaction;
- Educational space;
- Labor market orientation;
- Skills development;
- Quality assurance and improvement;
- Research and development in the field of vocational education.

Vocational training in the EaP

The project "Vocational Training in the Eastern Partnership" - started in 2024.

One of the central and priority tasks of the Project was the development of the Concept of Professional Excellence for both institutions

The development process took three months, the draft Concepts were developed by the institutions in close cooperation with employers, regional administrations and with the support of the Consultant.

December 2024, both Concepts were approved

Vocational training in the EaP: CoEs' structure

The Concepts of Excellence (CoE) for both institutions have a similar structure:

- General information about the institution
- Vision, mission and values of the institution
- Priority professions for development
- Analysis of the institution's compliance with key indicators of excellence in vocational education
- Strategies for achieving excellence for the period 2030–2035
- Quality assurance mechanisms
- Development plans

Criteria of Excellence: Learners / Organisation of the educational process

Section	Key parameters
	Learners / Organisation of the educational process
Enrolment of school graduates	Number of entrants after grade 9
	Number of entrants after grade 11
	Number of trained adults
	Total contingent
Career services	Organising and conducting research on the employment of graduates
	Has an active professional career centre
	Provides career guidance services to students
	Conducting information campaigns to overcome gender stereotypes about vocational training and subsequent employment
	Provides career guidance services for adults
Lifelong learning	Adult education
	Training of employees
	Conducting extracurricular activities with community members

Criteria of Excellence: Learners / Organisation of the educational process

Section	Key parameters	
	Learners / Organisation of the educational process	
Raising the pedagogical level of vocational training masters and teachers	Professional development of workshop instructors	
	Professional development of teachers	
	Teachers and workshop instructors participate in seminars, roundtables, conferences and other similar events	
	Organising and conducting open lectures and professional skills competitions for teachers and workshop instructors	
	Participation in national and international projects and initiatives	Participation of apprentices and workshop instructors in national competitions in professional skills
		Participation in international co-operation projects, including those related to student mobility
Institution is a member of national specialised organisations		
Modern teaching methods	Application of the project approach in practical and theoretical training, use of personalised learning	
	Use of mixed (hybrid) forms of education that combine classroom training, online learning, and self-study	
	Use of national and foreign online learning materials	
	Providing training for teaching staff, including workshop instructors, in modern methods of organising the educational process	

Criteria of Excellence: Skills development

Section	Key parameters
Skills development	
Development of professional knowledge of applicants	<p>The level of practical and theoretical knowledge and skills corresponds to the defined levels of the NQF.</p> <p>The institution provides an opportunity to practice practical skills on modern equipment both during and after school hours.</p>
Development of universal (transversal) skills	<p>The institution develops 21st century skills</p> <p>The institution promotes the development of skills necessary for successful employment (writing a CV, writing a questionnaire, answering interview questions)</p> <p>The educational and training programmes developed by the institution are based on competence</p>
Development of educational and training programmes	<p>Representatives of methodological offices, vocational, pre-tertiary and higher education institutions participate in the development of educational and training programmes</p> <p>The institution develops educational materials, including methodological and didactic materials, textbooks, manuals, videos and other digital materials</p>
Development of training materials	<p>Training materials developed by the institution are used in other educational institutions to organise training</p>

Criteria of Excellence: School management

Section	Key parameters
School management	
Reporting by the head of the institution	The report is prepared on an annual basis. Key stakeholders are informed about the report and invited to discuss it
	The report is published on the institution's website
Supervisory Board of the institution	Supervisory Board established and included employers from the region
	The Supervisory Board meets periodically, but at least once every six months The Supervisory Board's decisions are communicated to the institution's management and have a mechanism for implementing and monitoring their implementation
Financial self-sufficiency	It has a sufficient level of financial revenues from various sources (budget funding, own revenues, grants, etc.)
Support for external communication	Availability of information about the institution in schools and companies in the region
	Availability of the institution's page in social networks
	Maintaining links with alumni

Criteria of Excellence: School management

Section	Key parameters
School management	
Appropriate level of management competence	Professional development of the institution's management team
	Participation in national trainings and programmes aimed at developing leadership and management skills
Quality management system of the institution	A quality management system was developed and implemented
	Educational programmes are regularly reviewed to ensure that they better meet the requirements of the labour market and modern production conditions
	Periodic assessment of the professional level of teaching staff is carried out
	Periodic assessment of the professional level of management is carried out
	The institution has clear and transparent rules for the selection of teaching staff
Career development of teaching staff	Teachers have opportunities for career development
	There is a system of internal assessment of the professional level of teaching staff
	A transparent system of financial incentives for the professional development of teachers

Criteria of Excellence: Educational space

Section	Key parameters
Educational space	
Accessibility and inclusiveness	Accessibility of educational services for people with special educational needs
Functional design	Attractive exterior design
	Laboratories are equipped with modern equipment
	The classrooms are ergonomically designed and have modern teaching equipment, including digital
	Available STEM classrooms and equipment
	Provision of high-speed Internet access to the educational premises and dormitories
	Space for students to absorb information and exchange ideas
	Ensuring that community members have access to the library and information facilities of the institution
	Availability of a gym that provides effective sports education for students and is equipped with modern sports equipment
	Ensuring that community members have access to the facility's sports facilities
	Availability of equipped outdoor sports grounds
	Ensuring barrier-free access to the educational premises of the institution
	Ensure that information and communication events are available for civil society organisations, authorities and employers in the region
	Availability of shelter
Availability of a dormitory that meets the learning needs of students and adults taking short-term training and professional development courses	

Criteria of Excellence: Educational space

Section	Key parameters
Educational space	
Energy efficiency	The school's premises meet modern energy efficiency standards for educational institutions
	The institution has a modern heating system
	The facility has a modern heating system
	The facility uses alternative energy generation systems
	The institution has a modern waste management system, in particular, a system of separate collection and disposal in classrooms and dormitories
	The institution uses cost-saving technologies and practices to save consumables during the educational process

Criteria of Excellence: Cooperation with the labour market actors

Section	Key parameters
Cooperation with the labour market actors	
Employers are involved in the educational activities of the institution	Employers are involved in the formulation and modification of educational programmes
	Employers provide opportunities for practical training for students
	Employers provide the institution with appropriate equipment for training specialists (or provide access to such equipment)
	Employers participate in the professional development of teachers
	Employers provide opportunities for dual education
Considering labour market research and technological changes	The institution monitors changes in the regional labour market on a regular basis and considers the existing changes in the employment structure of the region when forming a regional order and admission plans
	The institution monitors technological changes in priority economic activities to adapt curricula and programmes in a timely manner
	The institution conducts an anonymous survey of employers on the quality of education of students and graduates of the institution and the relevance of their learning outcomes to labour market requirements
Co-operation with employment centres	The institution participates in vocational training programmes for the unemployed, such as voucher-based training under the retraining programme. There are 11 people trained as electric and gas welders and 9 people as wheeled vehicle repairers.
	The institution provides career and vocational guidance services to the unemployed.

KPIs

Sections	Objectives / Activities	Months												
		1	2	3	4	5	6	7	8	9	10	11	12	
Contingent / Organisation of the educational process	School enrolment													
	Number of applicants after grade 9										127 (210 planned)			
	Number of applicants after grade11										35 (60 planned)			
	Number of trained adults												147 (30 planned)	
	Career services													
	Organising and conducting research on the level of employment of graduates											X		
	Organising and conducting training for applicants for professional qualifications of different age groups and graduates of general secondary education institutions 3 trainings per year													X
	Prepare and conduct Career Day												X	

■ – achieved
■ - partially achieved
■ – not achieved