



Ministry of Education and Science of Ukraine

Regional VET Councils in Ukraine:

A Proposal for Organizational and Functional- Methodological Guidelines

November 2017

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EXECUTIVE SUMMARY

VET decentralization in Ukraine has both a financial and an organizational dimension ⁽¹⁾. The financial dimension of VET decentralization is mostly oriented toward the transfer of powers and responsibilities to finance the VET network to the regional level through local (oblast and cities of oblast subordination) budgets. The financial dimension is supplemented by the organizational component of VET decentralization. This means that local authorities are responsible, not only for proper financing of the existing VET network of the region (which according to the latest documents on the state of play in the VET sphere of Ukraine is outdated, inefficient and often not oriented at the local labour market needs), but to manage a new *ecosystem* in an efficient manner from a multilevel perspective ⁽²⁾. Within the organizational dimension of VET decentralization, several aspects also further affect governance of VET financing (e.g. optimization of regional network of VET institutions, property ownership, “regional order” for qualified personnel forming and distribution, development of modern educational and occupational standards -and curricula-, tailored to the local labour market needs, the formation of public private partnerships for VET development, etc.).

Among the results of the decentralization process of the VET system in Ukraine is the establishment of Regional VET Councils. These Councils will play a key role in the analysis and forecasting of labor market needs and the shaping of a regional VET policy. The opinions of the Regional VET Councils can, if convincingly expressed and properly communicated, have a positive impact on the planning and implementation of the national VET policy. The effective functioning of the Regional VET Councils calls for their regulation in terms of: (i) Nature, Mission/Mandate of the Regional VET Councils; (ii) General Performance Principles of the Regional VET Councils; (iii) Composition of the Regional VET Councils, both functional and structural, including stakeholders involved; (iv) Powers of the Regional VET Councils; (v) Regional VET Council Partnerships at the regional and national labour markets; (vi) Property and Funds of the Regional VET Councils; and (vii) Good Governance of Regional VET Councils, including Behavior principles, Rules of Procedure, communication and dissemination policies.

These aspects have been addressed in the document *A Proposal for Organizational and Functional-Methodological Guidelines for Regional VET Councils in Ukraine*. The proposed Guidelines covers all aspects related to Regional VET Councils requiring regulation. They aim to provide the Ministry of Education and Science of Ukraine with guidance and support in the establishment of Regional VET Councils. They proposed Guidelines were designed based on information obtained in interviews with stakeholders in VET in several regions in Ukraine and on information received during meetings with national and regional stakeholders. They also build on the results of a research on policies and practices of Regional VET Councils in three EU member states (France, Italy, Slovakia) and one ETF partner country (Kazakhstan). The research results were evaluated and, where appropriate, used in the design of the Guidelines whereby due attention was given to the challenges and opportunities of the VET sector in Ukraine.

The present *Proposal* is a significant contribution to the institutionalization of the Regional VET Councils in Ukraine and, hence, an important step toward the advancement and modernization of the Vocational Education and Training System of Ukraine. The *Proposal* is complemented by recommendations in regards to addressing the Regional VET Councils in legislation as well as regarding further research and project activities which can support the establishment and functioning of Regional VET Councils in Ukraine.

⁽¹⁾ From a VET multilevel governance perspective these dimensions are related to capacities needed for effective institutional, informational and fiscal decentralization.

⁽²⁾ Vocational Education and Training (VET) Decentralization in Ukraine: Momentum for Action, 2017.

PRESENTATION AND INTRODUCTORY REMARKS TO THE GUIDELINES

This *Proposal for Organizational and Functional-Methodological Guidelines for Regional VET Regional Councils in Ukraine* (hereinafter – *Guidelines*) has been developed under the European Training Foundation (ETF) supported project “National and international expertise to support the development of Organizational and Functional-Methodological Guidelines for regulating status and implementation of mandate and working activities of Regional VET Councils in Ukraine”.

The Guidelines are the result of a fruitful cooperation between the ETF and the Ministry of Education and Science of Ukraine (MoES) since 2016 with the aim to address necessary reforms toward a relevant and attractive decentralized system of Vocational Education and Training (VET). Since 2015, the VET system has been one of the priority areas of the country's political, administrative and financial decentralization. This prioritization results in considerable challenges and opportunities for the country's VET system.

This was already analyzed in depth in the ETF & MoES *Green Book* ⁽³⁾ and widely acknowledged by high-level policy makers and practitioners in a relevant policy forum in April this year ⁽⁴⁾. Apart from other ETF, national and international sources, the Guidelines build in particular on the analyzed outcomes of several semi-structured interviews with selected Regional VET Council members in three regions of Ukraine (Kiev, Lviv and Rivne). Their design was also guided by the results of specific working meeting discussions in L'viv June 14, 2017) and the results of the international conference “Regional Governance of VET skill policies and system in Ukraine: What role and responsibilities for the (new) Regional VET Councils” (October 25 – 26, L'viv).

The document is divided in two parts. The first section suggests key components of a Regional VET Council regulation and the organization of the work of the Councils. This section also provides concrete examples illustrating how to work together on implementing such a regulatory framework for further organizing and activating the Regional VET Councils' working dynamics in Ukraine. The second section comprises a cross-analysis of EU Member States and ETF partners' countries policy practices (France, Italy, Slovakia and Kazakhstan). These examples can inform policy and practice of Regional VET Councils in Ukraine.

Currently, there are two main dimensions of VET decentralization in Ukraine: financial and organizational ⁽⁵⁾. The financial dimension of VET decentralization is primarily oriented at the transfer of powers and responsibilities to finance the VET network to the regional level through local (oblast and cities of oblast subordination) budgets.

The financial dimension is supplemented by the organizational component of VET decentralization. The local authorities are responsible not only for the proper financing of the existing VET network of the region (which, according to the latest analyzes of the state of play of the VET sector of Ukraine, is outdated, inefficient and often not oriented toward the local labor market needs), but also for its efficient management ⁽⁶⁾.

Within the organizational dimension of VET decentralization, several aspects further affect VET financing. These are, for instance, the optimization of regional networks of VET institutions, property ownership, the “regional order” for the training of qualified personnel, the development of modern educational and occupational standards (and curricula) tailored to the local labor market needs, and the formation of public private partnerships for VET development.

⁽³⁾ Available at: http://www.etf.europa.eu/web.nsf/pages/VET_decentralisation_Ukraine_Green_Paper.

⁽⁴⁾ High level policy forum on VET decentralization in Ukraine (Kiev 3 - 4 April 2017).

⁽⁵⁾ From a VET multilevel governance perspective these dimensions are related to capacities needed for effective institutional, informational and fiscal decentralization.

⁽⁶⁾ Vocational Education and Training (VET) Decentralization in Ukraine: Momentum for Action, 2017.

Taken together, the above-mentioned aspects form the notion of -good multilevel- governance of a VET network in the region, whose central element should be specific mechanisms created for proper decision-making in VET governance at the local level – the Regional VET Councils.

Regional VET councils are relatively new mechanisms for Ukraine. They were mentioned for the first time in the -draft- law on VET in Ukraine presented by the Government in October 2015 and were named as “Regional councils of VET stakeholders” (7). Further development of this draft law was postponed until the adoption of the Law of Ukraine “On Education” (which was planned for September 2017). Currently (November 2017), the development of the draft law on VET in Ukraine is ongoing.

In the Ukrainian context, the name "Regional VET Council" stems from a letter of the Ministry of Education and Science of Ukraine (MoES) to regional state administrations of April 2016, which included guidelines for the establishment and main functions of Regional VET Councils (8). The MoES proposed to have the Councils established by the local (oblast) state administrations as consultative bodies according to the Law of Ukraine “On local state administrations” (9).

The main objective proposed in this letter is to “...approve decisions on the implementation of the educational policy of the respective administrative-territorial unit (units), in particular regarding the changes of the network of vocational education and training institutions, the amount of their financing, directions and financing of skilled workers by education and training by VET institutions...”.

Since, after their establishment, each Regional VET Councils is likely to engage in different areas and show different levels of activity, there is a need to regulate the work of the Councils. This need led to the design of the current Guidelines, which capture the mission, composition, scope of activity, working procedures, good governance principles and other aspects related to the work of the Councils.

The Guidelines aim to contribute to building a shared dialogue, common understanding, more clarity and cooperation among VET stakeholders in the country on the mission and functioning of the Regional VET Councils in Ukraine, whereby the Councils' work and recommendations in the field of policy and planning is of particular importance.

The persons involved in the design of the Guidelines express their gratitude to all those who provided support and advice during the consultation and design process.

Kiev and Torino, November 2017

(7) Draft law of Ukraine “On Vocational Education and training in Ukraine”, reg.# 3231 on October 6, 2015 (http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=56697).

(8) Ministry of Education and Science of Ukraine (2016) Regarding the establishment of the regional VET (stakeholder) councils.

(9) Law of Ukraine “On local state administrations”, 1999, # 20-21, (<http://zakon2.rada.gov.ua/laws/show/586-14>).

PART I - PROPOSAL FOR REGULATORY AND METHODOLOGICAL GUIDELINES FOR REGIONAL VET COUNCILS IN UKRAINE

1. Main regulatory provisions for Regional VET Councils

1.1 Preliminary Dispositions

- 1.1.1 The Regional VET Councils are advisory-consultative bodies that are to be established by regional (oblast) state administration according to the provisions of the "Law of Ukraine on VET" ⁽¹⁰⁾ and the "Law of Ukraine On Local State Administrations".
- 1.1.2 The main objectives of the Regional VET Councils are: (a) to discuss with a broad range of stakeholders ways of developing and priorities of VET network in a certain region; (b) to generate and deliver executive advice on the implementation of VET policy in respective administrative-territorial unit (units), in particular regarding the changes of the network of vocational education and training institutions, the amounts of their financing, directions and financing of skilled workers education and training by VET.
- 1.1.3 A Governmental resolution, preliminary named as "On the Typical Regulation of the Regional VET Council" ⁽¹¹⁾ should describe all technical aspects and operational procedures of Regional VET Councils.

1.2 Nature, Mission/Mandate of Regional VET Councils

- 1.2.1 The nature of Regional VET Councils derives from the general policy of decentralization in Ukraine, which is steered by the Government of Ukraine. One of the main consequences of the implementation of such a policy in the field of VET was the transfer of the regional VET system financing to the level of regional authorities at the level of oblast and cities of oblast subordination. There is no special provision on coordination mechanisms of Regional VET Councils with lower administrative and local self-governance levels.
- 1.2.2 Up to now, no other function of VET governance (setting up the network of regional VET institutions, appointment of VET institutions' directors, property etc.) was transferred to the local level. This caused a number of dysfunctions and misunderstanding between the MoES, regional authorities and VET institutions (in particular since 2016). A further transfer of powers on VET governance is expected with the adoption of the new "Law of Ukraine on VET".
- 1.2.3 The transfer the powers to develop and maintain a regional (oblast) network of VET institutions from the central to the local level of governance led to the establishment of consultative bodies composed of different stakeholders' representatives. Such bodies should advise on the development of the regional VET system and assume joint responsibility for the decision taken by local authorities.

1.3 The Mandate of Regional VET Councils

- 1.3.1 The Regional VET councils are meant to be advisory-consultative body to, primarily, local state administrations in the sphere of VET network governing at the regional level and to other stakeholders on issues related to the functioning of the regional VET system.

⁽¹⁰⁾ To be developed by working group established under the Parliament of Ukraine.

⁽¹¹⁾ To be developed by the MoES of Ukraine.

- 1.3.2 Initially, the Regional VET Councils was designed as a multilateral platform where interests of at least five categories of stakeholders are to be represented: (i) regional state administration; (ii) regional representative body; (iii) employers' associations; (iv) unions' associations; (v) VET institutions and/or their associations.
- 1.3.3 Such a multilateral platform should establish and maintain a broad -inclusive- social dialogue (not only between trade unions' and employers' representatives but tripartite or even multipartite) to design, adopt and implement VET policies at the regional level with the aim to promote the acquisition of knowledge and skills that are in demand on the regional labor market.
- 1.3.4 All stakeholders would have equal representation in the Regional VET Council structure.
- 1.3.5 Regional VET councils should exercise their duties in close cooperation with the local state administration and local representative bodies as well as with representative bodies of the lower administrative level (district and – Amalgamated Territorial Communities – ATC-).
- 1.3.6 There could be policy dialogue issues which would require sustainable cooperation with central executive bodies (ministries, agencies). The list of issues which would require such cooperation can be established only after the mandate and functioning of the Regional VET Councils are clearly specified.
- 1.3.7 Regional VET councils are collective bodies with 20 - 25 members (councilors). All stakeholders should be equally represented (cf. 1.3.2).
- 1.3.8 The large number of members of Regional VET Councils makes it necessary to structure the Councils both from an organizational and functional perspective:
- 1.3.8.1 Organizational structure:
- *One President* – Deputy Head of the Oblast State Administration who coordinates the economic block of functions who represents the Council, signs the decisions and coordinates the work of the Council;
 - *Two Vice-Presidents* (one representing employers and another the Department of Education and Science of the Oblast State Administration); and
 - *A Secretariat* – a technical body that assists Council's members to exercise their duties properly.
- 1.3.8.2 Functional structure:
- *Permanent committees* (these could be set up in the Regulation of the Regional VET Councils), for example: on the regional order for teaching and training of skilled workers and on the monitoring of the effectiveness of the regional VET network (there could be other committees that could be set up according to the decision of Council' members); and
 - *"Ad hoc"* working groups which function on a temporary basis and which are established by a Council decision.
- 1.3.9 One of the most important tasks of the Regional VET Councils is to coordinate opinions and views of main stakeholders of the regional VET system and to turn them into a socioeconomic driver of the region's development. This tasks of the Councils should be realized through the functions laid out in Section 3 (Competencies of Regional VET Councils). The Councils should initiate a policy dialogue through negotiation and deliberation between, in particular, public and private actors.
- 1.3.10 Another key task of the Councils' is to elaborate a joint position of all or the majority of stakeholders on the main aspects of the regional VET network. In terms of decision taking, both the majority and consensus models (and their respective advantages and disadvantages) should be considered.
- 1.3.11 The question of accountability of the Regional VET Councils deserves due consideration. There are several dimensions of a Councils' accountability. The first dimension is accountability to the stakeholders, which are represented in the Council through its members (*corporative* accountability of the Council members). The second dimension is the personal accountability of every representative to the stakeholder which has delegated them. The third dimension is the general accountability of the Council to the

regional community (*public* accountability to citizens). Another aspect is the quality of the Council's performance.

EXAMPLE 1 - DELIVERING A GENERAL PLAN FOR VOCATIONAL EDUCATION AND TRAINING IN THE REGION (2019-2021)	
Issue	<i>Formulate strategic planning aimed at transforming the role of Vocational Education and Training as key enabler of social, economic and regional development for the promotion of innovation, entrepreneurship and employability opportunities for youth and the adult population in the Region.</i>
Objectives	<ul style="list-style-type: none"> ▪ Analyze the political, legislative and socioeconomic context of VET in the region embedded into national and international scenario relevant for Ukraine. ▪ Identify strategic goals of the Regional VET Council based on: complex labor market intelligence of the region, analysis of education and labor legislation, social-economic analysis of the region. ▪ Determine both strategic and operational working lines around which VET policies will support system development to face key regional challenges and national goals in the field of employment, growth, innovation and entrepreneurship. ▪ Identify governance and financing tools and resources for implementation of the plan, including a proposal for monitoring and evaluation of implementation.
Methods	<ul style="list-style-type: none"> ▪ Activate secretariat and working committee functions (evaluate potential contracting of external expert support). ▪ Facilitate discussions to approve in the Council General Assembly focusing on how to run an informal and formal consultation strategy and networking processes (by making use of the knowledge and experience of Council members). ▪ Involve and coordinate a dialogue at the national level and with regional companies/industry and VET networks in the region: organize interviews and necessary working meetings and visits. ▪ Nominate peer reviewers at the different levels to acknowledge results and the final document. ▪ Interact regularly with key media players during key phases of the process.
Sources	<ul style="list-style-type: none"> ▪ ETF Reports (and network) Torino Process 2016. ▪ Official national and regional statistics (e.g. Labor Force Survey, data on graduates from Higher Educational and VET institutions, number of vacancies, etc.). ▪ Sector studies and other available surveys, company reports. ▪ Law on Education and other legislative documents of different governmental structures. ▪ Social Partners and other relevant civil society actors (reports, statements, figures, etc.).

1.4 General Performance Principles of Regional VET Councils

- 1.4.1 The general performance principles of Regional VET councils should be set up in the Typical Regulation of the Regional VET Council and should be the same for all Regional VET Councils in Ukraine.
- 1.4.2 The general performance principles of Regional VET councils could have two dimensions: an organizational and a functional dimension.
- 1.4.3 Among the functional performance principles there could be mentioned: (i) the role of VET in the regional socio-economic development; (ii) the level of innovation(s) used in VET; and (iii) the level of attractiveness of VET in the region.
- 1.4.3.1 The role of VET in the regional socio-economic development of a region can be determined by several indicators, such as the percentage of the skilled labor force engaged in the economic development of the region, the percentage of VET graduates who work at companies during 3 years after graduation, the percentage of VET students participating in work-based learning (including dual) forms of education.
- 1.4.3.2 The level of VET innovation(s) can be measured with indicators such as the percentage of up-to-date equipment used in VET institutions, the number of innovative solutions of VET graduates and students used by businesses in the region.
- 1.4.3.3 The attractiveness of VET at the regional level can be assessed based on the number of secondary school graduates enrolling in VET institutions of the region.

- 1.4.4 Among the organizational performance principles there are: (i) active participation of members, (ii) process approach, (iii) constant improvement, (iv) evidence-based decision making, (v) and stakeholders engagement.
- 1.4.4.1 Active participation of members implies that competent, empowered and engaged members of the Regional VET Council at all levels throughout the Council are essential to enhance its capability to create and deliver value. To manage the Council effectively and efficiently, it is important to involve all members at all levels and respect them as individuals. Recognition, empowerment and enhancement of competence facilitate the engagement of Council members in achieving the Council's quality objectives.
- 1.4.4.2 Process approach in activity of Regional VET council means that consistent and predictable results are achieved more effectively and efficiently when activities are understood and managed as interrelated processes that function as an integrated system.
- 1.4.4.3 Constant improvement of the activity of the Regional VET Council is essential to maintain and raise the level of performance and to react to internal and external changes.
- 1.4.4.4 Evidence-based decision making in Regional VET council's activity implies taking decisions based on the analysis and evaluation of available data and information. This often involves multiple types and sources of inputs, as well as their interpretation, which can be subjective. It is important to understand cause-and-effect relationships and potential unintended consequences. The use of well-researched and analyzed leads to greater objectivity and more confidence in decision making.
- 1.4.4.5 Stakeholders engagement allows interested parties to influence the performance of an organization. Sustained success is more likely to be achieved when the Council established, maintains and manages active relationships with all of its stakeholders to optimize their impact on its performance.
- 1.4.5 Regional VET Councils should be given the opportunity to identify additional performance principles.

EXAMPLE 2 - DRAFTING A SET OF PRINCIPLES FOR DELIVERING A QUALITY ASSURANCE POLICY TO SUPPORT A PERFORMANCE-BASED APPROACH OF REGIONAL VET COUNCILS	
Issue	<i>Organize a transparent and competent discussion on the elaboration and advocating of a set of principles for delivering a Quality Policy to support performance-based approach of VET Regional Councils</i>
Objective	<ul style="list-style-type: none"> ▪ Analysis of different approaches to the identification of performance principles for Regional VET Councils. ▪ Elaborate and present a Quality Assurance Policy for Regional VET Councils. ▪ Design an advocating campaign by the Regional VET Council for stakeholders with the aim to present the Quality Assurance Policy and performance principles. ▪ Identify resources needed for the elaboration and presentation of the Quality Assurance Policy and performance principles at the regional level.
Methods	<ul style="list-style-type: none"> ▪ Activate member of the Regional VET Councils as well as external experts and identify performance principles. ▪ Organize discussions (both internal and external) to present and discuss possible principles. ▪ Involve professional NGOs (eg. Association of Quality of Ukraine) to check the Quality Assurance Policy and performance principles.
Sources	<ul style="list-style-type: none"> ▪ ETF Reports (and network) Torino process 2016. ▪ Documents of European Association of Quality. ▪ Sectoral studies and other available surveys, company reports, etc. ▪ ISO materials.

2. Composition of the Regional VET Councils

2.1 President and Vice-President(s): Functions, Rights and Responsibilities

- 2.1.1 The President and Vice-Presidents of the Regional VET Council are responsible for fulfilling their tasks and functions.
- 2.1.2 The President of the Regional VET Council is the highest official of the Council. The President of the Regional VET council is one of the Deputy Heads of the Oblast State Administration who coordinates the economic block of functions.
- 2.1.4 The President of the Regional VET Council:
 - 2.1.4.1 Represents the Regional VET Council to third parties, including state authorities, local self-government bodies, and international organizations.
 - 2.1.4.2 Convenes Council meetings, organizes the preparation of materials and proposals for consideration by the Council;
 - 2.1.4.3 Presents the candidatures of Vice-Presidents to the Council;
 - 2.1.4.4 Appoints the Head of the Secretary of the Regional VET Council;
 - 2.1.4.5 Organizes the work of the Regional VET Council, bears personal responsibility for the implementation of its decisions;
 - 2.1.4.6 Signs decisions taken by the Council;
- 2.1.5 The President of the Council has the right to transfer part of his or her powers to one of the Vice Presidents;
- 2.1.6 The President of the Council has the right to make decisions on other issues of the Council's activities, which are not within the competence of the Council.
- 2.1.7 The Vice Presidents of the Regional VET Council coordinate their work with the President of the Council on current affairs of the Council.
- 2.1.8 The Vice-Presidents of the Regional VET Council are appointed by the President of the Council on the proposal of employers' stakeholder group and Department of education and science of the Oblast State Administration
- 2.1.9 The President of the Regional VET council determines the division of responsibilities between the Vice Presidents.
- 2.1.10 The Vice Presidents of the Regional VET Council represent the Council in all institutions, enterprises and organizations, taking into account the requirements established by these Guidelines within their authority.
- 2.1.11 The Vice President of the Council has the right to contact the President of the Council with a request to convene the Council in the event of questions that, in his/her opinion, require consideration and decision making by the Council. The Vice President has the right to pass to the President of the Council his/her proposals and recommendations on the activities of the Council.
- 2.1.12 In the absence of the President of the Council, in cases of business travel, sickness, vacation, as well as in the event of his/her early retirement, his/her duties shall be performed by one of the Vice Presidents appointed by the Council. The appointment can be made both at the Council meeting and by consulting members via e-mails. In this case, the Vice President appointed by the Council has the right to carry out all actions on behalf of the Council within the competence of the President of the Council, as determined by the Guidelines, for the period decided by the Council.

EXAMPLE 3 - COORDINATING THE PUBLICATION OF PUBLIC DECISIONS OF REGIONAL VET COUNCILS	
Issue	<i>Make the process of dissemination of information on the decisions taken by the Regional VET Council transparent and efficient</i>
Objective	<ul style="list-style-type: none"> ▪ Elaborate clear and simple rules for the dissemination of decisions. ▪ Select relevant and trusted sources of dissemination of information. ▪ Set mechanisms for following up the reaction to the dissemination of information.
Method	<ul style="list-style-type: none"> ▪ Entrust the Secretariat to prepare a draft of the rules for dissemination of official information of the Council. ▪ Ask the Secretariat to make a preliminary selection of regional media to disseminate information. ▪ Organize a personal meeting with selected media to consult on the methods and technical issues related the dissemination of decisions taken by the Council.
Sources	<ul style="list-style-type: none"> ▪ Reports on the media environment in the region. ▪ Web-resources.

2.2 Members of the Regional VET Council: Nomination, Profile Requirements, Rights and Responsibilities of Councilors

- 2.2.1 The Regional VET Council consists of 25 members ⁽¹²⁾ who equally represent, at least 5 categories of stakeholders: (i) regional (oblast) state administration, (ii) regional (oblast) representative body, (iii) VET institutions, (iv) employers, and (v) trade unions.
- 2.2.2 Where appropriate, the representatives of VET institutions, employers and trade unions are appointed by the corresponding associations that unite representatives of the mentioned stakeholders at the regional (oblast) level. If there is no proper association representing the interests of corresponding stakeholder at the regional (oblast) level, the stakeholders the regional (oblast) administration takes the measures necessary to persuade representatives of corresponding stakeholders to organize themselves in order to appoint their representatives to the Regional VET Council. If there are several associations representing the interests of correspondent stakeholders at the regional (oblast) level, the regional (oblast) administration asks these associations to unite and appoint their agreed representatives to the Regional VET Council.
- 2.2.3 The stakeholders and their associations take full responsibility for the appointment of their representatives to the Regional VET Council.
- 2.2.4 The members of the Regional VET Council are appointed for a term of 3 years with the right to be re-appointed one more time.
- 2.2.5 The member of Regional VET Councils exercise their duties on a voluntary basis.
- 2.2.6 While selecting the representatives of stakeholders and their associations for the Regional VET Council, stakeholders can establish requirements for the professional competence of their representatives in the Council. Among the general requirements for professional competence of Regional VET Council could be: (i) professional experience in VET development, (ii) a degree in educational sciences, (iii) pedagogical experience, (iv) participation in national and international projects dedicated to VET functioning, (v) knowledge of recent trends in VET development and experience with the drafting of legal provisions. The stakeholders can establish their own requirements for their representatives in the Regional VET Councils.
- 2.2.7 Stakeholders are fully responsible for the internal procedures related to selection and appointment of their representatives in Regional VET Council. The procedures should be clear and transparent. On request of the Council stakeholder should present requirements to its representatives' profile (if any) and report on the procedures of their selection and appointment.
- 2.2.8 Member of the Regional VET Council are obliged to:
- 2.2.8.1 Execute the decisions of the Council and the Board of the Council;
- 2.2.8.2 Ensure, in accordance with the provisions of this Guidelines, full in scope and in timely manner the performance of the duties assumed by him/her;
- 2.2.8.3 Contribute to achieving the goals and objectives of the Council;
- 2.2.8.4 Take part in the activities and development of the Council, if necessary, provide assistance to the Council;
- 2.2.8.5 Participate in the work of the bodies, commissions and committees of the Council.
- 2.2.9 A Council member has the right to:
- 2.2.9.1 Participate in all meetings and sessions of the Council;
- 2.2.9.2 Have full access to the information necessary to execute his/her duties that the Council possesses;
- 2.2.9.3 Submit requests, claims and other forms of addresses to the Council, its governing bodies, regional (oblast) authorities;

⁽¹²⁾ To be discussed.

- 2.2.9.4 Present at the Council meetings the position of stakeholder that appointed him/her to the Council;
- 2.2.9.5 Exit the Council according to the procedures set up by the stakeholder that appointed him/her.

EXAMPLE 4 - COMPETENCES OF COUNCIL MEMBERS IN RELATION TO THEIR ROLES AS STAKEHOLDER REPRESENTATIVES AND POLICY MAKERS	
Representative Role	<ul style="list-style-type: none"> ▪ To participate in the activities of the relevant stakeholder for more than 3 years. ▪ Experience with participation in VET development on behalf of the stakeholder (e.g., co-participation in common projects).
Policy Maker Role	<ul style="list-style-type: none"> ▪ To understand the core interests of the stakeholder in VET development of the region and ability to advocate them (e. g. good communication skills). ▪ Thorough understanding of the problems related to the VET development in the region. ▪ Experience in preparing policy and legal documents. ▪ Thorough knowledge of VET trends and developments of VET at the regional, national and EU levels.

2.3 Types of Committees/Commissions: Names, Composition, Functions, Main Activities

- 2.3.1 The Regional VET council has the right to establish working bodies – working groups and committees. The rules of procedures of committees established by the Council are designed by the committees and adopted by the Council at its meeting.
- 2.3.2 The committees of the Regional VET Council are established upon the decision taken by the Council at its meeting. The committees are permanent working bodies of the Council. The Committee on forming of the regional order for teaching and training of the skilled personnel and Committee on development of regional VET network has to be formed within the Regional VET Council.
- 2.3.3 The Committee on forming of the regional order for teaching and training of the skilled personnel is responsible for the full and multilateral analysis of the data that forms the basis of the regional order for labor force for the regional economy demand. It's also responsible for development of the draft proposals for the priorities of the labor force training, its quantity by occupations and distribution among the VET institutions of the region. To form the proposal on regional order for teaching and training of the skilled personnel the Committee has the right to use actual data on regional labor potential development, in particular, labor force survey, data on quantity of Higher and VET education institutions graduates; number of vacancies etc.
- 2.3.4 The Committee on development of regional VET network is responsible for the analysis of the efficiency and effectiveness of the regional VET network functioning. It is also obliged to develop recommendations on optimization of regional VET network.
- 2.3.5 Other committees can be formed by Regional VET Council by its decision.
- 2.3.6 The members of the Regional VET Councils are the members of the Council's committees. The Council decides on the number of members of the committee, but the minimum number of committee members should not be less than three.
- 2.3.7 The committees have the right to invite experts, representatives of NGO and local self-government bodies to participate in their meetings.
- 2.3.8 The Regional VET Council has the right to establish working groups according to the *ad hoc* principle. The number, names and composition of such working groups is defined by the Council.
- 2.3.9 Committees and working groups of a Regional VET Council may invite experts on different subjects for expertise or consultations.

2.4 The Secretariat: Formation, Structure, Functions

- 2.4.1 The secretariat of the Regional VET Council carries out the organizational, technical, informational support of the activities of the Council as well as its governing and working bodies.
- 2.4.2 The rules of procedures of the Secretariat, its structure and staffing are approved by the Council.
- 2.4.3 The Secretariat of the Regional VET Council is led by the Head of the Secretariat.
- 2.4.4 The Head of the Secretariat of the Regional VET Council is appointed by the President of the Council ⁽¹³⁾ for a term of three years with the right to reappointment. The Head of the Secretariat of the Regional VET Council:
 - 2.4.4.1 Convenes meetings of the Regional VET Council, its committees and working groups upon a request of the President, Vice-President (in cases where the President cannot exercise his/her duties), Heads of the committees and working groups;
 - 2.4.4.2 Organizes and controls the Secretariat's adherence to the legislation of Ukraine and decisions of the Council;
 - 2.4.4.3 Hires and dismisses from work in accordance with the procedure provided for by labor legislation, employees of the Secretariat, decides on their promotion and disciplinary actions;
 - 2.4.4.4 Issues orders to employees of the Secretariat on issues that fall within its competence;
 - 2.4.4.5 Carries out other functions related to ensuring the activities of the Secretariat.
- 2.4.5 The tasks of the Secretariat of the Regional VET Council are:
 - 2.4.5.1 Organization of work on the strict adherence to the requirements of the legislation by the Regional VET Council;
 - 2.4.5.2 Information and reference support for the activities of the Presidents, Vice-President(s) and members of the Regional VET Council;
 - 2.4.5.3 Provision of preparation and holding of meetings of the Regional VET Council;
 - 2.4.5.4 Organization of record keeping and archiving of the documentation of the Regional VET Council in accordance with established rules;
 - 2.4.5.5 Technical support of the activities of the Regional VET Council;
 - 2.4.5.6 Contracting experts to provide expertise or consultation;
 - 2.4.5.7 Perform other tasks provided for by the provisions of the Secretariat.

EXAMPLE 5 - PUBLISHING TERMS OF REFERENCES (ToR) FOR HIRING EXPERTS TO SUPPORT ACTIVITIES OF REGIONAL VET COUNCILS	
Issue	<i>Formulate, agree/approve and publish the terms of reference for external experts to support the activities of Regional VET Councils</i>
Process	<ul style="list-style-type: none"> ▪ Identify and specify the need to find experts to support the activities of Regional VET Councils. ▪ Initiate the process of ToR development, establish working group. ▪ Discuss the first draft of the ToR by the working group by the Council. ▪ Ask Council members to make amendments/proposals to ToR draft. ▪ Discuss the proposals/amendments made by Council members. ▪ Agree on the final draft of the ToR. ▪ Approval of the ToR by the council. ▪ Publication of ToR in regional and national (if needed) media.

3. Competencies of the Regional VET Councils

- 3.1. The Regional VET Council has the following competencies:
 - 3.1.1 To order forecast of the needs in qualified skilled labor force at the regional level and to consider the results of such forecasts for developing proposals for the formation of a regional order for teaching and training of the skilled personnel.
 - 3.1.2 To approve the decisions of the local authorities on the implementation of a vocational educational policy within a Lifelong Learning perspective of the respective

¹³ Subject to further discussion.

- administrative-territorial unit (units), in particular regarding the VET network optimization, amount of their financing, priorities of VET development in the region and quantity of students.
- 3.1.3 To formulate drafts of decisions for the authorized bodies on the implementation of educational policy of the respective region (oblast), in particular regarding the change of the network of vocational education and training institutions, the amount of their financing, directions and volumes of training of personnel by the VET institutions.
- 3.1.4 To analyze and bring content of vocational training to the regional and cross-regional labor market needs, promoting cooperation of VET institutions with enterprises of the region.
- 3.1.5 To make VET attractive for young and adult people by providing active professional orientation (career guidance) campaign at the regional level, using such tools as media, professional excellence competitions, permeability mechanisms from VET sphere to Higher Education.
- 3.1.6 To identify the needs of adults (category "45+") in terms of successful employment skills and conduct an advocacy campaign among VET providers, NGOs, communities to participate in Life-Long Learning mechanisms through regional and cross-regional cooperation.
- 3.1.7 To promote innovative solutions on teaching and training in VET schools, combining them with the popularization of work-based learning forms of education and training, including the dual system of training.
- 3.1.8 To coordinate the activities of the VET regional network and stakeholders' activities aimed at development of the regional VET network.
- 3.1.9 To develop proposals for providing financial support to vocational schools, promote research, attracting investors and implementing international projects, identify other extra-budgetary sources for the development of vocational education and training for the labor market.
- 3.1.10 To promote different mechanism of "VET provider - employer" cooperation to implement innovative solutions.
- 3.1.11 To develop proposals for reforming and improving the system of training, retraining and professional development of employees;
- 3.1.12 To organize knowledge creation and sharing events, in particular, seminars, trainings, other events to support the development of the regional VET network and capacities of its institutions for the advancement of VET education in the region.
- 3.1.13 To participate in national and international networks and cooperation projects, by involving VET institutions, their associations and other stakeholders that operate at the regional (oblast, district/rayon) level.
- 3.2 The Regional VET council has the right to extend its competencies with the approval of the regional (oblast) authorities.

EXAMPLE 6 - PROPOSAL FOR A LEGAL ACT FOR QUALITY TRAINING OF THE LABOR FORCE IN THE REGION	
Issue	<i>To identify, formulate and present the draft legal act for Quality Training of labor force in respective region</i>
Objective	<ul style="list-style-type: none"> ▪ To identify and regulate the sphere of Quality Training of the labour force in their respective region.
Method	<ul style="list-style-type: none"> ▪ Identification of the regional needs for Quality Training of the labor force in the region based on a labor market survey, data on the number of graduates of Higher Education and VET institutions as well as the number of vacancies. ▪ Establishment of a broad working group that comprises not only members of the Council, but also representatives of the civil society and expert. ▪ Development of the draft legal act. ▪ Broad discussion of the draft with all members of the council and other stakeholders' representatives.
Sources	<ul style="list-style-type: none"> ▪ Existing legal act drafts in comparable field. ▪ International examples. ▪ ETF Reports (and network) Torino process 2016. ▪ Sectoral studies and other available surveys, company reports, etc.

- Law on Education and other legislative documents of different governmental agencies.
- EU and other international sources (EQAVET, Cedefop Refernet, National and Regional governments of EU Member states, etc.).

4. Regional VET and Labor Market Governance: Partnerships

- 4.1 The Regional VET Council works in close cooperation with the regional (oblast, rayon/district) state administrations and local representative bodies. In some cases, the Council invites representatives of local amalgamated communities ("gromadas") for consultations.
- 4.2 The Regional VET Council's decisions have recommendatory status. The Regional VET Council has the right to take decision on its own initiative and then approach stakeholders, particularly the regional (oblast, rayon/district) state administrations and representative bodies, with the request to take them into consideration.
- 4.3 In order to formulate the necessary recommendations and elaborate decisions, the Regional VET Councils interact with the Ministry of Education and Science, the Ministry of Economic Development, the Ministry of Finance, the Ministry of Regional Development and other authorities. In case of a necessity to interact with the these bodies, the Regional VET Council sends an official request for information.
- 4.4 The Regional VET Council may interact with stakeholders and their representatives which are not included in the Council's structure. Particularly, the Council can address VET institutions and their associations, employers and their associations, sector skills councils, unions, professional NGOs and other stakeholders that operate at the regional (oblast, district/rayon) level.
- 4.5 the Regional VET Council has the right to establish contacts and realize different forms of cooperation with the Regional VET Councils of other regions.
- 4.6 The Regional VET Council may initiate the establishment of Private Public Partnerships (PPP) mechanisms in the region (oblast) between VET institutions, regional, national and international employers and companies, local authorities and other civil society actors forming the VET community according to the legislation of Ukraine. While the Regional VET Council should not be a part of a PPP agreement, it should exercise general oversight over its implementation.
- 4.7 The Regional VET Council provides communicative and organizational support to initiatives between foreign and Ukrainian investors in the field of VET.

EXAMPLE 7 - PROPOSAL FOR A COOPERATION AGREEMENT BETWEEN THE REGIONAL VET COUNCIL AND SECTOR ASSOCIATIONS IN THE REGION	
Issue	<i>Establish a cross-institutional link specifically oriented at the cooperation with sector associations</i>
Objective	<ul style="list-style-type: none"> ▪ Obtain up-to-date data on occupations needed in the respective sector on the regional labor market. ▪ A better understanding of the gaps between education programs and labor market needs. ▪ Popularize work-based learning in VET education among the businesses of the region.
Method	<ul style="list-style-type: none"> ▪ Receive screening information on the active sector associations present in the region through the Secretariat. ▪ Identify web-resources, publications where sector associations' representatives spoke about their interests in qualified personnel. ▪ Develop a draft memorandum with sector associations that address, inter alia, the following aspects: data on the medium-term needs of the industry in the respective professions and qualifications, improvement of career guidance activities, support in updating the material and technical base of VET institutions, providing opportunities for passing the practice in the workplace, collaborative work on improving the content of curricula, developing occupational standards, etc. ▪ Identify and prioritize needs of Regional VET Council to cooperate with regional sector associations.

	<ul style="list-style-type: none"> ▪ Understand the form of the possible agreement with sector associations (memorandum, agreement) and elaborate the draft of the agreement between the Regional VET Council and the respective sector. ▪ Make a selection of the most relevant sector associations of the regions. ▪ Organize a meeting with representatives of selected sector associations to discuss possible cooperation. ▪ Invite the participants of the meeting to comment on the draft document, set a deadline for comments. ▪ Aggregate the amendments and comments, prepare the final draft before signing ▪ Sign the document. ▪ Organize a press-conference.
Sources	<ul style="list-style-type: none"> ▪ Web-resources of regional sector associations, other media sources. ▪ Agreements drafts. ▪ European and National Social Partners Organizations base of resources.

5. Good Governance Principles and Management of Meetings

5.1 Good Governance Principles

5.1.1 In its work, the Regional VET Council should respect the following principles: ⁽¹⁴⁾: (i) relevance, (ii) effectiveness, (iii) subsidiarity and proportionality, (iv) transparency, and (v) accountability.

5.2.1.1 Relevance means the responsiveness of all actions and decisions of the Regional VET Council to the needs of the economy, society and learners. This principle is demonstrated when:

- The economic role of VET is supported, e.g. by anticipating/matching skills needs and linking this to more competence-based curricula;
- The social equity role of VET is supported, e.g. by opening up access to learning and accreditation to wider groups, or expanding VET;
- The innovative role of VET is supported, e.g. by introducing sustainability skills or entrepreneurial skills and/or key competences;
- Decisions and policy documents adopted by the Regional VET Councils respond to learner and labor market needs, e.g. by introducing more flexibility, linking formal and informal sectors and developing more outcomes-based approaches.

5.1.1.2 Effectiveness means delivering VET policies in a timely fashion, on the basis of clear objectives, assuring quality, learning from experience and producing expected outcomes. This principle is demonstrated when:

- Regular feedback shows that current governance systems at the regional level supports VET provision and the implementation of reforms both at regional and national levels;
- Achievement of regional development goals and a range of broader regional policies are supported;
- Goals are formulated in response to shared concerns and identified regional policy gaps;
- Quality assurance mechanisms operate or are developing and help to improve the quality of decisions taken by the Regional VET Councils;
- Procedures of regional VET network development are recognized to be efficient in that they provide good value for money.

5.1.1.3 Subsidiarity and proportionality mean that decisions on regional VET network developments are taken at the most appropriate level to support performance in VET policy making. This principle is demonstrated when:

⁽¹⁴⁾ Cf. Good multilevel governance for vocational education and training, European Training Foundation, 2013 [https://www.etf.europa.eu/webatt.nsf/0/5C0302B17E20986CC1257C0B0049E331/\\$file/Multilevel%20governance%20x%20VET.pdf](https://www.etf.europa.eu/webatt.nsf/0/5C0302B17E20986CC1257C0B0049E331/$file/Multilevel%20governance%20x%20VET.pdf)

- Decisions are taken at the most appropriate level to optimize VET policy implementation in the region;
 - Roles and responsibilities of stakeholders do not conflict and do not leave gaps in the policy-making process.
- 5.1.1.4 Transparency means that Regional VET Councils document their practices and activities in a manner that is available to and understood by staff and appropriate stakeholders. This principle is demonstrated when:
- VET regional policy agenda setting, formulation, implementation and review are open processes that engage the identified stakeholders;
 - Policy dialogue is coordinated and supported by relevant documentation, reports, guidelines etc.;
 - Management information systems and other data meet the governance needs of the stakeholders.
 - The recordkeeping system accurately and completely records the activities of the Regional VET Councils.
 - The recordkeeping system is itself structured in a lawful and appropriate manner.
- 5.1.1.5 Accountability means that roles, functions and responsibilities of both the Regional VET Council and its members are clearly defined and that their practices comply with the established standards. This principle is demonstrated when:
- VET regulating practices comply with standards, regulations and procedures and are agreed by different stakeholders;
 - Responsibilities, roles and functions are defined clearly and take into account the outcomes expected by users and stakeholders;
 - Decision makers assess and respect the contributions and recommendations of the different stakeholders.

Example 9 - Briefing on THE General Public Consultation process Driven by Regional VET Councils in cooperation with other stakeholders	
Issue	<i>To raise awareness of the regional community, stakeholders and authorities of the results of the public consultations process</i>
Objective	<ul style="list-style-type: none"> ▪ Demonstrate to the regional community and stakeholders the way how the Regional VET Council provides consultations on VET development in the region. ▪ Demonstrate the degree of unanimity of the Regional VET council in the presentation and interpretation of the results of the consultation of the general public.
Method	<ul style="list-style-type: none"> ▪ Ask the Secretariat to: <ul style="list-style-type: none"> ➢ Identify the most appropriate agency of statistics at the regional level to support the Public Consultation process with relevant statistic data; ➢ Conduct preparatory work among members of the Council concerning the questions and problems to be addressed both in Public Consultations and in statistical research; ➢ Find external expert(s) for the verification of results of statistical research and the Public Consultation process c; ▪ Conduct research, receive and discuss with other stakeholders research results and their analysis; ▪ Prepare short briefing on the results of the research. ▪ Organize and conduct briefing for (i) stakeholders, (ii) regional authorities, and (ii) regional media (one briefing or separate briefings for the three groups).
Sources	<ul style="list-style-type: none"> ▪ ETF Reports (and network) Torino process 2016. ▪ Official national and regional statistics (e.g. Labour Force Survey). ▪ Sector studies and other available surveys, company reports, etc. ▪ OECD, World Bank, UN capacity building tools/documents.

5.2 Management of Meetings of the Regional VET Council

- 5.2.1 The regular way for a Regional VET Council to convene is in a meeting.
- 5.2.2 At its meetings, the Regional VET Council:

- 5.2.2.1 Takes decision on appointing new members, controls the procedures of their appointment;
- 5.2.2.2 Hears the report of the Council's President;
- 5.2.2.3 Takes decisions on changes in the network of VET institutions, the amount of their financing, areas and extent of the training of personnel by the VET institutions;
- 5.2.2.4 Adopts rules for managing working committees;
- 5.2.2.5 Discusses and adopts priorities for the Council' activities for the next year.
- 5.2.3 A meeting of the Regional VET Council requires the presence of at least 2/3 of its members.
- 5.2.4 Decisions of the General Assembly are taken by a simple majority of the Council members present. In case of equal distribution of the votes (50:50), the vote of the President of the Council is decisional.
- 5.2.5 Council meetings are convoked at least once per month upon the initiative of the Council President or the Vice-President who replacing the President.

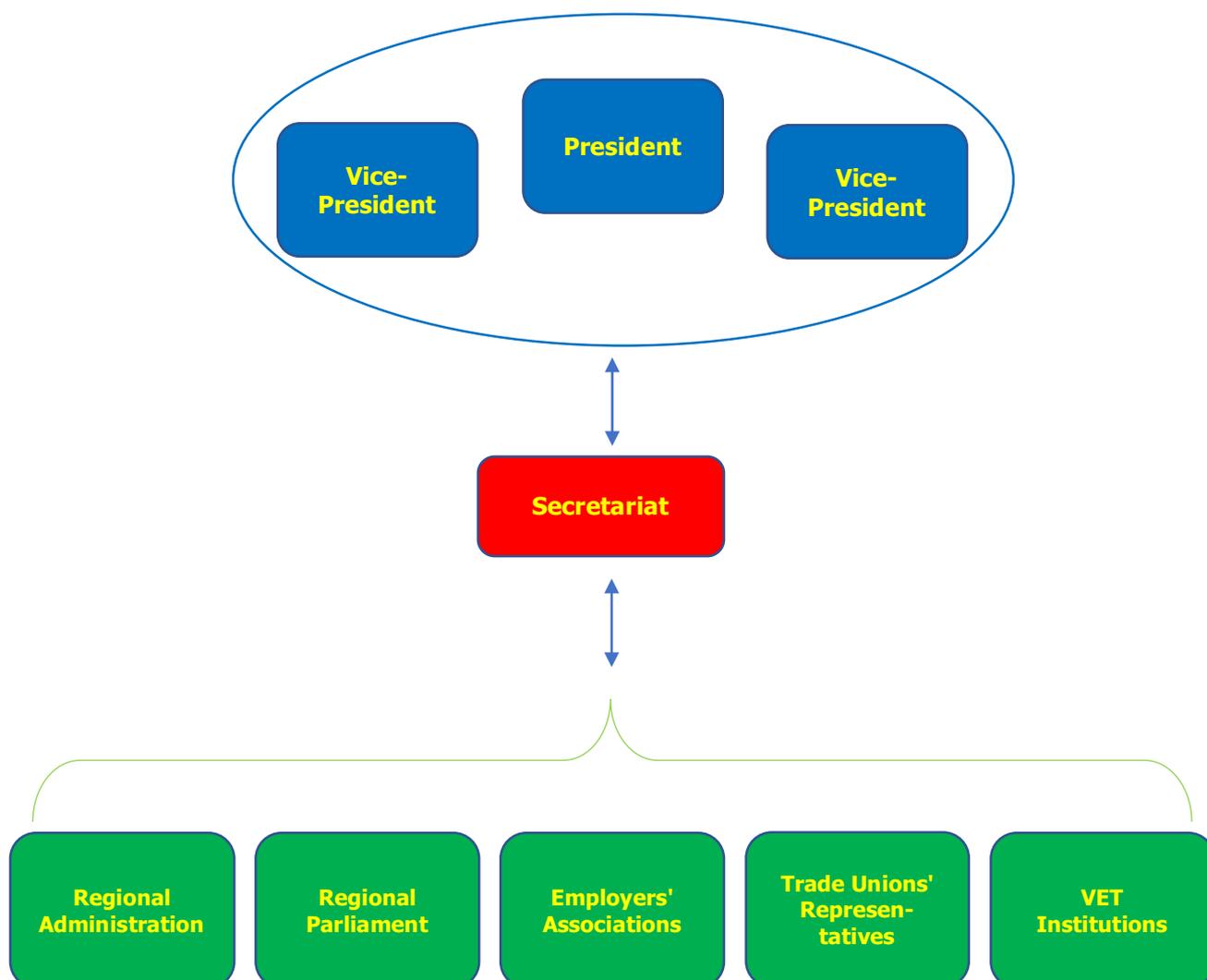
EXAMPLE 10 - KEY ASPECTS OF THE DEVELOPMENT OF THE ANNUAL ACTIVITY REPORT OF REGIONAL VET COUNCILS	
Issue	<i>Formulate strategic planning for analyzing and accounting working activities of the Regional VET Council (within a year)</i>
Objective	<ul style="list-style-type: none"> ▪ Understand the role and place of the Regional VET Council in regional decision-making and decision-taking cycles ▪ Measure the effectiveness of the Regional VET Councils activities ▪ Analyze financial sustainability of the Regional VET Council and formulate proposals
Method	<ul style="list-style-type: none"> ▪ Ask secretariat: <ul style="list-style-type: none"> ➢ to collect and prioritize program documents, decisions taken by the Regional VET Council ➢ to check including of the Regional VET Councils proposals and/or decisions in the program documents of the regional authorities (from the quantitative point of view) ▪ Prepare the draft of the report, share it with the relevant stakeholders and collect amendments, comments; ▪ Amend the initial draft with comments and opinions of the respondents and finish the draft; ▪ Facilitate discussions to approve in the Council General Assembly the annual report of the Regional VET Council
Sources	<ul style="list-style-type: none"> ▪ Documents of the Regional VET Councils dated within reported period; ▪ Documents and decisions taken by the regional state administration and representative body in the sphere of VET ▪ External opinions and comments on decisions taken by the Regional VET Councils

- 5.2.6 Internal communication and dissemination policy.
 - 5.2.6.1 The Regional VET Council can have its internal communication policy that: (i) timely and fully informs all members and stakeholders about draft decisions of the Council, (ii) guarantees all members the right to express their opinions on draft decisions, and (iii) ensures that such opinions are communicated to all Council members.
 - 5.2.6.2 The Regional VET Council can have a dissemination policy which specifies the types of the Council information that to be disseminated, its and conditions for dissemination.

EXAMPLE 11 - LISTING MAIN ISSUES TO PROPOSE MENU FOR PUBLIC DOCUMENT RESOURCES OF REGIONAL VET COUNCIL	
Issue	<i>To identify, discuss, present and adopt a list of main issues for Public Document Resources (repository) of the Regional VET Council</i>
Objective	<ul style="list-style-type: none"> ▪ Analyze issues and problems that the Regional VET Council considered during the certain period of its functioning. ▪ Study the types of issues and problems considered and categorize the documents relating to issues that were presented, discussed and adopted. ▪ Elaborate a concept for the discussion and presentation of main issues for approval by the Council. ▪ Publishing Document Resources of Regional VET Councils.

Method	<ul style="list-style-type: none"> ▪ Ask the Secretariat and working bodies of the Council to present the main issues of their activity within a certain period of time. ▪ Ask stakeholders to prepare and present a list of main issues that were considered by them, but were not considered by the Regional VET Council. ▪ Correlate both lists with the priorities of regional development, number of students in the regional VET system and other relevant performance criteria.
Sources	<ul style="list-style-type: none"> ▪ Official national and regional statistics (e.g. Labor Force Survey). ▪ Program documents of Government, national and regional administration. ▪ Sector studies and other available surveys, company reports, etc.). ▪ Legal documents at the national and regional levels. ▪ ETF Reports (and network) Torino process 2016.

Annex: Example of an Organigram of a Regional VET Council



Annex: Recommendations

1. Addressing the Regional VET Councils in Legislation and Operationalization

Relevant legislation and documents

- In its letter "Regarding the establishment of the regional VET (stakeholder) councils", the Ministry of Education and Science orders the establishment of Regional VET Councils in all regions (including Kiev). The letter roughly outlines the areas of activity of the Councils. It also indicates tentatively which members the Council can comprise.
- According to the "Law on Local State Administration", setting up a Regional VET Council is the prerogative of the Head of the Local State Administration.
- The Decree "Regarding the management of state-owned VET institutions subordinated to the Ministry of Education and Science" provisionally transfers the responsibilities for the organization and activities of the Regional VET Councils from the Ministry of Education and Science to the Regional State Administrations (including Kiev). The Decree enters force on 1 January 2018.
- The Draft "Law on Education" foresees the involvement of employers in aspects related to VET in their region through the establishment of Regional VET Councils. The Law is expected to be approved in early 2018.

Recommended actions

The following steps are recommended for the operationalization of Guidelines for Regional VET Councils in Ukraine:

No.	Stage	Actions
1	Alignment with national requirements for official documents	<ul style="list-style-type: none">• Review the Guidelines and make any final necessary adjustments to the Ukrainian context;• Align the document with the formal requirements for normative-legal documents of Ukraine;• Issue the final document.
2	Establishment of the Regional VET Councils	<ul style="list-style-type: none">• Issue a legislative document (decree, ...) for the official status and entry into force of the Guidelines;• Conduct media campaign to raise awareness of the establishment and functioning of the Regional VET Councils;• Design a monitoring mechanism for the work of the Regional VET Councils.
3	Promote labor market research	<ul style="list-style-type: none">• Design a standardized country-wide methodology for labor market research;• Have methodology approved for use by all Regional VET Councils;• Organize training in the use of the methodology for Council members.

No.	Stage		Actions
4	Parallel processes	Support	<ul style="list-style-type: none"> Conduct training for members of Regional VET Councils. Areas of training include: <ul style="list-style-type: none"> Collecting, analyzing and sharing information; Preparing and conducting labor market research; Identification of problematic aspects of the VET system; Strategic planning; Occupational standards vs. educational standards; Establish an advisory and consultation service for Regional VET Councils (e. g. online, mail, phone); Organize biannual country-wide meetings for representatives of Regional VET Council where they can share experience and discuss challenges; Draft a report on frequent questions on the functioning of the Councils.
5		Monitoring	<ul style="list-style-type: none"> Conduct monitoring of the work of the Regional VET Councils; Use monitoring results to provide feedback to Council members at quarterly or biannual country-wide meetings of Councils representatives; Draft a report on monitoring results.
6	Review of the Guidelines		<ul style="list-style-type: none"> Review the Guidelines two years after they enter force; Adjust the Guidelines based on the conclusions of the support and monitoring processes; Adjust the Guidelines to possibly new emerged requirements; Adjust the Guidelines to possible additional areas of engagements of the Council.

2. Recommendations for Research

A thorough understanding of the theory and practice of aspects related to the operationalization of the Regional VET Councils will significantly contribute to making their work a success. It is recommended to conduct research in the following fields to equip stakeholders at the national and regional level with the skills they need for the wide variety of tasks of the Regional VET Councils.

Field of research	Key aspects
Capacity assessment	<ul style="list-style-type: none"> Assessment of the Regional VET Council as a whole; Assessment of the Council members' capacities; Identification of strengths and weaknesses; Design of training programs.
Working with information	<ul style="list-style-type: none"> Collecting information; Establishing criteria for the collection of information; Analyzing information; Sharing information within the Council; Sharing information with stakeholders outside the Council (horizontally, vertically).
Analytical skills	<ul style="list-style-type: none"> Analyzing information; Establishing criteria for the analysis of information; Drawing conclusions from a corpus of information; Analyzing VET systems; Establishing criteria for the analysis of VET systems; Interpreting research results (including results of labor market research).
Labor market research	<ul style="list-style-type: none"> Designing a methodology for labor market research; Preparing labor market research; Conducting labor market research;

Field of research	Key aspects
	<ul style="list-style-type: none"> Forecasting labor market needs.
Standards	<ul style="list-style-type: none"> Occupational standards; International Standard Classification of Occupations (ISCO); Educational standards; Occupational and educational standards; Monitoring standards.
Strategic planning	<ul style="list-style-type: none"> Purpose of strategic planning; Short-, medium- and long-term planning; Implementation of strategic plans.
Monitoring	<ul style="list-style-type: none"> Preparing monitoring mechanisms and tools; Conducting monitoring; Using monitoring results.

3. Recommendations for Future Programme/Project Activities

Well-targeted project and programme activities can advance the decentralization process of the Vocational Education and Training System of Ukraine in general and the functioning of the Regional VET Councils in particular. The table highlights some of the key areas in this regard. The list of activities is of illustrative character and, hence, by no means exhaustive. The indicated resources can provide guidance in the design process of programme/project activities.

Area	Activity	Useful resources
VET policy and planning	<ul style="list-style-type: none"> Review the status of VET in the education system; Assess the status of VET in society and identify parameters that determine the status; Improve the reputation of VET in society; Create pathways from VET to HE. 	<p>ETF (2014) Quality Assurance in Vocational Education and Training.</p> <p>European Union (2008) Key Competences for Lifelong Learning – A European Reference Framework.</p> <p>European Union (2008) European Qualifications Framework.</p> <p>Hattie, J. (2009) Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement.</p> <p>UNESCO-UNEVOC International Center for Technical and Vocational Education and Training (2013) World TVET Database.</p>
Quality assurance in VET	<ul style="list-style-type: none"> Review existing quality-assurance mechanism in VET; Identify strong and weak points of the existing quality-assurance mechanism; Assess overall effectiveness of the quality assurance system; Identify aspects of the VET system facing problems with quality; Design a new quality assurance system; Pilot the system; Evaluate the pilot system; Review the pilot system and institutionalize the quality assurance system. 	<p>EQAVET - European Quality Assurance Reference Framework for VET (Web-based resource).</p> <p>EQAVET (undated) Indicators Toolkit.</p> <p>EQAVET (2017) Policy Brief - PLA on using the EQAVET indicators to accredit VET providers.</p> <p>EQAVET (2107) EQAVET Peer Learning Activity on Using the EQAVET indicators to accredit VET providers - Background paper.</p> <p>ETF (2014) Quality Assurance in Vocational Education and Training.</p>

Area	Activity	Useful resources
Entrepreneurship education in VET	<ul style="list-style-type: none"> • Promote entrepreneurship education through the VET system; • Review curricula for aspects of entrepreneurship education; • Identify VET institutions offering aspects of entrepreneurship education; • Identify teaching contents for entrepreneurship education; • Identify options for including entrepreneurship education in existing subjects; • Consider options for introducing entrepreneurship education as a separate subject; • Design a concept for entrepreneurship education in VET institutions; • Raise awareness of the relevance and character of entrepreneurship education among school managers and teachers. 	<p>ACT: Service for Austrian Training Firms (Web-based resource).</p> <p>European Commission (2016) Entrepreneurship Education at Schools in Europe. Eurydice Report.</p> <p>European Union (2014) Entrepreneurship Education: A Guide for Educators.</p> <p>Ministry of Education of Finland (2009) Guidelines for Entrepreneurship Education.</p> <p>Schoof, Ulrich (2006) Stimulating Youth Entrepreneurship: Barriers and incentives to enterprise start-ups by young people.</p> <p>SchoolEducationGateway (2015) Entrepreneurship Education in Lithuania.</p> <p>UNESCO-UNEVOC (2016) Making Youth Entrepreneurship a Viable Path: How Can TVET Institutions Help Promote Entrepreneurship?</p> <p>Welsh Government (2012) Learning and Progression in Entrepreneurship Education.</p>
Management of VET institutions	<ul style="list-style-type: none"> • Review management practices in VET institutions; • Identify key challenges in the management of VET institutions; • Identify good examples of management of VET institutions; • Review qualification profiles of managers of VET institutions; • If necessary, update qualification requirements; • Identify professional development opportunities for managers of VET institutions; • Design a coherent professional development system for managers of VET institutions which includes all aspects of the work and responsibilities of a VET institution manager, including: <ul style="list-style-type: none"> ○ Internal communication; ○ Communication with external stakeholders; ○ Establishing and developing cooperation with the industry; ○ Delegating tasks; ○ Staff appraisal procedures. • Pilot the system; • Assess the pilot system; • Review the system based on the results of the assessment; • Institutionalize the reviewed system. 	<p>European Council (2009) Council Conclusions of 26 November 2009 on the Professional Development of Teachers and School Leaders.</p> <p>GIZ (2016) Good Practices in Training Vocational Education and Training Personnel: Experiences from Southeastern Europe, the Caucasus and Central Asia.</p> <p>Organisation for Economic Co-operation and Development (2009) Improving School Leadership – The Toolkit.</p> <p>Organisation for Economic Co-operation and Development (2012) Teaching in Focus: Are Teachers Getting the Recognition They Deserve?</p> <p>Organisation for Economic Co-operation and Development (2016) PISA 2015 Results: Policies and Practices for Successful Schools (Volume II).</p> <p>Organisation for Economic Co-operation and Development (2010) PISA 2009 Results: What Makes a School Successful? Resources, Policies and Practices (Volume IV).</p> <p>Pont, B., D. Nusche and D. Hopkins (eds.) (2008a) Improving School Leadership, Volume 2: Case Studies on System Leadership, OECD.</p> <p>Pont, B., D. Nusche and H. Moorman (2008) Improving School Leadership, Volume 1: Policy and Practice, OECD.</p> <p>Stoll, L., Moorman, H. and Rahm, S. (2007) School Leadership Development Strategies: The Austrian Leadership Academy, A Case Study Report for the OECD Activity Improving School Leadership.</p>

Area	Activity	Useful resources
<p style="text-align: center;">VET Teacher education</p>	<ul style="list-style-type: none"> • Review the existing pre- and in-service training systems for VET teachers; • Identify aspects of the existing pre- and in-services training system for VET teachers that require revision; • Design complete new, up-to-date pre- and in-service training systems for VET teachers; • Pilot the new pre- and in-service training systems for VET teachers; • Evaluate the pilot project; • Based on the evaluation, update the new pre- and in-service training systems for VET teachers; • Institutionalize the reviewed pre- and in-service training systems for VET teachers. 	<p>Cedefop (undated) Guiding Principles on Professional Development of Trainers in Vocational Education and Training.</p> <p>European Commission (2010) Common European Principles for Teacher Competences and Qualifications.</p> <p>OECD (2009) Creating Effective Teaching and Learning Environments: First Results from TALIS.</p> <p>Schustereder, Johann (2016) A Guide to the Analysis of Teacher Policies.</p> <p>UNESCO (2016) Diverse approaches to developing and implementing competency-based ICT training for teachers: a case study.</p> <p>European Commission (2009) Indicators on Initial Teacher Education.</p> <p>European Commission (2009) Practical Classroom Training within Initial Teacher Training.</p> <p>European Commission (2010) Developing Coherent and System-Wide Inductions Programmes for Beginning Teachers: A Handbook for Policy Makers.</p>
<p style="text-align: center;">Industry partnership</p>	<ul style="list-style-type: none"> • Review the current state of partnerships between the VET system and the industry; • Identify good examples of partnerships between the VET system and the industry; • Examine legal implications of the placement of under-age students in the industry; • Design a mechanism that allows the industry to provide feedback on VET students' level of training to the VET system; • Design guidelines for practicum assignments in the industry, including: <ul style="list-style-type: none"> ○ Purpose of the practicum assignment; ○ Rights and responsibilities of industry representatives (company); ○ Rights and responsibilities of the VET student; ○ Legal aspects of supervision of under-age students; ○ Certification of the practicum-assignment. 	<p>ENQA-VET (2008) Policy Brief on Quality Assurance Procedures for Work Based Learning.</p> <p>EQUAVET (2012) Quality Assuring Work-Based Learning.</p> <p>European Commission (2013) Work-based Learning in Europe. Practices and Policy Pointers.</p> <p>Ohio Department of Education (undated) Work-Based Learning: Tips and Techniques for Maximum Results.</p> <p>Vermont Agency of Education (2014) Work-Based Learning Manual: A Guide for Developing and Implementing Quality Experiences for Students.</p>

Area	Activity	Useful resources
<p>VET Teaching and learning contents</p>	<ul style="list-style-type: none"> • Examine the professions and specializations for which the VET system offers training; • Identify those professions and specializations which are actually taught and those which are offered, but not taught; • Assess relevance of the professions and specializations against the requirements on the labor market; • If necessary, simplify/shorten the list of offered professions and specializations; • Review teaching and learning contents (curricula, textbooks, ...); • Review the extent of teaching of transversal skills; • Review the extent of teaching of foreign languages; • Examine the balance between subjects for a particular profession or specialization; • Design a concept of teaching and learning concept that meets the demands of the labor market; • Initiate a long-term discussion with Regional VET Councils on the concept; • Draw conclusions of the discussion and, if necessary, consider a complete revision of all teaching and learning contents of the VET system. 	<p>Argüelles, A. and A. Goncz (eds.) (2000) Competency Based Education and Training: A World Perspective.</p> <p>Cedefop (2010) Learning Outcomes Approach in VET Curricula. A Comparative Analysis of Nine European Countries.</p> <p>Council of Europe (1996) Common European Framework of Reference for Languages: Learning, Teaching, Assessment.</p> <p>Deißinger, T. and S. Hellwig (2011) Structures and Functions of Competency-based Education and Training (CBET): A comparative perspective.</p> <p>European Union (2008) European Qualifications Framework.</p> <p>European Union (2008) Key Competences for Lifelong Learning – A European Reference Framework.</p> <p>GIZ (2011) Curricula Design and Development.</p> <p>Hillier, Yvonne (2009) Innovation in Teaching and Learning in Vocational Education and Training: International Perspectives - Research Overview.</p> <p>King, K. and R. Palmer (2010) Planning for Technical and Vocational Skills Development.</p> <p>Schustereder, Johann (2017) Manual on Competency-based Training in TVET, Volume I: Principles and Approaches, Prepared on behalf of the Asian Development Bank.</p>

PART II - POLICIES AND PRACTICES IN EU MEMBER STATES (MSs) AND ETF PARTNER COUNTRIES (PCs)

1. Introduction

This part of the Guidelines describes the experience of selected countries (Kazakhstan, France, Italy, and Slovakia) in the field of Regional VET Councils. The selection of the four countries has been guided by the following criteria:

- The selected countries should include one CIS country which is considered to have a well-developed economy;
- One country should be a neighboring country of Ukraine;
- Among the selected countries should be other EC countries and "Western European" countries;
- Information about the countries needs to be available and accessible (i. e. in a language that the author can read).

The information about the Regional VET Councils presented meets the following criteria:¹⁵

- It is relevant to the context in Ukraine;
- It is from a country with a decentralized VET policy;
- It is from a country where the need for building capacity of regional stakeholders is at least implicitly recognized;
- It is presented in a clear and concise manner;
- It follows the structure of Part 1 of the Guidelines and is therefore easy to relate to the relevant information in Part 1.

The information covers the following areas related to Regional VET Councils:

- Main regulatory provisions of Regional VET Councils:
 - Nature, mission/mandate of regional VET Councils;
 - Budget.
- The composition of Regional VET Councils:
 - Members;
 - Councilors and other types of members: Nomination, profile requirements, responsibilities and rights;
 - Types of committees/commissions: Names, composition, functions, main activities;
 - Secretariat.
- Regional VET and labor market governance: Regional VET Council Partnerships.
- Good Governance of Regional VET Councils: Behavior principles and rules of procedure:
 - Applying good governance principles: Transparency, accountability and anti-corruption policy;
 - Types and modes of delivering decisions.
- Critical aspects and matters of concern.

In the text, an "x" is used whenever there is no regulation, rule or information on the respective aspect.

⁽¹⁵⁾ Based on: ETF, Ministry of Education of Ukraine (2017) Vocational Education and Training (VET) Decentralisation in Ukraine: Momentum for Action, A Green Paper to lead discussions on reforms and capacities needed for an excellent and attractive Ukrainian VET system.

The presentation of individual aspects of Regional VET Councils is followed by examples of structures of regulations of Regional VET Councils. The conclusions and recommendations for Ukraine at the end of this paper are meant to stimulate the discussion about Regional VET Councils in Ukraine and facilitate the drafting of the Guidelines.

Note on terminology

Different countries use different terms to refer to vocational education and training. In this text, the "VET" or "vocational education and training" is used regardless of the official terminology of the country whose experience is described (e.g. "Technical and vocational education" in Kazakhstan). In the text, the names of national institutions and documents are translated into English. In the section on "Consulted resources", all institutions and documents are given in their original language.

Since laws and institutions of a particular country are mentioned in the respective country section, the name of the respective country is omitted in the translation of the law or institution (e. g. "State Program for" instead of "State Program for ... of the Republic of Kazakhstan). For the sake of brevity, the term "Councils" is frequently used instead of "Regional VET Council". The term "Regional Council" denotes the administrative body of a Region, not the "Regional VET Council".

2. International policy practices: Country Overviews

In the following brief overviews, distinctive features of the Regional VET Council in the four selected EU and ETF PCs countries are presented below.

2.1 Kazakhstan

The Regional VET Council is responsible for a whole range of tasks: from analyzing labor market needs to supporting VET students and graduates in finding practicum places and employment. The Council is headed by the head of the Regional Administration. The number of members is not regulated, but at least one third of the members are representatives of the industry. The VET Department of the Regional Administration supports the Council in its administrative work.

The Council has been involved in the approval of VET Educational Standards. The Council does not have decision-making authority. The lack of concreteness of the country's VET policy and the resulting rather general mandate of the Council is perceived as a problem.

2.2 France

In the course of the decentralization of the VET system, two types of regional councils have been established: (i) The Regional Committee on Employment and Vocational Education and Orientation (RCEVEO); and (ii) the Joint Inter-professional Regional Committee on Employment and Training. The RCEVEO is the more important institution in terms of social partnership and VET policy. The RCEVEO has a strong diagnostic, advisory and deliberative function. The functioning of Council is regulated by its respective Regulation.

The Council has no budget, but does have access to the human and administrative resources of the organizations whose staff members are represented in the Council. The law provides detailed provisions on the composition of the Council. The Council can install Commissions in fields where research is needed or which need particular attention. The Council is expected to cooperate closely with other state agencies.

2.3 Italy

The mandate of the Regional VET Council ranges from the coordination of planning of VET policies to their evaluation. The Council can install permanent or temporary Commissions. The Council has no budget, but, in some regions, members are entitled to a daily allowance from the Regional Government. The Council makes the minutes of meetings and consultation publicly available. However, in some regions, there is concern about the transparency of the work of the Regional VET Councils. The Regional VET Council is close to being a sub-structure of the Regional Council with only consultative functions and no responsibility for the implementation and/or evaluation of VET policies.

2.4 Slovakia

The Regional VET Council plays a key role in forecasting training needs and approving training programs and numbers of students to be admitted. Employer representatives in the Regional VET Council sit in the final exams of VET students. Therefore, employer organizations participate in the award of professional qualifications. In its planning activities, the Regional VET Council is expected to make use of the findings and recommendations of the State School Inspection. One issue of concern is the lack of reliability of data provided by employer representatives.

3. Selected Aspects of EU MSs and ETF PCs on Regional VET Councils Policy Practices

The information in the tables is based on the desk study of documents relating to Regional VET Councils in Kazakhstan, France, Italy and Slovakia. The amount of available information about a particular aspect varies significantly from country to country. An effort has been made to present country information in approximately the same depth.

TABLE 1. MAIN REGULATORY PROVISIONS OF REGIONAL VET COUNCILS

TABLE 1.1. LEGAL STATUS

Kazakhstan	According to the State Program for the Development of Technical and Vocational Education 2008-2012, the Regional VET Councils is considered one of several mechanisms to ensure cooperation in the field of VET.
France	There are two types of Regional VET Councils: <ul style="list-style-type: none">• The Regional Committee on Employment and Vocational Education and Orientation (henceforth referred to as RCEVEO); and the• The Joint Inter-professional Regional Committee on Employment and Training. These two regional committees were introduced with the 2014 Law on Vocational Training, Employment and Social Democracy. This Law made the organization and financing of professional education and training the responsibility of the regions. ¹⁶
Italy	Law 845/78 on Vocational Training of 15 March 1997 made the establishment of consultative councils composed of social parties and local institutions mandatory. In each region, a regional law establishes Tripartite Regional Commissions and Interinstitutional Commissions.
Slovakia	There are 8 Regional VET Councils. They constitute one element of the VET coordinating and advisory mechanism. They were established with the 2008 Education Act. The Chair of the self-governing region makes the Regional Council its advisory body and approves its statutes.

⁽¹⁶⁾ This document includes only information about the Regional Committee on Employment and Vocational Education and Orientation, since it is the equivalent of the Regional VET Councils of other countries presented here.

TABLE 1.2. NATURE, MISSION/MANDATE OF REGIONAL VET COUNCILS

Kazakhstan	<p>There are 16 Regional VET Councils. Their overall goal is to ensure the supply of qualified personnel for the regional labor market. This includes:</p> <ul style="list-style-type: none">• Analysis of regional labor market needs; and• Support graduates from regional VET institutions in finding places for practicum assignments and employment. <p>Their main tasks are:</p> <ul style="list-style-type: none">• To ensure participation of employers at the regional management of the VET system;• To contribute to the development of occupational standards;• To coordinate efforts to ensure regional supply of trained personnel;• To develop proposals for regional studies by occupations;• To make recommendations to the National VET Council;• To conduct Lifelong Learning activities for the unemployed. <p>The State Program for the Development of Education and Science for 2016-2019 foresees strengthening of the work of Regional Councils.</p> <p>Almost 50% of new standards have been officially endorsed by employers through the Councils.</p>
France	<p>The RCEVEO:</p> <ul style="list-style-type: none">• Exercises a diagnostic function by studying, following and evaluating policies to ensure the coordination between political stakeholders involved in vocational education and in employment as well as for ensuring the coherence of vocational education programs in the region;• Using a nationally approved methodology, drafts annual reports on the actions taken in regard to employment and vocational training and orientation. The use of a nationally approved methodology allows consolidation of data at the national level and comparison between the regions;• Expresses its opinion on different regional conventions related to the coordination of employment and vocational training and orientation, programmes of the regional public VET service, the regional VET policy, and the quality standards for bodies participating in the regional public service for orientation. <p>Therefore, the mandate of the RCEVEO has both an executive and a consultative character.</p> <p>In more concrete terms, this may involve engagement of the TRC in aspects related to needs analysis, multiannual programming, financing of training, professional orientation, quality control.</p> <p>The working modalities of the RCEVEO and its bodies (Office, Commissions and others) are stipulated in its Internal Rules and Regulations. This allows adjusting the functioning of the RCEVEO to the needs in the regions and the capacities of its members.</p>
Italy	<p>The mandate of the TRC is specified in the respective regional laws on vocational training. In the majority of cases, the TRC is responsible for:</p> <ul style="list-style-type: none">• Making suggestions on the cooperation between public and private partners and the alignment of employment and training policies;• Following-up of regional training and employment policies;• Providing consultation on regional policies in education, vocational training and employment as well as their implementation. <p>In more concrete terms, this may involve engagement of the TRC in aspects related to regional vocational training, apprenticeships, training of jobseekers, in-service training, needs analysis, multi-year planning, regulatory framework, financing of training, quality of training.</p> <p>The TRC functions according to its internal rules and regulations. The TRC can establish permanent or temporary sub-commissions.</p>

The Councils are responsible for the key elements of VET governance.

Slovakia

- They play a key role in forecasting and analyzing skill demand on the labor market and the implications for VET training, in particular with regard to the necessary number of study places in VET programs;
- They design an annual Regional VET strategy on behalf of the respective self-governing region;
- The Councils contribute to the shape of educational offerings in VET institutions to improve labor market matching;
- They participate in the design of curricula;
- The represent employers in final exams and therefore contribute to the award of vocational qualifications;
- They can recommend the opening or closing of a VET institution;
- They provide assistance in the training of in-company trainers for students' practicum assignments.

TABLE 1.3. FUNDING OF REGIONAL VET COUNCILS

Kazakhstan	x
France	The RCEVEO does not have its own budget and its members do not receive compensation. However, the State and the Regional Council "indirectly" provide funding for expenses occurred in the course of its work by providing their resources for different kinds of activities of the RCEVEO, including the preparation of meetings. The
Italy	The TRC does not have its own budget. A major part of its work is done by the Secretary. In some regions, its members are entitled to daily allowances, which are allocated by the Regional Government.
Slovakia	x

TABLE 2. THE COMPOSITION OF REGIONAL VET COUNCILS

TABLE 2.1. MEMBERS

Kazakhstan	<p>According to the State Program for the Development of Education until 2020 the Regional VET Council promotes to the development of social partnership at the regional level. The Council comprises the following members:</p> <ul style="list-style-type: none"> • The Head of the Akimat (regional body of executive authority), who heads the Regional VET Council; • Other representatives of the Akimat; • Representatives of VET institutions; • Representatives of major companies; • Representatives of employers' organizations. <p>At least one third of the members of the Councils are from the industry.</p>
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The RCEVEO comprises the following members:

- 2 Co-Presidents (the Regional Prefect and the President of the Regional Council);
- 2 Vice-Presidents (1 representative of trade unions, 1 representatives of labor unions);
- Director General of the Decentralized Service of the Ministry responsible for vocational training;
- Rector of the Academy (National Ministry of Education);
- Regional Director of the Ministry of Agriculture;
- Regional Director of the Ministry responsible for youth, sports and social cohesion;
- Another representative as appointed by the Regional Prefecture;
- 6 persons appointed by the President of the Regional Council;
- 6 Representatives of trade associations;
- 6 Representatives of labor unions;
- 3 Representatives of the Chamber of Commerce and Industry, the Chamber of Occupations and Trade and the Chamber of Agriculture (1 each).

France

Additionally, there are non-voting members:

- 6 - 9 persons from employment agencies, VET institutions and other relevant agencies.

A typical TRC would have the following members:

- A President (e. g. a minister of the region with competence in vocational training or the President of the Commission for Vocational Training at the Regional Council);
- 6 representatives of trade associations;
- 6 representatives of employees of the most important sectors of economy in the region.

Italy

Depending on the region, the following organizations may also be represented in the TRC:

- The Regional Councilor on Equal Opportunities between Men and Women;
- Associations working in the social and occupational inclusion of handicapped persons.

These organizations may be represented in the TRC on a permanent basis or in individual meetings only. Sometimes they have only a consultative function without the right to participate in votes. Individual experts may be engaged for specific tasks. Typically, the TRC has 8 to 12 members.

The Council members are appointed from among the representatives of the institutions coordinating vocational education and training for the labor market purposes, which are:

Slovakia

- The Self-Governing region;
- The District Office in the regional seat of the Self-Governing region;
- The Local Office of Labor, Social Affairs and Family in the regional seat;
- Regional Chambers of professional/employer organizations and the employers contributing to the regional employment development;
- Representatives of employees;
- The founders of secondary schools within the Self-Governing region.

TABLE 2.2. COUNCILORS AND OTHER TYPES OF MEMBERS: NOMINATION, PROFILE REQUIREMENTS, RESPONSIBILITIES AND RIGHTS

Kazakhstan	x
France	x
Italy	The representatives of trade associations and labor unions are appointed by their organizations.
Slovakia	x

TABLE 2.3. TYPES OF COMMITTEES/COMMISSIONS: NAMES, COMPOSITION, FUNCTIONS, MAIN ACTIVITIES

Kazakhstan	x
France	The RCEVEO has as its disposal Specialized Commissions to cover specific needs, such as: evaluation of VET institutions, competence development in VET institutions, quality of VET institutions. These Commissions carry out research and other activities that precede decisions.
Italy	Subcommittees may examine specific regulatory or thematic issues.
Slovakia	x

TABLE 2.4. SECRETARIAT (FORMATION, STRUCTURE, FUNCTIONS)

Kazakhstan	Secretarial assistance is provided by the Head of the Akimat's VET Department.
France	<p>The RCEVEO has an Office which prepares its meetings and follows the work of the commissions. Like the RCEVEO, the composition of the Office is quadripartite.</p> <p>The RCEVEO appoints a permanent Secretary. The Secretary is provided by members of the Commission or by the Agency for Observation, Stimulation, Information and Professionalization of Actors in the Field of Employment and Training.</p> <p>The RCEVEO is entitled to a Secretariat, which comprises:</p> <ul style="list-style-type: none"> • Representatives of the State and the region; • Regional representatives of labor unions and professional organizations of employers represented at the national and interprofessional level. <p>The function of the Secretariat is specified in a special decree.</p>
Italy	As a rule, there is a permanent secretary, which would typically be the Regional Councilor of the Regional Government.
Slovakia	x

TABLE 3. REGIONAL VET AND LABOR MARKET GOVERNANCE: REGIONAL VET COUNCIL PARTNERSHIPS

Kazakhstan	<p>The Regional VET Council cooperates with other institutions (Regional VET Department, Sector Councils, national agencies) in VET quality assurance measures. One concern about this cooperation is that it may lead to conflicts over different interpretations of quality.</p> <p>The State Program for the Development of Education and Science for 2016-2019 foresees increased cooperation between the National Council, Regional and Sector Councils for VET Development.</p> <p>In East Kazakhstan, the Regional VET Council is involved in the design of a human resources development policy.</p>
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The RCEVEO makes use of methodological recommendations of its national counterpart, the National Committee on Employment and Vocational Education and Orientation.

The RCEVEOs are represented in the National Committee through the Regional Councils.

The RCEVEO and the Regional Economic, Social and Environmental Council exchange information on their activities. In the majority of regions, some members of the RCEVEO are also members of the latter Council.

France

The President of the Regional Council (as Head of the RCEVEO) and the representative of the State in the region sign with the Employment Agency, the regional representatives of local missions for the professional and social inclusion of youth and the bodies specialized in the professional inclusion of handicapped persons a regional multiannual coordination agreement on employment and professional orientation and training. The agreement comprises provisions in relation to:

- A coordinated mobilization of policy tools in the fields of employment and vocational training of the State and the region in view of the local employment situation and within the national employment policy;
- Participation in regional public orientation activities;
- Activity in the regional public service for vocational training;
- Modalities for the assessment of taken actions.

Italy

Generally, Regional VET Councils do not engage in specific interinstitutional partnerships. However, they can request the collaboration and support of other institutions or groups to conduct analyses and studies of specific issues.

Slovakia

The Council is expected to use the findings of the State School Inspection.

TABLE 4. GOOD GOVERNANCE OF REGIONAL VET COUNCILS: BEHAVIOR PRINCIPLES AND RULES OF PROCEDURE

TABLE 4.1. APPLYING GOOD GOVERNANCE PRINCIPLES: TRANSPARENCY, ACCOUNTABILITY AND ANTI-CORRUPTION POLICY

Kazakhstan	x
France	x
Italy	The minutes of meetings and consultations are available through the webpage of the Regional Council. In some cases, internal regulations of the RTC foresee exclusion of members who do not duly justify their absence in meetings.
Slovakia	x

TABLE 4.2. TYPES AND MODES OF DELIVERING DECISIONS

Kazakhstan	The Regional VET Councils do not have decision-making authority.
France	x
Italy	The Regional VET Councils do not have a decision-making authority, but they may decide to express their opinion on specific issues. This opinion of subject to vote and decided upon by a simple majority.
Slovakia	x

TABLE 5. CRITICAL ASPECTS AND MATTERS OF CONCERN

Kazakhstan	There is concern that the overall VET policy is not concrete enough and therefore the responsibilities of the different actors of the VET system are not specified sufficiently well. This includes the Regional VET Councils.
France	<p>The efficiency of the RCEVEO depends on a number of factors:</p> <ul style="list-style-type: none">• The Prefect and the President of the Regional Council are political figures; Hence, the efficiency of the RCEVEO depends on their political willingness and attitude;• The internal rules and regulations of the RCEVEO and the definition of clear responsibilities of the involved parties;• The composition and level of proactiveness of the Secretariat.
Italy	<ul style="list-style-type: none">• The TRCs operates in a complex institutional context, where the rights and responsibilities of stakeholders are not always clearly defined, depending on the region;• The Regional Councils appoint TRCs as advisory committees. Hence, the influence of social partners (employers and employees) is limited;• Information about the results of the work of the TRCs is not always publicly accessible and not all TRCs have no medium of communication (e. g. a webpage).• Sometimes, the information made available (e. g. minutes of a meeting) is of limited value since it allows no conclusion about the work and the debates that preceded the meeting.
Slovakia	<ul style="list-style-type: none">• The quality of the contribution of employers to VET strategies (which constitutes a key task of the Council) depends substantially on the quality of their data. The problem with both a lack of relevant data and underdeveloped research is transparently visible from the failure of employers to deliver valid and relevant 'plans of labor market needs'.• There is concern about the efficiency of cooperation in the Council, which results in part from a weak link between policies and research (e. g. due to lacking capacities and expertise for research).• Forecasting models and survey techniques are not effectively used due to a lack of data, know-how and financing.

4. Key Outcomes of the Work of the Regional VET Councils

The mandates of a Regional VET Councils of the four countries taken together result in the following functions of the Council:

- Diagnostic and analytical function;
- Advisory and consultative function;
- Executive function.

When performing a function, the Council produces one or several outputs. The table presents all outcomes which result explicitly or implicitly from the mandates of the Regional VET Councils of the four countries. Outputs resulting from more than one function are listed under the primary function from which they result.

TABLE 6. OUTCOMES OF THE WORK OF THE REGIONAL VET COUNCILS		
Diagnostic and analytical functions	Advisory and consultative functions	Executive function
<ul style="list-style-type: none"> • Evaluation of VET and employment policies; • Opinion on developments in VET and employment policies; • Opinion on quality standards; • Needs analysis; • Forecasts of skills demands; • Analysis of skills demands. 	<ul style="list-style-type: none"> • Recommendations for National Council; • Proposals for regional VET studies; • Recommendations on the opening or closing of VET institutions; • Advise on the supply of qualified personnel; • Advise on coherence of VET programs. 	<ul style="list-style-type: none"> • Cooperation between social partners; • Implementation of decentralization process; • Lifelong Learning activities; • Assistance in training of in-company trainers; • Contribution to occupational standards; • Contribution to training programs and plans; • Contribution to a coordinated VET policy; • Contribution to a regulatory framework.

5. Examples of Structures of Regulations of Regional VET Councils

5.1 Italy (Calabria Region)

The *Regulation* has the following structure:

- Appointment and duration
- Meetings
- Quorum
- Activities of the Council
- Discussions and voting
- Commissions and working groups
- Secretariat

5.2 France (Region Rhône-Alpes)

The *Internal Regulation* has the following structure:

- Preamble
- Subject of the Regulation
- Council Presidency
 - Presidency
 - Vice-Presidency
- Office
 - Tasks
 - Organization and operation
 - Invitation of experts and other actors
 - Expression of opinions of members
- The Council
 - Functioning
 - Invitation of experts and other personnel
 - Expression of opinion of members
- Commissions and working groups

- Commissions
- Working groups
- Permanent quadripartite Secretariat of the CREFOP
- Adoption and modification of the Internal Regulation

5.3 France (Region Pays de La Loire)

The *Internal Regulation of the Office* of the CREFOP has the following structure:

- Preamble
- Subject
- Presidency
 - President
 - Vice-President
 - Governance of the Committee
- Office
 - Tasks
 - Organization and functioning
 - Presidency
 - Periodicity of meetings and agenda
 - Meetings
 - Permanent Secretariat
 - Invitation of qualified experts and other actors
 - Expression of opinion of the members
 - Quorum
 - Modalities
 - Request for a written opinion
- Approval and modification of his Internal Regulation

6. Conclusions and Recommendations for Ukraine

The following conclusions and observations are based on the information that has been received and studied for the above overview of different aspects of Regional VET Councils in Kazakhstan, France, Italy and Slovakia. They do not apply to each of the above countries to the same extent.

The resulting recommendations are generic. Some of the recommendations will be more relevant for Ukraine than others. However, all of them should be considered to avoid major shortcomings in the design of legal provisions and other documents relating to the work of the Regional VET Councils in Ukraine. The term "legal provision" is used generically to refer to all documents regulating the work of Regional VET Councils, including the Guidelines.

No.	Conclusion/observation	Recommendations for Ukraine
1.	The Regional VET Councils are the result of a decentralization process in the VET system. They are one of several means to achieve better training results . They are not and end in themselves.	<ul style="list-style-type: none"> • Ensure proper understanding of the fact that the Regional VET Council is the result of an administrative process that was triggered by considerations related to the quality of training. • Ensure that the Regional VET Council is perceived not just another institution or administrative structure, but as a body which plays a key role in the VET system.

No.	Conclusion/observation	Recommendations for Ukraine
2.	The Regional VET Council is one element in a horizontal and vertical structure . Its mandate is to be coordinated with the mandates of the other elements in this structure.	<ul style="list-style-type: none"> • Ensure that there is awareness of the fact that the Regional VET Council is embedded in a horizontal and vertical structure with other councils. • Ensure proper coordination of the Council's Function with those of other councils, such as national VET council and sectorial councils.
3.	Regional VET Councils are partly composed of members of other structures . They tend to be headed by the head of another administrative structure. This is likely to have implications for their functioning.	<ul style="list-style-type: none"> • Ensure that there is no conflict of interest. • Ensure that implications are positive, e.g. the Regional VET Council benefits from the professional and proactive attitude of its members who are also part of other structures.
4.	Regional VET Councils are made mandatory by a national law and established by a decree, while their functioning is regulated by internal rules and regulations. The latter are tailored to the specific needs of the region.	<ul style="list-style-type: none"> • Ensure proper coordination of the legal provisions relating to the Regional VET Council; • Ensure that legislation relating to the functioning of the Regional VET Council guarantees minimum requirements and standards for all councils; • Ensure that legislation allows for enough flexibility to meet regional labor market requirements; • Ensure that legislation allows for enough flexibility in terms of the requirements for the members of a particular Regional Council.
5.	Although Regional VET Councils have a variety of tasks requiring special skills, little to no attention is given to training and capacity building of their members.	<ul style="list-style-type: none"> • Ensure that the legal provisions foresee training and capacity building for members of Regional VET Councils; • Identify needs for training and capacity building for members of Regional VET Councils ⁽¹⁷⁾. • Create training opportunities and ensure that they are in line with the identified needs.
6.	Deliberation and consultation are key functions of the Regional VET Councils.	<ul style="list-style-type: none"> • Ensure that the legal provisions reflect adequately the deliberative and consultative role of Regional VET Councils; • Ensure that the legal provisions specify in which areas the Regional Council has a deliberative and consultative function and what the outcomes of this function are expected to be.
7.	The Regional VET Council tends to have no budget of its own , but uses the administrative and human resources of the organizations whose staff are among its members.	<ul style="list-style-type: none"> • If the Regional VET Councils have no budget, the legal provisions need to guarantee the Council access to the administrative and human resources of other structures.
8.	National legislation includes little information about the nomination, profile requirements and responsibilities and rights of members of Regional VET Councils.	<ul style="list-style-type: none"> • Ensure that the legal provisions (national or regional) specifies nomination procedures, profile requirements and responsibilities and rights of members of Regional VET Councils.

⁽¹⁷⁾ The identification of needs for training and capacity building for members of Regional VET Councils should be given due attention, since the quality of the work of the Council depends on the professional qualifications and attitudes of its members.

No.	Conclusion/observation	Recommendations for Ukraine
9.	The efficiency of the work of the Regional VET Council depends on a number of factors.	<ul style="list-style-type: none"> • Ensure that the factors influencing the efficiency of the work of the Regional VET Council are identified. • Ensure that the Regional VET Council benefits from potential positive influencing factors. • Ensure that the influence of potential negative factors is limited.
10.	A clear definition of the mandate of the Regional VET Council is a precondition for its effective performance.	<ul style="list-style-type: none"> • Ensure that the mandate of the Regional VET Council is specific and clear. • Ensure that the Regional VET Council is not overburdened in terms of resources and capacities of its members. • Avoid a long list of tasks of the Regional VET Council.
11.	Little information is available about types and modes of delivering decisions .	<ul style="list-style-type: none"> • Ensure that the legal provisions include specific and clear information about how decisions are to be taken.
12.	Little information is available about the cooperation between the Regional VET Council and other bodies, institutions and structures. However, cooperation does take place on an informal level.	<ul style="list-style-type: none"> • Identify potential areas of cooperation with other bodies, institutions and structures. • Assess the potential of each area of cooperation for creating synergies. • Ensure that the legal provisions include relevant information on such cooperation.
13.	Little information is available about the types of committees/commissions which are to support Regional VET Council and provide it with expert knowledge.	<ul style="list-style-type: none"> • Ensure that legal provisions foresee committees/commissions and specify their role. • Ensure that the legal provisions include information about the requirements for committee/commission members.
14.	Little information is available in relation to the good governance of Regional VET Councils, although transparency, accountability and anti-corruption are important aspects of their work.	<ul style="list-style-type: none"> • Ensure that the legal provisions include specific information about all aspects related to the good governance of Regional VET Councils.
15.	Little information is available about the evaluation of the work of the Regional VET Council.	<ul style="list-style-type: none"> • Ensure that criteria for the evaluation of the Work of the Regional VET Council are in line with its mandate; • Ensure that criteria are specific and measurable. • Decide on the intervals in which evaluation is to take place. • Ensure that evaluation results are used in a constructive manner to help the Regional VET Council improve its work. • Ensure that the legal provisions include all necessary information about evaluation.

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