

EXECUTIVE SUMMARY

ANALYSIS OF THE VOCATIONAL EDUCATION AND
TRAINING SYSTEM IN LUHANSK OBLAST



Photo: UNDP / Amid Askerov

The analytical research “Analysis of the Vocational Education and Training System in Luhansk Oblast” was produced within the UN Recovery and Peacebuilding Programme.

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Today, the issues of personnel provision for the country's economy as a whole and the activities of basically all businesses, in particular, are showing the striking signs of a threat to the national security of Ukraine. The outflow of hundreds of thousands of skilled workers at the most able-bodied age, the mismatch of the training curricula and the labour market needs for skilled labour, the discrepancy between vocational qualifications of recognized educational institutions' graduates and the requirements of employers lead to a threatening situation that undermines investment activity and attractiveness of the country, reducing the competitiveness of domestic products and services, the export and outflow of capital, the impoverishment of the population, the dropping of labour intensity etc..

The most critical situation with these issues among educational systems is observed in vocational education, in which the authorities, the state and the regions were largely not involved after the USSR collapsed (loss of base enterprises by schools, the falling prestige of workers' occupations, the emergence of ultra-easy access of young people to formal higher education etc.). These issues are becoming particularly topical for the Donbas area where the national vocational education development issues have been accompanied by an extraordinarily heavy burden of events, consequences and present difficulties caused by the lost of control by the government over some areas of Donetsk and Luhansk oblasts. The **relevance** of this study is determined by the search to resolve the current situation.

Based on the foregoing, the **purpose** of the study is to analyse and identify the top priority issues of the Luhansk oblast vocational education and training system and their relevance for the needs of the regional labour market, as well as to develop a set of recommendations for the broad range of stakeholders to solve them. To achieve this goal, the following **tasks** were identified and implemented:

- study and analyse the impact of the changing socio-economic status of the Luhansk oblast as a whole and the demographic situation, in particular, on the VET system;
- analyse the situation with employment of the population, the functioning of full and fixed regional and local labour markets, identify key trends, parameters and extent of their impact on the development of the educational sphere of the oblast and areas, and its vocational segment, in the first place;
- characterize the results, issues (causes of their occurrence), trends of the oblast educational institutions by sectors, types and forms of subordination;
- consider in detail the components of the vocational (technical and vocational) education system

(VET system) (personnel, logistical, institutional, functional, legislative and normative support, the level of matching of the vocational training of workers to the needs of the labour market, use of the latest programs and forms of training etc.);

- carry out a rating assessment of the activity, resources and personnel potential of agrarian and non-agrarian VET institutions, for possible international support to modernize the best of them considering the whole range of factors and selection criteria;
- conduct a sociological survey of managers, workers and students of Luhansk oblast VET institutions on the evaluation of the Luhansk Oblast VET institutions system state and development;
- calculate, as an example, the match of curricula at the VET institutions to the needs of local labour markets;
- prepare conclusions and submit proposals for modernization of this sphere of education based on the needs of the regional labour market.

The **methodological** basis of the study was as follows: the research methodology coordinated with the experts of the Project and focused on the use of statistical data on key indicators of socio-economic and demographic development of the oblast and its administrative units, employment and the labour market, especially their youth segment, educational services in terms of types, forms and subordination of educational institutions in 2005, 2010, 2015 and the following years etc.; formal statistics and operational data provided by the statistical authorities, employment centres, the Department of Education and Science, VET (TVET) institutions for their further analysis and comparison; the findings of the study under the auspices of the Ministry of Education and Science of Ukraine and the European Foundation for Education (EFE) on: "Torino Process in Ukraine: Regional Level – Analysis of the Luhansk Oblast Vocational Education System for 2016–2017" (37 sources of information were used); online surveys on 3 types of questionnaires for managers, employees and students of the VET institutions, based on the use of the Google Form Software; the author's methodological works: Methodology for evaluating the activities of VET (TVET) institutions in Luhansk and Donetsk oblasts regarding the match of educational curricula and regional labour markets demand; Methodical recommendations for determining the correspondence of levels and the vocational qualification structure of personnel training in educational institutions based on the needs of the regional labour market; Methodological approaches to determining the needs of the oblast in the labour force for the short-term perspective etc..

For the most objective comparison of the results, indicators and parameters of the respective direction, relative rather than absolute indicators were taken and incorrect situations were excluded, for example, the data on the transferred VET Institutions etc..

While performing the survey tasks, it was possible to obtain the following main **results**:

1. The losses of the Luhansk oblast of the resource, including socio-economic, demographic, personnel, institutional, intellectual potential, loss of territories, educational institutions, etc. due to the neighbouring state's aggression and its consequences, have been identified. On average, the volume of all these losses (post-conflict vs. pre-conflict period) varies approximately 3.5–5.0 times, while the most painful are losses of two thirds of the population and almost 90.0% of large industrial enterprises.
2. It has been found out that the demographic situation in Luhansk oblast is characterized, in most cases, by the worst demographic indicators in the country. Certainly, this has a very negative impact on the issues of applicants to the VET institutions, the growing acute competition for this category of young people between universities, colleges and VET institutions, and between VET institutions and general secondary education institutions – for the 9th form graduates (Fig. 1).

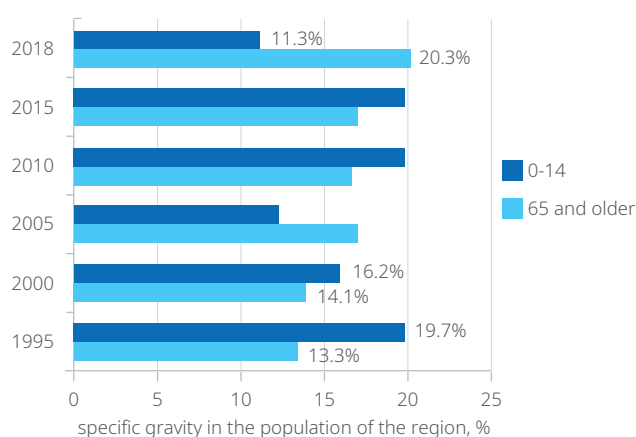


Figure 1. Relationship of age groups of "children" (0–14 years) and "old people" (65 and over) in the population of Luhansk oblast by year (permanent population)

3. Based on the analysis of socio-economic development of Luhansk oblast, the author identifies six priority economic/vocational activities (agriculture, agricultural production, construction, reconstruction and recovery of post-conflict ruined real estate; coal mining and other sub-sectors of the extractive industry; "rehabilitation of the environment"; energy saving, energy efficiency and the development of renewable energy; "rehabilitation of areas and population from the consequences of military conflict"; servic (social segment), small and medium-sized businesses by sectors, and the lists of new occupations (positions, titles of jobs), selected for them, for many of which educational institutions of the country already carry out training of personnel.
4. The employment of the population and the state of the regional and local labour markets in the vocational, gender/age and functional sections have

been analyzed. The main reasons – not inherent to other (partly except Donetsk oblast) regions of the country – for the formation of negative trends in the Luhansk oblast regional labour market include:

- a) the armed conflict in the territory of the oblast, significant losses of its potential for further development, limited investment etc.. It is clear that this situation leads to a continuous increase of the labour outflow and migration of the most able-bodied age groups to other regions of the country and beyond, including to the aggressor country;
 - b) as noted above, the demographic situation is the worst among the regions of Ukraine, which directly impairs the state of use, collection and reproduction of the labour potential of Luhansk oblast;
 - c) fundamental changes in the sectoral structure of employment; growth of its informal segment; "shadowing" of the economy, negative consequences of socially unprotected and financially unjustified closure of mines; significant differences in the spatial organization of production; one industry specialization of most small towns and urban localities;
 - d) spreading social apathy, motivation to stay dependent among many population strata;
 - e) dependence of the regional labour market on a rather large segment of workers employed in the mode of circular labour migration, rotation, temporary or part-time employment, including in the informal sector of the economy, but living in the non-controlled territories;
 - f) a high level of motivation among young people to leave to study in other oblasts, the EU countries (Poland and the Czech Republic in the first place), as well as the neighboring Russian Federation to get rooted there in the future;
 - g) gradually reducing number of IDPs in the oblast (from 292,800 persons in 2017 to 286,900 persons in 2018) and their share in Ukraine (from 19.6% to 19.4%, respectively), which, though to a small extent, reduces the labour potential of the oblast;
 - h) underdeveloped network of employment centres (businesses).
5. It was found that the following is characteristic of the activity of the oblast and base level employment centres for training: the dynamic growth (starting in 2015) of the number of unemployed referred to for vocational training, which exceeded the 2015 figure by 1.5 times in 2018 (3958 and 2570 persons, respectively), and the level of employment of

this category of unemployed (from 82.6 to 91.2%, respectively); stable by year level of coverage of the unemployed by professional orientation activities; constant increase in the level of coverage, including unemployed youth, by community work; de facto curtailment (as well as throughout the country) of the practice of providing unemployed persons with vocational and continuing vocational training vouchers and one-time unemployment benefits for the organization of entrepreneurial activity; an increase in the number and proportion of employers who work with employment centres.

6. It is determined that youth unemployment in the oblast is characterized by: a decreased share of graduates of educational institutions among the unemployed; rather high youth unemployment compared to other age groups; a decrease in the proportion of the employed unemployed youth with the help of employment centres in the general employment; an increase in the proportion of young people who are recruited to new jobs with compensation by employment centres of employers' expenses for the SSC payment in the general of this category of employed, respectively; an increase in the coverage by career guidance activities of students of educational institutions; a decrease in the proportion of unemployed young people in the general unemployed who were registered in employment centres.
7. It was found that a significant problem and reason for reflection for professional (vocational), vocational and higher education institutions is a significant decrease in the number of graduates of Forms 9 and 11 (by 8.8% and 15.6% respectively) in 2018 vs. year-on-year.
8. There is evidence of a certain breakaway of universities (unlike most technical schools/colleges and vocational schools) from the needs of the regional labour market. This clearly shows the share of local residents in the total number of students of higher education institutions, high share of military personnel involved in the JF (Joint Forces) among full-time and part-time students, whose quality and completeness of training causes certain doubts. There is also a tendency for further "drain away" of school graduates to higher education institutions due to the "ease" of learning in them.
9. The state, issues and prospects of the development of the oblast VET system and institutions with the following key characteristics have been reviewed:
 - curtailed network of VET schools, including their optimization over the last two years (Figure 2);
 - a significant reduction in the number of students of the oblast VET schools for the reviewed period (5.2 times in 2017 compared to 2010), and a dynamic reduction for the last four years, which is a general trend in the country (Figure 2);

- the existing financing system of the VET schools functions within the framework of the process of comprehensive decentralization in the country that began in 2014. However, the new mechanisms have not been properly formed, which has led to a significant under-funding of the VET system at that time;
- the number of oblast VET staff, of pedagogical workers, in the first place, though in small volumes, has been increasing (by filling vacancies) for the last year;
- for the oblast VET schools in 2018 year on year, there is a tendency towards a marked improvement in the actual employment of their graduates;
- the network of Luhansk oblast VET schools has managed to maintain the resource potential of fixed assets for the possible and desirable expansion of their activities. Thus, the projected number of training places exceeded the actual one to 4.3 times in 2017 and 5.3 times in 2018, places in dormitories – 3.6 and 3.1 times, respectively, seats in the dining room – 5.2 and 4.0 times, respectively;

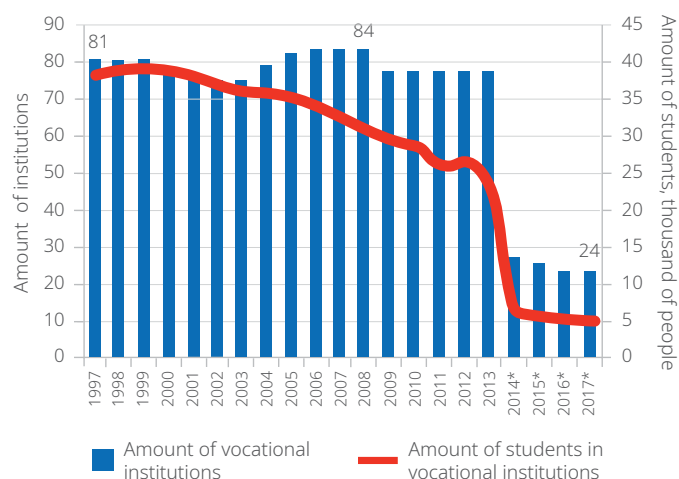


Figure 2. Dynamics of the number of VET schools and the number of students in them in Luhansk oblast (1987–2017)

- there is a huge functional and moral depreciation of fixed assets of the VET schools. While the share of use of personal electronic computers in the period up to 10 years in the VET schools was 77,1% last year, for other equipment – only 9,1%, that is, the level of functional and moral depreciation of training and production equipment of VET schools (PC excluded) reaches 90% of the limit (the lifetime of more than 10 years). The positive trend that has emerged in the past two years is the expansion of the educational and material base of the oblast VET schools;
- in the 2018–2019 academic year, six Luhansk oblast VET schools carry out the training of students based on the elements of the dual form of education (it is planned to involve five more VET schools in the next academic year);

- the author failed to find examples of significant overproduction of the TVET schools workforce in the oblast. In those cases where certain professions are not in demand among employers, the management of the TVET schools and the vocational education authorities of the oblast make appropriate decisions to reduce the number of applicants or to curtail. For example, during the past two years, individual VET schools have reduced/suspended the recruitment of students for professions like an office worker (accountancy), a (bank) cashier, an information processing and software operator, and an office employee (accountancy), a typesetting operator and others, which are not in demand at the local labour markets;
- in 2018, the top ten most popular working professions in VET (chef, tractor driver of agricultural (forestry) production, confectioner, driver of vehicles, electric gas welder, mechanic of repair of agricultural machines, hairdresser (hairdresser/hair stylist), plasterer, nail technician and painter) accounted for 57.2% of the total number of graduates. Thus, most of the vocational training programs of the Luhansk VET schools focus on highly diversified labour professions, that is, they are aimed at the possible self-employment/starting own business by those who get professional qualifications;
- the students and trainees of VET schools who graduated in 2018 – by the first 5 (in absolute terms) types of professional activity – include the following:
 - a) cooking and providing food services (chef, confectioner, waiter, foreman of restaurant service);
 - b) construction and finishing works (plasterer, brick, facing-tiling, painter, furnace setter, assembler of plasterboard structures);
 - c) repair, maintenance and operation of agricultural machinery (tractor operator of agricultural (forestry) production, locksmith for repair of agricultural machines and equipment);
 - d) make-up and hairdressing services (hairdresser (hairdresser/hair stylist), nail technician, make-up artist, stylist);
 - e) electric gas welding and similar work (electric gas welder, gas welder, flame cutter, electric welder of manual welding).

In general, these professional groups accounted for two thirds of the issue.

10. The author has studied the conformity of training levels of labour personnel and directions to the needs of local labour markets. This approach shows the possibility for educational authorities, VET schools, base employment centres to use in practice the

author's methodical approaches after they have been refined and studied. According to calculations, in the context of enlarged 96 areas of training in labour professions, for 21 out of 22 oblast VET schools: in 10 (10.4%) cases, it is proposed to increase the amount of training within 1,2 – 1,5 times; for almost half of the directions (46 or 47.9%) it is recommended to keep training levels the same; in 18 (18.8%) cases, it is proposed to reduce the number of applicants; for 22 (22.9%) directions, it is recommended to suspend or curtail applicants (which has already been done by individual VET schools).

11. Based on his own methodology, the author also conducted a rating assessment of the activity, resources and personnel potential of the oblast TVET schools. It is of a pilot nature (for further use by the managers of the revised Methodology) with its results being recommendatory by content and form. The Severodonetsk Professional Construction Lyceum, Lysychansk Trade and Cooking Professional Lyceum and Severodonetsk Vocational School # 92 were among the "leaders" among the 16 Luhansk oblast non-agrarian VET schools. Lysychansk higher vocational school # 94 and Kreminna professional lyceum approached stand close to them.

The Markivka agrarian professional lyceum is the sole leader among the six Luhansk oblast agrarian VET schools. The Bilokurakine Agrarian Professional Lyceum and the Novoyadar Agrarian Professional Lyceum stand close to it.

12. A sociological survey was conducted on the evaluation of the current state and the prospects for the development of the system for monitoring and evaluation of the oblast VET schools in the near future. 60 executives (about 70.0% of their population), 361 teachers and foremen of the on-the-job training (56.4%) participated as well as 2086 students (about 44.0%, respectively) took part in the survey. It is worth noting the high activity of respondents and the importance of their responses to education authorities and other stakeholders in the development of relevant policies and the adoption of operational management decisions. For example, in answering the question "How do you feel about the creation of regional centres (cities with a set of vocational education and training schools) of vocational education, for example, Starobilsk, half of the surveyed managers have an understanding of the formation of such new institutional structures, but show unhidden scepticism about their real assistance in addressing the pressing issues of the oblast VET system (Figure 3).

Figure 4 shows an example of an appropriate assessment by respondents-employees of their attitude to the creation of vocational education centres on the basis of individual VET schools.

Positive attitude is expressed by 112 persons or 29.2%, ambiguous – 100 persons or 26.2%, negative – 99 persons or 25.9%. The "neutral status" is marked by 68 persons or 17.9%.

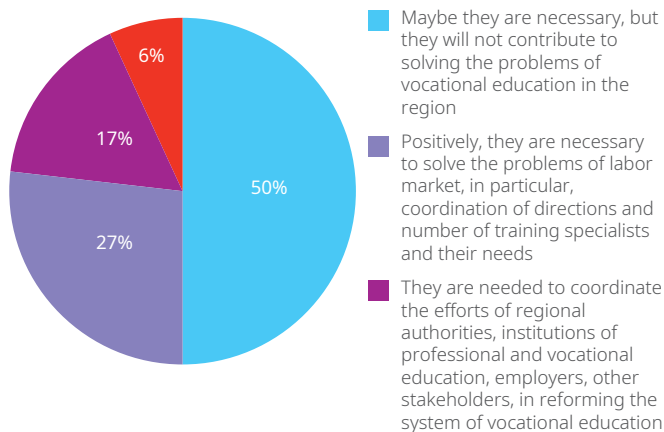


Figure 3. How do you feel about the creation of regional centers (cities with a set of institutions of vocational education and training) of vocational education?

Such "multi-vector" opinions, first of all, indicate that teachers are insufficiently aware of similar centres in other countries or are unaware of the profits from such a network.

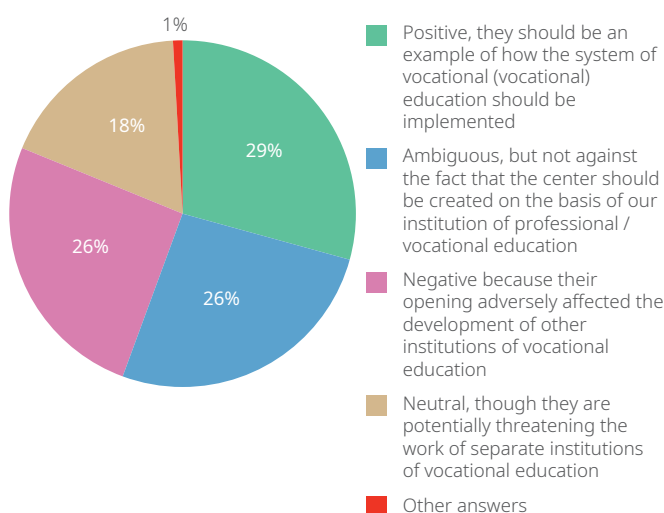


Figure 4. What is your attitude to the creation of specialized vocational education centers on the basis of individual professional and vocational education institutions?

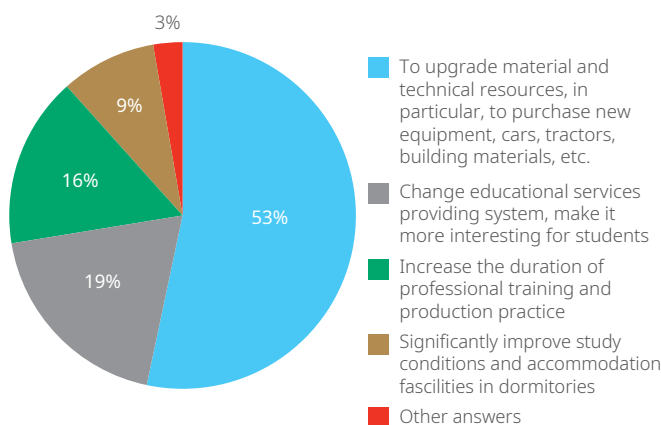


Figure 5. What do you think should be done in order to improve the work of the institution in which you study? (specify choosing no more than two answer options)

Figure 5 shows the latest example of students' assessment of one of 9 questions they were asked.

13. The author has prepared a wide range of legislative, normative, methodological, informational and analytical materials for a practical use by representatives of the market of educational services and the labour market of the region.

The research makes it possible to make the following **conclusions**:

1. Despite the enormous difficulties, first of all, due to underfunding, ill-conceived and unprepared "decentralization" of the VET schools, the transfer of the burden of problems from the centre to the regions, insufficient assistance from the state to socio-economic development of Luhansk and Donetsk oblasts, which were (have been) the most deeply affected by military conflict, and many other disadvantages, the VET schools demonstrate viability and motivation to innovative changes and also maintain and expand fixed assets, labour potential and cooperation with employer partners etc.
2. With the reduction of demographic potential, the number of students, in particular those who pay for their education, will decrease (in the 2018–2019 academic year, Luhansk universities accepted 1.3 times more paying students than those who study for free as budget students) (the importance of state funding for educational institutions is going to increase). The competition of educational institutions for the contingent is going to grow.
3. Before the Anti-Terrorist Operation, the Luhansk oblast had a significant economic potential and was one of the five most powerful industrial and economic regions of Ukraine, whereas now it takes the last position by the prevailing majority of socio-economic indicators in the country.
4. Today, Luhansk oblast is being shaped as an agrarian area with separate "touch" of industry.
5. The review of the sphere of application of labour and economic activity of the able-bodied population in the labour market of Luhansk oblast over the past 15 years indicates rather ambiguous processes and trends that may significantly affect the training of personnel. In general, in recent years, there have been positive trends in the labour market, declining unemployment, employment growth and employment, including those that are not always able to compete equally for vacancies and jobs.
6. In terms of participation in training, the activity of the oblast and base employment centres can be assessed positively, in the last two years, in the first place.

7. Youth unemployment in the oblast is generally characterized by improved most indicators over the past two years, by the reduced burden on labour markets by VET schools' graduate, in the first place.
8. Like other spheres of educational activity, the Luhansk oblast VET system has incurred very large and painful losses in comparison with the period before the armed conflict.
9. Based on the author's study of the state of development of the VET education system, the enlargement of the VET institutions resulting in 22 units, is exhausted. With further development and rehabilitation of the economic potential of Luhansk oblast, the training of personnel will be an important factor, including through the VET network. That is, it is proposed to stop optimising them until the relevant conditions occur.
10. In Luhansk oblast, as well as throughout Ukraine, the VET institutions also carry out an important and socially significant function – education and upbringing of orphans and other socially vulnerable youth groups.
11. The VET schools management faces an insurmountable issue that does not allow to receive the expenditures of the oblast budget for the development and renewal of fixed assets – this is a bureaucratic process of transferring the VET institutions from the state to the communal property extended for many years. The lack of preparedness of the decentralization process by the VET management is clearly reflected by the example when it takes months for the Ministry of Education and Science of Ukraine to issue a power of attorney to the VET leaders to implement the appropriate regulated procedures etc.
12. In 2018, the top ten most popular VET workers' professions accounted for almost two thirds of the issue (chef, tractor driver, agricultural (forestry) production, confectioner, motor vehicle driver, electric gas welder, mechanic for repairing agricultural machines, hairdresser (hairdresser/ hair stylist); plasterer; nail technician and painter). It is important that these professions focus on self-employment/starting own business/involvement in other forms of entrepreneurship of graduates and are in deficit in the oblast and many local labour markets, that is, their training does not lead to an increase in unemployment and is – generally – fully justified.
13. The results of the conducted sociological survey on the assessment of the current state and defining the prospects for the development of the oblast VET system in the near future in which 60 managers (about 70.0% of their total number), 361 teachers and foremen of on-the-job training participated (56.4%) and 2086 students (about 44.0%, respectively), show a very high activity, interest and concern of respondents for the future of the VET system. Most of them stress the need to expand the interaction with

employers, first of all, in conducting production practices; introduce a dual form of education; to increase practical classes, mainly on new equipment and machinery; to expand opportunities to get several professions etc..

Responses, suggestions, and evaluations of respondents should become a guide for the regional education management when making a wide range of management decisions.

14. The pilot rating assessment of the activity, resources and personnel potential of the oblast VET institutions based on the author's Methodology has identified – by the 44 qualitative indicators – the three best non-agrarian sector (Severodonetsk Professional Construction Lyceum, Lysychansk Trade and Cooking Professional Lyceum and Severodonetsk higher vocational school No. 92) and – by 48 qualitative indicators – the three best agrarian sector VET schools (Markivka, Bilokurakhyne and Novoyadar Agrarian Professional Lyceums). Generally, these results match the views of the individual managers of the oblast VET system.

According to the results of the study, the following key proposals have been **prepared**:

At the state level:

1. To accelerate, adopt and implement the Law of Ukraine "On Vocational (Technical and Vocational) Education", which will enable regions to implement fully the measures aimed to modernized the VET system, the need for which and relevance of the VET schools' activities are of prime importance.
2. Accelerate the drafting of draft laws and draft amendments to the laws of Ukraine that directly or indirectly affect the functioning of the VET system.
3. To ensure the development and implementation in practice of effective mechanisms of legislative, financial and investment, personnel and intellectual, infrastructure and other support for the restoration and development of the government-controlled Donbas areas, employment and social security of IDPs, residents of areas along the contact line, stimulation of a network of new productive jobs, first of all, in the sector of small and medium-sized businesses (for example, the introduction of a moratorium for the JFO period for the payment of any taxes and contributions) etc..
4. Initiate the elaboration and adoption of a legislative act on the predominantly state-owned (with a diversified mixed approach) financing of VET institutions and pre-tertiary education institutions in Luhansk and Donetsk oblasts, at least for the entire JFO period, as part of the recovery and development of the government controlled areas of Donbas and the direction of preserving intellectual, cultural and other achievements (resources) of most administrative districts of these oblasts.

5. To initiate the introduction into the draft Labour Code of Ukraine of amendments and additions on the possibility of employers to more mobile and legally to engage in the dual form of education of VET students – adolescent 9th form graduates in compliance with the relevant requirements of labour legislation before starting industrial practices and training of labour personnel.

At the level of the Ministry of Education and Science of Ukraine:

6. As a beneficiary of the EU Infrastructure Project on Assistance in reforming the system of vocational (technical) education in Ukraine (EC project EU4Skills), to include – as one of the priority directions – the measures and means of supporting Luhansk and Donetsk oblast VET schools, in the first place, during: the creation of a network of centres of professional excellence and innovations of PPON (working title); the formation of a system for forecasting the need for professional qualifications at the regional level; the creation of practices for the use of dual forms of training of workers at workplaces etc.
7. To accelerate the development and implementation of normative, methodological and guidance documents in the field of regulation of the PPON, the absence of which worsens (makes impossible) the effective functioning of the VET schools (for example, the methodology for the development of standards for VET on the basis of professional standards, forecasting of levels and areas of training of working personnel in accordance with needs of the regional labour markets etc.).
8. To resolve – by the end of this year and in full – the issue of the transfer of the VET schools from state to communal ownership.
9. To resolve – by the end of this year and in full – the issue of removing disproportions in the remuneration of VET teachers and foremen of on-the-job training.
10. To form on the Ministry's website a convenient and complete information base of normative acts, forecast data on the need for labour markets in the workforce, a List and a substantial part of the accepted professional standards, standards of professional education in certain professional qualifications, educational and training programs etc., which will allow the country's VET schools to save time and material resources when implementing new innovative approaches.

At the level of other specialized central executive bodies:

11. To recommend to the Ministry of Social Policy of Ukraine, the State Employment Service of Ukraine to simplify and financially extend the procedures

for cooperation between employment centres and the VET schools in Luhansk oblast, in the first place, with regard to training – on the basis of these institutions – of registered unemployed students, to expand the practice of providing them with vouchers for educational services, to encourage employers to employ the relevant employees, including the development, on their basis, of the dual form of training of workers at the workplace, as well as to expand the List of professions with assigned professional qualifications through the evaluation of the results of the non-formal and/or informal education/ training etc.

12. To recommend the National Qualifications Agency to consider, *inter alios*, the professional qualifications recognized by the formal education institutions, the professional qualifications awarded by the qualification centres, the professional qualifications recognized through the evaluation of the results of non-formal training/education. It will help to "soften" disputes between the VET institutions and the centres of vocational education of the State Employment Service of Ukraine for a certain period of time.

At the regional level and at the VET level:

13. To suspend for the next 2 or 3 years the process-es of optimization of VET institutions to keep the existing network as a basis for the training of labour personnel in the conditions of economic growth of the region.
14. To prepare this year – with the assistance of international partners – documents for the selection of candidates for the VET competition and regions for the creation of PPON centres for professional excellence and innovation within the framework of the EU infrastructure project.
15. To finalize and implement – with the assistance of the UNDP Programme on Recovery and Peacebuilding in Ukraine – three author's methodological developments tested in this study:
 - a) Methodology for evaluating the activity of vocational (technical) education institutions in Luhansk and Donetsk oblasts regarding the compliance of training of labour and technical staff on the regional labour markets;
 - b) Methodical recommendations for determining the correspondence of levels and the vocational qualification structure of personnel training in educational institutions in accordance with the needs of the regional labour market;
 - c) Methodological approaches to determining the needs of the region in the labour force for the short-term perspective.

16. To expand the network of VET institutions for the training of teachers who apply the dual form of education in practice.
17. When formulating a regional training order, the authorities and employers to gradually move to personnel training, including labour professions, in the six priority areas of the region's economic development, identified in the study (agriculture, agricultural production, construction, recovery and reconstruction of the real estate affected by the armed conflict, coal and other sub-sectors of the extractive industry, "rehabilitation of the environment"; energy saving, energy efficiency and development of renewable energy; "rehabilitation of areas and population from the consequences of military conflict", the service sector (social segment), the sphere of small and medium-sized businesses for various types of economic activity).
18. This year, to conduct – using the results of UNDP research – the mediation measures between Luhansk oblast, city and district employment centres, the Luhansk Regional Council for Vocational Education and the broad representation of the VET system regarding the co-ordination of efforts and prevention of unprofitable duplication of activities/personnel training etc..
19. The oblast VET management to discuss in details the results of the study, including the results of a sociological survey of managers, workers and students of vocational (technical) education institutions of Luhansk oblast to efficiently make strategic decisions.

