

**REPORT ON THE PROJECT IMPLEMENTATION BASED ON
DOCUMENT ANALYSIS AND OBSERVATION DURING PAGOSTE
PROJECT WORKSHOP FROM 5.10. - 6.10.2023 AT THE
CONGRESS CENTER CENTRO GIOVANNI XXIII in Frascati, Italy.**

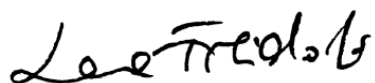
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PLACE: Zurich, Switzerland

DATE: 26th October 2023

SIGNATURE:

A handwritten signature in black ink, appearing to read "Lena Freidorfer".

PREFACE

The author of the report has been invited to be ‘a critical friend’ of the Erasmus+ CBHE Project PAGOSTE “New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine” (No. 609536-EPP-1-2019-1-DE-EPPKA2-CBHE-SP.

The main task of the critical friend is to provide a constructive feedback to the current project implementation and specifically clarify what strengths and weaknesses can be identified by an external expert as well as potential improvements either the project consortium or the individual partner can make in order to achieve the project goal.

The project report is based on the careful study of the project website, project documentation sent by the coordinator and the most importantly on the observations and communication with project partners during the project workshop on 05-06.10.2023.

Disclaimer:

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The European Commission's support for the production of the content of this publication does not constitute an endorsement of the contents, which reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

List of Abbreviations

Partnership-based Governance	PBG
Vocational Education and Training	VET

Introduction

In the course of the PAGOSTE project meeting in Frascati, Italy, in October 2023, the following fundamental questions for the project were in focus:

- To what extent do the partners strive for a sustainable implementation of the PBG measures? How do they ensure a sustainable implementation of these measures?
- How have regulatory principles or legislative innovations around VET teacher education, such as the standards for VET teacher education, evolved since the last meeting?
- How do the partners currently perceive the quality and relevance of VET teacher education and what contribution could they make to increasing its attractiveness, both now but also beyond the nearing end of the project?

A theoretical framework around PBG strategies was laid again and as in the course of the project meeting last year at the University of Konstanz by the German partners accompanying the project.

Among others, theoretical concepts according to Gideonse (1993), Young (2004) or also Young & Boyd (2010) were referred to and a theory-based insight into the governance of VET teacher education from a political and institutional perspective as well as from the perspective of associations was given. It seems particularly valuable that at the beginning of each major partner face-to-face meeting, the importance of theory health is re-emphasized and partners have the opportunity for themselves to refresh their knowledge on how PBG measures work, to strengthen their existing knowledge base but also to fill existing knowledge gaps (f.e. about asking and discussing questions).

In the course of the entire project meeting, it became clear from the presentations given by the partners as well as from the discussion rounds and bilateral talks held that all partners are thinking intensively about a sustainable and thus long-lasting implementation of PBG measures in their institutions and also across institutions. In doing so, they include the aspects listed below in their considerations:

- Securing or formalizing cooperation and partnerships (e.g., through written agreements or other contracts)
- Developing strategies for dealing professionally with the different interests, motives, strengths and weaknesses of partners.
- Permanent increase in the attractiveness of partnerships (e.g. via contributions shared with potential "new" cooperation partners via various online platforms and networks)
- Strengthening of cooperations not only with external actors (e.g. companies for the implementation of student internships), but also of partnerships within the own

institutions (e.g. cooperation of the Department of Education and Psychology with the Department of Business Education and Entrepreneurship).

In addition, since the last meeting, the partners have been working intensively on a book project that will provide insight into the political governance of VET teacher education, specifics of VET teacher education and related PBG measures in Ukraine and other countries (e.g. Germany or Switzerland).

On the following pages, some aspects that were discussed during the project meeting in Frascati, Italy, and that are relevant for the further course of the project and then the soon to follow project conclusion, will be taken up and briefly explained.

Development of Regulatory Principles for VET Teacher Training

- Since the last project meeting, the Ukrainian partners have been working intensively on the development of their regulatory principles or legislative bases in relation to VET teacher education.
- The partners were definitely able to achieve success on this point. Thus, they have concretized and formalized their considerations from the last meeting at the University of Konstanz on these principles.
- Professional Standards, Higher Education Standards, and Education and Professional Programs are now available.
- The individual partner institutions seem to understand the concerns of these strategy papers and are thinking more intensively about their implementation. In addition, the individual partners are cooperating closely with the ministry.
- It now seems important, and this is the recommendation in this critical report, that all partners recognize a sense in the existence of these documents and reflect again and again on the relevance of these basic documents.
- Furthermore, it seems important that these documents, now that they could be finalized, are not considered final, but rather "provisionally final" and that the partners make an effort to continuously adapt and develop these important strategy papers and legislative bases to minor or major changes in VET teacher education.

No Attempt to Copy an Already Existing VET System and VET Teacher Training System

- It seems particularly valuable, and this has already emerged from previous meetings, that the Ukrainian partners continue to reflect intensively on their own VET system and VET teacher training and the possibilities for further development and improvement of the system. However, they are not trying to copy an existing VET system, such as the dual system in Germany, on a 1:1 basis, but rather to find out

more and more about the specifics of their own VET system. In this process the Ukrainian partners are accordingly supported by the German, Austrian and Italian partners.

- The partners are also aware that a 1:1 transfer would not work and would not make sense. Instead, as already mentioned, it is a matter of recognizing and emphasizing their own country-specific aspects in the VET system and VET teacher education system. In this respect, the Ukrainian partner institutions still have a very realistic view of the development of the VET teacher system in their own country. This has been very beneficial for the development steps taken so far (e.g. with regard to the regulatory and legislative documents).

Clear Structuring and Definition of the Partners' PBG Strategies and Measures

- Some Ukrainian partner institutions have been able to expand their partnerships and cooperations with e.g. VET schools, companies or other institutions of higher education since the last project meeting. Some new agreements have been concluded.
- In this respect, it would be important to document all partnerships and collaborations entered in as much detail as possible, both in terms of external transparency and for the institute's own internal archiving. It would be important to record all partnerships, both those that have been entered into and those that have failed (and to list reasons why they failed), in great detail. For example, a tabular overview or a graphically designed overview could be suitable.
- In such an overview it would be important, for example, to record the names of the persons involved in the leading institution as well as the names of the persons involved in the partner institution, the date of the conclusion of the joint agreement or the duration of the partnership or cooperation.
- Such an overview could also be structured further - for example, according to the type of institution with which cooperation takes place. For example, higher vocational training institutes, universities, vocational schools or companies.
- Such an overview should also urgently record how these collaborations or partnerships could be continued after the end of the cooperation, so that discussions can be sought with the relevant partner institutions at an early stage.
- It would also be highly recommended to record positive aspects as well as difficulties of the partnerships in an overview and to mark problematic partnerships accordingly.

- It would be important to be very precise with names and numbers as well - for example, with the number of students who completed an internship at company XY in year XY.
- In addition, it seems extremely important not to work with general statements in this document, but to present very concrete information so that it is also comprehensible for new employees should there be a change of personnel in their own institution. This is not only about archiving and transparency, but also about sustainability within the institution (information does not have to be "searched" for months in the event of a change of personnel).
- In addition, it would be valuable to show in such an overview how the partner institutions cooperate with each other.
- In any case, internal partnerships should also be documented in detail.
- Such a basic document seems to be an important and indispensable measure for long-lasting and efficient partnerships and cooperations with different actors, until one day these partnerships become a matter of course or, in the best case, routine.

Lasting Conviction of PBG Measures

- For a long-lasting and thus sustainable implementation of PBG measures, it seems to be very necessary that the Ukrainian partner institutions themselves are convinced of the effectiveness and relevance of these measures and that they are able to carry this conviction also to the outside (e.g. to their cooperation partners).
- In this point, the Ukrainian partners would be advised to reflect again and again on the following question for themselves, in their own institution - "*Where is the meaningfulness and where are the advantages of PBG measures for us?*" (e.g. in the joy of networking with other institutions and partners).

Permanent Sensitivity to the Specifics of the VET System and VET Teacher Training in Ukraine

- Already the Ukrainian partners deal more or less intensively with the specifics of their own VET and VET teacher education system. It would be important to put these specifics of their own system in writing. And this should be done in a summary that is as clear and easy to understand as possible, on one or two pages, including facts and figures, for example. This summary should include the most important points and information about the Ukrainian VET and VET teacher education system.
- This document could contain, for example, the following information
 - Number of learning locations (vocational school, company, etc.)
 - Most frequently chosen form of vocational training

- Branches of education for prospective VET-teachers
- Also, such an overview can usefully include a concise map of one's VET teacher education system.
- The purpose of this overview would be to become a basic document that all people dealing with education or VET in Ukraine know and can refer to again and again, for example, before presentations or important decisions. It may take some time and certainly some form of marketing to get such a basic document out to the people involved in VET and teacher education. However, once it is circulated, it can become an important and frequently used basic document that clearly shows the specifics of the Ukrainian system.
- In the best case, the VET actors (from science and practice) internalize this document after some time, so that they can then report on the specifics of the system as a matter of course at a certain point in time.
- It seems important that this document should not be a scientific publication with, for example, 20 pages, but really a concise and easily understandable document.
- Such a document can be a central basis for further developments and change processes of the Ukrainian VET teacher education system.

Sustainability Strategy

- Since the last two project meetings, the Ukrainian partners have been thinking intensively about the long-term and sustainable implementation of their PBG measures and strategies. It would be particularly important to continue to work on action strategies, as some partners are already doing for themselves, in order to be able to maintain cooperation even after the conclusion of the PAGOSTE project.
- To this end, it seems particularly important to outline the advantages and disadvantages of the completed collaborations and partnerships (in an overview, as mentioned above) and to seek a discussion with the partners early on before the end of a respective partnership and to enter into a joint discussion about the meaningfulness of continuing the collaboration.
- Each Ukrainian partner institution should be able to clearly define how the partnerships and cooperations can be continued, evaluated and also managed after the end of the PAGOSTE project. In this way, PBG measures and strategies can become an integral part of the VET system and the VET teacher training system in the long term.
- The persons who continue to implement the PBG strategies and measures of the Ukrainian partners should also know and be able to understand the motivations that led to the creation of these strategies and measures. Therefore, the call for very clear

and comprehensible documentation or logging of the PBG partnerships, strategies and measures also applies at this point. In case of a change of personnel in the respective Ukrainian partner institution, these remain traceable and can be retraced at any time.

Use Currently Important Professions to Increase the Attractiveness of the VET System

- In the course of the project meeting, a number of professions and occupational areas were mentioned that are gaining in importance as a result of the current developments in Ukraine. Among them, the partners mentioned, for example, professions in the construction industry, but also specifically in oil companies. For example - drilling rig workers, draftsmen, electricians or mechanics.
- These professions should now be used to increase the prestige of vocational education and VET teacher education. Young people should be clearly shown the importance, the prestige associated with these professions. Prestige of a company, a profession and taking responsibility is incredibly important for young people - besides a good salary and should not be underestimated.
- For example, the advertising campaigns that have already been initiated by the Ministry to increase the attractiveness of vocational education and training as well as VET teacher training could be well used here and these important professions could now find their way into the campaigns.

Online Platform, Partner Space 015

- Even though the commitment to the online platform is still very high and the Ukrainian partners are making great efforts on the technical and marketing side of this platform, it has not yet been used intensively by different target groups (e.g. by prospective VET teachers other teachers or vocational educators).
- It would be important for the partners to discuss again intensively where they see the added value of this platform, and they should also reflect on whether they are convinced of the added value of this digital network.
- Then, in a next step, they should specifically reflect on how their own convictions about this platform can also be communicated to the future target group/future users.
- In any case, the advantages of this platform should be clearly stated for all participants.

Conclusio

In conclusion, it can be said that all partners involved in the project are making efforts to bring the project to a successful conclusion. Regular exchange meetings between the partners continue to take place. In addition, a final conference is being planned at the Vienna University of Economics and Business Administration in the beginning of November 2023. This seems to be particularly important for the project's conclusion, as it will provide an opportunity to present and discuss key findings from the project. In addition, the conference will be another important platform to promote and publicize the project in Austria. As already mentioned above, the publication of a joint book in English is planned for the near future. The contributions in this book will give an insight into the VET teacher system in Ukraine. The book will be an important source of information on the Ukrainian education and training system for VET researchers and practitioners as well as for other interested parties from other countries and thus certainly offers potential for the implementation of further cross-country comparative studies with Ukraine.