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REPORT on WORK PACKAGE 1

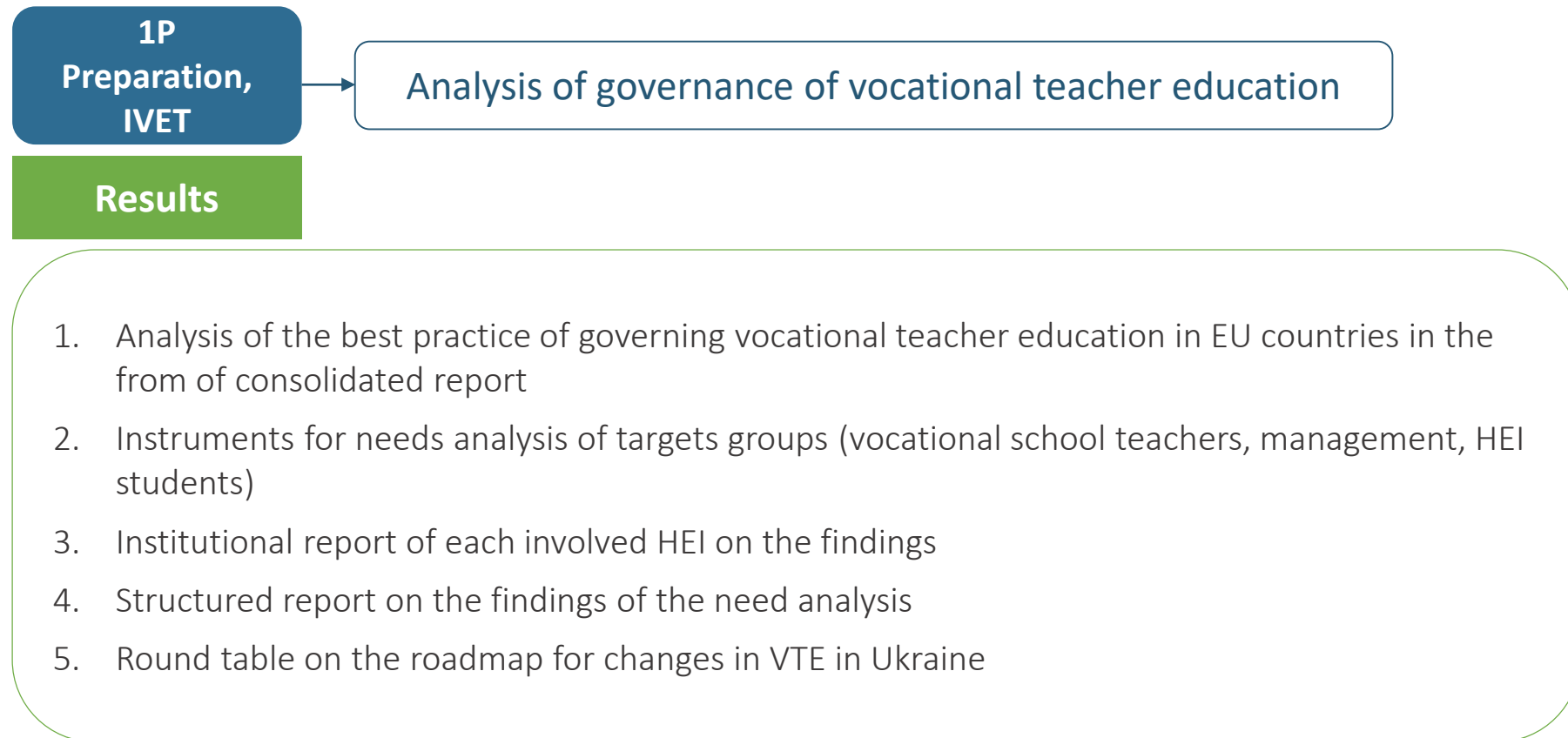
Valentyna Radkevych, Oleksandra Borodiyenko, Victoriia Kruchek, Oleksandr Radkevych
Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences of Ukraine

This project has been funded with support from the European Commission. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

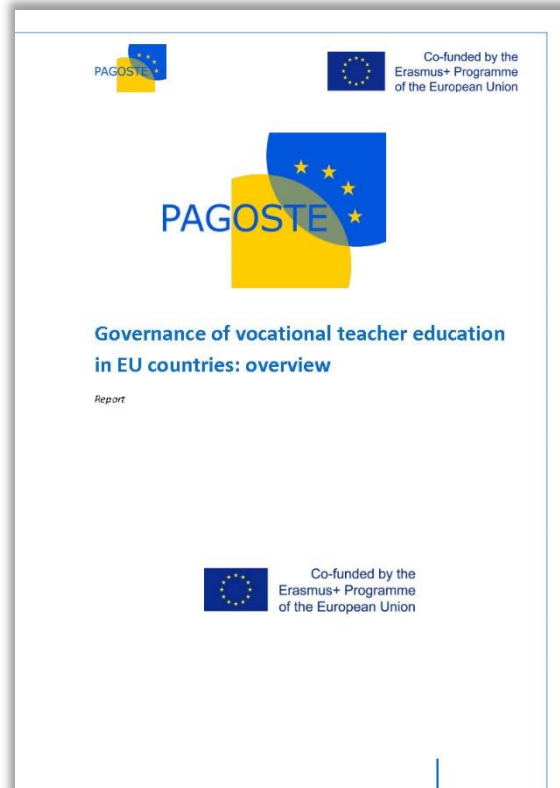
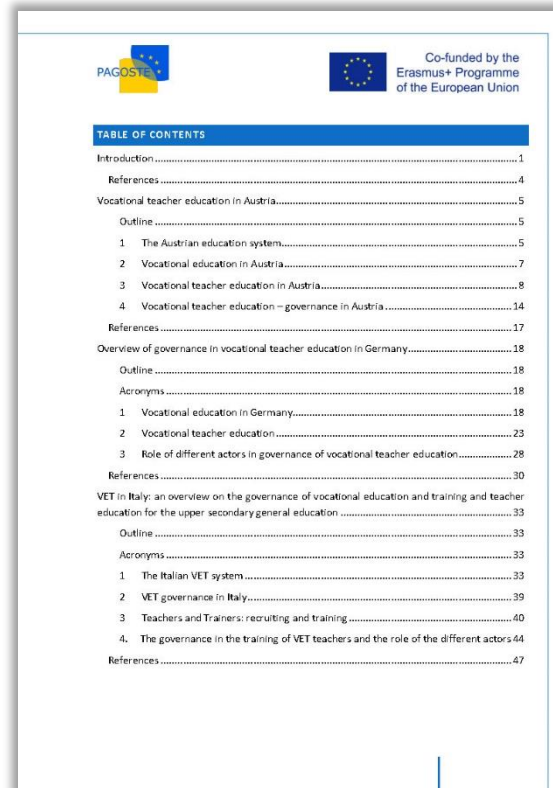
What were the objectives and tasks of the work package?



WP-1: Results expected

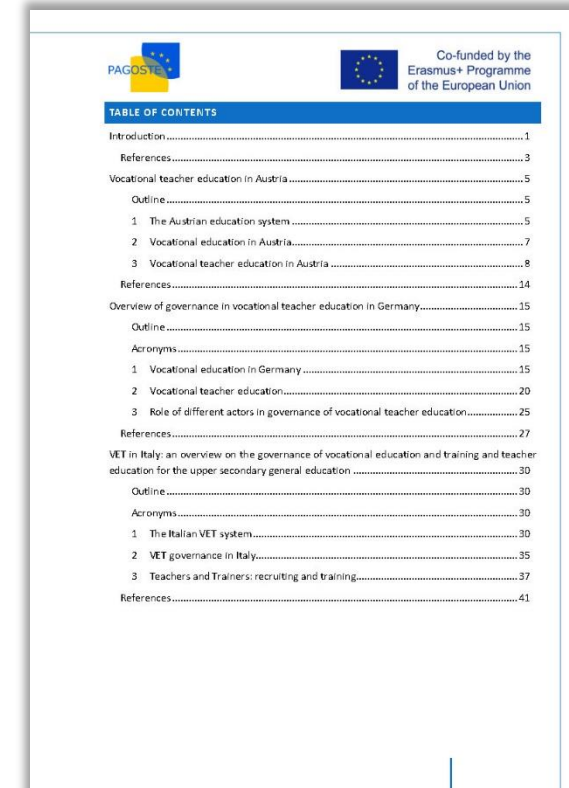


1. Analysis of the best practice of governing vocational teacher education in EU countries in the form of consolidated report

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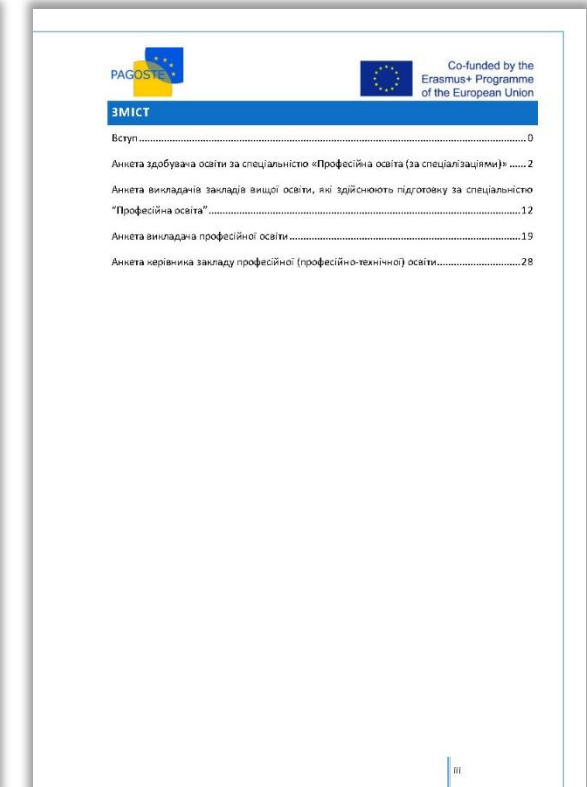
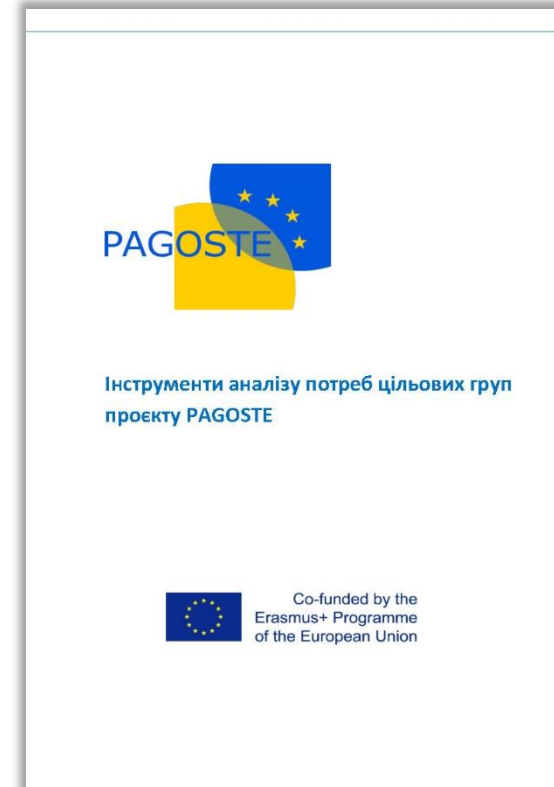
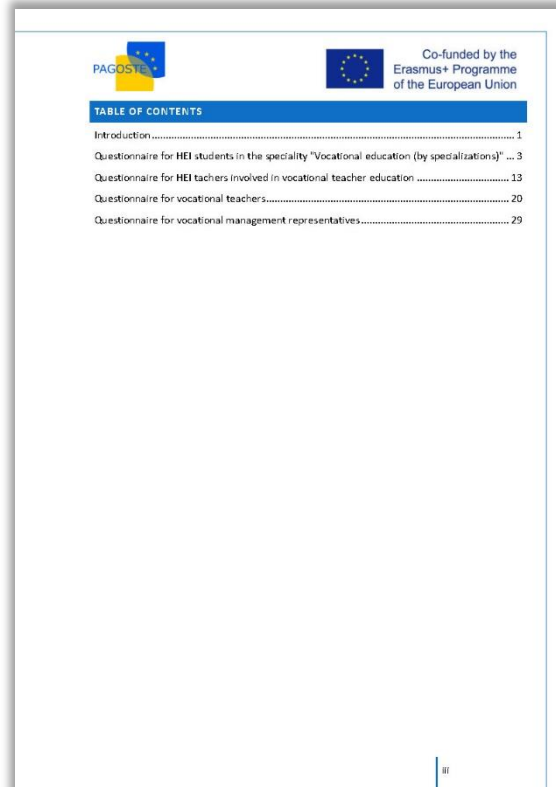
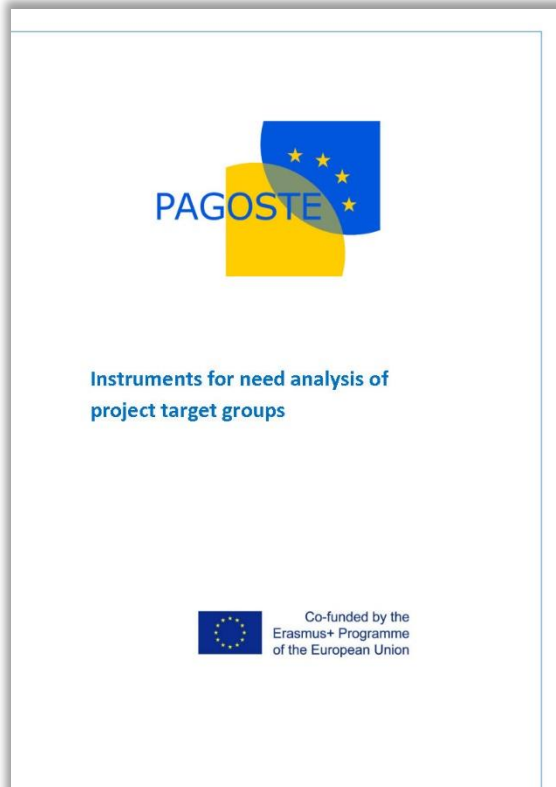
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2. Instruments for needs analysis of targets groups (vocational school teachers, management, HEI students)




3. Institutional report of each involved HEI on the findings




Analysis of system of vocational teacher education and its governance at Ukrainian Engineering Pedagogics Academy (UEPA)

Institutional report




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Current state of vocational teacher training at South Ukrainian National Pedagogical University named after K.D. Ushynsky

Institutional report




Co-funded by the
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Analysis of system of vocational teacher education and its governance at Kyiv National Economic University named after Vadym Hetman

Institutional report




Co-funded by the
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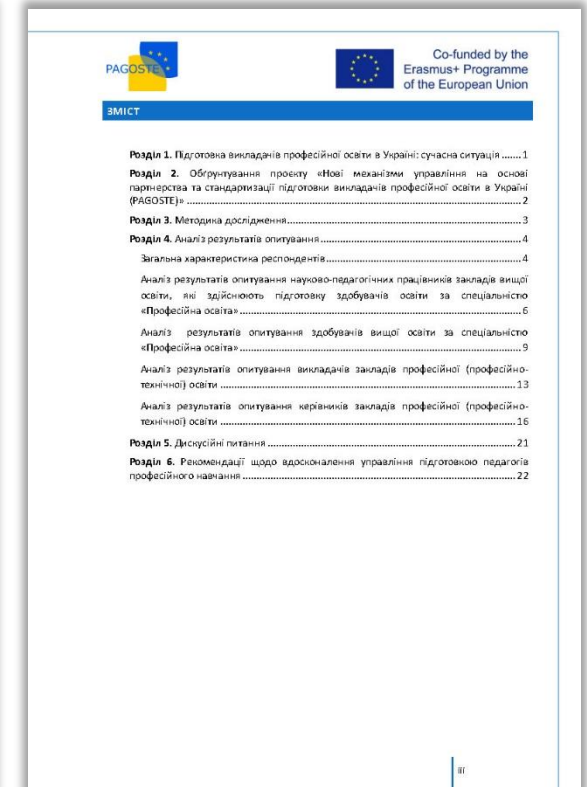
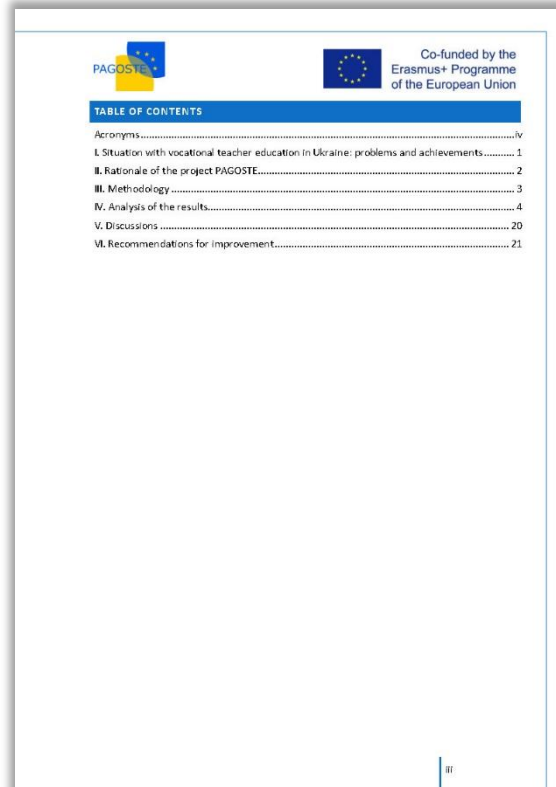
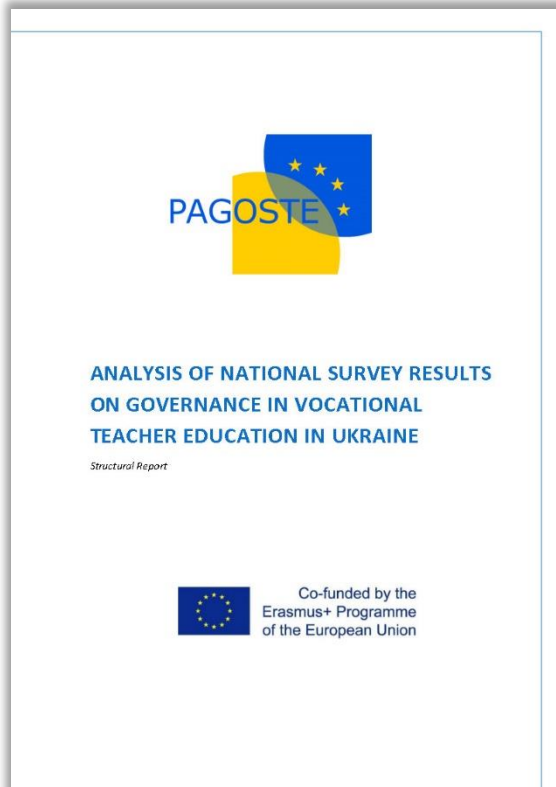
Professional education and vocational education teachers in Ukraine: experience of the National Transport University

Institutional Report



Co-funded by the
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4. Structured report on the findings of the need analysis



5. Round table on the roadmap for changes in VTE in Ukraine

ERASMUS+ PROJECT KA2: CBHE

“NEW MECHANISMS OF PARTNERSHIP-BASED GOVERNANCE AND STANDARDIZATION OF VOCATIONAL TEACHER EDUCATION IN UKRAINE”
№ 609536-EPP-1-2019-1-DE-EPPKA2-CBHE-SP

ROUND TABLE

GOVERNANCE OF VOCATIONAL TEACHER EDUCATION:
BRINGING TOGETHER STAKEHOLDERS AND MATCHING INTEREST

ONLINE
14.-15.09.2020

Co-funded by the Erasmus+ Programme of the European Union

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PROGRAMME
Monday, 14.09.2020

Time	Activity	Place
9:45-10:00	Logging in and testing the quality of connection	
10:00-10:15	Welcome word by the NTU and UKON <i>Mykola Dmytrychenko, National Transport University</i> <i>Thomas Deissinger, University of Konstanz</i>	Google Meet Room Code: isf-asgd-cid
Session I		
10:15-10:45	Presentation about the project <i>Oksana Melnyk, University of Konstanz</i>	Google Meet Room Code: isf-asgd-cid
10:45-11:30	Governance of vocational teacher education in Austria <i>Richard Fortmüller and Rosanna Steininger, Vienna University of Economics and Business</i>	Google Meet Room Code: isf-asgd-cid
11:30-11:45	Coffee break	
Session II		
11:45-12:30	Governance of vocational teacher education in Germany <i>Thomas Deissinger, University of Konstanz</i>	Google Meet Room Code: isf-asgd-cid
12:30-12:45	Short summary before lunch <i>Natalia Bondar, National Transport University</i>	Google Meet Room Code: isf-asgd-cid
12:45-14:30	Lunch time	
Session III		
14:30-15:15	Governance of vocational teacher education in Italy <i>Giovanni Serra, Università degli Studi Roma Tre</i>	Google Meet Room Code: isf-asgd-cid
15:15-15:30	Coffee break	
Session IV		
15:30-16:30	Moderated discussion: what lessons can be learnt for Ukrainian vocational teacher education <i>Natalia Bondar, National Transport University</i>	Google Meet Room Code: isf-asgd-cid
16:30-16:45	Summary of the first day	

Дані та цифри

- 740 закладів ПТО
*станом на 01.01.2020
- 244,7 тис учнів/слухачів
*станом на 01.01.2020
- 33,8 тис педагогів
*станом на 01.09.2019
- 123,6 тис випускників у 2019 році
- 119,6 тис місць регіонального/державного замовлення у 2020 році
- 104,3 тис зарахованих у 2019 році

Деталі зустрічі

Participants: Iryna Shumik, Daniel Savostin, Valentin Usov, Viktoriya Kryuchko, Erasmus pagoste, Giovanni Serra, Roman Lykors, Valeriyka Tka..., Olga Arceva








Which objectives were reached and tasks performed?

Which objectives were not reached and tasks not performed?

What were the reasons?

How were the tasks distributed in the project consortium?

<p>1. Analysis of the best practice of governing vocational teacher education in EU countries in the form of consolidated report</p>		<p>University of Konstanz Vienna University of Economics and Business Roma Tre University</p>
<p>2. Instruments for needs analysis of targets groups (vocational school teachers, management, HEI students)</p>		<p>Institute of Vocational Education and Training of NAPS University of Konstanz Roma Tre University Kyiv National Economic University South Ukrainian National Pedagogical University National Transport University Ukrainian Engineering Pedagogics Academy Ministry of Education and Science of Ukraine</p>
<p>3. Institutional report of each involved HEI on the findings</p>		<p>University of Konstanz Kyiv National Economic University South Ukrainian National Pedagogical University National Transport University Ukrainian Engineering Pedagogics Academy</p>
<p>4. Structured report on the findings of the need analysis</p>		<p>Institute of Vocational Education and Training of NAPS University of Konstanz</p>
<p>5. Round table on the roadmap for changes in VTE in Ukraine</p>		<p>University of Konstanz Vienna University of Economics and Business Roma Tre University Kyiv National Economic University South Ukrainian National Pedagogical University National Transport University Ukrainian Engineering Pedagogics Academy Ministry of Education and Science of Ukraine Institute of Vocational Education and Training of NAPS</p>



What changes were introduced in comparison to the original proposal? Why?



Implementation of the Self-competences and Convictions' Perception Questionnaire (QPCC) to VET teachers in Ukraine

Strategic competences self-evaluation and development

Co-funded by the Erasmus+ Programme of the European Union

QUESTIONARIO DI PERCEZIONE DELLE PROPRIE COMPETENZE E CONVINZIONI (QPCC) (Pellegrini-Orio)

* Pellegrini Michele – Orio Francesco, il questionario di percezione delle proprie competenze e convinzioni (QPCC), Roma, Ed. Lavoro 2001. (versione 2016)

Il questionario QPCC può aiutarvi a riflettere su come affrontate alcune situazioni di vita o problemi di attività professionale. Rispondendo con cura sarà più facile individuare l'origine di alcune difficoltà incontrate e il modo di superarle. Il questionario è formato da 63 frasi che descrivono un modo di agire, di giudicare o una stata d'animo.

Il significato di ciascun numero della scala 1-4, o secondo dell'affermazione, è questo:
 1 = Per nulla d'accordo; 2 = Solo in parte d'accordo; 3 = Abbastanza d'accordo; 4 = pienamente d'accordo.

Accanto a ciascuna frase, quindi, segna con una crocetta il valore da 1 a 4 che corrisponde a quanta ritieni di trovarvi d'accordo con l'affermazione fatta.

Scegli non in base a quello che vorresti o dovresti fare o sentire, bensì in base a quello che fai o provi veramente. Se per qualche situazione descritta non hai sufficiente esperienza, allora esprimi ciò che con più probabilità descriverebbe te stesso se ti trovassi in quella situazione.

Prima di iniziare il Questionario compila il seguente modulo

COGNOME e NOME _____
 ANNO di NASCITA _____ SESSO: m f
 PAESE _____ DATA della PROVA _____ / _____ / _____

Accanto a ciascuna frase segna con una crocetta il valore da 1 a 4 che corrisponde alla frequenza con cui abitualmente fai le cose o provi sentimenti ed emozioni.

	Mai o quasi mai	Qualche volta	Spesso	Sempre o quasi sempre
1. Quando parlo in pubblico, mi sento imbarazzato	1	2	3	4
2. Quando devo rispondere a una richiesta improvvisa, mi blocco e non riesco più a reggere	1	2	3	4
3. Anche se un compito è noioso, continuo a svolgerlo finché non l'ho terminato	1	2	3	4
4. Quando mi sento valutato ingiustamente, rifletto sulla situazione cercando di capire il perché	1	2	3	4
5. Cerco di trovare relazioni tra quello che apprendo e quello che già conosco	1	2	3	4
6. Pongo delle domande per sollecitare l'attenzione e la riflessione dei miei ascoltatori	1	2	3	4
7. Quando riesco nelle mie attività, penso che ciò dipenda dal fatto che sono una persona veramente capace	1	2	3	4
8. Vorrei essere il migliore di tutti in qualche cosa	1	2	3	4
9. La capacità di una persona dipende dalla costanza e dallo sforzo che questa mette nell'applicarsi	1	2	3	4
10. Mi sento molto a disagio durante un intervento in pubblico, anche quando sono ben preparato	1	2	3	4
11. Durante lo svolgimento di un'attività importante, mi passano per la testa dubbi e incertezze sulla mia capacità di riuscirci bene	1	2	3	4
12. Provo difficoltà nel riuscire a convincere gli altri della validità o della opportunità di una linea d'azione	1	2	3	4
13. Quando ho deciso di fare qualcosa, la porto a termine anche se costa fatica	1	2	3	4
14. Quando comunico con gli altri uso frasi brevi e chiare	1	2	3	4

АНКЕТА СПРИЙНЯТТЯ ВЛАСНИХ НАВИЧОК ТА ПЕРЕКОНАНЬ

* Авторі - Пеллері Мікеле - Оріо Франческо, Рим, ред. Lavoro, 2001. Версія 2016 року.

Дана анкета допоможе вам усвідомити те, як ви даєте раду з певними життєвими ситуаціями або професійними проблемами. Результати анкетування дадуть вам змогу зрозуміти походження деяких труднощів та визначити шляхи подолання проблем.

Анкета складається із 63 тверджень, які описують моделі поведінки, а ваші судження або ставлення. Ваша відповідь може називатись від 1 до 4, де 1 – абсолютно не згоден (а), 2 – частково згоден (а), 3 – переважно згоден (а), 4 – повністю згоден (а).

Будь ласка, відмітуйте парні із кожним твердженням з допомогою значка (крестика) значення від 1 до 4, яке відповідає тому, як згодні із даним твердженням. Сбирайте відповідь відповідно до вказаної досвіду (не те, що ви повинні робити чи відчувати, а те, що ви реально робили утлі чи іншої ситуації). Лише якщо у вас немає відповідного досвіду, тоді зберіть твердження, яке відповідає тому, як би ви вчинили чи що б ви відчували у випадку, якщо така ситуація трапилась б.

Перед початком опитування, заповніть, будь ласка, цю форму:

Стать: Чол Жін

Дата заповнення: _____

Крайна: _____

	абсолютно не згоден (а)	частково згоден (а)	переважно згоден (а)	повністю згоден (а)
1. Коли я виступаю перед аудиторією, я ніяково.	1	2	3	4
2. Коли мені потрібно відповідати на раптово запитання, я відчуваю, що застрягаю і не можу зреагувати.	1	2	3	4
3. Навіть якщо завдання нудне, я продовжую його виконувати до кінця.	1	2	3	4
4. Коли я відчуваю, що мене несправедливо оцінюють, я розмірковую над ситуацією, намагаючись зрозуміти чому.	1	2	3	4
5. Я намагаюсь знайти зв'язок між тим, чому я навчаюсь, і тим, що я вже знаю.	1	2	3	4
6. Я ставлю запитання для того, щоб привернути увагу та почути думку моїх студентів/слухачів.	1	2	3	4
7. Коли я досягаю успіху у своїй діяльності, я думаю, що це обумовлено тим, що я маю відповідні здібності.	1	2	3	4
8. Я б хотів (-ла) бути найкращим (-щою) у всьому.	1	2	3	4
9. Здібності людини залежать від наполегливості та зусиль, які вона докладає.	1	2	3	4
10. Я почуваюсь некомфортно під час публічного виступу, навіть якщо я добре підготувався (-лася) до нього.	1	2	3	4
11. Під час виконання важливої роботи у мене є сумніви та невпевненість у своїй здатності досягти успіху.	1	2	3	4
12. Мені важко переконати інших в обґрунтованості й доцільності тих чи інших дій.	1	2	3	4
13. Якщо я вирішив (-ла) зробити щось, я це зроблю навіть якщо це вимагає додаткових зусиль.	1	2	3	4

Activities

No	Type	Name	Date, place	Objectives	Number of participants according to groups*						Comments (how, who organised, feedback to the event/activity, overall assessment)
					I	II	III	IV	V	VI	
1	Workshop	Kick-off Workshop	17-18.02.2020 Konstanz	<ul style="list-style-type: none"> - presentation of the project PAGOSTE: objectives, work packages and tasks - discussion of temporal structure, tasks, dissemination and quality assurance 	-	20	-	-	-	4	
2	Round Table	Governance of vocational teacher education: bringing together stakeholders and matching interest	14-15.09.2020 Online	<ul style="list-style-type: none"> - to discuss with stakeholders the results of the national survey on the partnership-based governance of vocational teachers' education - work out the road map for positive changes 							
3	Workshop	Summing up the first workpackage and planning next steps	16-17.09.2020 Online	<ul style="list-style-type: none"> - to summarize the achievements of the first workpackage; - to discuss further actions concerning the second, third work packages and dissemination work package; - to discuss technical and administrative issues. 	-	20	-	-	-	4	

***Groups:**

I – Students

II – HEI academic staff

III – VET teachers

IV – VET management

V – Employers

VI – others



Deliverables

Which outputs were produced?



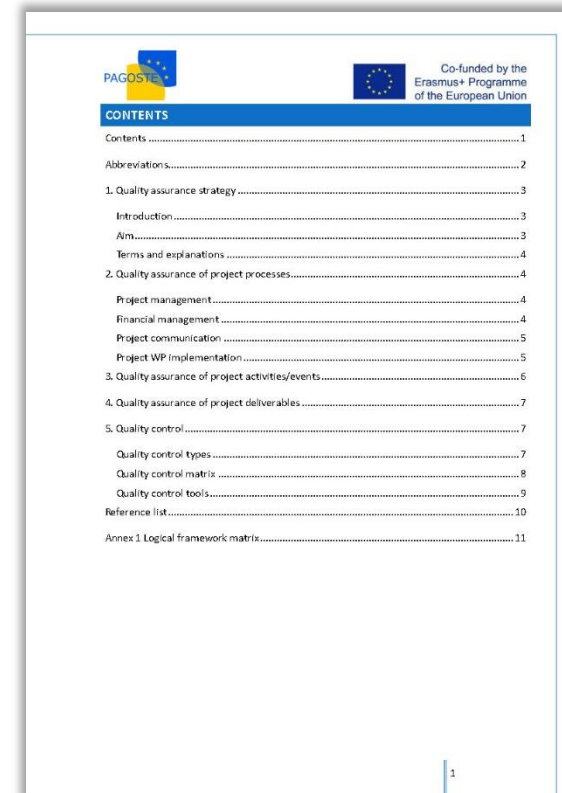
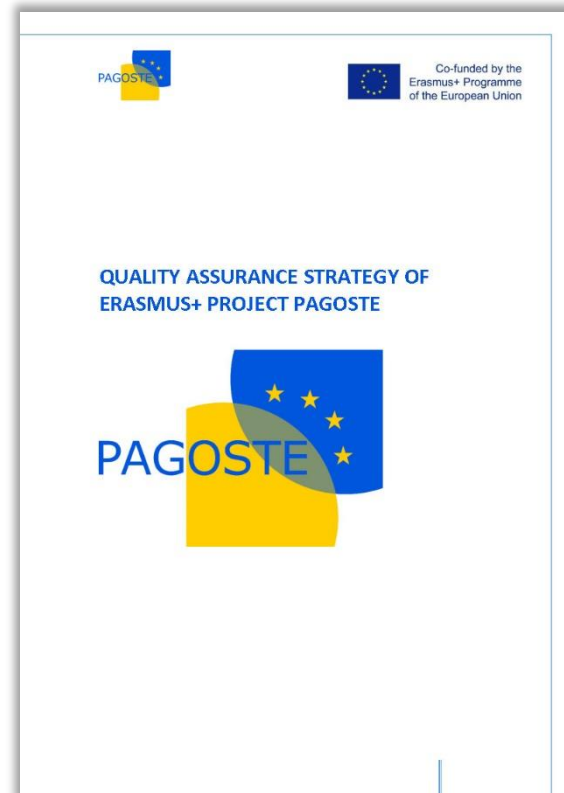
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2. Instruments for needs analysis of target groups (vocational school teachers, management, HEI students)
3. Institutional report of each involved HEI on the findings
4. Structured report on the findings of the need analysis
5. Round table on the roadmap for changes in VTE in Ukraine

Do they comply with the LMF? How do they contribute to the achievement of the project objectives?

Deliverables



How was the quality (of every deliverable) assured?



Deliverables

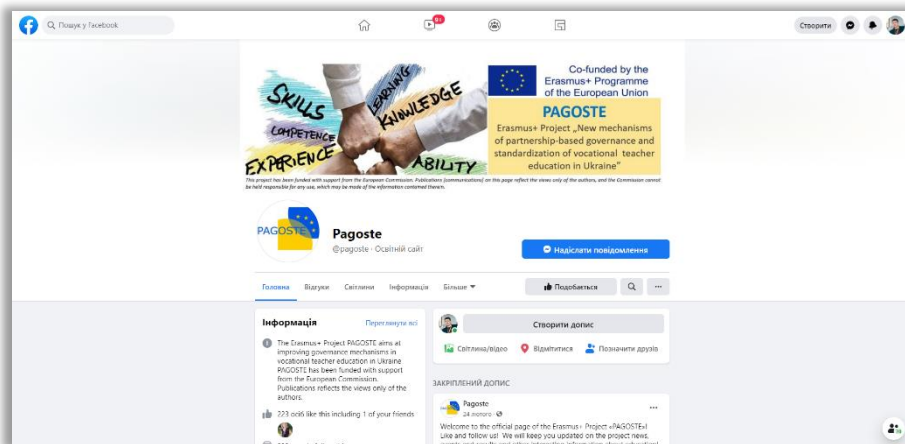
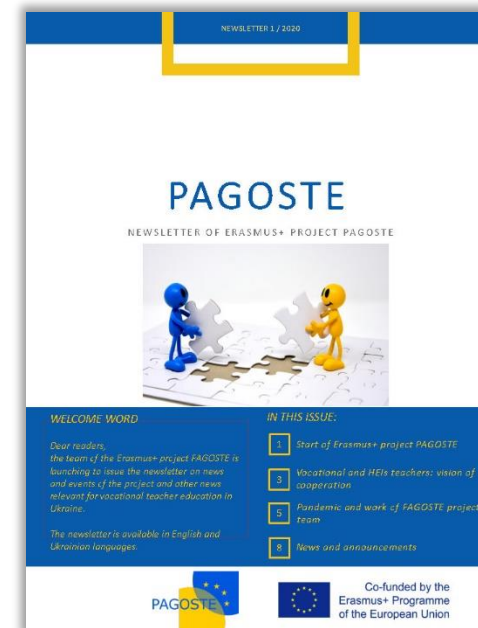
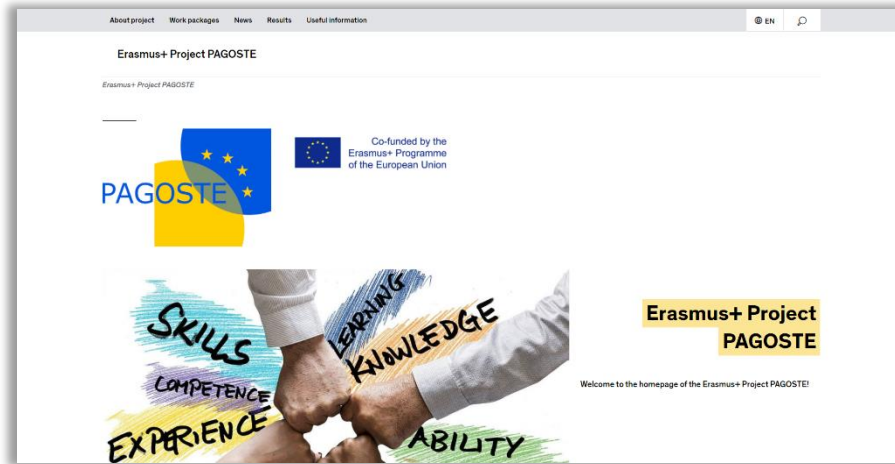


Did the workload correspond to your estimation?

What changes were introduced in comparison to the original proposal? Why?

Deliverables






How were they disseminated?



Partners involvement



How did partners contribute to the WP implementation, achievement of objectives, delivering activities and deliverables?

<p>1. Analysis of the best practice of governing vocational teacher education in EU countries in the form of consolidated report</p>		<p>University of Konstanz Vienna University of Economics and Business Roma Tre University</p>
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Partners involvement



How would you evaluate the performance and involvement of each partner?

What problems did you face while interacting with the project partners?

Management

How did coordination take place?



Online Jour Fixe
22.07.2020 (10:00 - 11:45)

Participants:

PI / UKON (Romania)	Thomas Deissinger Oksana Melnyk
PI / WU (Vienna)	Richard Fortmüller Rosanna Steininger
PI / UNITRE (Sofia)	Giovanni Serra
PI / KNEU (Kyiv)	Svitlana Tymoshuk Tetiana Shkoda
PI / SUNPU (Sofia)	Tekana Fogel
PI / NTU (Kyiv)	Danylo Slovach-Kosyak
PI / UEPA (Belarus)	Oleksandr Kupriyanov Roman Nedbenko
PI / MESU (Kyiv)	-
PI / IVET (Kyiv)	Oleksandra Borodenko

Agenda:

1. Update on the PA
2. WP 1 update and quality assurance of Ukrainian reports
3. Preparation for the events in September
4. Miscellaneous

Minutes:

1. Update on the PA

The coordinator informed that all the copies of the partnership agreement have been submitted to the legal department for signature and hopefully within 2-3 weeks the PA will be ready. As soon as the copies are ready, the scanned and hard copies will be sent to the partners.

PAGOSTE

HOW TO FILL IN REPORTING DOCUMENTS FOR STAFF COSTS

University of Konstanz

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TASK (by 18.8.2020)

ALL: please send the address of your organisation where the hard copies must be sent to as soon as the PA is ready the staff costs can be transferred and the daily allowances for the events, which were conducted.

TASK (ASAP)

ALL: Please check your reporting docs for staff costs (employment contract, JD, TS and outputs if relevant), sign and send them scanned and in hard copy (only JD and TS) to the coordinator. It is advisable to check the consistency and correctness of documents before signature.

2. WP 1 update and quality assurance of Ukrainian reports

The WP 1 is approaching its end. The Ukrainian partners except for the IVET sent by 15.07.2020 for the preliminary check to the coordinator English or Ukrainian (or both) variants) of their reports and received feedback.

Following the chart of the internal quality assurance process (see p. 10 of the Project management book), the produced reports must be internally reviewed, after check and formatting done by the WP Leader (IVET) and the QA Leader (UKON).

Figure 3. Internal peer-review process

Therefore, it was agreed that one EU partner will check one report, and UKON will take over the rest of reports. So far the division is the following:

WU -> the report from KNEU
UNIBROUATRE -> the report from SUNPU
UKON -> the reports from NTU, UEPA and IVET

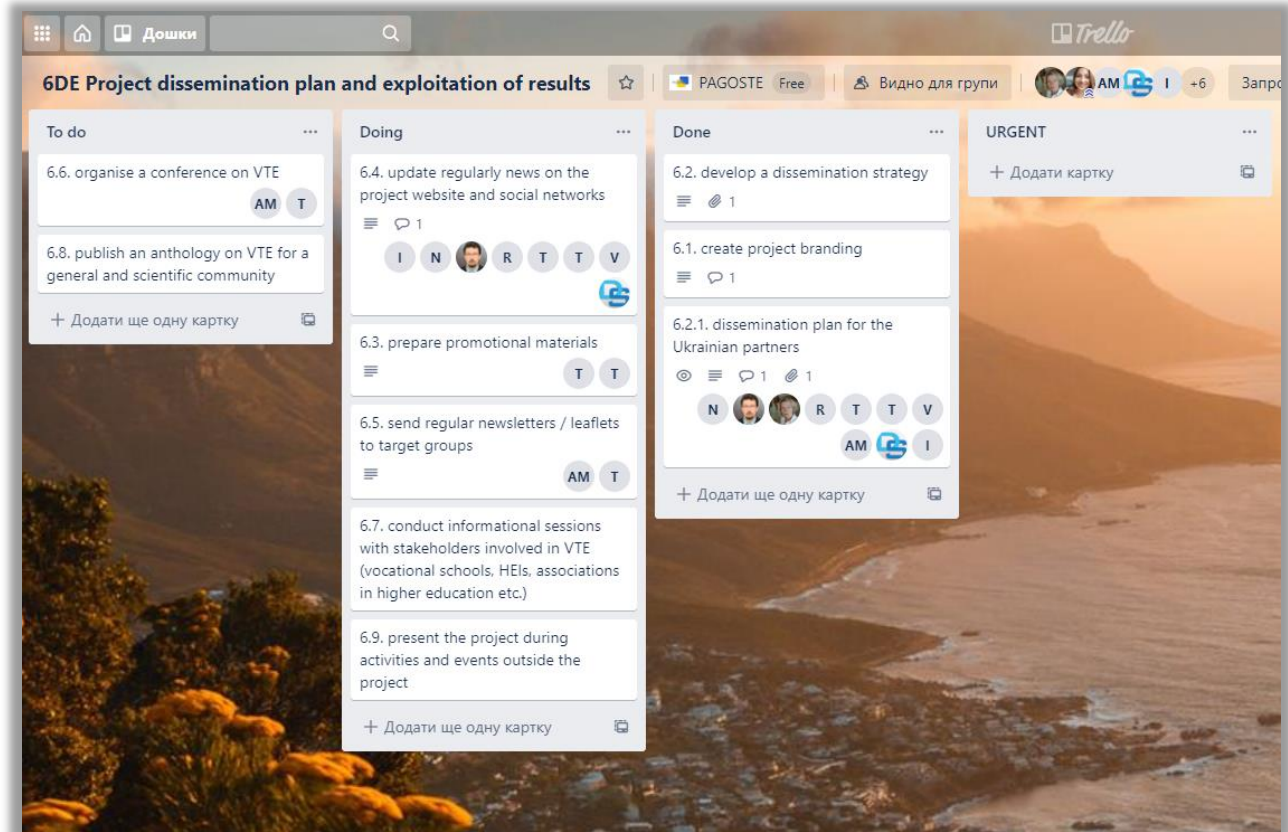
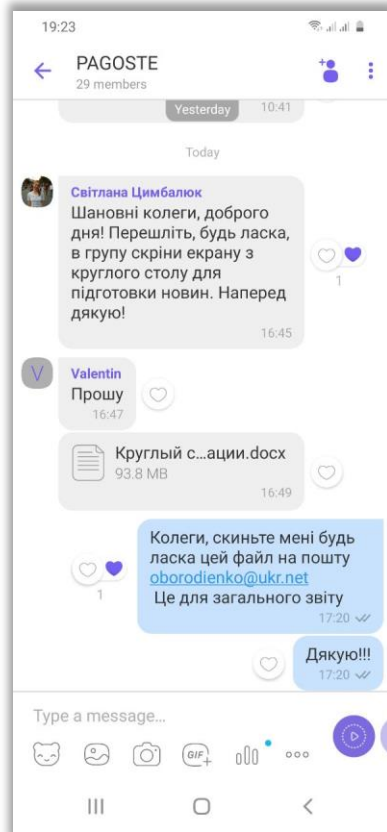
TASK (ASAP, but no later than 31.07.2020)

Ukrainian partners which prepare their reports on the need analysis: please send the English versions to the QA Leader for the formal check and formatting

Management



How did communication take place?



Management



What problems did you face during the WP implementation?

How did you solve them?

Thank you for your attention!

oborodienko@ukr.net

+38 050 198 50 92

