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## DISSEMINATION STRATEGY OF ERASMUS+ PROJECT PAGOSTE





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| <b>Summary:</b>                                     | <p>The documents outlines main definitions and guidelines for the effective dissemination of the project results among wider groups. It has a recommendation character. Its implementation is supervised by the respective work package leader.</p> <p>N.B. On 02.06. the strategy has been updated in line with the presentation from Grant Holders Meeting, namely the EU disclaimer was changed and the hashtag for social networks</p> |

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## ABBREVIATIONS

HEI – higher education institution

PBG – partnership-based governance

VET – vocational education and training

VTE – vocational teacher education

WP – work package

## PARTNER CONSORTIUM

The consortium demonstrates optimal balance of skills, knowledge and expertise for the implementation of the project. The geographical component has been also taken into consideration, therefore the different regions and countries constitute a project consortium. The participating European universities from Germany, Austria and Italy complement the consortium with best existing practices in VTE. Ukrainian partners include organizations with rich experience of participation in Erasmus+ projects as well as new partners. Geographically Ukrainian partners are located in the northern (Kyiv), southern (Odesa) and eastern (Kharkiv) parts of Ukraine

### **EU partners:**

- University of Konstanz, Germany, coordinator
- University Roma Tre, Italy
- Vienna University of Business and Economics, Austria

### **Ukrainian partners:**

- Ministry of Education and Science of Ukraine, Kyiv
- Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine, Kyiv
- Vadym Hetman Kyiv National Economic University, Kyiv
- Ukrainian Engineering Pedagogics Academy, Kharkiv
- National Transport University, Kyiv
- South Ukrainian National Pedagogical University named after K.D. Ushynsky, Odesa

## PROJECT OBJECTIVES

The project deals with giving the impulses for reforming the governance of VTE with the aim of enhancing its relevance and quality and raise awareness to vocational education and the profession of a teacher.

The *objectives of the project* are the following:

- to establish effective mechanism of partnership between HEIs, which are involved in VTE, VET institutions (schools, colleges, centers, etc.) and also involve, if regionally possible and/or needed other stakeholders (companies, public authorities);
- to employ mechanisms of PBG for in-service vocational teacher training;
- to enable educational institutions involved in VTE to use standards for PBG.

The *first* objective in the project is to make vocational schools, their interests and needs, and their problems with finding the "right" staff for teaching more visible. In the project they shall become equal partners - together with other stakeholders involved in VTE - in the process of organizing and steering the pedagogical training of young people who want to become vocational teachers. Their subordinate role seems to be unjustified and we can assume that the "missing link" between universities and schools causes a number of unsolved problems in VTE (among them the low motivation and interest among students to enter VTE, the low percentage of those who actually enter the profession of a teacher, and a strongly perceived lack of sufficient level of practical training during the teacher training courses).

The *second* objective intends to meet the needs for lifelong learning and further development of vocational teachers. PBG shall become an instrument to lead to mutual exchange between teaching staff of the various institutions involved in VTE and thus open possibilities for vocational teachers already working in the profession to benefit from further professional development.

The *third* objective is aimed at making the PBG mechanisms feasible in the national context by which it is not only meant to influence the relevant stakeholder groups (HEI students, HEI academic staff, VET teaching staff, VET school management etc.), but it should also lead to positive impacts on the system of higher pedagogical education in general and make it more relevant to the need of VTE and VET. Therefore, teacher training institutions should be able to realign their VTE programmes according to nationally available standards, which take into account the complexity of VTE as envisaged in this project.

The objectives build up logically as they each has to be seen as foundation for the next. The third objective refers to the function of a multiplier for the implementation of PBG results on



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the national level. Here the commitment and cooperation of the Ministry of Education and Science of Ukraine within the project is envisaged. Since decentralisation is a major aspect of current Ukrainian VET policy, the approach of PGB in VTE fits perfectly into the political agenda of this country, which also implies redefining the traditional roles of the responsible institutions in this field, above all vocational schools and universities offering VTE.

## DISSEMINATION STRATEGY

### AIM

The Erasmus+ Guide defines dissemination as “a planned process of providing information on the results of programmes and initiatives to key actors. It occurs as and when the result of programmes and initiatives become available. In terms of the Erasmus+ Programme this involves spreading the word about the project success and outcomes as far as possible. Making others aware of the project will impact on other organisation in the future and will contribute to raising the profile of the organisation carrying. To effectively disseminate results, an appropriate process at the beginning of the project needs to be designed. This should cover *why (aim), what, how, when, to whom and where* disseminating results will take place, both during and after the funding period” (European Commission, 2018, p.314). With regard to the Erasmus+ Project PAGOSTE apart of the aim described in the Erasmus+ Programme Guide, *the aim of the dissemination* is also to draw public attention to the vocational teacher training, the contribution of the project to the improvement of VTE in Ukraine and, therefore, to enhance the public awareness to the project realized in the sphere of teacher training as well as to the teaching profession in general and vocational education and training of the country. Since the aim of the project is to foster the involvement of other stakeholders into the VTE, the dissemination is to extend the impact and positively influence the image and popularity of VET and teaching profession.

The aim of this dissemination strategy is to substantiate and describe in more detail the dissemination plan, which was outlined in the project application (see project application, part G2, p.131-132), so that the project consortium has a detailed and clear guidance how to disseminate the results effectively.

### COMPONENTS

#### WHO

The project aims to reach specific target groups as well as a wider public (see project application, part D, p. 4-5):

- students of Ukrainian HEIs;
- HEI academic staff and management;
- VET teachers;
- VET school management;
- corporate universities, companies’ departments of personnel development, training centers;
- Ministry of Education and Science of Ukraine;





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- VET learners;
- employers.

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## WHAT

The task is to disseminate tangible and intangible results of the project.

To tangible project results for dissemination belong:

- structured and institutional reports on the need analysis;
- concepts and other documentation on PBG;
- training materials produced during staff trainings;
- training and learning materials produced within cooperation mechanisms between HEIs and vocational schools, corporate universities, companies' departments of personnel development, training centers or other stakeholders if relevant;
- policy paper;
- anthology;
- newsletters;
- other tangible results.

To intangible results belong:

- knowledge and experience gained by participants, HEI students, VET learners and staff of HEIs and vocational schools;
- increased skills or achievements;
- improved awareness;
- better language skills (European Commission, 2018, p. 316).

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## HOW

In order to achieve the dissemination aim the project consortium is to employ the following means:

- project website;
- Erasmus+ Project Results Platform;
- websites of the project partners;
- social networks (Facebook and others);
- articles published in journals and magazines in the sphere of teacher education and VET;
- informational publications in the universities' resources (newspapers, journals);
- websites of partners and potential partners (see the list in the annex I);
- emailing the newsletters to the target groups (must be defined by each Ukrainian HEI partner);
- presentation at conferences, round tables;

- informational sessions with stakeholders.

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## WHEN

The dissemination shall take place according to the plan outlined in this dissemination strategy and according to the dissemination plans of the project partners.

### **Project websites**

The updates on project results/events/ achievements/publications etc. will be posted *within a week after the respective event/achievements/publications*; the materials will be uploaded *within two weeks after the approval of the final version of the document*. The project website will be administered by the coordinator, but other partners will be welcomed to make the contributions as well.

### **Erasmus+ Project Results Platform**

Relevant materials and updates will be uploaded by the coordinator *within two weeks after the upload to the project website*.

### **Websites of the project partners**

The updates will be posted *within a week after the respective event*; the materials will be uploaded *within two weeks after the approval of the final version of the document*.

### **Social networks (Facebook and others)**

The updates of the events and project achievements will be posted by the work package (WP) leader on the social network *within a week* after an event or achievement. Apart from the updates, the social networks will be updated with relevant news of project partners in order to keep the attention of target audience. Such hashtags must be used #Erasmus #ErasmusUA #PAGOSTE #teachers #VET #education @EUerasmusplus

### **Articles published in journals and magazines in the sphere of teacher education and VET**

*At least once in a year* each project partner will publish an article or interview in a relevant journal or magazine. If there are possibilities, the number and frequency of publications will be increased.

### **Informational publications in the universities' resources (newspapers, journals)**

*At least once in a year* each project partner will publish informational publication about project activities and outcomes in universities' newspapers, journals. If there are possibilities, the number and frequency of publications will be increased.

### **Websites of partners and potential partners**



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The press releases and news for the websites of partners and potential partners will be sent by the WP leader and/or Ukrainian project partners (depending on the scope: regional or national) regularly *within a week after project results/events/achievements/publications*.

### **Newsletters**

The newsletter will be emailed by the WP leader and/or Ukrainian partner(s) to the target audience, above all vocational teachers and VET managements, *every six months*. It should contain both news on project results/events/achievements/publications of the project, project partners or potential partners and relevant for the target audience news from the educational sphere.

### **Presentation at conferences, round tables**

The project members of each Ukrainian HEI partner will participate at least *one per year in a conference/round table* and will highlight the project results to the scientific community. It is planned to disseminate the project on at least *12 conferences and round tables in total and 1 project conference at the end of the project*.

### **Informational sessions with stakeholders**

The project partners will conduct *regularly* informational sessions with stakeholders involved into VET or VTE in Ukraine during the project activities and beyond.

### **Project conference**

## **TASK DISTRIBUTION**

The *WP leader is Vadym Hetman Kyiv National Economic University* whose main task is to ensure and supervise the effective management and implementation of the dissemination strategy (WP 6DE “Project dissemination plan and exploitation of results”) and produce relevant dissemination materials.

The task of *each partner* is to make the maximal contribution on the individual and institutional level to realize the aim of the project dissemination. Furthermore, because each Ukrainian HEI partner shall establish within its organization a new structure, which will enable mechanisms of partnership-based governance (PBG), each partner including WP leader (which is also HEI) shall:

- work out *its own dissemination plan* for its organization by the end of the WP1 (see the annex II) and submit it to the WP leader;
- report to the WP leader on its implementation every 12 months;
- inform the WP leader about significant changes and deviations if such happen.



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Though the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine is a research institute, it has the same tasks and activities within the dissemination work package as other partner – HEIs.

It is also suggested that each Ukrainian partner creates a potential stakeholder list for dissemination purposes. This list may include existing partners as well as potential partners. This list will serve as a database for mailing the dissemination materials.

## MONITORING AND REPORTING

KNEU as a WP leader has the task to monitor the implementation of the overall dissemination strategy as well as realization of dissemination plans of separate Ukrainian partners. Though the dissemination is to be carried out after the project, the WP leader is to submit the report on this work package with achieved quantitative and qualitative results *2 months before the project end*.

*Every 12 months* from the project start on 15.01.2020 Ukrainian partners are to send a report about accomplished dissemination activities according their dissemination plans. Indicators for the dissemination activities are visits to the websites, number of events in which the project will be promoted, on-line and off-line articles (links), photos, protocols etc. Every dissemination activity shall be documented in order to prove that it has taken place.

## RULES FOR CORPORATE DESIGN

### PROJECT LOGO

The project logo is expected to enhance the visual recognition of the project. The meaning of the logo is partnership, therefore, parts of two circles overlap, which symbolises partnership and cooperation. Four stars on the blue background illustrate four countries, which are united by the common goal of improvement of vocational teacher education in Ukraine. The goal country, namely Ukraine, is illustrated by blue and yellow colours, which originate from the Ukrainian flag colours. The project logo is to be placed in all types of written communications, dissemination materials, deliverables, milestones and reports, etc.



## EU LOGO

It is also compulsory to have EU Logo along with project logo in all types of written communications, dissemination materials, deliverables, milestones and reports, etc. The logo may not be changed, or unproportionally scaled, distorted or rotated. The use of other typefaces is not permitted (in the future the logo may change but not without EU permission). No colour versions may be used apart from those defined here or on the website [EACEA Visual identity and logos](https://eacea.ec.europa.eu/about-eacea/visual-identity-and-logos-eacea/erasmus-visual-identity-and-logos_en). The position of the logo elements may not be altered. The omission of elements is not permitted except with authorisation from Commission services.



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Each tool has to take into consideration the contractual obligation to add the ERASMUS+ logo:

[https://eacea.ec.europa.eu/about-eacea/visual-identity-and-logos-eacea/erasmus-visual-identity-and-logos\\_en](https://eacea.ec.europa.eu/about-eacea/visual-identity-and-logos-eacea/erasmus-visual-identity-and-logos_en)

## EU DISCLAIMER

The EU disclaimer in a respective language must be used on the first, second or last page in all types of written communications, dissemination materials, deliverables, milestones and reports, etc.

EN:

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UA:

*“Цей проєкт був профінансований за підтримки Європейської Комісії. Підтримка Європейською Комісією виробництва цієї публікації [повідомлення] не означає схвалення її змісту, який відображає погляди лише авторів, і Комісія не може нести відповідальності за будь-яке використання інформації, що міститься в ній.”*

## GUIDELINES FOR DOCUMENTS AND PRESENTATIONS



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For the written project publications (reports, news, agendas, minutes etc.) the following rules must be considered:

- Font: Calibri or Arial
- Size: 12 pt
- Line spacing: 1 or 1,15
- Paragraph spacing: space before and after the paragraph
- Margins: top (with the project and EU logo) 3,5; bottom (with page numbers) 2,5; left 3; right 2
- Alignment: justify

A template for written project publications is in annex III.

A template for the project presentations will be available for partners on Google Drive.

References must be organised according to the APA citation style, 6<sup>th</sup> edition (guidelines are available here [http://www.tandf.co.uk/journals/authors/style/reference/tf\\_APA.pdf](http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf))



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## REFERENCE LIST

European Commission (2018). Erasmus+ Programme guide. Version 1 (2019): 24-10-2018.  
Retrieved from [https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019-version1\\_en.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019-version1_en.pdf)

## ANNEX I

### **Lists of partners and potential partners for the project dissemination:**

1. National Erasmus+ Office in Ukraine
2. Committee of the Verkhovna Rada of Ukraine on Education, Science and Innovation
3. National Academy of Pedagogical Sciences of Ukraine
4. Department of Vocational Education of MES of Ukraine
5. Departments of education and science of regional, Kyiv city state administrations
6. District and local authorities in the field of education (Department of Education and Science of the executive body of the Kyiv City Council (Kyiv City State Administration))
7. Regional (regional) educational-methodical (scientific-methodical) centers (office) of vocational education
8. Confederation of Employers of Ukraine
9. Federation of Employers of Ukraine
10. Institute of Modernization of the Content of Education
11. Institute of Professional Qualifications
12. All-Ukrainian and regional employers' associations
13. NGO "Ukrainian Analytical Center for Vocational Education" National Observatory"
14. NGO "All-Ukrainian Association of Workers of Higher Educational Institutions of I-II Accreditation Levels"
15. Ukrainian Association for Adult Education
16. Ukrainian Educational Research Association
17. University of Management Education
18. Institutions of professional higher education
19. Institutions of professional (vocational-technical) education
20. Educational portal "Pedagogical Press"

*Prepared by: Maryna Artiushyna (KNEU)*



## ANNEX II

### Example of the dissemination plan for Ukrainian partners

Each plan shall include the cover page and the second page with the detailed information to the document

| Dissemination plan of ... |                   |                         |       |                    |              |  |           |
|---------------------------|-------------------|-------------------------|-------|--------------------|--------------|--|-----------|
| Activity                  | Short description | Date/duration/frequency | Place | Level <sup>1</sup> | Target group | (Approximate) number of people reached | Evidences |
|                           |                   |                         |       |                    |              |  |           |
|                           |                   |                         |       |                    |              |  |           |
|                           |                   |                         |       |                    |              |  |           |
|                           |                   |                         |       |                    |              |  |           |
|                           |                   |                         |       |                    |              |  |           |
|                           |                   |                         |       |                    |              |  |           |

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<sup>1</sup> r- regional; n – national; i - international

## ANNEX III

### Template for MS Word for the internal project documentation

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| <b>Type:</b>  |   |
| <b>Form:</b>  |   |
| <b>Distribution:</b>                                |   |
| <b>Summary:</b>                                     | The documents outlines ... up to 150 words  |

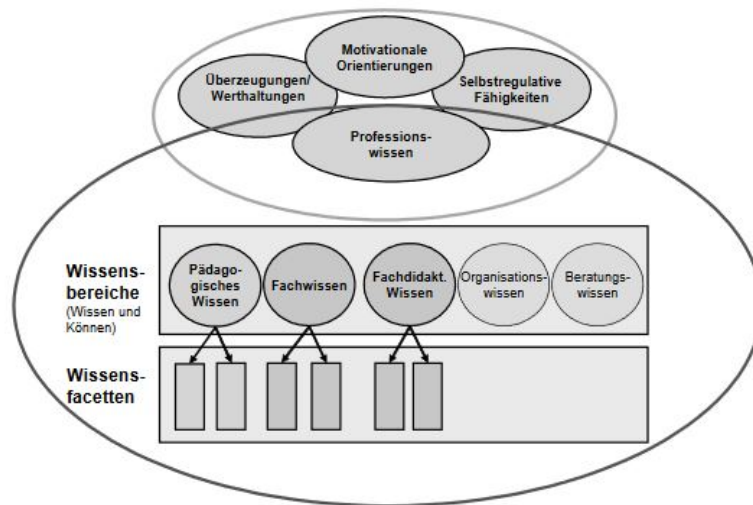
## TITLE OF THE DOCUMENT

This is an example text of the document for the internal documentation, like reports, evaluations, strategies etc.

Below you will find the examples how to cite and describe tables and pictures.

A description and citation of a picture must be placed *below* the picture. A description of a table must be placed *before* the table.

Examples



**Picture 2:** Example of the picture description (Baumert & Kunter, 2006, p. 482)

**Table 2:** Example of the table description (Bundesamt für Statistik, 2019, p.34)

|                       | <b>Total</b> | <b>davon Frauen</b> |
|-----------------------|--------------|---------------------|
| Obligatorische Schule | 944 706      | 458 183             |
| Primarstufe 1-2       | 171 859      | 83 351              |
| Primarstufe 3-8       | 494 049      | 84 456              |
| Sekundarstufe II      | 365 324      | 156 738             |

If you have reference in your text please use the APA citation style, the 6<sup>th</sup> edition

## REFERENCE LIST



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How to cite according the APA citation style, see  
[http://www.tandf.co.uk/journals/authors/style/reference/tf\\_APA.pdf](http://www.tandf.co.uk/journals/authors/style/reference/tf_APA.pdf)