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## QUALITY ASSURANCE STRATEGY OF ERASMUS+ PROJECT PAGOSTE





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## CONTENTS

Contents .....	1
Abbreviations.....	2
1. Quality assurance strategy .....	3
Introduction.....	3
Aim.....	3
Terms and explanations .....	4
2. Quality assurance of project processes.....	4
Project management .....	4
Financial management .....	4
Project communication .....	5
Project WP implementation .....	5
3. Quality assurance of project activities/events .....	6
4. Quality assurance of project deliverables .....	7
5. Quality control .....	7
Quality control types .....	7
Quality control matrix .....	8
Quality control tools.....	9
Reference list.....	10
Annex 1 Logical framework matrix.....	11



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## ABBREVIATIONS

EACEA – Education, Audiovisual and Culture Executive Agency

HEI – higher education institution

LFM – Logical Framework Matrix

NEO – National Erasmus Office

PBG – partnership-based governance

PSW – project workshops

QA – quality assurance

QAS – quality assurance strategy

QP – quality plan

VET – vocational education and training

VTE – vocational teacher education

WP – work package

## 1. QUALITY ASSURANCE STRATEGY

### INTRODUCTION

The quality assurance strategy (QAS) is a part of the Work Package 5 “Quality assurance of the project”. The work package leader is the University of Konstanz. All other project partners are involved in and equally responsible for the implementation of this WP. The leader of the work package has prepared this strategic document. The outline will be presented to the members of the project consortium in order to receive the feedback from all partner institutions. A finalized version will be adopted and uploaded on the project file sharing platform and to the project website.

The QAS consists of an aim and objectives section, a quality assurance of processes section, a quality assurance of results section, a section on quality control matrix and a section on quality control tools. An integral part of the QAS is the logical framework matrix of the project application, which is placed in the annex. Other templates and annexes of quality control tools can be found in the collection of annexes and templates of the project.

### AIM

The goal of the QAS is to provide the project consortium with standards, criteria, procedures and mechanisms, which will assure that

- the project is delivered in a consistent and high-quality way,
- the project results (deliverables) and activities are in compliance with the project objectives,
- they comply with the national legislation, EACEA requirements for project implementation;
- they meet needs and expectations of target groups;
- they are of high quality.

The specific objectives of the QAS are:

- clarify standards and requirements for the project processes, tangible results and events;
- specify the mechanisms and procedure for monitoring and evaluation of the project process, deliverables and activities;
- enable continuous improvement of the project implementation by means of monitoring, evaluation and feedback forms.

The main elements of the given QAS are quality assurance and quality control.

**Table 1.** Quality assurance and quality control comparison

Quality assurance	Quality control
✓ Focused on processes	✓ Focused on outputs
✓ Achieved by improvement of process	✓ Achieved by sampling and checking (inspection)
✓ Targeted at the whole project	✓ Targeted at production activities



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✓ Emphasizes target groups, 'customers'	✓ Emphasises required standards
✓ Quality is built into the project	✓ Defective products are inspected out

The high quality of the project implementation, of the project results and activities is a prerequisite for the sustainability of the project after its end.

## TERMS AND EXPLANATIONS

*Standards* are the "measures" used to determine a successful outcome for a deliverable. These standards may vary dependent on the type of project process, activity or project deliverable but they all follow **the principles of utility, feasibility, propriety and accuracy**.

*Project partner* is a partner-organisation, which is in the project consortium.

*Project member* is a person who is employed by the project partner and belongs to the project team of the project partner, and performs project tasks.

*Tools and methods* are techniques and procedures what to do in order to achieve the standard.

*Indicators* are any sources of information, which help to determine whether the project processes, activities and deliverables are in line with the project standards.

## 2. QUALITY ASSURANCE OF PROJECT PROCESSES

### PROJECT MANAGEMENT

**Standard (how it shall be):** the management is clear to the project consortium. All project members share the project vision, understand project objectives and plan, perform the tasks at their best and on time and are committed to achieving them. The internal project governance is horizontal and based on the transparency and accountability of all project partners and members, guided by the Grant Agreement (including project application), partnership agreement, Erasmus+ Programme Guide and project management handbook.

**Tools and methods (how to assure/achieve):** the project goal and objectives are presented to all members from the very beginning and are clear to everyone. All the project materials are structured and available to all project members. Regular jour fixe meetings on the project implementation are conducted in which all willing project members take part and bring their ideas and comments. The project workshops take place twice a year. All project meetings are protocolled and their minutes are available to all project members on the file sharing platform (Google Disc). The Agile project methodology is applied. The usage of Trello project management software by operative managers from all partner organisations provides an overview of the project progress. The project management handbook is developed and used by all project members. Regular inter-coaching between the project partners on issues of administrative and financial project management and WP implementation takes place.

**Indicators (sources of information):** project meetings minutes, Trello dashboards, structured project materials on the file sharing platform.

### FINANCIAL MANAGEMENT



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**Standard:** the project is delivered in the most cost-efficient way. The costs declared are eligible according to criteria of the EACEA defined by the Programme+ Guide and the Grant agreement. All the necessary supporting documentation is structured, stored and available to the coordinator and to the respective project partner. The sound adjustments of costs take place if necessary and are communicated to the project consortium and the project officer of the EACEA.

**Tools and methods (how to assure/achieve):** The rules of financial management are explained to the operative managers and contact persons of the project partners (other project members if necessary). The videos on the financial management from the Grant Holders Meeting on 27-28.01.2020 are available to all project partners. The templates and the forms from the EACEA are uploaded on the project website and on the Google Disc. The regular counselling between the project partners and the coordinator takes place. The financial overview of the project is exercised by the administrative and financial managers of the coordinator. The rules of financial management are specified in the project management handbook.

**Indicators:** Timely and correctly submitted reporting documents to the coordinator, positive feedback on the financial management in the interim progressive report and in the final report, the certificate of the financial auditor upon the project end.

## PROJECT COMMUNICATION

**Standard:** the project communication adheres to the KISS principle (*keep it simple and straightforward*). The project members freely, openly, transparently and respectfully communicate between themselves and with the coordinator. The information and updates are communicated without delays and as soon as possible via the functional email: [Erasmus.pagoste@uni-konstanz.de](mailto:Erasmus.pagoste@uni-konstanz.de).

**Tools and methods:** The principle of the project communication is introduced from the very beginning. The consortium endorses regular and transparent communication. The contact list of the project members is structured and available from the very beginning of the project. All important communication is documented centrally and internally for reporting or auditing purposes at the coordinating institution via the functional e-mail [erasmus.pagoste@uni-konstanz.de](mailto:erasmus.pagoste@uni-konstanz.de) or work e-mail of the managers at the coordinator university. The operative communication channels are working e-mails of project members (primary), online conferencing (Zoom, Webex, Google Meet), Whatsapp, Viber and Messenger (upon extremely urgent request). Networking and mutual exchange of ideas and suggestions take place regularly during meetings, workshops, trainings, round tables, project conference, other events and during social dinners after the project workshops. Due to social dinners, intercultural awareness is fostered and intercultural competency is increased. All misunderstandings and conflicts between partners are solved reconciling all partners' interests by the project coordinator.

**Indicators:** NA

## PROJECT WP IMPLEMENTATION

**Standard:** the work packages are delivered on time and in a quality manner according to the LFM (see annex 1).

**Tools and methods:** the quality of the project implementation is greatly guaranteed by the project members who possess high expertise and qualifications in their occupational spheres. According to the Agile project methodology quality assurance is an in-built element from the very beginning and lies on the responsibility of every project member in particular and the project team on the whole. Depending on the task to be delivered, the respective project team performs it best to their knowledge and skills and in compliance with the EACEA guidelines, national and institutional laws and rules (if relevant), scientific standards (if relevant) and project guidelines. Following the principles of the Agile project methodology, “the entire team is responsible for the product and its quality and there is no formal separation of roles or dedicated QA group that is solely responsible for QA and testing tasks. Each team member contributes his or her own special skills [...], but is not exclusively tied to that particular role. Everyone is allowed to perform any of the various types of tasks contained in the task board, including QA and testing” (Linz, 2014). The problems and obstacles encountered are to be identified, communicated to the project consortium and solved with the help of other project partners.

The project implementation is discussed during regular short jour fixes (every two-three weeks) and iterative planning takes place.

**Indicators:** the project milestone in the LMF are reached on time, the project results are delivered on time and approved by the consortium, they comply with the project application, requirements of the EACEA to Erasmus+ projects (see Erasmus+ Programme Guide), national and institutional laws and rules (if relevant), scientific standards (if relevant), project guidelines and needs of target groups.

### 3. QUALITY ASSURANCE OF PROJECT ACTIVITIES/EVENTS

**Standard:** the project activities and events are conducted according to the agreed schedule and the objectives of the activities are reached. Participants are satisfied with the organisational and content elements of the activities.

**Tool and methods:** the objectives and the content of the activities are based on the need analysis of the target audience and are in line with the project goal and objectives. The materials are prepared in advance (at least 3 weeks) and sent for translation to Ukrainian partners. The checklist for the event organisation is available to the hosting institution. The hosting institution and the responsible institution receive continuous support from other project partners and coordinator. Activities are organised professionally. The organizers (responsible partner and hosting partner) provide in due time a full information package to the participants including the draft agenda, letter of invitation and a note on the logistics (informing about travel arrangements, venue, suggested hotels, etc.). Time for preparation activities depends on the type of event (e.g. several months for conference and several weeks for trainings).

Rooms have necessary equipment. Speakers are experienced lecturers or experts in their fields.





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The schedule of the activities is agreed with the project consortium and is available online on the file sharing platform, the necessary amendments are introduced in a timely manner and communicated to the Project Officer at the EACEA if required.

**Indicators:** conducted activities and events are attended by the target groups (attendance lists, photos, news on the project website, websites on partner-institutions) and are positively evaluated by participants (evaluation sheets for events).

#### 4. QUALITY ASSURANCE OF PROJECT DELIVERABLES

**Standard:** the project deliverables are diverse in nature, so the quality criteria are specific for each project deliverable, but all project deliverables are accomplished on time according to the project application and meet the project objectives, needs and expectation of target groups. They are in line with the EACEA requirements to the implementation of Erasmus+ projects. If relevant, they comply with scientific (academic) standards, national legislation and institutional regulations. A consistent and common format for all document based deliverables (word document, power point presentations) is to be followed by all partners using templates provided within the collection of annexes of the project PAGOSTE.

**Tool and methods:** Since the project deliverables are diverse in nature, no single method can be applied in order to assure the quality, but each one needs an individual approach. However, common feature of how to achieve that is to use multi-layered peer review. From the initial stage till accomplishing the task and obtaining the project result, the responsible team/person reports to the project consortium on the current state of development and encountered difficulties/problems if any, upon it the necessary changes are introduced. This method is in line with the principle of “Inspection and Adaptation” of quality assurance in agile teams (Linz, 2014).

**Indicator:** see LFM in annex 1.

#### 5. QUALITY CONTROL

##### QUALITY CONTROL TYPES

According to the project application, quality control is exercised internally and externally.

**Internally** quality control is performed by all partners through regular self-evaluation and through internal project evaluation sheets. Moreover, an important role is played by the oral feedback from the project members. Internal quality control serves the improvement of the project management and project implementation. It has an advisory character. Upon the results of self-evaluation and internal project surveys, the WP leader will present annually the results of internal quality control to the project consortium for reflection and improvement.

**External** monitoring of the project will be performed by the National Erasmus+ Office in Ukraine, External audit, the EACEA, external experts and a critical friend. The NEO in Ukraine performs three types of monitoring, based on deliverable achievement: preventive (in the first project year), advisory (after the first project year), control (after the end of project – sustainability check). The monitoring by the NEO includes the assessment of

various aspects of project implementation, such as relevance (is project still relevant in terms of its goals and achievements), efficiency (are the activities in work-packages done on time), effectiveness (how well are project specific objectives met), impact (at the level of departments, faculty, university, etc.) and sustainability (what would stay after the project is finished). Based on the progress of these aspects, the NEO sends the report on their findings to the EACEA.

In order to ensure the successful implementation of the project results on the national level it is also planned to combine with the staff trainings the external monitoring from the representatives of the Ministry of Culture, Youth and Sport of Baden-Wurttemberg (the federal state of the coordinator) and the representatives of the State colleges for training and further education of teachers of Baden-Wurttemberg who can provide a qualitative feedback to the developed mechanisms in governance. For the assurance of the content quality, it is planned to invite annually a critical friend, a researcher from the sphere of policy development on vocational education and teacher education, who can hint on the problems in the project implementation from the scientific point of view.

Apart from the monitoring from the NEO, EACEA, external experts and critical friend, the consortium will additionally subcontract the external audit agency for the purpose of preparation of External Audit Report on the project's financial statements in accordance with the recommendations and templates of the EACEA.

## QUALITY CONTROL MATRIX

The following table presents a matrix of the external and internal monitoring and evaluation, which schematically shows what, who and how is planned to monitor and check the quality of the project.

**Table 2.** Matrix for internal and external monitoring and evaluation

What	External			Internal		
	Who	How	When	Who	How	When
<b>Project process</b>						
Management	NEO Ukraine	Field monitoring	Within the 1st year	Project members	Internal project evaluation sheets	During PWS
				Project members	Oral feedback	During PWS
Financial management	Financial audit	External auditing	After the project end	Financial manager at UKON	Checking and monitoring documentation sent by partners	Continuously
Communication	N/A	N/A	N/A	Project members	Internal project evaluation sheets	During PWS
				Project members	Oral feedback	During PWS
WP implementation	NEO Ukraine	Field monitoring	Within the 1st year	WP leader	WP report	After the completion of the WP

	External experts (planned to invite the representatives of the Seminars for further training and the representatives of the Ministry for Education of Baden-Württemberg)	On-site visits and feedbacks	During the 2nd and the 3rd year	Task leader	Reports documented in minutes	During the jour fixe and PWS
				All project partners	Partners self-evaluation of work progress	Every year
<b>Project activities/events</b>	Participants of the events	Evaluation sheets for events, Mentimeter online tool	During staff trainings, round tables	Responsible and hosting partners	Self-evaluation sheets for organisation of events	During staff trainings and other events
<b>Project deliverables</b>	NEO Ukraine	Field monitoring	Within the 1st year	WP leader	WP report	After the completion of the WP
	Critical friend (researcher from the sphere VTE and VET)	On-site visits and review of relevant deliverables	Once per year	Task leader	Reports documented in minutes	During the jour fixe and project workshops
				All partners	Peer review	During the production and upon delivery of the result

## QUALITY CONTROL TOOLS

Quality control tools indicated in the quality control framework have been adapted using the best practices of the other Erasmus+ projects. Thus, it ensures the synergy and interaction of Erasmus+ projects. They include templates of:

- work package report;
- partners self-evaluation of work progress;
- internal project evaluation sheet (for project workshops);
- event evaluation sheets for participants;
- self-evaluation sheets for organisation of events.

**Table 3.** Plan of the usage of quality control tools

What	Who	How	When	To whom
<b>Work package</b>	WP leader	Electronically;	Electronically => within two	Electronically =>

<b>report</b>		hard copy; oral presentation	weeks after the WP completion; hard copy => during the nearest activity; orally presentation => during the nearest Jour fixe or PWS	project consortium; hard copy => coordinator; oral presentation => project consortium
<b>Partners self- evaluation form of work progress</b>	All project partners	Electronically	From 1 till 20 of December of each project year	Coordinator
<b>Internal project evaluation sheet</b>	All project members who participate in the PWS	Hard copy	During each PSW	Coordinator
<b>Event evaluation sheets for participants</b>	Participants of staff trainings, round tables, other activities	Hard copy; electronically	During each project activity	Coordinator
<b>Self-evaluation sheets for organisation of events</b>	Responsible and hosting partners	Hard copy/electro nically	Within three weeks after each project activity	Coordinator

## REFERENCE LIST

- Linz, T. (2014). *Testing in Scrum: A guide for software quality assurance in the agile world / Tilo Linz* (1st edition). Santa Barbara, CA: Rocky Nook. Retrieved from [https://proquest.tech.safaribooksonline.de/book/software-engineering-and-development/agile-development/9781492001508/7-quality-management-and-quality-assurance/ch07lev1sec2\\_html](https://proquest.tech.safaribooksonline.de/book/software-engineering-and-development/agile-development/9781492001508/7-quality-management-and-quality-assurance/ch07lev1sec2_html)



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## ANNEX 1. LOGICAL FRAMEWORK MATRIX

## E.4 Logical Framework Matrix – LFM

Wider Objective:	Indicators of progress:	How indicators will be measured:		
<p><i>What is the general objective, to which the project will contribute?</i></p> <p>to foster the quality and relevance of vocational teacher education in Ukraine by establishing standards for vocational teacher education with respect to partnership-based governance (PBG) mechanisms between universities which offer vocational teacher training and vocational schools.</p>	<p><i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> <li>- vocational teacher education (VTE) at universities meets the needs and requirements of vocational schools;</li> <li>- new mechanisms of communication and cooperation which are meant to lead to PBG;</li> <li>- improvement of the teaching processes at HEIs by the involvement of vocational teachers and vocational schools;</li> <li>- strengthening the involvement of vocational schools in the governance of teacher training;</li> <li>- increasing the competences of teaching staff at HEIs and vocational teachers at VET schools by means of regular collaboration;</li> <li>- increasing students'</li> </ul>	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> <li>- strategic documents of the responsible Chair of Pedagogy at HEIs regarding regular cooperation with vocational schools;</li> <li>- official guidelines for establishing and managing VTE based on PBG;</li> <li>- official guidelines for setting up regular working groups within the framework of PBG;</li> <li>- official guidelines for regular meetings between universities and VET school representatives by defining benchmarks;</li> <li>- number of meetings, consultations and workshops with vocational teachers, number of trained university staff;</li> <li>- number of students who receive advanced practical training and school internships;</li> </ul>		

	<p>professional competences and understanding of vocational education and of practical challenges of the teacher profession;</p> <p>- cooperation between HEIs and vocational schools with respect to in-service training for vocational teachers at HEIs within a framework of new partnership agreements.</p>	<p>- modules for in-service training for vocational teachers offered by universities;</p> <p>- availability of general standards for vocational teacher education with respect to PBG.</p>		
<p><b>Specific Project Objective/s:</b> <i>What are the specific objectives, which the project shall achieve?</i></p> <p>- to establish effective mechanisms of partnership between HEIs, which are involved in VTE, and vocational schools (and other stakeholders if relevant);</p> <p>- to employ mechanisms of PBG for in-service vocational teacher training;</p> <p>- to enable educational institutions involved in VTE</p>	<p><b>Indicators of progress:</b> <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <p>- methodical documentation on developing and establishing PBG structures at HEIs and vocational schools;</p> <p>- effective functioning of the created structures at partner HEIs;</p> <p>- design and implementation of 4 modules for advanced in-service training of vocational teachers;</p> <p>- design and implementation</p>	<p><b>How indicators will be measured:</b> <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <p>- internal documentation within HEIs regarding number of staff visiting EU universities, number of students visiting EU universities, individual reports;</p> <p>- official HEI's orders and resolutions on establishing new structures, signed agreements with vocational schools;</p> <p>- number of meetings, resolutions on curriculum development and practical training, number of conducted trainings for vocational</p>	<p><b>Assumptions &amp; risks</b> <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <p><b>Assumptions:</b></p> <p>- positive motivation of HEIs to increase the relevance of vocational teacher education;</p> <p>- favorable climate for educational reforms;</p> <p>- availability of the necessary staff;</p> <p>- material facilities at HEIs;</p> <p>- HEIs have development and</p>	<p><b>How the risks will be mitigated:</b> <i>Possible solutions:</i></p> <p>- participation and support of the Ministry of Education and Science of Ukraine (MESU);</p> <p>- establishment of contacts with new management;</p> <p>- promotion campaigns of Ukrainian partner HEIs;</p> <p>- project coordinator who has a rich experience in international project management and excellent cultural awareness;</p> <p>- national coordinator, which has a good experience of working in</p>

to use standards for PBG.	<p>of 4 modules for upgrading skills of staff involved in the new PBG governance structures;</p> <ul style="list-style-type: none"> <li>- national platform for HEIs and vocational schools;</li> <li>- design for recommendations on national framework for mechanisms of PBG;</li> <li>- conducting a national conference and initiating a network of HEIs involved in VTE for exchange of experience and collaboration.</li> </ul>	<p>teachers;</p> <ul style="list-style-type: none"> <li>- catalogue of modules with learning materials, list of participants, number of staff trained by EU partners;</li> <li>- schedule of the website implementation, website materials, number of registered users;</li> <li>- approvals of authoritative bodies (MES);</li> <li>- lists of participants, conference proceedings;</li> <li>- Memorandum of understandings.</li> </ul>	<p>internationalization strategies.</p> <p>Risks:</p> <ul style="list-style-type: none"> <li>- political situation in Ukraine;</li> <li>- change of HEIs' management;</li> <li>- lacking motivation of vocational school management for cooperation;</li> <li>- difficulties with money transfer because of national legislation.</li> </ul>	<p>international projects and sufficient</p> <ul style="list-style-type: none"> <li>- level of competence in dealing with administrative processes in higher education</li> </ul>
<p><b>Outputs (tangible) and Outcomes (intangible):</b> Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</p> <p>1P (Analysis of governance of vocational teacher education):</p> <p>1.1. presentations about best practices of EU of governing vocational teacher education;</p> <p>1.2. instruments for the</p>	<p><b>Indicators of progress:</b> <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <p>1P:</p> <ul style="list-style-type: none"> <li>- participation in a workshop on best EU practices; consortium peer review, evaluation and approval of the instruments;</li> <li>- institutional reports on findings;</li> <li>- national report (EN, UA) presented to the</li> </ul>	<p><b>How indicators will be measured:</b> <i>What are the sources of information on these indicators?</i></p> <p>1P:</p> <ul style="list-style-type: none"> <li>- lists of participants; available presentations and documents on the topic;</li> <li>- written feedback and evaluation;</li> <li>- number of surveyed /interviewed vocational teachers and management;</li> <li>- number of surveyed students (depends on student enrolment</li> </ul>	<p><b>Assumptions &amp; risks</b> <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>- drawing from the importance of effective partnership between different institutions for ensuring high quality teacher education;</li> <li>- active involvement of Ministry of Education and Science in the project activities;</li> <li>- readiness of Ukrainian</li> </ul>	<p><b>How the risks will be mitigated:</b></p> <ul style="list-style-type: none"> <li>- continuous communication and involvement of management of institutions into staff trainings for raising awareness;</li> <li>- task monitoring using project management software;</li> <li>- time planning and following the schedules;</li> <li>- experience of the coordinator in international projects and communication with Ukrainian</li> </ul>



<p>need analysis of target groups;</p> <p>1.3. findings on structures problems, motivation of Ukrainian actors and participants involved in VTE;</p> <p>1.4. a round table</p> <p>2DEV (Elaboration and implementation of PBG):</p> <p>2.1. elaborated concepts of PBG mechanisms;</p> <p>2.2. new structures for realization of concepts at each partner HEI;</p> <p>2.3. two round tables.</p> <p>3DEV (Content input from European partners on PBG):</p> <p>3.1. conducted staff trainings for HEI staff, vocational school management and teachers and other stakeholders on educational governance and policy borrowing in education, soft skills and negotiations, study</p>	<p>consortium, available on websites and disseminated among target groups;</p> <ul style="list-style-type: none"> <li>- lists of participants.</li> </ul> <p>2DEV:</p> <ul style="list-style-type: none"> <li>- collaborative work on the concepts of HEIs' staff and vocational school staff;</li> <li>- signed agreements between HEIs and vocational schools;</li> <li>- new structures at each HEI function effectively and perform assigned tasks;</li> <li>- round tables are attended by target groups;</li> <li>- expert evaluation by the project consortium (external experts and "critical friend") during the on-site visits.</li> </ul> <p>3DEV:</p> <ul style="list-style-type: none"> <li>- lists of participants;</li> <li>- catalogue of material;</li> <li>- modules of staff trainings;</li> <li>- agenda of staff trainings;</li> </ul> <p>4DEV:</p> <ul style="list-style-type: none"> <li>- lists of participants;</li> <li>- agenda of staff training;</li> <li>- collaborative work of the</li> </ul>	<p>on study programs, minimum 10 students per HEI, not less than 40 students totally);</p> <ul style="list-style-type: none"> <li>- presentation of the national report to the project consortium, available on the websites of partners.</li> </ul> <p>2DEV:</p> <ul style="list-style-type: none"> <li>- reports on the experience exchange, readiness to work on the development of suitable concepts of PBG mechanisms;</li> <li>- minutes of the meetings, meeting deadlines for submissions of concepts for peer-reviews;</li> <li>- official strategy documents of the HEIs, guidelines, resolutions and recommendations issued in the context of new structures;</li> <li>- written expert reports on PBG structures.</li> </ul> <p>3DEV:</p> <ul style="list-style-type: none"> <li>- number of participants;</li> <li>- available staff training materials in EN and UA.</li> </ul> <p>4DEV:</p> <ul style="list-style-type: none"> <li>- staff training materials in EN and UA, number of participants;</li> </ul>	<p>universities and vocational schools to commit to the implementation of PBG in vocational teacher education.</p> <p>Risks:</p> <ul style="list-style-type: none"> <li>- difficulties with involvement of vocational schools without financial incentives;</li> <li>- delays in scheduled activities;</li> <li>- lengthy process of official approvals and of signing documents necessary for the establishment of PBG mechanisms;</li> <li>- complicated procedures in the process of adopting legislative amendments to the existing normative base in Ukraine;</li> <li>- lacking technical knowledge and competences of the project consortium, which are necessary for creation for the platform;</li> <li>- intercultural communication;</li> <li>- lacking knowledge of English among participants of workshops etc.;</li> <li>- lacking motivation to cooperate</li> </ul>	<p>partners;</p> <ul style="list-style-type: none"> <li>- involvement of professional interpreters in the activities;</li> <li>- outsourcing a professional agency for creation of the online-platform.</li> </ul>
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<p>programs and didactics for VTE, teaching in vocational school contexts, heterogeneity.</p> <p>4DEV (Setting up PBG mechanisms for the national level):</p> <p>4.1. conducted staff training for MESU on educational governance and reforms in the VET and VTE systems;</p> <p>4.2. policy paper on mechanisms of PBG in VTE;</p> <p>4.3. set up of a new online platform “Partner Space” for fostering PBG;</p> <p>4.4. Memorandum of Understanding between HEIs, which have VTE study programs;</p> <p>4.5. developed amendments to educational standards for the VTE</p> <p>5Q (Quality assurance of the project):</p> <p>5.1. regular reports on</p>	<p>project consortium and the external expert;</p> <ul style="list-style-type: none"> <li>- submission to MESU for consideration and approval;</li> <li>- concrete schedule of development and launch of the platform;</li> <li>- presentation of the Memorandum of Understanding to the target audience;</li> <li>- collaborative work of the project consortium</li> </ul> <p>5Q:</p> <ul style="list-style-type: none"> <li>- availability of reports, minutes, written evaluations of the participants;</li> <li>- recommendations are analysed and performed.</li> </ul> <p>6DE:</p> <ul style="list-style-type: none"> <li>- easiness to identify the project due to its branding;</li> <li>- regular updating of news on the social accounts;</li> <li>- participation in the conference of stakeholders.</li> </ul> <p>7M:</p> <ul style="list-style-type: none"> <li>- availability of the minutes to the participants;</li> <li>- usage of the project</li> </ul>	<p>minutes of the (video)-meetings;</p> <ul style="list-style-type: none"> <li>- concrete deadlines for submissions for MESU;</li> <li>- regular written feedbacks on the progress and usage of the platform;</li> <li>- number of HEIs, which sign the Memorandum of Understanding;</li> <li>- submission of the amendments to MESU of Ukraine.</li> </ul> <p>5Q:</p> <ul style="list-style-type: none"> <li>- evaluation sheets;</li> <li>- external evaluation reports;</li> <li>- audit report;</li> </ul> <p>6DE:</p> <ul style="list-style-type: none"> <li>- internal and external identifiable documentation of the project;</li> <li>- number of participants;</li> <li>- schedule of news updating;</li> <li>- analytics from the social networks.</li> </ul> <p>7M:</p> <ul style="list-style-type: none"> <li>- documents are on the file sharing platform or sent personally to the participants;</li> <li>- number of participants who</li> </ul>	<p>on a volunteering basis.</p>	
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<p>WP1-4;</p> <p>5. 2. evaluations on staff trainings and other activities;</p> <p>5.3. recommendations of external experts and "critical friend";</p> <p>5.4. statement of financial auditor;</p> <p>5.5. on-site visits during activities.</p> <p>6DE (Project dissemination plan):</p> <p>6.1. corporate branding, website of the project;</p> <p>6.2. project news in social networks;</p> <p>6.3. regular newsletter, leaflet;</p> <p>6.4. conference on VTE</p> <p>6.5. raised awareness on VTE</p> <p>7M (Coordination and management of the project):</p>	<p>software;</p> <p>- monitoring of the performance by means of the project software.</p>	<p>listened to the introduction session on project management software;</p> <p>- feedback on performed tasks;</p> <p>- financial reports, original bills and supportive documents.</p>		
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<p>7.1. minutes of project meetings;</p> <p>7.2. introduction of project management software;</p> <p>7.3. financial evidences and reports;</p> <p>7.4. objectives reached and tasks performed on time</p>				
<p><b>Activities:</b>  <i>What are the key activities to be carried out (<b>grouped in Work packages</b>) and in what sequence in order to produce the expected results?</i>  1P:</p> <p>1.1. organization of WS for need analysis;</p> <p>1.2. developing instruments for need analysis;</p> <p>1.3. writing a report on collected and processed data;</p> <p>1.4. organisation of a round table on a national roadmap for changes of VTE governance in Ukraine.</p>	<p><b>Inputs:</b>  <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i>  For the realisation of the activities it is necessary:</p> <p>- staff time: 104 days as managers; 1410 days as trainers / researchers; 655 days as technical staff; 772 days as administrative staff;</p> <p>- travel costs and costs of stay as indicated in the budget table for 6 workshops of the project consortium, 3 round tables, 8 staff trainings, 1 conference; 2 study visits of Ukrainian staff from partner institutions to the EU institutions; 2 study visits of</p>		<p><b>Assumptions   &amp; risks</b>  <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i>  Assumptions:</p> <p>- vocational teachers and management is interested in conducting the need analysis;</p> <p>- MESU facilitates the dissemination and exploitation of mechanisms of PBG on the national level.</p> <p>Risks:</p> <p>- delays in purchasing the equipment;</p> <p>- lacking understanding among the project partners how to use the project management</p>	<p><b>How the risks will be mitigated:</b></p> <p>- continuous consultations with the Ukrainian partners, guidance provided by the national coordinator;</p> <p>- internal coaching and consultations concerning project issues;</p> <p>- preliminary calculations, consultation with EACEA about the possibility to introduce changes into activities.</p>

<p>2DEV:</p> <p>2.1. organization of study visits of staff involved in VTE and PBG;</p> <p>2.2. elaborating PBG concepts;</p> <p>2.3. piloting new structures of PBG at partner HEIs; installing equipment;</p> <p>2.4. organising round tables; visiting on-site the institutions involved in PBG and providing consultation and guidance.</p> <p>3DEV:</p> <p>3.1. developing training materials, translating;</p> <p>3.2. organizing staff trainings at partner HEIs on project issues.</p> <p>4DEV:</p> <p>4.1. organising a staff training on VTE governance (external trainers from Kultusministerium Baden-</p>	<p>Ukrainian students from partner HEIs to EU institutions;</p> <p>- available classrooms and meeting halls for conducting workshops, staff trainings, round tables and a conference at Ukrainian and EU participating institutions;</p> <p>- modern equipment as indicated by the Ukrainian partners (detailed description in budget table);</p> <p>- subcontracting costs for external experts, external financial audit, publishing and promotion materials, project management software etc. as indicated in the budget table.</p>		<p>software;</p> <p>- problems concerning lump sums real costs (flight tickets).</p>	
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<p>Württemberg or Seminar of Baden-Württemberg);</p> <p>4.2. writing a policy paper on PBG in VTE;</p> <p>4.3. designing and launching an online platform for PBG facilitation;</p> <p>4.4. initiating a network of HEIs involved into VTE;</p> <p>4.5. developing amendments for educational standards for VTE in accordance with PBG and submitting them to the MESU of Ukraine for approval.</p> <p>5Q:</p> <p>5.1. preparing regular reports on WP 1-4;</p> <p>5.2. preparing evaluation sheets and conducting evaluations;</p> <p>5.3. organisation of visits of external experts and "critical friend";</p>				
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<p>5.4. external auditing;</p> <p>5.5. participation in seminars at EACEA and National Agency; visiting onsite during activities in Ukraine.</p> <p>6D:</p> <p>6.1. developing corporate brand;</p> <p>6.2. posting news in social networks;</p> <p>6.3. sending newsletter;</p> <p>6.4. organizing 1 conference in Ukraine on VTE;</p> <p>6.5. publishing anthology on project results.</p> <p>7M:</p> <p>7.1. conducting project meetings (workshops and video meetings);</p> <p>7.2. organisation of informational session on software usage;</p> <p>7.3. financial management;</p>				
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7.4. monitoring of tasks performance.				
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