
Dear survey participant,

Thank you for taking the time to participate in this survey, which has been designed under the European Training Foundation (ETF) project “VET Decentralization in Ukraine” and implemented in cooperation with the Ministry of Education and Science of Ukraine (MoES).

The aim of the survey is to collect the views of national stakeholders at different levels of the vocational education and training system on a wide variety of issues related to VET school autonomy and accountability.

The survey results will be used to advance VET school autonomy and accountability in Ukraine and thus improve the governance, quality and relevance of vocational education and training.

This survey is anonymous. All data, including those which you provide in the section on background information will be used exclusively for statistical purposes.

Thank you very much for taking the time to participate in this survey.

BACKGROUND INFORMATION

1. Are you male or female?
 - Female
 - Male
2. Please indicate your age group:
 - 20-30 years
 - 31-40 years
 - 41-50 years
 - 51-60 years
 - Above 60 years
3. What is the highest level of formal education you have completed?
 - General secondary education
 - Secondary vocational education
 - Bachelor
 - Master
 - Other higher education degree
 - Candidate/Doctorate of sciences
4. How many years of work experience do you have in education?
 - 0-10 years
 - 11-20 years
 - 21-30 years
 - More than 30 years
5. How many years of work experience do you have in positions with management responsibilities?
 - None
 - 0-5 years

- 6-10 years
- 11-15 years
- More than 15 years

6. What is your current position? (*Tick one of the following options that best describes your main position*)

- Director
- Teacher
- Workshop instructor (master)

7. Indicate the kind of VET institution you work in:

- VET institution of the first attestation level;
- VET institution of the second attestation level;
- VET institution of the third attestation level.

8. In which region is the institution located?

- Cherkasy
- Chernihiv
- Chernivtsi
- Dnipropetrovsk
- Donetsk
- Ivano-Frankivsk
- Kharkiv
- Kherson
- Khmelnytskyi
- Kiev
- Kirovohrad
- Luhansk
- Lviv
- Mykolaiv
- Odessa
- Poltava
- Rivne
- Sumy
- Ternopil
- Vinnytsia
- Volyn
- Zakarpattia
- Zaporizhia
- Zhytomyr

9. How many inhabitants does your city have:

- More than 1 000 000;
- Between 500 000 and 1 000 000;
- Between 500 000 and 250 000;
- Under 250 000.

MANAGERIAL AUTONOMY AND ACCOUNTABILITY

Distribution of responsibility by levels

10. Which level should be responsible for the following be? (*tick the appropriate level*)

	National	Regional	VET school
Hiring and dismissal of teachers.			
Hiring and dismissal of directors.			
Design of a school development plan.			
Design of training contents.			

Design of contents of exams.			
Establishing cooperation and partnerships between schools and employers.			
Ensuring extra-budgetary funding.			
Identification of teacher professional development needs.			
Career counselling.			
Tracer studies.			
Labor market analysis.			
Identification of necessary hard and soft skills.			
Quality assurance.			
Other:			
Other:			

Roles, functions and composition of VET school councils/boards in the context of autonomous VET schools

11. What kind of functions should the school councils/boards have with regard to the following tasks? *(tick all the applicable options for each row)*

	Advisory	Coordination	Executive
Design of training contents.			
Establishing cooperation and partnerships between schools and employers.			
Securing financial support from external donors.			
Identifying priorities for school development.			
Assessing teaching and learning conditions in the school.			
Identification of procurement needs.			
Selection of the school principal.			
Dismissing of the school principal.			
Ensure career guidance services at the school.			
Design of the school budget.			
Design of a school development plan.			
Design of legal provisions related to the school.			
Other (please specify):			
Other (please specify):			
Other (please specify):			

12. Which of the following should be represented on school councils/boards? *(tick all the applicable options)*

Chambers.
Employers.
Teachers
Students.
Parents.
Former students with outstanding career.
Education experts (e.g. of a university).
Experts for career guidance.
Regional administration.
Regional education administration.
Unions.
Regional VET Council member
Other:

Functions of school directors and teachers and other staff policies in the context of autonomous VET schools

13. Which of the following should be **key** functions of school directors? *(tick all applicable answers)*

Appointment and dismissal of teachers.
Participation in the design of the school budget.
Heading final exams.
Participation in school license.
Participation in the identification of topics and contents of professional development courses for teachers.

	Assessment of teacher performance.
	Advising VET School Council
	Coaching students with special needs
	Decide on financial incentives and rewards for teachers
	Provide guidance on pedagogical issues
	Lead change and development of the VET institution
	Maintaining communications with stakeholders (especially with private sector)
	Other:

14. Which of the following should be **key** functions of teachers (beyond teaching)? (tick all applicable answers)

	Participation in the development of a school development plan.
	Participation in the selection of a school director.
	Participation in decisions related to the dismissal of a school director.
	Participation in the development of the school budget.
	Participation in the design of teaching and learning materials.
	Participation in the identification of topics and contents of professional development courses for teachers.
	Conducting research on teaching and learning methodologies.
	Act as role model in terms of occupational attitude and values
	Other:
	Other:

Role of Regional VET Councils in shaping VET school networks and promoting VET school autonomy and accountability

15. Through which of the following functions can Regional VET Councils shape regional VET school networks and thus promote VET school autonomy and accountability? (tick all applicable answers)

	Design of a guiding document on the purpose of VET school networks
	Making proposals on training contents that VET schools should provide to ensure regional coverage of needed specialisations
	Identification and/or forecasting of skills needed in the regional labour market
	Networking with employers in the region
	Making proposals to external donors to support the development of individual schools in the region.
	Participation in the selection of director positions to promote a certain balance between the director positions in the region (e.g. from a gender perspective, from the perspective of the age group).
	Organization of regional conferences or fairs on VET-related issues.
	Organization of regular meetings between representatives of VET schools in the region.
	Other:
	Other

16. Through which activities with regard to the “Regional order” can Regional VET Councils promote VET school autonomy and accountability? (tick all applicable answers)

	Participation in the development of the school budget.
	Design proposals on the number of students to be trained in schools for specific occupations.
	Design proposals on schools' external financing.
	Design proposals on funding options for teacher professional development programs.
	Help VET schools in the management of issues related to increased autonomy
	Other:
	Other:

VET school capacities for networking with the private sector and social partners to address, for instance, development of work-based learning approaches (WBL) in the context of autonomous VET schools

17. What are the key elements of effective networking between VET schools and the private sector /social partners? (tick all applicable answers)

	Employers and social partners participate in day-to-day activities of VET school.
	Employers and social partners provide opportunities for workplace learning.
	Employers and social partners participate in the design of practical activities within the curriculum.
	Employers and social partners participate in the activities of school board.
	Employers and social partners supply equipment to school.
	Employers and social partners advertise vacancies in the school.
	Employers participate in assessing learning outcomes

	Other (please specify):
	Other (please specify):

18. From your experience, to what extent the following presents a challenge in the networking between VET schools and the private sector/social partners. (Select one option for each row)

	Not at all	To some extent	Quite a bit	A lot
Employers and social partners do not participate in day-to-day activities of VET school.				
Employers and social partners do not provide places for workplace learning.				
Employers and social partners do not participate in the design of practical activities under the curriculum.				
Employers and social partners do not participate in the activities of school board.				
Employers and social partners do not supply equipment to school.				
Employers and social partners do not advertise vacancies in the school.				
Employers and social partners do not participate in the students' practical activities in schools.				
Employers and social partners do not remunerate learners for their contribution to production during workplace learning.				
Employers and social partners charge the schools/students for providing workplace learning opportunities.				
Chambers do not support the identification of employers, which could provide places for workplace learning.				
Lack of social dialogue culture among public VET establishment and local employers.				
Lack of incentives to forge public private partnerships.				
Other:				
Other:				

19. Which organizational and personal capacities does a VET school need for effective networking with the private sector and social partners? (tick all applicable)

	Special staff/department for communication with employers and social partners.
	Training and learning experiences from national and international contexts.
	Online media for communication with employers and social partners.
	Special communication policy aimed at direct communication with employers and social partners.
	Special funds to support learners to be able to benefit from work based learning activities.
	Negotiation and networking skills
	Skills to outreach and establish contacts.
	Skills to recognize and address employers' concerns about cooperation with VET schools.
	Organizational skills (e. g. to organize meetings)
	Sense of initiative of engage the private sector in projects in specific areas
	Other (please specify):
	Other (please specify):

20. Please indicate the level of responsibility for the following measures with regard to the cooperation between VET schools and employers (public private partnerships). (Tick all applicable options for each row)

	National	Regional	VET school
Providing the legal framework.			
Raising employers' awareness of the benefits of cooperation.			
Designing guidelines for the VET sector and employers about how to engage and sustain collaboration.			
Organize information events for VET schools and employers.			
Signing cooperation agreements with employers.			

Establishing principles and standards for cooperation.				
Agreeing on financial aspects of cooperation.				
Identification of legal issues related to this cooperation (e.g. insurance for under-age students during work based learning assignments).				
Monitoring the quality of students' work based learning.				
Assessing the quality of in-company trainers.				
Training of in-company trainers.				
Other (please specify):				
Other (please specify):				

VET schools and VET quality assurance in the context of autonomous VET schools

21. In your opinion, what should be the level of priority of the following roles, which VET schools should have when contributing to quality assurance? (Select one option for each row)

	Low priority	Medium priority	High priority	Absolute priority
Design strategic paper on quality assurance policy in the VET school.				
Establish a department or unit in charge of quality assurance in the VET school.				
Ensure transparency of all procedures at the school level.				
Raise awareness of VET school staff on the issues related to quality assurance.				
Train VET school staff on the issues related to quality assurance.				
Design and implement tools for quality assurance (e.g. indicators and benchmarks, tracer studies)				
Ensure quality of work based learning.				
Ensure quality of career guidance services.				
Ensure quality of cooperation between the school management and the school council/board.				
Compete with other schools for students				
Other (please specify):				
Other (please specify):				

22. How important or not important is the deployment of each of the following issues with regard to managerial accountability? (Select one option for each row)

	Not important	Of little importance	Important	Absolutely essential
Setting of overall objectives for managing the VET school.				
Development of organigram for managing the VET school.				
Setting criteria for the selection process of the principal.				
Monitoring effectiveness of school-employer cooperation.				
Conducting VET Schools Self- Assessments				
Monitoring level of activity to ensure donor support.				
Ensuring satisfactory teaching and learning conditions.				
Ensuring relevance of identified procurement needs.				
Determine appropriate representation of stakeholders on school council/board.				
Execution of key functions by the director.				
Implementation of teacher performance assessment.				
Selection of relevant exam topics.				
Conduct exam procedures and results.				
Ensure effectiveness of quality assurance mechanisms.				
Developing criteria for all staffing related issues				
Other (please specify):				

Other (please specify):				
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FINANCIAL AUTONOMY AND ACCOUNTABILITY

Mobilization and allocation of funds for boosting VET quality programs in the context of autonomous VET schools

23. To what extent do you agree or disagree that the following options are a sign of quality programme in VET? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Large number of students interested in the programme.				
Large number of current students.				
Strong work based learning component.				
Formal cooperation agreement with employers.				
High quality of teaching and learning materials.				
High percentage of students having found employment in that field.				
Other (please specify):				
Other (please specify):				

24. Which of the following should qualify a school for additional funding by the state or region? (tick all applicable answers)

High occupancy rate of study places provided upon state (regional) order.
Strong work based learning component.
Effective implementation of agreements with employers for work based learning.
High quality of teaching and learning methodologies and/or materials.
Positive feedback from employers.
High percentage of students finding employment in that field.
Credentials provided from state (regional) authorities.
A shift from internal to external student assessment mechanism
Other:
Other:

25. Focusing again on the role of employers, please give us your opinion on the level of priority of different type of support they might provide to VET school operations (Select one option for each row)

	Low priority	Medium priority	High priority	Absolute priority
Provision of equipment.				
Maintenance of equipment.				
Professional development for teachers at companies.				
Provision of transportation/accommodation/food for students during work based learning.				
Organization of job fairs.				
Financial donations.				
Presentations about professions and their requirements in the VET school				
Organization of workshops and master classes in the VET school				
Provision of places for students for work-based learning				
Other (please specify):				
Other (please specify):				

Income generation for VET schools

26. From your experience, how realistic or unrealistic is it for VET schools to generate income by the following? (Select one option for each row)

	Unrealistic	Rather unrealistic	Rather realistic	Realistic
Fund-raising campaigns.				
Production and selling of goods.				
Provision of services.				
Renting out premises.				
Other (please specify):				
Other (please specify):				

27. If your school wanted to generate income through economic activities, which of the following obstacles are you likely to encounter? (Tick applicable answers).

Non-availability of facilities.
Lack of up-to-date facilities.
Legal constraints related to unfair competition with regular businesses.
Legal constraints related to the involvement of under-age students in commercial activities.
Insufficient quality of services or products offered.
Low demand for services or products offered.
Other:
Other:

Budgeting and financial accountability

28. To what extent do you agree or disagree that, if VET schools plan their budget autonomously, this will contribute to the following? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
The school budget will be more realistic and meet the school's actual needs.				
Financing for the Regional order will be available on time.				
Budgetary planning will be less complicated.				
Responsibilities for the budget are clearer.				
It will increase the VET school management's feeling of responsibility for the implementation of the budget.				
It will be easier to hold the school management responsible (i. e. there will be more clarity in terms of accountability).				

29. How effective or ineffective are the following practices to ensure compliance with financial rules and transparency in VET schools' financial operations? (Select one option for each row)

	Very ineffective	Rather ineffective	Rather effective	Very effective
Regular audit by state institutions.				
Regular audit by private auditors.				
School-internal auditing board.				
Public accessibility of information on financial operations.				
Permanent monitoring of financial operations by school board/council.				
Training of staff involved in financial operations.				
Risk assessment mechanisms related to financial operations.				
Well-trained management and administrative staff.				
Designed and approved code of ethical behaviour.				

30. How important or not important is monitoring of each of the following issues with regard to financial accountability? (Select one option for each row)

	Not important	Of little importance	Important	Absolutely essential
Compliance with criteria for additional funding by the state or region.				
Proper use of support provided by companies.				
Proper use of income generated by the school.				
Internal budgetary planning/process.				
Procurement and financial operations.				
Compliance with code of ethical behaviour.				
Accuracy of the financial information published.				
Performance of the staff involved in financial operations.				

PEDAGOGICAL AUTONOMY AND ACCOUNTABILITY

Role of VET schools in curricula development and assessment in the context of autonomous VET schools

31. To what extent do you agree or disagree that the schools should fulfill the following functions with regard to curricula? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Provide feedback on the relevance of current curricula and related documents.				
Provide recommendations for the design of improved curricula and related documents.				
Participate in the group of curricula developers.				
Act as link between the group of curricula developers and employers.				
Have the formal right to initiate a review of curricula.				
Design their own curricula.				
Design their own curricula based on framework curricula developed at the central level.				
Other (please specify):				
Other (please specify):				

32. To what extent do you agree or disagree that the schools should fulfill the following functions with regard to the design of improved criteria for the assessment of students' achievements of learning outcomes? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Provide feedback on the relevance of current assessment criteria.				
Provide recommendations for the design of improved assessment criteria.				
Participate in a working group for the design of assessment criteria.				
Act as link with employers to identify their view on existing assessment criteria.				
Have the formal right to initiate the review of assessment criteria.				
Design their own assessment criteria.				

Design their own assessment criteria based on framework assessment criteria developed at the central level.				
Other (please specify):				
Other (please specify):				

33. How effective or ineffective are the following measures in ensuring VET schools' accountability in student assessment? (Select one option for each row)

	Very ineffective	Rather ineffective	Rather effective	Very effective
Participation of representative of regional education authorities in final exams.				
Centrally designed assessment criteria.				
Training of pedagogical staff in assessment techniques.				
Publication of assessment results.				
Comparison of assessment results with results at the regional and national level.				
Other (please specify):				
Other (please specify):				

Role of VET schools in the design of teaching and learning processes and teaching and learning materials

34. To what extent do you agree or disagree that the schools should fulfill the following functions with regard to the design and implementation of improved teaching and learning processes? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Provide feedback on current teaching and learning processes to the central level.				
Provide recommendations for improving teaching and learning processes to the central level.				
Assess current teaching and learning processes,				
Participate in research on advanced practices in teaching and learning in VET.				
Provide methodological support to employers who provide work based learning opportunities for students.				
Involvement in company training issues.				
Other (please specify):				
Other (please specify):				

35. To what extent do you agree or disagree that the schools should fulfill the following functions with regard to the design of improved teaching and learning materials? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Provide feedback on current teaching and learning materials.				
Provide recommendations for improving teaching and learning materials.				
Conduct research on the design of modern teaching and learning materials.				

Participate in the mechanism for the approval of teaching and learning materials.				
Have the formal right to initiate the design of new teaching and learning materials.				
Other (please specify):				
Other (please specify):				

Role of VET schools in the design of professional development courses for VET teachers

36. To what extent do you agree or disagree that the schools should fulfill the following functions with regard to the identification of the contents and relevance of VET teacher professional development courses? (Select one option for each row)

	Strongly disagree	Disagree	Agree	Strongly agree
Provide feedback on the current content of professional development courses.				
Provide recommendations for the improvement of content of professional development courses.				
Participate in the identification of topics and contents of professional development courses.				
Organize professional development courses at the school.				
Nominate experienced teachers as trainers for professional development courses.				
Conduct research at the school level on the impact of professional development courses.				
Conduct research at the school level on the needs for professional development courses.				
Participate in a nationwide study on the quality and usefulness of professional development courses.				
Delegate teachers as members of an expert group on a nationwide study on the quality and usefulness of teacher professional development courses.				
Other (please specify):				
Other (please specify):				

37. How important or not important are following issues with regard to pedagogical accountability of VET Schools? (Select one option for each row)

	Not important	Of little importance	Important	Absolutely essential
Extent to which curriculum is implemented.				
Role of school in the improvement of the curriculum.				
Measures taken by schools to ensure students' achievement of learning outcomes.				
Use of contemporary approaches to teaching and learning.				
Use of professional development opportunities for teachers.				
School-level dissemination of competences acquired by teachers in professional development opportunities.				

Other (please specify):				
Other (please specify):				

VET CENTRES OF EXCELLENCE (CoVEs)¹

38. What's your understanding of "excellence" in VET? (open question)

39. Please, give us your opinion on the level of priority of different functions Centres of Excellence should deploy, in particular, to promote transfer of knowledge and expertise to other VET schools (Select one option for each row)

	Low priority	Medium priority	High priority	Absolute Priority
Deliver Adult Learning / Continuing Vocational Training				
Act as catalysts for the collaboration between the VET system and businesses				
Cooperate with higher education institutions to establish a link between the effective training and re-training of specialists at the VET and HE level.				
Exemplify income generation opportunities in VET institutions.				
Act as positive example of high-quality provision of VET.				
Act as positive example of inclusive education.				
Act as positive example of effective management.				
Act as positive example of providing adult education opportunities.				
Act as positive example of cooperation with employers.				
Act as resource centre with modern equipment that can be used by other VET schools in the region.				
Conduct research on innovation in VET.				
Has a proactive leadership.				
Closely cooperate with parents.				
Has effective quality assurance measures in place.				
Exemplify how to benefit to a maximum extent of the teacher professional development system.				
Ensure that teachers know foreign languages.				
Participate in international competitions and associations.				
Has an up-to-date homepage, which attracts the attention of other VET schools.				
Take active measures to attract students.				
Conduct tracer studies.				
Other (please specify):				
Other (please specify):				

40. Please assess the level of effectiveness of the following measures to ensure proper accountability of Centres of Excellence. (Select one option for each row)

	Very ineffective	Rather ineffective	Rather effective	Very effective
Information of the Centre's budget and financial operations can be publicly accessed.				
Audit reports can be publicly accessed.				
Management and administrative staff is well-trained.				
Existence of a Centre-based compliance officer.				
Regular external audit.				

¹ CoVEs could be briefly defined as *partnership-based vocational education and training organizations and/or networks forming ecosystems of excellence and innovation to provide high level skilled specialists required in national and international labour markets and for contributing on the development of national and regional economies* (ETF Galvin Arribas 2019)

VET CoVEs self-evaluation.				
Designed and approved code of ethical behaviour.				
Other (please specify):				
Other (please specify):				

41. (This question is to be answered only by school boards representatives./school directors/teachers/masters.)

A Centre of Excellence meets a number of requirements. Please, self-assess how complex or easy it would be for your institution to meet each of these requirements. (Select one option for each row)

	Very complex	Complex	Easy	Very easy
The school board includes employers.				
There is a school development plan.				
School management set-up is clearly defined with an organizational chart and relevant job descriptions.				
Well-trained managerial staff.				
Teachers, Masters, Students participate in VET school governance.				
Financial management is transparent.				
There is cooperation with other VET institutions sharing information relevant for the improvement of VET delivery on basis of regular contacts, at least monthly.				
There are visibility activities, presence in social media.				
Composition of the pedagogic staff has the right competences and skills.				
Pedagogical staff implements innovative learning approaches, as e.g. learner centered teaching, project learning, use of ICT teaching aids, amongst others open for teacher training, even partly in free time.				
Existence of staff appraisal system with career advancement opportunities.				
Existence and effective functioning students' and graduates' career development service.				
Existence of up-to date curricula and programs (modules) developed with participation of employers.				
Existence of modern methodological and didactic materials.				
Training workshops, laboratories, equipment related to the sector are in good condition.				
Availability of quality internet in the institution.				
Existence of auxiliary facilities, e.g. canteen, sports ground, sports hall, medical station, etc.				
Existence of dormitory, guest house, other similar facilities.				
Access for people with disabilities to all premises and facilities.				
Offers of up- and re-skilling for adults.				
Active participation in the realization of regional economic development strategies.				
Cooperation with universities.				
Sector(s) companies participate in VET operations processes				
Companies offer workplace learning opportunities (internship at least no less than accumulated 2-3 months/year).				

42. Is there any further comment you want to add on the issue of autonomy and accountability of VET schools?

43. Do you have any remark to add regarding this questionnaire (e.g. its format, questions)?

