



ANALYSIS REPORT OF THE PROJECT'S DEVELOPMENT / MAY 2019

Project	585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP / TOPAS From theoretical-oriented to practical education in agrarian studies
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Status-Version:	
Date:	27/05/2019
Dissemination Level	Restricted to other program participants (including the Commission Services)



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2019

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EXECUTIVE SUMMARY

The TOPAS project aims at filling the gap within a common former soviet inherited agricultural sciences higher education system in Ukraine, Armenia and Uzbekistan, introducing and improving vocationally oriented practical programs based on a learning outcomes and competencies approach, targeting new and old graduates, with flexible learning pathways and permeability among the different agrarian management programs, while fostering partnership between universities and stakeholders (farm industry and associations), and practical training in real working environment to provide a better match between job market needs and the qualifications offered. Thus, a wide-range of activities will facilitate the transition from teacher centred knowledge-based form of education to student-centred practice based education in Agrarian studies and hence employability in Ukraine, Armenia and Uzbekistan by enhancing the cooperation between university and agriculture enterprises through adequate internship schemes with government support to recognize formal and informal learning and endorse ECQIP.

Progress and performance must be measured to attest a development in the project. With few, but carefully selected indicators, it is possible to get a good overview on the progress and performance.

This report contains a detailed analysis of the results of the assessment of projects development. The results analysis includes answers from all universities from partner countries as of May of 2019. This report is intended to serve as a benchmark for the project coordinator and the project's governance committees to evaluate the project and its development and to intervene wherever they find necessary and with whatever means they consider proper.

1. SURVEY METHOD

The HEI from partner's countries was asked to provide information as detailed in table 1.

<i>abbreviation</i>	<i>Description</i>	<i>Proofs</i>	<i>Details</i>	<i>Notes</i>
cagreem	cooperation agreements between university and farms, companies	Administrative records	-	As of May the 1th 2019. To be included only agreements signed with agricultural / agro industrial companies Cagreem = cagrshort + cagrlong
cagrshort	shortterm (1-3 years) cooperation agreements between university and farm sector	Administrative records	-	As of May the 1th 2019. To be included only agreements with agricultural / agro industrial companies
cagrlong	longterm (5 years and on) cooperation agreements between university and farm sector	Administrative records	-	As of May 1th 2019. To be included only agreements with agricultural / agro industrial companies
articles	Number of articles published	Copies, links		Number of articles published as of May 1th 2019 Articles = dissart + resart
dissart	Number of articles published in non-research publications	Copies, links	+ fill out <i>List of Publications template.docx</i>	As of May 1th 2019. Number of articles published in non-research publications
resart	Number of articles published in research publications	Copies, links		As of May 1th 2019. Number of articles published in research publications
event	Number of events organized	Reports, links	+ fill out <i>List of Activities template.docx</i>	As of May 1th 2019. Number of events organized
prendorsm	Number of endorsed ECQIA (<i>European Quality Charter on Internships and Apprenticeships</i>) principles	Self-assessment	-	Your self-assessment as of May 2019 how many ECQIA principles of internships (as part of higher education) - article 2 of Chapter - are endorsed by your institution out of six. http://qualityinternships.eu/ see attached file ECQIA principles.pdf
teamat	Amount of new teaching materials available	Copies, links	+ fill out <i>List of teaching materials and books.docx</i>	Amount of new teaching materials available as of May 2019
books	Amount of extended drill books	Copies, links		Amount of extended drill books as of May 2019
pc	Infrastructure in use	Administrative records	-	Please indicate what stage equipment ought to be purchased by project funds is in: 1. Tendering stage; 2. Purchased but not installed; 3. In use;
accredprocess	Accreditation of modifications in programs in agriculture management by Ministries of Agriculture and/or Education	Accreditation certificates from institutions and MOEs or other confirmation document	-	1 in very early stages 2 prepared, but not submitted 3 submitted 4 accepted 5 accredited

2. OVERVIEW

This overview is designed to serve as a convenient reference guide for individuals who eager to form their opinion on synopsis and eschew diving in the details data.

The results analysis includes answers from all universities from partner countries as of May of 2019.

Table 2 - The overall numbers by HEI

	cagreem	cagrshort	cagrlong	articles	dissart	resart	event	prendorsm	teamat	books	pc ¹	accredprocess ²
AAI	246	235	11	10	8	2	2	??	3	3	1	2
ANAU	17	16	1	27	27	0	6	0	0	0	1 and 2	?
NULES	6	0	6	19	18	1	10	??	-	-	2	5
SAI	28	9	19	15	11	4	6	3	13	42	1	?
SNAU	25	13	12	31	26	5	26	4	2	12	3	5

? - Need expanded clarification as it involves some sophisticated explanation related to national peculiarities in accreditation

?? - Respondents didn't provided answer (reasons unknown).

¹ SCALE used: 1. Tendering stage; 2. Purchased but not installed; 3. In use;

² SCALE used: 1) in very early stages; 2) prepared, but not submitted; 3) submitted; 4) accepted; 5) accredited

3. COOPERATION AGREEMENTS

Cooperation agreements with enterprises serve as a proxy of the close cooperation of the university with the real sector of the economy. The high quality placement involves a close exchange of experience and a long stay at the facility of host farm. In order to ensure the proper level of practical training as well as protection of student rights, the university signs an agreement with the farms regarding the placement. As a rule, these are bilateral agreements. Some universities may practice tripartite agreements – which include also a student.

Table 3 - Cooperation agreements, overview

	cagreem		cagrshort		cagrlong	
	10/2018	05/2019	10/2018	05/2019	10/2018	05/2019
AAI	225	246	225	235	0	11
ANAU	37	17	0	16	37	1
NULES	21	6	15	0	6	6
SAI	20	28	5	9	15	19
SNAU	18	25	13	13	5	12
Average	64	64	52	55	13	10
Σ	321	322	258	273	63	49

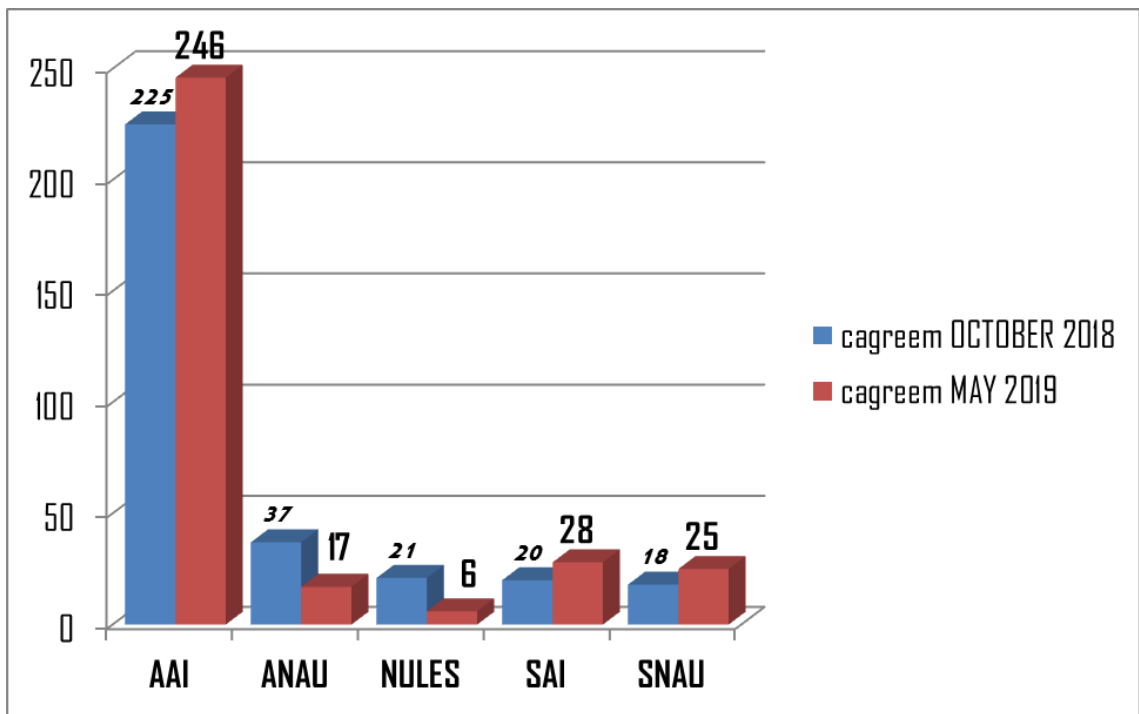


Figure 1 - Overall numbers of cooperation agreement

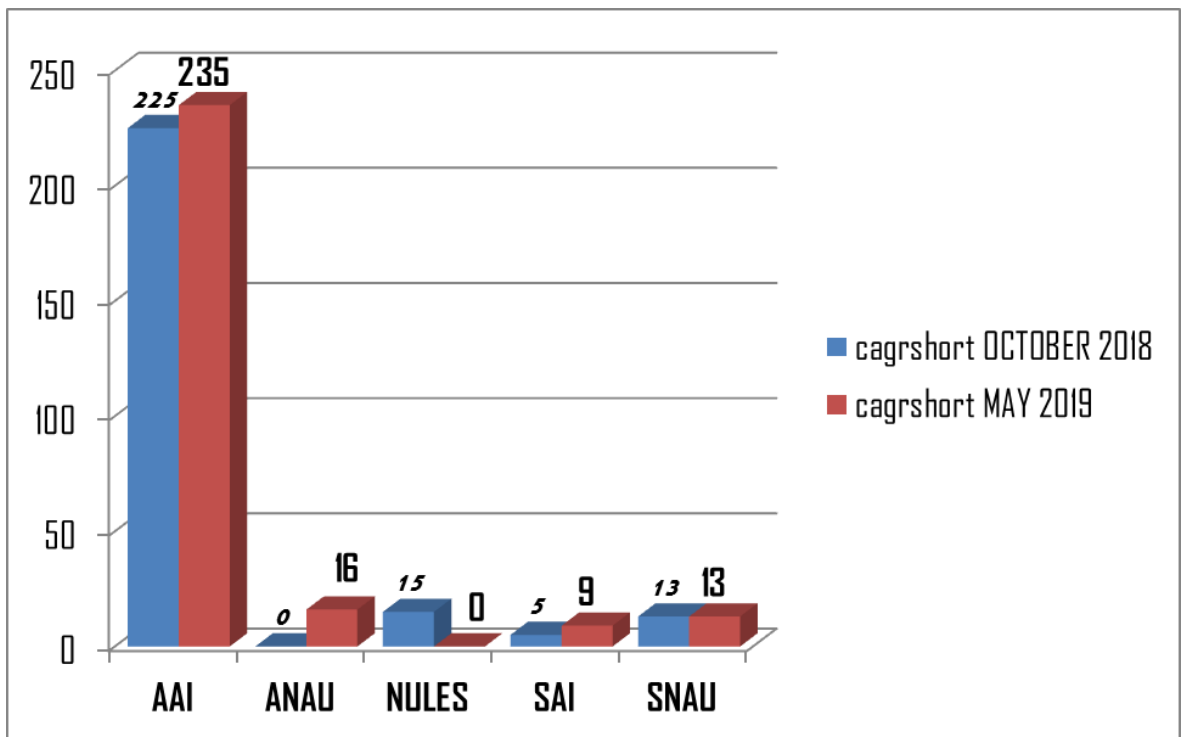


Figure 2- Short term (1-3 years) cooperation agreements between university and farm sector

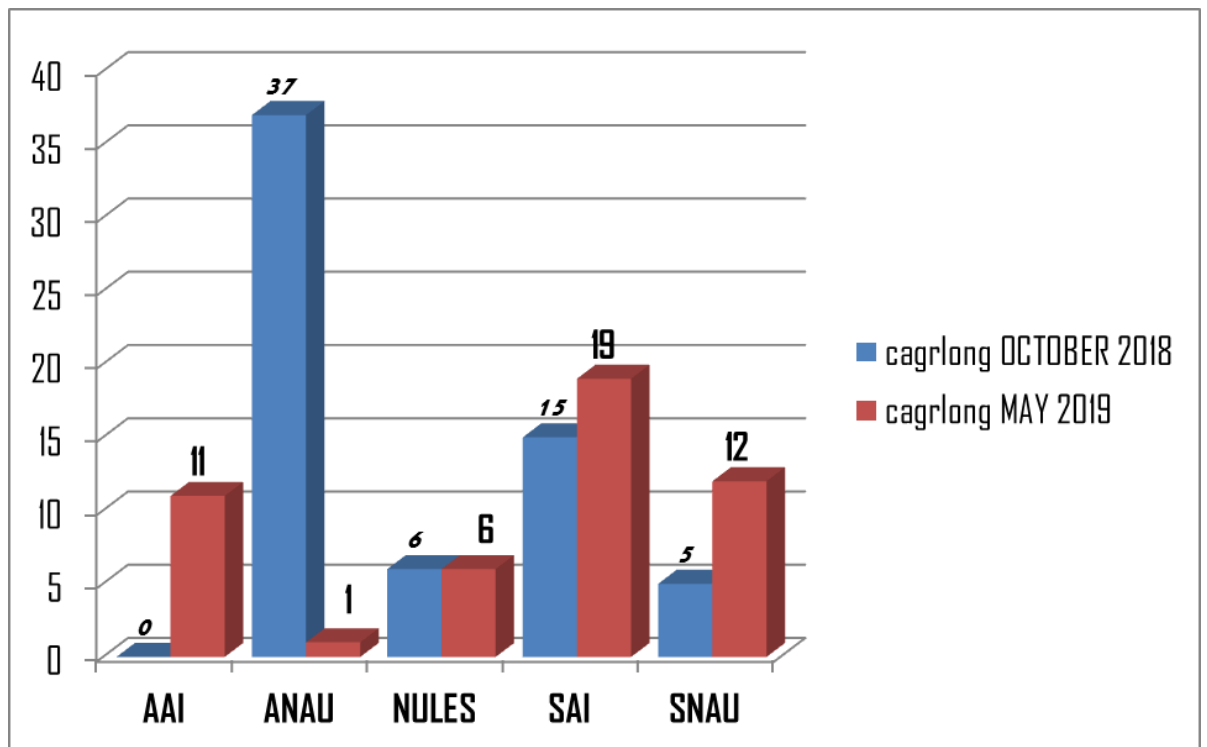


Figure 3 - Long term (5 years and on) cooperation agreements between university and farm sector

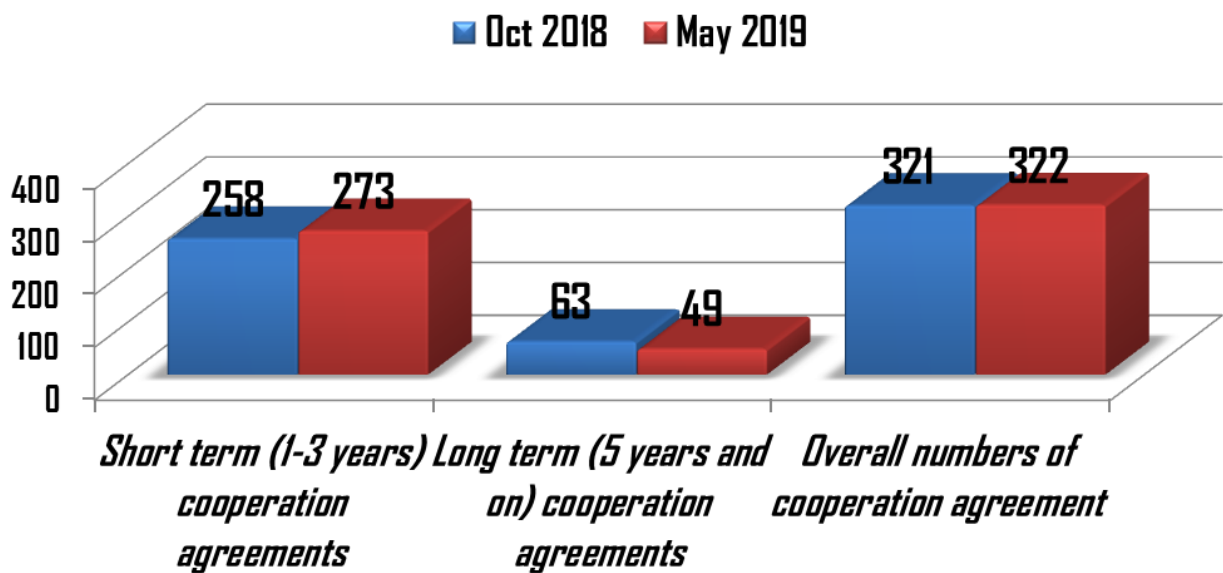


Figure 4 - The dynamics of the cooperation agreements in the consortium as a whole (only HEI from the partner countries)

4. NUMBER OF ENDORSED ECQIA (EUROPEAN QUALITY CHARTER ON INTERNSHIPS AND APPRENTICESHIPS) PRINCIPLES

One of the Specific Project Objective is Number of endorsed ECQIA principles. The article 2 of Chapter postulates that internships (as part of higher education) and apprenticeships should meet the following criteria:

1. Existence of a written and legally binding contract between the educational institution, intern/apprentice and hosting organisation outlining the main principles of the internship/apprenticeship, including how many credit points this will contribute to the diploma of the intern/apprentice; a description of learning objectives and tasks should be attached to the contract;

2. Length and tasks of the internship/apprenticeship correspond to specified learning objectives that are shared with the student at the beginning of his/her internship/apprenticeship;

3. Guidance throughout the internship/apprenticeship period by a supervisor(s) trained specifically for the role;

4. The right of the intern/apprentice to receive reimbursement of costs incurred during the internship/apprenticeship or right to receive food, housing, and public transportation tickets instead;

5. Decent remuneration for work carried out additional to the requirements outlined in the internship/apprenticeship contract, including compensation for overtime;

6. Clear evaluation criteria of the internship/apprenticeship period.

Partners were asked how many principles at the moment in their own assessment they endorsed.

Table 4 - Number of endorsed European Quality Charter on Internships and Apprenticeships principles

Partners	Number of endorsed European Quality Charter on Internships and Apprenticeships principles
AAI	<i>The reply returned no decisive answer</i>
ANAU	0

NULES	<i>The reply returned no decisive answer</i>
SAI	3
SNAU	4

5. INFRASTRUCTURE IN USE

During the project, partners were required to acquire equipment (table 5).

Table 5 - Equipment procurement

Who	What	Total amount (EUR) for each participant
SNAU, NULES, ANAU, YSU, SAI, AAI	Interactive screen, 2 laptops, 10 PCs Core i7, 512 GB SDD & audio-visual recording tool (digital recording of video material)	19500
SNAU, NULES, ANAU, YSU, SAI, AAI	practice oriented literature like "Fachstufe Landwirt" ("Farmers advanced level") x 100 books in national language and 100 books in EN.	4000
SNAU, NULES, ANAU, YSU, SAI, AAI	online data bank with server	5000

The HEI from partners countries were asked to indicate what stage equipment ought to be purchased by project funds is in:

1. Tendering stage;
2. Purchased but not installed;
3. In use;

Based on replies returned the table 6 was formed.

Table 6 - Infrastructure in use

Partners	Stage
AAI	Tendering stage
ANAU	Tendering stage and Purchased by not installed
NULES	Purchased by not installed
SAI	Tendering stage
SNAU	In use

6. ACCREDITATION OF MODIFICATIONS IN PROGRAMS IN AGRICULTURE MANAGEMENT BY MINISTRIES OF AGRICULTURE AND/OR EDUCATION

As you know one of the indicators of progress in project's Logical framework matrix is - Accreditation of modifications in at least 12 programs in agriculture management by Ministries of Agriculture and/or Education. Each partner university was assigned with the task to make accreditation of modifications in at least TWO (2 programs*6 partner uni=12) programs: ONE on bachelor level, ONE – on master level. You were asked to self-assess your progress so far according to scale: 1 - in very early stages; 2 - prepared, but not submitted; 3 - submitted; 4 - accepted; 5 – accredited. Here are the results:

Table 7 - Accreditation of modifications in programs

Partners	Stage
AAI	prepared, but not submitted
ANAU	<i>The reply returned no decisive answer</i>
NULES	accredited
SAI	<i>The reply returned no decisive answer</i>
SNAU	accredited

7. NUMBER OF ARTICLES PUBLISHED AND EVENTS ORGANIZED

Among Specific Project Objective are ‘Number of articles published’ and ‘Number of events organized’.

The HEI from partners countries were asked to provide information on number of articles published and events organized. Articles were divided into two categories: 1) non-research publications, basically – dissemination publications; and 2) research publications (although the term peer-reviewed was not mentioned in request).

The responses provided by universities were as follows (table 8).

Table 8 - Number of articles published and events organized

	Number of articles published	Number of articles published in non-research publications	Number of articles published in research publications	Number of events organized
AAI	10	8	2	2
ANAU	27	27	0	6
NULES	19	18	1	10
SAI	15	11	4	6
SNAU	31	26	5	26

8. AMOUNT OF NEW TEACHING MATERIALS AVAILABLE EXTENDED DRILL BOOKS

Among many outputs of WP2 as stated in DPD are amount of new teaching materials available extended drill books.

Table 9 - Number of articles published and events organized

	Amount of new teaching materials available	Amount of extended drill books
AAI	3	3
ANAU	0	0
NULES	0	0
SAI	13	42
SNAU	0	0

Table 10 - WIDER, SPECIFIC PROJECT OBJECTIVE AND SOME OUTPUTS OF WPS EXAMINED IN THE ASSESSMENT PUT IN CONTEXT

Objective	Indicator	Baseline Parameters		HEI from partner countries					
				AAI	ANAU	NULES	SAI	SNAU	YSU
Wider objective	1. % of satisfaction from employers and educators with content of new curricula and new key qualifications.	Qualitative expression by employers and educators		At The End Of Project					
	2. Increased number of cooperation agreements between university and farm sector	Number of cooperation agreements	Oct 2018	225	37	21	20	18	3
			May 2019	246	17	6	28	25	-
	3. % on graduate employment rates	Number of employed fresh graduates		91,2	80,0	70,0	98,0	60,0	63,0
4. Internship schemes are considered by MHSSE and MOEs as national standard	Number of accredited schemes by ministries		2	1	2	1	2	1	
Specific Project Objective	5. Accreditation of modifications in at least 12 programs in agriculture management by Ministries of Agriculture and/or Education. <i>1 in very early stages</i> <i>2 prepared, but not submitted</i> <i>3 submitted</i> <i>4 accepted</i> <i>5 accredited</i>	Number of accredited modifications by ministries	Oct 2018	2	1	2	1	2	-
			May 2019	2	?	5	?	5	-
	6. At least 25 teachers per HEI retrained	Number of teachers		Participant lists of meetings					
	7. % of students' satisfaction with teaching competences	Qualitative responses by students		3,99	3,71	3,58	3,55	3,86	3,27
	8. % of teacher's satisfaction with resources available	Qualitative responses by teachers		3,92 ³	3,50	3,77	3,62	3,52	3,09
9. Number of	See indicators 6 & 7		Look at indicators 6 & 7						

³ Here for all HEI calculated as a mean for all indicators of Teachers survey conducted within Baseline Questionnaire - could be found following link on page 5

	academic/administrative staff trained. % of students' satisfaction with competences acquired							
	10. Number of articles published	Number of articles	10	27	19	15	31	-
	11. Number of events organized	Number of events	2	6	10	6	26	-
	12. Number of endorsed ECQIA principles	Correspondence of placement schemes to the 7 EQUIA aspects	?	0	?	3	4	-
	13. Level of demand for data collected	Number of queries to intended farm data base	No baseline - partners are asked to document queries after establishment of databases					
Output WP1	14. Number of courses revised and approved by HEIs and MOEs with corresponding course descriptors	See indicator 5	No baseline - partners are asked to inform about accreditation throughout the project duration					
Output WP2	15. Number of training sessions	Number of training sessions	No baseline - partners are asked to document training sessions at their premises, list of implemented overarching project training meetings by HSWT					
	16. Number of participants and teachers trained	Participant list of training meetings	No baseline - partners are asked to provide the participant list of training sessions					
	17. Amount of new teaching materials available	Number of new teaching materials	3	0	0	13	0	-
	18. Amount of extended drill books	Number of extended drill books	3	0	0	42	0	-
	19. Infrastructure in use <i>1. Tendering stage;</i> <i>2. Purchased but not installed;</i> <i>3. In use;</i>	Number of new materials (PCs etc.)	1	1/2	2	1	3	-
	20. Number of internships organized	Number of placements	244	15	13	3	65	6
	21. Level of satisfaction	Qualitative expression by students and educators	3,96	3,61	3,67	3,59	3,69	3,18

