

# CATALOGUE of GOOD PRACTICES

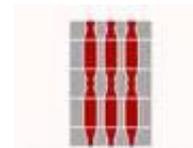
Project  
P.R.I.S.D.O.Q.

“Peer Reviews:  
Increasing  
Sustainable  
Development  
Of Quality”

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Associazione FORMA.Azione srl



Regione Umbria





## Foreword

PRISDOQ project has been funded in 2011 within the Leonardo da Vinci Transfer Of Innovation Program (LLP-LdV-TOI-11-IT-771, CUP G92F11000390006). Its main aim is **to encourage the development and implementation of Peer Review within public and private VET&AE (Adult Education) providers in Europe.**

The work carried out within the two-years project duration has been based, on one hand, on the "Proposal for a structure and a process for transnational European Peer Review", produced by the Thematic group of EQAVET network in 2009; on the other hand, on the project itself, with specific reference to partners' experimentation of Transnational Peer Review at the beginning of the project. The experimentation of the methodology was considered as a pre-condition of knowledge and essential for measuring efficacy and usability of Peer Review within VET providers' Quality Management Systems.

The reference to the "Proposal" (see the graph below) has been a key factor to assure the continuity with the work and the conclusions already developed at European level, and the perspectives of a concrete implementation of transnational Peer Review in Member States.

Moving from the **experimentation** carried out by the partners and the comparison of the different impacts/results produced in each partner's organization, partners were able to define coherent and adequate activities to make Peer Review more spread, understandable, systematised. They have been all listed in the "Executive plan for sustainable management of European Transnational Peer Review" that each partner developed in his own country according to what other relevant national VET&AE System stakeholders and Quality Assurance experts were carrying out within the same area of competence.

Source: Gutknecht-Gmeiner, 2009, based on the results of the Thematic Group on Peer Review, meeting of December 3-4

Graph 3: Elements of a European Peer Review "architecture"

| Actors/Areas   |   | VET providers  | National/regional etc. bodies  | European coordinating body   | EQARF network/EC  |
|--|---|--|--|--|---|
| Common principles, Structure, Cooperation  | Common principles   |  |  |  |   |
|  | a) General principles   | Integration into European VET quality policies and principles for conducting Peer Reviews, apply to all levels   |  |  |   |
|  | b) Cooperation principles   | Principles for cooperation in facilitating transnational European Peer Review; apply to all levels   |  |  |   |
|  | Structure   |  | <ul style="list-style-type: none"> <li>- operational responsibilities incl. monitoring (cf. below)</li> <li>- national coordination</li> </ul>   | <ul style="list-style-type: none"> <li>- operational responsibilities incl. monitoring (cf. below)</li> <li>- coordination of national level/VET providers</li> <li>- reporting to EQARF network/EC</li> </ul> | General decision-making   |
| Cooperation  | based on cooperation principles fine-tunes definition of roles and responsibilities of different actors within the overall structure → cooperation between different actors on different levels AND between Member States |  |  |  | Call for Tender for Coordinating Body   |
| Tasks and responsibilities   | Information/ Dissemination  | <ul style="list-style-type: none"> <li>- dissemination and information by and among VET providers</li> <li>- networking between VET providers</li> </ul> | <ul style="list-style-type: none"> <li>- wide scope of information and dissemination activities on national level</li> <li>- coordination with European level and other MS pending European funding</li> </ul> | <ul style="list-style-type: none"> <li>- wide scope of information and dissemination activities on European level</li> <li>- coordination with MS and EQARF network/EC</li> </ul>                              | Support information and dissemination   |
|  | Support   | support in communities of practice (e.g. exchange of good practice, mentoring)   | <ul style="list-style-type: none"> <li>- operational tasks and responsibilities in supporting VET providers on national level</li> </ul>   | <ul style="list-style-type: none"> <li>- operational tasks and responsibilities in supporting VET providers on European level</li> </ul>   |   |
|  | QA and Learning   |  | <ul style="list-style-type: none"> <li>- Monitoring and QA of national activities</li> <li>- Support for QA on the European level</li> </ul>   | <ul style="list-style-type: none"> <li>- Monitoring and QA of European activities</li> <li>- Self-evaluation together with national bodies</li> </ul>  | <ul style="list-style-type: none"> <li>- external meta-evaluation</li> <li>- impact analysis</li> </ul> |
| Exchange of good practices and networking; Certification/Quality Seal/Label Implementation of procedures for change (learning from evaluation results) |   |  |  |  |   |
| Funding  | Shared-costs-principle**  | own funds of VET providers   | national funding   | European funding   |   |

This Catalogue collects and briefly describes those activities that have been recognized as good practices and can therefore be considered useful in spreading and encouraging Peer Review implementation in VET Systems at European level. To the purpose of this work, **good practice** refers to **effective, ideal or paradigmatic practice** within an organisation **that others would benefit from adopting and/or adapting**.

The aim of the catalogue is to support other organizations and institutions active in the field of Quality Assurance, Quality Assurance in VET&AE, policies and plans to improve Quality in VET, etc. in implementing Peer Review and Transnational Peer Review as a flexible and results-oriented methodology to continuously improve quality.

The **criteria** adopted to define the good practices are:

- EFFICIENCY;
- SUSTAINABILITY;
- ACTIVE INVOLVEMENT OF ALL ACTORS;
- TRANSFERABILITY.

The good practices described in the Catalogue are not only the ones developed by PRISDOQ partners but also those carried out by other institutions at national and regional level.

### **Definition and assessment of good practice**

Good-practices are samples which fully or substantially achieve their own objectives, have beneficial impacts on the target groups and, in general, the context of implementation, provide useful lessons for relevant beneficiaries such as other Member States and European countries.

The quality of the reported practices was assessed using **a scale of 1-4** for each of the following criteria:

- Efficiency ;
- Sustainability;
- Active involvement of all actors;
- Transferability.

The good practices address both the:

**level of implementation**, i.e. VET and AE providers and practitioners that develop and implement projects, indicated with a red circle

and

**policy level**, i.e. National Agencies, national and regional authorities involved in VET and AE, social partners and policy makers, indicated with a blue circle.

Those good practices that can be adopted/adapted by both levels, are indicated with a grey circle.

## List of Good Practice samples

|   |    |
|---|----|
| 1) Connection with other LLL programme funding opportunities: the Study visits program  | 6  |
| 2) Connection with other LLL programme funding opportunities: Leonardo da Vinci partnership SustainVET (Sustainable Quality in VET) | 10 |
| 3) Transnational Peer Training – Comenius training course   | 14 |
| 4) Training for VET providers as Peers  | 18 |
| 5) Changes in partner institutions: OPAL  | 22 |
| 6) Improvements in partner institutions: LETU   | 24 |
| 7) Integration of Peer Review in national QA system for VET   | 26 |
| 8) Integration of Peer Review in regional QA system for VET   | 28 |
| 9) National information events on Transnational Peer Review in Lithuania  | 30 |
| 10) National information events on Transnational Peer Review in Germany   | 32 |
| 11) Experimentation project <i>National Network on Peer Review 2012/2013</i>  | 34 |
| 12) National Register of Peers  | 36 |
| 13) European Association of Peers   | 38 |
| 14) Experimentation of Transnational Peer Review  | 40 |

1

Connection with other LLP  
programme funding opportunities:  
the Study visit program

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ★ ★ |
| Active Involvement | ★ ★ ★ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 

|                                       |   |
|---------------------------------------|---|
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| <b>Start- and end-date</b>            | Deadlines to apply vary depending on the type of application, participation or organization.<br>To apply for a Study Visit as participant two deadlines a year are usually foreseen, whilst as organizer only one a year. The new programme for 2014-2020 could define different period of funding.   |
| <b>Objectives of the activity</b>     | Study Visits are aimed at:<br>- <b>exchanging practices and experiences</b> among VET, Adult education/HR specialists, and decision-makers;<br>- teaching/learning specific topics, adopting interactive methods like working groups, discussions, testimonials;<br>- starting new relations aimed at cooperating at European and Transnational level.<br>Each year Cedefop edits a catalogue, listing the Study Visits proposed by private and public bodies, which are divided into 5 thematic categories:<br>1) Encouraging cooperation between the worlds of education, training and work; 2) Supporting initial and continuous training of teachers, trainers and education and training institutions' managers; 3) Promoting the acquisition of key competences throughout the education and training system; 4) Promoting social inclusion and gender equality in education and training, including the integration of migrants; 5) Developing strategies for lifelong learning and mobility.<br><b>“Improving quality through peer Review: a way to increase common trust and learning”</b> , that will take place in Perugia from 24 to 27 September 2013, has been approved to FORMA.Azione within the second category “Quality assurance mechanism in schools and training institutions”.  |
| <b>The motivation of the activity</b> | A Study Visit is a short stay of three to five days in a host country for a group of 10 to 15 European VET professionals and decision-makers. A study visit includes presentations and on-site visits to ministries, educational and training institutions, training sites, etc. The visits represents a forum for discussion, exchange and learning on themes of common interest and on European and national priorities.<br>Organizing/Participating to a study visit is a profitable opportunity to disseminate projects' results, professional experiences, innovative competences and skills within a selected group of specialists and experts.<br>Participants are <b>financed by LLL Program</b> whilst the organizer do not receive any funds. It is thought as a unique occasion to reach in few time VET and Adult education high qualified target groups that can acquire knowledge and competences, share information and practices, disseminate European projects results.<br>By organising a Study Visit you will meet education and vocational training specialists and decision-makers from across Europe, and:<br><ul style="list-style-type: none"> <li>• present and promote the work and achievements of your institution;</li> <li>• learn about education and training systems in European countries;</li> <li>• exchange ideas and examples of good policies and practices with other professionals;</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• establish new contacts for networking and cooperation activities.</li> </ul>  |
| <b>Level of implementation</b>                     | <p>FORMA.Azione's staff has already participated to four study visits during the years 2012-2013, meeting around 50 VET and Adult Education specialists coming from different European and candidates countries.</p> <p>It has also proposed two Study Visits: one already held in Perugia in 2012 and focused on improving Adult Education attractiveness, the other one, to be held in Perugia at the end of September 2013, focused on Peer Review.</p> <p>All the study visits have been the occasion to disseminate Peer Review methodology and activities and results carried out within PRISDOQ project, also through leaflets and brochures.</p> <p>A questionnaire investigating the level of knowledge of Peer Review and the interest in being involved in it has been delivered to around 40 people.</p>   |
| <b>Target group</b>                                | VET & AE experts and specialists, decision-makers, social partners, HR managers and specialists.   |
| <b>Budget</b>                                      | <p>The grant foreseen to participate to a Study Visit differs from country to country. In Italy, it is about € 1.400,00 per person.</p> <p>No funds are foreseen for the organizers and the budget required can differ from country to country, depending on the own organizer networks and relations.</p>   |
| <b>Participants</b>                                | VET&AE specialists, representatives of Ministry of Labour, Guiding services experts, Teachers, trainers, Social partners representatives.  |
| <b>Short description of the activity developed</b> | <p>Organizing/Participating to a Study Visit has represented a relevant opportunity to exploit P.R.I.S.D.O.Q. project's results. <b>Dissemination among experts and specialists</b> has been a qualified and <b>targeted action</b> that has assured multiplier effects and an immediate European added value. During the personal presentation, a focus has been put on Peer Review methodology, its connections with the EQAVET (European Quality Assurance in VET) Recommendation, P.R.I.S.D.O.Q. project's aims, activities and outcomes.</p> <p>Leaflets, brochures and questionnaires investigating the knowledge's level of Peer Review have been the main deliverables shared.</p> <p>On October 2012, FORMA.Azione srl applied for a study visit focused on Peer Review "Improving quality through peer Review: a way to increase common trust and learning". It has been thought as an opportunity to link the PRISDOQ project results and dissemination plan to a European opportunity of training and exchange of practices among experts and specialists.</p> <p>The study visit has been inserted in CEDEFOP catalogue at the beginning of 2013 and has been assigned to <b>15 VET&amp;AE experts and specialists of 14 different European countries plus Macedonia.</b></p> |
| <b>Implementation</b>                              | <p>Four Study Visits have been already attended between March 2012 and April 2013. As P.R.I.S.D.O.Q. project started its main activities during the second half of 2012, the Study Visits held in 2013 have been the most profitable. While in the 2012 only brief communication about aims and activities of PRISDOQ project has been shared, in 2013 PRISDOQ project's staff presented the State of the Art of the project and the expected challenges and perspectives. Leaflets and brochures of the project and the methodology of Peer Review have been distributed to all the participants (around 40). The study visits have been considered <b>within the dissemination strategy</b> and published on <b>ADAM database</b> (<a href="http://www.adam-europe.eu">www.adam-europe.eu</a>).</p> <p>At the end of September 2013 a study visit focused on Peer Review</p>   |

|                         |  |
|-------------------------|--|
|                         | <p>"Improving quality through peer Review: a way to increase common trust and learning" will take place in Perugia (Italy).</p> <p>Cedefop has already selected 15 participants coming from 15 different countries (not only Member States, one is from Macedonia).</p> <p>It is the <b>first time that Peer Review is the main topic of a Study Visit</b> and this represents a challenge as well as a practice to be implemented and supported in other different themes.</p>  |
| <b>Specific results</b> | <p>Participating to a Study Visit has produced the following <b>results</b>:</p> <ul style="list-style-type: none"> <li>- wider diffusion of Peer Review knowledge among VET and Adult Education specialists in different European countries;</li> <li>- increased awareness of the importance of self-evaluation and Peer Review as privileged easy-to-use tools to improve Quality Assurance in VET&amp;AE;</li> <li>- increased demand of accessing training courses for Peers, observation of Peer Review, participation to national and transnational events on Peer Review (PRISDOQ Final conference, QANRP's dissemination events, etc.)</li> </ul> <p>Quantitative results will be available only at the end of PRISDOQ project.</p> |
| <b>Impacts</b>          | <p>n. 30 P.R.I.S.D.O.Q. project brochures and n. 40 P.R.I.S.D.O.Q. project leaflets distributed</p> <p>n. 3 P.R.I.S.D.O.Q. project presentation delivered between October 2012 and may 2013.</p> <p>n. 20 questionnaires collected.</p>  |
| <b>Lessons learnt</b>   | <p>Since the project results have an inherent European Added Value and a Transnational rationale, it is essential to try to access to different funding source that can assure the exploitation of the results as well as a wider dissemination audience.</p> <p>For the best success and sustainability of the activities developed is furthermore <b>significant to reinforce cooperation and future project's development among the study visit's participants.</b></p>   |

2

Connection with other LLP  
programme funding opportunities:  
**Leonardo da Vinci partnership**  
SustainVET (sustainable quality in vet)

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ★ |
| Sustainability     | ★ ★ ★ ★ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 

|                                       |  |
|---------------------------------------|--|
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| <b>Start- and end-date</b>            | <p>Deadlines to apply vary depending on LLL programme rules.<br/> The new programme can define different period of funding. For the Leonardo da Vinci – partnerships 2012-2014 the deadline was in February.</p>   |
| <b>Objectives of the activity</b>     | <p>Generally the LLP-LdV-activities are aimed at:</p> <ul style="list-style-type: none"> <li>- exchanging practices and experiences among VET and HR specialists and decision makers;</li> <li>- teaching/learning specific topics, adopting very interactive methods like working groups, discussions, testimonials;</li> <li>- starting new relations aimed at cooperating at European and Transnational level.</li> </ul> <p>Concerning the LdV-partnerships, each year the National Agencies publish specific priorities. Applicants should visit their <a href="#">National Agencies website</a>.</p> <p>SustainVET supports the implementation/use of the European Quality Assurance Reference Framework by supporting the use of self assessment and Transnational Peer Review in the quality assurance process of VET organisations.</p> <p>The SustainVET-project objectives are:</p> <ul style="list-style-type: none"> <li>- raising awareness of the concept of sustainability and its applicability to VET as a quality criterion;</li> <li>- development of a tool for the self assessment for VET organisations (including social enterprises perspectives) that can be used in Transnational Peer Reviews.</li> </ul> <p>The projects strategies are:</p> <ul style="list-style-type: none"> <li>- mobility for VETPRO and learners</li> <li>- community reporting and sharing of best practices by means of ICT / Interactive Social Media</li> <li>- networking by including local stakeholders (especially SME, social enterprises and social partners)</li> <li>- dissemination by means of a blog and networking</li> </ul> |
| <b>The motivation of the activity</b> | <p>Partnerships allows VET-organizations to work with European counterparts on issues of mutual interest, to share ideas and discuss common problems. They are small scale co-operation activities to share experiences and good practices in vocational education and training through visits between the partner countries. A minimum of 3 organizations in 3 different countries need to be included. The funding is based on a lump sum for a specific number of mobilities (the amount varies from country to county). Intense administration is not necessary in this type of project.</p>   |
| <b>Level of implementation</b>        | <p>The Leonardo da Vinci-partnership SustainVET (2012–2014) is coordinated by PERSPEKTIVwechsel and includes partners from BE, FI, PL and UK.</p>  |

|  |  |
|--|--|
|  | <p>This project supports the implementation/use of the European Quality Assurance Reference Framework by supporting the use of self assessment and peer review in the quality assurance process of VET organizations.</p> <p>In close cooperation between VET and the world of work a set of quality criteria for "Sustainability in VET" (QA 15) has been developed and can be used for initial and continuous training of VET teachers, trainers, tutors and VET institution managers as well as for Transnational Peer Reviews (TPR). The project partners – as community reporters – will use QA 15 and document sustainability in VET in partners' organizations by means of Interactive Social Media. The community reporters' content is shared with the interested public by means of a <a href="#">blog</a> . SustainVET reflects both on VET in general and on e-VET.</p>  |
| <b>Target group</b>                                | For the LdV-partnership the target group is: VET experts, decision makers, social partners and learners.   |
| <b>Budget</b>                                      | <p>Within LdV-partnerships the National Agencies support a number of mobilities with a specific amount. E.G. in Germany:</p> <p>4 mobilities: 10.000 EUR<br/> 8 mobilities: 14.000 EUR<br/> 12 mobilities: 18.000 EUR<br/> 24 mobilities: 22.000 EUR</p>   |
| <b>Participants</b>                                | VET –providers from BE, DE, FI, PL and UK, teachers, trainers, teacher trainers, kindergarten teachers, local governments, ministries, trade unions, teachers associations, university founders etc.   |
| <b>Short description of the activity developed</b> | <p>During the project maturity 5 partnership meetings will be held. They all include three parts:</p> <ul style="list-style-type: none"> <li>- Internal project meeting for partners</li> <li>- Networking with local stakeholders for discussing the project deliverables</li> <li>- Cultural exchange</li> </ul> <p>Partners developed a wide variety of approaches to discuss the project deliverables with stakeholders: inquiries/questionnaires, focus groups, interviews (single and group), sustainability reports of VET-organizations, counselling for VET-providers and ministries, inclusion of relevant stakeholders to the organisation of the partnership meetings, etc. Stakeholders feedback was included in the development of the main project results: the Quality Area 15 "Sustainability in VET". With all stakeholders the TPR-approach and the concept of sustainability in VET was discussed.</p> |
| <b>Implementation</b>                              | <p>2 partnership meetings were held so far:</p> <p>Wuppertal / DE, 16.-18.10.2012<br/> Krakow / PL, 19.-21.03.2013</p> <p>3 more partnership meetings are planned:</p> <p>Leeds /UK, 04.-06.09.2013<br/> Gent / BE, 29.-31.01.2014<br/> Lisalmi / FI, 21.-22.05.2014</p> <p>A final conference will be held for the wider public in Wuppertal/GERMANY 03.04.2014. There the TPR-approach will be on the top of the agenda.</p>   |

|                         |  |
|-------------------------|--|
|                         | Quality Area 15 "Sustainability in VET" was developed (draft) in English and German language including a wide variety of stakeholders feedbacks form 5 European countries. It can be downloaded from then projects blog: <a href="http://sustainvet.wordpress.com">http://sustainvet.wordpress.com</a>   |
| <b>Specific results</b> | SustainVET results (reached until 2013) are: <ul style="list-style-type: none"> <li>- A wider diffusion of Peer Review knowledge among VET specialists in different European countries;</li> <li>- An increased awareness of the importance of self-evaluation and Peer Review as privileged easy-to-use tools to improve Quality Assurance in VET;</li> <li>- Development of a new Quality Area "Sustainability in VET"</li> <li>- Diverse media were developed: audio- and video-files, ppt-presentations, articles, blogs etc.</li> </ul> |
| <b>Impacts</b>          | N. 30 P.R.I.S.D.O.Q. project brochures distributed f2f and online for download<br>N. 30 P.R.I.S.D.O.Q. project leaflets distributed f2f and online for download<br>P.R.I.S.D.O.Q. project presentation delivered to the SustianVET-partners and online for download  |
| <b>Lessons learnt</b>   | The TPR-approaches attractiveness for VET-providers differs very much according to their national quality management systems. Nevertheless VET-professionals all over Europe value highly the self-directed approach of TPR for the motivation of staff in the quality development within VET-institutions.  |



3

Transnational Peer Training –  
Comenius training course

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ★ ★ |
| Active Involvement | ★ ★ ☆ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 



|                                       |   |
|---------------------------------------|---|
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| <b>Start- and end-date</b>            | <p>Malaga / SPAIN</p> <p>10.02.2014, 09.30 a.m.<br/> 14.02.2014, 15.30 p.m.</p>   |
| <b>Objectives of the activity</b>     | <ul style="list-style-type: none"> <li>• Participants have knowledge about the Peer Review-approach: phases, roles, tools, quality areas.</li> <li>• Participants are able to choose adequate qualitative research methods during a Peer Review.</li> <li>• Participants are able to develop a self-report within their organization for a Peer Review.</li> <li>• Participants have reflected and planned individual implementation practices.</li> <li>• Participants are aware on specifics in intercultural communication, especially concerning critical feedback.</li> <li>• Participants are aware on different roles during a Peer Review.</li> <li>• Participants are aware of individual learning demands.</li> </ul> |
| <b>The motivation of the activity</b> | <p>Participants joined our two-hours-information events and one-day-trainings and after that they were motivated to gain a deeper knowledge about all details of a Transnational Peer Review (TPR) before starting practicing it on their own. So we decided to develop this training course to deepen their knowledge and competence to conduct a TPR as peers or hosting organizations.</p> <p>We think it's useful to get to know the TPR-approach in an intercultural surrounding to become aware on possible cultural obstacles at a very early stage. Then (if needed) additional competences can be developed before the first real Peer Review, yet.</p>  |
| <b>Level of implementation</b>        | <p>This COMENIUS-course will be offered in February 2014 for the 1<sup>st</sup> time.</p>   |
| <b>Target group</b>                   | <p>The following target groups will be addressed:</p> <ul style="list-style-type: none"> <li>• Teachers (Pre-school, primary, secondary, vocational, adult, special needs)</li> <li>• Teacher trainers</li> <li>• Careers officers, educational guides and counsellors</li> <li>• Headteachers/principals/managers of schools/organisations offering adult education</li> <li>• Inspectors</li> <li>• Other (Paid or voluntary) management staff in the institution/organisation</li> <li>• Non-teaching administrative staff</li> <li>• Members of students/teachers councils in adult education</li> <li>• Other, namely: district governments</li> </ul>   |

|  |   |
|--|---|
| <b>Budget</b>                                      | <p>The fee is 1.330 EUR. This is covering tuition (500 EUR) and full board accommodation (830 EUR).</p> <p>The conference fee, the travel- and subsistence costs are funded by the LLP / your National Agency. The grant foreseen to participate to a COMENIUS-training differs from country to country. Deadlines to apply for a funding vary depending on LLP programme rules. The new programme can define different period of funding.</p> <p>For the COMENIUS-courses three deadlines usually were foreseen:<br/> 16.01.2013 for activities starting 01.05.2013<br/> 30.04.2013 for activities starting 01.09.2013<br/> 17.09.2013 for activities starting 01.01.2014</p>  |
| <b>Participants</b>                                | <p>Expected participants:<br/> Maximum 25 participants from at least 3 European countries.<br/> Maximum 10 participants from one country.</p>   |
| <b>Short description of the activity developed</b> | <p><b>The activity has been planned as follows:</b></p> <p><b>1st day</b><br/> Welcome workshop and course overview<br/> Peer Review in participating countries<br/> The Peer Review-approach: What is it? Phases, tools, roles, quality areas</p> <p><b>2nd day</b><br/> How to build up an agenda for a transnational peer review?<br/> Qualitative research methods: How to collect and analyze data?</p> <p><b>3rd day</b><br/> Case study<br/> Developing skills for the process management: How to create a self-report in one's own school / organization?</p> <p><b>4th day</b><br/> Role of the critical friend: Practicing feedback, conversation techniques and intercultural competences<br/> Reflection: Competence-check for future peers and peer leaders</p> <p><b>5th day</b><br/> How to transfer Peer Review into national, European and organizational contexts?<br/> Action plan: How can we support the concrete implementation of Peer Review in our own lives, organizations, countries?<br/> Farewell and closing ceremony with certificates and EuroPASS</p> <p>For further information please visit<br/> <a href="http://pwprisoq.wordpress.com/2013/06/14/training-for-peers-in-malaga-spain/">http://pwprisoq.wordpress.com/2013/06/14/training-for-peers-in-malaga-spain/</a></p> |

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| <b>Implementation</b>   | This COMENIUS-course will be offered in February 2014 for the 1 <sup>st</sup> time   |
| <b>Specific results</b> | N. 25 peers trained for Transnational Peer Reviews   |
| <b>Impacts</b>          | Maximum:<br>n. 25 PRISDOQ brochures distributed;<br>n. 25 PRISDOQ leaflets distributed;<br>n. 1 PRISDOQ presentation delivered |
| <b>Lessons learnt</b>   | Quantitative results also in terms of learning outcomes will be available only at the end of the COMENIUS-training.            |

4

Training for VET providers  
as Peers

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ☆ ☆ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 

|                                       |   |
|---------------------------------------|---|
| <b>Contact details</b>                | <p><b>Antonietta PETETTI</b><br/> REGIONE UMBRIA<br/> Via Mario Angeloni, 61<br/> 06100 Perugia – IT<br/> email <a href="mailto:apetetti@regione.umbria.it">apetetti@regione.umbria.it</a></p> <p><b>Sylvia LIUTI</b><br/> Associazione FORMA.Azione srl<br/> Via Luigi Catanelli Perugia<br/> 06135 Italy<br/> email <a href="mailto:liuti@azione.com">liuti@azione.com</a></p>  |
| <b>Start- and end-date</b>            | <p>Within PRISDOQ project activities, the experimental training program for Peers has been promoted and developed by Regione Umbria, with the support of Associazione FORMA.Azione, from the end of April to the end of June 2013.</p>  |
| <b>Objectives of the activity</b>     | <p>The activity aimed at widen knowledge and basic competences on Peer Review methodology and its connections with Quality Assurance of VET and Adult Education (AE) systems and providers.</p> <p>The training for Peers has been intended not only to disseminate knowledge about the methodology but, above all, as a specific action to concretely involve VET and AE key actors and to have them adopting Peer Review in their own organizations.</p> <p>The training delivered to VET and AE providers has been the first step towards an increased awareness of the relevance of self-evaluation and Peer Review, as tangible and concrete tools to implement Quality Assurance indicators and criteria according to the European Parliament Recommendation on the establishment of European Quality Assurance Reference Framework for VET of 2009.</p>  |
| <b>The motivation of the activity</b> | <p>In line with the European Parliament Recommendation to Member States of 2009, which suggested to use and develop the European Quality Assurance Reference Framework, quality criteria and indicators, and to promote a <b>culture of quality improvement and innovation</b> at all levels, the activity has been an attempt to put in practice those recommendations by teaching and sharing new competences and skills.</p> <p>Regione Umbria has already developed successful <i>training for trainers</i> actions in the past, addressed to those VET and AE providers who concretely wanted to improve their competences and be involved in innovative networks and areas of professionalism.</p> <p>Thus, this experimental action has been considered the best way to start a <b>dialogue among VET and AE providers, stakeholders, decision makers</b>, by sharing a common language on Quality Assurance in VET and innovative and still unknown tools as self-evaluation and Peer Review.</p> |

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| <b>Level of implementation</b>                     | Two experimental <i>training for trainers</i> sessions have been delivered involving around 45 participants.  |
| <b>Target group</b>                                | Representatives of regional accredited VET providers, with a former experience in designing and delivering training courses   |
| <b>Budget</b>                                      | Teachers fees and their travel expenses. Coffee breaks and light lunch to be offered to participants.   |
| <b>Participants</b>                                | Representatives of regional accredited VET providers in charge of Design and delivery of training courses   |
| <b>Short description of the activity developed</b> | <p>The training activities lasted 12 hours and have been structured including <b>theoretical</b> components as well as <b>practical sessions</b> focused on the experimentation of some relevant tools: self-evaluation report assessment and preparation of the Peers Visit.</p> <p>The lessons have been held by National experts, the Coordinator of the Italian QANRP (Quality Assurance National Reference Point) and the PRISDOQ partners' representatives that have experienced Transnational Peer Review.</p> <p>The practical sessions have been developed as <b>working groups</b> in which the participants acted as Peers, trying to use the approaches and tools explained during the theoretical sessions. Working groups have been also useful to practice mutual trust and learning, as key soft skills required to be a Peer.</p> <p>At the end of the training courses a specific session has been dedicated to its evaluation not only to verify the learning process but also to reinforce the importance of adopting a Peer evaluation approach.</p> |
| <b>Implementation</b>                              | <p>Two experimental activities within PRISDOQ project has already been developed. As the standard training course for Peers has been already inserted in the Regional Repertoire of Competences, it is expected to be more replicated in the future.</p> <p>Since the recent rules of the ESF financial management foresee to reduce the <b>focus</b> on formal aspects and improve that <b>on concrete impacts</b> and on the results produced by the training activities, Peer Review seems to be a more efficient tool.</p>  |
| <b>Specific results</b>                            | More than 48 adhesions by accredited VET providers have been received within a week. 37 people participated and received a formal certification.  |
| <b>Impacts</b>                                     | <p>At the end of the training, VET providers asked to:</p> <ul style="list-style-type: none"> <li>• Set up a Table/Committee (Public Institutions, VET providers, Schools) to promote PR as a tool to overcome the criticism of the Regional Accreditation System;</li> <li>• Create a virtuous network of VET providers, schools and enterprises to experiment PR at local level as a way to increase integration between School, VET, work.</li> <li>• A provision of awards integrated in the regional accreditation system for those VET providers who adopt Peer Review methodology within their Quality Assurance system</li> </ul>   |

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| <b>Lessons learnt</b> | <p>Regional accredited VET providers are usually very interested in being involved in innovative training offer especially if coming from Public Authority as Regione Umbria. Thus, basic first training activity seems to be the best mean to disseminate project results as well as to develop new strategic competences.</p> <p>The training offer and its expected impact on VET providers must be governed by a Public Authority that can be perceived as a third part able to introduce e develop innovative methodologies and skills.</p> |
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5

Changes in partners' institutions:  
OPAL

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|--------------------|---------|
| Efficiency         | ★ ★ ★ ★ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ☆ ☆ |
| Transferability    | ★ ★ ☆ ☆ |

Good practice addressed to:  
the level of implementation 



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| <b>Contact details</b>                             | Av. Ali ULUSOY – General manager<br><b>OPAL LTD.</b><br>Tel: (+90 312) 419 01 41 Fax: (+90 312) 419 01 41<br>GSM: (+90 530) 363 31 20 - (+90 505) 81081 25 -<br>e-Mail: aliulusoy@happykids.com.tr<br>Skype: ali_ulusoy<br>Adress: Inkilap Sokak Devrim Apartmanı, 24 / 12 - 06440, Kızılay – ANKARA   |
| <b>Start- and end-date</b>                         | January – September 2012   |
| <b>Objectives of the activity</b>                  | Improvement of the OPAL Ltd. on the Quality Areas 4 “Learning Results and Outcomes” and 6 “Management and Administration”.   |
| <b>The motivation of the activity</b>              | OPAL has been driven on the process of quality improvements by the feedback received by partners during the Peer visit. In particular, with regard to the Quality Area 4 on <i>Learning Results and Outcomes</i> , the analysis has highlighted the following aspects: <ul style="list-style-type: none"> <li>• Learning needs are not assessed properly before the training;</li> <li>• Learning objectives and evaluation of results are not written;</li> <li>• Lack of written programmes or didactic materials.</li> </ul> With reference to the Quality Area 6 <i>Management and Administration</i> , Peers have pointed out that: <ul style="list-style-type: none"> <li>• The information flow is highly informal;</li> <li>• Lack of transparency on the decision-making process even though a consultative process is in place;</li> <li>• Distribution of tasks not always properly defined and clear.</li> </ul> |
| <b>Level of implementation</b>                     | Institutional  |
| <b>Target group</b>                                | Management Board in OPAL   |
| <b>Budget</b>                                      | Income from projects and from trainings  |
| <b>Participants</b>                                | OPAL staff   |
| <b>Short description of the activity developed</b> | We tried to improve different aspects within the institutions, in line with the review made in the Final Report by Peers. The main activities have been: <ol style="list-style-type: none"> <li>1. Definition of a <b>Plan for Quality improvements</b>, in line with the Peer Review methodology;</li> <li>2. Shift to a more <b>entrepreneurial approach</b> and strengthening of the organisation as a more structured VET provider;</li> <li>3. Recruitment of new staff;</li> <li>4. Definition and first application of management and monitoring tools for the implemented activities, with more defined methods for the collection of data (e.g. registration of oral feedbacks) and their traceability.</li> </ol>  |
| <b>Implementation</b>                              | The Governing board of the OPAL agreed on the strategy establishing formal, approved, transparent policy of Quality assurance in OPAL training department. We have signed a contract with Bulgarian Business School and we will begin marketing and giving accredited trainings in November.   |
| <b>Specific results</b>                            | OPAL organised 6 new training for PCM and the results are satisfying. New arrangements from different organisations came to us. We gained a big EU Proposal which we wrote the proposal. This brought us self-confidence and we employed 2 new staff and they became productive. We decided establishing new branches in Istanbul and in Antalya. We established a consortium in Germany – Hamburg and we are ready for new programme Erasmus+. Our organisation in Manchester will be hosting an Italian organisation and that is first.  |
| <b>Impacts</b>                                     | We realised positive impact on institution, founders, staff and customers. We solved economical problems.  |
| <b>Lessons learnt</b>                              | We learned Peer Review methodology is really useful for us and can be applied also to SMEs and NGOs.   |

6

Improvements in partners' institutions:  
LETU

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ★ |
| Sustainability     | ★ ★ ★ ★ |
| Active Involvement | ★ ★ ☆ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 

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| <b>Contact details</b>                             | Tatjana Babrauskienė<br><b>Lithuanian Trade Union<br/>for Education</b><br>tania.bab@gmail.com   |
| <b>Start- and end-date</b>                         | 2012-2013  |
| <b>Objectives of the activity</b>                  | To have in place a formal, approved, transparent policy committing it to ensure the quality and continuous improvement of training programs.<br>To establish a procedure for the regular Peer review of the LETU quality assurance policy and related processes.   |
| <b>The motivation of the activity</b>              | To be in compliance with the requirements of a national authority having responsibility for quality assurance and meet an agreed standard through the assessment of the programs offered by LETU.  |
| <b>Level of implementation</b>                     | Institutional (national and regional organisations)  |
| <b>Target group</b>                                | The LETU management and training staff (national and regional organisations)   |
| <b>Budget</b>                                      | The LETU member dues   |
| <b>Participants</b>                                | The LETU management and training staff (national and regional organisations)   |
| <b>Short description of the activity developed</b> | The LETU has developed a quality assessment process which is based on self-evaluation and peer review.<br>The LETU participates in accreditation or certification processes for certain professional and other programs; these standards are integrated into the institution's own quality review processes for these programs.  |
| <b>Implementation</b>                              | The Governing board of the LETU agreed to the strategy establishing formal, approved, transparent policy of Quality assurance in LETU training department (September 2012).<br>The Management team approved the plan (November 2012)<br>The Management team and training department have established a procedure for the regular Peer review of the LETU quality assurance policy and related processes. |
| <b>Specific results</b>                            | There is documentation to guide the quality assurance process, and this documentation is available to all members.<br><br>The policy, related processes and the calendar for assessments are known within the institution and among members.   |
| <b>Impacts</b>                                     | The quality training for members of the LETU is ensured.<br>A renewed culture of quality assurance, coherent with European recommendations, is being implemented.  |
| <b>Lessons learnt</b>                              | Peer Review methodology is easy adaptable for social partners provided trainings.<br>By first testing the benefits derived by adopting PR, Social Partners become key actors in dissemination processes towards other social partners, trade unions members  |



7

Integration of Peer Review in national QA system for VET

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 



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|--|---|---|
| <b>Contact details</b>                             | Tatjana Babrauskienė<br><b>Lithuanian Trade Union for Education</b><br>tania.bab@gmail.com  | Rūta Karvelytė<br><b>Lithuanian Reference Point for Quality Assurance in VET</b><br>ruta.k@kpmpc.lt |
| <b>Start- and end-date</b>                         | 2013  |   |
| <b>Objectives of the activity</b>                  | <p>The initiative (project) is carried out in the formal initial vocational training (VET institutions) to develop an external system of quality assessment by using and integrating effective European quality assurance methodologies, such as Peer Review and EQAVET. The goal of the project is external assessment of VET quality in Lithuania.</p> <p>The project focuses on the assessment of quality of implementation for formal and non formal IVET programmes (implementation level); analysis of results of assessment and formulation of recommendations for provider level and system level.</p> <p>The LETU was involved into development of the methodology for external assessment of VET quality in Lithuania. The Lithuanian methodology was supported and inspired by the philosophy of PR methodology and further develops the culture of Peer Review as evaluation by colleagues in education and training institutions in IVET in Lithuania.</p> |   |
| <b>The motivation of the activity</b>              | Methodology for external assessment of VET quality in Lithuania was updated taking into consideration the recommendations of the European Parliament and the Council on European Quality Assurance Reference Framework and the European Qualifications Framework, as well as National Qualification Framework approved by LT Government. The new Methodology is in accordance with the new Laws, respectively on Vocational Training and on Education and Science. It is in line with the quality of formal education assurance concept and related to quality assessment in higher education and general education documents.  |   |
| <b>Level of implementation</b>                     | National - provider level and system level.<br>Education and training institutions in IVET in Lithuania.  |   |
| <b>Target group</b>                                | VET teachers, trainers, management, social partners, students and other stakeholders  |   |
| <b>Budget</b>                                      | ESF + national  |   |
| <b>Participants</b>                                | Education and training institutions in IVET in Lithuania (formal and non-formal education).   |   |
| <b>Short description of the activity developed</b> | <p>The activities carried out up to the moment allowed the development of:</p> <p>The methodology for self-evaluation of training programs;</p> <p>The methodology for external quality assessment of training programs;</p> <p>Training programs and material for self-evaluators (implementation of non-formal education programs);</p> <p>Training programs for evaluators (implementation of non-formal education programs);</p> <p>The self-evaluation report (pdf) (doc)</p> <p>Conference on VET External Quality Assessment (2012).</p>   |   |
| <b>Implementation</b>                              | Trainings for 100 assessors and 140 persons responsible for self-analysis of VET provision.   |   |
| <b>Specific results</b>                            | Assessment of 90 programs at ISCED 2-4 level engaging 30 % of students.   |   |
| <b>Impacts</b>                                     | Improvement of the quality of the implementation of non-formal education programs in IVET institutions and further development of the culture of European Peer Review methodology in IVET and CVET  |   |
| <b>Lessons learnt</b>                              | The success of the process depends on the involvement of all stakeholders and especially social partners  |   |



8

Integration of Peer Review in regional QA system for VET

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ★ ★ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to: the level of implementation 



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|--|---|---|
| <b>Contact details</b>                             | Sabrina Paolini<br><b>Regione Umbria</b><br>Dep. of Employment Active Policies<br>spaolini@regione.umbria.it  | Daniela Angeloni<br><b>Regione Umbria</b><br>Dep. of Employment Active Policies<br>daneglioni@regione.umbria.it |
| <b>Start- and end-date</b>                         | 2012 – 2013   |   |
| <b>Objectives of the activity</b>                  | Implementation of Quality Assurance for VET at Regional level by supporting the development of bottom-up practices, in a complementary way with the existing Accreditation rules for VET providers  |   |
| <b>The motivation of the activity</b>              | <p>Participation to PRISDOQ project has been an opportunity for Umbria Region to experiment the advantages of using Peer Review in VET quality assurance strategy, particularly its main strengths as methodology are to:</p> <ul style="list-style-type: none"> <li>- be used more easily, compared to other systems of quality management, by small or very small VET providers,;</li> <li>- reinforce and develop a quality approach in terms of continuous improvement and awareness about the importance of self and external evaluation;</li> <li>- promote mutual trust and the development of cooperative relationships and mobility practices between VET providers at regional, national and European level;</li> <li>- reinforce skills development of VET providers, particularly competences relevant for quality improvement and competitiveness</li> </ul> <p>On the other hand, considering that the methodology of Peer Review is, by nature, subject to an effective adoption and application only on a voluntary basis/upon voluntary commitment, it does not appear in principle to be introduced in a compulsory way. For this reason, excluding the obligation, the promotion of the practice appears to require the establishment of a range of conveniences linked to its adoption, even experimental. This seems possible, at regional level, through its integration into the system resources for quality developed, also in line with the Europe 2020 strategy.</p> |   |
| <b>Level of implementation</b>                     | Other Regions, National Quality Assurance Implementation Plan according with EQAVET Recommendation  |   |
| <b>Target group</b>                                | VET providers and stakeholders  |   |
| <b>Budget</b>                                      | ESF , Regional  |   |
| <b>Participants</b>                                | VET providers accredited at Regional level  |   |
| <b>Short description of the activity developed</b> | <p>With D.G.R. n. 1424 on 12/11/2012, the Umbria Regional Government has affirmed the aim to implement the Regional quality assurance of VET in line with the European Framework (EQAVET), particularly by supporting the dissemination of methodologies and practices on self-evaluation and external evaluation among peers (peer review).</p> <p>For this reason, it has been decided to:</p> <ul style="list-style-type: none"> <li>- define and insert in the Regional Repertory a competences profile, and its relative minimum training standard, for managing the process of peer reviewing in VET, in accordance with the criteria, methods and procedures approved by DGR 51/2010 ("Directive on the regional system of professional standards, training, certification and attestation");</li> <li>- establish that the competences so acquired fulfill the obligation of professional updating requested for Regional Accreditation maintenance</li> </ul>  |   |
| <b>Implementation</b>                              | D.G.R. n. 295 on 08/04/2013, approval of the competence profile for managing a Peer Review Visit addressed to VET providers   |   |
| <b>Specific results</b>                            | Experimental training program for Peers   |   |
| <b>Impacts</b>                                     | 37 Vet providers trained, around a third of VET providers accredited that declare their interest to be trained on Peer Review methodology   |   |
| <b>Lessons learnt</b>                              | Effective Quality assurance strategy is the result of a good balance between top-down and bottom-up approach  |   |

National information events on  
Transnational Peer Review  
in Lithuania

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ☆ ☆ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ☆ |

Good practice addressed to:  
the level of implementation 

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| <b>Contact details</b>                             | Tatjana Babrauskienė<br><b>Lithuanian Trade Union</b><br>for Education<br>email tania.bab@gmail.com  |
| <b>Start- and end-date</b>                         | 2012, March 07-06 , 2013, April 25   |
| <b>Objectives of the activity</b>                  | Inform about European Peer Review as a practical, tangible and concrete tool to implement the EQARF recommendation.  |
| <b>The motivation of the activity</b>              | To promote Peer Review and to present the results of the experimentation to all the local VET providers, public institutions, trade unions, employers associations, etc.<br>Deliver the Peer Review kit to the participants, that is:<br>– The brochure with the final project's results;<br>– The Catalogue of the best practices to promote the adoption of Transnational European Peer Review;<br>– "European Peer Review Manual for VET" for trainers, teachers and VET experts. |
| <b>Level of implementation</b>                     | National   |
| <b>Target group</b>                                | VET providers, trade unions, employers associations  |
| <b>Budget</b>                                      | P.R.I.S.D.O.Q. project   |
| <b>Participants</b>                                | Over 100 VET providers, representatives of trade unions, employers associations  |
| <b>Short description of the activity developed</b> | The Information events aimed to contribute to encourage the integration of the European Peer Review into Quality assurance systems at VET provider level and system level by focusing on the review phase and enhancing understanding of the interplay between quality assurance systems, evaluations and improvement of VET.  |
| <b>Implementation</b>                              | Three information seminars took place in Vilnius in 2012, March 07-06 , 2013, April 25   |
| <b>Specific results</b>                            | The formal support from VET providers, representatives of trade unions, employers associations for the initiative (project) to be carried out in the formal initial vocational training (VET institutions) to develop an external system of quality assessment by using and integrating effective European quality assurance methodologies, such as Peer Review and EQAVET.  |
| <b>Impacts</b>                                     | The participants provided their feedback to LETU with the expectation from Peer Review. LETU made use of the feedbacks in order to improve the process of integration of Peer Review into national quality assurance system in VET.  |
| <b>Lessons learnt</b>                              | Contexts of Peer Reviews can vary considerably as education and training systems and approaches to quality assurance also vary significantly across Europe.  |



10

National information events on  
Transnational Peer Review  
in Germany

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ★ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 



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|--|---|
| <b>Contact details</b>                             | Mrs. Karen Blümcke<br><b>PERSPEKTIVwechsel – Institut für Bildung und Beratung</b><br>Hofaue 54 - D – 42103 Wuppertal / GERMANY<br>Phone +49 202 5158 1426 bluemcke@perspektiv-wechsel.de   |
| <b>Start- and end-date</b>                         | 30.01.2013, 16:00 – 18:00 p.m.      14.05.2013, 16:00 – 18:00 p.m.<br>04.03.2013, 16:00 – 18:00 p.m.      11.06.2013, 16:00 – 18:00 p.m.<br>17.04.2013, 16:00 – 18:00 p.m.      03.07.2013, 16:00 – 18:00 p.m.  |
| <b>Objectives of the activity</b>                  | - To provide an overview on the TPR-approach<br>- To introduce the toolbox and the manual for TPR<br>- To introduce the benefits of this approach and possibilities of external support   |
| <b>The motivation of the activity</b>              | We were under the impression that TPR is not well known in Germanys VET-system, especially in the schools of our federal state, due to the fact that in our country exists a wide variety of quality management systems and approaches. In our federal state "Qualitätsanalyse" is obligatory for schools. Other of quality management systems are not well known, subsidiary and voluntarily. So our goal was to inform interested stakeholders about the TPR-approach.  |
| <b>Level of implementation</b>                     | The dates for the information events were published by email, online and face to face, registration was organized by email and the information events were held in the companies training room. After attending to these events several participants registered for the one-day-training (and after that for the 5-day-COMENIUS-training course).   |
| <b>Target group</b>                                | - Schools: headmasters, division managers, teachers<br>- Teacher training centres<br>- Ministry of Education in Northrhine-Westphalia   |
| <b>Budget</b>                                      | Staff costs for the conception, organization, dissemination and administration of the events, Printing brochures, manuals, leaflets etc.; Catering for the guests.  |
| <b>Participants</b>                                | - teachers from vocational colleges,<br>- teacher trainers from teacher training centres,<br>- scientists,<br>- staff of our National Quality Reference Point,<br>- the German Association of Waldorf Schools,<br>- auditor for "Wege zur Qualität"<br>- staff of the ministry of education in Northrhine-Westphalia  |
| <b>Short description of the activity developed</b> | The 2-hours information events were held in our rooms for interested stakeholders with and without further knowledge about the TPR-approach and/or other quality management-approaches. The presentation started with some impressions of typical situations during a TPR (pictures of our own TPRs were used). 2 trainers introduced the two different points of view on a TPR: the hosting organization and the visiting peer. The PDCA-circle with all relevant activities and supporting tools (European Peer Review Manual, Toolbox) were introduced. Offers for further development (trainings for peers) and support (counseling for interested organizations) were explained. |
| <b>Implementation</b>                              | Participants chose 3 of 6 offered dates for the events. Additionally two one-on-one conversations with specific stakeholders were held. So we were able to create a very individual atmosphere and to answer extremely specific questions. This was useful because the participants varied from very beginners up professional evaluation experts/scientists.   |
| <b>Specific results</b>                            | The information events can produce the following specific results:<br>• Knowledge about the TPR-approach<br>• Knowledge about supporting tools<br>• Interest in further information / training / counseling   |
| <b>Impacts</b>                                     | N.9 PRISDOQ brochures distributed; n. 9 PRISDOQ leaflets distributed; n. 9 Quality Areas for TPR distributed; n. 3 PRISDOQ presentations delivered.   |
| <b>Lessons learnt</b>                              | Brief information events are a good technique to raise awareness and motivation for further trainings.  |

11

Experimentation project  
*National Network on Peer Review*  
2012/2013

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ☆ |
| Sustainability     | ★ ★ ☆ ☆ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 



|  |   |   |
|--|---|---|
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| <b>Start- and end-date</b>                         | 2012 – 2013   |   |
| <b>Objectives of the activity</b>                  | The main objective of the pilot project has been the dissemination and promotion of the Peer Review methodology and the establishment of a National Register of Peers. The project also aimed at facilitating the comparison between PR and other types of QA procedures in order to support continuous improvements in education and training.   |   |
| <b>The motivation of the activity</b>              | Due to the excellent results of the first experience conducted in 2010, a further pilot project concerning Peer Review has been promoted in order to widely disseminate this kind of methodology at national level and to launch a National Register of Peers that will allow to provide a list of external evaluators (peers). This kind of project contributes to face the issue of quality assurance within VET in response to the European Recommendation.  |   |
| <b>Level of Implementation</b>                     | 8 schools and 8 Vet providers from different Italian regions (Veneto, Campania, Puglia, Sicilia, Lazio) were involved in the pilot project  |   |
| <b>Target group</b>                                | Schools, VET providers and Peers  |   |
| <b>Budget</b>                                      | Approximately 100.000 €   |   |
| <b>Participants</b>                                | <p><u>Schools</u>: Istituto Tecnico Economico e Liceo Linguistico "D. Romanazzi" - Bari; Istituto di Istruzione Secondaria Superiore "Raffaele GORJUX" – Bari; Istituto Professionale di Stato per l'Industria e l'Artigianato "S. D'Acquisto" – Bagheria (PA); Istituto Tecnico Commerciale "L. Sturzo" Bagheria (PA); Istituto Tecnico Industriale Statale "P. Levi" – Mirano (VE); Istituto Professionale di Stato per l'Industria e l'Artigianato " G. Giorgi" – Treviso; Istituto Tecnico Commerciale "G. Siani" – Napoli; Istituto Statale per l'Istruzione Secondaria "Europa" – Pomigliano d' Arco (NA)</p> <p><u>VET providers</u>: ECAP – Messina; CIOFS-FP Sicilia – CFP Palagonia (CT); Centro Provinciale di Formazione Professionale CFPF "Castelfusano Alberghiero" Ostia (RM); CIOFS-FP Lazio - CFP Mauro MORRONE, Roma; ENGIM VENETO - CFP "Patronato San Gaetano", Thiene (VI); CNOS-FAP Veneto – CFP San Marco, Mestre (VE); En.A.P. Puglia; Centri Istruzione Formazione Istituti Rogazionisti C.I.F.I.R. VIL.FAN Bari.</p> |   |
| <b>Short description of the activity developed</b> | Partners have organised Peer Review visits within all the organisations /institutions involved. A virtual community has been created operating on a web platform ( <a href="http://peerws.ciofs-fp.org/">http://peerws.ciofs-fp.org/</a> ) where participants could download and share documents and useful material concerning the project's activities. Seminars at local level were organised in order to disseminate the methodology for QA and detect, together with local stakeholders, possible interaction with the existing QA procedures (accreditation system, self-evaluation, certification bodies, etc.). Setting up all the requirements and procedures for the National Register of Peers.  |   |
| <b>Implementation</b>                              | Peer Visit were organised within all the institutions involved.   |   |
| <b>Specific results</b>                            | Peer review was implemented in order to improve quality areas of the organisations involved. Requirements and procedures for the National Register of Peers.  |   |
| <b>Impacts</b>                                     | Appreciation of the Peer Review methodology, acquisition of new tools, increase of motivation. It will allow an higher degree of autonomy for organisations when organising a peer review visit.  |   |
| <b>Lessons learnt</b>                              | It would be useful to further disseminate the Peer review methodology within other local and / or educational organizations and promote it at national level; give sustainability to networks and partnerships created to further promote mutual learning; formal recognition helps to increase motivation of participants.   |   |

12

National Register of Peers

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ★ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ★ ★ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 



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|--|--|---|
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| <b>Start- and end-date</b>                         | June 2013 - permanent  |   |
| <b>Objectives of the activity</b>                  | <p>The National Register of Peers mainly aims at:</p> <ul style="list-style-type: none"> <li>• provide a list of external evaluators – peers – to be activated in case of adoption of the Peer Review methodology;</li> <li>• identify, certify and further develop the competences of the professionals of those involved in Peer Review;</li> <li>• facilitate the creation of groups of experts and their competences' upgrade through <i>peer learning</i>;</li> <li>• further disseminate and promote Peer Review at systemic level;</li> <li>• enhance cooperation among schools and training centres.</li> </ul>  |   |
| <b>The motivation of the activity</b>              | The Register has been established as a tool to create a community of practice highly qualified on QA and, specifically, on Peer Review methodology. It will also serve for promoting and further disseminating the importance of Quality Assurance across the national territory.  |   |
| <b>Level of implementation</b>                     | The Initiative has recently been launched as result of the project " <i>Peer Review National Network 2012/2013</i> ", carried out at national level and promoted by the Italian QANRP.   |   |
| <b>Target group</b>                                | Education and VET professionals; Quality Assurance experts.  |   |
| <b>Budget</b>                                      | Registration to the National Register of Peers does not require any fee.   |   |
| <b>Participants</b>                                | Education and VET professionals; Quality Assurance experts.  |   |
| <b>Short description of the activity developed</b> | <p>The inclusion in the National Register of Peers requires the acceptance by ISFOL and calls for the following conditions:</p> <ul style="list-style-type: none"> <li>• having attended at least 5 hours of training activities on Peer Review methodology;</li> <li>• having participated to at least 1 Peer Review visit, even as observer;</li> <li>• having contributed to the draft of at least one document among those required to perform a Peer Review (self-evaluation report, final report);</li> <li>• having at least 2 years of experience in the field of Quality Assurance, also not continuous.</li> </ul> <p>The participation to the Register will not represent an advantage for careers advancement and progression.</p> |   |
| <b>Implementation</b>                              | The Register has been first uploaded for the pilot implementation in the website of CIOFS, partner of the project " <i>Peer Review National Network 2012/2013</i> " and then moved to the QANRP website. It will be updated on a yearly basis.   |   |
| <b>Specific results</b>                            | <p>The National Register of Peers can produce the following results:</p> <ul style="list-style-type: none"> <li>• wide diffusion of the PR methodology in Italy and Europe;</li> <li>• improvement of the competences for the self- and external evaluation of the education and VET professionals;</li> <li>• mutual learning among the participants;</li> <li>• recognition of Peers by the QANRP.</li> </ul>  |   |
| <b>Impacts</b>                                     | As regards organisations, the Register will allow a higher degree of autonomy, choice of Peers with skills related to the quality area to be assessed, increase of motivation. Peers included in the Register will be given an updating on the issues related Quality Assurance at European and national level, they will be involved in all the activities organised by the Reference Point and they will be invited to take part in European and national events. The potential birth of a Professional Community.   |   |
| <b>Lessons learnt</b>                              | A formal recognition helps to increase motivation of participants and being part of a community allows a better mutual learning.   |   |

13

European Association  
of Peers

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ★ ★ |
| Sustainability     | ★ ★ ★ ☆ |
| Active Involvement | ★ ★ ★ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  
the level of implementation 

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|--|---|
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| <b>Start- and end-date</b>                         | March 2013 – ongoing  |
| <b>Objectives of the activity</b>                  | The European Peer Review Association aims to disseminate, support and further develop Peer Review as evaluation by colleagues in education and training institutions in the whole Europe. It observes the following qualitative requirements: <ul style="list-style-type: none"> <li>• standards of the Peer Review procedure as developed in the LdV projects;</li> <li>• the quality criteria for (initial and further) education and training developed and applied on the European level.</li> </ul> The programme evaluation standards of the „Joint Committee on Standards for Educational Evaluation“ provide guidance to ensure the utility, feasibility, propriety and accuracy of Peer Review. The European Peer Review Association thus promotes exchange, networking and cooperation between individuals and institutions in the area of Peer Review and quality assurance in education and training in Europe, in particular for enhancing European or international understanding and mutual trust. |
| <b>The motivation of the activity</b>              | The European Peer Review Association is an international society. It was founded as a non-profit association under Austrian law. The association evolved out of the EU Peer Review projects conducted between 2004 and 2009: the LdV Projects „Peer Review in initial VET“, „Peer Review Extended“ and „Peer Review Extended II“.   |
| <b>Level of implementation</b>                     | European  |
| <b>Target group</b>                                | Individuals and institutions active in education and training across Europe.  |
| <b>Budget</b>                                      | Non-profit association - membership fees.   |
| <b>Participants</b>                                | Individuals and institutions active in education and training and related fields across Europe.   |
| <b>Short description of the activity developed</b> | The European Peer Review Association is involved in the following type of activities across Europe: <ul style="list-style-type: none"> <li>• presentations, workshops, working group, discussions, conferences on Peer Review etc.;</li> <li>• trainings and seminars on Peer Review;</li> <li>• facilitation, support and monitoring of Peer Reviews, especially transnational Peer Reviews;</li> <li>• delivery of a Peer Review quality label;</li> <li>• coordination of a European Peer Review Network;</li> <li>• maintenance of a European Peer Register;</li> <li>• maintenance of a register of institutions that apply Peer Review;</li> <li>• networking and cooperation around Peer Review on the European level;</li> <li>• research and development on Peer Review;</li> <li>• dissemination and publication activities.</li> </ul>   |
| <b>Implementation</b>                              | Building a European Peer Review Network; developing a procedure and structure for implementing Peer Review on the European level, implementing a quality assurance procedure; registering Peers and institutions, starting transnational Peer Reviews and issuing the European Peer Review label.   |
| <b>Specific results</b>                            | Sustainable implementation of transnational Peer Review, establishing Peer Review as an external evaluation methodology across Europe.  |
| <b>Impacts</b>                                     | Complementing and enriching existing QA methodologies, facilitating networking, mutual learning and exchange of good practice on national and European level.   |
| <b>Lessons learnt</b>                              | N/A   |



14

Experimentation of Transnational Peer Review

|                    |         |
|--------------------|---------|
| Efficiency         | ★ ★ ☆ ☆ |
| Sustainability     | ★ ★ ☆ ☆ |
| Active Involvement | ★ ★ ★ ☆ |
| Transferability    | ★ ★ ★ ★ |

Good practice addressed to:  the level of implementation



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|--|---|
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| <b>Start- and end-date</b>                         | 2012  |
| <b>Objectives of the activity</b>                  | Within the PRISDOQ project, partners have organised Transnational Peer Reviews in every partner's organisation. Specifically, the Peer Visits in Turkey, Italy, Germany and Lithuania had the following objectives: <ul style="list-style-type: none"> <li>• personally experience a Transnational Peer Visit;</li> <li>• understand strengths and weaknesses of the proposed methodology for small VET providers;</li> <li>• suggest practical improvements for the adoption and implementation of the methodology.</li> </ul>   |
| <b>The motivation of the activity</b>              | The direct experimentation of the methodology has been considered essential for a proper development of the following PRISDOQ activities, which aimed at transferring Peer Review and developing a Checklist for VET providers.   |
| <b>Level of implementation</b>                     | European level  |
| <b>Target group</b>                                | Direct target group: PRISDOQ partners - Indirect target group: EU VET providers   |
| <b>Budget</b>                                      | Dedicated budget from the EU PRISDOQ project. Basic costs for the hosting institution/organisation: travel & accommodation for the Peers; coffee break. The discussion is still open on whether or not a fee for Peers should be given.   |
| <b>Participants</b>                                | PRISDOQ project's partners  |
| <b>Short description of the activity developed</b> | The peer Visits had been planned within the WP1 <i>Experimentation and adoption of the Transnational Peer Review</i> as follows:<br><u>Feb/Mar 2012</u> – Peer Review in Turkey <u>May 2012</u> – Peer Review in Italy<br><u>Apr 2012</u> – Peer Review in Germany <u>Jul 2012</u> – Peer Review in Lithuania<br>1 <sup>ST</sup> day was usually dedicated to the arrival of peers and their organisation of the final aspects for the Peer Visit (preliminary organisation planned before leaving for the visit). The second, and eventually third day in case of 4-days visits, is dedicated to the activities foreseen in the visit agenda and directly linked to the methodology (observation, interviews, etc.). The last day has generally been the one of the travel home.<br>Throughout the experimentation, partners have in parallel conducted a <b>meta-evaluation of the undertaken process</b> . The adoption of the methodology was aiming, indeed, to the acknowledgment of the points of strengths and weaknesses of adopting it and for that a SWOT analysis has been performed. |
| <b>Implementation</b>                              | The experimentation is already ended and partners have already produced a report on these activities, underlining strengths and weaknesses.   |
| <b>Specific results</b>                            | - a self-evaluation process initiated within each participating organisation and coherent self-reports;<br>- Final Reports at the end of each peer visit on the hosting partner quality assurance procedures;<br>- checklist of advantages and disadvantages of adopting the TPR;<br>- SWOT analysis.   |
| <b>Impacts</b>                                     | The experimentation has allowed the transfer of the methodology to new countries and organisations through the adoption and test of the Manual of European Peer Review. The presence within the partners' consortium of key decision-makers such as Regione Umbria (IT) and LETU (LT) has intended to initiate a vertical mainstreaming of the proposed methodology.<br>In particular, the adoption of TPR has determined: <ul style="list-style-type: none"> <li>• the development or improvement of a new quality culture within the participating organisations;</li> <li>• the deepening of mutual trust and understanding between peer</li> </ul>  |

|                       |   |
|-----------------------|---|
|                       | <p>professionals from different cultural contexts;</p> <ul style="list-style-type: none"> <li>• the staff and organisational development in the hosting organisations;</li> <li>• a better knowledge and understanding of the national/regional systems of which partners are part.</li> </ul>  |
| <b>Lessons learnt</b> | <p>By experimenting the Peer Review methodology on their own organisations, partners have concluded that:</p> <ol style="list-style-type: none"> <li>1. participating in the PR makes clearer different aspects of Quality Assurance and enlarge VET professionals' awareness;</li> <li>2. the training for peers is essential for an efficient PR implementation;</li> <li>3. PR and peers' approach as critical friends reduces considerably VET providers' resistance to invest on quality development;</li> <li>4. the cultural differences of peers represents a challenge and an added value for the analysis and evaluation of QA;</li> <li>5. the methodology has to be applied with extreme accuracy;</li> <li>6. in the case of micro VET providers, the methodology needs to be tailored on the organisation structure.</li> </ol> |



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