






Peer Review
VNFIL Extended

Business Plan Peer Review in VNFIL

(addressed to EPRA and national coordinating bodies of the Netherlands, Austria, Portugal, France, Lithuania and Slovakia)



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Business Plan Peer Review in VNFIL, addressed to EPRA and national coordinating bodies of the Netherlands, Austria, Portugal, France, Lithuania and Slovakia.

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Imprint

Peer Review VNFIL Extended

Transnational Peer Review for quality assurance in
Validation of Non Formal and Informal Learning (VNFIL) Extended
Erasmus+ Project N° 2015-1-NL01-KA204-009004

Business plan Peer Review in VNFIL

1	INTRODUCTION TO THIS BUSINESS PLAN	1
2	PEER REVIEW	2
3	BACKGROUND ON VNFIL	3
4	QUALITY IN VNFIL PROVISION	4
4.1	APPLICABILITY AND ADDED VALUE OF PEER REVIEW FOR VNFIL	4
4.2	POTENTIAL OF (TRANSNATIONAL) PEER REVIEW FOR THE DEVELOPMENT OF VNFIL AND QUALITY ASSURANCE IN VNFIL	5
4.3	FURTHER DEVELOPMENT OF INSTITUTIONAL QUALITY ASSURANCE THROUGH PEER REVIEW	5
4.4	CHALLENGES FOR IMPLEMENTING (TRANSNATIONAL) PEER REVIEW IN VNFIL	6
4.5	QUALITY IS NOT A STATIC BUSINESS	6
4.6	PEER REVIEW MAKES QUALITY DEVELOPMENT ACCESSIBLE	6
5	VALUE PROPOSITION OF PEER REVIEW IN VNFIL PROVISION	7
5.1	CUSTOMER JOBS	8
5.2	PAINS & GAINS	8
5.3	SERVICES	11
5.4	GAIN CREATORS & PAIN RELIEVERS	12
6	THE CANVAS BUSINESS MODEL	14
6.1	CUSTOMER SEGMENTS	16
6.2	CHANNELS	16
6.3	CUSTOMER RELATIONSHIPS	17
6.4	REVENUE STREAMS	17
6.5	KEY SOURCES	17
6.6	KEY ACTIVITIES	18
6.7	KEY PARTNERSHIPS	18
6.8	COST STRUCTURE	18
7	CANVAS BUSINESS MODEL PER COUNTRY	19
7.1	NETHERLANDS	19
7.2	AUSTRIA	22
7.3	PORTUGAL	24
7.4	FRANCE	26
7.5	LITHUANIA	28
7.6	SLOVAKIA	30
8	FINANCIAL ASPECTS OF PEER REVIEW	33
9	EXPECTED MARKET DEVELOPMENTS	35
9.1	BASIC DEVELOPMENT	35
9.2	DEVELOPMENT WITH SUPPORT OF EUROPEAN POLICY MAKERS	35

1 Introduction to this business plan

This business plan is one of the results of the project 'Transnational Peer Review for quality assurance in Validation of Informal and Non-Formal Learning Extended'. This project aims to establish Peer Review to complement and enhance the usual quality assurance systems in VNFIL. Building upon the results of a series of previous European projects and the expertise of the partnership, the project seeks to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. Peer Review extended provides a common framework and tools for Peer Review for VNFIL providers to evaluate and improve their VNFIL provision and practices. On European level the project supports mutual trust in transnational use of VNFIL and alignment of VNFIL provision across Europe.

The purpose of this business plan is to map out in a business model how the network of European VNFIL providers can continue to make sustainable use of Peer Review. This business plan for a sustainable European Peer Review Network in VNFIL is elaborated following a common format, the CANVAS business plan. It includes the following key elements:

- key partners: who are key partners, what are resources? what different types of partners are there?
- value propositions: what value do we offer our partners? what needs do we meet?
- key activities: what key activities do our value propositions require? how can they be implemented in a sound and efficient way?
- channels: through which channels can partners be reached?
- key resources: what key resources do our value propositions require? where do they come from? what is needed to activate/acquire them?
- cost structure: what are the most important costs?
- revenue streams: where do financial resources needed come from?

The business plan is developed by collecting input from the partners during transnational meetings and the Synthesis Report on VNFIL in Europe (O1), Reflection Report), Assessment of Pilot Peer Reviews (O6 and O7), Synthesis of National Strategies (O8) and the European Policy Paper (O10).

Based on these results, a draft business plan was developed in the 3rd project phase. It is discussed during the last partner meetings and via email and Skype meetings. It is refined and finalised and will be used during follow-up discussions after the project in the EPRA board (<http://www.peer-review-network.eu/pages/about-us/board.php>), in the Peer Learning Activity that after the project will be organised with the Life Long Learning platform (<http://www.lllplatform.eu/>) and at the next VPL Biennale (<http://vplbiennale.com/>).

The outcome of the project Transnational Peer Review for VNFIL Extended shows that there are good chances for establishing Peer Review as a sustainable method for quality development of VNFIL. It can be done bilateral between providers, without any additional investments. All materials are well developed in this project and arranged in an accessible manner on the websites www.peer-review-network.eu and www.peerreview.work. However, the introduction of Peer review as a method for quality development and alignment will speed up when it is connected to European and national policies, as described in the O8 Synthesis report on National Strategies, and stimulated by the European Commission as described in the O10 European Policy Paper. Paragraph 9 shows that support from European policy makers will make a huge difference in the success of implementing Peer Review. However, also without the support of policy makers there is a future for Peer Review in VNFIL. Both situations lead to a balanced and feasible business case.

2 Peer Review

The European Peer Review procedure is a promising instrument of external evaluation with the aim of supporting the reviewed VNFIL provider in its quality assurance and quality development efforts. Peer Review can build on quality activities already in place at a VNFIL institution/provider, it is cost-effective and it fosters networking and exchange between VNFIL providers.

An external group of experts, called Peers, is invited to assess the quality of different fields of the institution, such as the quality of the organisation of the VNFIL process as a whole or the quality of the assessments in specific. During the evaluation process, the Peers visit the reviewed institution.

Peers are external but work in a similar environment and have specific professional expertise and knowledge of the evaluated subject. Peers can be counsellors, assessors or managers from other VNFIL providers or also counsellors or assessors from other types of institutions in the Education System. In specific cases, or to assess specific work processes, the peers can also be other kinds of expert – for example promotion experts, if the quality area of VNFIL attracting is to be assessed. They are independent and "persons of equal standing" with the persons whose performance is being reviewed.

The European Peer Review procedure is in line with the principles of the European Quality Assurance Reference Framework (EQAVET) and, in turn, also seeks to contribute to the further development of the EQAVET. It takes a formative, development-oriented approach and aims at supporting VNFIL institutions/providers in their efforts to offer high quality validation. The focus lies on the promotion of a culture of continuing quality improvement in an atmosphere of openness and mutual trust that contributes to enhancing transparency and comparability in Europe. Good practice is valued and mutual learning encouraged in a dynamic and motivating process, from which both the VNFIL institution reviewed and the Peers can benefit.

The European Peer Review Manual is developed for VNFIL professionals across Europe. Its focuses on a practical approach: it offers directly implementable guidelines for VNFIL providers who want to introduce Peer Reviews in their quality assessment and development procedures. The manual is complemented by a practical toolbox available from the website of the European Peer Review Association (www.peer-review-network.eu), providing forms, checklists, additional information and recommendations in electronic format.

3 Background on VNFIL

The importance to Europe of skilled and knowledgeable citizens extends beyond formal education to learning acquired in non-formal or informal ways. Citizens must be able to demonstrate what they have learned to use this learning in their career and for further education and training. VNFIL arrangements allow individuals to identify, document, assess and certify (=validate) all forms of learning to use this learning for advancing their career and for further education and training.

The validation of learning outcomes; knowledge, skills and competences acquired through non-formal and informal learning can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified. The 2012 [Council Recommendation](#) on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.

One of the issues in the Council recommendations is Quality: none of the countries covered by the current update of these recommendations have created a quality assurance framework exclusively for validation. In some cases, such arrangements devolve to the awarding body or institution. Alternatively, validation is covered by general quality assurance systems for formal education and training, or only for education subsectors. So far, few countries have established quality codes or guidelines on validation, and little is yet known on whether quality assurance systems and procedures are in fact able to ensure reliable, valid and credible assessments. This area is ripe for further investigation.

In the light of these recommendations quality assurance and quality improvement will become increasingly important for institutions providing VNFIL throughout Europe. Different procedures have been introduced for evaluating quality at the level of VNFIL institutions/providers. They include quality management schemes adapted from the business sector (such as ISO, EFQM, BSC, etc.), inspections and audits by government agencies, and self-evaluation.

Outcomes of VNFIL can (and should also) be tangible – like exemptions in learning programmes and recognition by employers. In addition, there are less tangible impacts, many personal and not directly professional. Especially with low-skilled candidates/clients, a general sense of self-efficacy, self-esteem, motivation to continue learning and developing personally and occupationally, increased participation in social and political life etc. can be important outcomes. This should also be mentioned otherwise the meaning of VNFIL is quite reduced to the “easily marketable”.

Arrangements for VNFIL include, as appropriate, the following elements, whilst allowing each individual to take advantage of any of these, either separately or in combination, in accordance with his/her needs:

- Identification of an individual's learning outcomes acquired through non-formal and informal learning;
- Documentation of an individual's learning outcomes acquired through non-formal and informal learning;
- Assessment of an individual's learning outcomes acquired through non-formal and informal learning;
- Certification of the results of the assessment of an individual's learning outcomes acquired through non- Formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate

4 Quality in VNFIL provision

Peer Review and VNFIL have parallel goals and processes and are therefore considered to be a “good match”: VNFIL is always about discovering or making aware of competencies of a person. Thus, the person upgrades her or his qualifications and becomes more self-confident. Peer Review has similar goals and effects: It is about evaluating upon request and at eye level and to give feedback in a constructive and appreciative way.

Quality is a condition for VNFIL. First, the VNFIL candidate must experience added value. Quality for the candidate on personal level is tangible in increased insight in personal competences, self esteem, sense of self-efficacy, motivation for further development and increased participation in social, professional and political life.

On the second level quality in VNFIL is that the validation is trustworthy and accepted by partners. Before an individual decides that s/he will get his/her learning validated s/he must be sure that the outcomes are recognised. The outcome is useful if s/he can use it for further development and / or the next career step. This means that s/he can use it for exemptions in a learning programme or directly as evidence in getting a new job or maintaining the current job.

Main aspect of quality in VNFIL is that educational institutes and/or employers accept the outcomes. In Peer Review these partners can be integrated in the Peer Review process as Peers and /or in the research that Peers are conducting by interviewing and data collection.

Peer Review can be a valuable instrument for quality development. This document describes how this value can be used to offer Peer Review to VNFIL providers. Indeed, VNFIL providers can decide to use Peer Review in the following cases:

- The provider gets a recommendation from their quality assurance body to improve on a specific part of their VNFIL provision. In that case, the Peer Review procedure will be focused on that topic and specialists from another provider will be chosen on the basis of their expertise.
- The provider wants to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case, validation experts from the educational provider can be invited as peers.
- The provider wants to align the outcomes of VNFIL with employers. In that case, HR specialists from these employers or employers’ organisations will be invited as peers.

4.1 Applicability and added value of Peer Review for VNFIL

A decisive element of the project ‘Transnational Peer Review for quality assurance in Validation of Informal and Non-Formal Learning Extended’ was to test the applicability of the European Peer Review procedure in 11 pilot Peer Reviews in 6 of the participating countries, adopting a transnational approach, i.e. with half the Peer Team coming from another country. The latter was intended to foster mutual learning between VNFIL providers across borders, enhancing transfer of innovation in VNFIL and enhancing mutual trust in the quality of VNFIL provision in Europe. The pilots took place between June 2016 and May 2017 and were headed off by a joint European Peer Training (June 2016).

A comprehensive assessment and in-depth qualitative investigation of the pilot phase was crucial for determining the usefulness of Peer Review for the quality development of VNFIL provision. For this purpose an assessment and a qualitative study of the pilot phase was carried out to appraise the

feasibility and suitability of the use of the European Peer Review procedure in VNFIL with the prospect of a possible expansion to other VNFIL institutions.

Peer Review has proved to be very well applicable in VNFIL and has met with very high approval by VNFIL providers and Peers:

- According to the answers of the providers' online survey, 54.5% will certainly conduct a Peer Review again; 27.3% plan to do a transnational Peer Review, with its additional challenges, again.
- When asked if they would recommend other VNFIL providers to use Peer Review, 81.8% answered „yes“.
- (Almost) all Peers recommend becoming a Peer to other professionals.

The pilot phase has also shown that Peer Reviews have a positive effect on the continued organisational and professional development of VNFIL providers and Peers.

4.2 Potential of (transnational) Peer Review for the development of VNFIL and quality assurance in VNFIL

The added value of transnational Peer Review for VNFIL is that differences in national and institutional processes become visible. Exemplary aspects can be adopted by other systems that are less developed in terms of VNFIL. For example, if VNFIL is less developed in one country due to unfavourable policy priorities, impulses for development can be gleaned by looking at the practice of those countries and/or providers who are more advanced. These experiences can then possibly also be passed on to the political level.

Because there does not exist an international basic structure for VNFIL yet, it is important that transnational Peer Review supports the development of an international standard at a higher level of VNFIL process: Best practices of all institutions provide an improved standard of VNFIL. In some countries the market for VNFIL is further developed (France, Portugal and the Netherlands), some are in an experimental phase (Austria) and others are just starting (Lithuania and Slovakia).

In Portugal, France and the Netherlands exist quality maintenance systems, which implicates for Peer Review that it must show added value to the existing quality assurance models. The added value in these countries can be found in development of quality. Traditional quality assurance is summative, it measures quality, and providers need to prove that they meet a minimal standard. Peer Review works on the development side of quality. The added value in these countries can be found in improving the businesses of providers and, by doing so finding alignment in services between providers. For Austria, Lithuania and Slovakia the case is that there is no formal standard for VNFIL. VNFIL is in an experimental stage. The added value of Peer Review in these countries can be that it supports the establishment of a common approach towards VNFIL.

Peer Review must be organised on regional and/or national level. At least two providers in one region / country can cooperate in the organisation of Peer Reviews and share the generic costs. For this business plan it means that it is necessary to describe the business impact per region / country. On top of that Transnational Peer Review can be organised. Condition is that there are at least two regions / countries using Peer Review for quality development in VNFIL. We also calculated the costs and incomes of these activities in this plan.

4.3 Further development of institutional quality assurance through Peer Review

In the interviews partners confirmed their interest in continuing to apply Peer Review in their institution. The possibility to combine Peer Review with other already established quality assurance

methods is assessed differently. On the one hand, Peer Review is flexible enough to integrate it into institutional quality assurance. On the other hand, the additional expenditure of time and resources is considered an obstacle. Some institutions must meet quality certification requirements (e.g. ISO certificate), for them Peer Review can be an additional activity to mandatory quality assurance. Conducting a Peer Review is especially considered when new issues and developments need to be tackled. The international feature is expected to provide additional perspectives for solving very specific questions. Additionally, the Peer Review is also seen as an opportunity to evaluate quality management systems.

4.4 Challenges for implementing (transnational) Peer Review in VNFIL

There are several challenges for implementing Peer Review as a formative external evaluation for VNFIL on the national and international level. The project partners see public funding for Peer Reviews as the most important requirement.

Also the specificity of the process- and development-orientation of Peer Review was emphasized. This means that the system has to be flexible enough for further development. The question is whether there is (still) a need for this kind of evaluation procedure if VNFIL is (more) established, especially when Peer Review is competing with other (obligatory) standardized audits.

From an international perspective it should be remembered, that legal anchoring is not implemented in every country. In those countries increased efforts are needed for developing and implementing VNFIL. Peer review could make an important contribution to this – if funding for a coordinating structure and for transnational activities is available.

4.5 Quality is not a static business

Over the years the market for VNFIL changes. New groups of candidates come up. Labour market developments lead to new jobs, which means that standards for validation will change all the time. VNFIL providers need to follow these developments and implement the effects in their provision. Quality in these terms is to deliver a constant quality in an on-going changing market. Peers can help providers to evaluate their current VNFIL provision. Are they still offering the right provision in the right market? Peers are professionals in the same business but look from another angle. They can be employed at a colleague provider doing the same business in another region or market. Peers can also be professionals working at employment services, employers and other stakeholders.

VNFIL providers need to adjust to on-going changes in the market. Peers can help them to review their VNFIL services from another angle. This broadens the insight in how VNFIL services can be organised in new market developments. Peer Review leads to new views from concerned professionals on the current business of VNFIL providers. Providers can use these insights to adjust their services to new developments and, doing so, strengthen their VNFIL provision.

4.6 Peer Review makes quality development accessible

Peer Review is an accessible way for VNFIL providers to get professional reviews from closely connected professional Peers in their market. It can be organised easy, can be done cheap and effects direct organisational development. The only condition is that Peer Review is organised in a professional way. Peers need to be trained and the manual, quality areas and toolbox need to be handled in a professional way. This implicates that maintenance of the Peer Review method, networking & advocacy, training of Peers and quality control of Peer Review itself must be organised and paid for. VNFIL providers are willing to pay for these costs when there is a clear value proposition for Peer Review.

5 Value proposition of Peer Review in VNFIL provision

In order to determine the general value proposition of Peer Review in VNFIL the Value Propositions and the target Customer Segments are described in this paragraph in more detail. Purpose is to evaluate the “fit” between the values that are intended to create with Peer Review in validation provision and the expectations that the customers can have. The project partners used this tool during the 2nd Transnational Partner meeting in Lisbon. It helped to get in-depth knowledge of the customers of Peer Review in VNFIL.

Peer Review for VNFIL must be organised at national/regional level (as stated in paragraph 4.2). The Value Proposition in this paragraph is a generic description. Further on in this business plan, this generic description will be used for an elaboration per country.

In this paragraph a “business terminology” is used. It makes sense to look at it from a business perspective; it might also lead to confusion. In most countries VNFIL (and quality management) is publicly funded or at least heavily subsidised. In this business plan public I funded activities are also understood as “market”.

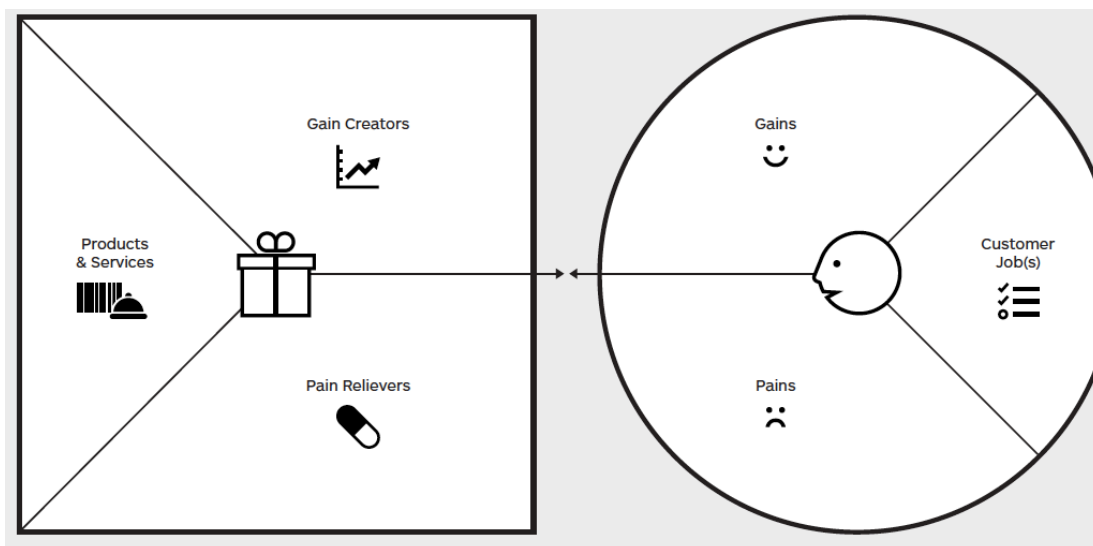


Figure 2: The Value proposition Canvas

The model starts with the circle on the right side with collecting information on customer Jobs, Pains and Gains. In figure 3 the inventory of answers to this question is listed

Customer Jobs:	on which (part of) the work carried out by a VNFIL provider does Peer Review have an effect?
Pains:	anything that annoys our VNFIL providers before, during, and after trying to get their jobs done or simply prevents them from getting this job done. Pains also describe risks, that is, potential bad outcomes, related to getting a job done badly or not at all.
Gains:	outcomes and benefits our VNFIL providers want. Some gains are required, expected, or desired by customers, and some would surprise them. Gains include functional utility, social gains, positive emotions, and cost savings

5.1 Customer jobs

The inventory started with the question: 'What customer jobs does Peer Review support?' This is an important question. VNFIL providers need to perform in their VNFIL market. How can Peer Review help them to remain their position, or, even better, grow their business? The answers given to this question have been collected under three headings.

Quality management.

this is an obvious answer, but therefore no less valuable. Peer Review is a quality development instrument. VNFIL providers need to improve the quality of their provision all the time in order to stay attuned to the needs of their clients. With Peer Review important jobs are done as data collection, getting external feedback evaluation of plans and actions.

Innovation and improvement

When taken seriously the outcomes of Peer Review lead to improvement of the VNFIL provision.

Human Resource management

This is also a logical but not to be neglected effect of Peer Review. When done properly staff is involved in Peer Review. They are observed, interviewed and involved in the follow up on Peer review. This means that employees are seriously involved in quality development. This leads normally to higher motivation. When staff is also send out to be a Peer at a colleague provider, they will be trained and experience peer learning.

5.2 Pains & Gains

By describing the current Pains & potential Gains of our VNFIL providers in a connection is made between the jobs that VNFIL providers have to do in Quality Management, Innovation and Improvement and Human Resource Management and the Products and Services in Peer Review. By doing this we find the logics to motivate the VNFIL provider for Peer Review.

Legitimisation & recognition

The core business of VNFIL providers is to validate prior learning of individuals. This validation needs to be recognised by several parties in society. First, of course, by the individual self. Individuals let their prior learning validated by providers from who they trust that the outcomes will help them in supporting their careers.

That brings us to the next partners. In order to be able to make next career steps individuals share their validated prior learning with educational institutes and employers. These parties also need to trust the outcomes of validation. Trust can be gained by experience, references and by providers that are officially authorized.

Some countries in the project do have these authorities (France, Portugal and the Netherlands), some don't (Austria, Slovakia and Lithuania).

Pain in legitimisation means losing the authorisation to validate prior learning. A pain releaver could be that Peer Review can be related to the autorisation of the VNFIL provider. In Portugal and the Netherlands we put effort in relating Peer Review to the authorisation process of providers. In the other countries we can put effort in mutual trust by developing a label for VNFIL providers that participate in Peer Review.

With this label they can show their forward position (pioneer) in the market. The Peer Review Report gives them best practice testimonials and the Peer Review Label provides them a reference that they can show their customers.

Market orientation & unique selling point

Being legitimised is not a guarantee for a good market position. VNFIL providers need to have a good market position. Losing their market can be of great pain for a provider. Having a good market position depends on many aspects next to legitimisation:

- Is there a need for validation?
- Do they have unique selling points?
- Do individuals, educational institutes and employers recognise the value of their provision?

Peers are involved professionals coming from other providers, educational institutes and employers(organisation). The gain of Peer Review is that these people can evaluate the product market mix of the provider (is the provider still providing the level of quality that fits to the market, are there possibilities for more services, new markets, etc.)

Improvement

In order to maintain or even grow the market position providers need to adjust to changes in their market and improve their business. Not improving means pain on the long term, delivering results without added value in the market. It is not always clear to a provider when to adjust and improve business. External evaluation of the provision can help to identify the necessary changes he needs to make. Peer Review by involved professionals from the same business or partners or clients can help to identify necessary developments and is a powerful mean for change management, new knowledge, inspiration and motivation. The gain of Peer Review is a shortcut on R&D, with lower costs than consulting, which pays out in long term return on investment. Involved professionals as Peers guarantee sustainable improvement.

Peers can be asked to identify:

- Risk assessment and treatment
- Challenges and gaps
- Identify weakness; propose improvements
- More efficient ways of management
- New approaches (from national and transnational peers)

Internal motivation

VNFIL providers who lose the motivation of their staff will perform less, lose their ability to adjust and improve, lose their market and legitimisation. Often the loss of internal motivation is a slow process, hard to identify why and when this happens, and sometimes anchored in the institute culture. External evaluation by external involved Peers can make clear, when asked for, that staff is losing their motivation and what kind of means need to be taken in order to raise the motivation of the staff.

Next to that is Peer Review a motivator itself. During the Peer visit employees have contact with external involved professionals. Having the ability to share your ideas and insights is a motivator itself. The same effect occurs while employees are Peers for another provider. The Peer training and subsequently the Peer visit contribute to the motivation of employees.

important impact/side-effect: Peer Review as a professional development opportunity for Peers – not only in terms of developing evaluation skills, but also in developing their own profession as VNFIL practitioners (direct learning through what they see and experience in other institutions).



Figure 3: Customer profile

Gains

Recognition

- Certification by Peer Review
- Meeting the national regulations on VNFIL / LLL

Unique Selling Point:

- Pioneer status in Peer Review

Improvement:

- Lower costs than consulting
- Sustainable improvement
- Powerful means for change management
- New knowledge, inspiration & motivation

Legitimation

- Exchange and networking
- Funding and/or important stakeholders

Market orientation

- Confidence among target group
- Aims in marketing
- Customer orientation, meeting candidates' needs

Internal motivation

- Motivation for change
- Dissatisfaction, disbelieve
- Mutation of staff

Quality management

- Monitoring, data collection
- External feedback
- Knowledge about gaps and leaks
- PDCA evaluation
- Better services for clients

Innovation & improvement

- New ideas from external partners
- Sustainable improvements
- Improvement of culture

Human Resource management:

- Professional development
- Involvement, engagement, enthusiasm

Customer jobs

Pains

5.3 Services

The second question was ‘What services are offered with Peer Review and how helpful are they in supporting the VNFIL provider to get his jobs done?’ These products need to mirror the customer jobs above; there must be a direct relation between the customer jobs and the products and services offered and must create the gains from above and/or relieve the pains. By doing this we define a comprehensive set of services that meet the needs of VNFIL providers. Thus it will motivate them to start a Peer Review.

The Peer Review method helps VNFIL providers to evaluate their performance on the basis of their own request for a review. With the introduction of Peers from other providers, educational partners or clients they get professional feedback on their VNFIL provision.

The Peer Review method contains several services:

1. During the **Peer Review Training** employees and partners who will become a Peer are trained in the method; they become trained evaluators, which is a skill they can also use throughout their regular work in validation.
2. In the **Self Report** the VNFIL provider evaluates it's own business, writing the Self Report supports the provider in articulating the demand for improvement.
3. The **VNFIL Quality Areas** give an elaborated overview of possible areas for improvement. The areas support the providers in writing the Self Report.
4. The **Peer Review Visit** is a moment that external Peers visit the VNFIL provider. During this visit employees from the provider meet Peers. Employees get inspired, gain new insights and reflect on their own performance.
5. In the **Peer Review Report** the Peers give a reflection on their findings. This is the basis for the VNFIL provider for their quality improvement programme
6. With the **Peer Review Label** the VNFIL providers show their efforts in quality improvement to potential clients.

Evaluation shows that Peer Review supports VNFIL providers in:

1. Quality management

Peer Review is focussed on development and improvement. These are both important issues in Quality Assurance. No matter what kind of Quality assurance system is used (ISO, EFQM, EQVET, etc.) Analysing & improving your provision is always important. With Peer Review VNFIL providers show that they invest in improvement.

2. Innovation and Improvement

Peer Review is a very cost effective way of improving VNFIL provision. Reviews from Peers are , with low costs. Reviews from Peers are credible and often to the point. Moreover, taking care of a Peer Review with another provider is often just as instructive as the Peer Review in-house.

3. Human Resource Management

The Peer Review process is similar to validating individuals. The implementation of Peer Review in the organization is therefore often only instructive for employees. For the execution of Peer Reviews at fellow suppliers, employees are trained so that they not only become good Peers but also better counselors and assessors.

5.4 Gain Creators & Pain Relievers

Conducting these services in Peer Review effects the way the VNFIL provider is doing his customer job:

1. Recognition.

Peers are, as a professional expert, able to recognize the strengths in the VNFIL provision and, if requested can point out the way the provider meets the regulations for VNFIL. Gain is the confirmation that the provider is actually doing a good job.

2. Unique selling point

This argument only counts as long as there are not many other providers involved in Peer Review. The idea behind Peer Review is that the numbers of providers involved in Peer Review grow every year. Providers who invest in Peer Review show to their stakeholders that they really pay attention to the quality of their services.

3. Improvement

VNFIL providers develop themselves by being vulnerable in a Peer Review. Peers from other providers and their own personnel are involved in analyzing the VNFIL commission and what can be improved. That leads to real solutions that lead to sustainable improvements

4. Legitimation

No matter if a VNFIL provider is private or public, it needs legitimisation from his stakeholders. Wit Peer Review the provider shows to his funding partners that quality in VNFIL provision is important to him. The Peer Review Report helps him to testify about the quality of his VNFIL provision.

5. Market orientation

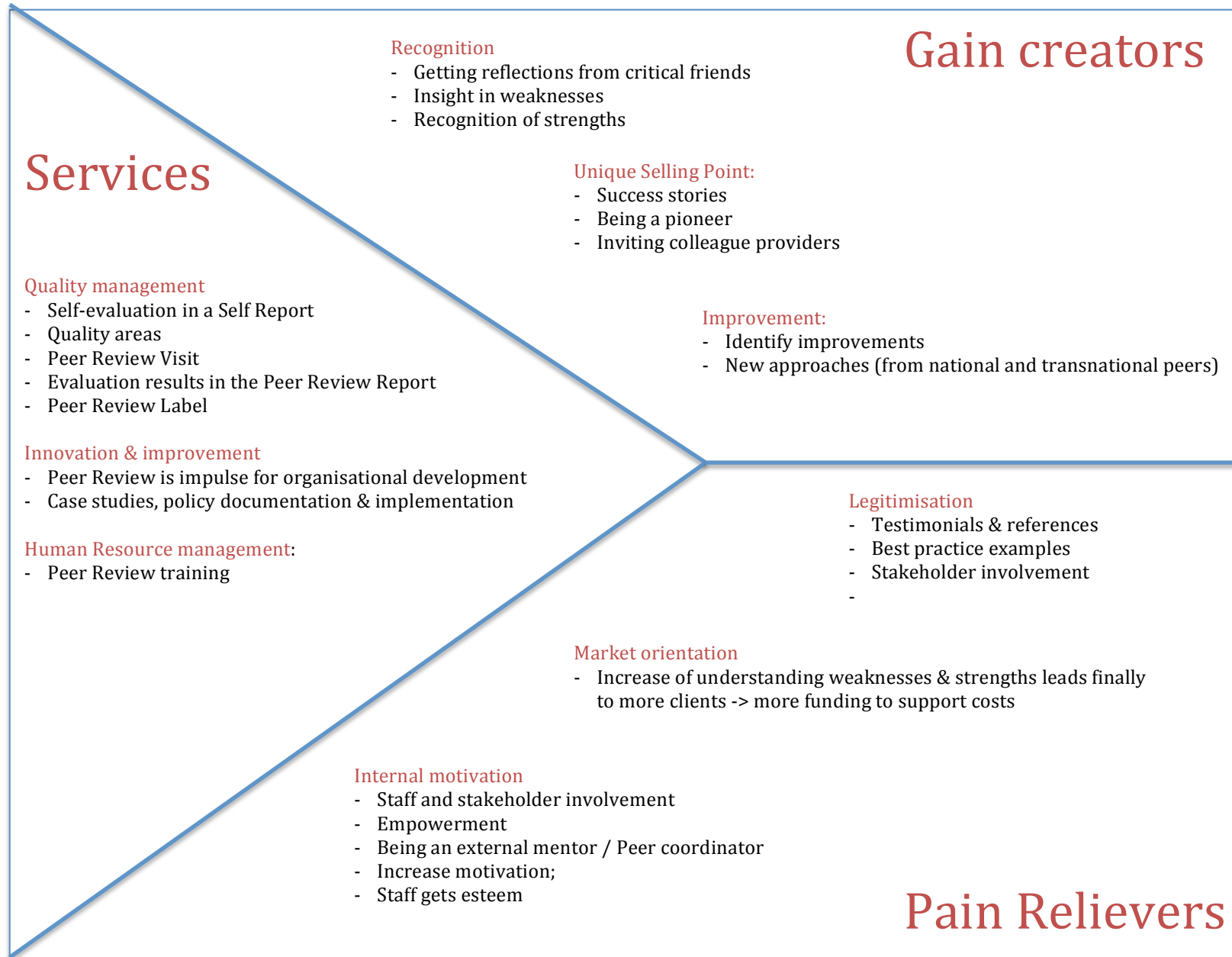
If asked for Peers can help analysing the market orientation of the VNFIL provider, in understanding the weaknesses and strengths in the current orientation. Better understanding of the way the market can work for you leads to a better approach in the market and finally to a better reach with the intended client groups

6. Internal motivation

And last, but not least, staff is involved in Peer Review. Being involved leads to higher motivation of staff. Because the employees are involved in peer review they get a better picture of the threats and opportunities of the VNFIL provider. Involvement leads to higher motivation and more understanding for difficult choices.



Figure 4: Services



6 The CANVAS business model

In the previous paragraph the value proposition from Peer Review for individual VNFIL providers was made clear. Peer Review supports VNFIL providers in

1. Quality management

VNFIL providers get reflections from Peers, 'critical friends', recognising strengths and weaknesses in the quality of their VNFIL provision. Showing continuous improvement and the Peer Review label supports legitimisation with important stakeholders.

2. Innovation and improvement

Analysis from professional experts helps providers to make the right choices in developing quality improvement plans and in market orientation choices..

3. Human Resource management.

Peer Review is as a method comparable with the validation job. Undergoing a Peer Review or being a Peer is a method for professionalization of staff. Second effect is that Peer review creates high involvement from staff in further development of the organisation of the VNFIL provider.

After defining the value proposition of Peer Review for VNFIL providers the next step in the CANVAS model is to focus on organisational aspects. We need to know what to do, who to speak with and how to bring Peer Review in discussion with the provider in order to succeed in establishing Peer Review as a valuable tool for the development of VNFIL providers. Therefore we used the CANVAS business model (see figure 5). A business model describes the rationale of how an organization creates, delivers, and captures value.

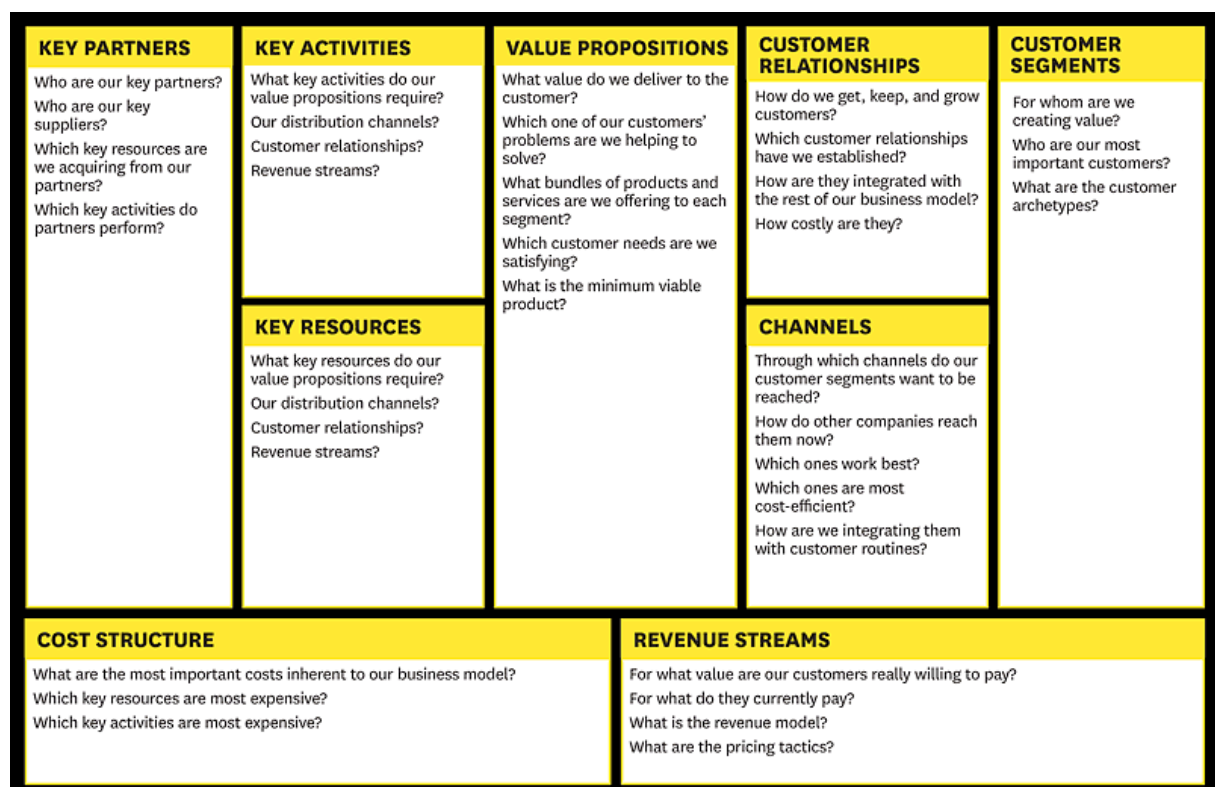


Figure 5: The CANVAS business model

In Figure 6 a collection of all the ideas from the partners in the project during the 2nd transnational meeting in Lisbon is listed. Further in this paragraph we made a selection out of these ideas and worked them out in building blocks for the organisation of Peer review.



Figure 6: The CANVAS business model for Peer Review in VNFIL

<p>Key Partnerships</p> <ul style="list-style-type: none"> - Responsible ministries - Associations of providers - EC/Cedefop - CNEFOP quality LLL / LLG (FR) - Labour Market institutions - Public employment services - Recruiting agencies 	<p>Key activities</p> <ul style="list-style-type: none"> - Responsible person in EPRA - Responsible person per country - Establish pool of experts - Concrete service definition & folder / website - Clarify law basics - Business plan / calculation - Action plan (marketing, lobby, dissemination, etc.) <p>Key Resources</p> <ul style="list-style-type: none"> - EPRA expertise & network - Expertise project partners - FR: Regional council - LT: qualification and professional development centre for VET - NL: Kenniscentrum EVC - PT: ANQEP / LLL unit at University - AT: AK, BFI, social partners, LLL unit at university 	<p>Value propositions</p> <p>Quality management</p> <ul style="list-style-type: none"> - Monitoring, data collection - External feedback - Knowledge about gaps and leaks - PDCA evaluation - Improvement of culture - Permeability - Better services for clients <p>Innovation & improvement</p> <ul style="list-style-type: none"> - New ideas from external partners - Sustainable improvements <p>Human Resource management:</p> <ul style="list-style-type: none"> - Find & hire counsellors / assessors - Keeping the staff - Involvement, engagement, enthusiasm 	<p>Customer Relationships</p> <ul style="list-style-type: none"> - Integrate in national quality framework - (virtual) office for advise - Website, Communication plan - Marketing material - Newspapers (Die Zeit, ELM, Zuricher Tagesblatt, Suddeutsche Zeitung) <p>Channels</p> <ul style="list-style-type: none"> - Our personal contacts / - Ambassadors - National VNFIL platforms / organisations - Ministries, Chambers - EAEA, EPEA, EQVET, etc. - Conferences - Professional networks - Association of lecturers - Website / LinkedIn / Epale 	<p>Customer segments</p> <ul style="list-style-type: none"> - VNFIL providers willing / obliged to improve VNFIL process - VNFIL providers having a non-traditional validation group - Networks of providers - Education, Schools and Universities that offer VNFIL - Chambers / NGO's in the labour market - Sector academies <ul style="list-style-type: none"> - Supermarket - Police - Construction - Post - Government - Refuge organisations
<p>Cost structure</p> <ul style="list-style-type: none"> - International coordinator / EPRA - National coordinators - Websites - Marketing - Quotations - Network of professionals 			<p>Revenue Streams</p> <p>Providers might pay for:</p> <ul style="list-style-type: none"> - Connecting & counselling Peers - Training Peers & Provider - Install Peer Review (once) - Guidance on Peer Review - Peer Review label - Recognition Peers <p>National and EU projects (KA 1)</p> <p>Sell the idea to someone who has money to set up the business.</p>	

6.1 Customer segments

First question is to identify the customer. In the previous paragraphs we identified the VNFIL provider as our customer for Peer Review. We agreed to focus on VNFIL providers who are willing or obliged to improve. Without the intention to improve Peer Review will not add any value for the provider, it could even be annoying to have a Peer Review without the intention to improve.

This is deviant from traditional summative quality assurance. Those tools can be used by any organisation that wants to prove the existing quality of their products. VNFIL providers who choose for Peer Review want to prove that they are constantly developing organisations.

VNFIL providers can be: private providers, educational institutes (VET, HE, Universities), private education institutes, sector academies and refugee organisations.

There are a lot of educational and labour market organisations who are offering a rudimentary form of VNFIL, without any quality assurance at all. We see that VNFIL is in many countries just starting. Organisations are experimenting with it and trying to find their way. For these providers Peer Review is an excellent tool to learn from other providers and share their experiences.

The next condition is that these providers must be willing to share. In order to organise Peer Review one needs at least two providers willing to be evaluated by a colleague provider. Some providers are afraid to share, they believe that keeping all information for themselves means that they protect their market. Others believe in sharing. Sharing means that both organisations get better and by doing this the market for VNFIL in total grows. We intend to work with VNFIL providers that believe in sharing.

In some countries (NL and PT) there are existing networks for VNFIL providers. Other networks e.g. educational networks (Universities, VET, etc.). These networks can also be regarded as potential customers for Peer Review. Once a network has adopted Peer Review for quality development.

An example in this regard is the Dutch Knowledge Centre for VNFIL. They started to develop qualification standards for labour market certificates. This knowledge centre can award VNFIL providers to give out these certificates to candidates who meet the competences that are requested for these qualifications. Only VNFIL providers who participate active in their Peer Review network are allowed to issue these new labour market certificates.

6.2 Channels

In this building block for our CANVAS business plan we describe how to reach VNFIL providers we identify as customers or partners for Peer Review. Channels are the touch point that play an important rule in the customer experience.

Personal contacts are foremost the most important channels. Nothing is so powerful as sharing ones own experience with Peer Review. Sharing can be done bilateral but also as a presenter in a conference.

One step further is that personal contacts are to be used in inviting new providers in a Peer Review visit so that they can build up their own experience and invite new providers after this experience. In this way we can build up a huge network without spending too much effort and cost in sales.

Next channel are existing networks for VNFIL providers. Above we described the way it will be implemented in the Dutch VNFIL network. The 5 providers in Austria are already a network in itself. Our partners in Lithuania and Slovakia are already strong network partners who can attract providers to a national Peer Review network. In PT the existing network called can be used. France can start its own network by inviting other providers to be a Peer in their Review. BOKU and ISLA can start a network of universities with a VNFIL provision.

EPRA is already an international network organisation for Peer Review in education. This network can be used to attract existing educational partners who also serve VNFIL for Peer Review in a network with other VNFIL providers.

EAEA can advocate for Peer Review in their network and in networks as EPEA and EQVET where they participate.

We develop a website www.peerreview.work where interested partners can find information, experiences and contact.

6.3 Customer relationships

This building block in the CANVAS model describes how we establish contacts with the specific customer segments.

With colleague providers we seek personal contact by presenting in national conferences, visiting them and inviting them for our own Peer Review.

We will invite ourselves for a discussion with the coordinators / managers of national networks. Discuss with them how Peer review can become integrated in quality development.

The website will be mentioned in all contacts and be a passive instrument for customer development.

6.4 Revenue Streams

The Revenue Streams Building Block represents the cash that needs to be generated from each provider or other party in the customer segment.

Providers who start a Peer Review are willing to pay for:

- Connecting & counselling Peers
- Training Peers & Provider
- Install Peer Review (once)
- Documentation
- Guidance on Peer Review
- Peer Review label

For international Peers providers can find money in EU projects (KA 1)

6.5 Key Sources

The Key Resources Building Block describes the most important assets required to make a business model work. These assets allow us to create and offer a Value Proposition, reach markets, maintain relationships with providers and other parties in the customer segments and earn revenues.

The Key Resources we identified are:

- EPRA expertise & network
- Expertise project partners
- FR: Regional council
- LT: qualification and professional development centre for VET
- NL: Kenniscentrum EVC
- PT: ANQEP / LLL unit at University
- AT: AK, BFI, social partners, LLL unit at university

6.6 Key activities

The Key Activities Building Block describes the most important things we need to do to operate the business successfully.

- Appoint a person in EPRA responsible for the international network and website
- Appoint a responsible person per country
- Establish pool of experts who can be Peers
- Develop a concrete service definition & folder / website
- Clarify law basics per country
- Make this business plan with calculations, marketing, lobby, dissemination per participating country

6.7 Key Partnerships

The Key Partnerships Building Block describes the network of suppliers and partners that make the business model work. Partnerships per country and on European level are the cornerstone of the successful implementation of Peer Review. We need to create these alliances to optimise the business model, reduce risks or acquire resources.

Partnerships we think of are:

- Responsible ministries
- Associations of providers
- EC/Cedefop
- CNEFOP quality LLL / LLG (FR)
- Labour Market institutions
- Public employment services
- Recruiting agencies

6.8 Cost Structure

The cost structure describes all costs incurred to operate this business model for Peer Review.

Creating and delivering value, maintaining Customer Relationships and generating revenue all incur costs. The cost structure will be calculated on country level and overarching on international level.

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Websites
- Marketing
- Network of Peers

7 CANVAS Business model per country

In this paragraph the CANVAS business model is described per country. The current project learned that a successful implementation of Peer Review could only be done on national level. The added value for providers is based on a national network of providers who use Peer Review to providers who are willing to:

- Develop their VNFIL provision in alignment with market developments
- Work collectively on quality development
- Align their VNFIL provision in a way that VNFIL customers learn to see VNFIL as a strong brand
- Use the label we develop for Peer Review as a brand for quality in VNFIL.

7.1 Netherlands

Value proposition

The main lesson learned from the project is that Peer Review works well for Dutch VNFIL providers. It is a valuable tool for learning and improving VNFIL provision for the institutions involved. It is an important addition to the Dutch VNFIL Quality-code that focuses more on compliance. Peer Review, by contrast, is a tailored procedure that allows providers to decide upon the areas reviewed and the Peers to be invited. This leads to motivated learning process and an open way of dealing with successes and difficulties.

The two Dutch VNFIL providers, Libereaux and EVC Centrum Vigor who were involved as a project partner presented their findings with the project during the Dutch National EVC conference on 30 May in the Hague. They have clearly benefitted considerably from the project – most notably through the pilot phase, but also through the Peer Training and the transnational meetings and events held by the project. The learnings stem from the pilot Peer Reviews carried out, but also in general from the exchange with VNFIL providers from the other in the project – especially VNFIL providers from other countries which afforded the Dutch partners the opportunity to profit from other countries. Although in most countries the national implementation of VNFIL as a system for validation is less advanced, there was still a lot to learn. Independent from the development phase of providers it became clear that Peers learn mutually in both roles, as a Peer and also from being reviewed by Peers from VNFIL providers from other countries

In the Netherlands the discussion is heading towards cooperation between the existing summative model for quality management (de EVC code) and Peer Review as a formative instrument for quality development. The current VNFIL quality code is summative and measures internal quality of the VNFIL provision to generic standards. Only VNFIL providers who meet these standards are allowed to provide VNFIL in the market.

Peer Review can have added value for these recognised providers who:

- Get a recommendation from their quality assurance body to improve on a specific part of their provision. In that case the national VNFIL knowledge centre (who awards providers) will strongly advise them to start a Peer Review procedure inviting specialists from another provider as Peers for that goal.
- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

The added value of Peer Review from the point of view of Dutch VNFIL providers can be described as:

- VNFIL providers get their strengths confirmed.
- Peer Review offers a chance for organisational learning.
- Peers, people who are doing the same job, present the challenges they see in your organisation respectful in a very accessible and convincing way.
- Peer Review is a focused procedure; it is tailored to the needs of the provider. It is therefore also very efficient since the institution can tackle relevant areas instead of having to work through long catalogues of quality dimensions and criteria.
- You get informed about your blind spots (johari window).
- Peer Review provides you with answers on questions you have about your own organisation.
- Peer Review is mutual learning. Whether you are the requesting party or the Peer, both sides learn from Peer Review.
- Peer Review seeks to enhance learning and further development of VNFIL. This creates an atmosphere of openness and trust and motivates to improve VNFIL provision and to engage in quality assurance and evaluation.
- Peer Review and VNFIL fit very well since Peer Review itself is similar to validation. It shares the same goals and procedures and therefore meets with high acceptance in VNFIL.
- Peer Review in itself is a quality-assured procedure; it creates trust in the processes and outcomes of validation.
- Peer Review is cost-effective and easy-to use. Implementation requires only some basic structures and support. It is also the method prevalent in higher education and its use for quality improvement of validation should meet with high acceptance there.
- Peer Review offers ample opportunity for mutual learning and transfer of innovative practices. Transnational Peer Reviews afford the possibility of learning from other countries and systems and are therefore particularly beneficial.
- Peer Review supports and enhances cooperation and networking between validation providers. Besides the formal meetings with the National Knowledge Centre Dutch VNFIL providers are hardly connected to each other. A Peer Review offers the possibility of professional exchange of practices, alignment of outcomes and therefore strengthening of the trust clients can have in VNFIL

On the Dutch national level, the project established a positive experience with Peer Review in VNFIL that will be continued after the project end. Through the large final conference (May 30, 2018) the project has joined forces with the current national developments in the VNFIL labour market route in the Netherlands. The conference has attained high visibility with policy decision-makers, both ministries and social partners and the VNFIL provider community.

During the national conference the added value of Peer Review for the further development of VNFIL and has the potential to boost further developments in Dutch VNFIL.

Customer segments

The Dutch National Knowledge Centre for VNFIL (Nationaal Kenniscentrum EVC) is an existing network for VNFIL providers. That network is for the private providers that work for the labour market. Next to that network there are other networks e.g. educational networks for VET, HE and Universities, VET. These networks can also be regarded as potential customers for Peer Review in the future.

Peer Review will be offered to all providers on a volontaire basis. Peer Review will be a good choice for VNFIL providers who:

- Get a recommendation from their quality assurance body to improve on a specific part of their provision. In that case the national VNFIL knowledge centre (who awards providers) will strongly advise them to start a Peer Review procedure inviting specialists from another provider as Peers for that goal.
- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

Channels

The main channel for offering Peer Review to VNFIL providers will be the existing national network for providers, the National Kenniscentrum EVC. VNFIL providers are periodically in contact with this centre on quality assurance.

The second channel will be the Personal contacts of the 2 participating VNFIL providers in the Netherlands (Libereaux and Vigor). They are in a position to influence the network of 38 private providers and are in the position of influencing the educational networks.

Revenue Streams

Providers who start a Peer Review are willing to pay for:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)
- Peer Review label

Key Sources

The Key Resources identified for Peer Review in the Netherlands are:

- EPRA expertise & network for international Peers
- Expertise project partners Libereaux, Vigor and ErikKaemingk CV
- Kenniscentrum EVC

Key activities

- ErikKaemingk will be responsible for the implementation, training and quality maintenance of Peer Review on national level
- Trained Peers will be the pool of experts who can be Peers
- ErikKaemingk will develop a concrete service definition & folder and put this information on the website of Kenniscentrum EVC

Key Partnerships

Partnerships in the Netherlands are:

- Responsible ministries of Education, Labour and Economic affairs
- EVC Raad (with ministries and Social Partners)

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinator ErikKaemingk
- Website www.peerreview.work
- Marketing via channels of the National Kenniscentrum EVC

7.2 Austria

Value proposition

In Austria VNFIL has no formal status yet. VNFIL is in an experimental status without any formal regulations. The five providers who are working in VNFIL could set up a learning network for VNFIL providers. Peer Review can be the method to learn from each other and, on top of that, develop national regulations for (the quality of) VNFIL.

The value proposition for these five providers to continue Peer Review on a voluntary basis is:

- Continuation of learning from each other
- Keep an open mind for new opportunities
- Invite new Austrian providers to the network
- Show that VNFIL is serious business (Austrian PR VNFIL label?)

The main lesson learned from the project is that Peer Review works very well for Austrian VNFIL providers. It is a valuable tool for learning and improving VNFIL provision for the institutions involved. It is an important addition to traditional quality assurance schemes (e.g. in adult education Ö-CERT) that focus more on compliance. Peer Review, by contrast, is a tailored procedure that allows providers to decide upon the areas reviewed and the Peers to be invited. This leads to motivated learning process and an open way of dealing with successes and difficulties.

All involved providers have benefitted considerably from the project – most notably through the pilot phase, but also through the Peer Training and the transnational meetings and events held by the project. The learnings stem from the pilot Peer Reviews carried out, but also in general from the exchange with other VNFIL providers in the project – especially VNFIL providers from other countries which afforded the Austrian partners the opportunity to profit from other (more advanced) countries.

- The added-value of Peer Review from the point of view of Austrian VNFIL providers can be described thus:
- Peer Review in itself is a quality-assured procedure, it creates trust in the processes and outcomes of validation.
- Peer Review and VNFIL fit very well since Peer Review itself is similar to validation. It shares the same goals and procedures and therefore meets with high acceptance in VNFIL.
- Peer Review is a focused procedure, it is tailored to the needs of the provider. It is therefore also very efficient since the institution can tackle relevant areas instead of having to work through long catalogues of quality dimensions and criteria.
- Peer Review is cost-effective and easy-to use. Implementation requires only some basic structures and support. It is also the method prevalent in higher education and its use for quality improvement of validation should meet with high acceptance there.
- Peer Review seeks to enhance learning and further development of VNFIL. This creates an atmosphere of openness and trust and motivates to improve VNFIL provision and to engage in quality assurance and evaluation.
 - “Peer Review identifies strengths, creates motivation and makes participating persons eager to improve. Therefore Peer Review opens minds for quality development. While other methods of quality assurance often are combined with control and fear, Peer Review enhances a real and deep interest in getting work done better.”
- Peer Review offers ample opportunity for mutual learning and transfer of innovative practices. Transnational Peer Reviews afford the possibility of learning from other countries and systems and are therefore particularly beneficial.
- Peer Review offers a chance for organisational learning.

- Peer Review supports and enhances cooperation and networking between validation providers.
- Peer Review can help to develop the VNFIL sector in Austria. It can be used to share good practices and to build up new validation offers

Customer segments

The five existing providers are the first, firm basis for an Austrian Peer Review network on VNFIL. First step is to show that they are a strong network on VNFIL wherein providers use Peer Review to learn and align from/with another. Next step will/can be to invite other providers to join (first as a Peer, next as a partner in the network). This cooperation can be interesting for ministries and social partners. They can be asked for means to professionalise and expand the VNFIL network in Austria.

In the project a very broad range of types of validation providers was represented – from formative VNFIL in adult education (Frauenstiftung Steyr) through formal VET qualification provision (Du kannst was, AK Salzburg) to specialised summative offers on higher qualification levels (Weiterbildungs-akademie) to the university sector (Universität für Bodenkultur). The project has shown that Peer Review works for all of these types of VNFIL, sectors and levels and that an exchange on VNFIL provision between different institutions and sectors is fruitful, breaking up the traditional fragmentation of VNFIL into adult education and VET on one side and the higher education sector on the other res. between formative and summative VNFIL practices.

Peer Review can also have added value for providers who:

- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

Channels

The Personal contacts of the 5 participating VNFIL providers in the Austria are foremost the most important channels. They are in a position to start a decent network of private providers. This firm network can be the basis for influencing social partners, ministries and the educational networks. Beside that the European Peer Review Association is established in Austria, part of the network. This organisation is in good contact with ministries on development of quality assurance in Austria.

On the national level, the project established a network of Austrian validation providers that will continue after the project end. Through the stakeholder committee meeting (March 2016) and the large final conference (May 3, 2018) the project has joined forces with the current implementation of the national validation strategy and has attained high visibility with policy decision-makers and the VNFIL provider community. The European perspective of the project – seeing how VNFIL is done in other countries – has provided additional arguments for promoting VNFIL in Austria.

Revenue Streams

The first five providers who establish the Austrian VNFIL network can start with closed wallets. Establishing the network and the organisation and execution of Peer Review will only cost some time. This investment will pay out in the future revenues in providing VNFIL. By setting up this Peer Review network these five founding fathers gain the trust of society in Austria. Trust leads to more VNFIL procedures.

After two years of working on voluntary basis professionalisation of the network and procedures are necessary. At that time providers who start a Peer Review are willing to pay for:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)
- Peer Review label

Key Sources

The Key Resources identified for Peer Review in Austria are:

- EPRA expertise & network for international Peers
- Expertise Austrian project partners

Finally, the new Austrian quality criteria catalogue for validation is in line with the European Quality Areas of the ERAMUS+ project “Peer Review VNFIL Extended” and has the potential to boost further developments in Austrian VNFIL. Its piloting could be linked to national implementation of Peer Review, i.e. using Peer Review to test the Austrian quality catalogue

Key activities

- Appoint Maria Gutknecht as a responsible person for the implementation, training and quality maintenance of Peer Review
- Establish pool of experts who can be Peers and trainers by training
- Develop a concrete service definition & folder and put this information on the website of EPRA

Key Partnerships

Partnerships we think of are:

- Responsible ministries of Education, Labour and Economic affairs
- Arbeiterkammer, Social Partners

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Website
- Marketing
- Network of professionals

7.3 Portugal

Value proposition

Peer Review could be integrated in the existing quality assurance network as a formative approach towards quality where VNFIL providers learn from each other. Peer Review can have added value for providers who:

- Get a recommendation from their quality assurance body to improve on a specific part of their provision.
- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

The only providers of VNFIL in Portugal are CQs (qualification Centres). The VNFIL system is financed by public budget in the case of the public schools and vocational training centers from IEFP. Local authorities and private training providers need to assure their own budget. It is possible to present a request for funds to European funds in the program Portugal 2020.

In Portugal the peer review methodology will strengthen the link between VNFIL providers. In a context of financial constraints, allows each provider, with a low investment, to have expert feedback on the quality of their interventions

Peer Review potential is related to the fact that this approach results from a set of existing good practices (cooperation between providers). This will possibly reduce the resistance in the first phase

The existing self-assessment model for Portuguese providers will be complemented by external evaluation by Peers.

Customer segments

In PT there are existing **networks for** VNFIL providers that is regulated by a National Agency –, ECOA / ANQEP. Beside that network there are other networks e.g. educational networks for VET, HE and Universities, VET. These networks can also be regarded as potential customers for Peer Review. The Portuguese project partners will use their personal contacts to get into contact with these networks. Once there, they will offer these networks to integrate Peer Review in their quality assurance policies. Peer Review will in Portugal be offered to all providers on a voluntary basis.

VNFIL providers are part of the National Qualifications System and play a key role in building bridges between the worlds of education, training and employment, in a perspective of learning throughout life.

Channels

The main channel for offering Peer Review to VNFIL providers will be the existing national regulatory body (ANQEP). VNFIL providers are periodically in contact with ANQEP on quality assurance. The National Stakeholder Committee can be used to disseminate the project results Portuguese VNFIL providers are accompanied by the National Agency for Qualification and Vocational Education (ANQEP), which is responsible for coordinating the implementation of education and training policies for young people and adults and ensure the development and management of the system of recognition, validation and certification of skills National meetings and training given by ANQEP will be privileged moments to attract and engage other providers. The participation of ANQEP the national committee will be essential to ensure the dissemination of peer review with the entire national network.

The Personal contacts of the 2 participating VNFIL providers in Portugal are next to the national regulatory body important channels. They are in a position to influence the networks of VNFIL providers and are in the position of influencing the educational networks.

Revenue Streams

Providers who start a Peer Review are willing to make resources free for:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)
- Peer Review label

Key Sources

The Key Resources identified for Peer Review in Portugal are:

- EPRA expertise & network for international Peers
- Expertise of the Portuguese project partners Citeforma and ISLA

Key activities

- Teresa Guimaraes/Susana Gonçalves and Isabel Miguel are responsible persons for the implementation, training and quality maintenance of Peer Review
- Establish pool of experts who can be Peers and trainers by training
Peers Training is very important. Creating a Peer Team competent that ensures transparency and confidence
- Develop a concrete service definition & folder and put this information on the website of these national networks-ANQEP / LLL unit at Universities
Inform, motivate and engage stakeholders to the importance of this methodology that enables a consistent and continues improvement opportunities, perform self-assessment followed by external evaluation by experts in the field

Key Partnerships

Partnerships we think of are:

- Responsible ministries of Education, Labour and Economic affairs
- Social Partners

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Website
- Marketing
- Network of professionals

7.4 France

Value proposition

In France quality on VNFIL is strong regulated. Currently there is only one provider to start with in France. The management and staff of CIBC Bourgogne Sud considers the experience with transnational peer visits to be the main direct added value of this project. It allowed the centre to analyse its strengths and weaknesses in the validation provision and to prepare an action plan. CIBC Bourgogne Sud has adopted a plan for the development and quality improvement of their VNFIL provision. Other non-tangible impact included better awareness of the counsellors concerning their practice and better organization awareness of the VNFIL provision within the company. (For example, you can use outcomes of Synthesis report, PR reports and Meta evaluations, meetings, etc.).

Stakeholders perceive very clearly the benefits of the Peer Review, namely the following: focus on quality improvement and professionalization, integration into quality cycle, formalization of the procedure and its outcomes). Regional stakeholders perceived the transnational Peer Review that was realized in the CIBC Bourgogne Sud in a very positive way. The meetings initiated during the Peer Review and afterwards were the beginning of the process of creation a regional quality chart for initial phases of VNFIL that are realized by the publicly funded network of information and identification centres ("PRC VAE"). These centres are funded based on a contract of providers with the regional authority. The quality chart developed in the VNFIL project served as the inspiration for the creation of this quality chart.

Stakeholders also came to the conclusion, that Peer Review is currently very rarely used in France, and usually in cases of international cooperation and development (e.g. OECD policy assessment, nuclear security, employment services peer review). The culture of peer review is missing and most of the quality assurance systems are based on quality standards, audit procedures and certification. In the system where the law and where the provision is fragmented among different institutional partners regulate quality requirements, the Peer Review is difficult to implement on a large scale. Also, given the reform of the lifelong learning and lifelong guidance system in France, stakeholders agreed, that the benefit of the Peer Review in France is a valuable instrument to be used within regional networks of bodies working in the field of information and identification in the VNFIL process.

Customer segments

The one French provider is the first, firm basis for regional French Peer Review network on VNFIL. First step is to invite other providers in the region for a Peer Review and take this opportunity to show that Peer Review helps to learn from each other and align. Next step will/can be to invite other providers to join (first as a Peer, next as a partner in the network). This cooperation can become the basis for a regional learning network in France.

Peer Review is planned to be used on the regional level in the Burgundy – Franche-Comté region. In terms of a larger scale impact, the peer review was implemented within the regional network of PRC VAE centres in this region. The merger of the two previously separated regions lead to organizational changes in VNFIL provision that necessitated a harmonization of the practices. The peer-review will be first used as a first approach, but in a less formalized way (shorter duration, use of different documentation etc.) starting September 2018.

Channels

VNFIL services are funded primarily by the regions, who also have the responsibility of the quality assurance in the first stages of VNFIL. The bilateral contacts of CIBC Bourgogne are foremost the most important channels. CIBC is in a position to start a decent network of non-profit publicly-funded private providers. This firm network can be the basis for regional cooperation.

Revenue Streams

The first start of a French network can be done with closed wallets. Establishing the network and the organisation and execution of Peer Review will only cost some time. This investment will pay out in the future revenues in providing VNFIL. By setting up this Peer Review network regional cooperation of providers will increase the use of VNFIL.

After two years of working on voluntary basis professionalisation of the network and procedures are necessary. At that time providers who start a Peer Review are willing to pay for:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)
- Peer Review label

Key Sources

The Key Resources identified for Peer Review in France are:

- EPRA expertise & network for international Peers
- Expertise CIBC Bourgogne

Key activities

- Appoint Tomas Sprlak as a responsible person for the implementation, training and quality maintenance of Peer Review
- Establish pool of experts who can be Peers and trainers by training
- Develop a concrete service definition & folder and put this information on the website of CIBC
- Make an French translation of the business plan with calculations, marketing, lobby, dissemination (concerning the fact that the 1st two years there will only be time spend.

Key Partnerships

Partnerships we think of are:

- Regional VNFIL providers

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Website
- Marketing
- Network of professionals

7.5 Lithuania

Value proposition

The situation in Lithuania can be compared with Austria. There are more providers, each working on their own insights. Festu Letu is the partner in Lithuania that starts a Peer Review network with on top of that development of a national approach towards (quality in) VNFIL.

Lithuania does not have a national strategy for validation as a separate comprehensive policy document. The project implementation had a potential impact on several regulations which were amended last year to pave the way for validation of non-formal and informal learning on a more mainstream basis, both at national and sectoral levels.

At national level it has demonstrated how VNFIL could be better integrated into education and labour market policies.

National VNFIL policymakers got an opportunity to review an effective VNFIL strategy, supported by activities developed by the project partners, and consequently contributed to improvement of the socio-economic situation of their citizens by providing them better and easier access to VNFIL.

It is highly expected that the project outcomes will further contribute positively to the implementation of VNFIL policies at local, regional and national levels, ensure the principles of quality education services, as well as, support to better employment and social inclusion.

At institutional level VNFIL professionals (teachers, trainers and guidance counsellors) have benefited from professionally implemented training activities and piloting PR, which helped them to initiate a sustainable change in the area of the services they provide, improve their competences and contribute to the professionalization of VNFIL. Together with students, they had an opportunity to improve their skills in using evaluation methods in VNFIL.

Lithuanian VNFIL providers are developing and improving their VNFIL systems and the partners' institutions and organizations had an opportunity to positively contribute to this process. With a proper strategy, developed Programme for training for teachers, with piloting Peer Review in VNFIL,

which could be easily adapted and adopted, the project results would be of the great help for positive developments at local/regional and national level.

It is estimated that the actions taken by both the participants and the institutions/organisations involved, using the results of the project, in the long term will have a positive impact on the changing attitudes of local communities, as well as, facilitate active involvement in quality VNFIL.

Customer segments

The existing providers are the first, firm basis for Lithuanian Peer Review network on VNFIL. First step is to show that they become a strong network on VNFIL. The network can use Peer Review to learn and align. Next step will/can be to invite other providers to join (first as a Peer, next as a partner in the network). This cooperation can be interesting for ministries and social partners. They can be asked for means to professionalise and expand the VNFIL network in Lithuania.

Peer Review can also have added value for providers who:

- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

Channels

The Personal contacts of Festu Letu in Lithuania are foremost the most important channels. They are in a position to start a decent network of private providers. This network can be the basis for influencing social partners, ministries and the educational networks.

The LETU is applied to run an international project, which will further promote Peer Review for VNFIL by improving the existing tools and the competencies of professionals.

Objectives are to ensure the professionalization and well-functioning system of VNFIL by:

- Development of self-evaluation and self-analysis tools for candidates
- Professionalization of the VNFIL process – training programme for trainers and for guidance counsellors
- Advocating in society and establishing strategy for VNFIL

Target groups are VNFIL providers and candidates in VET sector, professionals (trainers, guidance counsellors), stakeholders, policy advisors.

Besides that the national stakeholders committee that is established during the project (Qualifications and Vocational Education and Training Development Centre, Ministry of Education and Science, The Education Exchanges Support Foundation, Lithuanian Education Trade Union, Lithuanian Association of Adult Education, Ministry of Social Security and Labour, VET providers) will continue its work to promote Peer Review. VNFIL along with Peer Review was and will promoted on several events, where the topic of assessment and validation of non-formal and informal learning resonated.

Revenue Streams

The first providers who establish the Lithuanian VNFIL network can start with closed wallets. Establishing the network and the organisation and execution of Peer Review will only cost some time. This investment will pay out in the future revenues in providing VNFIL. By setting up this Peer Review network these founding fathers gain the trust of society in Lithuania. Trust leads to more VNFIL procedures.

After two years of working on voluntary basis professionalisation of the network and procedures are necessary. At that time providers who start a Peer Review are willing to pay for:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)
- Peer Review label

Key Sources

The Key Resources identified for Peer Review in Lithuania are:

- EPRA expertise & network for international Peers
- Expertise Lithuanian project partners

Key activities

- Appoint Tatjana Brabauwskiene and Inga Puisa as a responsible persons for the implementation, training and quality maintenance of Peer Review
- Establish pool of experts who can be Peers and trainers
- Develop a concrete service definition & folder and put this information on the website of Festu Letu
- Make an Lithuanian translation of the business plan with calculations, marketing, lobby, dissemination (concerning the fact that the 1st two years there will only be time spend.

Key Partnerships

Partnerships we think of are:

- Responsible ministries of Education, Labour and Economic affairs
There should be no obstacles regarding peer review in HE institutions, however VET providers may be reluctant to participate in peer review, since they are less involved in these processes. The Ministry of Education and Science, which could encourage them, therefore plays here a crucial role.
- Social Partners

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Website
- Marketing
- Network of professionals

7.6 Slovakia

Value proposition

The situation in Slovakia can also be compared with Austria. There are more providers, each working on their own insights. The activities of project partner NUCZV are after the project end taken over by the ministry of Education, Science, Research and Sport of Slovakia. This means a revision of validation policies in Slovakia. After this Slovakia can start a National Peer Review network with on top of that development of a national approach towards (quality in) VNFIL

The Slovak Republic still needs revision of the system of recognition and validation of outcomes of non-formal and informal learning. Current legislation is not explicit in regard to the recognition of outcomes of non-formal and informal learning and consequently there are problems within the implementation of the legislation into the practise. There is a list of authorised institutions accredited for validation that organise the examination. The Accreditation Body on the department of the Ministry of Education, Science, Research and Sport directs all these. It is the ministry, which approves of the qualifications standards, accredited educational programmes and allows the exams to the authorised institutions.

Conference titled „Education of adults and lifelong guidance – problems and solutions“ fully covered topics such as upskilling of the low-skilled, entrepreneurship skills, adult education tools and policies and validation of non-formal and informal learning.

National Lifelong Learning Institute organised several events to promote the EU document “Upskilling pathways”. In particular, upskilling the low-skilled. During this event, VNFIL project coordinator performed a presentation on VNFIL. The comparative method of presentation included description of validation processes in selected EU countries. Several examples came also from the experience of Peer Review. We described the accessible EU and national policy tools and consequently drafted out possible “pathways” for implementing VNFIL in Slovak Republic while explaining the advantages of Peer Review as quality assurance tool.

There are distinct arguments for future implementation of Peer Review in the Slovak Republic. National Lifelong Learning Institute underwent a unique experience of practicing Peer Review on the international level. This cross-country experience equipped us with information to be used for lining up the strategy, if not the action plan, for implementing VNFIL in the Slovak Republic. If Ministry of Education, Science, Research and Sport will take the outcomes of the project (particularly the Peer Review outcomes) into account, in the near future we can expect several subjects being challenged by the Peer Review.

For instance, Peer Review could have recognised its progress on the level of guidance. Adult Guidance Centres could practice Peer Review in order to develop mutual development and growth on the quality assurance level. In this case, Peer Review could have been examined as a tool to counsellors’ skills, knowledge, competence renewal and improvement, as well as tool for exchange counsellors’ field experience within the network deployed in all regions of the Slovak Republic. In my opinion, Peer Review can operate on several levels in Slovakia. Both public and private. If the Slovak VNFIL provider are prone to keep up with the EU quality standards and the ministry of education creates feasible conditions to VNFIL implementation, Peer Review certainly endorses challenging position in the Slovak “VNFIL market”.

Customer segments

At the moment the ministry of education starts to implement the national project on VNFIL in the Slovak Republic, the counselling and training of those who manage and implement validation processes should include the training of peers in order to participate in Peer Reviews and gain knowledge of the tool as such. It could enhance their professionalization, EU VNFIL practices and the overall transparency of validation processes to be later launched in SR.

In the near future, Peer Review will be hopefully recognised by

- professional organisations, networks,
- organisations founded by the ministry to provide or fulfil tasks in lifelong learning,
- guidance professionals (e.g. public employment services....)

Peer Review can also have added value for providers who:

- Want to align the outcomes of VNFIL procedures with educational partners (in order to get exemptions on learning programmes and/or certification of the outcomes). In that case validation experts from the educational provider can be invited as Peers.
- Want to align the outcomes of VNFIL with employers. In that case HR specialists from these employers or employers organisations will be invited as Peers.

Channels

VNFIL along with the Peer Review was promoted on several events, where the topic of assessment and validation of non-formal and informal learning resonated.

National Lifelong Learning Institute, “Peer Review for VNFIL Extended” project partner, organised an international conference on 21.9.2017 in Bratislava. The conference program integrated the institute’s key projects and activities.

Revenue Streams

It is hard to look forward to revenue streams. At first, the ministry has to decide about the way VNFIL will be further developed in Slovakia. As soon as providers are appointed, or the private market has developed VNFIL providers, providers can start working together in a network, using Peer Review as a method for further development and alignment.

After two years of working on voluntary basis professionalisation of the network and procedures are necessary.

Key Sources

The Key Resources identified for Peer Review in Slovakia are:

- EPRA expertise & network for international Peers
- Expertise Slovakian project partners

Key activities

- Appoint a responsible person within the ministry of Education, Science, Research and Sport for the implementation, training and quality maintenance of Peer Review
- Establish pool of experts who can be Peers and trainers by training
- Develop a concrete service definition & folder and put this information on the website of NUCZV.
- Make an Slovakian translation of the business plan with calculations, marketing, lobby, dissemination (concerning the fact that the 1st two years there will only be time spend.

Key Partnerships

Partnerships we think of are:

- Responsible ministries of Education, Labour and Economic affairs
- Social Partners

Cost Structure

The cost structure contains:

- International coordinator / EPRA
- National coordinators
- Website
- Marketing
- Network of professionals

8 Financial aspects of Peer Review

Investment in Peer Review for the VNFIL provider

Of course it is very hard to calculate the exact cost for a VNFIL provider in Peer Review. This calculation is based on an average provider with 10 employees and 400 – 500 validation clients per year. For a VNFIL of this size a Peer Team of 2 persons is sufficient. One of the Peers can be transnational. There is a coordinating body available. Depending of the country the role of a coordinating body is carried out by one of the VNFIL providers, an umbrella organisation or an existing quality assurance organisation. Tariffs are according to the Erasmus+ regulations.

Following the four phases in Peer Review the costs that are related to Peer Review are the following

Time investment in days

	Staff	Peers	Coordinating body	Total Staff + Peers
Getting started				
Decisions about the organisation of Peer Review	2			
Write initial information sheet and send it to coordinating body	0,5			
Training of staff (2 persons, 2 day training)	4			
Peers and Peer Team				
Look for suitable Peers in network/ with stakeholders	2	2		
Conclude contracts with Peers	0,5	0,5		
Training of Peers (2 persons, 2 day training)		4		
Self Evaluation / Self Report				
Conduct internal self-evaluation	2			
Write Self-Report & collect additional information	1			
Peers read the Self-Report and identify areas for investigation		2		
Preparing the Peer visit				
Preparatory meeting with Peers, Q&A session on Self-Report, set up agenda for the visit	1	1		
Prepare local organisation	1			
Peers prepare questions for the visit		0,5		

Peer Visit (2 days)

Time investment of staff	4	
Time investment of Peers		4

Peer Review Report

Writing & commenting on Peer Review Report	0,5	1
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Total time investment	18,5	15	5	38,5
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	Staff rate per day	Label costs EPRA	total Staff + Peers	training costs	travel costs international Peer	total costs Peer Review
total costs per country						
The Netherlands	€ 241	€ 250	€ 9.279	€ 1.000	€ 575	€ 10.854
Austria	€ 241	€ 250	€ 9.279	€ 1.000	€ 575	€ 10.854
Portugal	€ 137	€ 142	€ 5.275	€ 568	€ 575	€ 6.418
France	€ 214	€ 222	€ 8.239	€ 888	€ 575	€ 9.702
Lithuania	€ 74	€ 77	€ 2.849	€ 307	€ 575	€ 3.731
Slovakia	€ 74	€ 77	€ 2.849	€ 307	€ 575	€ 3.731
out of pocket costs Peer Review						
The Netherlands	€ 241	€ 250	€ 1.205	€ 1.000		€ 2.455
Austria	€ 241	€ 250	€ 1.205	€ 1.000		€ 2.455
Portugal	€ 137	€ 142	€ 685	€ 568		€ 1.396
France	€ 214	€ 222	€ 1.070	€ 888		€ 2.180
Lithuania	€ 74	€ 77	€ 370	€ 307		€ 754

The total Out of pocket costs for a transnational Peer Review for a relatively small VNFIL provider can be estimated as 25% of the total costs. A part of the out of pocket costs can be calculated as income for the national coordinator / trainer in Peer Review:

Expected revenues for the coordinating body per Peer Review.

The Netherlands	€ 241	€ 1.205	€ 1.000	€ 2.205
Austria	€ 241	€ 1.205	€ 1.000	€ 2.205
Portugal	€ 137	€ 685	€ 568	€ 1.253
France	€ 214	€ 1.070	€ 888	€ 1.958
Lithuania	€ 74	€ 370	€ 307	€ 677
Slovakia	€ 74	€ 370	€ 307	€ 677

9 Expected market developments

9.1 Basic development

If the national strategies are implemented in accordance with the national strategies as described above, the next development can be expected:

	2019	Revenues	2020	2021	2022	2023	2024	Revenues
The Netherlands	6	€ 13.230	7	8	9	10	10	€ 22.050
Austria	5	€ 11.025	6	7	8	8	8	€ 17.640
Portugal	2	€ 2.507	3	4	5	6	7	€ 8.774
France	1	€ 1.958	2	3	4	5	6	€ 7.521
Lithuania	2	€ 1.354	3	4	5	6	6	€ 4.062
Slovakia	0	€ -	0	2	3	4	5	€ 3.385
EPRA		€ 2.667		€ 4.667		€ 6.500		

National coordinating bodies will fulfill the roles:

- Guidance on Peer Review (incl. connecting to Peers)
- Training Peers & Provider
- Install Peer Review (once)

National coordinating bodies need training every 2 years from EPRA. EPRA will fulfill the role of European coordinating body:

- Training & registration of transnational Peers
- Support of the national coordinating bodies
- Peer Review label

In order to execute this development no additional investments are needed. Manual, Toolbox and quality areas are translated in the national languages; Peers are trained and able to support the new VNFIL providers in setting up their Peer Reviews.

9.2 Development with support of European policy makers

With the help of European policy makers the project partners have higher expectations of the market development of VNFIL. The following recommendations are developed by the project partners:

1. Recognising the added value of Peer Review for VNFIL both at the national and at the European level
2. Contributing to the financing of Peer Review initiatives via European funding programmes
3. Supporting Member States in creating the structure for Peer Review for VNFIL at the national level
4. Providing dissemination channels to spread the Peer Review approach at the European level
5. Making sure Peer Review is considered a trustworthy way to improve quality standards by VNFIL providers and stakeholders
6. Including Peer Review as part of the quality assurance process for VNFIL providers
7. Supporting a continued professional development of VNFIL providers and stakeholders
8. Giving prominent role to quality in the evaluation of the new strategies implemented by the Member States
9. Supporting European and national networks of VNFIL providers

10. Helping facilitate contacts and strengthen the cooperation between different VNFIL stakeholders via European funding programmes
11. Allowing a regular exchange of practices and experiences of VNFIL stakeholders at the European level
12. Providing support for the upscaling of successful local initiatives

Road map/ implementation steps

The project consortium will share these recommendations with relevant European policy makers. In particular, EAEA will organise a meeting with the European Commission to discuss them in detail. On behalf of the consortium, EAEA will also monitor the follow-up of the EU Council Recommendation on Validation of Non-formal and Informal Learning as well as the implementation of the Upskilling Pathways Initiative.

The Peer Review approach will be presented at one of the autumn's Peer Learning Activities organised by the European Commission for the European Quality Framework Working Group. This will be an occasion for the project consortium to reach national and European policy makers and make them understand the added-value of the approach for the development of VNFIL provision, for the improvement its quality and most importantly, for a better transnational use of VNFIL in Europe. Considering the interest sparked by the project on different occasions, the last being the European Validation Festival, partners will set up a community of practice in EPALE to gather different VNFIL stakeholders keen on working on Peer Review. This will be the first step towards the creation of a network of VNFIL providers that could then be breeding ground of project ideas or databank of experts on the topic.

As many partners as possible will attend the next official international events on validation, starting from the Validation Biennale in May 2019, but also make their best to promote the project results at the national level. EAEA will instead promote widely Peer Review among its members, who are 133 organisations from 45 countries.

Based on these assumptions, we expect to see a further development in revenue:

	2019	revenues	2020	2021	2022	2023	2024	2025	revenues
The Netherlands	6	€ 14.730	9	12	15	18	21	24	€ 51.555
Austria	5	€ 12.275	8	11	14	17	20	23	€ 49.100
Portugal	2	€ 2.791	3	6	9	12	15	18	€ 20.934
France	1	€ 2.180	2	5	8	11	14	17	€ 19.538
Lithuania	2	€ 1.508	3	4	5	6	7	8	€ 5.277
Slovakia	0	€ -	0	2	3	4	5	6	€ 3.769
5 new countries	0		13	20	27	34	41	48	€ 254.979
EPRA training	16	€ 2.667	€ 3.750	€ 6.000	€ 8.100	€ 10.200	€ 12.300	144	€ 24.000
EPRA label		€ 3.200	€ 7.500	€ 12.000	€ 16.200	€ 20.400	€ 24.600		€ 28.800
total EPRA		€ 5.867	€ 11.250	€ 18.000	€ 24.300	€ 30.600	€ 36.900		€ 52.800

