



Peer Review
VNFIL Extended

*European Reader for Peer
Review in Validation of Non-
Formal and Informal Learning
(VNFIL)*



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Peer Review VNFIL Extended

Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL) Extended

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European Reader for Peer Review in Validation of Non-Formal and Informal Learning (VNFIL)

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Foreword

Peer Review helps VNFIL providers to develop the quality of their validation provision with the help of Peers, 'critical friends'. It is voluntary, focussed on development and there is no threat of losing your accreditation. It helps developing networks between providers and in that way it supports alignment of VNFIL provision. Peer Review is the perfect instrument for further development of validation on the level of providers, in regions/countries and on European level.

During the last decades Validation of Informal and Non-formal learning has found its way in various European Countries. All European countries have a demand for qualified people. Due to the lack of possessing a formal qualification, some people miss opportunities for work, although they would match job requirements if their skills were taken into account instead of their qualifications. There are many reasons why people miss opportunities in acquiring formal qualifications:

- Drop-outs in education: learning methods in formal education do not always match people with specific individual learning needs
- Gender: man and women do/did not always have the same chances in society
- Disadvantaged groups: people with less chances attending formal education
- Immigration: adults from other countries with professional skills/qualifications that are not formal recognised.
- Career development: People who change their profession during their life.
- Etcetera.

For all these people validation can be the road path to a formal qualification, the way to obtain the job and/or role in society that would have been unreachable without a formal qualification.

Validation of Informal and Non-Formal Learning is implemented in European member states on national level. In practice this means that there are still countries with almost no systemic and practical provision for validation, and countries with elaborated systems and experience in validation. In some countries validation is a public provision, sometimes private and/or in public/private cooperation.

In the project Peer Review in Validation of Informal and Non-Formal Learning 'eleven VNFIL providers in six European countries have benefitted from Peer Review. Within this network national and international Peers reviewed them. Based on the outcomes of Peer Review they improved their validation provision. It showed that they learned from each other, independent from the stage of implementation on national level and independent from being public or private.

This European Peer Review reader for VNFIL is a practical and easy to read report stating the results and findings of the Peer Review VNFIL Extended project. It makes the findings and outcomes of the project accessible for the common reader, containing good practices and a guideline how to implement Peer Review in VNFIL on the level of providers and on National level.

The aim of this reader is to disseminate the results of the project to the authorities and VNFIL providers in the partner countries, in other European countries and internationally. The reader will assess the applicability of the Peer Review methodology for VNFIL providers.

Interested VNFIL providers and policy makers can read this reader and appreciate the added value and method of Peer Review in VNFIL; it will hopefully motivate them substantively to join the method and the network.

We hope that the reader will be far more than a dissemination tool, but a central instrument for continuing Peer Reviews in VNFIL on national and European level. On European level the European Peer Review Association (www.peer-review-network.eu) *will be the coordinating network organization for future Peer Reviews in VNFIL. On the website www.peerreview.work accessible information is found on Peer Review in VNFIL.*

Erik Kaemingk

Project coordinator Erasmus+ project Transnational Peer Review for VNFIL Extended.

Table of content

1.	(TRANSNATIONAL) PEER REVIEW.....	7
1.1	What is Peer Review?	7
1.2	The European Peer Review procedure	7
1.3	Peers and the peer team.....	8
1.4	Transnational Peer Review for VNFIL.....	8
1.5	Coordination, support and monitoring of the Peer Reviews	9
1.6	The European Peer Review Initiative – previous projects	9
2.	TRANSNATIONAL PEER REVIEW FOR VNFIL.....	11
2.1	European Peer Review Training	11
2.2	European Quality Areas for VNFIL.....	13
2.3	Planning of the Peer Reviews.....	13
2.4	The peers	14
2.5	Preparation of the Peer Reviews	14
2.6	Evaluation of the Peer Reviews.....	15
3.	EXPERIENCES AND OUTCOMES.....	16
3.1	Motivation and expectations	16
3.2	Transnational aspect.....	16
3.3	Cooperation	17
3.4	Applicability and added value of Peer Review	17
3.5	Changes in institutional development	18
3.6	Challenges of Transnational Peer Review in VNFIL	18
4.	PEER REVIEW IMPLEMENTATION; AN OUTLOOK.....	19
4.1	Austria	19
4.2	Portugal.....	20
4.3	Slovakia	20
4.4	Lithuania	21
4.5	Netherlands	21
4.6	France	22
4.7	European Level.....	22
5.	PRACTICAL EXPERIENCES.....	24
5.1	Teresa Guimarães - CITEFORMA	24
5.2	Susana Gonçalves - CITEFORMA	26
5.3	Tomas Sprlak - CIBC	27
5.4	Franz Fuchs-Weigl - AK Salzburg/BFI.....	28
5.5	Tatjana Babrauskiene – Lithuanian Trade Union	29
5.6	Kees van Oosterhout - Vigor	30
5.7	Marloes Smit - Libereaux	31
6.	APPENDIX	32
6.1	Outcomes and deliverables of the project Peer Review VNFIL Extended	32
6.2	Literature and sources	33
6.3	Peers participating in a European Peer Review	34
6.4	European Peer Review Network	35

1. (Transnational) Peer Review

In this chapter, we first describe what (transnational) Peer Review is, what the Peer Review procedure consists of and what peers/peer teams are. Further on, we elaborate briefly on the previous projects regarding Peer Review and we introduce the currently finalised Erasmus+ project “Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (VNFIL) Extended”, from now on mentioned as “Transnational Peer Review for VNFIL”.

1.1 What is Peer Review?

(Transnational) Peer Review is a form of external evaluation with the aim of supporting the reviewed organization in its quality assurance and quality development efforts. An external group of experts, called Peers, is invited to assess the quality of different fields of the organization. During the evaluation process, the Peers visit the reviewed organization. When partners from multiple countries are involved, we talk about ‘*Transnational* Peer Review’.

Peers are external experts but work in a similar environment and have specific professional expertise and knowledge of the evaluated subject. Peers are independent and "persons of equal standing" with the persons whose performance is being reviewed.

For Peer Review in VNFIL, the project partners developed a specific manual: The European Peer Manual for Validation of Non-Formal and Informal Learning (VNFIL). This manual is available in Dutch, English, French, German, Lithuanian, Portuguese and Slovakian. This manual is adapted from European Peer Review Manual for initial VET (Vienna, June 2007) and adjusted for VNFIL providers.

1.2 The European Peer Review procedure

The European Peer Review follows a step-by-step procedure (European Peer Review Manual for Validation of Non-Formal and Informal Learning, 2018):

Step 1: Preparation (minimum of 3 months)

- The to be reviewed organization decides what areas in their VNFIL provision will be reviewed
- The reviewed organization selects and invites peers
- The reviewed organization writes a self-evaluation/self-report
- The reviewed organization and the peer team prepare for the peer visit

Step 2: The peer visit (1,5 – 2 days)

- The peers collect data through interviews, observations, tour of the premises, etc.
- The peers analyse the data and determine strengths and areas of improvement
- The peers present their initial findings during a short meeting with the reviewed organization

Step 3: Writing of the Peer Review report (maximum of 4 weeks)

- The peers write a draft report
- The reviewed organization comments on the draft report
- The peers write the final report

Step 4: Implementation of outcomes

- The reviewed organization implements/develops the outcomes of the Peer Review

1.3 Peers and the peer team

A Peer is a person:

- who is an equal of or is on equal standing with the person(s) whose performance is being reviewed;
- who works in a similar environment (and/or in a similar institution);
- who is external (i.e. from a different institution) and independent (has no personal/institutional "stakes" in the evaluation process);
- who has specific professional expertise and knowledge in the field (shares values, professional competence and attitudes, language, etc.);
- who can thus bring a degree of "inside" knowledge of the object of review into the process and combine it with the external view of somebody coming from a different organization ("external insider").

A team of least two Peers carries out a Peer Review. For a transnational Peer Review, where peers come from different countries, four Peers are recommended. The overall size of the Peer Team must be an even number, because sets of two Peers (Peer Tandems) are formed to conduct the interviews with the stakeholder representatives.

The composition of the Peer Teams depends on the subject of the Peer Review since, first and foremost, Peers should have extensive expertise in the reviewed areas, which are determined by the reviewed organization. At least half of the peers should be "real" peers i.e. colleagues from similar organizations. It is recommended that one member of the Peer Team is able to carry out the role of "Evaluation Expert". The evaluation expert has expertise in evaluation, moderation and communication.

1.4 Transnational Peer Review for VNFIL

In the currently finalised project fourteen partners (of whom eleven VNFIL-providers) from six European countries are involved. In total, twelve partners carried out eleven European Peer Reviews. By doing the Peer Reviews, the eleven VNFIL-providers got Peer Review feedback on their chosen topics.

The Transnational Peer Review for VNFIL project aims to increase the transparency, market relevance, consistency and transferability of VNFIL across Europe. Besides that, the project provides a common framework and tools for VNFIL systems of European member states. Furthermore, it helps VNFIL-providers to improve, monitor and evaluate their quality assurance policies and



Photo: project group Transnational Peer Review for VNFIL

practices in a manner appropriate to their national/institutional context. On European level the project supports mutual trust in transnational use of VNFIL.

The Peer Reviews in this project were carried out in a network of multiple partners. The network was specifically set up for the purpose of carrying out Peer Reviews. Because there were multiple partners, two coordinating bodies were designated to ensure high-quality Peer Reviews and effective coordination of the network members.

In the countries in which only one VNFIL provider participated in the project, the national peers were partners and or other VNFIL-providers. In countries with more than one VNFIL-provider, the other partners of the country were national peers.

During the project, the VNFIL-providers and peers used documents out of a 'toolbox'. In this toolbox, all necessary documents were to be found, like: the manual, format for the initial information sheet, format for the self-report, format for the interview minutes, format for the Peer Review report, etc. These documents were available through an online system.

1.5 Coordination, support and monitoring of the Peer Reviews

The main responsibility for the conduct of the Peer Reviews lies with the VNFIL-providers and the Peers: they have to ensure a high-quality process which would comply with the requirements of the European Peer Review Manual.

In practice any provider can start a Peer Review by following the steps in the Peer Review Manual for VNFIL, as long as at least one of the Peers is trained. One of the findings in the project is that real added value is reached when Peer Review is conducted in a network of providers. In that case some coordination is needed:

1. Coordination of the Peer Reviews: scheduling of Peer Reviews (timetable), setting up a "Pilot-Database" etc.
2. Soliciting and processing of Peer Applications and maintenance of a Peer-Database
3. Continuous quality assessment on the Peer Reviews: assessment of Peer Applications, monitoring feedback, analysing reports, passing on feedback and recommendations
4. Support services: matching of Peers, consulting, training etc.
5. Provision and coordination of Peer training: web-based training, face-to-face training
6. Monitoring and data collection: collecting data, questionnaires, and reports.

1.6 The European Peer Review Initiative – previous projects

In the past few years, there have been various projects directed to the Peer Review Method. An overview:

Peer Review in initial VET (2004–2007)

In 2003–2004, the Leonardo da Vinci project "Peer Review in initial VET" was developed to support the initiatives in quality assurance promoted on the European level. The project sought to complement the activities of the Technical Working Group on Quality in VET (predecessor of EQAVET) by taking up one part of the TWG's assignment, namely "to promote the exchange of good

practice and the use of voluntary Peer Review at different levels” (Mandate of the TWG on Quality in VET). The project’s main outcomes were the European Peer Review Manual and the Toolbox. The project was supported by a partnership of 25 institutions from eleven European countries. 15 pilot transnational Peer Reviews were carried out to test the Manual and the Toolbox.

Peer Review Extended (2007)

To encompass the new institutions and countries on the waiting list, the project “Peer Review Extended” was set up under a special “CQAF call”. Experience with Peer Review was thus expanded to new countries: another set of four transnational European Peer Reviews were carried out in four countries (Austria, Germany, Hungary, and Spain/Catalonia) in 2007. A practical tool-box to support the conduct of Peer Review was developed. It complements the manual by providing instruments for VET providers like forms, checklists, additional information and recommendations.

Peer Review Extended II (2007–2009)

“Peer Review Extended II” is a transfer of innovation (TOI) project under Leonardo da Vinci. It involves 14 partner institutions from nine European countries. The project aims at transferring of Peer Review to further “new” countries – Czech Republic, Slovenia and Turkey – and to continuing vocational education and training. Adaptations are based on expert analyses of the European Peer Review Manual and further experimentation. For the first time, a two-day peer training was part of the project.

Europeerguid RVC (2014-2016)

“Europeerguid RVC” is a transfer of innovation (TOI) project under Leonardo da Vinci. It involves 6 partner institutions from three European countries. The project aims at transferring of Peer Review to Recognition and Validation of Competences (RVC). Adaptations are based on expert analyses of the European Peer Review Manual and further experimentation in validation. A set of Quality Areas for Peer Review in validation was developed. This project was the basis for Peer Review in VNFIL Extended.

2. Transnational Peer Review for VNFIL

As mentioned above, in the project Transnational Peer Review for VNFIL, eleven Peer Reviews were carried out. The Peer Reviews were carried out between November 2016 and May 2017. The VNFIL-providers participating in the pilot phases came from six different European countries. In most cases, the project partners were also the VNFIL-providers who were reviewed. In Lithuania, the reviewed organization differed from the project partner. An overview:

Country	Project partner
France	CIBC Bourgogne Sud
Slovakia	The Lifelong Learning Institute
Lithuania	Lithuanian Trade Union (Reviewed organization: Vilnius Vocational Training Centre for Service Business Specialists)
Portugal	ISLA Santarém
	CITEFORMA
Austria	Weiterbildungsakademie Österreich
	Frauenstiftung Steyr
	University for Natural Resources and Life Sciences
	AK Salzburg
The Netherlands	Vigor Transitions BV
	Libereaux BV

The majority of the Peer Review pilots were completed according to the project work programme in a high-quality process and without any delays. All partners were well equipped to perform their task as a peer and felt responsible for the outcomes of the process. The Peer Review facilitators were also well prepared, and they made sure that the peer visit itself was organised in a structured manner. Additionally, the pilot phase clearly showed that the European Peer Review procedure can easily be adopted by VNFIL providers even if they do not have prior expertise in external reviews.

In this chapter we take a close look at the project outlines: what was the starting point, how were the peers trained for their job, how were the Peer Reviews planned, who were the peers and how were the individual Peer Reviews prepared and evaluated?

2.1 European Peer Review Training

All Peers were trained during a 5-day training developed and provided by EPRA. During the training all necessary knowledge, skills, and competences to conduct a Peer Review in a professional manner and according to the quality criteria set out in the European Peer Review Manual were imparted to the Peers.



Photo: trainees working on an assignment in groups



Photo: Maria Gutknecht-Gmeiner explains "what peers are (not) like"

The peer training started with each peer filling in his or her personal peer profile. They described what they wanted to contribute, what they were looking for and what kind of questions they had. In this way, all potential peers got to know each other. After this, the European Peer Review method was elaborated and discussed by the trainer. Using different play mobile puppets and metaphors: 'a peer is like a ... because ...' the underlying idea of Peer Review and being a peer was made clear.

After this, the peers discussed about the (dis)advantages of different qualitative data collection methods. During the next phase of the training, the peers practiced with some of the instruments in the toolbox: they drew up a peer visit agenda and interview guidelines. They also discussed general communication and interview rules and practiced with conducting an interview (one interviewer, one interviewee, one observant). Next, the writing of the peer report was discussed. During the final part of the training, the pilot phase was planned (see paragraph 2.3). In the European Peer Training Program (Gutknecht-Gmeiner, 2018) you can find more elaborate information about the peer training.



Photo: Maria Gutknecht-Gmeiner (trainer) and trainees discussing about qualitative data collection methods.

2.2 European Quality Areas for VNFIL

To support the VNFIL-providers and to ensure transnational transparency and comparability, a quality framework with nine 'Quality Areas for VNFIL' has been developed during the project.



Photo: Project group discusses Quality Areas.

These Quality Areas are based on an inventory in the previous Peer Review project; 'Europeerguid RVC'. In this project, the quality areas of national quality systems on VNFIL in France, Portugal and The Netherlands were brought together with the first set of European guidelines for validating non-formal and informal learning, published jointly by the European Commission and Cedefop in 2009 (Cedefop and European Commission, 2009). During the Peer Review VNFIL Extended project, information from VNFIL-partners in Austria, Slovakia and Lithuania was included. Information was also gained from the Cedefop-publication 'European guidelines for validating non-formal and informal learning' (2015).

The Quality Areas for VNFIL consist of nine actual quality areas. Of these nine Quality Areas, four relate directly to the core business of VNFIL. Four other quality areas are related to conditions for the development and implementation of validation. The remaining quality area is related to the organization of the VNFIL-provision.

During the preparation phase, the reviewed organization chooses areas/services they want to be reviewed (as described in chapter 1.2). In this project, the VNFIL-providers chose two out of the nine available Quality Areas for VNFIL to be reviewed. From these Quality Areas, at least one should relate to the core business of VNFIL.

2.3 Planning of the Peer Reviews



Photo: presentation of the initial information sheet of CITEFORMA.

Because of the transnational aspect and the amount of participating VNFIL-providers, the Peer Reviews were planned jointly during the peer training.

All participating VNFIL providers filled out an Initial Information Sheet prior to the training. In this Initial Information Sheet they provided information on the purpose and the aims of the Peer Review, the chosen Quality Areas and additional evaluation questions for the Peers. The form also comprised practical information about the organization of the Peer Review and the responsible persons (director, Peer Review Facilitator).

During the training, the initial information sheets were presented by the VNFIL-providers. After the presentation, the VNFIL-provider indicated the persons/organizations that they preferred to have as a peer. This preference was noted at a poster. After all presentations, the preferences of the VNFIL-provider were 'tested' by the following conditions:

- At least two peers are "real" peers
- There are at least three nationalities present at a Peer Review
- All peers are at least present at one Peer Review

After a quick reshuffle, these conditions were all met.

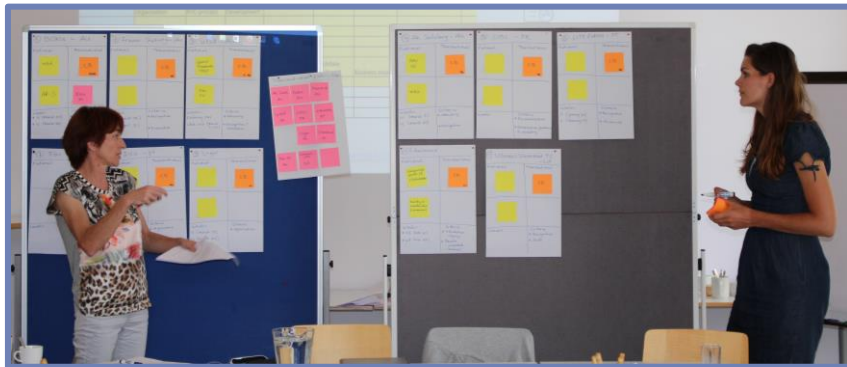


Photo: The Peer Review Facilitator and Coordinating Body noting the preferences of Frauenstiftung Steyr.

2.4 The peers

Overall 32 professionals submitted a Peer application, almost two thirds of which came from VNFIL-providers. Of the 32 applicants, 28 became active during the pilot phases; a number of Peers participated in more than one Peer Review. The transnational Peers came from the partner countries: Austria, France, Slovakia, Lithuania, the Netherlands and Portugal. 67% of the active Peers came from other VNFIL-providers; they were in fact "real" Peers. More than half of the peers actually had experience with VNFIL, almost three quarter had previous experience with review. Regarding gender, there were more female peers than male peers: 19 women and 11 men participated as a peer.

2.5 Preparation of the Peer Reviews

Two persons were responsible for the preparation of the Peer Review: the 'Peer Coordinator' as spokes(wo)man of the Peer Team and the 'Peer Review Facilitator' as the designated responsible person at the VNFIL-provider.

The preparation of the Peer Review started with the writing of the self-report and a draft agenda by the Peer Review facilitator. The Peer Review facilitator sent the documentation to the peers a few months/weeks before the peer visit. After this, one or two Skype-meetings were set up with the peer team, sometimes supplemented by the Peer Review facilitator. During these Skype meeting(s), external peers introduced themselves, uncertainties in the self-report were clarified, the draft agenda was discussed and the practical organization of the peer visit was discussed.

Finally, the peers made agreements on how to individually prepare for the peer visit, for example by think about possible interview questions.

In most cases, for the peers, the peer visit started on the eve of the peer visit when the peer team got together and made the final preparations for the peer visit e.g. fine-tune the topics of the evaluation, draw up interview questionnaires and observation grids etc.

2.6 Evaluation of the Peer Reviews

The responsible partners evaluated the Peer Reviews continuously. Detailed information was collected and analysed concerning the Peers (Peer-Database, assessment of the peer applications) and the individual Peer Reviews (Quality Areas reviewed, special evaluation questions, dates, Peer Teams) by the responsible partners for the coordination.

Both the Peers and the VNFIL providers (the facilitators) were asked to fill out comprehensive online questionnaires in order to report on their experiences and to make recommendations for the improvement of the procedure. The Peer Teams also had to furnish a report containing a meta-evaluation of the experience by the team, which was written directly after the peer visit.

After the pilots, the manual and toolbox, peer-training, and Peer Reviews were evaluated through an online questionnaire and interviews with partners. The outcomes of the evaluation resulted in some small alterations in the Quality Areas (improve some formulations to prevent misinterpretations). It also made clear that not all instruments/documents in the toolbox were used and therefore should not be obligatory. The manual was preserved as it was.

More information about the evaluation can be found in the next chapter and in the 'Assessment of Pilot Peer Reviews and Reflection Report' (Gutknecht-Gmeiner, Henkel, Kroiss and Paulus, 2018).

3. Experiences and outcomes

As mentioned in paragraph 2.6, the Transnational Peer Reviews were continuously monitored and evaluated. In this chapter, we shortly describe the experiences of the VNFIL-providers and peers concerning the Peer Reviews. A more elaborate description of the evaluations and results can be found in the ‘Assessment of Pilot Peer Reviews and Reflection Report’ (Gutknecht-Gmeiner, Henkel, Kroiss and Paulus, 2018).

3.1 Motivation and expectations

The main motivating factors for taking part in the pilot phase were (according to the initial information sheets) the further development and improvement of the (quality of the) validation process, European exchange and networking, mutual learning and the testing of an innovative evaluation procedure. Because of the lack of experience with Peer Review for VNFIL, there were no clear expectations of the VNFIL-providers beforehand. The VNFIL-providers did expect that the ‘international’ aspect of the project would provide additional and valuable perspectives on their questions. This expectation was met, see paragraph 3.2.

Before they participated in the peer training, the potential peers filled in their peer profile. From these documents, the following expectations were derived: learn about VNFIL-providers in other countries, gather new experiences in quality assurance, mutual learning, improve skills as a peer and writing a good evaluation report. The evaluation during the final meeting in Brussels (June 2018) showed that these individual expectations were also met.

3.2 Transnational aspect

The transnational aspect of the project was valued highly by all participants. Peers and organizations mentioned that it was of great interest that there was an emphasis on international educational systems. Also, through the international Peer Review, it became clear that partners have no business self-interest and can thus give very open insight into his institution without competition. It was also mentioned that the international peer is unsuspicious and ‘free’ whereas a national peer is always ‘bound’ to the national system.



*An international Peer Review is free from
hidden commercial agendas*



The language barrier did pose some challenges. A few Peer Reviews were held in the national language because the interviewees did not speak English well enough to conduct a proper interview. In some cases, the transnational peers spoke the national language well enough to be able to participate in the interviews. In others, the national peers and/or the peer facilitator translated the answers of the interviewees after the interview, after each question or simultaneously. The translations led to some loss of time and made the time schedules tenser.

3.3 Cooperation

The cooperation within the Peer Teams as well as the cooperation between the Peers and the VNFIL providers was highly esteemed by all participants. In the meta-evaluations, the peers highlight the open atmosphere and the energy within the peer team. They also usually mention that every peer carried out his/her task as agreed.

All partners agreed that during the peer visits, there was an open and transparent atmosphere. During the interviews with various stakeholders of the provider, the peers felt that there were no hidden agendas and that the interviewees answered the questions sincerely. The preparation of the peer visits also took place in a good atmosphere but there were some challenges: the self-report was not always sent on time and/or did not contain sufficient information and the agenda was sometimes changed right before or during the peer visit.

3.4 Applicability and added value of Peer Review

Peer Review and VNFIL have parallels and are therefore well-matched: VNFIL is about discovering and validating individual competencies and working experience. Peer Review is very similar in its effect, but for organizations; it is about auditing at eye level on request to give constructive feedback on the (working) processes and services in an organization. During this project, Peer Review has proved to be very well applicable in VNFIL and has met with very high approval by VNFIL providers and Peers. The majority of the participating VNFIL-providers would certainly conduct a Peer Review again and would recommend the method of Peer Review to other VNFIL-providers.

“

The Peer Review allowed us to do a self-reflection about our weaknesses, to have contact with specialists from other countries and to obtain feedback from stakeholders and clients

”

The participating organizations judged the Peer Review method as beneficial in several ways. They see the Peer Review method as a complement to the formative quality assurance procedures they already apply. The peers ‘view from outside’ and ‘different perspective’ were seen as a great benefit. The fact that the peer was someone ‘on the same level’ was also highly valued. Besides that, the openness and honesty of the peers and the trusting and collegial relationship were appreciated. It gave the organizations the impression that the peers wanted to make an effort in the further development of the reviewed organization.

The process of dealing with concrete challenges on the workplace had a motivating and inspiring effect on all participants; the feedback of the peers was often experienced as a confirmation.

3.5 Changes in institutional development

During the Peer Reviews, the reviewed organizations specifically wanted to discuss the areas they found ‘challenging’: areas where weak points were suspected and the need for change was clear. The organizations identified these areas with help of the Quality Areas used in the project. In some institutions, the outcomes of the Peer Review were immediately translated into actions. In others, it was a long process until the changes could be implemented.

“

The Peer Review was like a confirmation of the development-plans, that they are o.k.

”

3.6 Challenges of Transnational Peer Review in VNFIL

According to the participants (both providers and peers) the biggest challenge for Peer Review in VNFIL is that there is no basic structure for VNFIL. Whereas the starting point and the goals are the same, every country and institution has their own way of VNFIL. As a result of this, before conducting a Peer Review, peers have to understand how the system works. Although the peers can read the system and VNFIL-descriptions in advance (through the self-evaluation and the “country fiches” prepared during the project), a foreign system can only be really understood through the peer visit and the discussions with participants there.

“

The challenge is the combination of VNFIL and the international aspect. As an international peer you never know the whole procedure in the country and in the organization.

”

Another challenge is that the expectations of the institution cannot always be met by the peers. In some cases, the institutions are explicitly searching for answers on their questions. But these questions cannot always be answered by ‘only’ conducting a Peer Review. Sometimes a more thorough analysis is needed.

A third challenge is the linguistic hurdle: if the interviews in the Peer Review are conducted mainly in the local language and not in English, it must be translated for the international peers. This has the decisive disadvantage that the translation is usually only a summary of the actual content and for the peers many details of the statements are lost. Furthermore, the translation leads to time problems in the process of Peer Review and is exhausting for the translator. Nevertheless, in cases where the key people do not have foreign language skills equivalent to those of the peers, there is no alternative to translation.

In the longer term, the necessary time and financial resources are a challenge for the Peer Review itself and, in part, for the implementation of the recommendations.

4. Peer Review implementation; an outlook

Before the start of the project “Peer Review for VNFIL” there had been little experience with Peer Review in the partner countries. Some of the partners had gained some experience during the Europeerguid RVC project, other none at all.

In this outlook, we give a global overview of what the different country partners indicate as the added value of Peer Review for their country/VNFIL-system and how they are planning to implement Peer Review in this system. More comprehensive information about the current situation of VNFIL, the national strategy, quality assurance, foreseen future developments, the added value and the implementation of Peer Review can be found in the six separate country reports (IO1) and the national strategy papers (IO8).

4.1 Austria

Added value of Peer Review for VNFIL

The Austrian partners indicated that Peer Review is an added value for VNFIL because Peer Review itself is a quality-assured procedure; it creates trust in the processes and outcomes of validation. They also state that 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. Regarding the procedure: Peer Review is a focussed procedure and is tailored to the needs of the provider. Besides that it is cost-effective and easy-to use. The atmosphere around Peer Review is open and transparent. Therefore Peer Review opens minds for quality development and motivates to improve. Further: Peer Review offers a chance for organizational learning and supports and enhances cooperation and networking between validation providers. Finally: Peer Review seeks to enhance learning and further development of VNFIL. 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.

Plans for further use of Peer Review in VNFIL

In Austria, all partners indicate they would like to continue the networking and perhaps plan a national Peer Review within the next 2-3 years. The roll-out of the project “Du kannst was”, which covers multiple regions in Austria, could be a good chance for the further use of Peer Review in Austria.



Photo: Discussing Peer Review during the National Conference in Austria (March 15th 2018)

4.2 Portugal

Added value of Peer Review for VNFIL

In Portugal, the added value of Peer Review is seen in the potential of the method to improve (human) resources and the ability to let organization learn and grow. It is seen as a good contribution to the continuous improvement of an organization. Also, the Peer Review methodology can strengthen the link between different VNFIL-providers. Besides this, also the feasibility of the method and the 'transnational' aspect were mentioned as an added value.



Photo: National Conference in Portugal (March 22nd 2018)

Plans for further use of Peer Review in VNFIL

In Portugal there are plans to create more connections to ANQEP and to involve remaining partners and stakeholders into the Peer Review method. The idea is to use 'mentoring' as an instrument to show other VNFIL-provider the added value of the Peer Review methodology. Furthermore, one of the partners wants to integrate the Peer Review methodology into the current quality management system of the organization.

4.3 Slovakia

Added value of Peer Review for VNFIL

According to the Slovak partner, the method of Peer Review can support organizations to identify strengths and weaknesses and foresee the possibilities of further development. Furthermore it can be a motivation to take action and it forms lots of positive qualities and attitudes (e.g. honesty, autonomy, diligence, reliance on oneself). The Peer Review method has the ability to show data in a different perspective. The balance of bringing and receiving information makes Peer Review a good deal for all participants. Finally: Peer Review can help to set more precise and realistic goals to be reached step by step and helps reading and limiting obstacles before they occur.

Plans for further use of Peer Review in VNFIL

The Peer Review method equipped the Life Long Learning Institute for lining up the strategy for implementing VNFIL in the Slovak Republic. If the Ministry of Education, Science, Research and Sport will take the outcomes of the Peer Review into account, in the near future several subjects being challenged by the Peer Review can be expected. For instance, Peer Review could be used to recognised the 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.

4.4 Lithuania

Added value of Peer Review for VNFIL

Lithuanian VNFIL providers are at the moment developing or improving their VNFIL systems. The peers have taken the opportunity to positively contribute to this process. With a proper strategy, the project results will have a positive impact on the changing attitudes of local communities towards VNFIL, as well as facilitate active involvement in the quality of VNFIL. Peer Review has helped the participating organization to increase the knowledge of how quality VNFIL systems work. At European level, the Peer Review project will contribute to the promotion of EU values connected with the improvement of the VNFIL, including through strengthening of cooperation between organizations from the different EU Member States and ensure that all citizens have equal support for their efforts to validate competencies.

Plans for further use

The Lithuanian partner has the intention to run an international project, which will further promote Peer Review for VNFIL by improving the existing tools and the competencies of professionals. The objective of this project will be to ensure the professionalization and well-functioning system of VNFIL. The foreseen target group consists of VNFIL providers and candidates in the VET sector, professionals (trainers, guidance counsellors), stakeholders and policy advisors.

4.5 Netherlands

Added value of Peer Review for VNFIL

According to the Dutch partners, the added value of Peer Review for VNFIL can, amongst other things, be found in the fact that VNFIL-providers get their strengths confirmed and get insight in their



Photo: Director of the Dutch Knowledge Center of VNFIL during the Dutch Conference (May 30th 2018)

blind spots and that Peer Review offers a chance for organizational learning. Furthermore they state that Peer Review is a tailored procedure that meets the needs of the VNFIL-provider, it provides you with answers on your specific questions. Another benefit is the 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.

Finally, 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.

Plans for further use

The current rollout of the labour market route could be a good chance for the further use of Peer Review in the Netherlands. Since two providers (Libereaux and EVC Centrum Vigor) were partners in the “Peer Review VNFIL Extended” project and the Dutch National Knowledge Centre hosted the Dutch National Peer Review Conference on May 30, 2018 in the Hague, confirmed in public that Peer Review will be part of the Dutch quality maintenance system. All Dutch partners would like to continue the networking.

4.6 France*Added value of Peer Review for VNFIL*

Regional stakeholders perceived the transnational Peer Review that was realized in the CIBC Bourgogne Sud in a very positive way. The stakeholders perceived very clearly the benefits of the Peer Review: focus on quality improvement and professionalization, integration into quality cycle and formalization of the VNFIL-procedure and its outcomes.

Plans for further use

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.) since September 2018.

4.7 European Level*Added value of Peer Review for VNFIL*

The project outcomes and findings were presented on June 12th in front of an international audience of policy makers and practitioners (also see the *European Policy Paper on Peer Review in VNFIL*; Operti, 2018) When Peer Review is carried out transnationally, providers, stakeholders and policy-makers will have the opportunity to learn more about other VNFIL systems in Europe, get acquainted with other policies and practices and thus contribute to the harmonisation of VNFIL systems in Europe. The learning process is even more enriching than at the national level: new ideas, innovative approaches and inspiring methods will be shared among VNFIL practitioners all over Europe. A transnational network between VNFIL providers will increase of the mutual trust between providers, stakeholders and systems of different countries and thus to a better transnational use of VNFIL in Europe.

Plans for further use

The existing network of eleven providers in six countries will continue working together and invite international Peers for their national Peer Reviews. Beside that the Brussels director of the Life Long Learning Platform invited the project partners to come up with a proposal for a European Peer Learning Activity for their members this autumn. Most likely organised in Vienna. The Lifelong

Learning Platform is an umbrella that gathers 43 European organizations active in the field of education, training and youth. Currently these networks represent more than 50 000 educational institutions and associations covering all sectors of formal, non-formal and informal learning. Their members reach out to several millions of beneficiaries.

5. Practical experiences

5.1 Teresa Guimarães - CITEFORMA

Teresa Guimarães is quality manager at CITEFORMA (Portugal). She was peer facilitator at the peer visit at CITEFORMA. Further, she has been in one national Peer Review (ISLA Santerém) and in one transnational Peer Review (Vigor Transitions BV, the Netherlands).

I have been involved in Quality area and Training, since 1989, and on several occasions the advantages of Peer Review methodology have been pointed out.

My first connection with this methodology was in 2012, when I participated in CECO VNFIL provider evaluation, as a Peer Coordinator, at the Adult Guidance System in Vocational Education and Training. It was an opportunity to contact a credible external evaluation, an improvement methodology that search solutions and results, carried out by evaluation sector colleagues, leading to best practices share. I felt it could be an instrument to promote a network cooperation between Entities!

After that I participated on others experiences that culminated, in 2017, with the realization and participation in 3 transnational peer evaluation. I was the facilitator at Citeforma Peer Review, Peer Coordinator at ISLA Peer Review and Peer in VIGOR Peer Review. Throughout all the experiences I could see that this methodology is extremely valuable as a catalyst for organizational improvement.

The principal advantages found are the contributions to the improvement, through the identification, by the Peers team, of aspects to improve facet the analyzed quality areas. The evaluation to all stakeholders, through a 360º evaluation, leads to a greater involvement, greater motivation, greater responsibility and greater commitment on the part of the interviewees. Also, the way that interviews are conducted, allowing concrete and related evaluation questions on the part of interviewees, potentiates experiences and good practices exchange. This is also one of the goals of the Peer Review methodology!

Another determining factor is how VNFIL provider evaluated faces this process operationalization, in other words, the credibility with which it performs the self-evaluation phase and make quality areas choice. Quality areas definition also determines recognition of experience, throughout evaluation process, by the organization visited.

I would like to give special emphasis to the Peers team which is decisive at the success of evaluation process. This team is peer at the same area of evaluating. Peer team knows the practices, the difficulties, and the external and internal organization context. So, there is a terminology and a common language. But, as in everything in life, Peer Review has less positive aspects: the need to hold meetings with the Peer team in order to prepare the necessary interactions to evaluate quality areas, complex agendas that lead to tight time control.

Transnational Peer Review brings added advantages such as sharing good practices from other countries with more efficient and effective systems and by placing simple issues, detecting improvement opportunities which will not be detected on a day to day basis. However, the language barrier, the need to translate some documents and to know national VNFIL systems and national

positions of other countries, at the case of Transnational Peer Reviews complicate the process. The Peer Coordinator has a key role at Transnational Peers integration at team and throughout the evaluation process, allowing effective participation.

But this methodology implementation only makes sense if results are periodically and systematically integrated at organizations improvement plan and identified improvement suggestions by Peer team are analyzed and considered in it.

If we want to create a National or European network, it will be important to win system regulators, to win VNFIL provider administration, to organize peer visit at the right time for the organization, to have qualified peer teams bringing added value, to have quality areas with contributes to efficiency and efficacy, to have good preparation of Peer Review in terms of interviewees selection, as well as the need to integrate this methodology evaluation in existing quality management systems, such as ISO 9001 and EQAVET systems.

After these experiences, I continue to feel that Peer Review methodology has more positive aspects than negative and if seriously implemented can bring great benefits to an organization.

I give you some advice, try it ☺ !!!

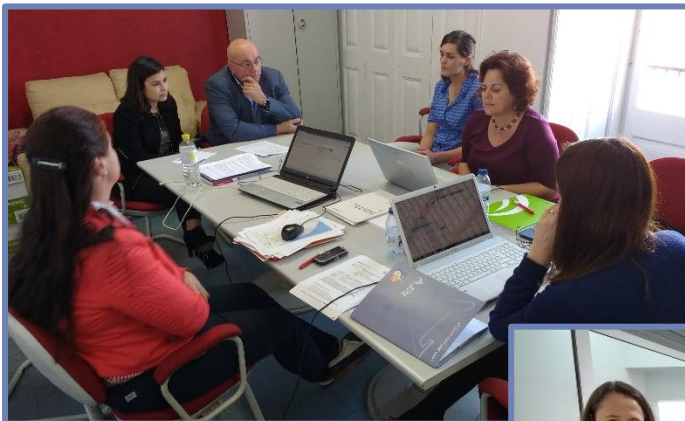


Photo above: Final meeting with management at Peer Review ISLA Santarém.



Photo above: Peer Team and Peer Facilitator at Peer Review ISLA Santarém.

5.2 Susana Gonçalves - CITEFORMA

Susana Gonçalves is VNFIL-coordinator at CITEFORMA (Portugal). She has been a peer in one national Peer Review (ISLA Santarém) and in one transnational Peer Review (Vigor Transitions BV). During the Peer Review at CITEFORMA, there were peers from Weiterbildungsakademie (Austria), Libereaux (the Netherlands) ISLA Santarém and CECOIA (both Portugal).

What methodologies to use, how to reach candidates, how to involve employers, how to guarantee social recognition, how to ??

In this context, quality assurance is not always a central concern of managers of these processes. But it really should...The quality assessment is essential for any entity that develops VNFIL processes because it will ensure their effectiveness and efficiency, ensuring that our customers' needs are met and promoting an effective recognition of the certifications obtained by the candidates.

The Peer Review methodology was a pleasant surprise because it allows us to conciliate two very important aspects: first, the team works together in order to carry out a self-assessment of the most relevant aspects of the Center; second, it allows the practices developed by the Center to be analyzed by a group of experts, resulting in a plan of improvement actions which would hardly be possible to reach only with the work of the internal elements of the Center.

The fact that the team of experts is transnational gives even greater relevance to the process because sharing the diversity of practices and experiences of various countries of the EU makes possible to reach priceless proposals for problem solving.

And this without mentioning the richness of the sharing of experiences and knowledge among professionals from the same area but from different countries ... Another very interesting aspect was the fact that, for the first time in our Center, conditions were gathered to listen more carefully to the main stakeholders the process. It was certainly not easy to gather the availability of candidates, technicians, trainers, jury members and union representatives but the return was invaluable.

We are certain that, in the future, quality assurance in VNFIL will surely pass through Peer Review!



Photo: Peer Facilitator, interviewees and two members of the peer team during the Peer Visit at CITEFORMA.

5.3 Tomas Sprlak - CIBC

Tomas Sprlak is working at CIBC (France) as HR consultant and Career Counsellor. He has been a transnational peer at two Peer Reviews: one in Lithuania at the Vocational Training Centre and one in Austria at AK Salzburg. During the peer visit at AK Salzburg, Tomas was peer coordinator. Whilst the peer visit at CIBC, Tomas had the role of Peer Review facilitator. Peers who were visiting CIBC came from AK Salzburg (Austria) and Libereaux (The Netherlands).

The experience of a peer is something invaluable both professionally and personally. On the professional level, it brings a completely different point of view to your practice. For the time of the Peer-Review, you put on a hat of a “friendly evaluator”. This allows you to see a different perspective on your field of expertise and see how the validation services are provided in another organization – and in another country. This often makes you rethink your practice! Transnational Peer-Review is especially enriching, because the diversity of practices and the intrepidity of different experiments in the field of VNFIL across Europe is stunning. Although validation is not a new field in France (and we obviously “know the best” 😊), it is surprising how much one can learn from new countries that use a more bottom-up approach in the development of their VNFIL systems, like Austria and Lithuania. On the personal level, the relations you build with counsellors, trainers and VNFIL service managers go well beyond professional partnerships.

By participating on three transnational Peer Reviews (twice as a peer, once as a member of a reviewed organization), I realized the huge potential of the Peer-Review as a tool for sharing experiences in the field of the VNFIL. Although different European experiences in the field of sharing of practices exist, the added value of the Peer-Review for me is that it deeply involves the staff of the reviewed organization on all levels. How does it achieve that? The method is the key: you are not being audited or controlled, there is no need to “fake” anything, to try to make your organization look better. The goal is to learn together and look for strengths and weak spots of your VNFIL provision. And the process is not merely formal, you are being reviewed by people who have the same “hands-on” experience and practical perspective as your staff. And this is very empowering for the whole organization. Looking forward to next Peer Reviews!



Photo above: final meeting at CIBC Bourgogne Sud.



Photo on the right: working as peer coordinator at AK Salzburg

5.4 Franz Fuchs-Weigl - AK Salzburg/BFI

Franz Fuchs-Weigl is working as staff member at the department of Education at the Chamber of Labour in Salzburg (Austria). He has been the peer coordinator at one national Peer Review (BOKU) and has been a transnational peer at two Peer Reviews: at CIBC in France and at Vigor Transitions BV in The Netherlands. During the Peer Review at AK Salzburg, he was the Peer Review coordinator. AK Salzburg welcomed transnational peers from CIBC (France) Vigor Transitions BV and Libereaux (The Netherlands) and a national peer from Frauenstiftung Steyr.

Within the ERAMUS+ project "Peer Review VNFIL Extended" I took part in three Peer Reviews in Austria, France and the Netherlands. Moreover, I coordinated a peer visit at our own VNFIL provider in Salzburg/Austria. Being a peer and getting to know experienced and engaged colleagues in this European project was a professional highlight during the last two years.

As a peer you get a deep insight into other organizations. For me it was very astonishing how similarly and at the same time how differently VNFIL is done by providers. Although the national frameworks and market conditions vary a lot, the core processes how colleagues work with candidates do not differ so much. Of course each provider has some unique ideas and approaches. Nevertheless, you can easily use the quality framework of Peer Review in order to evaluate partner organizations and to give constructive feedback. In addition, receiving a peer team and getting the view from outside opens your eyes for your own strengths and also motivates to cope with your weaknesses.

The last two years I learned a lot. As I am an employee in the Chamber of Labour the peer experiences help me to bring in new perspectives and knowledge into our efforts on further development of VNFIL in Austria. Last but not least, it inspired me and the Chamber of Labour to carry on with further ERASMUS+ projects on VNFIL.



Photo above: peer team, peer facilitators and employees of BOKU

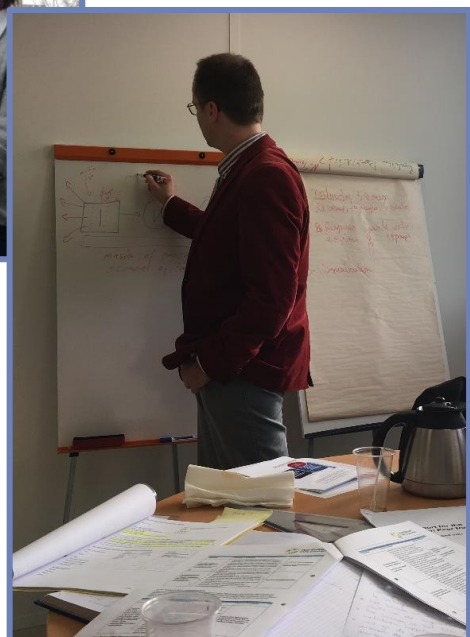


Photo on the right: Franz working as a peer at CIBC Bourgogne Sud.

5.5 Tatjana Babrauskiene – Lithuanian Trade Union

Tatjana Babrauskiene is the International Secretary, Lithuanian Education and Science Trade Union (FLESTU) and at the moment Chair of the Governing Board of the European Centre for the Development of Vocational Training (Cedefop). Tatjana has taken the role of transnational peer during the peer visit at Libereaux. Besides that, she was responsible for the national strategy papers of the partner countries (IO8).

Peer Reviews are a unique process but I've learned from experience that it never hurts to have colleagues' opinions of what works and what is not. The PR we had in Lithuania had indirectly to answer the main question we have at the national level: why things related to VNFIL in Lithuania are stuck?

The PR performed in Lithuania at institutional level showed that VNFIL system is there, it was launched by a ministerial directive - all the VET providers have to provide validation to the candidates (called "external students") and offer them a training path if necessary. This new system has been in place since January 2015. The practice of VNFIL was immediately adopted by the reviewed training institution. The reviewed institution demonstrated that the VNFIL is working in spite of some difficulties (including funding) at the institutional level.

However, speaking about national level and partly answering the above question, the PR has also pointed that the novelty of the procedure for many providers, the complexity of the process of portfolio (e-one?) development, on the one hand, and the difficulty to raise adults' awareness of the value of the procedure and complexity to provide necessary support to adults, on the other hand, remains the biggest challenge.

Peer Review brought a fresh air to the functioning of the VNFIL system, and at the same time made all peers feel part of the progressive community. There is some honour in knowing that we can have input into improving a piece of work and that others may do likewise for me. I would like to believe that all reviewers share this sense of collegiality. Every bit of the feedback we received was valid and necessary to improve the system and we are looking forward to receiving more of PR support.

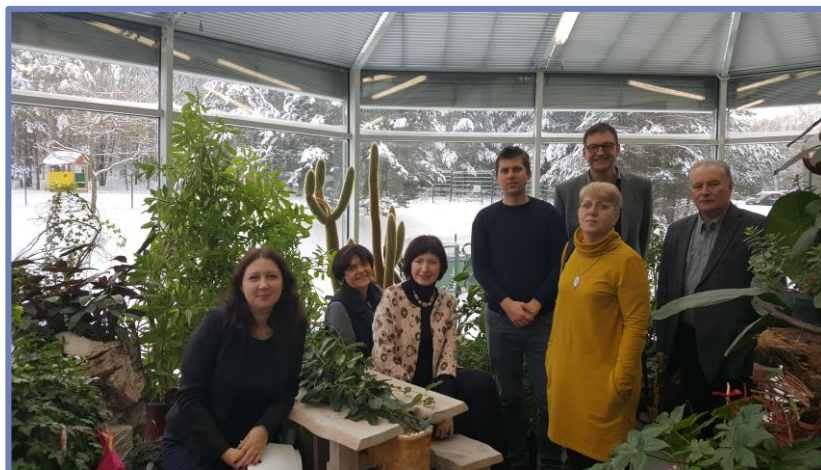


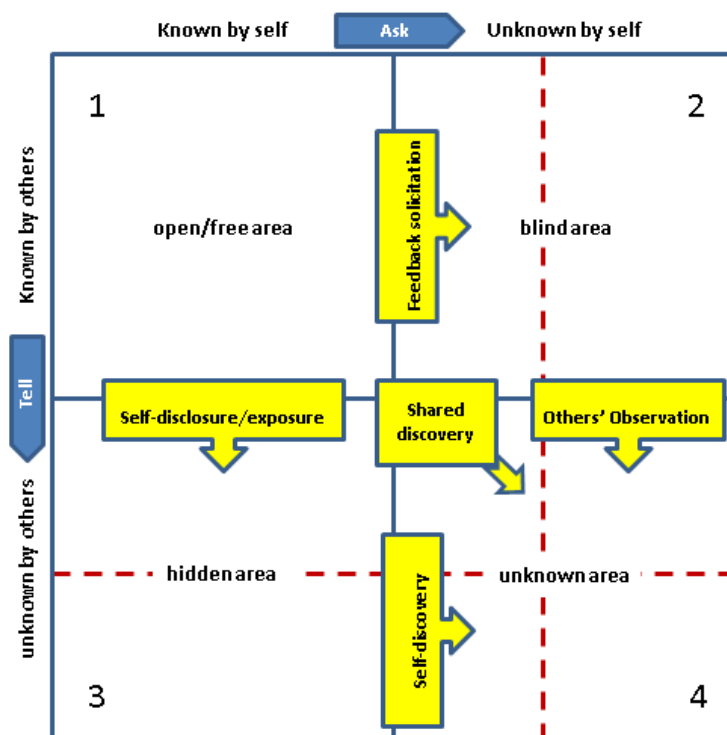
Photo: Peer team and management of Lithuanian Vocational Training Center

5.6 Kees van Oosterhout - Vigor

Kees van Oosterhout is owner and director quality assurance of Vigor Transitions BV (The Netherlands). During this project, he participated in two Peer Reviews as transnational peer (AK Salzburg and Frauenstiftung Steyr). During the Peer Review at Vigor Transitions BV, he invited peers from Austria (AK Salzburg), Portugal (CITEFORMA) and Slovakia (NUCZV) to review his organization.

Are you familiar with the Johari Window Model? (See figure) I often use the model to lecture my assessors in how they could create awareness and self-esteem of candidate's competencies in their 'blind area' and how on their turn discover their own competencies they were unaware of.

Johari Window model



Over time EVC Centrum Vigor participated in both national and international Peer Reviews, three as peer and two as reviewed organization, and they all proved that the Johari Window also works on the organizational level. It is the soft and friendly approach that invites both parties to show their vulnerability and that is absolutely where you learn the most. Peer Review is never ever a threat!

Are you also familiar with the idea of the shoemaker and his own shoes? One of the outcomes of an international Peer Review we had last year, was that we could apply much more on ourselves what we

advise to others: delegate and create ownership of what must be done. We tend as management team to stay in control at a detailed level where we could let go and transfer responsibilities. That is exactly what we are doing right now. Our feeling about Peer Review? Guess!

5.7 Marloes Smit - Libereaux

Marloes Smit is working as Quality coordinator at Libereaux BV (The Netherlands). Because of her role as 'coordinating body' she participated in Peer Reviews at: ISLA Santarém, CITEFORMA, Weiterbildungsakademie, AK Salzburg, Frauenstiftung Steyr, CIBC and BOKU. During the peer visit at Libereaux, she was Peer Review facilitator. At Libereaux, transnational peers from Lithuania (Lithuanian Trade Union) and Austria (BOKU) and national peers from Gilde Opleidingen, OFGV and ErikKaemingk BV participated.

"But what do I have to tell them?" That was the sentence I heard most after asking my colleagues if the peer team could interview them during the peer visit at Libereaux. I tried to reassure them by explaining that during the interview, they just had to tell the peer team about their daily job. I could tell they were not completely convinced after my explanation, but they went to the interview anyway. Afterwards, colleagues came to me and said things like: "It was fun, I did not expect this!", "The interview was really relaxed!" and "The peers had some interesting questions!". After their own interview, my colleagues stayed interested in the peer visit. They continuously asked about the other interview, the outcomes and the report.

To me, this is one of the benefits of Peer Review: it moves your organization. Employees get new ideas while being interviewed during the peer visit, it's like an externally stimulated reflection. Other than with a 'formal audit' where employees are mainly interested in the outcome (pass/fail), employees want to know what the peers think and want to know their ideas about specific topics.

At Libereaux, we are now translating the findings of the peers into concrete actions for the near future. We are involving all colleagues so everyone owns the new products and developments. Great developments of which Peer Review was the starting point!



Photo above: Marloes at work at the peer visit of Weiterbildungsakademie

Photo under: peer team, peer facilitator and director of Libereaux.



6. Appendix

6.1 Outcomes and deliverables of the project Peer Review VNFIL Extended

IO 1 Synthesis Report on Quality Assurance in VNFIL
<ul style="list-style-type: none"> - O1 report - Country fiches - Descriptions of partners (VNFIL providers)
IO 2 Adapted Peer Review VNFIL Manual
<ul style="list-style-type: none"> - Peer Review manual in English - Peer Review manual in all partner languages
IO 3 Adapted Peer Review VNFIL Toolbox and Quality Areas
<ul style="list-style-type: none"> - Toolbox in English - Toolbox in all partner languages - Quality Areas in English - Quality Areas in all partner languages
IO 4 Transnational Peer Training Program and Mentoring for VNFIL
<ul style="list-style-type: none"> - European Peer Training Program - Mentoring report (internal and external)
IO 5 Peer Review VNFIL Reports
<ul style="list-style-type: none"> - Self-reports, Peer Review reports and comprehensive complementary documentation
IO 6 Reflection report: Good practices in VNFIL and added-value of Peer Review
<ul style="list-style-type: none"> - Qualitative Report Peer Review VNFIL
IO 7 Sustainable Peer Reviews on European level
<ul style="list-style-type: none"> - European VNFIL Network Database - European VNFIL Peer Register - European Peer Review Label for VNFIL - Business Plan for Peer Review in VNFIL
IO 8 National Strategy Papers
<ul style="list-style-type: none"> - A synthesis report of VNFIL national strategies in Austria, France, Lithuania, Netherlands, Portugal and Slovak Republic
IO 9 European Peer Review Reader for VNFIL
<ul style="list-style-type: none"> - Peer Review Reader
IO 10 Policy Paper: Contribution to European VNFIL policies
<ul style="list-style-type: none"> - European Policy Paper on Peer Review in VNFIL

All public documents (exet IO 5 and IO 7) can be found at <http://www.peer-review-network.eu> and <http://www.peerreview.work>

6.2 Literature and sources

Gutknecht-Gmeiner, Maria; Kaemingk, Erik; Sprlak, Tomas; Guimarães, Teresa; Gonçalves, Susana (2018): *European Peer Manual for Validation of Non-Formal and Informal Learning (VNFIL)*. Adapted from *European Peer Review Manual for initial VET*. Vienna, June 2007.

Gutknecht-Gmeiner, Maria; Henkel, Susanna-Maria; Kroiss, Sophie; Paulus, Christina (2018): *Assessment of Pilot Peer Reviews (IO7) and Reflection Report*, Vienna, May 2018.

Sprlak, Tomas (2018): *Report on quality assurance in Validation of Non-Formal and Informal Learning (VNFIL)*. Dijon, June 2018.

Sprlak, Tomas (2018): *National Strategy Paper France*. Dijon, June 2018.

Kaemingk, Erik. (2018): *National Strategy Paper the Netherlands*. Arnhem, June 2018. With contributions of Smit, Marloes and Van Oosterhout, Kees.

Gutknecht-Gmeiner, Maria. (2018): *National Strategy Paper Austria*. Vienna, May 2018. With contributions of: Burtscher, Klaudia; Fuchs-Weigl, Franz; Henkel, Susanna-Maria; Paulus, Christina Wagner, Giselheid

Babrauskiene, Tatjana (2018): *National Strategy Paper Lithuania*. Vilnius, June 2018.

Brázdilová, Eva (2018): *National Strategy Paper Slovakia*. Bratislava, June 2018.

Guimarães, Teresa and Gonçalves, Susana (2018): *National Strategy Paper Portugal*. Lisbon, June 2018.

Kaemingk, Erik (2018): *European Criteria for the Quality Development of Validation of Non-Formal and Informal Learning (VNFIL)* (2018). With contributions of: Gutknecht-Gmeiner, Maria; Sprlak, Tomas; Puiša, Inga; Guimarães, Teresa; Gonçalves, Susana; Brázdilová, Eva; Operti Francesca.

Gutknecht-Gmeiner, Maria (2018): *European Peer Training Program*. Vienna, June 2018.

Operti, Francesca (2018): *European Policy Paper on Peer Review in VNFIL* (June 2018). With contributions of Kaemingk, Erik; Gutknecht-Gmeiner, Maria; Sprlak, Tomas; Puiša, Inga; Guimarães, Teresa; Gonçalves, Susana; Brázdilová, Eva.

6.3 Peers participating in a European Peer Review

Tatjana Babrauskiene, Lietuvos svietimo profesine sajunga, Lithuania

Ramon Blok, Omgevingsdienst Flevoland & Gooi en Vechtstreken, The Netherlands

Eva Brázdilová, Institute for Lifelong Learning, Slovakia

Gudrun Breyer, Weiterbildungsakademie Österreich, Austria

Silvia Coelho, CECO, Portugal

Sabine Fischer, Verein Frauenarbeit Steyr, Austria

Michaela Freimüller, Verein Frauenarbeit Steyr, Austria

Franz Fuchs-Weigl, Kammer für Arbeiter und Angestellte für Salzburg, Austria

Susana Gonçalves, CITEFORMA, Portugal

Teresa Guimarães, CITEFORMA, Portugal

Susanna Henkel, Universität für Bodenkultur Wien, Austria

Vincent Hoeksema, De Talentenpool, The Netherlands

Erik Kaemingk, ErikKaemingk CV, The Netherlands

Ruta Karvelyte, Qualifications and VET Development Centre, Lithuania

Markus Kreuzhuber, Kammer für Arbeiter und Angestellte für Salzburg, Austria

Isabel Miguel, ISLA Santerém, Portugal

Kees van Oosterhout, Vigor Transitions, The Netherlands

Almina Pačėšiūnienė, Qualifications and VET Development Centre, Lithuania

Christina Paulus, Universität für Bodenkultur Wien, Austria

Katrin Paulusberger, Kammer für Arbeiter und Angestellte für Salzburg, Austria

Inga Puiša, Lietuvos svietimo profesine sajunga, Lithuania

Romualdes Puvaskis, Vilniaus kooperacijos kolegija, Lithuania

Marloes Smit, Libereaux, The Netherlands

Tomas Sprlak, CIBC Bourgogne Sud, France

Gregory Verstappen, ROC Gilde opleidingen, The Netherlands

Giselheid Wagner, Weiterbildungsakademie Österreich, Austria

6.4 European Peer Review Network

CP – Coordinating Partner

DP – Development Partner

OP – Operative Partner

EP – Evaluation Partner

Austria

- Weiterbildungsakademie Österreich (WBA) (OP)
Austrian Academy of Continuing Education
www.wba.or.at
- Kammer für Arbeiter und Angestellte für Salzburg (AK Salzburg) (OP)
The Chamber of Labour
<http://sbg.arbeiterkammer.at>
- Verein Frauenarbeit Steyr (OP)
Women Foundation Steyr
www.frauenstiftung.at
- Universität für Bodenkultur Wien (BOKU) (OP/EP)
University of Natural Resources and Life Sciences
www.boku.ac.at
- Europäische Peer Review Vereinigung (CP/DP/EP)
European Peer Review Association (EPRA)
www.peer-review-network.eu

Portugal

- Centro de Formação Profissional dos Trabalhadores de Escritório, Comércio, Serviços e Novas Tecnologias (OP/DP)
CITEFORMA
www.citeforma.pt
- ISLA-Instituto Superior de Gestão e Administração de Santarém (OP)
ISLA Santerém
www.santarem.unisla.pt

France

- Centre interinstitutionnel de bilan de compétences Bourgogne sud (CIBC) (OP/DP)
CIBC South Bourgogne
www.cibc-bourgogne.fr

Lithuania

- Lietuvos švietimo profesinė sąjunga (OP/DP)
Lithuanian Education Trade Union (LETU)
www.svietimoprofsajunga.lt

Slovakia

- Národný ústav celoživotného vzdelávania (NUCZV) (OP)
Lifelong Learning Institute
www.nuczv.sk

The Netherlands

- ErikKaemingk CV (CP/DP/OP)
ErikKaemingk
- Libereaux BV (CP/DP/OP)
Libereaux
www.libereaux.nl
- Vigor Transitions/EVC-centrum Vigor (OP)
Vigor Center for VNFIL
www.vigor.nl

Belgium

- European Association for the Education of Adults (EAEA) (DP)
www.eaea.org