Study visit at European level
“Peer Review as a tool for quality assurance”

Rome, 10th of May 2018

“How to ensure the quality through Peer Review Methodology, the Italian experience”

Concetta Fonzo
The Peer Review Methodology

- The Peer Review is included among the main tools of the National Plan for Quality Assurance of the Education and Training system.

- The educational and training providers indeed are fostered to introduce self-assessment and/or the Peer Review Methodology among their methods of assessment.
The Peer Review Phases

Peer Review Cycle

Phase 1
Preparation (min. 1 month)
- Start
  - Peers invitation
  - Self assessment and Self-Report
  - Preparation of the peers visit

Phase 2
Peers visit (2-3 days)
- Data collection
- Data analysis
- Verbal feedback

Phase 3
Peers report (by 4 weeks)
- Draft of the report
- Notes on the organization/VET provider
- Final report

Phase 4
Implementation of plans (6-12 months)
- Target Identification
- Definition of resources
- Implementation Plan
- Planning of the following Peer Reviews

New Peer Review
Experimentations at national level (1)
Phase I-2010 financed by ESF, Ministry of Labour in collaboration with the Ministry of Education

- 12 school and training providers;
- 12 Peer Review Visits;
- 48 Peers;
- Review and contextualization of the methodology defined at European level;
- Review of the “Peer Review” Manual.
Experimentations at national level (2)  
Phase II- 2012-2013

- Strengthening and widening the national network between institutions and training providers, through training consolidation actions and increasing of Peer Reviews;
- According to a perspective integrated training system, involvement of decision makers of local institutions (Scholastic boards and Training Departments);
- Creation and recognition of Peers Register, available for those authorities interested in the adoption of the Peer Review Methodology.
Final objectives and goals

- Promote a continuous improvement and quality implementation;
- Systematically promote a comparison and a fruitful dialogue on good practices exchange as well as initiatives of partners in the network, also through the website/community of practices;
- Contribute to the improvement of the organizational management of educational and training providers;
- Promote tools for quality management in education, training and guidance services available to VET providers.
Creation of the Peers Register

- A relevant instrument to create effective and fruitful networking among peers, a community of practices of high level of qualification on the theme.
- Short list of Italian experts of the methodology.
- On the basis of an ad hoc voluntary request and after official approval by Inapp, Peers can be included in the short list.
Prons for Peers

- Improvement of competences for self and hetero evaluation
- Acquisition and enhancement of new instruments and tools
- Motivation
- Availability
- Authentic dialogue
- Critical comparison
- Mutual learning
- Trust
- Membership in a “professional community”
Main results of experimentations
- Strong Points -

- Appreciation of the methodology and the “Peer Review” Manual
- Understanding the aim of the Peer Review as plot of self-evaluation and external evaluation
- Acquisition and enhancement of new instruments and tools
- Collaboration, cooperation and mutual learning
- Exchange of Best Practices
- Stronger impact of the Quality System of Educational and Vocational providers
- Higher involvement of stakeholders
### Opinion of School Principals

<table>
<thead>
<tr>
<th>Opinions about the Evaluation Report of Peers:</th>
<th>Average (1 is the minimum and 10 is the maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant to scholastic realities</td>
<td>8,6</td>
</tr>
<tr>
<td>Useful for the analysis of schools</td>
<td>8,3</td>
</tr>
<tr>
<td>Useful to start improvements of schools</td>
<td>8,7</td>
</tr>
</tbody>
</table>

The 67% of school principals is ready to repeat the experience again, while the 33% at the condition to receive a financial support for the involvement of Human Resources.
Scenarios for further developments

- Positive results for the application of the methodology and willingness to disseminate it at national and international level;
- Establishment of a methodological regime;
- Implementation of the Peers National Register;
- Adaptation of the methodology in other areas/fields, in particular in Adult Education;
- Start of an integrated action foreseen in the IT Project – *Implementation of the EU Agenda for Adult Learning 2016-2017* for the experimental use of the methodology to support the evaluation of the quality of educational services in CPIA.
Challenges for “Quality”

- Networking: EQAVET
- Synergies with other networks and instruments for guidance and transparency
- Forecast of training needs and qualifications
- Implementation of “on the job learning” within a LLL approach
- Investments in teachers’ and trainers’ competences and skills
- Mutual learning
Challenges for “Quality”

- Dialogue and cooperation with the Higher System of Education
- Relevance of the training pathways for the Labour Market
- International mobility
- Promotional activities
- Evaluation of processes and results
- Particular attention to the “learning outcomes”
- Implementation of self-evaluation
- Dissemination and transfer of “best practices”
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Thank you for your attention!

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