

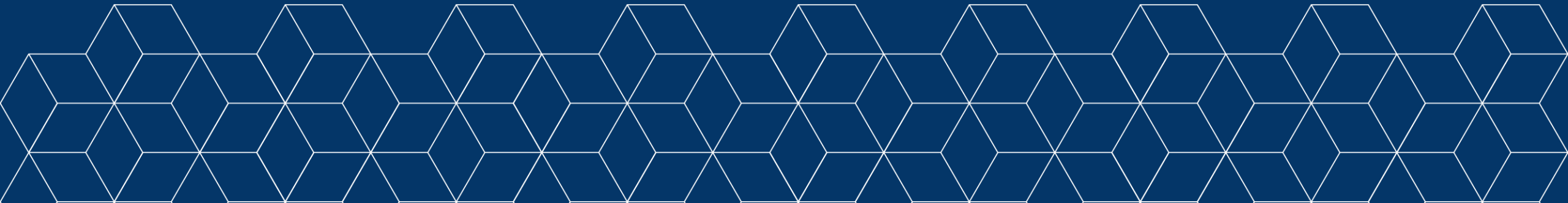


**7<sup>th</sup> International Academic Conference on Teaching, Learning and Education**  
Athens, 19 April 2024

# **EQAVET NETWORK**

## **Part 1) EQAVET network and Peer Review methodology**

Laura Evangelista, Concetta Fonzo and Marianna Forleo



**BACKGROUND**

**EQAVET NETWORK**

**NATIONAL REFERENCE POINTS**

**PEER REVIEW METHODOLOGY**

**NATIONAL EXPERIMENTATION**



## BACKGROUND



The **2009 Recommendation of the EU Parliament and Council** has launched the **European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)** as a European wide framework to support quality assurance in vocational education and training (VET) across Europe.

The **2020 Recommendation on vocational education and training for sustainable competitiveness, social fairness, and resilience** describes how EQAVET can be used to strengthen the quality of initial and continuing VET and presents the complete EQAVET Framework. Furthermore, it underlines the strategic role of the National Reference points for the dissemination of self-evaluation and peer review.



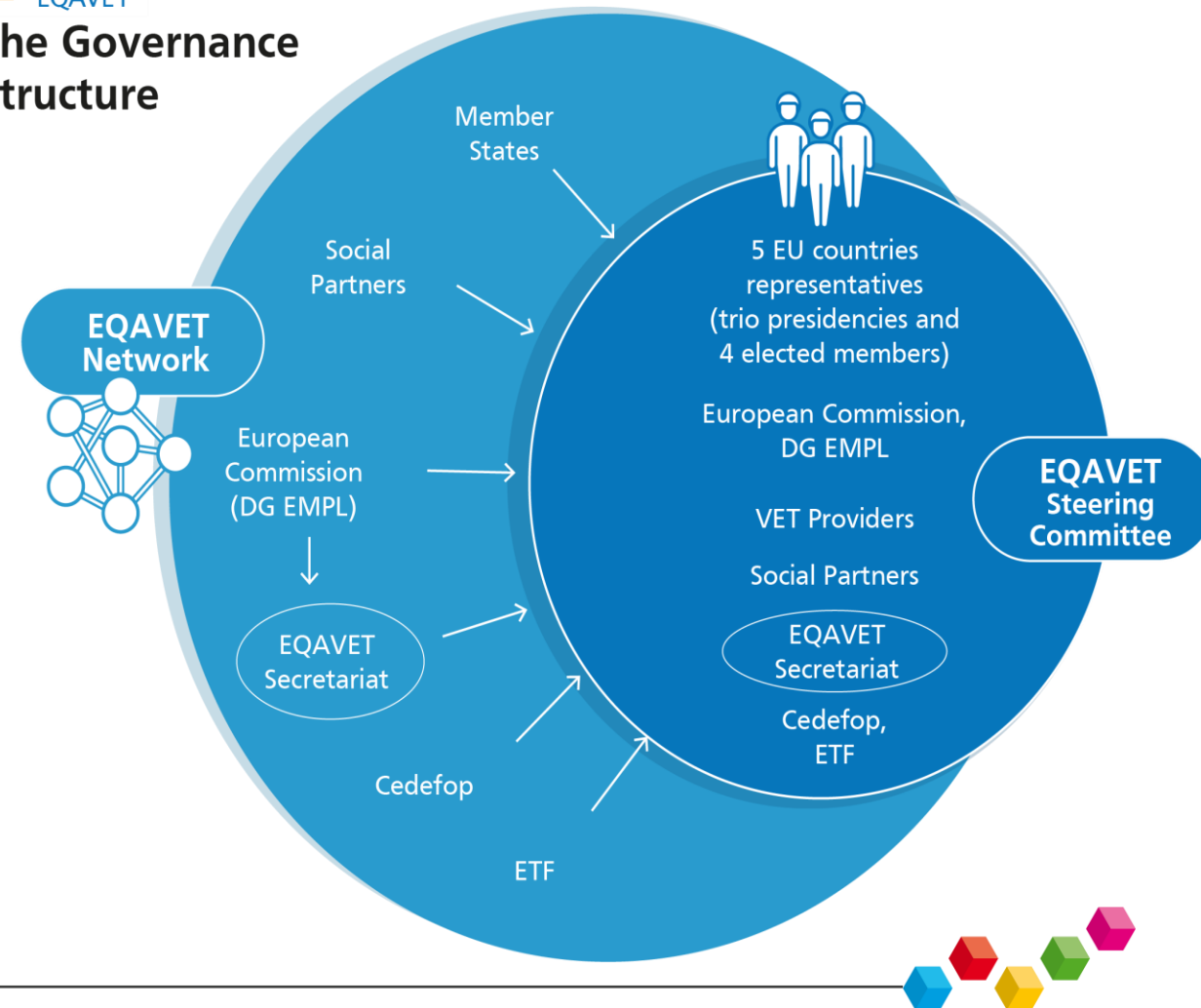
## EQAVET NETWORK

The EQAVET Framework can be used to support the quality assurance of:

- **all learning environments** (school-based provision, work-based learning, apprenticeships, formal, informal and non-formal provision)
- **all types of learning contexts** (digital, face-to-face and blended)
- **all public and private sectors**
- awards and **qualifications at all levels of EQF.**



### The Governance Structure



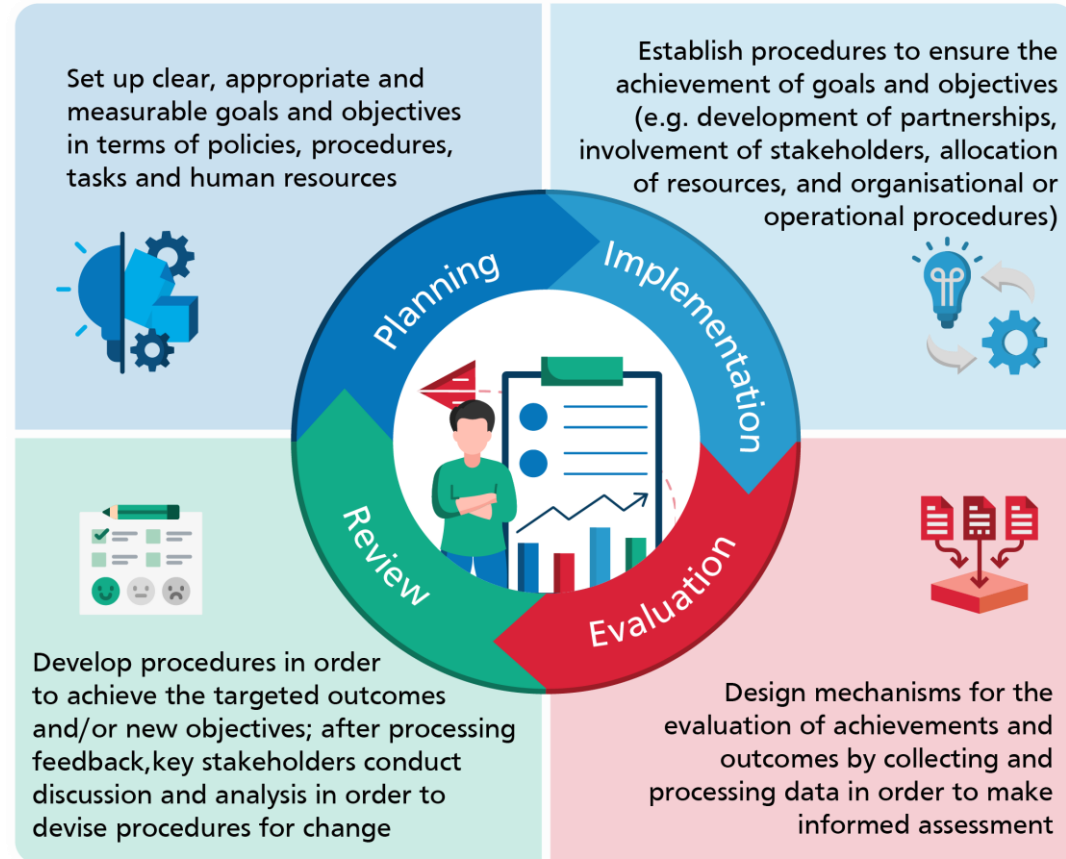
## EQAVET NETWORK



EQAVET provides a **framework of common principles** in assessing and improving the quality of VET by a selection of descriptors and indicators applicable to quality management at both VET system and provider levels.

It is based on a **quality assurance and improvement cycle** (planning, implementation, evaluation/assessment, review/revision).

## The Quality Assurance Cycle



## EQAVET NETWORK



The EQAVET network includes the National Reference Points of the **EU Member States** and candidate countries, **European Social Partner organizations**, and the **European Commission**, jointly cooperating in the development and improvement of VET systems, in order to implement the Recommendations and European VET quality guidelines.

In particular, the EQAVET network:

- ✓ promotes the use and development of the **EQAVET criteria, indicative descriptors** and **indicators**;
- ✓ supports **the improvement of quality assurance systems** at the national level;
- ✓ develops a **culture of quality**, supporting evaluation and self-assessment;
- ✓ promotes a **European dimension of quality assurance**.



## NATIONAL REFERENCE POINTS



In accordance with each national legislation, **the National Reference Points (NRPs)** are aimed to:

- ❖ **support, adapt and disseminate** the implementation of the network's activities
- ❖ **take concrete steps** to promote the further development of the framework at national level
- ❖ **support self-evaluation** as an effective tool of quality assurance



## NATIONAL REFERENCE POINTS



The **Italian EQAVET National Reference Point** was established in 2006.

The Italian NRP is set in the Training Systems Structure, in **Inapp**, in Rome.

The Italian NRP promotes a Steering Committee (National Board) which includes delegates from the Ministry of Labour, the Ministry of Education, the Regions and the Autonomous Provinces, the Social Partners as well as training experts and representatives of Italian Vocational Education and Training providers.

The Italian NRP **promotes the implementation of the EU Recommendations and supports the national process for the development of a National QA system in VET**, through the dissemination of a quality assurance culture and the implementation of practices and tools for a continuous improvement process.





## PEER REVIEW



The **European Recommendation 2020** underlines the strategic role of the National Reference Points for the dissemination of self -assessment and peer review at VET provider and system level.

The **European Peer Review** is an evaluation methodology as a **voluntary mutual learning activity**. It involves a combination of internal and external evaluation: quality control and continuous improvement, as a flexible tool to be adopted in different contexts.

- **Peer Review at VET providers level** is based on the combination of the self-evaluation of VET institutions or centres and the Peers external evaluation.
- **Peer Review at VET system level** gives the countries involved an opportunity to analyse and recalibrate their system and ensure the quality of vocational education and training.



## PEER REVIEW



**A Peer review** is carried out by **Peers** (in total 4), colleagues working in similar institutions or environments. Peers will act as “critical friends” by encouraging a process of mutual trust, confidence and learning among the participants, institutions and systems involved.

Before the Peer Review visit, the evaluated organization sends a **Self-Assessment Report** to the Peers, as a fundamental document for the evaluation, and appoints a "facilitator" as an internal contact person for the Peer Review.

A Peer Review lasts an average of 2.5 days and, at the end of the visit, Peers draw up a final report, as a result of their reflections on the organization weaknesses and strengths.



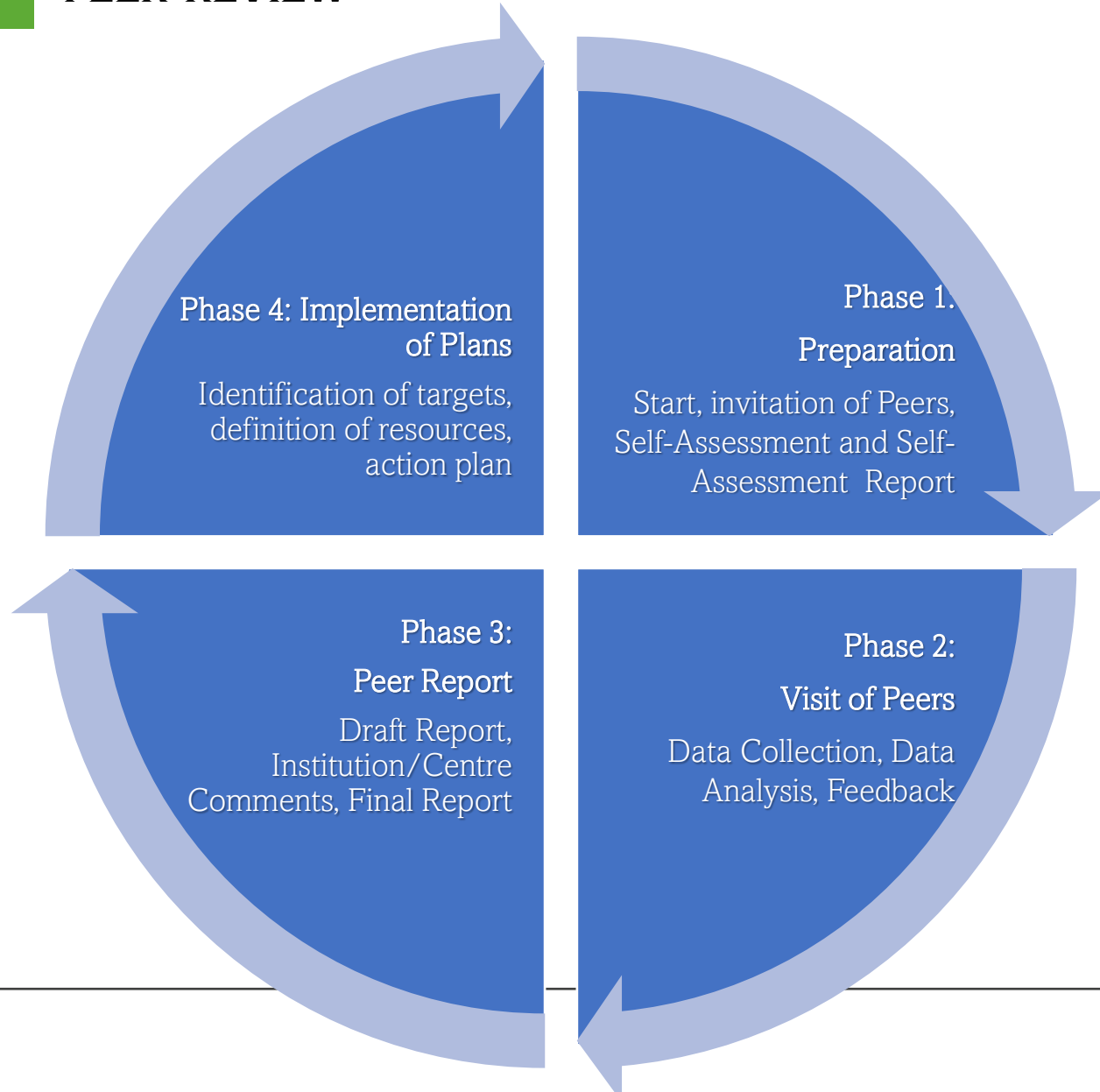
The 4 phases of the Peer Review:

1. In the **preparatory phase** the organization drafts a Self-Assessment Report, identifies Peers, plans dates and location of the assessment, and organizes the Peers visit.
2. During the **Peer Review visit**, the Peers conduct an evaluation, by organizing focus groups, carrying out interviews with different stakeholder groups and collecting data; at the end of the visit, they give a first verbal feedback.
3. In the following days Peers edit and deliver the final **Peer Review Report**.
4. As the final report is delivered, the evaluated organization must put into practice the outcomes and recommendations as concrete improvement actions to plan and implement.





# PEER REVIEW



## NATIONAL EXPERIMENTATIONS



● The National Network I phase  
**2010 experimentation**  
ESF – NOP Convergence and Competitiveness of the MLSP in collaboration with the Ministry of Education, University and Research

● The National Network II phase **2012-2013 experimentation**  
ESF - NOP Convergence and Competitiveness of the MLPS

● **2019-2022 Experimentation**  
National Operational Programme SPAO with the contribution of the European Social Funds (ESF) 2014-2020



## NATIONAL EXPERIMENTATION (2019-2022)



In 2019, INAPP launched a pilot project related to a National network of schools and vocational training centres, aimed at experimenting a new Peer Review model that involved both VET centres and schools with the following objectives:

- ✓ to facilitate the relationship, comparison and integration between the education and vocational training system, among different bodies - indeed - but which deal with similar targets in terms of age and training needs with a view to mutual growth
- ✓ to verify the applicability of the model in a "mixed" context of public-private relationship
- ✓ to raise the quality of the supply of education and vocational training
- ✓ to experiment and disseminate operational tools aimed at encouraging continuous improvement of the quality of the training supply: in particular, self-assessment and external evaluation among Peers



## NATIONAL EXPERIMENTATION (2019-2022)



The activities planned for achieving the goals set for the national experimentation were the following:

1. implementation of a Network of actors in line with an integrated education and training system;
2. training of teachers and trainers on the new Peer evaluation methodology (about 50 among teachers and trainers);
3. exchange and integration between education and training structures operating in completely different territorial contexts.



## NATIONAL EXPERIMENTATION (2019-2022)



The Peer Review experimentation succeed in **bringing around the table people who act in different regulatory and institutional contexts** but who speak the same language and who move within the same horizon of understanding.

This allows a **real evaluation, not only between institutions** (as always happens in Peer Reviews) **but also of systems** that enrich each other, in a logic of **contamination between public and private**, between training and education.





THANKS FOR YOUR ATTENTION!

Laura Evangelista: [l.evangelista@inapp.gov.it](mailto:l.evangelista@inapp.gov.it)

Concetta Fonzo: [c.fonzo@inapp.org](mailto:c.fonzo@inapp.org)

Marianna Forleo: [m.forleo@inapp.gov.it](mailto:m.forleo@inapp.gov.it)



[WWW.INAPP.GOV.IT](http://WWW.INAPP.GOV.IT)

