



Transfer Strategy Paper
Past & Future Dissemination Activities and
Further Plans for Implementing the
European Peer Review Procedure

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Introduction

In 2003-2004, the Leonardo da Vinci project "Peer Review in initial VET" was developed to support initiatives in quality assurance to be promoted on the European level. The project which is supported by a partnership of 25 institutions (3 institutions joined the project in the pilot phase) from eleven European countries started in October 2004 (cf. <http://www.peer-review-education.net/>).¹

The core task of the entire project was the development of a European Peer Review Manual, which describes a European standard procedure for carrying out Peer Reviews in initial Vocational Education and Training (VET). It was developed by a team of experts from eight institutions in seven European countries. In 2006, 15 transnational pilot Peer Reviews were carried out in eight European countries and recommendations based on the experience of the pilot phase have been taken into account in the revision of the European Peer Review procedure.

This report is one of the results of the last phase of this project, which is dedicated, among other things, to ensure a reflective discussion on the past dissemination of the European Peer Review procedure and on the further implementation and use of the developed tool.

From the start, a central goal of this project was the involvement of actors and stakeholders from the different levels of the VET system (e.g. professionals from VET providers, educational authorities, external stakeholders). To this end, the partner institutions set up and used national dissemination networks and gave several presentations on the European Peer Review procedure at local, regional, national and European conferences, meetings and seminars to increase the knowledge of this newly created instrument in their national VET systems and beyond.

To gather the most relevant information on these actions a questionnaire has been developed, which tackles the following three issues:

- 1) Relevant information on the activities that have already taken place to disseminate the European Peer Review procedure in the national VET system and beyond.
- 2) Information on planned activities to disseminate the European Peer Review procedure in future.
- 3) Information on further use of the European Peer Review procedure in the national/regional/local VET system and at the European level.

¹ Two partner countries were involved in this project through particular forms of cooperation: The German evaluation institute "Univation" evaluated the pilot Peer Reviews. The Erziehungsdirektion des Kantons Bern – Zentralstelle für Lehrerinnen- und Lehrerfortbildung (CH) acted as an associated partner (indirect partner) in this project.

This report is mainly based on the information provided by the partner organisations, who have returned their completed questionnaires. To prevent misunderstandings and make the report more readable, we often took terms and explanations written down in the questionnaires literally, without using formal quotation. The following partner institutions filled in the questionnaire:

- **AUSTRIA:** 1) *oeibf* (Austrian Institute for Research on Vocational Training): Maria Gutknecht-Gmeiner, Judith Proinger; 2) Hertha Firnberg Schule für Wirtschaft und Tourismus (HBLW 21): Viktoria Kriehebauer, Eva Dousset-Ortner, Roswitha Sattlegger.
- **DENMARK:** Odense Technical College: Ole Bech Kristensen.
- **FINLAND:** 1) FNBE (Finnish National Board of Education): Leena Koski; 2) Helsinki Culinary School Perho: Pekka Selenius.
- **HUNGARY:** University of Pécs: Jakab Tamas.
- **ITALY:** Isfol (Institute for the Development of Vocational Training for Workers): Giorgio Allulli, Ismene Tramontano.
- **NETHERLANDS:** ROC Aventus: Willem de Ridder.
- **PORTUGAL:** ISQ (Institute for Quality and Welding): Margarida Segard.
- **ROMANIA:** ISE (Institute of Educational Sciences): Ciprian Fartusnic, Magdalena Balica.
- **UK-SCOTLAND:** Aberdeen College: Rick Hollstein.

The key addressees of this report are the project partners as well as other interested persons/institutions (stakeholders from the partner countries, stakeholders from other countries, international institutions, etc.).

We want to thank, in particular, Maria Gutknecht-Gmeiner (*oeibf*) for her valuable feedback to this report and William Stalker (Aberdeen College) for the proof read of this paper. Ultimately, it is our hope that this report will give a proper account of the partners' activities and plans related to the European Peer Review Procedure, and that it will serve as a valuable basis to support the further use of this newly created tool within and beyond the European VET systems.

Glossary

Country Codes

AUT	Austria
DK	Denmark
FIN	Finland
HUN	Hungary
IT	Italy
NL	Netherlands
P	Portugal
ROM	Romania
UK-SCO	United Kingdom (Scotland)

Some other frequently used terms and abbreviations

QA and QD: Quality assurance and quality development

QM: Quality management

VET: Vocational Education and Training

VET provider: The target group of the European Peer Review Instrument is the initial VET provider. Due to the national differences concerning the structure of the initial VET-system and the terms used for the different school types (VET schools, VET colleges, vocational training centres, vocational training schools, etc.), we decided to use the neutral term “VET provider” in this report.

1. Past Dissemination Activities of the European Peer Review Procedure

1.1 Past Dissemination Activities: By the Partner Countries

The first chapter describes those kinds of activities, which were carried out by the partner institutions to disseminate the European Peer Review procedure within and beyond the nine partner countries. The focus of these dissemination activities was heterogeneous not only due the divergent structures of the national VET systems but also due to the different function and existing networks of the partner institutions in the national VET system. Due to the multiplicity of conducted actions Table 1 describes only the key activities for each partner country.

Table 1. Past dissemination activities of the European Peer Review Instrument

Partner Countries	Past Dissemination Activities (2004 – May 2007)	Consequences
AUT	<p><i>National dissemination activities:</i></p> <ul style="list-style-type: none"> • 2004-2007: Four national project meetings organized by the oeibf and the IHS with their operative partners (VET providers “HTL Spengergasse” and “Hertha Firnberg Schulen für Wirtschaft und Tourismus”) and the Advisory Board (Ministry for Education, Science and Culture, Chamber of Labour, Chamber of Commerce, Trade Union, etc.). • Setting up the Peer Review project website www.peer-review-education.net by the project manager “oeibf”. • Editing and distributing a Peer Review Newsletter by the project manager “oeibf”. • The creation of a project folder containing information on the Peer Review project and promoting the project and its website. • September 2006: Presentation on the European Peer Review procedure by the oeibf and the General Director of VET of the Ministry for Education at the Austrian VET forum. • October 2006: Presentation on the European Peer Review procedure by the oeibf at a meeting of the Austrian school inspectors. • National Conference "Peer Review in VET" (March 2007): The oeibf organised in cooperation with the Ministry for Education a conference, which was addressed to the key persons of the Austrian VET Quality Initiative (QIBB). 100 Participants: representatives of to the General Directorate for VET (Ministry for Education), of the Regional Education Boards, and of VET providers from all over Austria, further stakeholders. Presentations on the European Peer Review procedure, experiences of the pilot phase (e.g. by the operative partner “Hertha Firnberg Schulen für Wirtschaft und Tourismus”), discussion of possible future activities with Peer Reviews in the Austrian VET Quality Initiative (QIBB). • Article about the European Peer Review procedure (by Eva Dousset-Ortner) in “PIB Newsletter” (Spring 2006): Key target groups are VET providers, teacher training institutions, regional education board. • Article about the European Peer Review procedure (by Jutta Zemanek) in “Weg in die Wirtschaft” (No. 2/2007). • Article about the European Peer Review procedure (by M. Gutknecht-Gmeiner) in “Schul-NEWS” (No. 4/June-July 2006) Key target groups are VET providers, teacher training institutions, regional education board. • Article about the European Peer Review procedure (by M. Gutknecht-Gmeiner) in “Berufsbildung in Wissenschaft und Praxis” - BWP 35 (2006) 6. 	<ul style="list-style-type: none"> • The European Peer Review procedure has become known among responsible persons of the Austrian VET Quality Initiative (QIBB) at all system levels from all over Austria. • The Ministry for Education announced its large interest in implementing Peer Reviews within the national VET quality initiative “QIBB” (www.qibb.at). • Increase of the knowledge about the European Peer Review procedure in diverse European countries and in the European Commission

	<ul style="list-style-type: none"> • Article about the European Peer Review procedure (by Eva Dousset-Ortner) in "Wissenplus" (3-06/07): Key target groups are VET providers, governmental bodies, regional education board. • Article about the European Peer Review procedure (by M. Gutknecht-Gmeiner) in "Zeitschrift für Evaluation" 1/2007. <p><i>International dissemination activities:</i></p> <ul style="list-style-type: none"> • Maastricht (Netherlands), December 2004: Presentation on the European Peer Review procedure by oeibf at the EFVET (European Forum of Technical and Vocational Education and Training) conference "Information Day: A Bridge from Policy to Practice". It was organised by the Dutch National LdV Agency in close cooperation with the Dutch Presidency of the European Union, and the European Commission. • Espoo (Fin), February 2005: Presentation on the European Peer Review procedure by oeibf at the conference "Quality Assurance in VET" (Target group: Experts and authorities in VET from different EU countries). • Wiesbaden (Germany), April 2005: Presentation on the European Peer Review procedure by oeibf at a meeting of the German project "eiver" (Evaluation im Verbund). • Essen (Germany), October 2005: Presentation on the European Peer Review procedure by oeibf at the annual conference of the German Evaluation Society (DeGEval-Tagung). • Graz (Austria), May 2006: Presentation on the European Peer Review procedure by oeibf at the EU conference on Quality Assurance in Higher Education and Vocational Education and Training (Target groups: National and European Experts in QA). • Lüneburg (Germany), September 2006: Presentation on the European Peer Review procedure by oeibf at the annual Conference of the German Evaluation Society (DeGEval-Tagung). • Rüsselsheim (Germany), November 2006: Presentation on the European Peer Review procedure by oeibf to the German Schulamts Rüsselsheim. • Enschede (Netherlands) March 2007: Presentation on the European Peer Review procedure by IHS to VET researchers of the University Twente. 	
DK	<p><i>National dissemination activities:</i></p> <ul style="list-style-type: none"> • Article on the Peer Reviews carried out in Denmark in the staff magazine "Hæfteklammen" of the Odense Technical College in October 2006. The magazine is printed in 700 copies for the college staff and other stakeholders. • The European Peer Review procedure was introduced by the Odense Technical College in the Danish ESB Network (a network for Evaluation, Cooperation and Benchmarking representing a collaboration among 40 VET providers in Denmark). • Information about the project is presented at the website of Odense Technical www.ots.dk and the website of Dalum Uddannelsescenter www.dalumuc.dk. <p><i>International dissemination activities:</i></p> <ul style="list-style-type: none"> • The Odense Technical College distributed information flyers and additional information on the European Peer Review procedure at the EFVET (European Forum of Technical and VET) conference in October 2006 in Agia Napa (Cyprus) with 200 participants. 150 copies of project flyers were distributed. The members were mainly VET providers from all over Europe. The main goal of this forum is to discuss key aspects of VET. 	The European Peer Review procedure has become known among VET providers in Denmark (ESB network) and in Europe (EFVET)
FIN	<p><i>National dissemination activities:</i></p> <ul style="list-style-type: none"> • 2004-2007: Four national meetings organised by the FNBE with the national project partners • 2004-2007: Continuous discussions organised by the FNBE about the European Peer Review procedure with a representative of the Ministry of Education and the members of the national project group "QA", which is e.g. charged with the update of the "Quality Recommendations for VET". • July 2005: Information on the European Peer Review procedure was sent by the FNBE (Finish Board of Education) to Finish VET providers. 	The European Peer Review procedure has become known among several VET providers in Finland and in Europe.

	<ul style="list-style-type: none"> • August 2005: Information on the European Peer Review procedure by the FNBE at the Yearly Quality Seminar (Target group: Finish VET providers and other stakeholders). • September 2005: Giving a presentation on the European Peer Review procedure by the FNBE at the conference “Perspectives on QM in VET” (participants: Ministry of Education, VET providers, other stakeholders). • February 2006: Giving a presentation on the European Peer Review procedure by the FNBE in the course of a teacher’s seminar on good practices of teaching methods. • March 2006: A presentation on the European Peer Review procedure by the FNBE at a further education seminar of VET teachers. • June 2006: The composition of a Finish Peer Review folder. • February 2007: A presentation on the European Peer Review procedure by the FNBE to the project partners of the Comenius project “QM in VET schools”. • February 2007: A presentation on the European Peer Review procedure by the FNBE to the members of the working group “Media Education” • Tampere, March 2007: A presentation on the European Peer Review procedure by the FNBE to the national developers of virtual school projects. • The Perho Culinary School and Jyväskylä Catering College presented the European Peer Review procedure to its cooperating companies and its network of benchmarking partners (South Carelia College, North Carelia Vocational School, Vaasa Vocational Institute). • The Jyväskylä Catering College presented the European Peer Review procedure to the partner companies (working in the catering and restaurant business) in the course of the project “HaasteKS” • The South Carelia College presented the European Peer Review procedure to other VET teachers within the college. Moreover, they organized discussions about with its consulting committee (relevant groups of stakeholders). <p><i>International dissemination activities:</i></p> <ul style="list-style-type: none"> • February 2004: Presentation on European Peer Review procedure by the FNBE to a Hungarian delegation visiting the FNBE. • Rome (IT), November 2005: Presentation on the European Peer Review procedure by the FNBE at an international seminar “Quality in Training”. • Helsinki (FIN), November 2005: Presentation on the European Peer Review procedure by the FNBE to the project partners of the LdV project “Quality in VET schools” • Brussels (B), February 2006: Presentation on the European Peer Review procedure by the FNBE at the network meeting “ENQA-VET”. • Helsinki (FIN), January 2007: Presentation on the European Peer Review procedure by the FNBE to representatives of the Turkish Ministry of Education during their study visit in Finland. 	<p>Moreover, the Finish Ministry of Education and other groups of stakeholders were regularly informed about the European Peer Review procedure.</p>
<p>HUN</p>	<ul style="list-style-type: none"> • The university of Pecs regularly informed several VET providers (which have already taken part in QM projects) on the European Peer Review procedure by mailing. • Moreover, the VET teachers in those VET providers were invited to apply for working as peers in the pilot reviews and thus becoming members of the European Peer Review database. 	<p>Several VET providers in Hungary were informed about the European Peer Review procedure</p>
<p>IT</p>	<p><i>National dissemination activities:</i></p> <ul style="list-style-type: none"> • Isfol presented the European Peer Review procedure to the Italian Reference Point of Quality (national network of ENQA-VET comprising of representatives of the ministries, social partners, associations of VET providers). • Isfol gave a presentation on the European Peer Review procedure to several VET providers and training centres, which are involved with Isfol in other projects. • CNOS-FAP gave a presentation on the European Peer Review Procedure in the framework of a seminar in Rome (May 2005) to regional representatives of CNOS-FAP and CIOFS-FP. 	<p>Peer Review has become known among relevant stakeholders at European and national level. Moreover, several VET providers in Italy were informed about the European Peer Review procedure.</p>

	<ul style="list-style-type: none"> • CNOS-FAP gave a presentation on the European Peer Review Procedure in the framework of a teachers meeting of CNOS-FAP Fossano. • Article about the European Peer Review Procedure in the Journal "Il Sole 24ore Scuola", Edizioni Il Sole 24ore, Jan 26, 2005, anno VI No 2 (by Giorgio Allulli and Ismene Tramontano). • Article about the European Peer Review procedure (by Roberta Giordani) in an Italian newspaper. • Article about the European Peer Review procedure (by Paola Oliviero) in a CIOFS-FP magazine "Citta" (December 2006). <p><i>International dissemination activities:</i></p> <ul style="list-style-type: none"> • Brussels (B), November 2005: Isfol (together with FNBE) presented the European Peer Review procedure to the European Network on Quality Assurance in VET ("ENQA-VET"). 	
NL	<ul style="list-style-type: none"> • ROC Aventus continuously informed a regional network of 10 VET providers about the development of the European Peer Review procedure. • ROC Aventus gave three presentations on the European Peer Review procedure to the MBO Raad, which is the Netherlands Association of VET providers (comprising of 70 VET providers). • ROC Aventus communicated with representatives of different organisations (e.g. inspectorate, ministry of education, other VET providers, MBO Raad) informing them continually on the development of the European Peer Review procedure. 	Key groups of stakeholders such as the MBO Raad (Association of Dutch VET providers), inspectorate, Ministry of Education were regularly informed on the European Peer Review procedure.
P	<ul style="list-style-type: none"> • 2004-2007: Two national project meetings with a representative of the Ministry of Education. • Article on the European Peer Review procedure (by Cristina Dimas) in the CECOJA-Newsletter (April/June 2005) • The ISQ regularly informed its VET network partners on the European Peer Review procedure by mails. • The ISQ conducted workshops on the European Peer Review procedure at the CECOJA (operative partner in this project) and for the National Board for Quality in VET (comprising of 34 organisations such as public bodies, VET providers, universities and social partners). • Particularly the universities were keen to get more information on the European Peer Review procedure. Therefore, the ISQ organised meetings at the following universities: Catholic University, University de Evora, University Lusida, University Nova. 	Key stakeholders in Portugal such as educational authorities, VET providers, universities and social partners were informed on the European Peer Review procedure.
ROM	<ul style="list-style-type: none"> • The Institute of Educational Sciences (ISE) provided regularly information on the development of the European Peer Review procedure to its Romanian network partners in the fields of VET and HRD. • Tailored information on the European Peer Review procedure by ISE to the decision-makers within the Ministry of Education and relevant agencies (National Agency for Quality Assurance in Pre-University Education, National Centre for TVET Development, National Council for Curriculum). • The ISE gave presentations on the European Peer Review procedure to participants of particular university courses (undergraduate pedagogic courses and post-graduate courses, i.e. MAS in education management). 	Higher awareness of the specific characteristic of the European Peer Review procedure. Main information is spread in the VET system on the snow-ball effect.
UK-SCO	<p><i>National dissemination activities:</i></p> <ul style="list-style-type: none"> • Presentations by Aberdeen College on the European Peer Review procedure to the forum members of the West of Scotland - IQA. • Information on European Peer Review procedure by Aberdeen College at the national meetings of its benchmarking network (Aberdeen College, Stow College, Dumfries & Galloway College). • Presentation on the European Peer Review procedure by the Aberdeen College in a magazine and in a newspaper. • Discussion rounds between Aberdeen College and HMIE inspectors about the European Peer Review procedure. • Presentation on the European Peer Review procedure by Aberdeen College to the National Quality Improvement Forum. 	Increased knowledge about the European Peer Review procedure on the national level (VET providers & funding bodies) and at the European level

	<p><i>International dissemination activities:</i></p> <ul style="list-style-type: none"> • Presentation on the European Peer Review procedure by Aberdeen College to the members of an international Gender Mainstreaming Partnership: Lithuania, Luxembourg, Germany. • Presentation on the European Peer Review procedure by Aberdeen College to representatives of the Equalities Ministries in Lithuania and Luxembourg. • Presentation on the European Peer Review procedure by Aberdeen College to the Regional Council in Hannover (D). 	
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1.2 Past Dissemination Activities: Target Groups

Reviewing the list of dissemination measures one can see that all partner institutions in this project were extremely committed to make the European Peer Review procedure known within both their networks and their national VET systems. A very important activity at the beginning of the project was the set up of a website (www.peer-review-education.net) by the project manager *oeibf*, where relevant documents such as the European Peer Review Manual can be downloaded for free. The website is regularly updated and informs on upcoming events and provides the platform for information, discussion and exchange within the Peer Review Network. Moreover, the project manager *oeibf* publishes Peer Review newsletters, which not only informs VET professionals all over Europe on this instrument in particular but also on further developments in QA&D in initial VET in general.

When analysing the different addresses of the dissemination activities it is remarkable that the key target groups of this project have been actively involved and/or regularly informed on the development of the European Peer Review procedure: the VET providers on the one hand and the educational authorities at the regional/national level respectively at the European level on the other. In order to underpin this statement the following overview lists the dissemination activities in relation to the following three groups of stakeholders:²

- 1) VET providers;
- 2) Educational Authorities at Regional/National level;
- 3) Stakeholders from other European Countries/EU level.

1. Target Group of Dissemination Activities: VET providers

Austria

- National Conference in Vienna “Peer Review in VET” (March 2007) with 100 participants including several managers of VET providers;
- Articles in different journals and newsletters (PIB-newsletter/Spring 2006; Wissen Plus/Spring 2007; Schul-News No. 4/2006, Weg in die Wirtschaft/June 2006).

² This means that all these dissemination activities, which were addressed to the other groups of stakeholders respectively to the society at large, are not included in this overview.

Denmark

- Presentations within the ESB network (a network of 40 Danish VET providers working with evaluation, benchmarking and quality);
- Article in the staff magazine “Hæfteklammen” of the Odense Technical College.

Finland

- Yearly Quality Seminar of VET providers (August 2005);
- Participants of further teacher training courses (February and March 2006);
- Conference “Perspectives on QM in VET” (September 2005);
- Benchmarking partners of the Perho Culinary School and the Jyväskylä Catering College.

Hungary

- Regular mailings with information on the European Peer Review to several VET providers.

Italy

- Presentations to the VET providers within the Italian network of the “European Network on QA in VET” (“ENQA-VET”);
- Presentations to VET providers involved in projects conducted and organised by ISFOL;
- Articles in newspapers, newsletters and journals;
- Presentations to regional representatives of CNOS-FAP and CIOFS/FP.

Netherlands

- Presentations to a regional network of 10 VET providers (in the east of Netherlands);
- Presentations to the MBO Raad (Association of 70 Dutch VET providers);
- Mails to VET providers.

Portugal

- Article in the CECOIA-Newsletter (April/June 2005);
- Mailing to VET providers (network partners of the ISQ);
- Workshop with the “National Board for Quality in VET” (several VET providers are members in this board);
- Due to the large interest, the ISQ organised four meetings to inform several universities on the European Peer Review procedure.

Romania

- Briefings of the network partners of the ISE;
- Participants of teacher training courses.

United Kingdom (Scotland)

- Presentations to the forum members of the West-Scotland IQA (Institute of Quality Assurance);
- Benchmarking partners of the Aberdeen College;
- Articles in a magazine and a newspaper.

2. Target Group of Dissemination Activities: Educational Authorities at the Regional/National Level

Austria

- VET forum in Vienna (September 2006);
- Four national project meetings with the advisory board (representatives of the Ministry of Education, chamber of commerce, chamber of labour, trade union, etc.);
- Presentation to the Austrians school inspectors;
- National Conference by oeibf in cooperation with the Ministry of Education in Vienna “Peer Review in VET” with 100 participants (March 2007) including representatives of the Ministry of education, regional educational board, experts from higher education.

Finland

- Continuous discussion rounds by the Finish Board of Education with a representative of the Ministry of Education and the members of the national project group “QA”;
- Conference “Perspectives on QM in VET” with the Ministry of Education and further stakeholders (September 2005).

Italy

- Presentation of the European Peer Review procedure to the Italian network partners within the ENQA-VET (including Ministry of Education, social partners, etc.).

Netherlands

- Several mails to educational authorities (inspectorate, Ministry of Education).

Portugal

- Workshops with the National Board for Quality in VET (including public bodies dealing with quality, social partners).

Romania

- Tailored information to the representatives of Ministry of Education and relevant agencies (National Agency for Quality Assurance in Pre-University Education, National Centre for TVET Development, National Council for Curriculum).

UK-Scotland

- Discussion rounds between Aberdeen College and HMIE inspectors;
- Presentations to the National Quality Improvement Forum.

3. Target Group of Dissemination Activities: Stakeholders from other European Countries/EU level

An explicit goal of this project was also to disseminate the final European Peer Review procedure and further project's results (e.g. experience with the pilot review, Peer database) in other European countries and at the European level in order to promote the discussion and the further use of the European Peer Review. To this end, the project partners have also conducted a big range of dissemination activities to inform professionals from other European countries and experts at the European level. When summing up the key activities in this field, the following measures need to be mentioned:

- Announcement and documentation of the European Peer Review procedure at the CEDEFOP Community website (<http://communities.trainingvillage.gr/quality>);
- Articles and reports on the European Peer Review are listed in the CEDEFOP library (<http://libserver.cedefop.europa.eu/F>);
- Articles on Peer Review in German Journals (Gutknecht-Gmeiner, Maria: In: Berufsbildung in Wissenschaft und Praxis - BWP 35, 2006, 6; Zeitschrift für Evaluation 1/2007);
- Recurrent briefings of the members of the "European Network on QA in VET" (ENQA-VET) by representatives of the Austrian Ministry of Education, FNBE, and ISFO at meetings in Brussels (November 2005, February 2006). ENQA-VET is a voluntary forum in which the stakeholders at different levels in the field of VET exchange experiences and views, build consensus, raise awareness and network. At present, the network comprises 22 Member States and Candidate Countries, together with representatives of the European social partners);
- Several European VET providers within the EFVET (European Forum for Technical and Vocational Education and Training) were informed at the following conferences: Maastricht, December 2004; Cyprus, October 2006;
- Presentation at the following European conferences and meetings with educational authorities and experts concerned with quality in VET:
 - Espoo (FIN): Conference "Quality Assurance in VET" (November 2005);

- Graz (Austria): EU conference “QA in Higher Education and VET” (May 2006);
- Rome (IT): International seminar “Quality in Training” (November 2005);
- Relevant stakeholders in Germany (such as VET experts, evaluation experts, managers of VET providers, officials from school administration, scientific community) were informed on the European Peer Review procedure in the course of the following meetings and conferences:
 - 4th meeting of the project members of the German evaluation project “eiver (Wiesbaden, April 2005);
 - Annual conference of the German Evaluation Society “DeGEval-Tagung” (Essen, October 2005 and Lüneburg, September 2006);
 - Educational authorities in Rüsselsheim (November 2006);
 - Regional Council of Hannover;
- Presentation on the European Peer Review to the Turkish Ministry of Education during its study visit in Finland (by the FNBE);
- Presentation on the European Peer Review to representatives of the Equalities Ministries in Lithuania and Luxembourg (by Aberdeen College).

2. Planned Dissemination Activities of the European Peer Review Procedure

2.1 Planned Dissemination Activities: By the Partner Countries

This chapter describes the planned activities of the partner organisations to disseminate the European Peer Review procedure in their respective country and at the European level. The structure and organisation of the VET system on the one hand and the prescriptions and requirements concerning QA and QD in the initial VET system on the other differ to a large extent between the partner countries. A very important issue (e.g. for future European projects on Peer Review) is therefore to identify the key actors in the national/regional VET system, who hold the strategic influence and power on the promotion of proper tools to assure and develop the quality of the VET provision. As a consequence, Table 2 indicates not only the planned dissemination activities in the respective partner country, but also refers to those institutions, which are regarded as the potential driving forces to promote the use of the European Peer Review procedure.

Table 2. Planned dissemination activities

Partner Countries	Planned Dissemination Activities (from June 2007)
AUT	<ul style="list-style-type: none"> • Presentation on the European Peer Review procedure by oeibf at a transnational conference on QA for school inspectors of technical VET providers (four countries participate: Austria, Czechoslovakia, Germany, Hungary) in Salzburg (October 07).

	<ul style="list-style-type: none"> • The newly founded „Pädagogische Hochschule Wien“ will organise a Peer Training course (starting in October 2007). • The Ministry of Education has already pronounced to start an implementation process for Peer Reviews in 2007. • Key driving forces for disseminating the European Peer Review procedure are the educational authorities (ministry, regional boards, inspectorate), the responsible persons in the “VET quality initiative” (QIBB) and the “Pädagogische Hochschule Wien”.
DK	<ul style="list-style-type: none"> • The Odense Technical College plans to publish an article on the outcomes of the Peer Review project in its staff magazine. Target groups are the college staff and relevant stakeholders. • The Odense Technical College plans to present the final European Peer Review procedure at the EBS Network Meeting in September 2007 (a network for Evaluation, Cooperation and Benchmarking representing collaboration among 40 VET providers in Denmark). • The Odense Technical College plans to distribute the Danish edition of the Peer Review Manual in the Danish VET system and to the Ministry of Education and the Danish Evaluation Institute (EVA). • Update of the Peer Review project information at the websites of the Odense Technical College and Dalum Uddannelsescenter.
FIN	<ul style="list-style-type: none"> • The FNBE plans to present the European Peer Review procedure at the Yearly Quality Seminar (September 2007) to principals, teachers and other stakeholders. • The FNBE will update its quality recommendations for VET providers advising the use of the European Peer Review procedure. • The FNBE will organise a seminar on the European Peer Review procedure for teachers and principals (October 2007). • The Perho Culinary School will disseminate the European Peer Review Manual among its regional and national cooperating partners in order to get other VET providers aware of the European Peer Review procedure as a proper evaluation tool. • The Jyväskylä Catering College plans to apply the European Peer Review procedure with other partners within their benchmarking ring. Moreover, it plans to disseminate the benefits of the European Peer Review procedure to other departments within its vocational institute. • The South Carelia College will present the European Peer Review procedure to the staff of the entire college in autumn 2007.
HUN	<ul style="list-style-type: none"> • Further dissemination activities are planned, as Hungary is a partner country of the follow-up project “Peer Review Extended”. • An important driving force to promote the use of European Peer Review procedure is the National Institute of Vocational and Adult Education.
IT	<ul style="list-style-type: none"> • Isfol plans to distribute the Italian edition of the European Peer Review Manual at national and regional level. • Isfol plans to organise a seminar with 100 experts (stakeholders from national institutions, different regions, VET providers) on the topic “Measures for Quality and Peer Review” in September 2007. • Presentation on the outcomes of the Peer Review project by Isfol at a international conference on QA in Rome (December 2007)
NL	<ul style="list-style-type: none"> • ROC Aventus plans to make the Dutch Edition of the European Peer Review Manual as a pdf document available for other VET providers. • ROC Aventus plans to present the European Peer Review procedure to the MBO Raad (Netherlands Association of 70 VET providers) and to offer Peer training courses, if required. • MBO Raad, school inspectorate and the ministry of education are regarded as the crucial driving forces to push forward the use of the European Peer Review procedure.
P	<ul style="list-style-type: none"> • As the legal requirements concerning QA and QD in VET are changing in Portugal, it is a ideal moment to promote the use of the European Peer Review procedure. • ISQ plans to create particular training modules on the European Peer Review procedure, which will be integrated in some of its training courses (e.g. “training management”, “training and project evaluation”). • ISQ belongs to both informal networks and different formal National Boards. ISQ intends to contact three different target groups of stakeholder: <ol style="list-style-type: none"> 1) Higher Education: As ISQ is recognised as Quality counsellor and a certification body among universities, it plans to conduct meetings with 10 new universities, where the European Peer Review procedure will be adapted to the universities’ needs. 2) VET providers: ISQ intends to present the European Peer Review procedure at national seminars for VET providers. Moreover, the VET providers will receive further mailing by the ISQ on the European Peer Review procedure. The European Peer Review procedure will also be promoted in a new National Programme for Training and in a new LdV project, which is focusing on quality in VET.

	3) Policy makers for Quality in VET: ISQ intends to convince the National Bodies for Quality in VET (e.g. National Institute for Quality in VET, Portuguese Institute for Quality, National Unit for Quality in Certification) to integrate the European Peer Review procedure in their quality management systems. A few strong steps are needed which take time and effort.
ROM	<ul style="list-style-type: none"> • The Institute of Educational Sciences (ISE) plans to distribute actively the Romanian edition of the European Peer Review manual and to encourage VET providers to apply the European Peer Review procedure by offering active assistance. • The creation of incentives for VET providers to run Peer Reviews is seen as most effective tool to promote the use of the European Peer Review procedure. • ISE plans to conduct interviews with key decision makers about the use and the value of Peer Reviews. Important organisations in this context are the ARACIP (Romanian Agency for Quality Assurance in Pre-University Education) and the CNDIPT (National Centre for the Development of VET).
UK-SCO	<ul style="list-style-type: none"> • Aberdeen College plans to disseminate the European Peer Review procedure within the College (during meetings with the Principal, particular team meetings, staff meetings, web boards). • Aberdeen College plans to submit articles about the European Peer Review procedure to educational publishers. • Aberdeen College plans to present the European Peer Review procedure to the Grampian European network which includes, inter alia, Aberdeen University, the Robert Gordon University, Aberdeen City Council, Aberdeen Chamber of Commerce and various voluntary agencies. • Aberdeen College plans to present the European Peer Review procedure at the National SFEU Quality Conference. • Aberdeen College plans to brief the Scottish Funding Council (SFC), Her Majesties Inspectors of Education (HMIe) and Scottish Qualifications Authority (SQA) on the European Peer Review procedure.

2.2 Planned Dissemination Activities: Congruent Measures

When analysing the planned dissemination activities of the European Peer Review procedure in the different partner countries, we could identify the following congruent plans and/or measures that were mentioned by more than one partner institution:

- Most partner institutions regard the translation of the European Peer Review Manual into the partner country languages as the key activity to increase national knowledge about the European Peer Review procedure. The Manual is available in all languages of the participating project partners: Danish, Dutch, English, German, Finnish, Hungarian, Italian, Portuguese, Romanian.
- The following institutions plan to organise Peer training courses respectively training modules on the European Peer Review procedure:
 - The newly founded “Pädagogische Hochschule Wien (AUT)” will organize Peer training courses;
 - The FNBE will organise a seminar on European Peer Review procedure for teachers and principals (October 2007);
 - ROC Aventus (NL) plans to offer Peer training courses, if required;
 - ISQ plans to create training modules in Peer Review, which will be integrated in some of its training courses (e.g. “Training Management”, “Training and Project Evaluation”).

- The following partner institutions intend to distribute the translated edition of the Peer Review Manual among their networks and partnerships in order to make the European Peer Review procedure more popular:
 - Odense Technical College (DK): Distribution of the Danish edition of the European Peer Review Manual within the Danish VET system, to the Danish Evaluation Institute (EVA) and to the Ministry of Education;
 - The Perho Culinary School (FIN) will disseminate the European Peer Review Manual among its regional and national cooperating partners in order to get other VET providers aware of the European Peer Review procedure as a proper evaluation tool;
 - Isfol (IT): Distribution of the Italian edition of the European Peer Review Manual at regional and national level;
 - ROC Aventus (NL): Making the Dutch edition of the European Peer Review Manual available as a pdf document;
 - ISE (ROM): Distribution of the Romanian edition of the European Peer Review Manual among Romanian VET providers.

- The following VET providers intend to give presentations respectively short briefings on the European Peer Review within the following networks:
 - The Odense Technical College (DK) plans to present the final European Peer Review procedure at the meeting of the EBS Network Meeting (a network for Evaluation, Cooperation and Benchmarking representing a collaboration among 40 VET providers in Denmark);
 - ROC Aventus (NL) plans to present the European Peer Review procedure to the MBO Raad (Association of 70 Dutch VET providers);
 - Aberdeen College plans to present the European Peer Review procedure to the Grampian European network which includes, inter alia, Aberdeen University, the Robert Gordon University, Aberdeen City Council, Aberdeen Chamber of Commerce and various voluntary agencies.

- The following VET providers plan to give presentations or short briefings on the European Peer Review procedure to the internal staff (as just single departments were often reviewed in the pilot reviews):
 - Jyväskylän Catering College (FIN): The Catering College plans to share their experiences with other departments within their Vocational Institute;
 - South Carelia College (FIN): The South Carelia College plans to present the results of the pilot Reviews and the European Peer Review procedure to the entire staff of the College;

- Aberdeen College (UK-SCO): Aberdeen College plans to disseminate the results of this Peer Review project within the entire college (via staff meetings, student meetings and web boards).

3. Implementation of the European Peer Review Procedure

A very important issue for this project is the question whether the different groups of stakeholders respectively the different levels of key players (e.g. VET providers, educational authorities at system level) plan to implement the European Peer Review procedure after the end of the current project. To this end, we formulated particular questions in this context and asked our partner institutions to sketch their institutional plans and, if possible, the estimations for their respective region/country regarding the further use of the European Peer Review procedure.

It is, of course, too early to judge the final use of this new instrument in future, particularly against the background that the translation of the final Peer Review Manual from English into all other partner country languages was done quite recently. Nevertheless, some key actors within the partner countries have formulated – more or less – concrete plans regarding the integration of the European Peer Review procedure into the quality management systems. We therefore want to sum up the relevant answers provided by the various partner institutions.

With respect to the gathered information, we decided to report the planned implementation activities at the following three different levels:

- VET providers (including networks of VET providers);
- Educational authorities at regional/national level;
- European level.

3.1 Implementation Plans at the VET provider level

A very important issue for the dissemination of the European Peer Review procedure is the identification of those VET providers, which intend to work with this instrument in future. This information is also meaningful for those VET providers, which are searching for appropriate peers and/or interested partner institutions in order to run reciprocal Reviews or to build up a Peer Review network of VET providers. Another crucial aspect is the application of this new instrument within existing networks of VET providers. The following overview lists all those VET providers respectively networks of VET providers which intend or consider carrying out the European Peer Review procedure in future:

- **Denmark:** According to a recently conducted survey within the EBS network (a network of 40 Danish VET providers focussing on evaluation, cooperation and benchmarking) several VET providers judge the European Peer Review as a very useful tool to supplement quality reviews in a qualitative way.
- **Finland:** The Jyväskylä Catering College (www.jao.fi) plans to carry out European Peer Reviews with partners from its benchmarking cycle. Thereby, the other VET providers will get familiar with this new tool. Moreover, the Jyväskylä Catering College is willing to participate in national Peer Reviews (beyond the benchmarking cycle).
The Perho Culinary School (a benchmarking partner of the Jyväskylä Catering College) also states that the other partner institutions are interested in carrying out European Peer Reviews in future.
- **Hungary:** The “Ferenc Hansagi Technical and Professional School for Catering and Tourism” will apply the European Peer Review procedure in the frame of the follow-up project “Peer Review Extended”.
- **Italy:** Some VET providers within the CIOFS-FP (the entire association operates in 15 Italian regions with 100 VET providers) are planning to run “internal reviews” (within the association network), while others also plan to carry out reciprocal reviews outside the association.
Isfol formulates the goal to set up a national network of VET providers, which carry out reciprocal Peer Reviews (preferable between VET providers in the South and in the North of Italy due to their divergent social and economic contexts). To reach this goal, such a network needs to be approved by the Ministries of Education and Labour and by the educational authorities in the concerned regions.
- **Netherlands:** The ROC Aventus intends to apply the European Peer Review in future. Moreover, the ROC Aventus is in contact with quite a few VET providers, which are considering the application of the European Peer Review.
- **Portugal:** All the universities being members in the National Board for Quality in VET (comprising of 34 organisations such as public bodies, VET providers, universities and social partners) are very keen to apply the European Peer Review procedure in their institutions. It is assumed that after having made necessary adaptations of the Peer Review Manual first reviews can be started at the end of 2007.
Moreover, some VET providers (too early to name) are considering the use of the European Peer Review procedure in future.
- **Romania:** It is too early to estimate the concrete use of the European Peer Review procedure at the VET provider level.
- **UK-Scotland:** Aberdeen College (www.abcol.ac.uk), Stow College (www.stow.ac.uk) and Dumfries & Galloway College (www.dumgal.ac.uk) intend to

apply the European Peer Review in future.

Moreover, the Glasgow College is considering the application of the European Peer Review procedure.

3.2 Implementation Plans at the Regional/National Level

A further relevant aspect for the use and distribution of the European Peer Review is the acceptance and the promotion by the educational authorities at regional and national level. The following list sums up the information, which was provided by our project partners in this context:

- **Austria:** The piloting of the European Peer Review procedure in the Austrian VET Quality Initiative (QIBB) is planned nation-wide (starting 2007) by the Federal Ministry for Education, i.e. it is planned to use the European Peer Review procedure as QA/QD instrument by VET providers all over Austria in future. The Ministry for Education will support its use by providing financial resources. There will be a preparatory training for Peers, organised and provided by the newly founded “Pädagogische Hochschule Wien”.
- **Finland:** The use of the European Peer Review procedure will be recommended in the Finish “Quality Recommendations for VET”, which needs to be confirmed by the Ministry of Education.
At the beginning Peer Reviews will be conducted with primarily national peers. When having gained sufficient experience with this tool (and especially with proper forms of Peer training), the involvement of transnational peers will become feasible.
- **Hungary:** There is currently no political intention to implement the European Peer Review procedure in the Hungarian VET system.
- **Italy:** ISFOL has elaborated a self-assessment procedure, where the European Peer Review procedure could take a useful completion. Moreover, it is planned to introduce both methodologies in the regional programs for “Quality of Education and Training”. This idea will be presented to the political stakeholders in the next months.
- **Portugal:** ISQ aims to convince the National Bodies for Quality in VET (e.g. National Institute for Quality in VET, Portuguese Institute for Quality, National Unit for Quality in Certification) to integrate the European Peer Review procedure in their quality management systems.
- **Romania:** The ISE states that the educational authorities at national level became aware of the specific advantages of the European Peer Review procedure in the last months, but currently there is still reluctance in using this newly created instrument.
- **UK-Scotland:** Aberdeen College states that the Review Teams in Scotland (HMIE Inspectors, who conduct mandatory external reviews once every 4 years) are very

interested on the European Peer Review procedure and plan to embed this methodology in their next Review Cycle.

3.3 Implementation Plans at the European Level

In order to sketch the potential use of the European Peer Review at the European level it is necessary to recapitulate the policy goals at the EU level and the development of the Common Quality Assurance Framework.

In 2001, the European Commission as part of the Copenhagen Process established a Technical Working Group (TWG) on Quality Assurance in VET. Among other things, the TWG developed a Common Quality Assurance Framework (CQAF), to help and assist Member States in improving quality assurance in VET.

The CQAF constitutes a European reference framework to ensure and develop quality in VET, building on the core principles of the most relevant existing quality assurance approaches. It may be considered as a cross reading instrument that can help policy makers and practitioners to get a better insight of how the existing QA models work, to identify quality areas that need improvement, and take decisions on how to improve them based on common quantitative and qualitative references. The CQAF can be applied at both the system and VET provider levels and is therefore helpful to assess the effectiveness of VET (Oliveira Reis, 2005).

TWG was phased out during 2005 but further cooperative work remained necessary. This was also stressed in the Maastricht Communiqué on the Future Priorities of Enhanced European Cooperation in VET (2004). In order to continue the work of the TWG a European Network on Quality Assurance in VET (ENQA-VET) was created, which aims to build sustainable co-operation in the field of Quality Assurance in VET across Member States. ENQA-VET provides a cooperative platform at European level for structured exchange of information and experience, debate, mutual learning, consensus building and maximising of output and results, including from a range of education and training European programmes. ENQA-VET will also serve as a bridge linking Higher Education to VET. The overall aims of the ENQA-VET are to promote the use of the CQAF on a voluntary basis and to foster cooperative, inclusive and voluntary networks at all levels (Oliveira Reis, 2006).

The priority issues of the actual biennial based Work-Programme (2006-2007) are dealt with through different activities, and one of these activities are “peer learning visits”, which have proved to be an effective means of supporting mutual learning at systems and institutional levels.

The peer learning visits are therefore a core element of the ENQA-VET’s Work-Programme. A peer learning visits programme was implemented by various countries over 2006-2007 with different topics. Likewise the Network itself, this programme is part of the follow-up to the Maastricht Communiqué and the visits are listed under the heading ‘other main

measures' in the planning framework for clusters, within the context of the Education and Training 2010 work programme³.

With regard to the recommended methodologies for the conduct of the peer learning visits the Work-Programme explicitly refers to the elaborated European Peer Review procedure (Oliveira Reis, 2006, p. 8):

"The methodology for the organisation of the (peer learning) visits will follow on from previous experience acquired within both the TWG's work⁴ and the implementation of the 'Education and Training 2010 Work programme', together with the first results of the ongoing LdV project "Peer Review in VET"⁵.

A word has to be said about the Common Quality Assurance Framework (CQAF) and the potential contribution by the European Peer Review procedure. The CQAF comprises of the following features (Oliveira Reis, 2005):

- a model, to facilitate planning, implementation, evaluation and review of systems at the appropriate levels in Member States;
- a methodology for assessment and review of systems: the emphasis has been given to self assessment, combined with external evaluation;
- a monitoring system: to be identified as appropriate at national or regional level, and possibly combined with voluntary peer review at European level;
- a measurement tool: a set of reference indicators aiming at facilitating Member States to monitor and evaluate their own systems at national or regional levels.

The European Peer Review procedure is based on and supports the principles of the CQAF by providing a new methodology for external evaluation in VET. The European Peer Review procedure enhances transparency and comparability – both regarding the evaluation methodology and the quality areas/indicators used – and fosters European cooperation through transnational evaluations at the institutional level. The European Peer Review procedure has been developed with the explicit aim to contribute to quality policies on European and national levels. It thus fully corresponds to the central goals of the CQAF. Gutknecht-Gmeiner (2007b) has analysed how the European Peer Review contributes to the CQAF:

- Enriching the methodological repertoire - Peer Review as external evaluation methodology in the CQAF model;
- Implementing the CQAF - Peer Review as a systematic procedure following the criteria of the CQAF model;

³ For general information on the 'Education and Training 2010 Work Programme', please see http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

⁴ See 'QUALITY ASSURANCE IN VET: Technical Working Group progress report', Dec 2004, p. 9

⁵ European Peer Review Manual for Initial VET', Leonardo da Vinci project AT/04/C/F/TH - 82000

- Calling for external perspectives - contribution of Peer Review to external monitoring;
- Learning and teaching in the centre – key topics of a Peer Review;
- Making sense of indicators - qualitative and quantitative indicators in Peer Review;
- Enhancing mutual trust in Europe - transparency, understanding and mutual learning as main aims of Peer Review.

Résumé

It was a central aim of this project to establish and use both national and international networks including key actors from VET providers, system level and further stakeholder groups to distribute continually relevant information on the development of the European Peer Review procedure during the project phase but also to promote the further use of this newly created tool after the project end. The activities described in chapter 1 indicate that this goal was more than fulfilled as the responsible partner institutions provided on-going information on the development of this project to the key actors within their partner countries and beyond. Beside the plurality of conducted dissemination measures the large diversity of activities are striking in this context: articles in journals, staff magazines, newsletters and newspapers; presentations at national and international conferences, workshops and seminars to representatives of VET providers, ministries, school inspectors, evaluation agencies, VET provider networks, educational boards, VET teachers and scientific community; recurrent briefings via mailing, distribution of project folders, etc.

Although the focal points of the planned dissemination differ between the various partner institutions, quite a few activities could be identified as congruent measures:

- The organisation of Peer training courses and training modules on Peer Review;
- The distribution of the Peer Review Manual (in the national language) among regional/national networks and partnerships;
- Giving further presentations on the European Peer Review procedure to networks of VET providers;
- Giving presentations to the internal staff of VET providers.

With regard to concrete implementation plans on the regional/national level, four partner countries can be seen as “proactive countries”, as they plan to support the use of the European Peer Review procedure through the following concerted activities:

- 1) The Austrian Ministry of Education plans to implement the European Peer Review procedure in the nation-wide VET Quality Initiative (QIBB). Moreover, it has announced that it will provide financial support for the conduct of Peer Reviews.
- 2) The Finish Quality Recommendations for VET will recommend the use of Peer Reviews as a proper external evaluation tool.
- 3) ISFOL plans to integrate the European Peer Review procedure in the regional programs for “Quality of Education and Training”.

4) The Review Teams in Scotland (HMIE Inspectors, who conduct mandatory external reviews once every four years) are interested on the European Peer Review procedure and plan to embed this methodology in their next Review Cycle.

Ultimately, the authors are convinced that the elaborated European Peer Review procedure is a very promising tool to assure and develop the VET provision in the different educational systems. But as this instrument was newly created for the field of VET a lot of dissemination activities were and still are necessary to present the manifold advantages (e.g. obtaining critical but sympathetic feedback, detecting blind spots and weaknesses, receiving advice and discovering the good practice of Peers, engaging in mutual learning with Peers, cf. Gutknecht-Gmeiner et al., 2007) at both system level and VET provider level.

This report gave an overview on the key activities in the past and it also threw a light on the future planned dissemination activities. The most important question, however, concerned the practical use of the instrument developed beyond the duration of the Peer Review project and the information obtained indicates that VET providers and educational authorities from different EU countries intend applying the European Peer Review instrument in future. Last but not least, quite a few VET providers stated to promote the application of this tool within their partnerships and networks, which could be a critical success factor for the further use of this newly developed evaluation instrument.

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- Denmark: Odense Technical College: Ole Bech Kristensen
- Finland: FNBE (Finnish National Board of Education): Leena Koski
- Finland: Helsinki Culinary School Perho: Pekka Selenius
- Hungary: University of Pécs: Jakab Tamas
- Italy: Isfol (Institute for the Development of Vocational Training for Workers): Giorgio Allulli and Ismene Tramontano
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