Outcome 1

Country Report - Greece

DIMITRA Education & Consulting SA
June 2016

Content

Introduction

1. Target group the research aims at and definitions used

2. Respondents

3. Good quality of education: what does it mean?

    3.1 Respondent's definition of good quality of education

    3.2 Respondent's most decisive criteria for good quality of education

    3.3 Existing measurements of quality

    3.4 Respondents example of good practice in which these criteria are reflected / clearly respected

    4. EQAVET criteria/descriptors in use

    4.1 Effective use of the EQAVET cycle

    4.2   Use of EQAVET quality criteria/descriptors

    5. Main challenges regarding improvement of the quality of education

    5.1 Main challenges and support needed

    5.2 Main challenge regarding teachers involvement and support needed

    6. Good Education: peer review as a low threshold method for involving teachers

Annexes

    Good practice template

    Participant list

Introduction

EQAVET aims to increase the transparency, consistency and transferability of VET providers across Europe. It provides a common reference framework to VET providers to improve, monitor and evaluate their quality assurance policies and practices. What is actually hard to do for more of the providers is the interpretation of EQAVET's criteria and descriptors. The EQAVET in Practice project aims to do exactly that! Develop guidelines to increase the benefit of EQAVET's criteria to national framework at provider level. The best way to do that is to get in direct contact with the interested parties that is the VET providers themselves. The very own nature of the project makes it almost inevitable that the necessary information is collected from the providers so as to compile an inventory of VET provider information on descriptors and indicators they use in their own organisation to implement QA. Many issues needed to be dealt with and for that reason open interviews instead of on-line structured questionnaires were required. The questionnaire consisted of a list of interview headings / themes and related subjects which were addressed and checked.

DIMITRA in the preparation of the national research contacted our own network of contacts and together with the Panhellenic Association of Private Institutions for Vocational Training (PEIIEK) spread the news about the "EQAVET in Practice" project and the research that was taking place. DIMITRA's staff contacted in person both IVET and CVET organisations and a common e-mail was sent to the members of PEIIEK.

A total of 17 providers were interviewed out of 40 that were contacted in the first place. The duration of the interview was from half an hour to a whole hour which was a major deterrent factor for most of the participants unwilling to participate. However, we had to deal with the issue of confidentiality and personal data disclosure as all interviewees raised concerns about the nature of the research and the sharing of sensitive business information. The Greek private education sector is rather competitive making the realization of the national research a hard task but nonetheless with fruitful results shown below.

1. Target group the research aims at and definitions used

Target group of the research:

- Board members
- Managers of IVET and CVET institutes
- Quality assurance managers

The research took place mainly by telephone as we contacted institutes not only at a regional level but at a national level as well. That gave us the benefit of geographical coverage. During the research, we used two different definitions of the term of quality in education. The first one, was the one given by each respondent and was used as a common ground to begin the interview and introduce them to the general topic. Their own definition of quality has proven to be a great "icebreaking" activity as it facilitated the passing to the standard definition used by the European Commission and what commonalities or disagreements there were, between the two definitions. The second definition opened the floor for the reference of indicators and criteria and most importantly EQAVET.

2. Respondents

Item:	Respondent N1	Respondent N2	Respondent N3	Respondent N4	Respondent N5	Respondent N6	Respondent N7	Respondent N8	Respondent N9
Role/position:	Training Director	Training programmes Director	Market Development Manager	Branch Director	Director	Branch Director	Director	Officer	Director
Years in this position: < 5 5-10 > 10	> 10	< 5	> 10	< 5	> 10	> 10	> 10	5-10	> 10
Public or private?	Private	Private	Private	Private	Private	Private	Private	Private	Private
Amount of staff: <25 25 – 49 50 – 299 300>	<25	<25	<25	<25	<25	50 – 299	<25	<25	<25
Amount of students at institute:	350 for 2015	N/A	6000 since 2003, 1000 in 2015	2500 in 2015	5000>		N/A	150	200
Areas of education (technical, economics etc.)	Management, Trade, Finance, Tourism, Technical, ICT	Finance, Business administration, Tourism,	Business administration, Trade, Finance, Tourism,	Business administration, Trade, Finance, Tourism,	Business administration, Trade, Finance, Tourism,	Technical, Tourism, Marketing, Business administration	N/A	Technical, Tourism, Marketing, Business administration	Business administration, Tourism. ICT

| | | Trade, Food | Technical, Health, Security personnel | | agriculture, environment, energy, ICT, education | , Trade, Health, Security personnel | | , ICT | |

Item:	Respondent N10	Respondent N11	Respondent N12	Respondent N13	Respondent N14	Respondent N15	Respondent N16	Respondent N17
Role/position:	General Director	Training Director	General Director	Quality assurance Manager	Officer	Training Director	General Director	CEO
Years in this position: < 5 5-10 > 10	> 10	> 10	> 10	< 5	< 5	> 10	> 10	> 10
Public or private?	Private	Private	Private	Private	Private	Private	Private	Private
Amount of staff: <25 25 – 49 50 – 299 300>	25 – 49	<25	<25	<25	<25	<25	<25	50 – 299
Amount of students at institute:	N/A	N/A	742 in 2014 160 in 2015	56	20	300 per year	60 per year	3500
Areas of education (technical, economics etc.)	12 different sectors	Business administration, Trade, Finance, Tourism, agriculture, environment,	Business administration, Technical, Tourism, ICT	Business administration, agriculture, Health, ICT, Beauty	Business administration, Technical, Tourism, ICT, Health	Tourism, Beauty, Health, Technical, Business administration	Business administration, ICT	Economy and management, new technologies, health professions, journalism, audiovisual,

		energy, ICT, education, Media, Culture						mechanical engineering - electrical engineering, sound engineering and music, fashion and beauty, travel, art & design

Summarize the information of the different items in a short text thus describing main characteristics of the respondents.

17 interviews took place during the national research. The representatives for the organisations ranged from directors, training managers to quality assurance managers. The requirement for their involvement was the profound knowledge of the organization's structure and activities. Their everyday tasks and responsibilities include the monitoring and evaluation of training program's effectiveness, success as well as a keen understanding of training trends, developments and best practices.

All respondents had overall responsibility for the structure and quality of training in the organisation, in line with its policies and the specific arrangements within their training network.

3. Good quality of education: what does it mean?

3.1 Respondent's definition of good quality of education

Respondent:	Definition / description given:
1	Quality has a complex meaning in the educational procedure. • Setting goals in relation to the curriculum • Similarity in the characteristics of those participating in the training programmes. • Combination of the educational programme with the trainers and the material
2	Anthropocentric model Development of multiple skills Achievement of pre-set goals Meet student expectations
3	Quality is when we give the student 10 definitions, he remembers the 5 and he applies the 3
4	Quality in Education means: • Rich and comprehensive educational material • Qualified trainers with a great CV, main achievements and certified by the national authority • Rooms with the necessary equipment and a friendly atmosphere

5	Quality in education means to certify that all services provided satisfy the needs of our customers.
6	(Learning outcomes)
	Quality is defined as a program that provides the trainees with the necessary skills and knowledge to improve their professional position.
	We leave behind the meaning of educational inputs and quality is displaced to the educational outflow
7	Quality in education is a big chapter that plays a vital role. Quality certification is related to effectiveness and efficiency
8	In order for an educational product to be of high quality, its training modules should clearly match the needs of the target group. The design of the training program should provide the necessary knowledge to participants without meaningless data for the purposes of just meeting the training hours. The classification of students should be done after assessing their needs, and the selection of the trainers should be on the basis of the specific knowledge, their ability to transfer knowledge and to create a culture of trust, cooperation and development of ideas.
9	The term quality in education refers to the degree of effectiveness of the training. Quality education is determined by five fundamental dimensions, which are: The background of students, trainees, the environment, the content, the procedures and the results.
10	Quality is a multi-dimensional issue.
	• effectiveness,
	• customer needs satisfaction
	Every person perceives quality in a different way
	The equation of many variables determine quality.
	It should take into account circumstances such as social, economic, political.
11	Quality in education is the continuous improvement of the services provided and the overall functioning of the organization in order to increase the satisfaction of its customers (potential and existing).

	The satisfaction is achieved through: • Design training programs in connection with the needs and requirements of potential or existing customers. • Meeting the requirements agreed with clients or requirements concerning the implementation of training programs • The satisfaction of all legal and regulatory requirements • Continuous monitoring, evaluation and feedback of service (training) from the initial design stage to implementation and delivery to final recipients.
12	Quality is determined by the following dimensions: • Trainers • Curriculum • Organisation of the institute • Human resources • Training material • Equipment
13	Quality in education is to contribute through training, research and cooperation in shaping those conditions which will lead to the development of social, economic and cultural level of our country. The goals are: • Link education measures with the labor market and employment. • Continuous monitoring and control of educational programs from the initial design stage to implementation and delivery. • The documented and continuously monitoring and measuring of student satisfaction.
14	Quality is good educational content Quality in trainers, materials, infrastructures

15	Quality depends on the person entering education and the person exiting education
	Based on what criteria a candidate selects their profession and the procedures for the improvement of professional skills.
16	The educational content to be of quality and adapted to the market needs.
	The means used (equipment- infrastructure) to be modern and innovative.
	All staff to meet the needs of students and inspire them.
17	Quality in VET is the right educational content and curriculum, the well-trained instructors, appropriate and modern educational structures and naturally linking theory with practice.

Summarize the general idea behind these definitions or descriptions.

The common idea that came out of the discussion about the definition of good quality of education is that quality in education is a concept which is rapidly evolving over time, but also has different emphasis according to different national, education sectors, and different players in the education system – student, teachers, policymakers, the business community etc.

According to the respondents, defining quality means developing standards of VET quality for:

- inputs (e.g. curricula, materials, trainers, training of teachers/trainers, equipment, infrastructures);
- processes (e.g. how access to VET is promoted);
- outcomes (e.g. how VET responds to the changing demands of the labour market).

Quality education should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Education must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these, when they find that necessary. Quality education is the education that best fits the present and future needs of the particular learners.

3.2 Respondent's most decisive criteria for good quality of education

	N- times mentioned	Short description	Why chosen by respondents?
Q criteria 1	11	Implementation and organization of Educational Programmes in line with the specifications and design requirements for: - Educational contents - Educational goals - Educational methods - Educational materials - Learning outcomes	The educational programme is the main "output" of an educational institution therefore its quality is vital. The organization and quality of the programme in general helps the teacher to design the process of teaching, offers confidence and facilitates self-control, helps in risk management, saves time, orients towards the learning task to be achieved.
Q criteria 2	11	Selection of trainers	The selection of trainers is one of the most important factors in the provision of quality education. Apart from the scientific and sector-specific knowledge, the trainer needs to manage a group of people with different backgrounds and stimuli, while he needs to be understanding and unbiased.
Q criteria 3	7	Evaluation procedure and evaluation tools, satisfaction of students	The trainers and beneficiaries themselves decide if the provider's services are good enough. It is also a key condition in the design of the training programs.
Q criteria 4	8	Equipment and infrastructure	The rooms, modern equipment, ventilation, proper lighting, comfort and a contemporary decor create a more pleasant environment for the completion of the educational process.
Q criteria 5	4	Effectiveness of programs in skills validation and job market entry	Information on jobs obtained after the completion of training is the most important factor of its success.
Q criteria 6	3	Students selection and classification	The creation of homogeneous classes helps to achieve more

			efficiently the purpose of education, since the clients have the same interests, goals etc.
Q criteria 7	2	Use of new technologies	Using new technologies helps the trainer draw student's attention, make the training more interesting, increase its efficiency, etc.

Collect the answers of each one of the respondents in the above table. Now summarise the above findings of your final table in an explanatory text.

In a general sense, quality is treated by our respondents mainly as a set of activities of the organisation oriented towards the fulfilment of requirements of the customer/student. The activity of a VET organisation oriented towards the attainment of the basic objectives in the educational process. Its main subjects are learners (students) and the teaching staff (teachers). The process should be properly organised, taking into consideration such aspects as inter alia curricula development, teaching methods, principles of assessment, necessary equipment (schools' material resources) and, as a consequence, it should lead to the achievement of learning outcomes by students and their validation.

To sum up, the responses of the providers, the following criteria were selected as the most important ones when we talk about good quality:

- curricula are prepared taking into consideration the expectations of employers and the development of key competencies of students/course participants;

- didactic materials developed, taking into consideration inter alia solutions in the field of new techniques and technologies, which enable the achievement of the projected learning outcomes;

- Training is performed by highly qualified and carefully chosen trainers;

- the needs regarding the development of professional qualifications of teachers, resulting from the necessity of introducing changes into the educational process connected with the technical and technological progress, are identified;

- the educational offer is prepared with participation of employers, thereby ensuring that graduates will find their place on the labour market;

- school facilities are provided with equipment guaranteeing the high quality of vocational education and the development of students' interest;

- classes are formed according to students' needs.

Oddly, implementation of an internal quality management system by VET providers was not mentioned as a crucial issue to improve quality at their level.
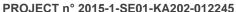
3.3 Existing measurements of quality

Indicator:	Way of measurement:	Impact on which stakeholders?
Students' satisfaction rate	Use of questionnaire	Students
Evaluation of trainers	Use of questionnaire filled in by the students	Students, trainers
Percentage of entries in the labour market	Follow-up procedure by phone calls and coopeartion with local PES offices	Students
Percentage of qualifications recognition in the labour market	Use of questionnaire by students and employers	Students, stakeholders
Percentage of participation of vulnerable groups	Percentage of students belonging to vulnerable groups in relation to total participants	Students

Now summarise the above findings of your final table in an explanatory text.

Measuring quality consists of quantifying the current level of VET performance against expected standards. In addition, the collection, sharing and use of data among the relevant stakeholders constitutes one of the key principles of VET policy alignment, i.e. the use of evidence by policy makers and key stakeholders (e.g. VET providers, employers, trainers and trainees) at every decision point. Accordingly, measuring quality leads directly to the identification of areas for improvement.

A common remark by the respondents was that recent years have seen an increased interest in evidence-based policy making in VET and use of valid and robust evaluation and monitoring instruments and indicators. The indicators mentioned more by the respondents are the following:

- The measurement of student satisfaction by a questionnaire as a means to help institutes to pinpoint their strengths and identify areas for improvement. Satisfaction ratings go beyond teaching assessments, which have a narrow focus, to include broader aspects of the student learning experience.

- Evaluation of professional qualifications and competencies of trainers, performance of entrusted tasks and performance in general is assessed by the students

- Indicators of labor market performance of vocational graduates--the traditional standards by which the effectiveness of vocational education and employment training have been measured--include job placement, and duration of employment and unemployment. However, what was mentioned by most providers is the large number of economic and personal factors beyond the control of the vocational education system determining the employment of students;

- Percentage of qualifications recognition in the labour market

- Percentage of participation of vulnerable groups

3.4 Respondents example of good practice in which these criteria are reflected / clearly respected

	Short description (I or 2 lines!)	Indicators selected as part of the start?	How was effect established?
Good practice 1 N2	Follow up project in relation to the employment situation of the unemployed beneficiaries	● The participation of unemployed and vulnerable groups ● Unemployment rate of ex-trainees ● The certification of qualifications	The training programmes were re-designed and the results led to the institute's self-improvement
Good practice 2 N4	Career day with the participation of enterprises and students aiming to match them with vacancies	Success rate - unemployed who found a job	The rate of recruitment in the enterprises was increase after the end of the program

Good practice 3 N9	Creation of a database with placements available in the region and pair with the list of unemployed registered in the organisation	Combinational indicators (eg educational level, experience, language level, ICT skills, etc.)	● Recording of
			  o jobs in the region
			  o unemployed registered in the organization and in the broader region.
			● Matching of people and jobs via combined filters in the 2 databases

Good practice 4 **N10**	Alumni mentoring scheme Regular events organised by the organisation where current students have the opportunity to meet with past students that allow to: • Create mentorship opportunities • Provide support and guidance Sharing personal experiences	Students satisfaction rate (questionnaire)	Creation of relationships between students and alumni who were once in their shoes
Good practice 5 N14	Allocation of a permanent employee as the supervisor/mentor of the trainee during the	Evaluation on a weekly basis	Improvement of the training and the

	traineeship.		
Good practice 6 N1	Quality assurance certification ISO 9001: 2008	Customer Satisfaction Employee Satisfaction Aim achievement rate cost rate effectiveness of predefined actions rate	Mapping of needs and the educational path of the provider Personnel participation Students participation Trainers participation

Collect one very good practices descriptions from each one of your respondents. Additional task: please select from the above the most illustrative good practice. Describe this good practice in terms of: what was started; why is was started, how it was done, what was the impact; what indicators have been used to establish this impact; a completed PDCA? Add this description to your report.

Most of the respondents mentioned as a good practice the evaluation procedure as well as the tools they use for the assessment of the training programmes and the student satisfaction. For that reason, the following example was selected as the most illustrative one:

What was started	Alumni mentoring scheme
Why is was started	Create relationships between students and alumni who were once in their shoes
How it was done	Regular events organised by the organisation where current students have the opportunity to meet with past students that allow to: Create mentorship opportunities Provide support and guidance

	Sharing personal experiences
What was the impact	Academic guidance, career and personal advice
Indicators used to establish impact	Students satisfaction rate (questionnaire)

4. EQAVET criteria/descriptors in use

This section of the report covers the answers on two aspects of EQAVET: the use and the completion of a cycle of continuous improvement when arraigning for activities to improve the quality of education, as well as in the use of the EQAVET- descriptors in the different stages of the improvement cycle.

4.1 Effective use of the EQAVET cycle

Collect the remarks made regarding the use of the EQAVET cycle in the table below: cluster / combine whenever possible.

Attention area of the cycle:	Why/ how
Planning - Design of new courses adapted to market and learners needs	Processes such as: - Development and design of new products (training programmes) - Control methods used in the development and design of a service. - The design of services is re-checked and verified, work is allocated to qualified persons, technical specifications are taking place, it is ensured that the service meet the specified requirements and verified that the result abides with the original proposals. - Ongoing evaluation of services also after their provision to the customer.
Implementation - Run courses according to syllabus - Have internal standardized procedures for QA	• Actions carried out before the implementation of a training program and are necessary for its preparation • The methodology for implementing educational programs • The people involved and their responsibilities in the implementation of programs • Checks carried out during the seminar, and how to troubleshoot any problems
Evaluation	The Quality Management System of most organizations involves Assessment Procedures

- Assess the activities and take the time for analysis	that apply to all programs implemented. It is a systematic process of collecting, processing, analysis and interpretation of quantitative and qualitative data on the implementation and results of each program. It is carried out during and after the end of the program and on the following evaluation items: - evaluation of educational programme & its organization - evaluation of trainees - selection and evaluation of trainers
Review - Use the analysis and facts - Secure the follow-up	Key sources of information are the following: • internal audits results • problems as recorded by staff • Suggestions for improvement • Customer Complaints • Statistical analysis of various evaluation indicators • Measuring customer satisfaction levels etc. The main steps followed to address the problems include the following: • Recording of problems • Investigation of causes involving all stakeholders • Seeking solutions - immediate and / or short-termed • schedule the implementation of improvement actions • Monitor the implementation schedule • Evaluate the effectiveness of defined actions

Calculate the average score given. Start this section by presenting the average score. Explain this score by using the feedback collected in the table above.

After the end of each interview, the efforts of each institute in the use of the cycle was assessed on a scale of 1-10. The average score given for all 17 institutes was 6.3. The score indicates that EQAVET is viewed positively among the respondents but its use is greater when this is translated and adapted to the national context.

Strength: Although not formalised, many EQAVET indicators are already partially implemented. Specifically, it is the identification of training needs in the labour market and the utilisation of acquired skills at the workplace that are implemented most prominently.

Strong use of PDCA Cycle. PDCA Cycle actively embedded into VET providers' QA culture.

Weaknesses: EQAVET not known. The level of knowledge about EQAVET is rather poor, with only a small minority of organisations using EQF descriptors. As a result, quality assurance is not consistently adapted to requirements and indicators of EQAVET.

In general VET providers tend to make less use of the descriptors than is evident at system level. VET providers often go through an accreditation and external and/or internal reviews process, but widespread use of the EQAVET cycle is not common. This shows that there is still room for improvement in reaching the VET provider level. In that sense the EQAVET projects, such as EQAVET in Practice, could serve as good practices.

4.2 Use of EQAVET quality criteria/descriptors

Collect the information of the respondents in the table below.

Planning descriptors	Used: yes - no
Studies on process and product.	16 out of 17
Focus on local needs and value added to the customer	All 17
Transparency in the intake (criteria)	All 17
Design of new courses adapted to market needs	All 17
Plan the internal resources eg. Teachers	All 17

Implementation descriptors	Used yes - no
Run courses according to syllabus.	All 17
Have internal standardized procedures for QA	12/17
Invest time and resources	All 17
Secure internal cooperation.	All 17

Evaluation descriptors	Used yes - no
Be willing to take criticism from both external and internal stakeholders	All 17
Assess the activities and take the time for analysis	All 17
Involve stakeholders in the analysis	All 17
Have regular meetings and evaluations	All 17

Review descriptors	Used yes - no

Use the analysis and facts.	All 17
Secure the follow-up.	All 17
Give feedback to students and all stakeholders	All 17

Actors / stakeholders descriptors	Used yes - no
Listen to the market needs and meet the professionals here	All 17
Listen to the students and support both strong students and students with personal problems	16 out of 17
Educate trainers even more	13 out of 17
Take all stakeholders seriously and involve them	All 17

Summarise your main findings in a short text.

As it is obvious, from the results, all respondents claim to strongly use all descriptors in all phases of the quality cycle. However, that is the case when someone does not want to give away an institute's weakness. Despite the fact that the scores are really high, the truth is somewhere in between.

All providers perform planning activities such as the design of new courses adapted to the market needs, implement activities such as courses running according to syllabus and collect data to improve effectiveness and efficiency of their systems and have devised for this appropriate data collection methodologies e.g. questionnaires and indicators/metrics. However, this does not automatically mean that processes are regularly reviewed and that action plans for change are devised, as the survey showed that only a few carry out regular reviews and devise action plans. Lastly, none of the institutes publish information on the outcomes of the evaluations.

5. Main challenges regarding improvement of the quality of education

This section of the report covers the answers on the main challenges regarding further improvement of the quality of education as well as on staff involvement (part of a culture of quality).

5.1 Main challenges and support needed

Collect the remarks made regarding main challenges re improvement of the quality of education in the table below: cluster / combine whenever possible. Finally put the one mentioned most times on top etc. This is the table you add in your country report.

Main challenge	Support
● Implementation of certified training programs in correspondence with certified professional specializations and horizontal knowledge and skills ● Certification of qualifications / skills ● Knowledge evaluation and certification	Training should lead to evaluation and certification of knowledge and self-assessment Curricula should be in line with certification outlines VET Institutions should cooperate with the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) and relevant ministries
Entrance in the labor market of unemployed beneficiaries	Continuous cooperation with business Solid partnerships with businesses Up-skilling to meet job market needs VET staff with expertise and experience to support the process
Placing students at appropriate traineeships aiming to maintain the position at the end of the program.	Analysis of qualifications, analysis of business needs and appropriate matching.

Redesign of programmes to combat unemployment	Alignment of job market needs through a mechanism of needs diagnosis and emphasis on the appropriate sectors of the Greek economy

Shortly summarise the main challenges and the support mentioned most.

One common conclusion is that the challenge is to move from the assumption that the existing VET policies, procedures and practices are 'good enough' to accomplish the expected outcomes, to the stage where the notion of quality as 'the best possible' way to achieve those outcomes is embedded in every level of the quality loop.

According to the respondents the main challenges are the following:

● Developing certified training programs in correspondence with certified professional specializations and horizontal knowledge and skills
● Developing appropriate labor market skill sets
● Entrance in the labour market
● Combating unemployment

It is evident from the research that the business sector in our country still puts its faith in certificated qualifications and expects the formal system of education and training to bridge the gap between supply and demand of skills. Opportunities for implementation of mechanisms for validation of skills acquired outside of the formal system have still not found their rightful place.

The collaboration with the business sector and the realisation of practical teaching are the most challenging aspects of VET.

The providers stated that the collaboration between educational institutions and the business sector on policy and regulatory levels is necessary in order to yield results and lead to entrance in the job market.

Summing up, improving quality should use methods to close the gap between current and expected levels of quality as defined by standards. The challenge is to see QI not as an end in itself but rather as something that needs to be developed, nurtured and sustained over time through continuous assessment.
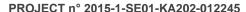
5.2 Main challenge regarding teachers' involvement and support needed

Collect the remarks made regarding the involvement of teachers in the table below: cluster / combine whenever possible. Once completed rank order the most mentioned one on top etc. This is the table you add in your country report.

Main challenge	Support
The trainers should be totally engaged in the overall educational activity rather than simply be part of the process	Training of trainers continuous education
Recruit trainers who comply with the specifications of each project Choose trainers that can contribute the most to the development of skills / knowledge of students	Analysis of both qualifications and experience in training
Creation of a special register for IVET trainers Design of new criteria for inclusion in the register	Provision should be made centrally (top-down approach) Establishing criteria for entry and monitor their professional careers
Training of trainers in new methods and educational resources-tools (conventional educational materials and e-learning, use of new ICT in the educational process and trainer-trainee communication)	From the VET providers themselves but also by the Ministry or other competent bodies
training of trainers programmes and certification for the renewal of the existing registry	National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) through the designation of responsible bodies and necessary processes

Shortly summarise the main challenges and the support mentioned most.

The interviewees focused not on the contribution of trainers in quality assurance but on how the trainers themselves should be evaluated and selected to achieve quality.

The majority of the respondents perceived that the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching is the trainers´ ability to improve the quality of education. To create an increased "quality awareness" among trainers and help them improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate their own teaching and its results.

According to the respondents, one main risk is that evaluation can be focused too much on easily measurable school achievement, without taking into consideration the complexity of the reality.

A need that was explicitly stressed by all IVET providers was the need for the creation of a register designed for the trainers as there is only one for VET trainers at the moment. A continuous training of trainers is considered to be imperative for the development of quality in education.

In conclusion, in order to make evaluation a tool which trainers can use to improve the quality of education there is a need to find and highlight alternative methods for evaluation which allow for the consideration of the complexity of the school environment and which give trainers a possibility to be part of the process.

6. Good Education: peer review as a low threshold method for involving teachers

The Peer Review procedure was developed as a systematic procedure following the criteria of the CQAF model. It is a very clear and transparent procedure including the following phases: Preparation (including self-evaluation) – Peer Visit – Peer Review Report – Putting plans into action (follow-up and procedures for change).

Regarding the usefulness of peer review in providing self-assessment reports the providers answered the following:

Peer Review can directly contribute to the actual improvement of those areas where VET providers themselves recognise difficulties. However, none of the providers use it despite the fact that they seemed very keen on its usefulness. The majority is considering peer review only as a method of evaluation trainers and not the whole institute. The key benefit of such self-evaluation procedures is to strengthen the professionalism of all trainers involved.

In summary the remarks made are:

- The assessment process can achieve its objectives if it is based on self-reflection and feedback. The trainer is more likely to change behavior by participating in the peer review process than if he read the evaluative reports someone else wrote about him, practically excluded from the evaluative process.
- The assessment process should take into account the specific educational circumstances within the educational environment.
- The assessment process can best achieve its objectives, if achieved in a context of training, in a supportive environment, in which the trainer does not feel threatened but learns and constantly improves. The instructors-researchers estimate that their assigned tasks (evaluation and training) beyond traditional teaching duties. They realize that they are treated as professionals who undertake to help themselves and their colleagues to develop professionally.

Only 2 out of 17 were rather negative on their view as they said that peer review maybe working in theory but not in practice.

Regarding the perceived potential contribution to creating a sense of quality within the institute the providers answered the following:

As an external evaluation methodology, Peer Review contributes to external monitoring and promotes exchange between VET providers and mutual learning.

The special value of Peer Review in comparison to other external evaluation methodologies was highlighted especially by those VET providers who have comprehensive experience with external evaluation and auditing and are thus able to compare Peer Review to other types of evaluation. Additionally, VET providers are expected to be much more motivated to act upon the results of a Review if they themselves have initiated the Review and chosen the areas to be scrutinised.

However, some of the providers perceive peer review more threatening than other procedures, as it allows competitors to learn sensitive information about the organisation. They didn't see the "peer" into the review, arguing that an official body is more appropriate.