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# THE CONTRIBUTION OF VET TO THE TWIN TRANSITION: QUALITY, COMPETENCE, AND PARTICIPATORY IMPROVEMENT THROUGH PEER-REVIEW

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# TOPICS

**VET AND TWIN TRANSITION**

**THE PEER-REVIEW APPROACH**

**THE QUALITY CYCLE**

**ROLES AND COMPETENCIES**

**TWIN TRANSITION AND ACTION**



- **Green and digital change ask for new skills**

Green policies and digital tools push every job to use cleaner methods and smarter technology, so workers need fresh knowledge and abilities.

- **VET must invest in quality to give these skills**

When training centers keep strong quality standards, they can quickly update courses, equipment, and teaching methods to match the new skill demands.

- **From intuition to action: protocols for VET improvement**

To improve quality, VET needs shared and structured ways to turn goals into daily practice.



- **EQAVET shows that quality is more than checking boxes**

It must lead to real changes in teaching, learning, and everyday training life—not just satisfy external audits.

- **The EQAVET cycle links goals with progress**

It helps training centers plan improvements, test them, check results with data, and adjust actions step by step.

- **EQAVET promotes shared responsibility**

EQAVET also highlights the importance of involving all actors. When everyone is part of the process, quality becomes everyone's goal and real change is more likely to happen.



# WHY A PEER-REVIEW APPROACH?



- **Safe external feedback**

Teachers and leaders receive input from colleagues, not inspectors, which creates trust and supports honest reflection.

- **Mutual learning between institutions**

Training centers exchange practices and solutions, helping each other improve in green, digital, and teaching areas.

- **Everyone takes part in quality**

Peer review makes quality a shared responsibility, involving all roles in planning and improvement.



## CROSS-CUTTING STRENGTHS OF THE METHOD



- **Reflective practice stimulates growth**

At each step, staff look back at their actions, identify what worked and what didn't, and plan meaningful next steps.

- **Shared responsibility builds trust**

When teachers, managers, and students share the process, change becomes more open, accepted, and lasting.

- **Evidence-based decisions guide action**

Data from self-assessment and peer visits show what works and where to focus future improvement.



- **Four steps to improve with others**

The peer-review process follows four phases that guide training centers from planning to shared results.

- **Flexible and repeatable process**

The cycle adapts to each institution's goals and can be used again to support continuous improvement.

- **Focused on learning, not judgement**

Each step is designed to support reflection, dialogue, and practical change—not evaluation or ranking.



# THE FOUR-STEP PEER REVIEW PROCESS



## 1. DESIGN AND PLANNING

Define priorities (e.g. green competences, digital labs) and build a peer-review team.  
Make goals realistic, measurable and clearly linked to the transition.

## 2. SELF-ASSESSMENT

Collect evidence and listen to voices from the community.  
Avoid doing it alone. Involve teachers, students and external actors.

## 3. PEER VISIT

Welcome colleagues, open classrooms, and receive their feedback.  
Focus on trust and dialogue, not self-defence.

## 4. REDESIGN AND IMPROVEMENT

Turn feedback into concrete action and measure the results.  
The end of one cycle is the start of the next.



## 1. Quality depends on the people who lead and support the process

Effective implementation requires clear roles and strong human resources (EQAVET, 2019)

Staff engagement is key to making quality assurance processes meaningful (ETF, 2020)

## 2. Key roles in peer review require specific competences and values

Success relies on task-related and interpersonal abilities, not only procedures (Höckel, 2010)

Motivation and clear responsibility improve consistency and impact (Biemans et al., 2004)

## 3. International frameworks stress the need for trained staff

Investing in staff competences is essential to quality culture (CEDEFOP, 2020)

Peer review supports professionalisation through collaboration (ETF, 2020)



- **Based on a task analysis of the peer-review process** (Levy-Leboyer, 2003)
- **Job analysis identified distinct functional roles** (Brannick, Levine e Morgeson, 2007)
- **Competences and motivations were mapped from real tasks** (Campion et al., 2011)
- **Literature and expert interviews to support coherence and completeness** (Borgogni e Petitta, 2003; Flanagan, 1954)
- **Current version: draft for validation and refinement**



# KEY ROLES



Role	Description
Manager	Oversees the entire peer review process, ensuring alignment with strategic goals of the institution.
Quality Manager	Ensures methodological consistency and quality standards throughout the peer review cycle.
Facilitator	Coordinates logistics and ensures smooth operations during the peer review process.
Research Expert	Supports data collection and analyzes self-assessments and peer reviews, providing a structured interpretation.
Improvement Designer	Transforms peer review feedback into actionable plans, guiding improvements based on observations.
Specific Internal Staff	Provides administrative and operational support during the peer review, aiding in documentation and logistics.



# ROLE-BASED COMPETENCES



Role	Soft skills	Knowledge	Abilities	Orientation
<b>Manager</b>	Leadership, Project Management	Organizational Strategy	Team Coordination	Goal-Oriented, Result-Driven
<b>Quality Manager</b>	Analytical Thinking	Quality Standards (EQAVET)	Documentation & Reporting	Process Improvement Focus
<b>Facilitator</b>	Communication, Problem Solving	Peer Review Methodology	Event Coordination	Collaborative, Supportive
<b>Research Expert</b>	Data Analysis	Research Methods (Qualitative & Quantitative)	Statistical Analysis	Evidence-Based Approach
<b>Improvement Designer</b>	Creativity, Strategic Thinking	Improvement Planning	Action Plan Development	Solution-Oriented
<b>Specific Internal Staff</b>	Organizational Skills	Administrative Procedures	Resource Management	Supportive, Detail-Oriented



- **These are specialised roles within the institution**

They coordinate and support green and digital action plans, staff training, and quality monitoring.

- **Formally recognised by the European Council**

EU Recommendations (2022\* and 2023\*\*) ask Member States to appoint sustainability and digital coordinators in every training center.

- **Connected to quality and funding**

These roles help institutions meet new quality criteria and access EU funding for innovation.



\* Council of the European Union. (2022). Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development (2022/C 243/01). Official Journal of the European Union, C 243, 27 June 2022, 1–9.

\*\* Council of the European Union. (2023). Council Recommendation of 23 November 2023 on the key enabling factors for successful digital education and training (C/2024/1115). Official Journal of the European Union, C 1115, 24 January 2024.

- **The twin transition needs strong, flexible VET systems**

Green and digital change are fast, and they reshape how we work, how we teach, and what students must learn..

- **Peer review makes quality real and shared**

It turns intentions into real steps. Training centers don't walk alone: they define goals together, act together, and improve together..

- **Let's invest in competences and motivation**

Processes matter—but people matter more.



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# THANK YOU FOR YOU ATTENTION

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