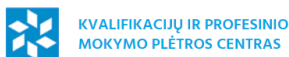




PEER REVIEW FOR
GREEN AND DIGITAL
VET

Revision of the European Peer Review Methodology, Quality Areas and Toolbox

Cross Country Short Report



KVALIFIKACIJŲ IR PROFESINIO
MOKYMO PLĖTROS CENTRAS



Lietuvos švietimo ir
mokymo profesinė sąjunga



Centro de Estudios y Experimentación
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European Forum
of Technical and Vocational
Education and Training



Title	Cross Country Short Report
Deliverable/document description	It highlights the main results of the desk analysis of recent past testing/pilots of the Peer Review (PR) methodology as well as the results of consultation with experienced Peers and reviewed providers on their expectations on aspects that need to be changed, updated, reviewed in the PR methodology and in the supporting tools (Toolbox, Quality Areas).
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1. OBJECTIVES

This report is functional to one of the main project results “Adjusted Manual of the EU Peer Review methodology for a Green and Digital Europe”, including the Quality Areas and the Toolbox, a renewed methodology that will benefit from embracing the digital dimension that the project wish to introduce through the digitising of the Peer Review (PR) process and the creation of a specific online platform and a community of practice that will support the application of the methodology and ease the work of reviewed E&T (Education & Training) providers and peers , making the methodology more coherent with the principles pursued with the Council recommendation of 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, especially with reference to mainstreaming digitalisation and environmental sustainability across the entire VET sector.

The aim of this report is to highlight the main results of the desk analysis of recent past testing/pilots of the methodology as well as the results of consultation with experienced Peers and reviewed E&T providers on their **expectations on aspects that need to be changed, updated, reviewed in the Peer Review (PR) methodology and in the supporting tools** (Toolbox, including quality areas).

The idea behind is to renovate the methodology by removing or optimising those aspects that have proven to be an excessive burden for either the Peers or the reviewed E&T providers by taking full advantage of digitalisation and greening approaches, without compromising the relevance and efficacy of the quantitative and qualitative assessment the PR methodology represents.

2. METHODOLOGY

The following methods to collect contextualised data to inform the revision process meaningfully was foreseen:

- analysis of the final qualitative results of past experimentation of the methodology that involved the countries of the partnership;
- interviews/qualitative survey to at least 10 experienced Peers/reviewed providers.

The following **pilot project results and the opinions and expectations regarding the revision of the methodology from target groups representatives** (peers, reviewed E&T providers, relevant stakeholders) were analysed and considered during this desk research phase:



Project ID	Countries involved	Partners involved	N° of Target Groups representatives involved/consulted
Project “Peer Review between schools and vocational training centres”, European Social Fund PON SPAO, 2019-2020	Italy	Funding authorities: INAPP - Istituto nazionale per l’analisi delle politiche pubbliche, as the intermediate body of the PON SPAO - Programma operativo nazionale Sistemi di politiche attive per l’occupazione, Italy ANPAL – Agenzia Nazionale Politiche Attive del Lavoro, Italy EQAVET Italian Reference Point, Italy Ministry of Labour	14
Project “Strengthening VET Quality Assurance Systems and Processes”, European Social Fund, 2020/2023	Lithuania	KPMPC - Kvalifikaciju ir profesinio mokymo pletros centras, Lithuania (coordinator) Ayus Training & Consulting, Lithuania	42
Project “ONE – Networks for Quality Adults Learning”, Erasmus +, 2021/2024	Portugal Italy Slovakia Finland	RIDAP Rete Italiana Istruzione degli Adulti, c/o CIAA Metropolitano di Bologna, Italy (coordinator) FORMA.Azione, Italy GLOBEDU, Finland KERIGMA, Portugal APEFA, Portugal ŠIOV, Slovakia AIVD, Slovakia	Italy: 46 Portugal: 32



The projects above involved peers, reviewed E&T providers and relevant stakeholders from the main DIGITAL PR project partners: Lithuania, Italy and Portugal. Only the numbers regarding the three partner countries were considered.



Considering that the projects identified are recent and that the information obtained from target group representatives, namely from peers, peer reviewed providers, other stakeholders such as EQAVET NRPs – Peers meta-evaluation, as part of the PR application; impact reports on the application of the methodology as part of the conceptual development of the projects – is recent, very precise and targeted to the needs of base information, the project needs to inform the revision process and the improvement of the PR methodological framework, the partnership decided that no specific and further peers consultation was necessary. The number of target groups representatives consulted during those projects' implementation was by far higher - thus, more representative – that the 10 foreseen in the application.

The qualitative data was collected and is organised in 3 main dimensions, functional to the project outputs:

- Methodology (Manual)
- Quality Areas
- Tools (Toolbox)

3. RESULTS

3.1. Methodology (Manual)

	
<ul style="list-style-type: none"> • The methodology is clearly described, understandable and suitable for use. • Experimentation has amply demonstrated its usefulness. • Friendly approach. • Low costs. • Immediate feedback of meaningful and usable data. • Opportunity to share points of view and broadening the horizons of the reviewed provider but also of the peers and their reference organisations. • The methodology is aligned with the provisions of the European Quality Assurance Reference Framework for Vocational Education and Training. • PR methodology is more flexible, requires less resources, promotes a culture of quality assurance and can be an alternative to the ISO auditing system. 	<ul style="list-style-type: none"> • Duplication of documentation. • Excessive proceduralisation of the methodology. • Digitalisation of the process is needed, reducing the number of paper forms and making them digital. • PR processes may be partially organised remotely, but a “live” meeting with staff is also required. • Difficulties in understanding the “other” system compared to its own system, particularly in transnational PR but also in PR involving peers from different E&T sub-sectors. • Existence of a linguistic gap between the different E&T sub-sectors. • Difficulties in respecting the implementation times provided for by the methodology and the return of the outputs of the various actions.



- Fruitful experience.
 - High standards in the choice of peers is fundamental in the success of the methodology application.
 - The “friendly equal standing” logic of the PR methodology contribute to favour a less “inspective” mentality prevalent in the reviewed providers.
 - PR work facilitated by preliminary (online) meetings between the peers.
 - The table “Tasks of the VET providers, Peers and coordinating body in the European Peer Review” presented in the Manual is considered useful as it maps/index the different tools/documents in relation to the use phase and the sequence of use within the phase.
 - One of the biggest advantages of the methodology is the possibility for reviewed providers to choose peers themselves.
 - The condition stated in the methodology that the process is confidential and only want to help the reviewed provider to improve is a strong point of the methodology.
 - PR encourage networking and cooperation between VET providers, as well as the promotion of a culture of quality and trust.
 - PR promote the involvement of social partners and other labour market relevant stakeholders in quality assurance.
 - Importance of PR being run in a coordinated matter, having a coordinating body.
 - Participating in a PR was an enjoyable experience professionally and personally.
- The PR visit is often lived with a lot of expectation/apprehension, perhaps because of the fact that, generally, E&t providers are more used to “inspective” evaluation than participatory methods of evaluation.
 - Importance of the initial meeting with the reviewed organisation where context-related issues are clarified.
 - Importance of emphasizing the relevance of promoting informal moments during the PR visit (lunch, coffee breaks) as it helps to reinforce the specific character of the PR methodology (equal stand) and it is an excellent opportunity to clarify some questions/doubts.
 - Importance of emphasizing the critical added value of preparing an agenda with time in-between interviews for peer team internal analysis
 - Importance of making this methodology part of the system by including it in existent legislation/creating new legislation, as a way to provide the HR and financial resources needed for its implementation in a sustainable, systematic and continuous way.
 - Finding mechanism to improve motivation for both providers and peers to participate in such processes.
 - Lack of common pre-requisites of the peers coming from different E&T sub-sectors.
 - Importance of having a database/register of peers.
 - Importance of offering initial peers training but also continuing improvement of peers qualifications/skills through dedicated and regular training.









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| <ul style="list-style-type: none">• Great opportunity to meet new colleagues and learn from other persons experiences.• Opportunity to develop good relationships, which favours the proximity of different E&T staff and organisations, opening the door to collaboration.• The participation in PR was compared by participants, to a “training in context”, where theory and practice join forces to build and rebuild knowledge.• Peer reviewed providers and peers both stated that the PR methodology was a good tool for the institutions to reflect on their own practices and to be more receptive to change following the peer’s suggestions. | <ul style="list-style-type: none">• Participants in the pilots recommend further experimentation of the methodology by other organisations.• Importance of emphasizing in the PR methodology that this methodology is appropriate to prepare for or complement other forms of external evaluation such as school inspections, ISO auditing, etc, for instance, it can be used before or after other forms of external evaluation to identify areas for improvement and to assess the extent to which the measures envisaged have been implemented.• Fear of the reviewed provider to be “checked” from outside with a completely new methodology.• The fear of learning a complex new methodology.• The lack of time to fill all the relevant documentation.• General tendency to structure the PR agenda in order to bring out “the best” and the good practices carried out by the reviewed provider.• Difficulty encountered in coordinating the agenda of the provider and the peers, especially considering, the sometime, need of peers having to travel to other regions.• During the visits, the most relevant challenges were: time management to follow the agenda and not disturb the functioning of the organisation and mainly because of the interdependence of the QA and criteria, to isolate and work only in the areas and criteria to be reviewed. |
|--|--|



3.2. Quality Areas

	
<ul style="list-style-type: none"> • The set of quality areas developed is described in a clear and intelligible manner. • Validity of the structuring of the Quality Areas in criteria, descriptors and sources of evidence. • The ability to choose from a wide list of quality areas is seen as an advantage. 	<ul style="list-style-type: none"> • Revision of the Quality Areas in terms of modernising the set of criteria, indicators and possible evidences initially developed for VET, looking at the new trends and challenges of the sector integrating through a mainstream approach the focus on how to make VET greener and more digital, on one side, and able to contribute to the political project of the green and digital Europe, on the other. • Due to some interdependence between QA and criteria, it is hard to isolate them and work only in the QA and criteria under revision. • Indicators in the QA should be regularly reviewed to meet needs at national level.

3.3. Tools (Toolbox)

	
<ul style="list-style-type: none"> • The available set of tools for PR is drawn up in a clear and comprehensible manner. • The templates used in PR methodology piloting were relevant and easy to use. • The Toolbox is relevant and the tools are considered pertinent. • The usefulness of the Agenda is confirmed as well as the importance of being prepared jointly by the Facilitator and the Peers team. • Self-Report is considered effective. • The existence of the checklist improved the overall experience. 	<ul style="list-style-type: none"> • Reduction of the n. of tools to be filled in facilitates the participation of VET organisations that “feel less burdens” (e.g. either the Initial Information Sheet or the 1st section of the Self-Report). • Redundancy of some tools that ask several times, at different times, the same or very similar information and which end up weighing down the work of peers. • Filling all the documents was considered as an exhausting, bureaucratic and time-consuming process. • Simplification of the “Quality Area Assessment Form” to be more effectively used during the PR visit. • Regarding the “Quality Area Assessment Form”, it was considered superfluous and repetitive considering the information provided in the “Peer Review Report” Form. • The form “Initial Information Sheet” was not used (reason information collected exist in other tools). • The “Application Form for Peers” and the “Model Contract for Peers” templates were not used in some pilots because the pilots were mediated by an intermediary/ coordinating body, therefore, considered as no necessary.



- The need to acquire specific skills on elaboration of Agendas for the PR visits.
- Self-Report: there is room for improvement in the structure of the tool and in the language that was considered too technical.
- The “Interview Minutes and Guidelines for Analysis” and the classroom observation grid have been considered as too complex, making hard for peers to concentrate on the visit and to give space to the constructive confrontation desired by the PR, often interrupted precisely by the drafting of the documents envisaged.
- The Form “Meta-evaluation of the peers”: not all groups made the best use of the tool, using it in some cases (rarely, actually) as a tool for evaluating the reviewed organisation and the situation of training/education in general, rather than the methodology or the visit.
- The Form “Peer Review Report”: considering all the tools that are supposed to be filled in before, it ends up being the sum of a great part of the previous contents; the process of transcribing contents from previous documents to the Peer Review Report risks leading to waste of time and inefficiencies, of disincentivising peers to assume the responsibility of Peer Coordinator, distracting from the ultimate objective of returning observations and/or recommendations by peers and weighing down the reading of the document in general.
- Revision of the “Gender mainstreaming checklist” which has been considered as not fully appropriated and with redundant information.
- To integrate the “Gender mainstreaming checklist” in the Self-Report.





- The form “Ground Rules for Peers” was considered too long.
- It was considered that the toolbox misses an “Improvement Plan” tool to cover the “ACT” phase of the quality circle.
- Providing on-the- job-training with the presence of observers to support and accompany the peers and the reviewed provider in their first experiences was considered as an important help.



4. CONCLUSIONS

The **desk research carried out confirmed the needs analysis conducted for the project application** and provided more and relevant insights into potential improvements to the PR methodology, the quality areas and the tools that the project may decide to address.

The **data analysed demonstrated, once again, the added value and the benefits** deriving from the application of the PR methodology as a quality assurance and development methodology aligned with the provisions of the European Quality Assurance Reference Framework for Vocational Education and Training.

4.1. Methodology (Manual)

It also proved the **“universality” of the methodology** regardless of the E&T subsector of application (Manual) but at the same time it **distinguished character** given by the quality areas developed for a variety of E&T subsectors.

Many and even more of the advantages and benefits identified in the Manual source of innovation for this project, the Manual “European Peer Review Manual for initial VET” can be found in the section “results”.

We would like to **emphasize just a few elements that already exists in the Manual but that the research seems to indicate as needing reinforcement:**

- PR promotes a culture of quality assurance and can be an alternative or a complement to other forms of external evaluation;
- The condition stated in the methodology that the process is confidential and only want to help the reviewed provider to improve is a strong point of the methodology;
- The “friendly equal standing” logic of the PR methodology has, in general, contributed to favour a less “inspective” mentality prevalent in the reviewed providers;
- High standards in the choice of peers need to be kept as it is fundamental in the success of the methodology application;
- One of the biggest advantages of the methodology is the possibility for reviewed providers to choose peers themselves;
- Importance of PR being run in a coordinated matter, having a coordinating body, aspect that is already foreseen in the methodology;
- To emphasize the relevance of attaining to the table “Tasks of the VET providers, Peers and coordinating body in the European Peer Review” presented in the Manual as it maps/index the different tools/documents in relation to the use phase and the sequence of use within the phase, making easier to understand all the procedure and the link between the phases, activities and tools in a sequential and chronological way;
- Importance of organising preliminary (online) meetings between the peers as it facilitates the PR work;



- Emphasis on the profile of the Peer Coordinator: the choice by someone already experienced as peer greatly influenced the fluidity of the process and the full effectiveness of the Peer Visit;
- Both in the profile of the peers and in the training defined in the Manual, a particular focus needs to be given to the ability of the peer to put at ease the interlocutors, as this can sometimes be the difference between obtaining relevant insights (or not) and gaining (or not) an ally for the method;
- Particular attention should be given to the composition of the peers team and to the right balance and match of personal and technical/ professional competences in the team.

From the point of view of the **structure of the Manual**, the research indicates useful to maintain an initial, introductory part that retraces and illustrates the birth and development of the European Peer Review method applicable to the E&T sector, updating the legal framework of reference to ensure consistency with what has been achieved in the field of quality assurance in E&T at European and national level, with particular reference to peer evaluation.

A variety of different feedback and **improvement expectations towards the methodology** was identified during the desk research. The following can be considered as the most relevant considering the framework of the project, and recommended as potential improvements to introduce in the “Adjusted Manual of the EU Peer Review methodology for a Green and Digital Europe”:

- Simplification of the methodology considered as excessively procedural and time consuming;
- Reduction of the number of documents and the overlapping of contents in different documents;
- Digitalisation of the process and making the documents/tools digital;
- Particular emphasis on the objectives of the PR visits (contribute to quality improvement by providing external-internal friendly insights) should be given, so that the agenda for the PR is prepared having that in mind, not undermined by the understandable (but contra productive) will of the E&T provider (but, sometimes, also, of the peers) to prepare an agenda that bring out “the best” and the good practices carried out by the reviewed provider;
- Clear stating that PR is not an “inspective” evaluation, rather more a participatory method of evaluation in order to reduce the level of anxiety and apprehension that PR visits seems to have in some E&T providers;
- Importance of emphasizing that this methodology is appropriate to prepare for or complement other forms of external evaluation such as school inspections, ISO auditing, etc (e.g. it can be used before or after other forms of external evaluation to identify areas for improvement and to assess the extent to which the measures envisaged have been implemented);



- Importance of having an (European) database/register of peers accessible, easy to use and taking full potential of the advantages of technology and digital tools, with functionalities that facilitate the difficult task of matching peers and E&T providers;
- Importance of offering initial peers training but also continuing improvement of peers qualifications/skills through dedicated and regular training.

4.2. Embracing digital and greening approaches

One of the key points of innovation in the DIGITAL PR project is about bringing digital and greening approaches to the PR methodology and tools.

The projects analysed were mostly run during pandemics. Pandemics brought to the application of the methodology the need to use digital means to do it. And despite the struggling and the difficulties it has proven to be successful and an opportunity to improve the methodology, with new tools and new strategies.

So, looking into the **expectations and feedback obtained by target groups regarding the digitalisation of the methodology**, the following insights can be highlighted:

- Digitalisation of the PR process and related documents is welcomed and desirable;
- Use of digital means to facilitate the work of peers and E&T providers during the process, since the preparation to the follow up phase is welcomed and desirable;
- The use of digital means is by definition a sustainable practice as it leads to reduced use of paper and less travelling.

Although embracing the digitalisation of the process as well as the possibility of PR processes being organised in a **hybrid format**, the research indicates the **relevance of keeping some moments/phases of the methodology face-to-face**. In fact, the use of digital technologies in some moments revealed its inadequacy and inability to replace the added value of the face-to-face relationship. The value generated and what emerges from the direct relationship in the face-to-face interactions between peers and between them and the staff of the E&T reviewed providers seems not to be comparable to what can be obtained through online interactions.

In that sense, the research seems to indicate that **PR visit** is one of the moments where face-to-face interactions is of most value. If not possible that all the PR visit is face-to-face, then at least a “live” meeting with staff is highly recommended.

Also, regarding the **peers training** – one key element in the methodology – although the Manual describes the possibility of online and face-to-face training, the research seems to indicate that a hybrid solution is the best solution and that at least a final face-to-face session should be arranged, so that peers can meet, discuss ideas, and share their perspectives on PR, as well as anticipated difficulties and obstacles.

On the other hand, many moments and phases of the methodology (matching peers and providers; preparatory meetings between the E&T provider and the peers / between peers / between peer coordinator and facilitator; preparation of the agenda; preparation of the interviews questions; preparation of the Self-Report and PR Report) are activities that can easily be organised taking full advantage of digital online means.

4.3. Quality Areas (QA)

As far as the Quality Areas (QA) are concerned, the research shows the validity of the structuring of the QA in criteria, descriptors and sources of evidence and that QA are described in a clear and intelligible manner.

Also, the existence of a long list of QA although in a first moment, could be overwhelming, it seems that, from the point of view of the reviewed providers, to have a wide list of quality areas one can choose from is an advantage.

As far as expected changes and improvements are concerned, the research confirm that there is a **need for revising and updating the QA in terms of modernising the set of criteria, indicators and possible evidences initially developed for VET to cover:**

- New trends, challenges and developments in the E&T systems, at European and national level;
- Extensively the 2 core areas of the Strategy for a green and digital Europe, contributing, therefore, for the political project of a green and digital Europe;
- A wider approach to education and training (E&T) by integrating criteria and indicators developed for other E&T subsectors such as adult learning, validation of prior learning and guidance after the production of the Quality Areas for VET.

4.4. Tools

What come out as evident from the feedback obtained from the peers and reviewed organisations is that the **Toolbox is necessary, relevant, clear, pertinent, and easy to use but that there is a need of simplifying the documentation of the PR process and avoiding duplication of data insertion in different tools/documents.**

The feedback collected on improvement suggestions and expectations regarding the target groups **expectations towards changes and improvements in the different tools of the Toolbox** are quite a few and most of them can be easily addressed by the recourse to digital solutions.

Therefore, the following recommendations as potential improvements to introduce in the “Toolbox of the EU Peer Review methodology for a Green & Digital Europe” are as follows:

- Rethinking the logics of the different tools and making the best use of technology and digitalisation of procedures and tools, taking full advantage of the interoperability of information to avoid repetition (particular reference to the



tools Initial Information Sheet / Self-Report / Peer Review Report / Meta Evaluation of the Peers that contain parts with data and information of a general nature that is repeated in each form), therefore, gaining time to focus on the essential of the process and on the distinctive aspects that characterise each document of the Toolbox and clearing up the negative perception of time consuming and excessive bureaucratisation of the process, at the expense of the substantial value of the experience itself. As an example, it was reported, that filling in the PR Report with all the repeated information was a disincentive to assume the responsibility of Peer Coordinator (e.g. being responsible for drafting the PR Report but also to take the lead in the presentation of the oral feedback at the end of the PR visit), as a risk distracting from the ultimate objective of returning observations and/or recommendations by peers and even as a risk of weighing down the reading of the document in general by the E&T reviewed provider and other relevant stakeholders;

- Reassessing the relative importance and strategic character of each tool to the PR process, considering that some of the tools may be fundamental for the process but others can be “optional” depending on the concrete organisation of the PR processes, on the level of expertise of the peer team or on the maturity of the E&T reviewed provider:
 - The “Application Form for Peers” and the “Model Contract for Peers” templates can be considered as optional tools, to be used or not depending on the structure and way of organising the PRs (e.g. if the process is organised centrally by a coordinating body and there is already a database/register of peers, then, those two documents can be considered as not central/necessary for the process);
 - The “Quality Area Assessment Form” can also be optional, lighten up or even eliminated depending on the functionalities of the digital solution chosen, once a lot of information asked in this form is, in fact, functional and also provided in the “Peer Review Report” Form;
 - To answer to the criticism that the “Interview Minutes and Guidelines for Analysis” is too complex, making hard for peers to concentrate on the PR visit and to give space to the constructive confrontation desired by the PR, often interrupted precisely by the filling in of the document, the suggestion is to lighten up the document by transforming it in a complementary resource with “tips on how to be effective during an interview” that could be available on a platform resources database/pool where peers - depending on their needs – can look for guidance on concrete aspects or skills/competences required to perform some PR tasks as peers, that could be conducting interviews but also preparing agendas, another skill mentioned as in need in our desk research);
- Another suggestion to consider is that if the drafting of the PR Report starts during the PR Visit, then the peer team can take notes directly on this form, therefore, making the “Quality Area Assessment Form” superfluous;





- Highlighting in the Manual that the Toolbox is functional to the PR process and not the process in itself;
- The “Application Form for Peers” and the “Model Contract for Peers” templates would benefit from a revision to make them simpler and less “contract oriented” and more “agreement oriented”, nevertheless, it seems that there is still an important added value on a minimum formalization for reasons of transparency;
- Revision of the “Gender mainstreaming checklist” which has been considered as not fully appropriate in different occasions, but that needs to be further improved according to the relevance of VET in promoting equal opportunities, therefore, the suggestion can be to integrate the part related to statistical data on gender in the Self-Report and use the checklist for more qualitative data collection on inclusive and gender sensitive teaching and organisational practices;
- The Form “Meta-evaluation of the peers” need to be revised with clear indication on the function of the tool in order to promote its use for the purpose it was created: an “evaluation of the evaluation process”;
- The form “Ground Rules for Peers” should be revised to be less extensive;
- Self-Report: the digitisation of the tool, through simple drop-down menus with conditional choice option, could reduce any margin of error in the choice of correspondence between Quality Areas, criteria, indicators and possible evidence; also a revision on the type of language used is advisable as it was considered too much technical;
- Following the quality circle PDCA (plan-do-check-act), proposal to include in the toolbox of the Digital PR project a new tool, an “Improvement Plan” tool, adopting the one developed in the ONE project, to cover the “ACT” phase of the quality circle.

Two final notes.

Several participants in the reference pilots recommended **further experimentation of the methodology** by other organisations as a way to support sustainability of the methodology, in line with the project plans of organising several pilot PR within the project.

The relevance of **creating a community of practices/professionals** experts in the methodology and in quality assurance and development in E&T, one of the project expected results was positively confirmed during this desk research exercise and described as a way to strengthen the motivation to experiment in this field, to lower the distrust in the evaluation processes *per se* and to make PR understood increasingly as an effective tool for quality assurance and development and for continuous learning and development at Organisational but also at professional/personal level.





5. ACKNOWLEDGEMENTS

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- Ayus Training & Consulting, Lithuania
- EQAVET Italian Reference Point, Italy
- FORMA.Azione, Italy
- GLOBEDU, Finland
- INAPP - Istituto nazionale per l’analisi delle politiche pubbliche, Italy
- KERIGMA, Portugal
- KPMPC - Kvalifikaciju ir profesinio mokymo pletros centras, Lithuania (coordinator)
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- RIDAP Rete Italiana Istruzione degli Adulti, c/o CPIA Metropolitan di Bologna, Italy
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