

3.4.1_2_3. TRAINING_FOR_PEERS COUNTRY REPORT

Country	Italy
Responsible organisation	FORMA.Azione in cooperation with RIDAP
Dates	June 28-29-30, 2021 first edition July 05-06-07, 2021 second edition
Training delivery methods	<input type="checkbox"/> In presence <input type="checkbox"/> Online <input type="checkbox"/> Blended

Structure of the training

Please describe the main contents and methodologies

The training, through theoretical sessions, contributions by experts and group exercises, had the aim of introducing teachers to the European Peer Review methodology, with the aim to make them able to strengthen cooperation between key players in the education sector and to promote mutual learning and professional growth of all parties involved. The training on Peer Evaluation methodology also contributed to strengthening the skills of CPIA (Public Local Center for Adult Education) teachers, with reference to the ones useful for effective self-evaluation, considered by the National Evaluation System (SNV) as one of the key actions to improve the quality of the training offer and learning. of the learners.

Summary of the main contents:

The European Peer review as part of quality management and of the Quality assurance policy framework

Introduction to Quality Management and to the national system of QA in AL

History and principles of the methodology

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Orientation to the peer review process

The Manual and the Tool-box of the European Peer Review for AL

The Peers

Quality Areas in the ONE project

The integration of different criteria and indicators for realising Peer Review in the ONE project

The phases of the European PR: Preparation (phase 1)

Self-assessment and Self-Report

Planning of the Peer Visit

Teamwork: definition of the Agenda and preparation of the questions for the peer visit

The phases of the European PR: Peer Visit (phase 2)

Collection and analysis of data



Teamwork: identification of evidences according to QAs' criteria and indicators, and focus on Interview techniques and oral feedbacks

The phases of the European PR: Peer Review Report (phase 3) and Putting Plans into Actions (phase 4)

Drafting of the Report and sharing with the reviewed organization
Constructive Communication

Conclusion of the training
Assessment of the learning outcomes
Next steps

Beneficiaries

Beneficiaries involved in the testing activity (characteristics and number)

The training has been addressed to the teachers working in the CPIAs members of the RIDAP networks.

We had a very large number of registrations received from CPIAs throughout Italy, and in total the participants have been 82 from 17 Italian regions, 67 women and 15 men.

96% of the participants are teachers in different disciplines (for the most Italian as foreign language, English and Maths) while 4% are school managers.

With reference to the 4 core areas of the ONE project, almost the 90% of them consider to be already skilled on information and outreach of adults in education, teaching and learning of key and transversal competences, guidance, while they evaluate themselves less skilled with reference to Validation of Non Formal and Informal Learning.

Only 30% of them have previous specific experience in Peer Review/Peer Observation.

They were very motivated about the course participation, because of different reasons (explicitly expressed by participants):

- Increasing my skills in the field of evaluation.
- I believe in cooperation among peers because I would have loved to have been able to develop my skills in a peaceful environment where I could feel comfortable. I also believe that this methodology can foster trust and mutual respect.
- I do not have any experience in this area and believe that it can enrich and improve the quality of my teaching.
- Improving personal competences to ensure increasingly high levels of quality for CPIA users.
- I strongly believe in sharing objectives and operational methods, being convinced that the circulation of information and sharing of points of view can significantly increase the quality of the training processes and my professional experience.
- I find it necessary to exchange best practices, encourage new ideas, and compare notes in order to relaunch adult education in synergy with other sectors related to the school beyond the national segments.
- Widening my training, in particular for teaching adults.



- Comparison with different realities.
- I believe that observing and comparing different experiences in a field as complex as Adult Education, with a view to mutual growth, can be an asset for the continuous improvement of the school system.
- Finding strategies and tools to involve the adult population in training activities for better social and work integration.
- I am interested in the topic "Validation of non-formal and informal learning".
- I believe in Adult Education and in the need to think in the framework of a network and not as a single institution. It is important and necessary for teachers to update their competences to remain open and creative.
- I think that peer review can promote both quality and innovation, giving the possibility to create communities that reflect and compare their work in a collaborative way (among peers) and not hierarchical.
- During the lockdown period I realized the importance of collaboration and exchange with colleagues, both from my institution and others.
- I believe that this training could help improve strategies for monitoring performance and pursuing continuous improvement.

Profile of trainers and other professionals involved in delivering the Training for Peers

Please describe the profile of the trainers, tutors and other professionals who contributed in delivering the training

- Emilio Porcaro - RIDAP President and Manager of the CPIA Metropolitan di Bologna
- Laura Evangelista – expert of the EQAVET national reference point, who explained how the Peer Review methodology fits into the framework of European and national policies in Training Quality Assurance
- Marco Fassino and Rosa Musto – representatives of the Italian Ministry of Education - who explained the development prospects of Adult Education and the importance of enhancing the Quality the whole education system;
- Moniga Logozzo - representatives of the Italian Ministry of Education, who brought her contribution with reference to the self-assessment process foreseen for CPIAs within the National Assessment System (SNV);
- Sylvia Liuti and Chiara Palazzetti – Peer Review experts in FORMA.Azione srl, who explained the methodology of the European Peer Review, its history, objectives, implementation phases and supported the participants in the implementation of group exercises aimed at first-hand experiencing the methods and tools to be used;
- Chiara Marchetta – Project Manager in FORMA.Azione srl, who led the final evaluation session, aimed at collecting feedback from participants regarding the training experience and the practicability of the skills acquired in their work.



Strengths and areas for improvements

Please, describe the main strengths and the areas for improving emerged during the training experience, both in the perspective of the responsible organisation and professionals involved, and according to the feedback received from the beneficiaries in the satisfaction questionnaires

Making this kind of training online was a sort of testing experience, because it was the first time it was held completely through distance learning and involving such amount of participants, coming from different organisations all over Italy. We, as organisation, managed to do it and we are quite satisfied about the results, even considering that we tried to deal step by step with the emerging participants' needs by including specific changes in activities' organisation and structure. We have to admit that in presence training would have been more effective in this case but it was not possible to do it because of the COVID restrictions.

The participants are quite satisfied about the training results too: for the most, they pointed out that the amount of time would be revised because they had to deal with too many contents and information in a short amount of time, although they recognise that to do a longer training online would have been too demanding for them in terms of attention and conciliation of the learning experience with other work commitments. They are satisfied about the preliminary information they received to attend the training, with reference to the trainers and the cooperation with the other Peers during the group works. The overall evaluation is very positive, including also the working atmosphere. The only thing that should be improved in their opinion are the timing and the articulation of contents during the training (need for deepening more specific Peer Review issues): we took into account this need and we organise an online follow up of the training to deepen some contents that the participants perceive as less clear, collecting their questions.

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