

**What are the benefits of transnational peer review?**

VET providers

**Opportunity to improve, as a person and as an institution**

**Learning about others, two way learning**

**Different systems, surrounding and environments make it a good learning experience, it gives more ideas**

**Person new to the peer review usually has different question which enriches the peer review visit**

NRP's

**Learning from a new system**

**Getting a new perspective.**

**Increase transparency on EU level. Participants get to experience a broad variety of ways of doing things.**

**Get reassurance about doing things correctly, being on the right track.**

**Networking, establishing friendships between participants.**

**Learning English, participants feel safe enough to experiment.**

**What are the challenges of transnational peer review?**

VET providers

NRP's

More time should be given to write the final report at the place of the peer visit

Language barrier

**A lot of hard work.**

Understanding each other.

Writing of the final report on different language

Getting to know the educational system of the host country and the context of the host and national system

Make your system make sense for others.

Stay on quality assurance issues, not side tracking into VET issues.

Complexity and sensitivity, someone else commenting on your work/system.

Being reasonable with the questions, some things cannot be changed due to laws or regulations.

Not enough evidence is given to make correct conclusions.

**What kind of support is needed for transnational peer review?**

VET providers

**It is good to have experienced peers if any problems occur**

**Combination between experienced and new peers is really valuable**

**Peers should help each other in writing of the final reports**

NRP's

**In depth preparation.**

**meet the stakeholders**

**peer training**

**How to find transnational peer review partners? Discussion about the search system. Page 1.**

**Similarities of schools, e.g. size, fields, programs**

**Background of the school: public, private**

**Mission and vision and goals of school**

**The age of students**

1) What kind of information on expertise of the vocational institute is needed?

Quality Areas:

- Management and leadership
- Quality Assurance
- Management of infrastructure, facilities and finances
- Human Resources
- Knowledge management, monitoring data
- Internal and external relations
- Internationalisation
- Teaching and learning, pedagogical processes and assessment
- Learning environments, including digitalization
- Work-based learning, apprenticeship

The fields of the vocational institution's qualifications (ISCED):

- 01 – Education
- 02 – Arts and humanities
- 03 – Social sciences, journalism and information
- 04 – Business, administration and law
- 05 – Natural sciences, mathematics and statistics
- 06 – Information and Communication Technologies
- 07 – Engineering, manufacturing and construction
- 08 – Agriculture, forestry, fisheries and veterinary
- 09 – Health and welfare
- 10 – Services

**How to find transnational peer review partners? Discussion about the search system. Page 2.**

- 2) Possibilities to participate online, onsite, hybrid?
- 3) The language in which transnational evaluators can work: English, others?
- 4) Contact information: the name of the institution, website address, organisation email?
- 5) What should be considered in data maintenance?
- 6) What else should be in the service or taking into account when using it?

**Have the school already experience of PR (hosting, acting as peer); any experience of method is fine (national or international)**

**Language is important**

**Place is important. Hybrid works well**

**Timelines, are there? Available? Year level is enough.**