

GRETA – GREENING RESPONSES TO EXCELLENCE THROUGH THEMATIC ACTIONS

Manual for peer review visits

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INTRODUCTION

This manual offers a stepwise description of the process for conducting peer reviews as part of ETF's GRETA initiative (Greening Responses to Excellence through Thematic Actions). The manual is to be used in combination with two other documents, namely a self-assessment questionnaire and a peer review questionnaire. Whilst the manual guides participating CoVEs through the peer review process, the two questionnaires are to be completed as part of this process.

Before describing why peer reviews are conducted as part of the GRETA initiative, it may be helpful to outline what they are. A peer review can be described as a process, where the work of one person is evaluated by one or more person(s) with similar knowledge and competences. In the GRETA project, the going green initiatives of CoVEs are evaluated by colleagues from other CoVEs.

The main objective of the peer reviews - which all CoVEs will conduct and be subjected to - is to stimulate mutual learning among all participants. Throughout the peer review process, participating CoVEs are meant to learn more about each other's strengths, challenges and learning needs in terms of going green.

The outcome of the peer learning is the creation of an action map for each CoVE, which will contain specific recommendations and suggested next steps for enhancing the CoVE's process of going green (with a particular focus on the greening of teacher training as well as the curriculum). At the same time, results of the conducted peer reviews will form the basis for 6 thematic meetings to be organised in April – November 2022. These meetings will focus on particular topics that CoVEs identified as particularly relevant for their greening efforts during the peer review process.

The European Training Foundation (ETF) is cooperating with the Danish Technological Institute (DTI) on the implementation of GRETA with DTI being responsible to organise the peer review process.

Key terms

The following two terms are defined to ensure a common understanding:

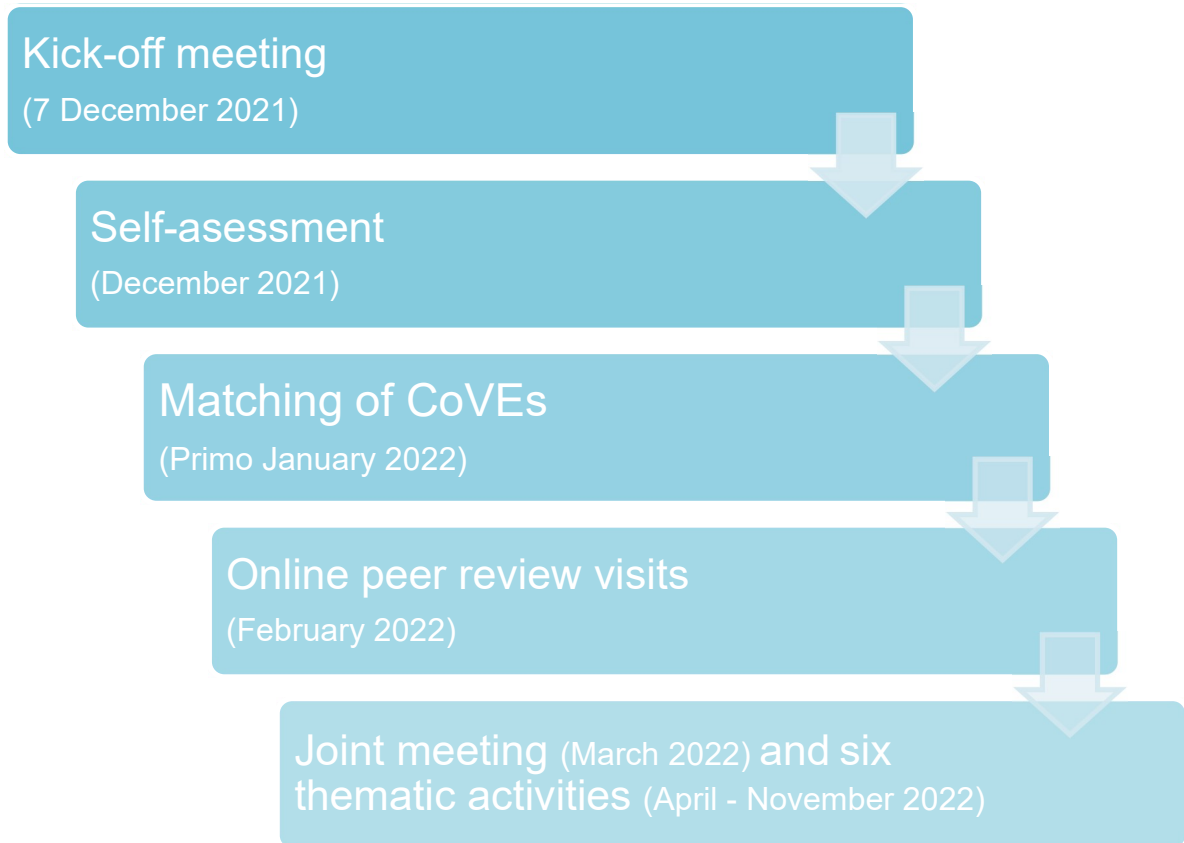
- **Going green** refers to the process of making CoVEs more environmentally sustainable. This can be achieved by increasing efforts to provide learners with 'green skills' (see definition below). It can also involve the development or implementation of measures that help make a VET provider more environmentally sustainable as an organisation (e.g., by introducing more sustainable energy consumption or waste management on its campus).
- **Green skills** are those skills needed to develop and support an environmentally sustainable and resource-efficient society. At a basic level, these skills include general knowledge and abilities helping to minimise environmental impacts. Green skills also refer to specific task-oriented skills that can help make traditional occupations more sustainable or lead to new occupations within the green economy.



1. The peer review process in short

The figure below provides an overview of the planned stages in the peer review process within the GRETA project.

Figure 1: The peer review process



2. Kick-off meeting

The kick-off meeting was organised on 7 December 2021 as an online event. The purpose of the meeting was to:

- Present GRETA team and update of work packages in GRETA.
- Establish peer learning community between participating CoVEs.
- Prepare for peer learning reviews among CoVEs.

Presentations and other materials from the kick-off meeting will be shared with all participants.



3. Self-assessment

A link to an online self-assessment questionnaire will be circulated to all participating CoVEs on 10 December 2021. The questionnaire is a tool enabling CoVEs to outline their state of play in terms of going green. It will be distributed together with more detailed guidance on how to complete it.

The questionnaire covers the following six dimensions related to greening CoVEs as well as the skills they provide:

- A – Strategies for going green
- B – Providing green skills through the curriculum
- C – Enabling teachers and trainers to promote green skills
- D – Collaborating with outside stakeholders on going green
- E – Funding green initiatives
- F – Indicating objectives for the peer learning activities

Each completed questionnaire will be shared with several other CoVEs (see section 4 on ‘Matching of CoVEs’ below). These CoVEs are to read the self-assessment and use it as a basis when reviewing the CoVE that produced the self-assessment. The review process as a whole will inform the action plans to be devised for each CoVE as part of the peer learning process. It is therefore essential that each participating CoVE fills out the self-assessment tool in a thorough manner and to the greatest extent possible.

The deadline for completing the self-assessment questionnaire is 22 December 2021.

4. Matching CoVEs

Each participating CoVE will be matched with three other CoVEs and form a **peer learning group**. Within each peer learning group, two days of peer review visits will be organised in February 2022 – please see next section.

Already during the kick-off meeting, attending CoVEs were able to provide a first indication of what they would like to get out of their participation in GRETA (e.g., by sharing in which areas related to going green the CoVE wants to receive inputs from its peers). COVEs can further expand on their priorities when completing the self-assessment questionnaire.

CoVEs will be matched according to several criteria related to going green, including their current strengths, focus points and learning needs in one or more of the different greening dimension(s) outlined in section 3. The specialisation of some CoVEs in terms of providing skills to specific sectors and occupations will also be considered in this context.



As far as possible, CoVEs will be grouped to create a balanced mix between CoVEs who have made significant progress and those sharing a common interest in further progress within a specific area.

The matching process will be organised by DTI and ETF. This will be done in close cooperation with all CoVEs to ensure alignment of expectations and ambitions. The matching of CoVEs will be completed in January 2022 and all CoVEs will be informed about the members of each peer learning group.

5. Peer review visits

The peer review visits will be **online meetings** organised in the first two weeks of February 2022. The meetings will be organised and facilitated by DTI in cooperation with ETF.

Each peer learning group, consisting of four CoVEs, will meet on two separate days. DTI will help all CoVEs in scheduling the meetings by sending out Doodle Polls (an online tool for conducting polls).

All members of a peer learning group will, during these two days, take turns in being the subject of a review and conducting reviews of the other members of the peer learning group. The figure below provides an example of how peer review visits within one peer learning group could be structured. It should be pointed out that members of a peer learning group can agree to meet at different times during a one of the two days for peer review visits.

Figure 2: Example of peer review visits in one peer learning group

Peer learning group 1:	Day 1	Day 2
CoVE A	<u>Morning session 10-12 am</u> <ul style="list-style-type: none">• Reviewee: CoVE A• Reviewers: CoVE B, C & D	<u>Morning session 10-12 am</u> <ul style="list-style-type: none">• Reviewee: CoVE C• Reviewers: CoVE A, B & D
CoVE B		
CoVE C	<u>Afternoon session 1-3 pm</u> <ul style="list-style-type: none">• Reviewee: CoVE B• Reviewers: CoVE A, C & D	<u>Afternoon session 1-3 pm</u> <ul style="list-style-type: none">• Reviewee: CoVE D• Reviewers: CoVE A, B & C
CoVE D		

Before the online meeting in the peer learning groups, all members of the group will receive each other's completed self-assessment questionnaires. This will ensure a common basis of knowledge on the current status of each CoVE in the learning group in terms of going green.

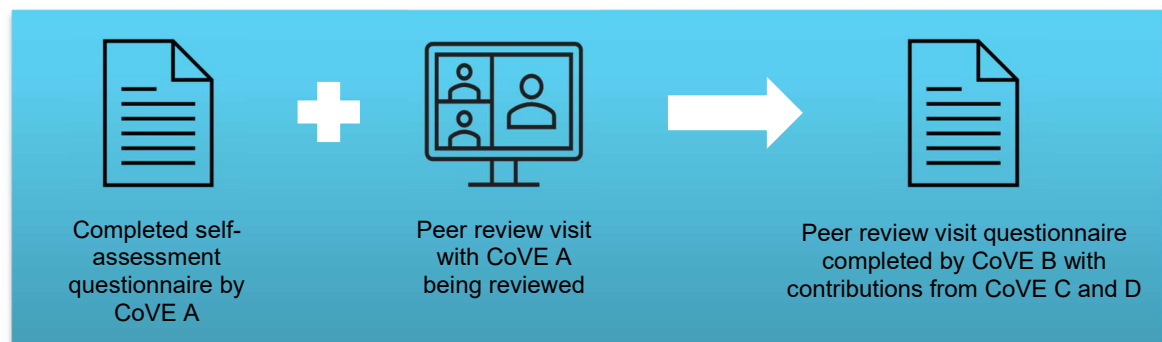


In addition, a peer review questionnaire will be circulated containing some guiding questions that will form the structure of the review process. The peer review questionnaire comes with short guidance on each included question.

Following the review of an individual CoVE, the three reviewing CoVEs will complete the peer review questionnaire. They will do so based on the insights gained from reading the reviewed CoVEs self-assessment and with help from the information gathered during the online visit to this CoVE. The peer review questionnaire will be made available in a shared online folder, allowing for all reviewers to contribute to the reporting.

However, it is important to point out that one of the three CoVEs conducting a review will be appointed as the main author of the peer review report (which is the peer review questionnaire in its completed form). The figure below shows an example where CoVE A is being reviewed by CoVE B, C and D:

Figure 3: Overview of a peer review visit, where CoVE A is being reviewed



The CoVE being reviewed (the 'host' CoVE) starts the meeting by presenting the agenda of the online visit. It is up to the host CoVE how to structure the 2-hour visit; however, a visit may include:

- 1) Introduction of the agenda
- 2) Guided tour (photos or a video) showing the school's facilities
- 3) Presentation of main implications of the self-assessment questionnaire: what are the main results achieved so far and what are the main challenges experienced?
- 4) Students and teachers with testimonials or examples
- 5) Comments and questions from peers (the other three CoVEs in the peer learning group).

It is recommended that the presentation from the host CoVE takes no more than 45 minutes leaving 1 hour and 15 minutes for questions and comments from the three reviewers.

An example of an agenda for a peer learning visit is shown in the box below :



Box 1: Example of agenda for peer learning visit with CoVE A being reviewed

Time	Agenda point
10:00:	Welcome and setting the scene (DTI)
10:05:	Guided (online) tour showing the school's facilities (CoVE A)
10:15:	Presentation of CoVE on the main objectives to be achieved within the greening process (e.g. introduction of a new green VET programme), actions to be taken and barriers for the next steps (CoVE A)
10:35	Input from a teacher being part of the initiative (CoVE A)
10:45	Short comfort break
10:50	Round of questions from CoVE B, C, and D with replies from CoVE A
11:30	Discussions on the next steps to be taken by CoVE A with inputs from CoVE B, C and D
12:00	End of peer review visit

6. Joint meeting and thematic activities

Following the completion of all peer review visits, the results of the process will be shared at a joint meeting for all CoVEs involved in the GRETA project. This meeting will take place online and is scheduled for March 2022.

The purpose of this meeting is, besides sharing experiences from the peer learning visits, to co-create the overall content of 6 thematic online learning meetings to be organised between April – November 2022. The focal points of each of the thematic meetings will be how to overcome barriers and further accelerate the greening processes in the CoVEs participating in GRETA.

More information about the joint meeting and thematic activities will be shared at a later stage.



7. Contact info

For any questions related to GRETA and the process outlined in this manual, please contact:

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