

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Leonardo da Vinci TOI - 2013-2015

QUAL4T

2013-1-NL1-LEO05-12088

Quality culture through effective instruments for Teachers and trainers

Research report Greece WP5

Lead partner: Germany

**Project Partner: IDEC
Author: Olga Anagnostaki**

Content

1. Introduction.....	3
2. General situation of quality assurance and quality culture in vocational education and training in Greece	4
3. Quality approaches assurance and quality culture at IEC.....	6
3.1. General information on quality systems and quality approaches in own organisation	6
3.2. Quality in our teams.....	8
3.3. Inventory of initiatives to use EU quality tools such as Quality cycle, EQAVET, ECVET, EQARF?.....	8
3.4. Best practices and instruments that work for quality improvement in teams.....	9
4. Case Studies	9
4.1. Teachers perspective on quality assurance/culture of own organisation	10
4.2. Strengths, Weaknesses, Opportunities and Threats of institutions quality assurance and quality culture by teachers perspectives	11
4.3. Best practices used by teachers	13
4.4. Recommendation from teachers' perspective for development of quality	13
5. Recommendations for designing the toolkit products following the research outcomes in country report.	14
References	16

1. Introduction

The aim of the EU project QUAL4T is to enhance quality management, assurance and particularly quality culture. Within VET Institutions quality management is often initiated by the management. Partly teachers, trainers and teams are involved in quality assurance, development and improvement. The quality management system is sometimes not related to the needs of teachers and trainers and leads to the situation that quality management and assurance is seen as a burden or an obstacle to their work and teaching. Therefore, the idea of the project is to develop and test tools that support the development of a culture of quality that reaches and influences the actions of teachers and trainers so that they can improve the quality of learners' experiences in VET.

The aim of the project is to provide a toolkit and a practical guide in partner languages, with ready to use instruments for teachers, trainers, quality staff and mentors, to improve the quality of education. Therefore, we intend to:

- develop a quality improvement culture in line with the recommendations of teachers and trainers in VET
- learn from partners' proven quality culture instruments and adapt them for other consortium organisations
- connect management and teachers through a management brochure
- provide an approach with supporting products that can be used by VET providers across the EU to improve outcomes of learners.

The aim of the report is to get an insight into the different quality approaches of the partner countries and institutions. The report provides basic information on the development of the toolkit products. These products will be based on the needs and best practices that the teachers describe in the case studies.

In the first part of this report the general situation of quality assurance in VET education in the partner country will be described. Different quality approaches used in the VET organisations in the partner country, the initiatives to use EU quality tools and the best practices within the country will be described. In addition to the general description of the situation in the country, the results of the case studies conducted in the partner institutions will be described. These partner institutions are four centres for vocational education, one body responsible for systems and policies, one university and one body providing guidance, counselling and information services relating to lifelong learning. This chapter will contain their perspective on quality assurance in their organisation, the strengths, weaknesses, opportunities and threats of institution's quality assurance/culture by teachers' perspectives, best practices used by teachers and recommendations from teachers' perspective for development of quality. As a conclusion the report will give recommendations on the development of the toolkit products following the results of the report.

This national report describes the situation on VET in Greece and the different quality management systems that are used in VET. Desk research and personal interviews were conducted within 17 VET providers, in different regions. Questions on the quality culture in their own organisations, their understanding of what quality is, the methods toward quality management in the organisations they work and the methods they use themselves for measuring and assuring quality were asked.

The interview guide for the data collection consisted of questions concerning quality culture of the respective institutions, the quality management and assurance within each institution, the trainers' or teachers' individual methods to assure and develop quality and their recommendations for quality management. Additionally, sociodemographic data like gender, age and taught subjects were collected. The findings of case studies conducted between December 2013 and January 2014 will be provided in this report.

This report is a product of the Project "Quality culture through effective instruments for Teachers and trainers". The project is funded in the Lifelong Learning Programme LEONARDO Transfer of Innovation from 01.11.2013-31.10. 2015. Landstede Group in the Netherlands is the project coordinator. The project partners are Politeknika Ikastegia Txorierrri in Spain, Westminster Kingsway College in the United Kingdom, Stichting ECABO in the Netherlands, Julius-Maximilians-University in Germany, CIOFS-Formazione Professionale in Italy and IDEC SA – Consultants – high technology applications – Training in Greece.

2. General situation of quality assurance and quality culture in vocational education and training in Greece

Vocational Education and Training system in Greece

Two Ministries, the Ministry of Education and Religious Affairs and the Ministry of Employment and Social Protection mainly govern vocational education and training in Greece. The two ministries under the pressure of the social partners promoted the establishment of the National System for linking Vocational Education and Training to Employment (ESSEEKA), in 2005. ESSEEKA consists of 6 subsystems:

- System of Labour market needs (S1)
- System of Technical vocational education (S2)
- System of Initial vocational training (S3)
- System of continuing vocational training (S4)
- System of accreditation of vocational training and competencies (S5)
- System of Occupational Guidance (S6)

and coordinates the work of the competent organisations in VET, vocational guidance, employment, social partners, ministries etc.

The main organisations responsible for VET in Greece are:

- OEEK, Organisation for Initial education and training, supervised by the Ministry of Education, responsible for all public and private centres for initial VET (IEKs).
- EKEPIS, National Accreditation Centre for Continuing VET, supervised by the Ministry of Employment. EKEPIS is responsible for the accreditation of c-VET centres and trainers and for the special centres (support services) for people with disabilities and ex-drug users.
- OAED, the Manpower organisation responsible for apprenticeships in lower secondary level.

National strategy for education

The aim of the national strategy for education is to increase the quantity, quality and efficiency of investment in human capital in order to upgrade the Greek system of education and vocational training. The Programme focuses on four strategic objectives, which correspond to four thematic priorities of the program.

Priority Axis 1: Improving the Quality of education and promoting social inclusion

- Overhaul, modernization and decentralization of educational system - enhancing the mobility of the student and the student population
- Assessing progress in education through the implementation of quality assurance systems - evaluation of the rates of education system
- Accelerate the integration of new information technologies communications and education Increase access and participation in the educational and the fight against school dropouts, with emphasis on people with disabilities (disabilities) and vulnerable social groups (EKO)

- Strengthening and improving the quality of training of teaching staff in primary and secondary education with emphasis on innovation and Information and Communication Technologies (ICT)

Priority Axis 2: Upgrading the systems of initial vocational training and vocational education and link education with the labor market

- Redefining the role of initial vocational education and training and strengthening the content
- Upgrading of technical-vocational education in order to improve the attractiveness and effectiveness
- Effective links between the educational system and the labor market

Priority Axis 3: Enhancing Lifelong Learning for Adults

- Strengthen the system and services for lifelong learning and equal access to it - increase participation by providing special incentives
- Support the actions of lifelong education and providing incentives to increase participation
- Development of distance education

Priority Axis 4: Strengthening human capital for the promotion of research and innovation

- Strengthening research and innovation through basic and applied research and attracting high level researchers from abroad
- Upgrading the level of graduate study in order to contribute to the production and dissemination of new knowledge with an emphasis on mathematics, science and ICT

In education sector, for the next programming period, three strategic objectives are promoted:

- Improve the quality, efficiency and openness of higher education.
- Improve the access to lifelong learning, upgrading skills and competencies, and link education and training with the labour market.
- Address and reduce early school drop-outs, improve the quality of education and promote equal access.

Quality assurance framework in VET in Greece

A comprehensive framework for quality in education and lifelong learning in Greece is a principal policy priority for the Ministry of Education. Quality assurance and improvement constitutes a fundamental pillar of the Strategy for Lifelong Learning in Greece under the Act on LLL (2010) and in reference to European quality assurance standards as defined by EQAVET mostly embedded in the National Program for LLL.

In this direction, the **National Framework for Quality Assurance in LLL** (π3) is being established to denote “quality, always and everywhere”. It stands for:

1. **quality in inputs**, i.e. provision of education and training: providers, teachers & trainers, curricula, material
2. **quality in processes**, i.e. teaching methods and practice

3. **quality in outcomes**, i.e. learning outcomes: knowledge, skills and competences acquired through learning paths.

π3 sets **Quality Principles** according to which LLL should be: attractive, effective, responsive to labor market's needs, promoting social cohesion, creativity & innovation, using high standard resources, incorporating social responsibility, utilizing networking and cooperation.

π3 sets **Quality Indicators** in a field unregulated to this date and is the outcome of elaborate consultation and extensive agreement with all relevant stakeholders aiming at the continuous improvement of educational and training services for the benefit of the learners.

π3 is in line with the Recommendation and ensures an holistic approach including five stages : planning, implementation, measurement, evaluation and review.

The Hellenic Quality Assurance Reference Point for **EQAVET** in Greece is the **National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)**. EOPPEP is an organisation from the merger of the National Accreditation Centre for LLL providers (EKEPIS), the National Organisation for Vocational Guidance (EKEP), and the National Organisation for the Certification of Qualifications (EOPP), operating under the supervision of the Ministry of Education, Lifelong Learning and Religious Affairs (Joint Ministerial Decision 119959/H - Official Governmental Gazette 2351/20-10-2011).

Regulatory bodies or institutions that govern or regulate Quality assurance in education and/or VET

- General Secretariat for Lifelong Learning (GSLL)
- Regional LLL department units (Attica, Central Greece, Central Macedonia, East Macedonia and Thrace, Western Greece, Western Macedonia, Epirus, Thessaly, Ionian Islands, Crete, Peloponnese)
- Municipal LLL department units (Athens, Thessaloniki)
- National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
- National Centre for Public Administration and Local Government (EKDDA)

3. Quality approaches assurance and quality culture at IDEC

3.1. General information on quality systems and quality approaches in own organisation

Quality management is a major strategic guidance principle for IDEC's activities.

The company has been certified with ISO 9001 and the management is committed to follow the eight quality management principles:

- Customer focus
- Leadership – provision of unity of purpose and direction
- Involvement of people – co-operation
- Process approach – the resources and activities are managed as processes
- System approach to management – the interrelated processes are identified
- Continual improvement
- Factual approach to decision making – factual information and logical analysis of data

- Mutually beneficial supplier approach

The quality policy of the company is communicated and understood within the organisation. The management board reviews its suitability along with the quality objectives yearly.

All the personnel are trained on quality management concepts and ISO 9001 requirements. Their active participation in decision making, planning and improvement is notably encouraged. The responsibilities and authorities are clearly defined (e.g. organizational chart, job descriptions, connections between processes). The internal communication between various levels ensures the effectiveness of the quality management system.

The management provides all the necessary resources e.g. personnel, external experts and/or consultants, modern classrooms equipped with adequate and modern equipment, modern ICT tools. Special care has been given to the infrastructure and safety offered to learners from hazards such as fire and nuisance, whether related to lighting or sound insulation.

The effectiveness of processes is assessed by a variety of means such as performance reviews, discussions, evaluation of performance (using evaluation questionnaires), cost reviews, customer satisfaction assessment. An internal audit is performed once per year in order to verify the implementation and effectiveness of the quality system.

All the data gathered with the above mentioned monitoring and measurement methods are analyzed and provide information related to customer satisfaction, conformity to requirements and opportunities for preventive actions.

For every detected nonconformity and/or customer complains we follow the procedure:

- Registration of nonconformity
- Announcement to all interested persons
- Analysis of the causes
- Determination of action to eliminate the causes – if needed
- Implementing the corrective action
- Evaluation of the effectiveness of the corrective action

Preventive actions for the improvement of processes are suggested by all staff members. The management board evaluates and approves the suggested actions. Continual improvement is fundamental for the quality culture of the company.

Besides the ISO 9001 system, all the activities are designed based on the Quality Assurance and improvement cycle.

- Planning: Set up clear, measurable goals in terms of policies, procedures, tasks and human resources
- Implementation: establish procedures to ensure the achievement of goals and objectives
- Evaluation: design mechanisms for the evaluation of achievements and outcomes collecting and processing data
- Review: develop procedures in order to achieve the targeted outcomes and new objectives.

Quality criteria and indicative descriptors are defined for each phase of the cycle.

Quality assurance is continuous, systematic and cyclical. As the cycle goes on, the provision of VET improves in quality.

3.2. Quality in our teams

IDEC staff has expertise in the field of Quality Management Systems (especially on ISO 9001), EQF, ECVET, EQARF, Europass, validation of non-formal and informal learning.

All staff members are involved in quality management. Each person is aware of the quality criteria of its assigned tasks and performs quality control or self-assessment (depending on the task).

The products developed are always reviewed by another person (for verification) and approved by the manager (for validation) before finalised.

The services provided are evaluated by the customers/ learners with the use of a questionnaire and personal interviews.

There is a Quality Manager appointed whose role, besides of other responsibilities, is to:

- Ensure that processes needed for the quality management system are established, implemented and maintained
- Collect and analyze data from monitoring and measuring processes
- Report to the management on the performance of the quality management system
- Detect any need for improvement, suggest preventive actions
- Ensure promotion of awareness of customer requirement.

3.3. Inventory of initiatives to use EU quality tools such as Quality cycle, EQAVET, ECVET, EQARF?

IDEC has been the coordinator of projects regarding Quality Management and Evaluation.

- Evaluation and Quality Assurance in Adult learning (EQUAL – Grundtvig project)
<http://www.qualityinlearning.net>
- Benchmarking for Quality Assurance in VET (BEQUAL – Leonardo da Vinci – Development of Innovation project)
<http://www.bequal.info>

BEQUAL project has been transferred through two different projects BEQUAL+ and EXPANDVET and currently is the largest Community of Practice in Evaluation and Quality Assurance in VET.

Moreover, IDEC had a contract with Cedefop for “Europass – EQF, ECVET for documentation and validation of learning outcomes”

Activities under this contract were:

- Development of methodological framework, selection of five countries and five qualifications for the pilot study, desk research
- Two rounds of consultation with policy makers, social partner, VET providers, users of Europass
- Revision of Europass Certificate Supplement and Europass Mobility templates and instructions
- Feasibility study for the use of Europass for validation of learning outcomes as documented in Europass Mobility
- Preparation of a final report and policy recommendations

3.4. Best practices and instruments that work for quality improvement in teams

The management board performs self-evaluation once per year to measure the degree of quality in the core processes. For this purpose, a template is used and includes the following data:

Table 1 – Self-assessment table:

	Quality indicator	Status (Full/ part/ no presence)	Process description	Evidence (policy, procedure etc.)	Potential risks
1					
2					

Source: IDEC

The indicators are based on the ten quality assurance indicators of EQAVET. Some of the indicators used are:

- Share of teachers and trainers participating in further education and training
- Learners and staff involvement in planning, development and decision-making
- Mechanisms for collection of feedback on learning experience from staff and from students
- Number of participants in courses
- Number of persons having successfully completed courses
- Information on occupation obtained by learners who completed the courses
- Satisfaction rate of learners with the acquired skills after completion of the course
- Mechanisms used to identify changing demands and/or training needs in the labour market
- Periodic self-evaluation of institution

Cooperation initiatives with other VET providers and/ or other relevant stakeholders

4. Case Studies

The needs analysis survey was conducted during January 2014. 120 questionnaires were sent to VET training organisations and 15 interviews took place by phone. In total we gathered 20 responses from teachers.

Name of organisation	Region
KEK ENDISI	Athens
IEK DOMI	Athens
DIMOSIO IEK AMAROUSIOU	Athens
MASTER SOLDATOS	Lefkada
IEK PETRA	Athens
IEK TOMI	Agrinio
IRIS EKPAIDEYTIKI MELETITIKI EPE	Aigio
IEK PREVEZAS	Preveza
IEK VOLOU	Volos

KEK NEO THETIKO	Preveza
EUROPROGRESS KEK	Karditsa
MERIMNA PAIDIOU KATERINHS	Katerini
KEK KORINTHIAS	Korinthos
KEK FUTURE VOICE	Ipeiros
KEK EREYNA CHANIA	Chania
KEK EREYNA	Arta
KEK ARTEMIS	Igoumenitsa
IDEC SA	Athens
IDEC SA	Athens
IDEC SA	Athens

4.1. Teachers perspective on quality assurance/culture of own organisation

What is your institution doing to improve the quality of teaching, training and coaching?

All the respondents feel that their institution is taking actions to improve the quality of teaching. They all agree that quality is a crucial factor to be taken into consideration, especially due to the large competition in the training sector. For quality improvement they recognised various tools and methods, mostly based on the improvement of competences of trainers, the methods for review and the investment on equipment used for training purposes.

Their answers are summarized below:

- Periodical training of trainers for improvement of skills and lifelong learning (ELa, f, g)
- Focus on internal communication methods and tools for better communication and exchange of ideas and experiences (ELc, a, d)
- Distribution of evaluation questionnaires to the learners after the completion of the course to measure their satisfaction (ELb, e, h)
- Quality improvement of courses based on the collected feedback (ELe, p, 2, 3)
- Invitation of external experts for evaluation of training materials and methods (ELd, a, f)
- Peer review (El f, n, s, 4)
- Interviews of teachers by the management to review the courses (ELj, p, d, 1)
- Simulation of training delivery for peer review and assessment (EL g, l, 2, 4)
- Use of multimedia, technology tools and modern equipment to make training more attractive to the learners (El k, m, 2, 4)
- Investment on equipment to support the learning process (EL h, 4, 5)
- Coaching of new teachers (EL o, 2, 3). When a new teacher starts working in the organisation, a senior trainer takes the role of his/her coach for the first two weeks. The role of the coach is to make the new trainer familiar with the procedures of the organisation, to

give advise and to explain any technical issues and administrative formalities to the new trainer.

- Close relations with learners – listening to their needs and expectations (EI h, l, 5)
- Regular internal meeting to review the processes and suggest improvements (EL p, 1, 4)
- Involvement of teachers during the planning phase of the training (EI l, h, d, a)
- Supporting team work (EL o, b, e, f)
- Training of teachers in new methodologies and the use of new technologies (EL 2, 3, 4)
- Participation in projects in Lifelong Learning programme (EL n, o, b)
- Collaboration with other VET centres (EI m, a, d, s) for exchange of ideas, practices and experiences.
- Recruitment of certified teachers only (EL l, n, 1)
- Self-evaluation of trainers (EL p, a, b, c, f)

What do you think about the quality culture in your organization?

All the respondents consider quality culture as very positive and show commitment to quality objectives. They are familiar with terms such as “continuous improvement”, “quality cycle” etc. and most of them (more than 60%) are aware of the EU recommendations regarding quality (e.g. EQARF, EQAVET etc.).

All the respondents acknowledge that the quality focus brings a lot of benefits to the organisation such as:

- better image of the company (less dropouts, more success on examinations/ work placement etc.) (EL c, a, d, i)
- better organisation of processes that lead to better outcomes (EL e, p, 2, 3)
- enhanced customer’s satisfaction (EL p, j, 1, 4)
- increased competitiveness (EI l, h, d, n)
- promotion of transfer of know how within the organisation (EL o, b, e, f, 5)
- improved working methods that lead to better motivation and satisfaction of employees (EI k, m, 2, 4)

On the other hand, there are some comments on the negative aspects of the quality focus. Some of the comments mentioned are “the bureaucracy of the quality management system”, “the time required for the documentation”, “the need for continuous monitoring and keeping records” etc.

4.2. Strengths, Weaknesses, Opportunities and Threats of institutions quality assurance and quality culture by teachers perspectives

How does your working environment support you in delivering high quality teaching/coaching with continuous improvement?

The respondents are satisfied and feel supported by the top management by:

- Offering training opportunities to develop new competences and learn about new teaching methodologies (EL b, a, e, h)
- Promoting collaboration with external experts (EL c, f, d, g)

- Inspiring a good working atmosphere and collaborative spirit (friendly atmosphere, informal discussions during breaks, positive attitude towards difficulties, facing the problems as a team and not trying to put the blame on someone) (EL b, n, l, i)
- Providing tools for review and evaluation purposes (EL c, k, d, m)
- Giving motives to the best achievers (bonus salary, public recognition of best performers etc.) (EL c, j, d, i)
- Giving clear guidelines and information (EL e, o, k, i)
- Taking into consideration their suggestions for improvement (EL p, f, d, i)
- Ensuring all the required recourses (equipment, infrastructure, guidance etc.) (EL 1, a, d, i)
- Providing technology means and ICT tools for the learning process (EL l, g, h, 2)
- Encouraging team work and peer review (EL m, i, 1, 3)
- Providing coaching and counselling if needed (EL c, d, n, 4)
- Organising regular internal meetings for review and exchange of practices and experiences (EL c, a, o, 5)

How does your working environment prevent you from delivering high quality teaching/coaching with continuous improvement?

Some of the obstacles mentioned by the respondents are:

- Lack of time for preparation and planning (EL a, d, c, e)
- Lack of finances for investment of new teaching equipment (EL p, 2, 4, 5)
- Lack of supporting training materials/ tools/ equipment (EL c, a, d, i)
- Short duration of training programmes (EL j, f, b, 1)
- Not always appropriate selection of students/ trainees (EL n, e, h, i)
- Not much flexibility for changes on the training programme (EL o, p, f, d, 3)

What have you learned from the quality assurance/management processes in your organisation?

The responses to this question are quite vague. Mainly it is stated that quality management processes are useful to detect deficiencies, under-achievements and issues that need to be tackled and reconsidered. The causes of any non-conformity, including customer complaints, are identified and addressed in an effective way. Same mistakes rarely re-occur.

All the measuring techniques and the evaluation and/or self-evaluation methods, used in the framework of quality management, encourage the teachers to develop a different approach of their working behaviour, more focused on the continuous improvement. Delivering training courses is always the core activity of a teacher. However, it is evident that other activities are of crucial importance as well e.g. identification of learner's needs and adaptation of the course to the specific needs of the group, careful planning of the supporting materials and tools to be used, review of the course based on the results of the evaluation provided by the students after the completion of the course, setting quality criteria to measure the effectiveness of the learning outcomes and so on.

It is also mentioned that the quality culture enhances the team spirit. It is clearer how the tasks and responsibilities of each person interrelate with the tasks of the others and it is evident that all employees (either teachers, administrative staff etc.) have impact on the quality objectives of the organisation. Therefore, the achievement of the goals is a collaborative work and sharing of knowledge results to mutual benefits.

4.3. Best practices used by teachers

How do you measure the quality of your teaching/coaching?

The following measuring practices were mentioned by the respondents:

- Use of questionnaires filled by the students after the completion of the course
- Interviews with the trainees to receive feedback regarding their satisfaction
- Rate of students that do not fulfil the course and analysis of the cause of dropouts
- Internal audits - a group of senior trainers conduct annually internal audit, examining the efficiency of methodologies used, the quality of materials, the innovative elements added to the course, the suitability of the training materials (revision and update), the suitability of the trainers (updated knowledge, new skills acquired etc.)
- Statistics on the student participation by course
- Statistics on the past students who found employment (relevance with the study field)
- Self-evaluation
- Peer evaluation of training materials
- Observation in classroom – Senior trainers observe new trainers in classroom once every quarter of the school year
- Simulation of training delivery
- Quarterly evaluation of educational progress
- Rate of success of students in final examinations
- Number of complaints – the students are allowed to fill in complain forms if they wish and put it in a box specially designed for this process. The quality manager is responsible to read the complain forms and evaluate the complaints' validity and significance. The serious complains are announced to the management or the teachers / staff that refer to and corrective actions are decided.
- Popularity of the course compared to similar courses provided by other competitors
- Assessment of the learning outcomes – check if the training objectives are reached
- Numbers of attained certificates/ diplomas

4.4. Recommendation from teachers' perspective for development of quality

What would you recommend to a colleague to improve the quality his/her teaching/coaching?

There were various recommendations for the improvement of quality:

- Set clear training objectives – the training objectives should be realistic, timeframed and measurable (e.g. describe the levels of achievements for the learning outcomes etc.),
- Make careful planning of the training methodology
- Adapt the training to the specific needs of the group e.g. if the group of students are employed in the same sector, the training should be adapted to be sector-specific or if the group of students have learning difficulties, the training methods should be appropriate to facilitate learning.
- Ask for help and guidance if needed

- Be attentive to your audience wishes and expectations
- Never stop learning
- Be open to new methodologies and use of new tools
- Be aware of the needs in the labour market keeping contact with the enterprises. Many VET organisations send questionnaires in order to conduct surveys regarding the required skills and knowledge that they are looking in the new employees. Another way is to read the job advertisements and keep track of what are the most commonly required qualifications
- Be up-to-date. The training materials should be revised annually especially when they concern sectors and topics that are constantly changing such as technology issues, ICT, legislation etc.
- Inspire a good learning environment. The environment should be kept clean, safe, well maintained, with equipment of new technology, etc.
- Don't hesitate to make suggestions for improvement to the management
- Maintain a positive and collaborative attitude
- Prioritize your tasks – make careful time management planning. Most of the teachers complain about their intense work load. A good time management planning can give them more time for better preparation.

5. Recommendations for designing the toolkit products following the research outcomes in country report.

General Recommendations for designing toolkit products

- Tools easy to use/ not complicated/ not time consuming
- Brief instructions for use
- Flexibility and adaptability of the instruments to different contexts. The instruments should be easily adapted to different contexts e.g. large or small groups of students, use of technology or not, online or offline, electronic or printed versions etc.
- Recommendations for alternative methods of use/ variations of the tool itself
- Efficiency and impact of the instruments on quality improvement. The products should have an obvious positive impact on the quality of the course. The expected impact should be defined and documented.
- Encouragement of the teachers to use the quality instruments. The usefulness of the products should be explained to the teachers. People are usually reluctant to change habits and methods of work. The benefits of the products should be evidenced.
- Promoting initiatives for more active involvement of teachers. The teachers should be involved in the design of the products, asking their suggestions. They will also be involved piloting the products and giving their feedback.
- Focus on continuous improvement. The impact of the products on the quality of the course should be continuous and not temporal.
- Clear understanding of the benefits deriving from the use of the tools
- Instruments already familiar to the teachers

- Indicators of successful application/ use of tools

References

Research:

- Desk research
- 5 Questionnaires
- 15 Interviews

Web links:

- <http://www.eqavet.eu>
- www.minedu.gov.gr
- www.eoppep.gr
- <http://www.nqf.gov.gr>
- <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF>
- <http://www.espa.gr/el/Pages/staticOPEducationandLifelongLearning.aspx>