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## ENESAT22 - ETF Self-Assessment Tool for Excellence

### *Introduction*

*The ENE Framework for Excellence has been designed for vocational schools and centres of vocational excellence that are members or associates of ETF's [Network for Excellence](#) (ENE). It has been developed to permit members and associates to self-assess their own level of development against a shared set of indicators.*

*Completing this self-assessment will assist schools and centres to understand their own strengths and weaknesses and to plan their own improvement strategies. Members of the Network will be invited to repeat the self-assessment in the future, in order to review their own progress.*

*Data from the survey will be analysed in order to understand the development needs of its members and to plan support across the network. However, the self-assessment of each centre or school belongs to that institution: it will not be disclosed or published – unless the school or centre chooses to do this.*

*After you have completed the self-assessment you will be able to download feedback for your school or centre.*

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### Structure of the questionnaire

Schools and centres are invited to self-assess in relation to **10** dimensions of vocational excellence which, according to previous research, are particularly relevant to schools and centres in the ENE. Currently the dimensions are:

- A.** Education-business collaboration and cooperation
- B.** Pedagogy and professional development
- C.** Autonomy, institutional improvement and resources
- D.** Lifelong learning in VET
- E.** Skills for Smart specialisation – mobilising innovation, ecosystems and SMEs
- F.** Industry 4.0 and digitalisation
- G.** Going green – supporting sustainable goals
- H.** Inclusion and Equity (**new**)
- I.** Entrepreneurship and Enterprise (**new**)
- J.** Career Education and Guidance (**new**)

Within each dimension, the indicators are organised into **three development levels**:

- Foundational
- Developing
- Mature.

Since ENE is concerned not only with the development of excellence but also with its transmission, each dimension includes a section on Leadership and Collaboration.

For each indicator the **evaluation scale** is the following:

- Yes (i.e. we do it already)
- To some degree (i.e. we do it only partially)
- No (i.e. we don't do it)
- Not relevant
- Don't know

If the answer is “No”, then the school will be invited to describe its **plans for the future**, choosing between three options:

- *We will do it within two years*
- *We will do it in longer than two years*
- *We are not planning to do it*

Schools and centres may choose to self-assess only for those dimensions which they find **relevant**, selecting the dimensions for which they opt in in the page “Dimensions’ choice”.

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## How to fill in the questionnaire

ETF advises that the self-assessment will be most useful to a school or centre if a small team of teachers and managers from each school or centre familiarise themselves with the questionnaire in advance – since it may be necessary to consult with others or collect information before responding. The team should include the school or centre Director or a senior manager, the identified ENE contact point and other teachers or managers who have, between them, a strong understanding of all of the dimensions addressed.

After the individuals have reviewed the questionnaire, the team may then meet to discuss and complete the questionnaire together or, once they have agreed their collective responses, they may delegate a member of the team to respond on their behalf.

- The questionnaire may be completed in **English, Russian or French**. Please select your preferred language from the language bar on the top.

- To **save** the questionnaire and **continue** at a later date, click on "**Resume later**" on the toolbar at the top of the survey page. You can access your survey later using the link you received by email (all your survey progress will be saved).

To raise questions about the purpose and use of the self-assessment for vocational excellence please contact [Julian.stanley@etf.europa.eu](mailto:Julian.stanley@etf.europa.eu)

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## Choice of Dimensions

You are encouraged to self-assess in relation to all **10** dimensions, since ETF advises that they are all relevant for a centre of vocational excellence.

However, if you judge that one or more element is irrelevant or inappropriate you can **deselect** it below.

The questionnaire will then display only the selected dimensions.

The **full version of the questionnaire** can be previewed [here](#).

Name of the school or centre responding: \_\_\_\_\_

In the previous cycle, your school (or centre) found the following dimensions to be relevant:

Dimension	Relevant in the previous cycle (yes/no)
A - Education-business collaboration and cooperation	
B - Pedagogy and Professional Development	
C - Autonomy, Institutional Improvement and Resources	
D - Lifelong learning in VET	
E - Skills for Smart specialisation - Mobilising Innovation, ecosystems and SMEs	
F - Industry 4.0 and digitalisation	
G - Going green - supporting sustainable	

**Q1. Please deselect any dimension(s) that you judge irrelevant or inappropriate:**  
(*deselect non relevant dimensions*)

- A** - Education-business collaboration and cooperation
- B** - Pedagogy and Professional Development
- C** - Autonomy, Institutional Improvement and Resources
- D** - Lifelong learning in VET
- E** - Skills for Smart specialisation - Mobilising Innovation, ecosystems and SMEs
- F** - Industry 4.0 and digitalisation
- G** - Going green – supporting sustainable goals
- H** - Inclusion and Equity (*new*)
- I** - Entrepreneurship and Enterprise (*new*)
- J** – Career Education and Guidance (*new*)

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## Background Information

Please provide some background information on your school or centre.

If the school or centre is part of a cluster or partnership, please complete this questionnaire on behalf of your own organisation rather than on behalf of the whole cluster.

Q2. Name of the person responding: \_\_\_\_\_

Q3. Email of the person responding: \_\_\_\_\_

**Q4. Size of the centre (number of teachers):**

(*single choice*)

1. 1-49
2. 50-99
3. 100-149
4. 150+

**Q5. Phases of education offered by the CoVE:**

(*multiple choice*)

1. Secondary Education (ISCED 3)
2. Post-Secondary Not-Tertiary Education (ISCED 4)
3. Tertiary or Higher Education (ISCED 5)
4. Non formal Adult/Continuing Education

**Q6. The school or centre is formally recognised as CoVE?**

1. Yes
2. No

**Q6.a** Please provide the year in which the institution was recognised as a Centre of Vocational Excellence by the government.

**Year of establishment of CoVE** \_\_\_\_\_

**Q7. Sectors covered by the school or centre:**

(*multiple choice*)

- a. Agriculture, veterinary, forestry, fishing
- b. Mining, metallurgy

- c. Construction (e.g. brick laying, plumbing, roofing, carpentry)
- d. Engineering (electrical, mechanical, automobile, civil construction, Chemical, geodesy)
- e. Manufacturing, production, processing (food, textiles, leather, wood)
- f. Hospitality, tourism, catering, travel,
- g. Business, retail, law, economy, management, administration
- h. Information technology
- i. Logistics, traffic, transportation
- j. Health-related (including medicine), social protection
- k. Beauty, hair, cosmetics
- l. Craftwork, fashion, art, design, film, media and creative
- m. General subjects, e.g. languages and mathematics, natural and social sciences, etc.
- n. Science
- o. Other (*please specify*) \_\_\_\_\_

**Q8. Is your school or centre part of a formal cluster or association with other vocational schools or another centre?**

Yes  No  Don't Know

**Q8.1** *If "Yes", please name the other schools or centres that form part of your cluster or organisation:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Q8.2** *Please describe what relationship exists between your school or centre and the others in the cluster:*

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**N.B.**

For each indicator the **evaluation scale** is the following:

Yes  To some Degree  No  Not relevant  Don't Know

If the answer is “No”, then the school will be invited to describe its **plans for the future**, choosing between three options:

- We will do it within two years*
- We will do it in longer than two years*
- We are not planning to do it*

*Questions marked with an asterisk are compulsory.*

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## A - Education-business collaboration and cooperation

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development in education-business collaboration and cooperation.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### A1) Foundational

**A1a)** The school or centre cooperates with enterprises so that all learners can carry out learning in the workplace (placements or internships) to meet formal requirements specified in relevant qualification or curriculum frameworks.

**A1b)** Representatives from employers are formally involved in school governance, for example, they are included in the Governing Body.

**A1c)** Employers are regularly consulted by the school or centre in relation to curriculum.

### A2) Developing

**A2a)** A senior person (for example Deputy Principal) in the school or centre leads and coordinates school-industry cooperation.

**A2b)** The school or centre has signed long-term memoranda of understanding with at least two enterprises which bring about annual cooperation (for example, to provide work placements for learners or visits).

**A2c)** The school or centre cooperates with enterprises in order to organise work placements for all learners which are equivalent to at least 10% of curriculum time.

**A2d)** At least one teacher benefits from at least 5 days training or work placement (or work) in an enterprise every year.

### A3) Mature

**A3a)** School or centre systematically develops and updates a catalogue of training programmes designed to meet the needs of identified employers for both initial and continuing vocational training.

**A3b)** Enterprises regularly contribute to assessment processes for students, for example, participate in assessment juries.

**A3c)** Tracer studies demonstrate that at least 30% of graduates enter employment or self-employment or further study in sector related to their programme.

**A3d)** Enterprises contribute to infrastructure, equipment or other costs in the school or centre (value of contribution at least € 5000 over last two years).

### A4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**A4a)** The school or centre forms lasting institutional partnership with specialist national or regional employer associations or sector organisations to develop skills over medium term, for example, developing joint curricula or implementing joint skills surveys.

**A4b)** The school or centre cooperates with other schools to co-ordinate placements or other work-based learning for adult learners.

**A4c)** The school or centre cooperates with other schools to co-ordinate placements for teachers in industry or to organise training for teachers in the workplace.

**QAGP. Give one example of recent good practice in Cooperation with Enterprise at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within “Dimension A” that you have partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension A for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension A for which the baseline assessment was “we will do it within two years”	Your current assessment

**QAM. If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension A
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension A
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension A
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension A

**QAM.1** Could you please briefly describe one example of the progress made in Dimension A since your first self-assessment?

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**QAM.2 If your centre has not made satisfactory progress as planned across this dimension, this was because:**

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify) \_\_\_\_\_

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## B - Pedagogy and Professional Development

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of pedagogy and professional development.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### B1) Foundational

**B1a)** The school or centre has a person (pedagogue or pedagogical coordinator or lead teacher) in charge of professional development.

**B1b)** The school or centre provides mentoring and induction for all Beginning Teachers.

**B1c)** At least 75% of the teachers in the school or centre attended at least one in-service training event (for example, a seminar or workshop) in the last 12 months.

**B1d)** Teachers of theory and of skills regularly set learning tasks that closely resemble real, up-to-date tasks in the world of work.

**B1e)** All staff have appropriate knowledge, skills and competences (technical, pedagogical and personal) which qualify them to teach, collaborate and support the welfare of learners.

### B2) Developing

**B2a)** The school or centre systematically conducts training needs identification for all of its staff, for example, through interviews or surveys.

**B2b)** All teachers at the school or centre regularly practise a range of pedagogies that are appropriate to vocational subjects and to different learners (for example, active approaches like group work, problem solving, critical thinking, role play).

**B2c)** The school or centre makes systematic use of assessment data to evaluate and improve its own performance.

**B2d)** Senior managers and pedagogues regularly observe teaching and provide feedback to all staff.

**B2e)** School or centre regularly assesses needs of all learners and provides special support to meet individual needs (with respect to both learning and wellbeing) where appropriate.

### B3) Mature

**B3a)** The school or centre plans its own in-service training events at least three times each year to achieve its training plan (in addition to participating in external training events).

**B3b)** All teachers and trainers have relevant industrial or professional work experience which they have either obtained outside of teaching or through placements and training in relevant enterprises.

**B3c)** At least 80% of teachers and instructors regularly collaborate to prepare and support their teaching, for example, through mentoring, team teaching or joint lesson preparation.

**B3d)** Regular assessment of learning is used systematically to decide what learning tasks should be set for individual learners and for groups of learners.

**B3e)** The school or centre evaluates the impact of professional development on the quality of teaching and learning, and the information is used to plan future professional development.

### B4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**B4a)** The school or centre supports the development of pedagogy across a group of other schools or learning centres, for example, through the offer of in-service training or by sharing instructional materials.

**B4b)** The school or centre works in partnership with industry, universities or donors to design and organise in-service training for teachers and trainers.

**B4c)** The school or centre participates in national or international networks to share good practices or research in teaching and learning.

**B4d)** The school or centre has a budget to develop and provide in-service training (or is able to charge for in-service training).

**QBGP. Give one example of recent good practice in pedagogy and professional development at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension B that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension B for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension B for which the baseline assessment was “we will do it within two years”	Your current assessment

**QBM. If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension B
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension B
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension B
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension B

**QBM.1** Could you please briefly describe one example of the progress made in Dimension B since your first self-assessment?

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**QBM.2** If your centre has not made satisfactory progress as planned across this dimension, this was because:

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify)\_\_\_\_\_



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## C - Autonomy, Institutional Improvement and Resources

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of autonomy, capacity for improvement and of what resources are available.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### C1) Foundational

**C1a)** The school or centre has an independent Board of Governors with some elected members that exercises authority and holds the principal to account.

**C1b)** The school or centre, in consultation with its stakeholders, has defined its own mission and institutional development plan.

**C1c)** The school or centre has an institutional quality assurance system which it implements.

### C2) Developing

**C2a)** The school or centre has the authority to enter independently into contracts with other organisations such as businesses, training providers and donors e.g. to buy or sell services or equipment.

**C2b)** The school or centre is able to earn and retain income (for example, by selling training services).

**C2c)** The school or centre is able to make changes to nationally defined curriculum frameworks or profiles in order to adapt curriculum to local needs.

**C2d)** The Governing Body has the authority to appoint and dismiss principal.

**C2e)** The school or centre has the authority to appoint its own fixed term staff (for example, part-time teachers, maintenance staff).

### C3) Mature

**C3a)** The school or centre plans and monitors its own budget, deciding independently how to use the resources.

**C3b)** The school or centre has appropriate and sufficient laboratories, classrooms and workshops which permit it develop the competences required by employers.

**C3c)** The school or centre has appropriate and sufficient tools, equipment, infrastructure and consumables which permit it develop the competences required by employers.

**C3d)** The school or centre has the authority to decide which learning programmes will be offered in the future and to close down current programmes if not required.

**C3e)** The school or centre has the authority to appoint full-time, permanent teaching staff, subject to approval.

**C3f)** The school or centre has the authority to take out loans, for example, to fund investment.

### C4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**C4a)** The school or centre coordinates the planning and provision of training programmes, together with other skills providers.

**C4b)** The school or centre leads and sometimes initiates national or international projects involving more than one other organisation.

**C4c)** The school or centre operates a joint budget or joint owns assets or enterprises with other schools or organisations, for example, a training company.

**C4d)** The school or centre shares services or staff with other schools (for example, accounting services, technical maintenance services, etc.).

**QCGP. Give one example of recent good practice in Autonomy and Institutional Improvement at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension C that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension C for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension C for which the baseline assessment was “we will do it within two years”	Your current assessment

**QCM. If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension C
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension C
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension C
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension C

**QCM.1** Could you please briefly describe one example of the progress made in Dimension C since your first self-assessment?

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**QCM.2** If your centre has not made satisfactory progress as planned across this dimension, this was because:

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify)\_\_\_\_\_

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## D - Lifelong learning in VET

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of development of Lifelong Learning in VET.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### D1) Foundational

**D1a)** The school or centre has an explicit mission to provide education or training programmes to adults.

**D1b)** The school or centre has delivered at least one adult education programme with at least 8 weeks duration for 20 or more adult learners over the last two years.

**D1c)** The school or centre is formally accredited as provider of adult education.

**D1d)** The school or centre systematically supports the development of key competences (including soft skills as well as basic skills) for all learners.

### D2) Developing

**D2a)** The school or centre has delivered at least three different programmes for adults continuously over the last two years.

**D2b)** Different kinds of learning-programme are offered to different kinds of adult learners, in order to meet their needs (for example, part-time courses for employees, elementary courses for adults without basic skills, etc.).

**D2c)** The school or centre offers specialised advice on training and career guidance and counselling to adult learners.

**D2d)** Teachers and trainers have received training or specialised support that has helped them to develop skills to support adult learning and career guidance.

**D2e)** Learning outcomes (or competences) from adults' skills programmes are assessed using criteria that have been validated by employers (or their representatives).

### D3) Mature

**D3a)** More than 50% of programmes provided by the school or centre are also accessible to adult learners, either as special courses or it is possible for adults to join existing programmes.

**D3b)** There is dedicated funding which makes it possible for adult learners to study.

**D3c)** Learning from adults' skills programmes is accredited, i.e. the programmes lead to diplomas which have value on the labour market.

**D3d)** Graduates from adult programmes are regularly tracked (e.g. by tracer studies) in order to monitor destinations and/or future learning needs.

**D3e)** The school or centre provides adult education programmes outside (either partially or fully) of a school environment (for example, in the workplace, online, etc.).

**D3f)** The school or centre recognises informal learning of adults so that they can benefit from prior learning outside of the school or centre.

### D4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**D4a)** The school or centre collaborates with or supports other adult education providers, for example, so that together schools can offer a wider range of programmes.

**D4b)** The school or centre has well-established partnerships with businesses or employment agencies, for example, to provide training.

**D4c)** The school or centre has a co-ordinating role with respect to adult education (for example, it coordinates adult education in several organisations or campuses or neighbourhood centres).

**QDGP. Give one example of recent good practice in Adult Education at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension D that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension D for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension D for which the baseline assessment was “we will do it within two years”	Your current assessment

**QDM If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension D
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension D
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension D
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension D

**QDM.1** Could you please briefly describe one example of the progress made in Dimension D since your first self-assessment?

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**QDM.2 If your centre has not made satisfactory progress as planned across this dimension, this was because:**

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify) \_\_\_\_\_

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## E – Skills for Smart specialisation - Mobilising Innovation, ecosystems and SMEs

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work and which provide evidence of how your school or centre is working in collaboration with local and regional organisations to plan and implement regional economic development and innovation, following the principles of [Smart Specialisation](#). The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### **E1) Foundational**

**E1a)** The school or centre gathers and analyses labour market knowledge (for example, information on employers' needs) to inform its work.

**E1b)** The school or centre collaborates with local or regional bodies responsible for local/regional development (for example, with the Regional Development Agency).

**E1c)** The school or centre collaborates with the local or regional business associations and civil society (for example, Chambers, employers' associations, NGOs, etc.).

### **E2) Developing**

**E2a)** The school or centre is involved in activities that help the region to identify priorities for the economic development ("[smart skills specialisation](#)").

**E2b)** The school or centre has developed or modified its curriculum or the range of programmes that it offers in response to labour market analysis in the last three years.

**E2c)** The school or centre provides enterprise/entrepreneurship skills to 75% of its learners.

**E2d)** The school or centre provides training or other services targeting Small and Medium Enterprises (SMEs).

### **E3) Mature**

**E3a)** The specialist programmes offered by the school or centre match well with the current and future employment needs of local and regional enterprises.

**E3b)** The school or centre contributes to regional research strategy, for example, by helping to transfer and apply new knowledge and technologies.

**E3c)** The school or centre provides incubation services, i.e. support for new business start-ups, such as accommodation, mentoring or loans.

**E3d)** The school or centre collaborates with industry to create new training programmes which address innovation (for example, take up of new technologies), in line with the regional strategy.

**E3e)** The school or centre has entered into formal agreements with private and public sector organisations to jointly address local or regional economic needs, for example the ones expressed in the regional strategy.

### **E4) Lead or Coordinating**

*The indicators in this section address the way in which the school or centre leads or coordinates other organisations and skills providers to support regional economic development and innovation according to the principles of smart specialisation.*

**E4a)** The school or centre leads or coordinates building partnerships, for example, by hosting meetings or mobilising alumni, for the benefit of the region.

**E4b)** The school or centre leads or coordinates collaboration with other schools, centres or research organisations locally, across regions or internationally, for example, to develop project or training programmes e.g. on emerging technologies.

**E4c)** The school or centre is formally recognised to have a lead role in the development of identified specialised skills or technologies at regional or national level.

**QEGP. Give one example of recent good practice in Smart specialisation – Mobilising Innovation, ecosystems and SMEs at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension E that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension E for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension E for which the baseline assessment was “we will do it within two years”	Your current assessment

**QEM. If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension E
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension E
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension E
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension E

**QEM.1** Could you please briefly describe one example of the progress made in Dimension E since your first self-assessment?

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**QEM.2 If your centre has not made satisfactory progress as planned across this dimension, this was because:**

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify)\_\_\_\_\_

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## F - Industry 4.0 and digitalisation

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of capacity to address Industry 4.0 and digitalisation.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### F1) Foundational

**F1a)** The school or centre develops the digital skills and competences of learners in at least five different learning programmes.

**F1b)** Digital and on-line instruction is regularly used on campus as a mode of teaching and learning by at least 50% of learners.

**F1c)** The school or centre is able to use digital tools to provide distance learning to 80% of its students.

**F1d)** The school or centre promotes and uses Open Educational Resources.

### F2) Developing

**F2a)** An explicitly defined set of Digital and On-line Skills are taught to all learners as part of their key competences.

**F2b)** The Digital Competence (DC) of staff and learners is benchmarked, e.g. using the [EU's SELFIE tool](#) or another framework.

**F2c)** The school or centre uses digital and on-line learning to provide work-related learning situations (for example, video simulations, business games, videos of workplace, VR).

**F2d)** At least 50% of learners learn coding and computational thinking.

**F2e)** The school or centre has a digital strategy (for example incorporated into institutional development plan).

**F2f)** The school or centre ensures safety, privacy and a responsible behaviour in digital environments.

**F2g)** The school or centre develops digital competences of all staff, in line with institutional development plan or workforce development plan.

### F3) Mature

**F3a)** Most teachers and learners use digital learning environments or systems for learning and assessment (for example, Moodle, Microsoft 365, etc.).

**F3b)** Digital learning technologies are used to provide anytime/anyplace learning for all learners.

**F3c)** At least 50% of learning programmes develop the competence of learners to make use of up-to-date industrial digital technologies, e.g. CAD, CAM, 3D printing.

**F3d)** The school or centre has medium- and long-term plans to ensure that the development of its own digital infrastructure is in line with pedagogy and curriculum and industrial practice and the plans are implemented.

**F3e)** The school or centre provides at least two specialised profiles (qualifications) that explicitly address digital competences relevant to Industry 4.0. (for example, robotics, AI, website designer, data scientist).

### F4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**F4a)** The school or centre works in partnership with employers to address new digital technological development (for example, through investment, sharing of technology and know-how and continuing training for advanced digital competences).

**F4b)** The school or centre works with research partners to address new challenges and exploit new digital technologies.

**F4c)** The school or centre networks and collaborates digitally with other skills providers, for example, through e-twinning, videoconferencing or platforms.

**F4d)** The school or centre supports or encourages the development of digitalisation in other skills providers, for example, by providing professional development, development of assessment.

**F4e)** The school or centre is formally recognised to have a national or regional mission to lead development in the provision of digital skills and/or the use of educational technologies.

**QFGP. Give one example of recent good practice in Industry 4.0 and digitilisation at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension F that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension F for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension F for which the baseline assessment was “we will do it within two years”	Your current assessment

**QFM If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?**

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension F
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension F
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension F
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension F

**QFM.1** Could you please briefly describe one example of the progress made in Dimension F since your first self-assessment?

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**QFM.2 If your centre has not made satisfactory progress as planned across this dimension, this was because:**

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify) \_\_\_\_\_



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## G - Going green - supporting sustainable goals

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of skills for a green and sustainable economy.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### G1) Foundational

**G1a)** Some awareness raising activities have already taken place in the school or centre (for example, campaigns to reduce and/or carefully manage waste).

**G1b)** Where appropriate the learning programmes provided include competences that are relevant to making the economy sustainable ('green skills'), for example, knowledge about energy conservation, skills in waste reduction.

**G1c)** The school or centre supports learning addressing the science of climate change and exploring critically economic, political and technological responses to environmental change.

### G2) Developing

**G2a)** The school or centre addresses explicitly sustainability issues in its institutional strategy (for example, with respect to energy, curriculum, consumables).

**G2b)** The school or centre provides at least one training programme that explicitly addresses a current or emerging green occupation (for example, environmental management, photo-voltaic installer, recycling worker).

**G2c)** The school or centre systematically develops skills in green technologies, for example, solar or wind power, insulation, electric batteries.

**G2d)** The school or centre audits and controls its own environmental footprint.

### G3) Mature

**G3a)** The school or centre is providing adult training programmes that provide green skills, give access to green technologies and open up green occupations.

**G3b)** The school or centre is helping to develop new programmes, curricula or technologies associated with green skills, occupations and technologies.

**G3c)** The school or centre has successfully implemented a strategy for green transformation and is on course to achieve a reduction in its own carbon footprint in line with national and international targets by 2030.

**G3d)** The school or centre empowers learners and staff to innovate and collaborate to bring about a sustainable economy.

### G4) Lead or Coordinating

*The indicators in this section address the way in which the school or centre works with other schools or training centres.*

**G4a)** The school or centre is collaborating with industry or research institutes to develop or provide learning programmes which address sustainability, for example, through projects or platforms.

**G4b)** The school or centre is collaborating with other skills providers to support or provide learning programmes which address sustainability, e.g. through clusters or in-service training.

**G4c)** The school or centre is working with industry or sector associations to provide training programmes for employees focusing on sustainability.

**G4d)** The school or centre is collaborating with other stakeholders, (for example, local government, NGOs, parents, adult learners, employers) on actions to bring measurable progress in achieving collective sustainability goals.

**QGGP. Give one example of recent good practice in development of Going green – supporting sustainable goals at your school or centre (during the last 12 months):**

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## Progress Monitoring

As part of your first self-assessment (baseline), you identified those indicators within Dimension G that you partially implemented OR planned to work on over the next two years (see list below).

List of Indicators within Dimension G for which the baseline assessment was “we implemented it only partially”	Your current assessment

List of Indicators within Dimension G for which the baseline assessment was “we will do it within two years”	Your current assessment

**QGM** If you now evaluate what your centre has achieved, then which of the following statements best describes the degree of progress in relation to this dimension?

*(single choice)*

1. Our centre has made **progress** in relation to **most of** what we planned that relates to the indicators for Dimension G
2. Our centre has made **progress** in relation to **some of** what we planned that relates to the indicators for Dimension G
3. Our centre has made only **little progress** in relation to what we planned that relates to the indicators for Dimension G
4. Our centre has made **no progress** in relation to what we planned that relates to the indicators for Dimension G

**QGM.1** Could you please briefly describe one example of the progress made in Dimension G since your first self-assessment?

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**QGM.2** If your centre has not made satisfactory progress as planned across this dimension, this was because:

*(multiple choice)*

1. Developments are continuing as planned but are not yet complete
2. Teachers and or managers had too many other tasks
3. Lack of other resources such as budget or equipment
4. School or centre changed its own priorities
5. School was not authorised or supported by political authorities to act as planned
6. Centre could not find suitable partners or other organisations with whom to collaborate
7. Other (please specify)\_\_\_\_\_

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## H - Inclusion and Equity

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence of development of capacity to assist learners to develop and maintain their capabilities to fully and successfully participate in the economic, social, civic and cultural life of their communities.*

*The following **definitions** will help you to complete this part of the self-assessment:*

**Disadvantaged or special needs learners or groups:** learners or groups of learners that have, or are perceived to have, characteristics, needs or behaviours – physical, intellectual, social, ethnic, linguistic or economic - that operate against their entry, successful participation or achievement in some part of or all of education or which require some adaptation of provision.

**Under-represented learners or learners from under-represented groups:** learners belonging to social groups – of any kind – that under-participate, when compared to their share of the population, in some part or all of education.

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### H1) Foundational

**H1a)** All teachers receive training to help them to recognise and meet special and diverse educational needs of all learners.

**H1b)** All learners are assessed for special learning needs **and**, where appropriate, are further assessed by specialists to determine what additional assistance they need.

**H1c)** The school or centre promotes respect for all members of the centre, whatever their gender, their cultural, linguistic, ethnic or religious background or their sexual orientation and complaints about bullying, discrimination or harassment are formally investigated.

**H1d)** The centre reaches out to recruit learners from disadvantaged and under-represented groups and seeks to reduce barriers to their participation (e.g. by providing transport, language teaching, free school meals).

**H1e)** Learners with physical disabilities, for example, hearing-impaired or visually-impaired or mobility-impaired learners, have access to appropriate learning spaces and digital technologies and receive support.

### H2) Developing

**H2a)** The school or centre facilitates the participation of learners in activities that contribute to the welfare of disadvantaged individuals and groups, for example, extra-curricular charitable activities, social enterprises.

**H2b)** Targets are developed for the reduction of ‘drop out’ and under-achievement by disadvantaged and special needs learners are included within the centre’s development plan.

**H2c)** Actions are taken to promote all careers and pathways to female learners and potential learners and to facilitate their participation in all vocational learning programmes in the centre and in the workplace.

**H2d)** The centre monitors and reports systematically on educational outcomes and progression by gender, racial or ethnic origin, disability, linguistic minority and socio-economic status.

**H2e)** Disadvantaged and special needs learners and learners from under-represented groups participate in many of the centre’s study programmes **and**, where appropriate, receive additional support to help compensate for their disadvantages and needs, e.g. language support, learning assistants.

### H3) Mature

**H3a)** The school or centre has consulted upon and formally adopted a policy that addresses all aspects of inclusion, equal opportunities, and non-discrimination and is implementing it, for example, through reviews of admissions and teaching.

**H3b)** Learners and teachers at the school or centre interact openly, effectively and positively with diverse groups and individuals within and beyond the centre as shown, for example, by high levels of participation in inter-cultural or ecumenical exchanges, community actions and sport.

**H3c)** Staffing, learning spaces and equipment, access, assistance and specialist support are sufficient to make it normal for disadvantaged, special needs or under-represented learners to fully participate in any study programme offered by the school or centre.

**H3d)** Students with limited financial resources are financially assisted so that **all** students have the conditions and resources for successful learning, for example, food, lodging, work clothes, health care and hygiene services, access to computers and broadband for remote study, free travel, textbooks

**H3e)** The school or centre has successfully combatted gender stereotypes and barriers in relation to training with the result that more females and males have taken non-traditional pathways both as learners and as teachers or trainers.

#### **H4) Leadership & Collaboration**

*The indicators in this section address the way in which the school or centre works with other schools or training centres or organizations.*

**H4a)** The governing body or council of the school or centre includes representatives of the diverse communities and stakeholders that it serves, including learners and employers and it reviews the implementation of the centre's inclusion policies.

**H4b)** The centre collaborates with other organisations to support the learning, full participation, and progression of disadvantaged and special needs learners (e.g. psychological specialists, employers, researchers, careers advisers, employers and employment offices).

**H4c)** The centre leads or collaborates within national or international projects to develop innovative ways to pursue inclusion and/or equity.

**H4d)** Learners study, work and cooperate with others from different cultures and backgrounds, for example, from other schools or centres, other countries or other parts of their own society.

**QHGP. Give one example of good recent practice in Inclusion and Equity at your school or centre (during the last 12 months):**

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## **I – Entrepreneurship and Enterprise**

*The following statements provide an indication of the different services or processes that may be going on in the school or centre where you work, and which provide evidence for development of entrepreneurial skills and entrepreneurship<sup>1</sup>. This includes strategic organisational development and evaluation and also staff development, curriculum and recognition of learning, extra-curricular activities and work with businesses, start-ups, regional and international organisations.*

*The indicators are grouped according to level of development: Foundational, Developing and Mature.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### **I1) Foundational**

**I1a)** Many teachers in the school or centre are familiar with enterprise and entrepreneurship skills.

**I1b)** Some programmes of study explicitly address enterprise and entrepreneurship skills.

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<sup>1</sup> [The EU's Entrepreneurship Competence Framework for entrepreneurship and enterprise is known as EntreComp.](#)

**I1c)** The school or centre regularly offers learners diverse opportunities to develop their entrepreneurial competences (e.g. mini-enterprises, enterprise clubs, simulations, competitions, social enterprises).

**I1d)** The organisation's strategic plan includes entrepreneurial objectives and activities.

## **I2) Developing**

**I2a)** The school or centre formally recognises entrepreneurial learning outcomes (e.g. through diplomas or through students' records of achievement).

**I2b)** Most staff have received professional development to help them to integrate entrepreneurship skills into what they teach or to support entrepreneurship activities.

**I2c)** The school or centre generates revenue through a diversity of sources (e.g., training, consultation, research, funded projects) and the centre actively pursues additional sources of revenue.

## **I3) Mature**

**I3a)** Active participation in entrepreneurial activities throughout the year is an integral part of staff evaluation and promotion.

**I3b)** The school or centre is an accredited provider of education programmes in entrepreneurship for adults.

**I3c)** The school or centre regularly maps all of its entrepreneurial skills development and activities and evaluates the impact of its entrepreneurship strategy.

## **I4) Lead or Coordinating**

*The indicators in this section address the way in which the school or centre works with other schools or training centres or organizations.*

**I4a)** The school or centre leads or coordinates entrepreneurial events and activities with other organisations at a local, regional, national or international level.

**I4b)** The school or centre offers technology transfer and innovation consulting services to businesses and other organisations.

**I4c)** The school or centre regularly organises networking events or mentoring sessions that bring together learners and teachers with entrepreneurs and businesses.

**QIGP. Give one example of recent good practice in entrepreneurship at your school or centre (during the last 12 months):**

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## **J - Career Education and Guidance**

*The following indicators describe of the different services or processes that may be available in the school or centre where you work. These practices provide evidence that your school or centre is providing excellent Career Education and Career Guidance.*

*The following definitions will help you to complete the self-assessment:*

**Career education:** Programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway (career management skills).

**Career guidance:** A range of face-to-face and online activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings.

**Career counselling:** An individual or group process which emphasises self-understanding, and facilitates the development of a meaningful life/work direction as a basis to guide learning, work and transition decisions over the lifespan and responding to change.

*The indicators are grouped according to level of development: Foundational, Developing and Mature. Higher levels include achievements of prior levels.*

*The fourth group of indicators addresses the extent to which the school or centre has taken on a leadership or coordinating role in relation to other schools, centres or organisations.*

*For every indicator, select the option that best describes the situation in your school or centre.*

### **J1) Foundational**

**J1a)** The school or centre has a person in charge of Career Education and Career Guidance with appropriate knowledge, skills and competences which enable the person to coordinate school-wide work with internal and external stakeholders.

**J1b)** The school or centre occasionally involves local companies, public employment service officials, parents, trade unions, alumni and other educational institutions in the implementation of Career Education and Career Guidance.

**J1c)** The school or centre offers information and assessments that support career guidance for both current and potential VET learners and challenges careers stereotypes (e.g. gender, ethnicity).

### **J2) Developing**

**J2a)** The school or centre explicitly includes offline and online Career Education and Career Guidance in its development plan or strategy and in its quality assurance processes.

**J2b)** All teachers, trainers and school leaders meet with the centre coordinator for Career Education and Guidance at least once a year to ensure that they are all engaged in Career Education and Guidance work.

**J2c)** The school or centre offers a physical space for extracurricular individual or group careers guidance and counselling with access to materials and online resources for learners and parents.

### **J3) Mature**

**J3a)** The school or centre offers career education as integrated element of the curriculum to all learners as they progress through the school and offers career guidance to individuals and groups depending on their need in cooperation with external partners such as parents, schools, employers and the public employment service.

**J3b)** Potential future VET learners are invited to taster sessions (e.g. where they experience practical learning) and receive career guidance relating to work (e.g. labour market trends, salaries) and further learning (e.g. apprenticeships, higher education) which explicitly challenges gender-based prejudices.

**J3c)** The person in charge of Career Education and Career Guidance participates in trainings at least every two years to ensure professional growth and to update skills and knowledge of all dimensions of career education and guidance.

**J3d)** Most subject teachers and trainers participate at least once every two years in a training on career education and guidance.

### **J4) Lead or Coordinating**

*The indicators in this section address the way in which the school or centre works with other schools or training centres or organisations.*

**J4a)** The school or centre forms lasting institutional partnerships with specialist national or regional employer associations or sector organisations, public employment service offices and trade unions to co-design methodologies and tools, and co-implement Career Education and Career Guidance activities

**J4b)** The school or centre initiates collaboration with external partners to develop new provision, projects or resources to support Career Education and Guidance.

**J4c)** The school or centre supports other educational institutions by sharing good practices or resources in Career Education and Career Guidance or providing relevant services to them, e.g. training.

**J4d)** The school or centre participates in international projects or international mobility related to Career Education and Career Guidance

**QJGP. Give one example of recent good practice in Career Education and Guidance at your school or centre (during the last 12 months):**

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## Feedback

The feedback report provides a record of your **responses** and calculates a **score** for each dimension. It can be downloaded to help your organisation plan for the future.

The scores contained in the report offer a summary of development towards excellence at your school or centre. They have been calculated by totalling the scores within each dimension.

The report also provides an average indication of your **level of development** (i.e. “Foundational”, “Developmental” or “Mature”) to help staff, managers and stakeholders reflect upon their performance and their goals.

If you have participated in a previous cycle of ENESAT, the report will also display your past answers and will summarize your degree of progress in those dimensions self-assessed for the second time.

The **degree of progress** table summarises your judgement of how much progress your CoVE has made and provides an average score. This judgement may reflect experiences and achievements that are not captured in the detailed scoring by indicator shown in the table above.

### List of current and past answers

Question	Previous assessment	Current assessment

### Scores and Development Level by Dimension

Dimension	Previous assessment				Current assessment			
	Scores			Development level	Scores			Development level
	Total	Development	Leadership		Total	Development	Leadership	
A - Education-business collaboration and cooperation								
B - Pedagogy and Professional Development								
C - Autonomy, Institutional Improvement and Resources								
D - Lifelong learning in VET								
E - Skills for Smart specialisation - Mobilising Innovation, ecosystems and SMEs								
F - Industry 4.0 and digitalisation								
G - Going green - supporting sustainable								
H - Inclusion and Equity <b>new</b>								
I - Entrepreneurship and Enterprise <b>new</b>								
J - Career Education and Guidance <b>new</b>								



### Degree of Progress

Dimension	No Progress	Little Progress	Some Progress	High Progress
A - Education-business collaboration and cooperation				
B - Pedagogy and Professional Development				
C - Autonomy, Institutional Improvement and Resources				
D - Lifelong learning in VET				
E - Skills for Smart specialisation - Mobilising Innovation, ecosystems and SMEs				
F - Industry 4.0 and digitalisation				
G - Going green - supporting sustainable				

**Average Degree of Progress:**

**(out of 3)**

Click **PRINT FEEDBACK** to download this report. The download will take about 20 seconds.

You cannot print feedback after you have submitted the questionnaire.

Press **SUBMIT** to send the questionnaire.

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## Thank You for completing the Questionnaire

Your answers have been correctly recorded.

Once submitted it will not be possible for you to revise the questionnaire. In the event of an error or problem please contact: [doriana.monteleone@etf.europa.eu](mailto:doriana.monteleone@etf.europa.eu)

**The ENE team**