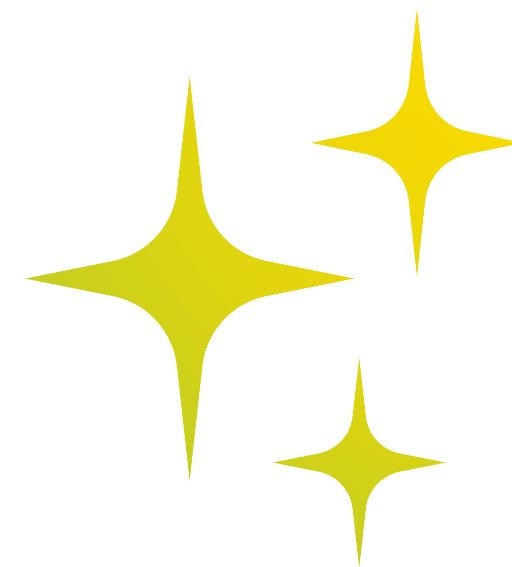




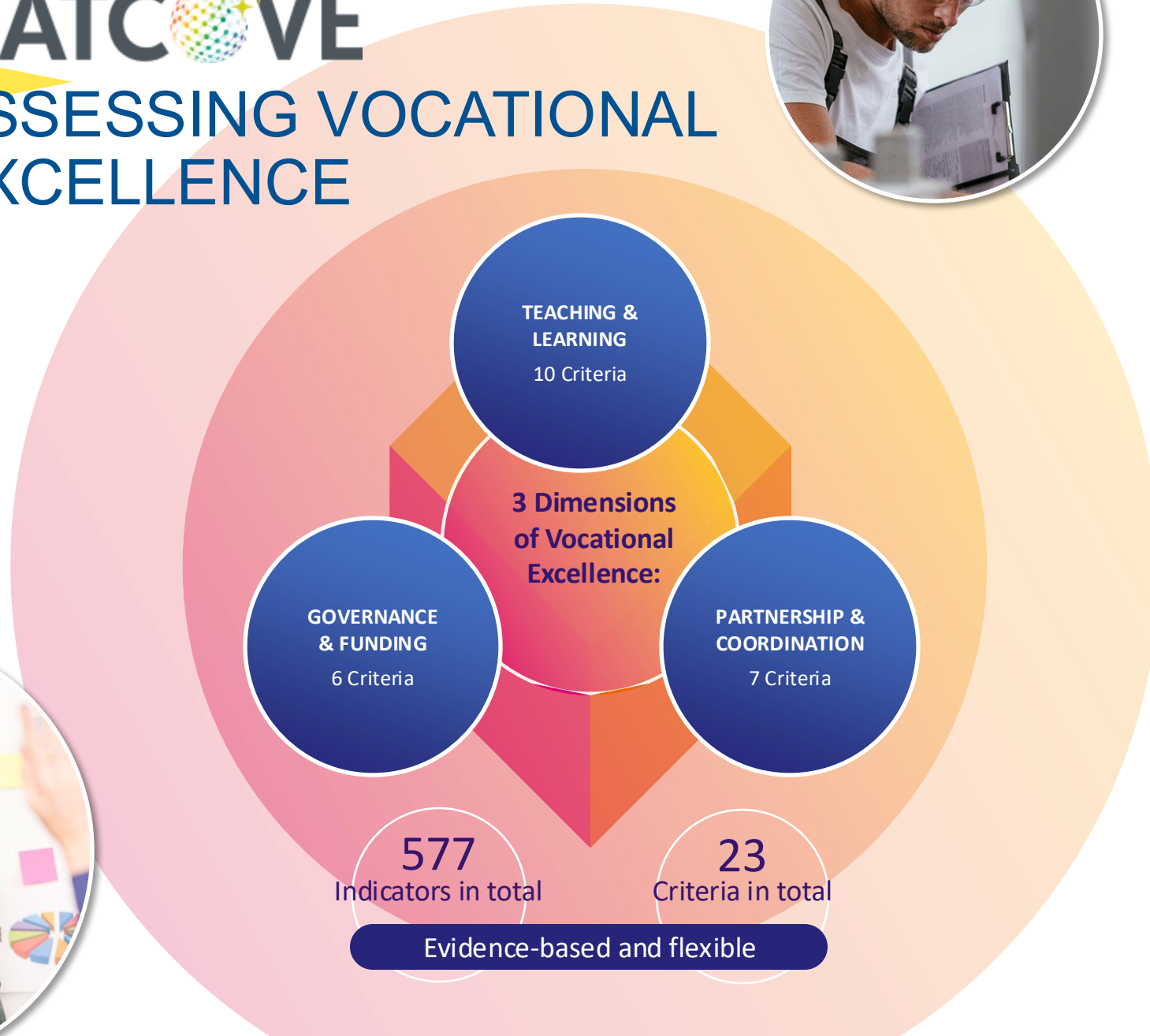
Internationalization of Vocational Education (IntVE)

DARYA - 22 May 2025



ISATC VE

ASSESSING VOCATIONAL EXCELLENCE



-  **AWARENESS**
-  **IMPROVEMENT**
-  **KNOWLEDGE SHARING**
-  **RECOGNITION**

The ISATCOVE framework

3 Dimensions

23 Criteria

577 Indicators

Teaching and Learning

TL1		TL5		TL9	
TL2		TL6		TL10	
TL3		TL7			
TL4		TL8			

Partnership and Coordination

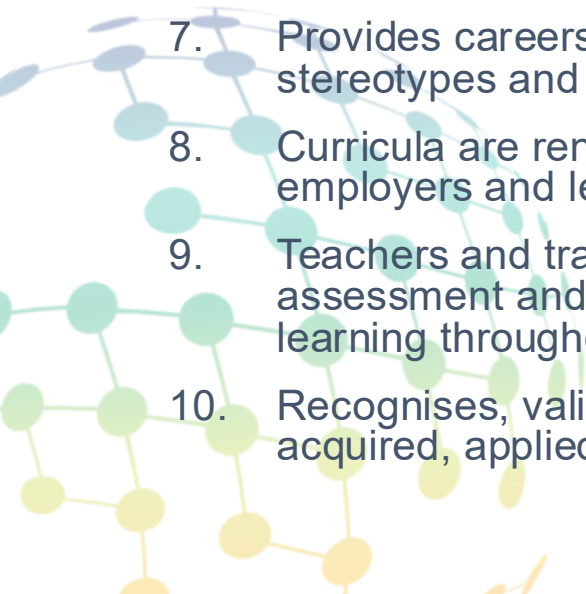
PC1		PC4		PC6	
PC2		PC5		PC7	
PC3					

Governance and Funding

GF1		GF3		GF5	
GF2		GF4		GF6	

Dimension 1: Teaching and Learning

1. Skills provision is relevant and responsive to the labour market and to social needs
2. Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner
3. Enables green transition and operates sustainably
4. Provides relevant digital skills: coding and programming; key digital competences and digital skills related to academic subjects and vocational occupations.
5. Teachers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with their needs
6. Includes and engages all learners and potential learners in all of its activities and communities, and acts to remove barriers, compensate for disadvantage and to adapt and tailor curriculum and teaching to support success for all.
7. Provides careers education and guidance to all potential and current learners, explicitly addressing careers stereotypes and tailoring support to individual and group needs.
8. Curricula are renewed, developed and modified to take account of international, national and local needs of employers and learners.
9. Teachers and trainers have mastered a wide range of pedagogies, learning resources, methods of assessment and educational technologies for VET and they collaborate to improve and innovate teaching and learning throughout the CoVE.
10. Recognises, validates, valorises and documents learning and skills, wherever and whenever they are acquired, applied or assessed.





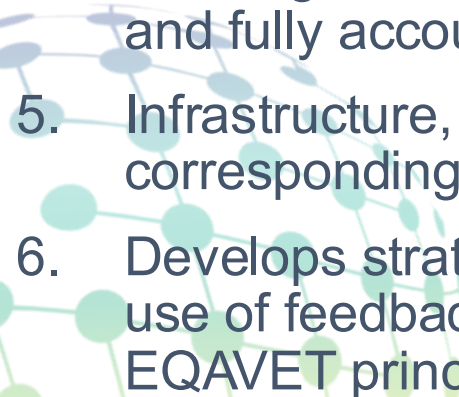
Dimension 2: Partnership and Coordination

1. Collaborates sustainably and effectively with enterprises to design, deliver and improve training and skills acquisition
2. Collaborates with SMEs to provide them with tailor-made skills, support, services and expertise
3. Teaches enterprise competences to all and entrepreneurship is facilitated extensively in partnership with other organisations
4. Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research
5. Collaborates internationally to provide skills, develop resources, staff and curriculum with international value
6. Collaborates with other organisations to raise awareness and attractiveness of VET
7. Collaborates with other skills providers and educational organisations to develop and share resources, provide skills, staff and curriculum and to develop as a learning organisations



Dimension 3: Governance and Funding



1. Exercises sufficient autonomy to fulfil its own mission, exercising governance and leadership that fully engage all stakeholders at all levels
 2. Engages actively in the development of local, national and international skills systems.
 3. Jointly creates and coordinates a skills ecosystem with a strategic approach to innovation, smart specialisation and socio-economic development
 4. Funding needs for all activities are met from multiple sources in a sustainable, transparent and fully accountable manner.
 5. Infrastructure, technology, learning accommodation and other resources reflect those of corresponding industries and professions for which skills are being developed.
 6. Develops strategically, inclusively and systematically as a learning organisation, making use of feedback and review and employing quality assurance mechanisms in line with EQAVET principles.
- 

The ISATCOVE framework

Teaching and Learning

TL1: Skills provision is relevant and responsive to the labour market and to the society

Different types of indicators

Theme	Indicator formulation	Respondent
Theme 1: The VET provider comprehensively and systematically uses labour market data (LMD) to inform its training or skills provision	In the design and review of our programmes, a wide range of tools to generate market data is used	Self-assessment Team
	Graduate tracking surveys are conducted to inform the design and review of our programmes.	Self-assessment Team
Theme 2: The VET provider regularly consults with the employers and social partners regarding its training or skills provision to identify necessary adaptations to ensure relevance	We have formal arrangements in place for ensuring the involvement of social partner	Self-assessment Team
	I believe that: – [name of VET provider] has structure of governance that allows employers to have a say	Employers
Theme 3: the skills acquired by graduates of the VET provider are highly relevant	I believe that I will be able to use the skills I acquire in my future work	Learners
	The skills acquired at [name of VET provider]: - helped me to find employment	Graduates
	% of graduates that find employment within one year. (Last available year)	Self-assessment team

Different respondents

Clustered in themes

ISATCOVE
indicators

ENHANCING EDUCATIONAL QUALITY THROUGH RECOGNITION

The Vocational Excellence Certificate: Setting new Standards for VET



70+
Schools

21
Countries

Commitment
as the foundation of
VET Excellence

400

Pilot

COMMUNICATING VET EXCELLENCE: THE REGISTRY OF CERTIFIED VOCATIONAL EXCELLENCE PROVIDERS



Registry of certified Vocational Excellence providers

Welcome to the Registry of certified Vocational Excellence providers, that lists all the VET providers that have undertaken the ISATCOVE self-assessment and have been awarded the "Committed to Excellence" and "Vocational Excellence" certificates. By browsing the registry, you can connect with excellence-driven partners in specific fields of vocational excellence, aiming to promote best practices and continuous improvement within the VET ecosystem. For more information on ISATCOVE, please watch our [information video](#). If you want to be part of the next implementation phases, please [send an email](#) or [use this form](#).

Search in the registry

Certificate type

Country

Year of award

Sort by

[Apply](#)

75 vocational excellence providers



Helsinki Business
College OY (Ltd.)

10 Apr 2025



Fundacion Centro
Tecnologico de
Cereales de Cyl



Folkuniversitetet

10 Apr 2025



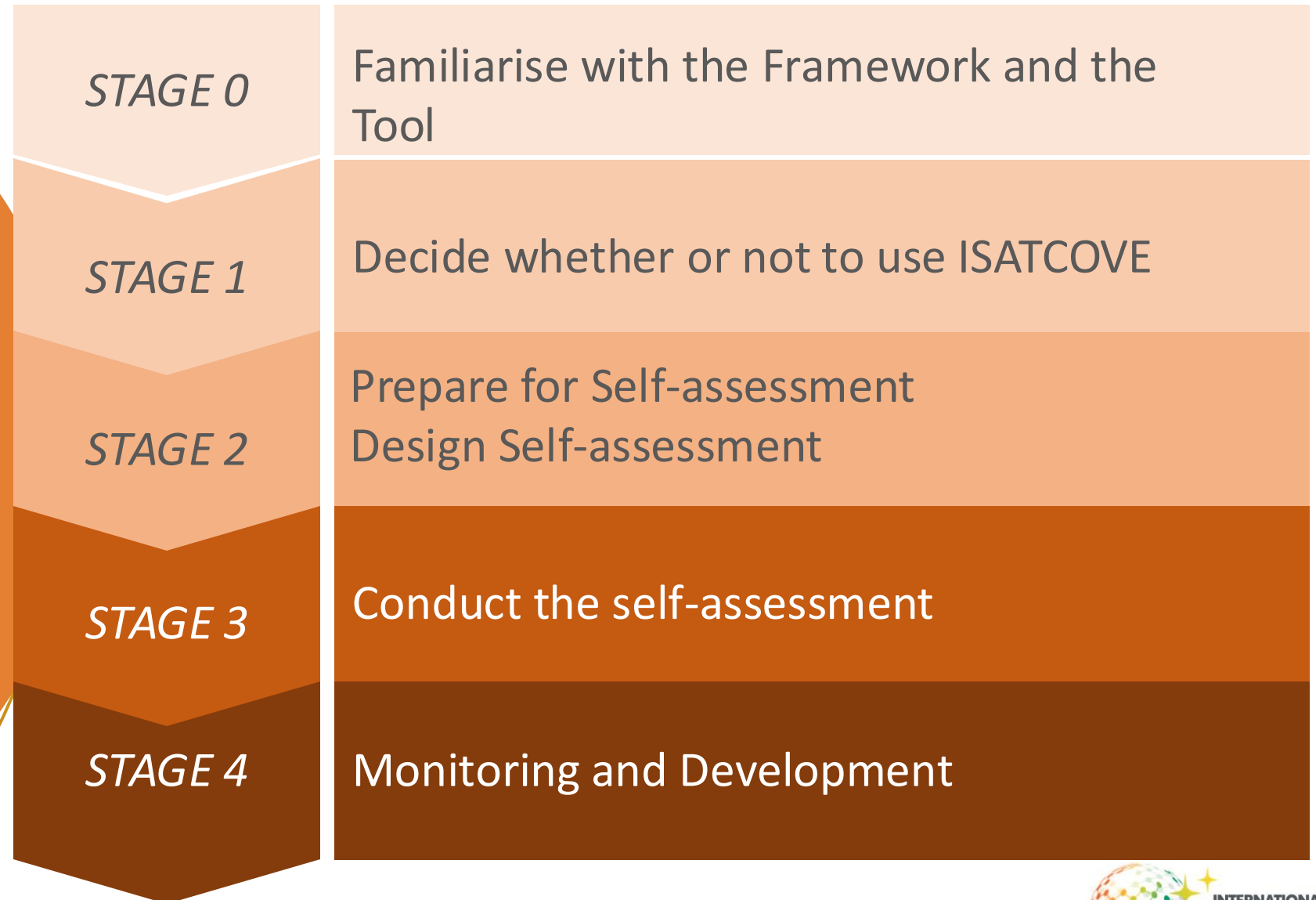
ENGIM Veneto
Turazza Treviso

10 Apr 2025

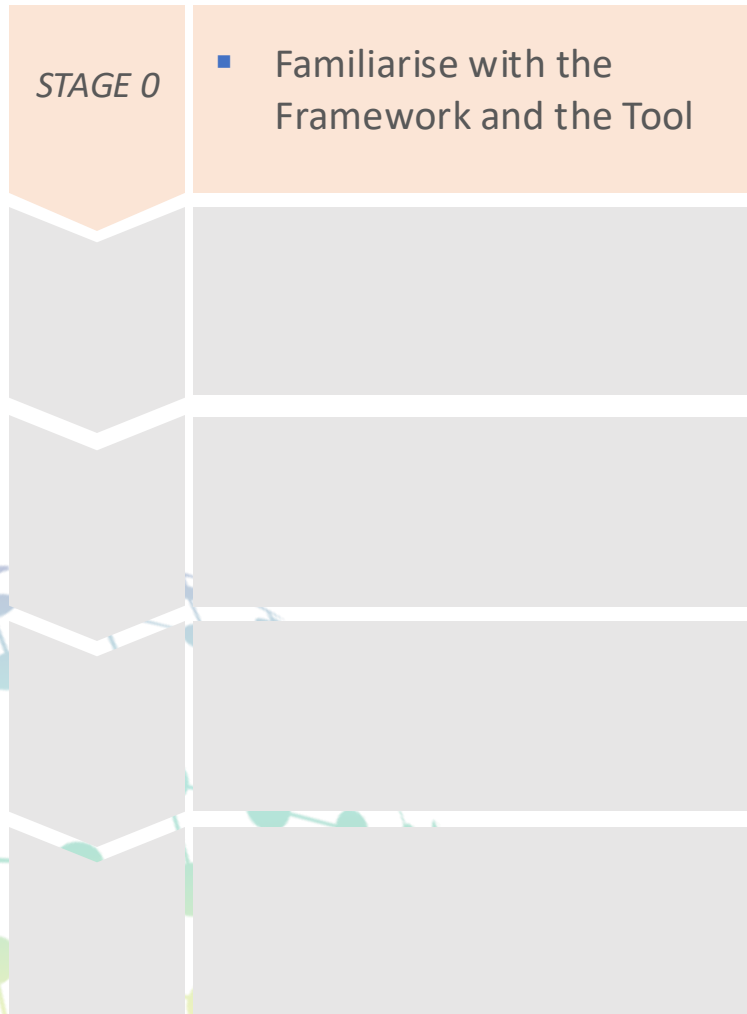
- Connect
- Build partnerships
- Exchange

[Registry of certified Vocational
Excellence providers](#)

The stages of implementing ISATCOVE



Stage 0: Familiarisation



WHAT

- Explore criteria, indicators, good practice
- Get familiar with ISATCOVE functionalities

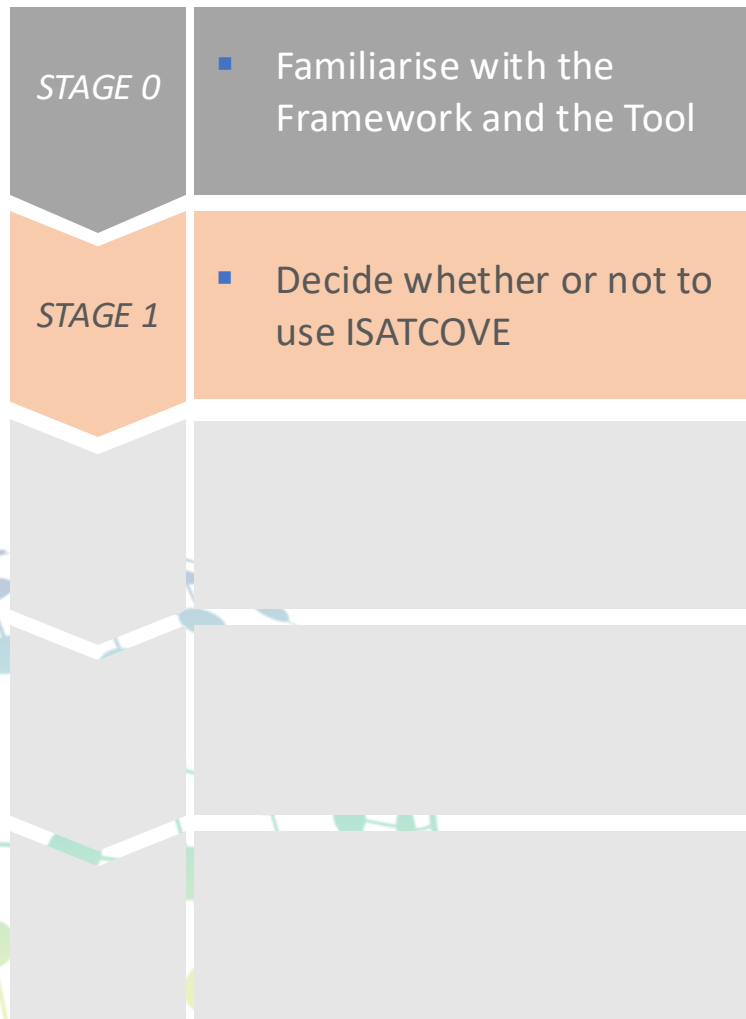
WHO

- Decision makers / different stakeholders
- Potential members of the Self-Assessment Team (SAT)

HOW

- Read guidance material
- Participate in introductory sessions (like today's session)
- Ask questions to the IntVE project team

Stage 1: Decision making



WHAT

- Consider time and commitment required
- Reflect on possible outcomes / motivation for participation

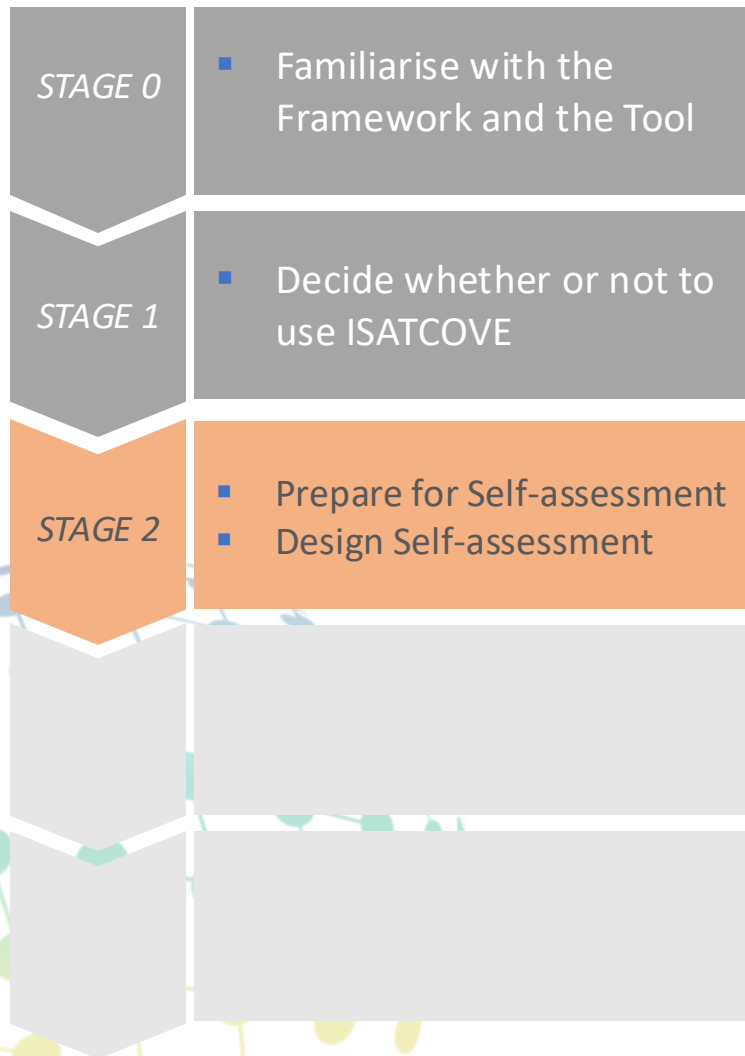
WHO

- Decision makers and different stakeholders

HOW

- Discuss the process with relevant school's actors

Stage 2: Preparing the self-assessment at school level



WHAT

- Appoint the Self-Assessment Team (**SAT**)
- Decide when to conduct the Self-Assessment
- Select the criteria and indicators for the Self-Assessment

WHO

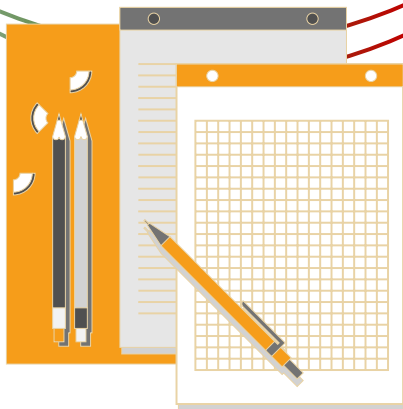
- School's management
- SAT

HOW

- Discuss the process with all relevant school's actors

Important: Will criteria and indicators be selected at national level or at school level?

What do we need to plan and design the Self-assessment?



Setup a self-assessment team (SAT)



Take in consideration:

- ✓ Vision for excellence
- ✓ Strategic planning
- ✓ Work Programme
- ✓ Ongoing processes (e.g. quality assurance mechanisms)
- ✓ ...



Evaluate:

- ✓ Resources
- ✓ Timing
- ✓ Stakeholders



Timing:
6-8 weeks
30-40 hours

Establishing the Self-Assessment Team

Who to include in the Self-Assessment Team?

- Senior Management, e.g. Deputy Principal
- Heads of Department or Faculty
- School Administrator (with access to data on enrolments, graduates, assessments)
- Liaison with enterprise or other partners
- Representatives of stakeholders, e.g. teachers, governing body?

- Define timetable for assessment
- Select the criteria and indicators to be used
- Choose which stakeholders to involve - employers, learners, graduates, parents, other schools..
- Make responses to the qualitative and quantitative indicators
- View evidence and make holistic judgement
- Set targets and make plans

Planning:

Week 1-3	1 Meeting of Self Assessment Team	Members familiarise themselves with criteria and indicators School Assessment Team select Criteria and Indicators
Week 4-5	3 Meetings of Self Assessment Team Stakeholders registered and receive questionnaires	School Assessment Team respond to selected structural and quantitative indicators Stakeholders respond to selected indicators
Week 6-7	2 Meetings of Self-Assessment Team Feedback to stakeholders	Assessment of selected criteria Feedback and Target setting



Timing:
6-8 weeks
30-40 hours

How to design a self-assessment using ISATC^{OVE}

TL- Teaching and Learning
PC – Partnership and Cooperation
GF – Governance and Funding

Select the indicators for this Self-Assessment

- > **TL** - TEACHING AND LEARNING
- > **PC** - PARTNERSHIP AND COOPERATION
- > **GF** - GOVERNANCE AND FUNDING


List of indicators

List of indicators

Code ↑

Indicator

Explanation

 Nothing to display

How to design a self-assessment using ISATC^{VE}

Select the indicators for this Self-Assessment

> **TL - TEACHING AND LEARNING**

∨ **PC - PARTNERSHIP AND COOPERATION**

- PC1 - PC1:** *Collaborates sustainably and effectively with employers or employer organisations to design, deliver and improve training and skills acquisition*

- PC2 - PC2:** *Collaborates with Small and medium-size enterprises (SMEs) to provide them with tailor-made skills, support, services and expertise*

- PC3 - PC3:** *Teaches entrepreneurship competences to all and entrepreneurship is facilitated extensively in partnership with other organisations*

- PC4 - PC4:** *Collaborates with enterprises and innovation/technology/research centres to conduct, apply and diffuse innovation and research*

- PC5 - PC5:** *Collaborates internationally to provide skills, develop resources,*

PC1 – PC1: Collaborates sustainably and effectively with employers or employer organisations to design, deliver and improve training and skills acquisition

PC2 – PC2: Collaborates with Small and medium-size enterprises (SMEs) to provide them with tailor-made skills, support, services and expertise

How to design a self-assessment using ISATC^{VE}

Select the indicators for this Self-Assessment

- > TL - TEA
- ▼ PC - PA

I have benefitted from a placement or internship organised by employers for teachers or trainers as it helped me to update my knowledge, skills and competences



effectively with organisations improve training

PC2 - PC2: Co

medium-size enterprises provide them support, services



PC3 - PC3: Teachers' competences



entrepreneurs extensively in organisations

PC4 - PC4: Co enterprises an innovation/technology to conduct, apply and research



PC5 - PC5: Co



to provide skill

Code ↑	Indicator	Explanation	Respondent	G.P.	<input checked="" type="checkbox"/>
PC1-3.1	I have benefitted from a placement or internship organised by employers for teachers or trainers as it helped me to update my knowledge, skills and competences.		Teachers or trainers		<input checked="" type="checkbox"/>
PC1-3.10	% of recent graduates who found employment with the employer where they participated in employer-based practical training periods (placements, internships) during the course of their programme	Number of learn...	SchoolAssessmentTeam		<input type="checkbox"/>
PC1-3.11a	Placements or internships are organised in cooperation with employers for:- teachers or trainers	'To a large ext...	SchoolAssessmentTeam		<input type="checkbox"/>
PC1-3.11b	Placements or internships are organised in cooperation with employers for:- learners	'To a large ext...	SchoolAssessmentTeam		<input type="checkbox"/>
PC1-3.2	All our learners obtain placements or internships with employers that help them practice and improve skills relevant to their professional training.		Teachers or trainers		<input type="checkbox"/>
PC1-3.3	The internship I did in an enterprise as part of my programme at [Name of VET provider] helped me to practice and improve skills relevant to my professional training.		2 Respondents		<input type="checkbox"/>
PC1-3.4	In general, the processes for setting up, coordinating and monitoring internships or apprenticeships work effectively		Employers or Employer representatives (includes Sector Organisations)		<input type="checkbox"/>

Respondent

Teachers or trainers

School assessment team

How to select criteria and indicators?

- Excellence across all three dimensions or in a specific domain?

- Which and how many indicators?
 - Structural indicators
 - Quantitative indicators
 - Stakeholder indicators

- Align with your concept of vocational excellence, existing strategies, action plans, objectives, etc.

Stakeholder who to involve?

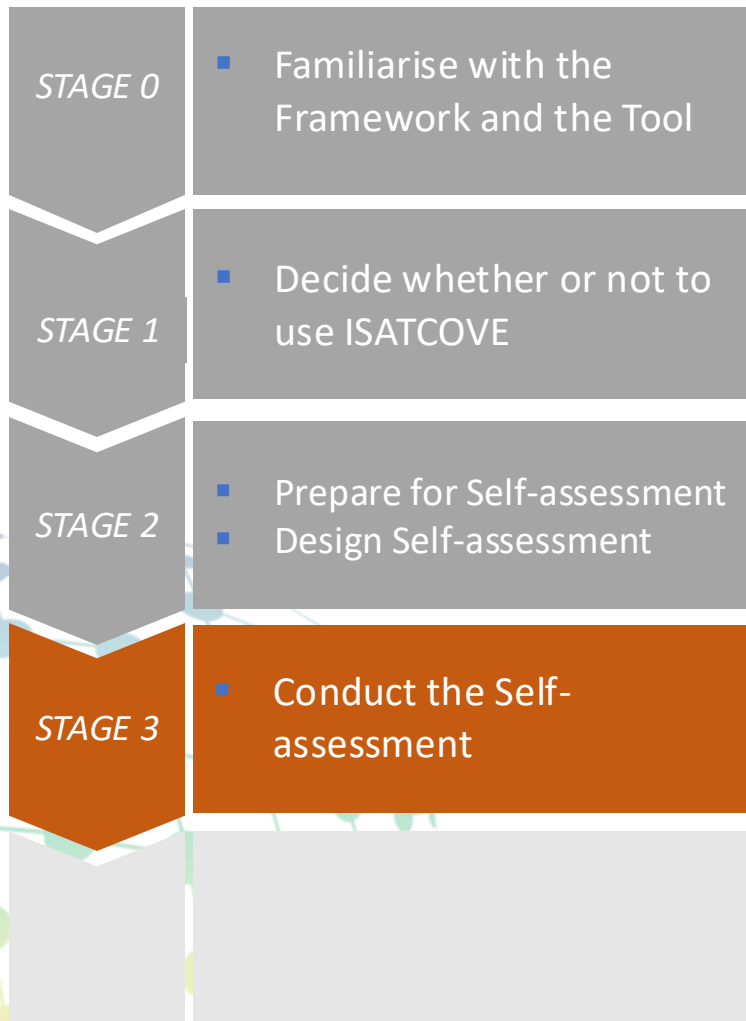
- Employers
- Employers that are SMEs
- Learners
- Graduates
- Parents
- Teachers and Trainers
- Other school staff
- Local and regional government organisations
- National government organisations
- Other educational providers

- International partners
- Board members or governors
- Other social partners

Important questions:

- *Do you have a contact database for each group?*
- *How many stakeholders of each group would you like to contact?*
- *How will you sample/select contacts?*

Stage 3: Conducting the self-assessment



Step 1. Collect evidence

- Structural indicators
- Quantitative indicators

- Stakeholder indicators

WHO

- SAT

- Stakeholders

HOW

- Gather information
- Agree on responses

- Participate in dedicated surveys

Step 2. Make judgments on criteria

WHO

- SAT

HOW

- Analyse collected evidence
- Meet and make collegiate judgement

Launching a Self-Assessment

Launched self-assessment

Please respond to all questions if you can

1 PC1-1.4

2 PC1-2.3

3 PC1-2.5

4 TL1-1.1

5 TL1-1.2

6 TL1-3.4

7 TL1-3.5

8 TL5-1.3A

9 TL6-1.1A

CONFIRM

Number of our current partnerships with employers that have lasted for at least three years

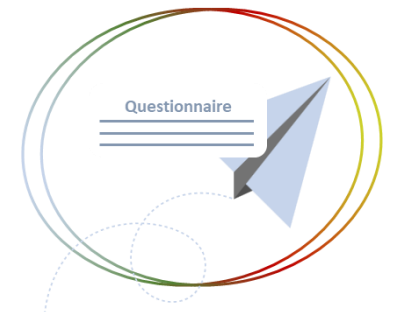
Source: Internal records

Answer - N

Answer - N

Number of our current partnerships with employers that have lasted for at least three years

Answer - N



Launching a Self-Assessment

The internship I did in an enterprise as part of my programme at Name School helped me to practice and improve skills relevant to my professional training

Please respond to all questions if you can

1 PC1-3.3

2 PC3-3.3A

3 PC3-3.3B

4 TL1-3.1

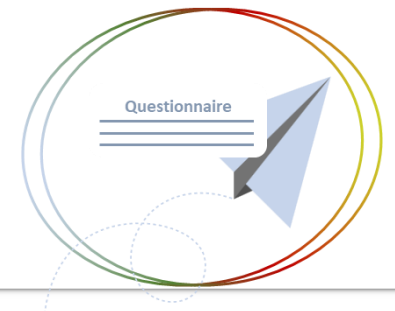


The internship I did in an enterprise as part of my programme at Jolien School helped me to practice and improve skills relevant to my professional training.

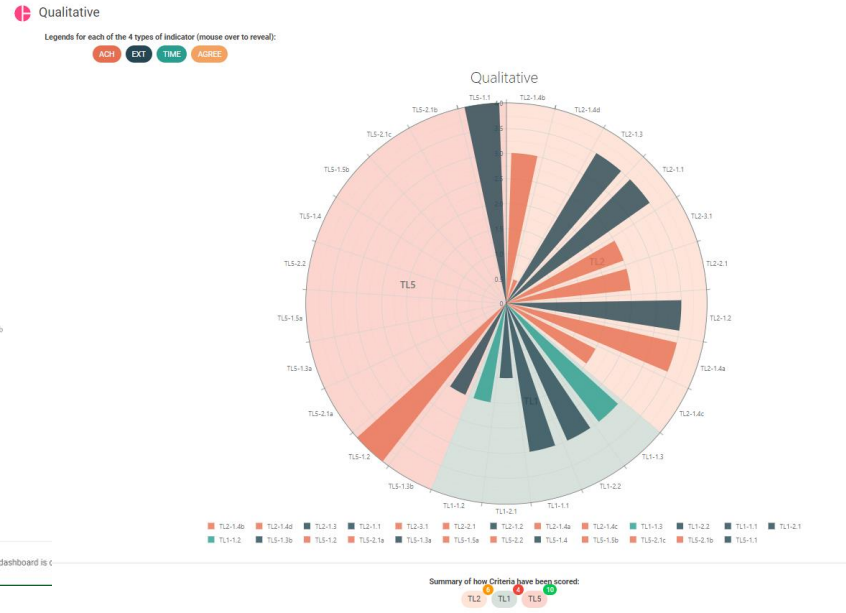
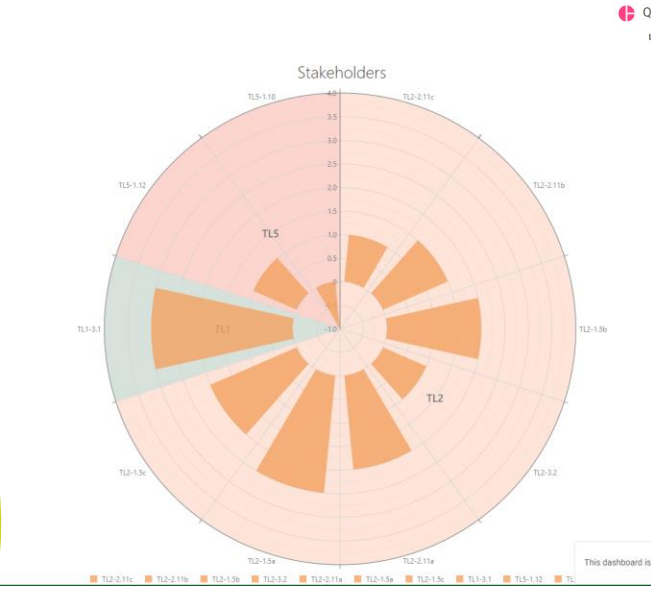
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

CHANGE ANSWER

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable



How do we use the collected evidence?

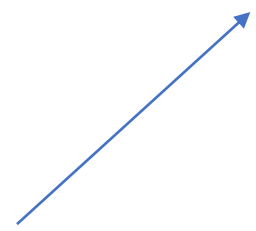


For what?



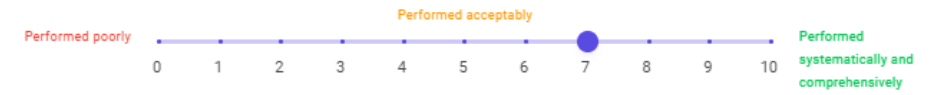
Assess criteria

Who?



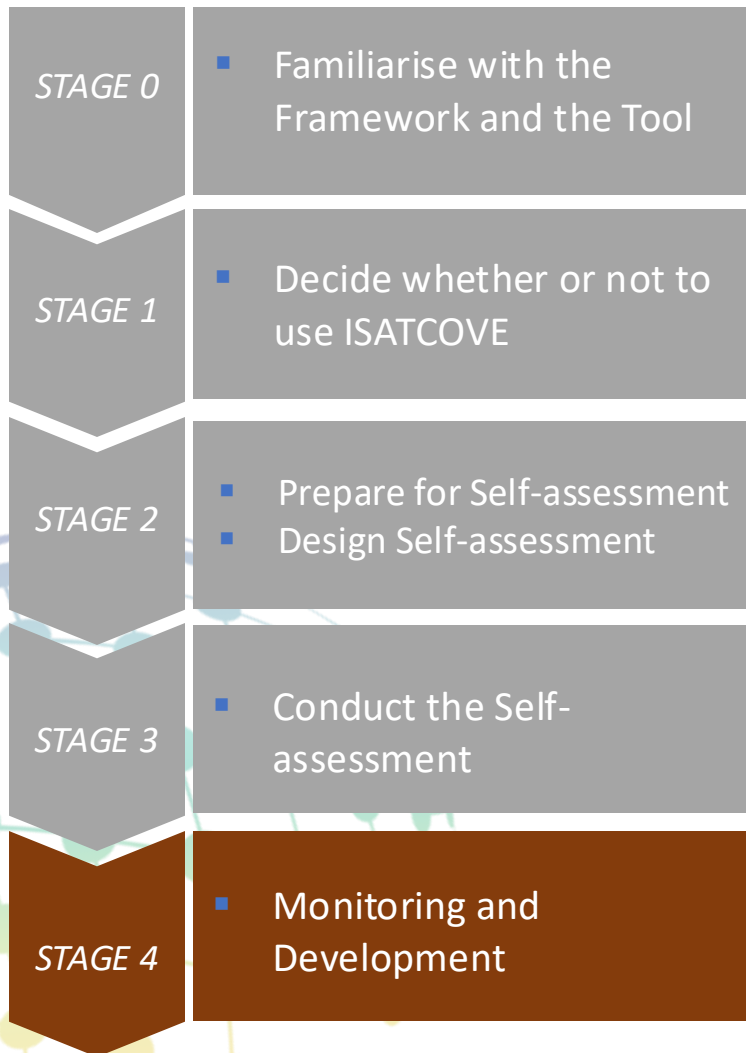
How?

Score your performance in this criterion



Provide reasoning of this score

Stage 4 Monitoring and Development



WHAT

- 1 Report and share good practices
- 2 Set development targets
- 3 Plan development actions
- 4 Monitor progress

WHO

- SAT

HOW

- Collective discussion

Good Practices

A Good Practice provides tangible evidence of the institution's **innovative approaches** and **impactful outcomes**

- **Proven Effectiveness**
- **Sustainability and Scalability**
- **Model for Others**
- **Alignment with ISATCoVE Criteria**



Good Practices

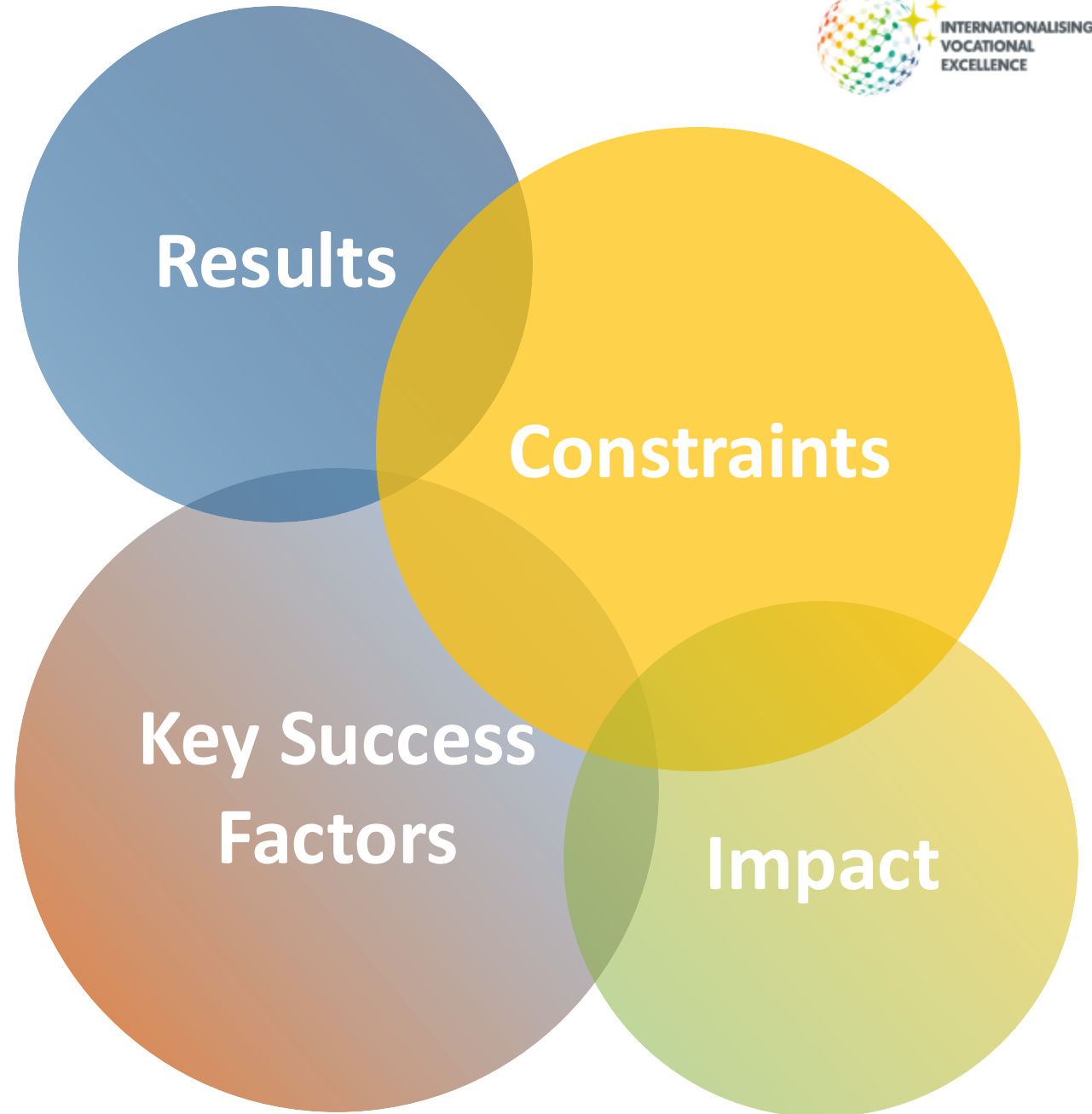
Name of the VET Provider:

Good Practice N. :

Date: (MM/YY)

*Mandatory fields

Title*	
ISATCOVE*	
Thematic domain	
Introduction	
Stakeholders and Partners	
Impact*	
Innovation and Success Factors *	
Constraints*	
Lessons learned *	
Replicability and/or up-scaling	
Contact details	
URL of the practice	
Related resources that have been developed	



Development Plan

A Vocational Excellence Development Plan includes essential information about how your VET centre will **design, implement, manage, and assess excellence.**

It includes:

- Direction
- Timeline
- Activities
- Resources

Name of VET provider:

Date of the plan (MM/YY):

Contact person:

If more criteria are addressed in the plan, please replicate the relevant rows.

DIMENSION: TEACHING AND LEARNING						
	Proposed improvement action(s)	Deliverable	Deadline	Required Resources	Ownership /responsibility	State (done / not done / on hold)
ISATCoVE Criteria 1						
Developmental objective/ target						

Development Plan



What are the VET centre's key or priority strategic objectives?

Which ISATCoVE criteria support the achievement of these objectives?

Example

STRATEGIC DIRECTION 1:
Invest in modern infrastructure that is fit for current and future staff and students.

GF5: Infrastructure, technology, learning accommodation and human resources reflect those of corresponding industries and professions for which skills are being developed

Development Plan

- Buy-in, understood internally by staff
- Externally visible across all your communications
- Time specific
- Realistic given resource, capacity and motivation
- Reviewed regularly and updated when appropriate



Review the ISATCoVE criteria



Assess criteria relevance



Set SMART objectives



Propose improvement actions



Set deliverables and dates



Determine required resources

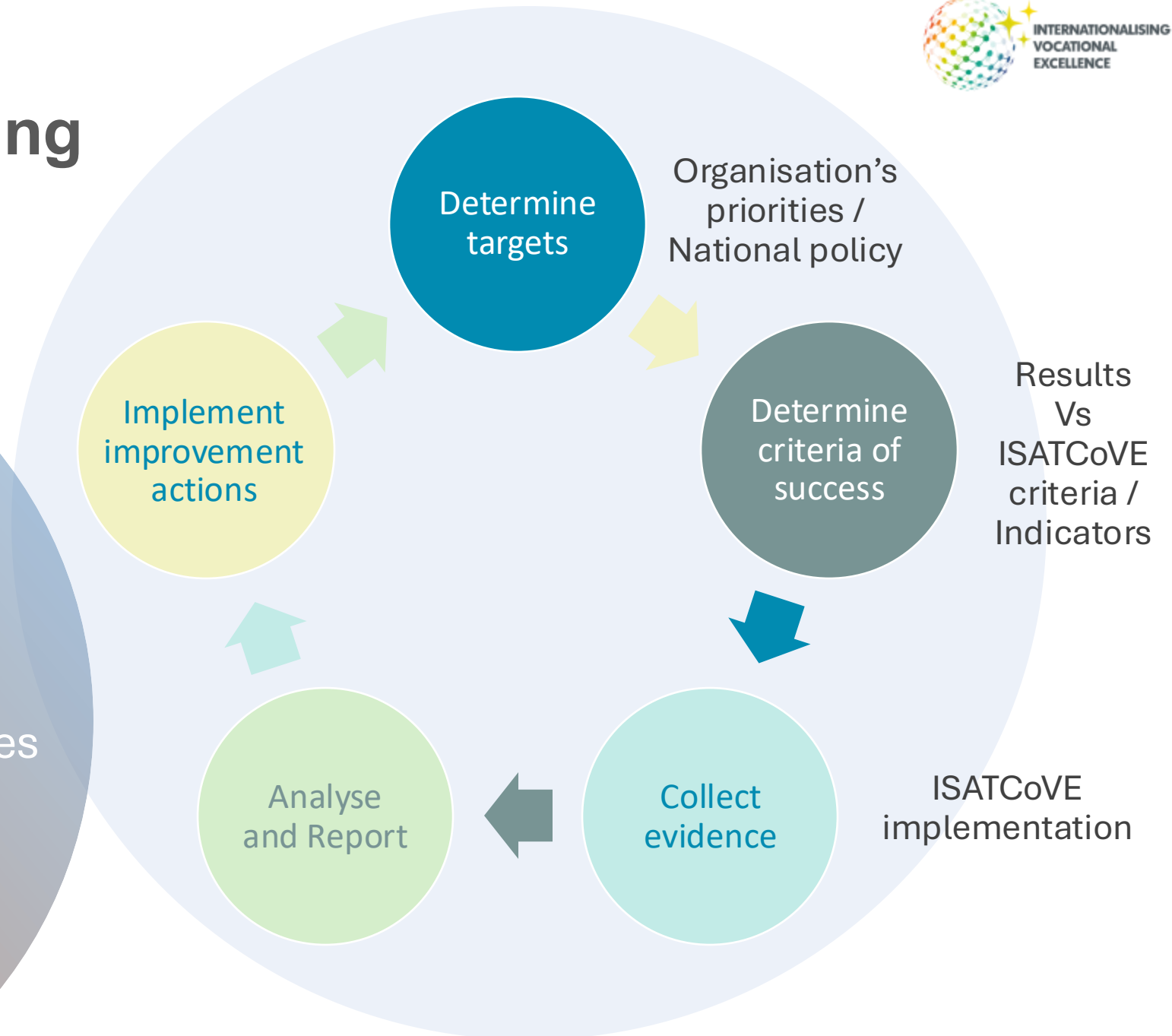


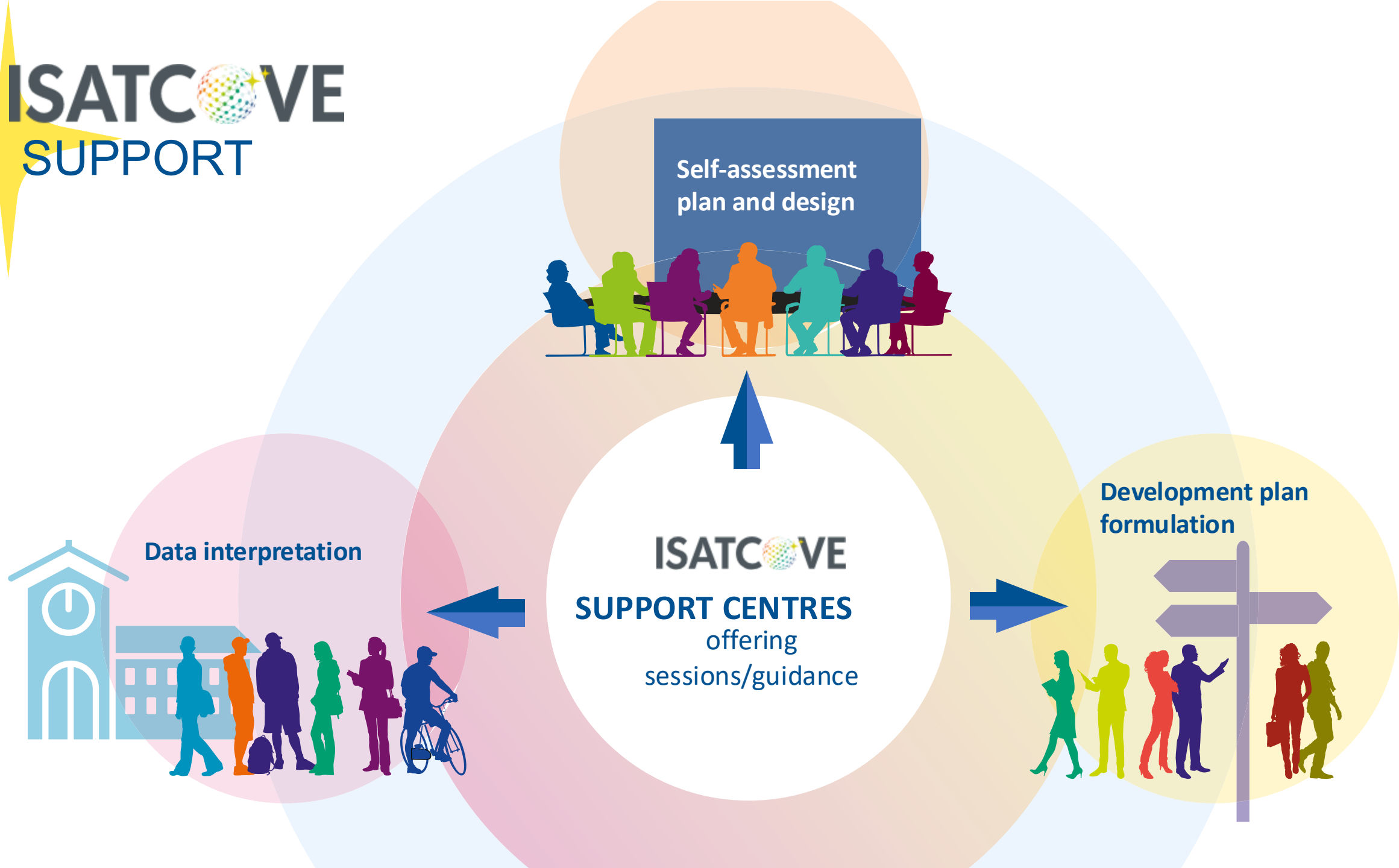
Assign ownership/responsibility

Progress Monitoring

Integrated into existing processes:

- Ministerial / departmental reporting processes
- Quality assurance processes
- Quality reviews and self-assessments
- etc.





ISATC VE

IMPLEMENTATION

WAVE 1: APRIL – JULY 2024

13

1. Armenia (1)
2. Guinea (4)
3. Georgia (3)
4. Latvia (1)
5. Pakistan (2)
6. Portugal (1)
7. Uganda (1)

WAVE 2: SEPTEMBER – DECEMBER 2024

62

1. Belgium (1)
2. Georgia (2)
3. Italy (12)
4. Moldova (3)
5. Morocco (1)
6. North Macedonia (1)
7. Romania (3)
8. Spain (34)
9. Tanzania (2)
10. Türkiye (3)



ISATC VE

IMPLEMENTATION

16

WINTER CAMP:

OCTOBER 2024 – FEBRUARY 2025

1. Albania (1)
2. Armenia (1)
3. Azerbaijan (1)
4. Belgium (1)
5. Egypt (1)
6. Finland (1)
7. Greece (1)
8. Ireland (11)
9. Italy (1)
10. Montenegro (1)
11. Morocco (1)
12. Serbia (1)
13. Türkiye (2)
14. Ukraine (2)

WAVE 3:

DECEMBER 2024 – MARCH 2025

21

1. Austria (1)
2. Bulgaria (1)
3. Finland (1)
4. Germany (1)
5. Jordan (8)
6. Netherlands (1)
7. Portugal (1)
8. Democratic Republic of the Congo (3)
9. Sweden (1)
10. Tunisia (1)
11. Türkiye (2)

