



THE INTERNATIONAL DIMENSION OF CENTRES OF VOCATIONAL EXCELLENCE: BUILDING VOCATIONAL EXCELLENCE THROUGH INTERNATIONAL COOPERATION

Online Meeting of the Consultation Panel for the internationalisation of CoVEs

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DRAFT FRAMEWORK FOR THE ISATCOV

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Introduction

Team

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- Simon Broek – Ockham IPS
- Andrew McCoshan

Aim

- Introduction and illustration of the different elements of the draft framework for the ISATCoV
- Explanation of the approach for developing the framework and its elements

Overview

- Criteria (grouped into three areas)
- Evidence indicators (grouped into themes)

Criteria

01

Teaching and learning

10 criteria

02

Partnership and coordination

7 criteria

03

Governance and funding

6 criteria

Teaching and learning - criteria

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.

Teaching and learning - criteria

1. Skills provision is relevant and responsive to the labour market and to **the society**
2. Lifelong learning, transition and progression are supported in an inclusive and comprehensive manner
3. **Enables green transition and operates in an environmentally sustainable manner**
4. **Supports digital transition and provides key digital competences**
5. Teachers and learners integrate digital and on-line learning into teaching, learning and assessment in all environments and programmes in accordance with **the learners'** 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 **guidance and advice** to individual and group needs
8. Curricula are **developed, renewed** and modified to take account of **needs of employers and learners in the context of local, regional, national and international environments**
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

TL3. Enables green transition and operates in an environmentally sustainable manner

Short description

This criterion addresses the extent to which the CoVE supports the development of sustainability competences ('green skills') and the extent to which it operates sustainably as an organisation. It also looks at how the CoVE contributes to local, national and international action for green transition and sustainability.

Good practice examples

- ENESAT – Ukraine: The school carried out a number of energy saving measures: thermo-modernization of the educational building, the lighting system was modernized according to modern energy-efficient standards.
- ENESAT – Moldova: The educational institution has a green club "CEEF Volunteer" and various events are regularly held to contribute to the sustainable development of the institution (green week, thematic class hours, etc.).
- CATALYS (E+ call 2021): The desired impact of the project is the established CoVEs to be 'catalyst' on national, regional and European level, 'enable' change and 'inspire' and transformation of individuals and SMEs toward more green and sustainable systems and societies. Main deliverables include, for example, 70 VET courses for up-skilling professionals and students in the field of sustainability and management
- FEA-VEE (E+ call 2021): Main objectives include: To establish a Green Entrepreneurship policy reform pathway for incorporating sustainability concerns within entrepreneurial planning, while promoting entrepreneurship through start-ups and incubation, as well as entrepreneurial skills and competences among the workforce within educational institutions and after graduation as part of lifelong learning.
- VBiotechnical Educational Centre Ljubljana (ETF research): The VET provider has built an Eco-House - a wooden, environmentally friendly, and energy-saving school building. They also offer a vocational baccalaureate 'Nature conservation technician'.

Criterion TL3:
Enables green transition and operates in an environmentally sustainable manner

>>> Likert scale

Theme TL3-1
The CoVE is clearly committed to environmental sustainability.

- Structural evidence** The CoVE has a current (i.e. updated within the past 4 years) environmental sustainability strategy in place or sustainability principles are part of its overall strategy – Y/N/planned or in development (include strategy)
- Structural evidence** The CoVE has set itself a target for reducing carbon emissions that matches the EU goal of achieving climate neutrality by 2050.
Y/N /planned or in development (include information on measures/activities)
- Structural evidence** The programmes offered by the CoVE systematically support (as a cross-cutting issue) the development of sustainability competences ('green skills'). To a large extent, to some extent, to a little extent, not at all, in development/planned
- Structural evidence** The programmes offered by CoVE take a systematic approach to incorporating 'green skills' by adapting to or aligning with external references, external references, such as GreenComp, the European Reference Framework for Sustainability Competences.
To a large extent, to some extent, to a little extent, not at all, in development/planned
- Structural evidence** The programmes offered by the CoVE systematically support the development of sustainability competences ('green skills') specific to the respective occupational field. To a large extent, to some extent, to a little extent, not at all, in development/planned
- Structural evidence** The CoVE offers dedicated programmes or modules related to 'green' occupations and technologies (e.g. environmental management, photo-voltaic, recycling, solar or wind power, insulation); - IVET programmes; - up- and reskilling programmes; - modules of IVET programmes; - modules of up- and reskilling programmes; - micro-credentials
Y/N /planned or in development

Theme TL3-2
The CoVE provides opportunities for the acquisition of competences related to environmental sustainability ('green skills').

- Quantitative source – CoVE's internal records:** % of provision related to 'green' occupations and technologies (e.g. environmental management, photo-voltaic, recycling, solar or wind power, insulation)
- Quantitative source - Graduate tracking:** % of graduates working in a job related to 'green' occupations or technologies
- Structural evidence** The CoVE provides:
- support and expertise to teachers and trainers to help them facilitate learning for the green transition and sustainable development,
- continuous professional development to teachers and trainers to help them facilitate learning for the green transition and sustainable development.
Y/N /planned or in development (include information on measures/activities)

Likert evidence – Learners/graduates: The competences ('green skills') acquired in the CoVE programme help me
- to live and act in an environmentally sustainable manner (e.g. to understand the importance of sustainable lifestyles and the circular economy and to be able to act accordingly);
- to exercise my occupation in an environmentally sustainable manner.

Likert evidence – TeachersTrainers: Our learners acquire the competences ('green skills') that
- enable them to live and act in an environmentally sustainable manner (e.g. to understand the importance of sustainable lifestyles and the circular economy and to be able to act accordingly);
- to exercise their occupation in an environmentally sustainable manner.

Likert evidence – TeachersTrainers: The CoVE helps me to facilitate learning for the green transition and sustainable development by providing me with:
- support, guidance and advice;
- continuous professional development

Likert evidence – Employers: Students from the CoVE manifest skills and knowledge that help to make our workplace or our economic sector more environmentally sustainable (i.e. they demonstrate labour-market relevant 'green skills').

Theme TL3-3
CoVE works proactively with other stakeholders to support and drive green transition.

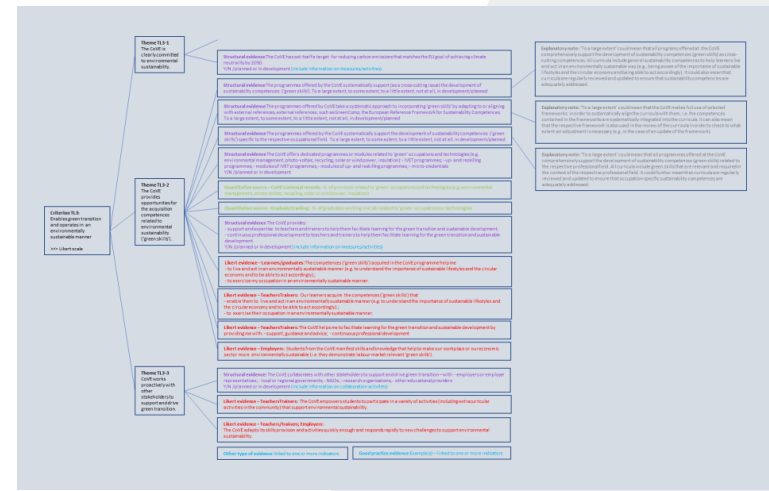
- Structural evidence:** The CoVE collaborates with other stakeholders to support and drive green transition – with:
- employers or employer representatives;
- local or regional governments;
- NGOs;
- research organisations;
- other educational providers
Y/N /planned or in development (include information on collaboration activities)
- Likert evidence – TeachersTrainers:** The CoVE empowers students to participate in a variety of activities (including extracurricular activities in the community) that support environmental sustainability.
- Likert evidence – Teachers/trainers; Employers:**
The CoVE adapts its skills provision and activities quickly enough and responds rapidly to new challenges to support environmental sustainability.

Other type of evidence linked to one or more indicators **Good practice evidence Example(s) – linked to one or more indicators**

Explanatory note: 'To a large extent' could mean that all programs offered at the CoVE comprehensively support the development of sustainability competences (green skills) as cross-cutting competences. All curricula include general sustainability competences to help learners live and act in an environmentally sustainable way (e.g., being aware of the importance of sustainable lifestyles and the circular economy and being able to act accordingly). It could also mean that curricula are regularly reviewed and updated to ensure that sustainability competencies are adequately addressed.

Explanatory note: 'To a large extent' could mean that the CoVE makes full use of selected frameworks in order to systematically align the curricula with them, i.e. the competences contained in the frameworks are systematically integrated into the curricula. It can also mean that the respective framework is also used in the review of the curricula in order to check to what extent an adjustment is necessary (e.g. in the case of an update of the framework).

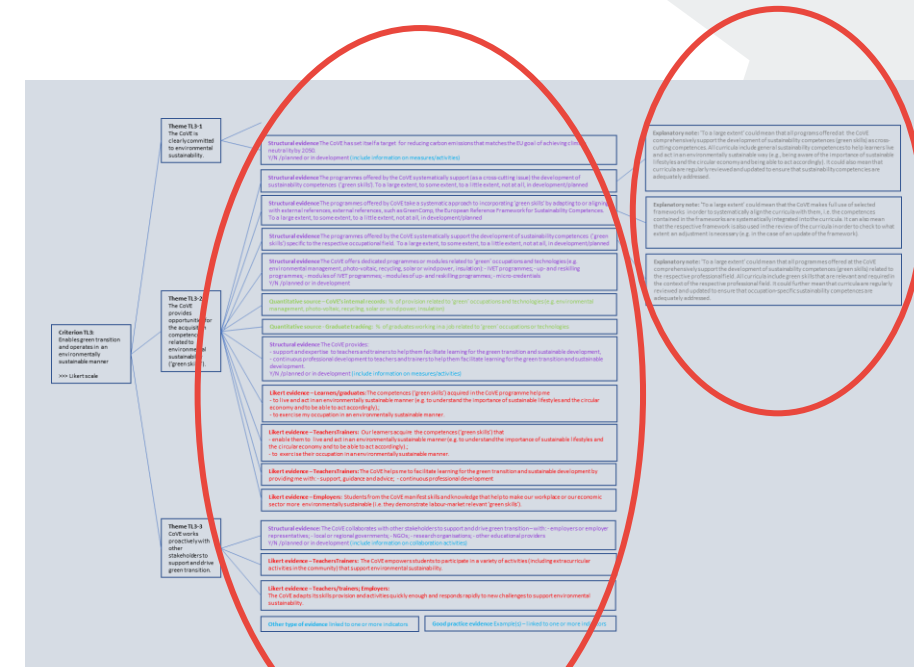
Explanatory note: 'To a large extent' could mean that all programmes offered at the CoVE comprehensively support the development of sustainability competences (green skills) related to the respective professional field. All curricula include green skills that are relevant and required in the context of the respective professional field. It could further mean that curricula are regularly reviewed and updated to ensure that occupation-specific sustainability competences are adequately addressed.



Evidence indicators

Types

- **Structural evidence:**
 - Provides information on whether or not something exists or to what extent something exists/is used
 - Answer options include yes, no and 'planned or in development'
 - For answer options on 'degrees' - Likert scales are used ('to a large extent, to some extent, not at all...') - explanatory notes: to provide guidance on what 'to a large extent' could mean.
- **Quantitative evidence**
- **Judgement by particular actors/stakeholders**
 - Integration of a questionnaire-generating functionality; Likert scale
- **Good practice evidence**
- **Other type of evidence**



Theme TL3-2
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Quantitative source – CoVE's internal records: % of provision related to 'green' occupations and technologies (e.g. environmental management, photo-voltaic, recycling, solar or wind power, insulation)

Quantitative source - Graduate tracking: % of graduates working in a job related to 'green' occupations or technologies

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Likert evidence – Learners/graduates: The competences ('green skills') acquired in the CoVE programme help me
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Thank you!

Feedback is welcome!

...now, in Break Out Groups

...later, per e-mail

