

A COOKBOOK FOR VOCATIONAL EXCELLENCE

Kitchen tools and key ingredients



**INTERNATIONALISING
VOCATIONAL
EXCELLENCE**



THE ANALOGY OF PIZZA BAKING



Digital VET
Recipe



Greening VET
Recipe



Entrepr VET
Recipe



Innovative VET
Recipe



Innovative VET
Recipe

- ★ Description of the pizza
- ★ Kitchen Tools
- ★ Basic Ingredients
- ★ Additional Flavouring
- ★ Insights and Techniques from Experienced Centres
- ★ Final Serving Suggestions
- ★ Practical Illustrations and Tools

ENERGISER: WHAT IS YOUR LOCAL DISH?



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KITCHEN TOOLS



Governance
& Leadership




Funding



Internationalisation





WHAT IDEAS DID YOU GET FROM YESTERDAY'S FIELD VISITS FOR EACH OF THE KITCHEN TOOLS?



Governance
& Leadership



Funding



Internationalisation

GOVERNANCE & LEADERSHIP



Full institutional commitment

Motivational leaderships

Adaptive governance models

Structured strategies

Flexible industry-driven models

FUNDING AND RESOURCES



Institutional funding streams

Private sector partnerships

External funding

INTERNATIONALISATION



Integrating internationalisation into strategy

Learn from global best practices

Develop staff and student mobility

Secure additional resources

Increase visibility and influence

TOOLS FOR CoVEs: NETWORKING AND INTERNATIONALISATION

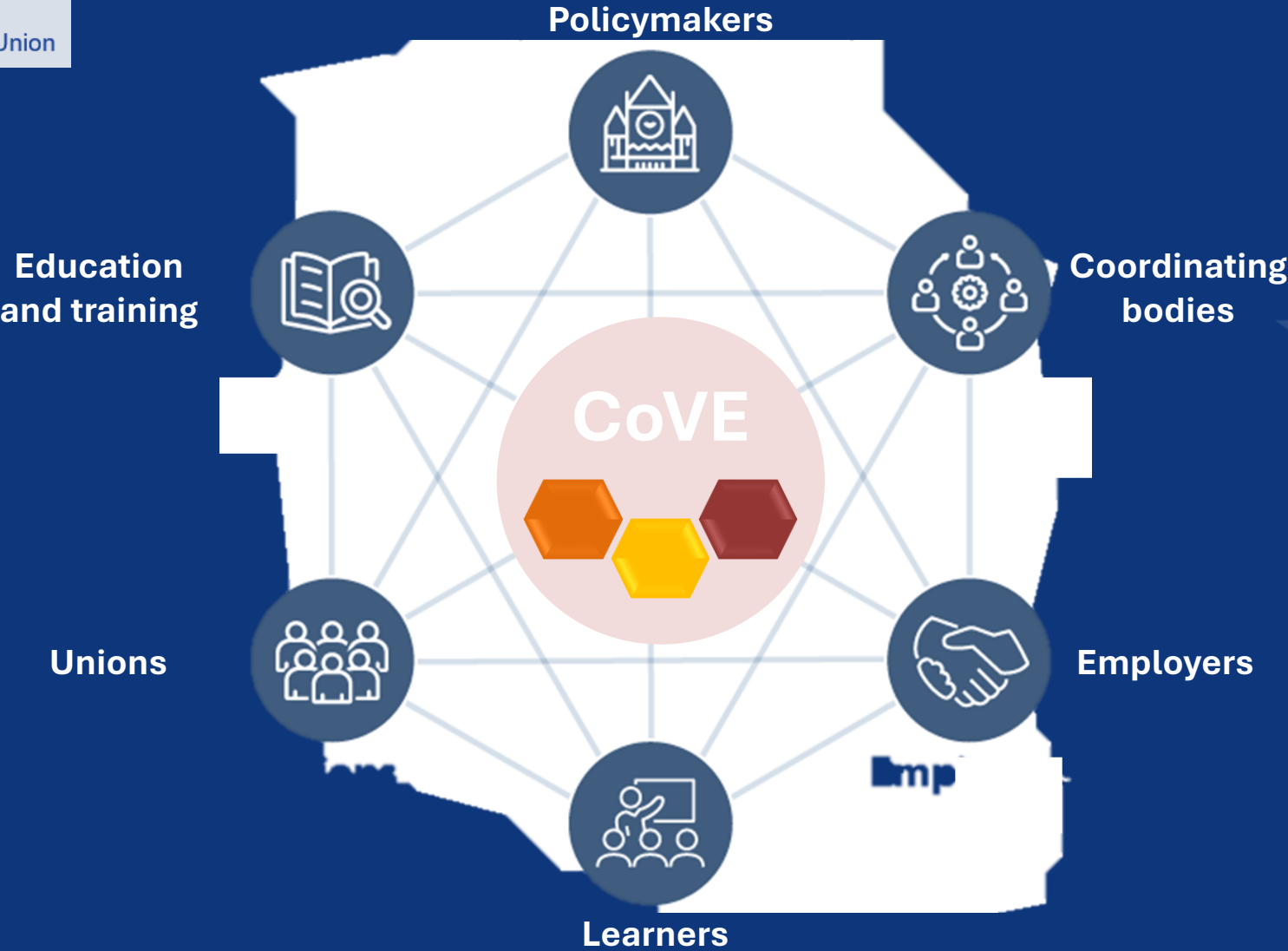


GIULIA MESCHINO
SECRETARY GENERAL



IMPROVING TVET SYSTEMS: THE COVE MODEL

Funded by the European Union



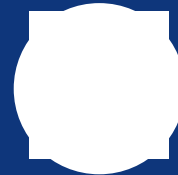
ETF Working together Learning for life

INTERNATIONALISING VOCATIONAL EXCELLENCE

COVE, MARKET AND INTERNATIONALIZATION

Integration with Regional Development

Embedded within regional innovation strategies and smart specialization initiatives

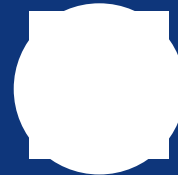
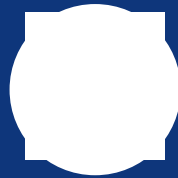


Strong Stakeholder Collaboration

Partnerships between VET institutions, higher education establishments, and businesses

Comprehensive Activity Integration

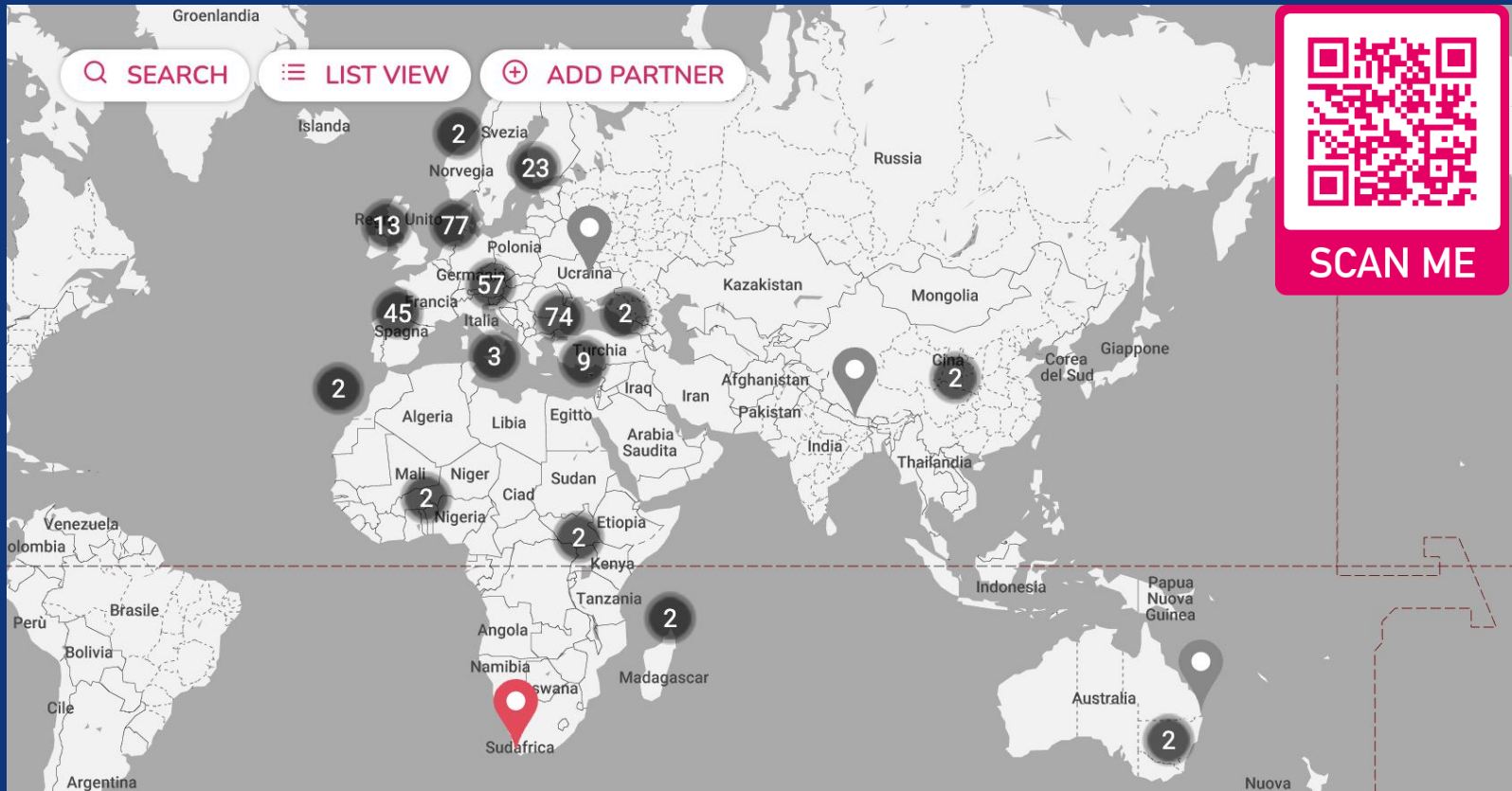
CoVEs offer learners opportunities for professional and personal development



International Networking

CoVEs have activated a Community of Practice of all CoVE. VET Providers Associations are part of it and can be a bridge for VET centres outside the EU to reach out

THE COVE PARTNERSHIPS BEYOND EUROPE



For more info on CoVEs, please visit the [website](#)

ADVANCING VOCATIONAL EDUCATION AND TRAINING **TOGETHER**

Partners in Action:



www.evbb.eu



www.efvet.org



www.evta.eu

A Shared Commitment to VET



A Global Network for Vocational Education And Training



SHAPING VET SINCE 1998



21 COUNTRIES

39.841 CLIENTS

14.269 COURSES

9.306 TEACHERS/TRAINERS

12.648 STAFF

WHY JOIN EVTA



Strong **GLOBAL PARTNERSHIP** and **NETWORKING**
Increased **VISIBILITY** and **CREDIBILITY**



Access to **EUROPEAN VET EXPERTISE AND INNOVATION**
CAPACITY BUILDING and **SYSTEM MODERNISATION** support



Support **INTERNATIONALISATION** and **VOCATIONAL EXCELLENCE**
Participation in **INTERNATIONAL PROJECTS AND FUNDING**



Join us in shaping the future of VET

Be part of our shared journey

Thank you!



www.evbb.eu



www.efvet.org



www.evta.eu

KITCHEN TOOLS AND KEY INGREDIENTS



Governance & leadership



Funding



Internationalisation



Teacher quality and development



Content responding to labour market and societal needs



Applied research



Quality assurance



Innovative pedagogy and work-based learning

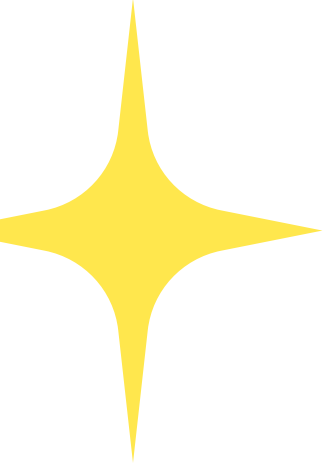


Lifelong career guidance



Partnership and the wider ecosystem





WHAT IDEAS DID YOU GET FROM YESTERDAY'S FIELD VISITS FOR THE DIFFERENT KEY INGREDIENTS?



Teacher quality and development



Content responding to labour market and societal needs



Applied research



Quality assurance



Innovative pedagogy and work-based learning



Lifelong career guidance



Partnership and the wider ecosystem



TEACHER QUALITY AND DEVELOPMENT



Initial teacher training and continuous professional development

Encouraging Self-Reflection and Peer Learning

Introducing Quality Standards and Course Evaluations

Offering Structured Continuing Professional Development (CPD) Opportunities

International mobility

Mentorship programmes

Modern tools and immersive training programmes

CONTENT CORRESPONDING TO LABOUR MARKET AND SOCIAL NEEDS



Gather direct feedback from employers

Involve a broad range of stakeholders in curriculum development

Involve employers in programme delivery

Engage in international cooperation

Invest in teachers and trainers with industry experience

Ensure access to up-to-date equipment and learning environments



PARTNERSHIP AND WIDER ECOSYSTEM



Embed partnership goals in strategic plans

Formalise cooperation agreements

Actively participate in regional skills committees

Engage in international cooperation

Participate in community initiatives

Organise and attend networking events

QUALITY ASSURANCE



Regular monitoring
and self-evaluation

Informed decision making
based on feedback

Embedding a culture of
continuous improvement

Benchmarking

INNOVATIVE PEDAGOGY AND WORK-BASED LEARNING



Apprenticeships, internships
and traineeships

Simulate work environments

Mentorship and coaching

Hybrid models

Gamification

Project-based learning

Foster a culture of innovation



APPLIED RESEARCH



Strengthen industry and public sector engagement

Appoint research leadership

Cultivate a research culture among staff

Embed applied research in the curriculum

Leverage institutional resources as innovation hubs

Recognise and publicise achievements

LIFELONG CAREER GUIDANCE



Integrate career education into the curriculum

Promote self-directed learning

Facilitate experiential learning opportunities

Challenge career stereotypes

Provide career guidance

Provide access to career resources

COLLECT IDEAS FOR YOUR OWN NATIONAL RECIPE FOR VOCATIONAL EXCELLENCE





**INTERNATIONALISING
VOCATIONAL
EXCELLENCE**



THE INTERNATIONAL SELF- ASSESSMENT TOOL FOR CENTRES OF VOCATIONAL EXCELLENCE (ISATCOVE)

16 and 17 February 2026



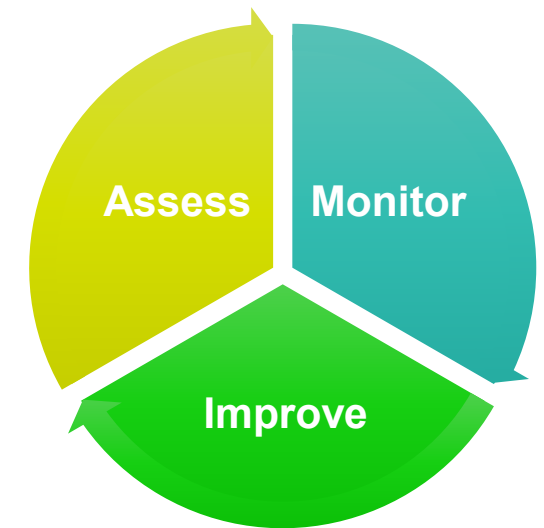
**Funded by
the European Union**

A Framework for TVET Excellence

 Funded by
the European Union

ISATC VE International Self-Assessment Tool for Centres Of Vocational Excellence

3	Teaching & Learning	Partnership & Coordination	Governance & Funding
23	Criteria <i>(activities)</i>	Criteria <i>(activities)</i>	Criteria <i>(activities)</i>
577	Indicators <i>(measures)</i>	Indicators <i>(measures)</i>	Indicators <i>(measures)</i>



Evidence-based and flexible

A Framework for TVET Excellence

 Funded by
the European Union

Teaching & Learning

- Relevance
- Inclusiveness
- Innovation

Partnership & Coordination

- Collaboration and partnership
- Resources and Curricula
- Awareness

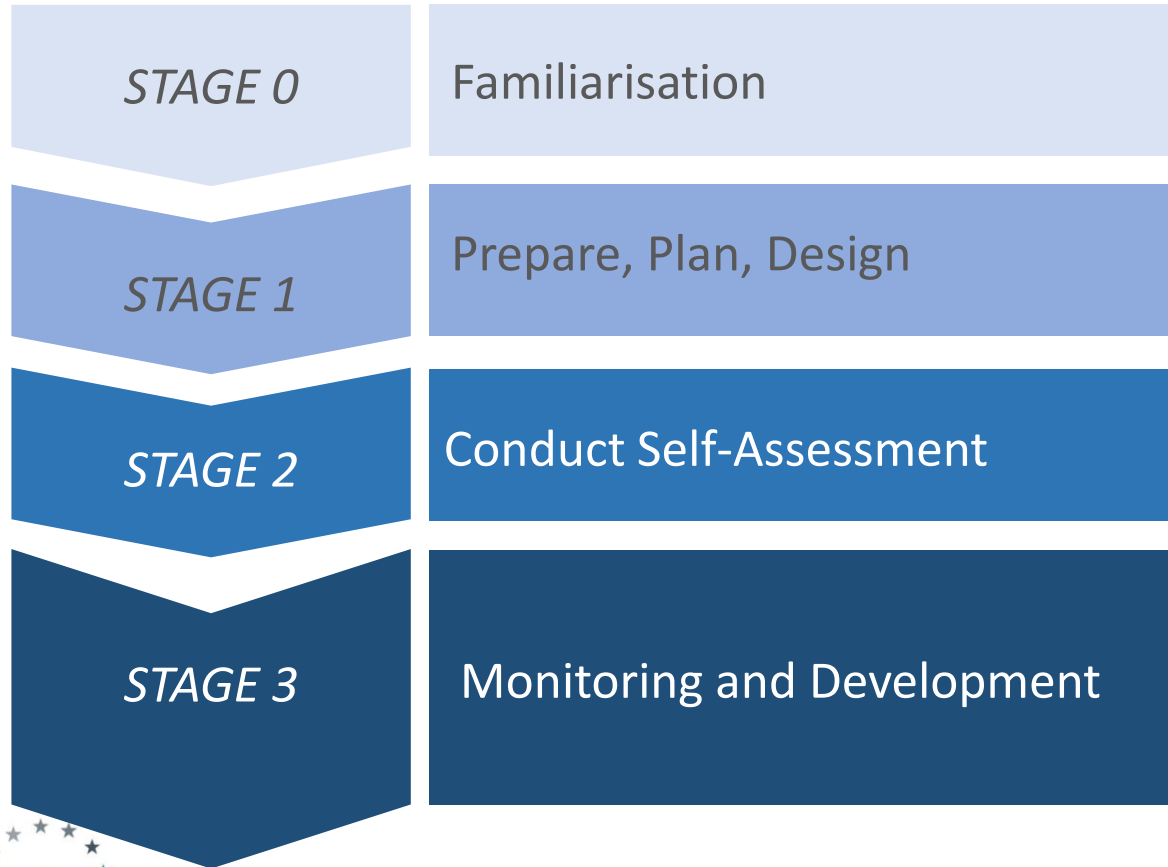
Governance & Funding

- Autonomy
- Stakeholder Engagement
- Sustainable Resourcing

ISATC  VE

The ISATCOVE Process

 Funded by
the European Union



- Explore ISATCOVE
- Appoint the Self-Assessment Team (**SAT**)
- Plan the Self-Assessment
- Select criteria and indicators
- Collect evidence
- Make judgement on criteria
- Set development targets
- Plan development actions
- Share good practices
- Monitor progress

STAGE 1

Prepare, Plan, Design



WHAT

- Select criteria and indicators for the Self-Assessment

How to design the self-assessment in ISATCOVE

Select the indicators for this Self-Assessment


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

List of indicators

Code ↑

Indicator

Explanation

 Nothing to display

- Select criteria and indicators for the Self-Assessment

How to design the self-assessment in ISATCOVE

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

- Select criteria and indicators for the Self-Assessment

How to design the self-assessment in ISATCOVE

Select the indicators for this Self-Assessment

> TL - TEACHING A

✓ PC - PARTNERSH

PC1 - PC

✓ effective

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

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

Code ↑	Indicator	Explanation	Respondent	G.P.	
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		+
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		-
PC1-3.11a	Placements or internships are organised in cooperation with employers for:- teachers or trainers	'To a large ext...	SchoolAssessmentTeam		+
PC1-3.11b	Placements or internships are organised in cooperation with employers for:- learners	'To a large ext...	SchoolAssessmentTeam		-
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		+

Respondent

Teachers or trainers

School assessment team

STAGE 2

Conduct Self-Assessment



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Collecting evidence

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

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

Source: Internal records

Answer - N

CONFIRM

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

Answer - N



Collecting evidence

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

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

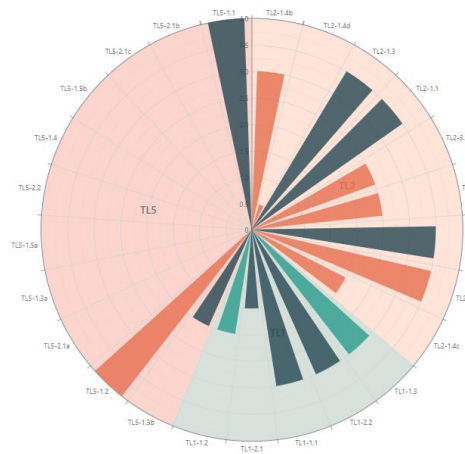
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

STAGE 2

Conduct Self-Assessment

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the European Union

Evidence review



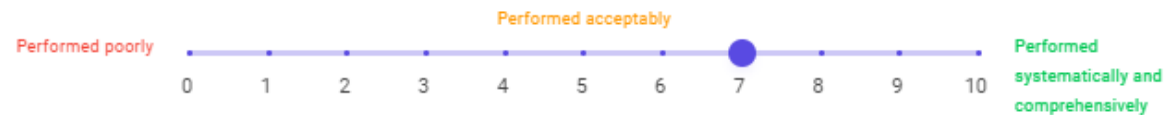
ISATCOVE dashboard

Assessing criteria



Criteria scoring

Score your performance in this criterion



Provide reasoning of this score





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						

- ✓ Buy-in
- ✓ Externally visible
- ✓ Time specific
- ✓ Realistic given resource, capacity and motivation
- ✓ Reviewed regularly and updated when appropriate

Strategic objectives

(Invest in modern infrastructure that is fit for current and future staff and students)



ISATCOVE criteria

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

ENHANCING EDUCATIONAL QUALITY THROUGH RECOGNITION

Commitment
as the foundation of
VET Excellence



The Vocational
Excellence Certificate:
Setting new
Standards for VET

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

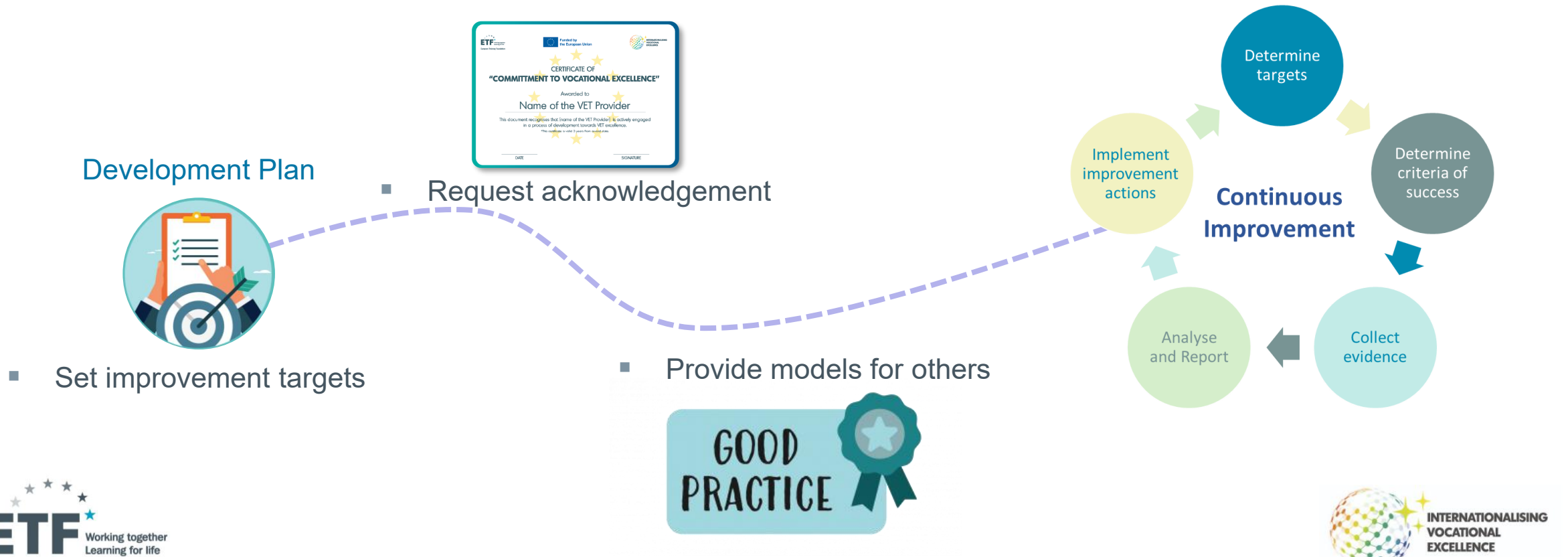
- Connect
- Build partnerships
- Exchange

[Registry of certified Vocational
Excellence providers](#)

Using ISATCOVE results

 Funded by the European Union

Create Added Value



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 2:

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)





**INTERNATIONALISING
VOCATIONAL
EXCELLENCE**



THANK YOU

IntVE@etf.europa.eu