Camp on Centres of Vocational Excellence in Africa: Advancing Vocational Excellence together!

International Practitioner Exchange

25-27 MARCH 2026, DAR ES SALAAM, TANZANIA

Draft agenda

Day 1 - Wednesday, 25th of March 2026

Time	Agenda Item
Whole day	**Site visits** 2 COVE's : DIT and NIT Exhibition on e-mobility

Day 2 – Thursday 26th of March 2026

Time	Agenda Item	By
8:30 – 09:00	**Registration**	**Enabel, ETF**
09:00 - 09.30	**Opening and welcome** **By Georgios Zisimos, Head of Policy Advice Unit, ETF** Introduction to the Camp & organising partners Introduction to the parallel sessions Housekeeping	**ETF** **Enabel NACTVET (Dr. Mwajuma I. Lingwanda, Executive**

Time	Agenda Item	By
		Secretary - NACTVET)
09:30 – 10:30	**Panel on private sector engagement** Panellists: • Private sector options: Aquacom, Myfish, Songoro Marine • VTCs: FETA Mwanza & MATI Mu-bondo • Moderator : Shari GHYSELEN	**Enabel BRU**
10:30 – 11:00	**Break**	
11:00 – 13:00	**Ingredients of Vocational Excellence** - Introduction the cookbook and the "own" cookbook on vocational excellence - Reflection on the site visits of the previous day guided by the ETF Cookbook on vocational excellence - ISATCOVE: the International Self-Assessment Tool for Centres of Vocational Excellence	**ETF (Jolien)**
13:00- 14:00	**Lunch & Group picture**	
14:00 -14:45	**Presentation of the World Bank's EASTRIP project**	**World Bank, Cosam**
14:45-17:30 **3 parallel Workshops** **Include Coffee break**	**Participants can choose one workshop (repeated on day 4):** - CoVEs and work-based learning (ETF, Stefan) - ENGLISH - CoVEs, STEM in low resource settings and digital learning environments (Helsinki Business College & Humana) - ENGLISH - CoVEs and programmes for digital skills (Technobel) - FRENCH	
Evening	**Dinner offered by ETF**	

Day 3 – Friday 27th of March 2026

Time	Agenda Item	By
09:00 - 11:45 **3 parallel Work-shops** **Include Coffee break**	**Participants can choose one workshop:** - CoVEs and private sector engagement (Enabel) - FRENCH - CoVEs and skills for a climate-resilient economy (Humana) - ENGLISH - CoVEs and teaching factories (Dar es Salaam Institute of Technology, ETF, Enabel) - ENGLISH	
11:45 – 12:30	Presentation on AI EAC FESTO (GIZ project)	**FESTO (GIZ partner)**
13:00 - 14:00	**Lunch**	
14:00 – 15:00	**Tastes of Vocational Excellence, an introduction**	**Géraldine**
	Parallel session 1 (participants choose one workshop) - French: Experience with ISATCOVE Enabel Guinea - English: Experience with contextualised self-assessment tool Enabel Tanzania - English: Experience with contextualised self-assessment tool Enabel Uganda	**Enabel Guinea** **Enabel TZA,** with FETA Mwanza & MATI Mubondo **& NACTVET (Dr. Oleke)** **Enabel Uganda**
15:00 – 15:15	**Short break**	
15:15 – 17:00	**Wrap-up and next steps for own cookbook of Vocational Excellence (group work)**	**ETF, Jolien**
	Award session - celebration towards Vocational Excellence	**ETF, Jolien NACTVET**
17:00	**Closing remarks**	**ETF** **Enabel** **NACTVET (Dr. Okele)**

Time	Agenda Item	By
	Free evening & Travel	

Abstracts of the sessions

DAY 1 WEDNESAY 25/03 SITE VISITS	Agenda Item
Dar Institute of Technology	
National Institute of Transport	
Exhibition on e-mobility	

DAY 2 THURSDAY 26/03	Agenda Item
Panel on private sector engagement (Enabel) The panel on private sector engagement will highlight the pivotal role that businesses play in shaping effective vocational education and training systems, building on the momentum created by the conference on Monday. The panel will be moderated by Enabel, and compose of the private sector and VET providers, along with policy makers and address key questions related to the importance and the practical modalities of private sector engagement in skills development, and more specifically, in shaping Vocational Excellence: • Engaging the private sector in VET: what are the key drivers and incentives for the private sector to get involve in TVET? • Are you involved in WBL and/or in certification (question to the private sector actors)? If yes, what are the main challenges that you face in this regard? • How do you reach out to the private sector actors and how do you engage them (question to the TVET actors)? What are the main challenges you face in this regard? • Centres of Vocational Excellence as a vehicle to foster private sector engagement in VET: what are the advantages and disadvantages you see? What should be done in order to enhance this concept?	
Ingredients of Vocational Excellence (ETF) - *Introduction the cookbook o and the "own" cookbook on vocational excellence* - *Reflection on the site visits of the previous day guided by the ETF Cookbook on vocational excellence*	

DAY 2 THURSDAY 26/03	Agenda Item

As part of the EU funded Internationalising Vocational Excellence initiative the ETF has developed a Cookbook on Vocational Excellence. The analogy of pizza baking is used to provide tips on how to work on vocational excellence.

- *ISATCOVE: the International Self-Assessment Tool for Centres of Vocational Excellence*

CoVEs and work-based learning (ETF)

Stefan Thomas, Senior Human Capital Expert, European Training Foundation (ETF)

Successful work-based learning requires at least two strong partners: companies and VET providers. In this workshop we will discuss which tasks and functions Centres of Vocational Excellence can take on in cooperation with other stakeholders to enable excellent work-based learning. Examples of key tasks include pedagogical support, matching learners and companies, learner assessment, graduate tracking and quality assurance.

You will reflect on the role of your Centre in the context of work-based learning:
- what tasks does your Centre take on?
- what does your Centre do together with other stakeholders, e.g. industry associations, chambers, communities etc.?
- what does your Centre leave to others and why?
- what does your Centre do well or even excellently and where can it still improve?

We exchange ideas with other VET providers about their range of tasks:
- where are others already excellent?
- what approaches could we possibly adopt?
- what human and financial resources would be required?

CoVEs, STEM in low resource settings and digital learning environments (Helsinki Business College & Humana)

This workshop explores how digital learning environments can support learners in non-digital fields such as business administration, using the case of Business College Helsinki, Finland. The focus is on practical, low-cost solutions, with artificial intelligence integrated as a cross-cutting theme to enhance teaching, learning and collaboration. In this workshop, interactive expert inputs are combined with group discussions, practical demonstrations of tools, and peer learning.

We will learn why digital learning matters in non-digital professions, and how AI is shaping modern education. Tools for collaboration and blended learning will be presented and the participants can explore systems that connect learners and teachers and AI-assisted platforms and chatbots. Examples include Moodle, Microsoft Teams and Slack bots.

We will hear about how learning materials can be produced and shared, taking into consideration content creation responsibilities, ownership and open resources, as well as AI tools for text editing and task generation. Examples include Canva for Education, ChatGPT and H5P.

DAY 2 THURSDAY 26/03	Agenda Item

We will also devote time to the topic of essential digital skills for teachers and learners, approaches to training and upskilling, and the use of AI learning analytics for skill tracking. Examples include Kahoot! and Google Workspace AI tools.

Other topics addressed in this workshop include discussions on ensuring quality, maintaining digital safety, and identifying affordable tools. AI-assisted quality monitoring and learning outcome analysis are included. Examples include Turnitin AI detection, Grammarly and OER repositories. Finally, we will discuss opportunities and risks of AI.

CoVEs and programmes for digital skills (Technobel)

This session will give a practical example of what is "open schooling using digital skills" and will engage participant to shape their own "open schooling" project.

An "open school" is an approach that emphases collaboration between schools and their wider communities. It creates a more engaging environment for learning by bringing a vital contribution to the community: student will work on projects that meet real digital needs in the community outside school and draw upon local expertise and experience.

TECHNOBEL will bring its example of Open schooling project based on digital skills which is called "PLAY ZONE" and aims at developing digital skills to serve the community. The participants will, then, be engaged to co-create their own open schooling project that will enhance the digital skills of their learners and meet the digital needs of their community.

It is advised that groups of 3-4 persons from the same country register together in this session so that they can work together on a concrete project that is tailormade to their environment and that hopefully they could implement together back home.

DAY 3 THURSDAY 26/03	Agenda Item

CoVEs and private sector engagement (Enabel)

This session will explore how strategic private sector engagement and the development of Centres of Vocational Excellence (CoVEs) can drive impactful skills development and employment outcomes in our projects.

Drawing on pitch and commercial negotiation techniques, participants will learn how to structure compelling value propositions (what's in it for them?) and foster sustainable partnerships. The session will also highlight practical tools and (non-financial) incentives for engaging with private sector actors, from a skills development perspective.

CoVEs and skills for a climate-resilient economy (Humana)

Silvio Cuemberua, Director of Agricultural and Animal Husbandry Production at Nhamatanda Polytechnic Institute, ADPP Mozambique/Humana People to People

José Rosa António, Headmaster of Nacala Polytechnic Institute, ADPP Mozambique/Humana People to People

Vocational schools in Africa are increasingly involved in equipping young people with practical skills that support climate adaptation, environmental restoration, and inclusive economic growth.

DAY 3 THURSDAY 26/03	Agenda Item

In this workshop, we will explore how Centres of Vocational Excellence (CoVEs) can promote a green and climate-resilient economy. Drawing on experiences from the Erasmus+ funded VECRA-MOZ (Vocational Excellence in Climate-Resilient Agriculture in Mozambique) project, we will look at the cases of the Nhamatanda and Nacala Polytechnic Institutes of ADPP Mozambique. We will discuss how these schools integrate climate-smart agriculture into their curricula, strengthen work-based learning, and build partnerships with the private sector and local communities to prepare youth for green jobs.

CoVEs and teaching factories (Dar es Salaam Institute of Technology, ETF, Enabel)
Introduction: Stefan Thomas, Senior Human Capital Expert, European Training Foundation (ETF)
Case study: Dar es Salaam Institute of Technology (DIT).

Production units – also called teaching firms or teaching factories - are places of both learning and work. They are structured along the lines of real companies, and the trainees, who are usually young learners, are remunerated for their work. Production units produce marketable products in their workshops or offer services for real customers in their work areas.

In this workshop we will give an introduction to different types of production units. We will then look at the case of Dar es Salaam Institute of Technology (DIT) and how the concept of production units is implemented there. We will discuss aspects such as the financing of production units, quality standards, organisation, and teaching and learning processes in production units.

Tastes of Vocational Excellence, an introduction (ETF)
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Presentation of the World Bank's EASTRIP project (World Bank)

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- French: Experience with ISATCOVE Enabel Guinea
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