

NEB VET

Label

NEB VET Label – Personalised guidebook of best practices and guidelines for the digital tool

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Introduction

This document has been developed within the framework of the NEB VET Label project and serves as a practical guide (roadmap) to support Vocational Education and Training (VET) providers, in integrating the values and principles of the New European Bauhaus (NEB) into their educational and organisational practices. The aim of the project is to establish a common reference framework that will assist VET providers in aligning with European priorities related to sustainable development, social cohesion, and innovation in education.

The New European Bauhaus brings together three core values — sustainability, aesthetics, and inclusion — which are particularly relevant to the field of vocational education and training, as VET centres are called upon to prepare learners for the challenges of the green and digital transition, while also integrating social and cultural dimensions into the learning process.

The development of this roadmap is based on the outcomes of previous phases of the project, in particular the mapping of good practices and the implementation of focus groups across several European countries (WP2). These findings revealed that, although many VET centres already incorporate certain elements of the NEB, their integration often remains fragmented and unsystematic, highlighting the need for a more structured and practical implementation framework.

To address this need, the project developed an assessment framework with specific criteria and Key Performance Indicators (KPIs), as well as a digital self-assessment tool through which VET centres can evaluate their practices, receive targeted recommendations for improvement, and progress towards obtaining the NEB VET Label.

Overall, this document aims to serve as a useful support tool for VET providers, contributing to the enhancement of quality, relevance, and innovation in vocational education and training.

The roadmap is structured into two main parts. The first part presents detailed instructions for the use of the digital self-assessment tool, aiming to facilitate users in navigating and effectively utilising it. The second part presents good practices, key findings from the focus groups, as well as the assessment framework and its corresponding Key Performance Indicators (KPIs), in order to support VET centres in the effective integration of the principles of the New European Bauhaus and in their continuous improvement process.

1. Digital Tool

This section provides practical guidance on the use of the project's digital platform, focusing on the processes of registration, navigation, and completion of the assessment by Vocational Education and Training (VET) providers.

The platform functions as a self-assessment tool, enabling users to complete a series of questionnaires and receive immediate results regarding their performance, along with targeted recommendations for improvement. Through this process, VET centres can identify their strengths as well as areas for further development in a simple, structured, and systematic way.

The instructions that follow present the use of the platform step by step, from account creation to the completion of the assessment and the retrieval of results. To facilitate user understanding, each stage is

accompanied by illustrative images (screenshots), which highlight key elements of the interface and support the overall navigation process.

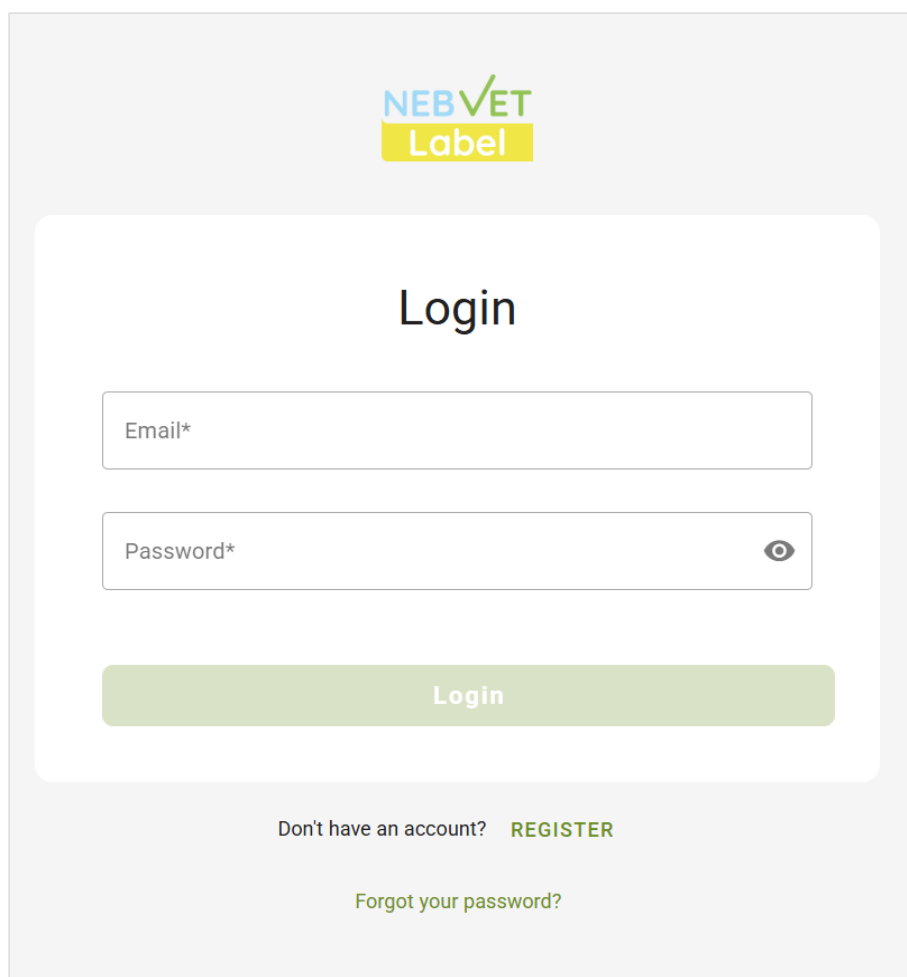
This section has been designed to be clear and user-friendly, allowing users to effectively utilise the platform regardless of their prior experience with similar digital tools.

2. User Guide for the NEB VET Digital Tool

1. Access to the Platform

Access the platform via the following link:

<https://app.nebvetlabel.eu/login>



(Figure 1: NEB VET platform login page)

2. Select “Register” (bottom right)

Complete the required fields:

- Full name
- Email
- Password

- Organisation name (Institution Name)

Then select “Agree and Register”.

Password requirements:

- At least 8 characters
- One uppercase letter
- One lowercase letter
- One number

Register





By clicking Agree & Register, you agree to NEB VET's Label [Privacy Policy](#)

Agree & Register

(Figure 2: User registration form)

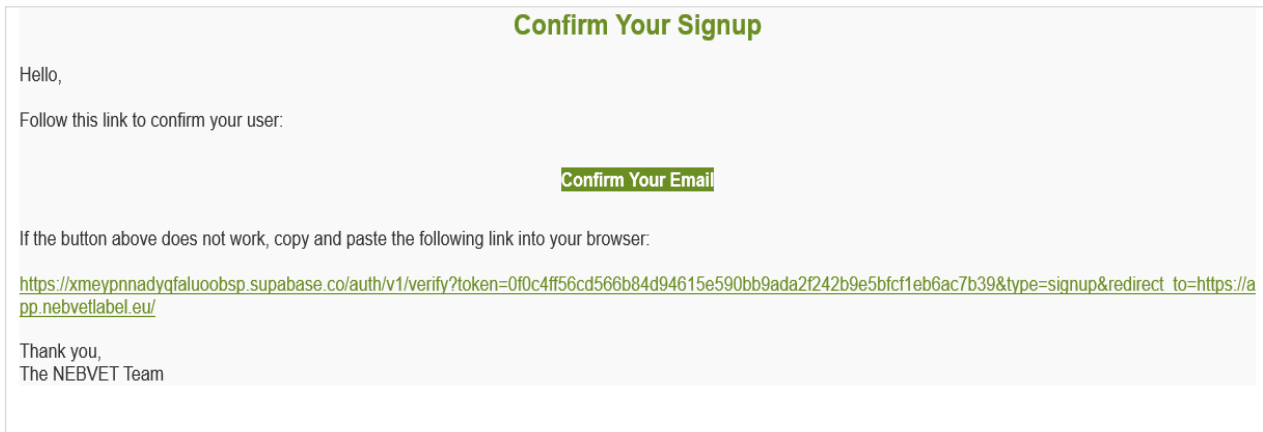
3. Email Confirmation

You will receive a confirmation email.

Select “Confirm your email”.

If the link does not work, copy and paste it into your browser.

After confirmation, you will be redirected to the home page.



(Figure 3: Email confirmation)

4. Logging into the Platform

Log in using your credentials.

- Complete the required fields:
- Type of institution
- VAT/Registration Number
- Role
- Country Code
- Phone Number

Then select “Complete Profile”.

Complete Your Profile

+30

Complete Profile

(Figure 4: Profile completion screen)

5. Starting the Self-Assessment

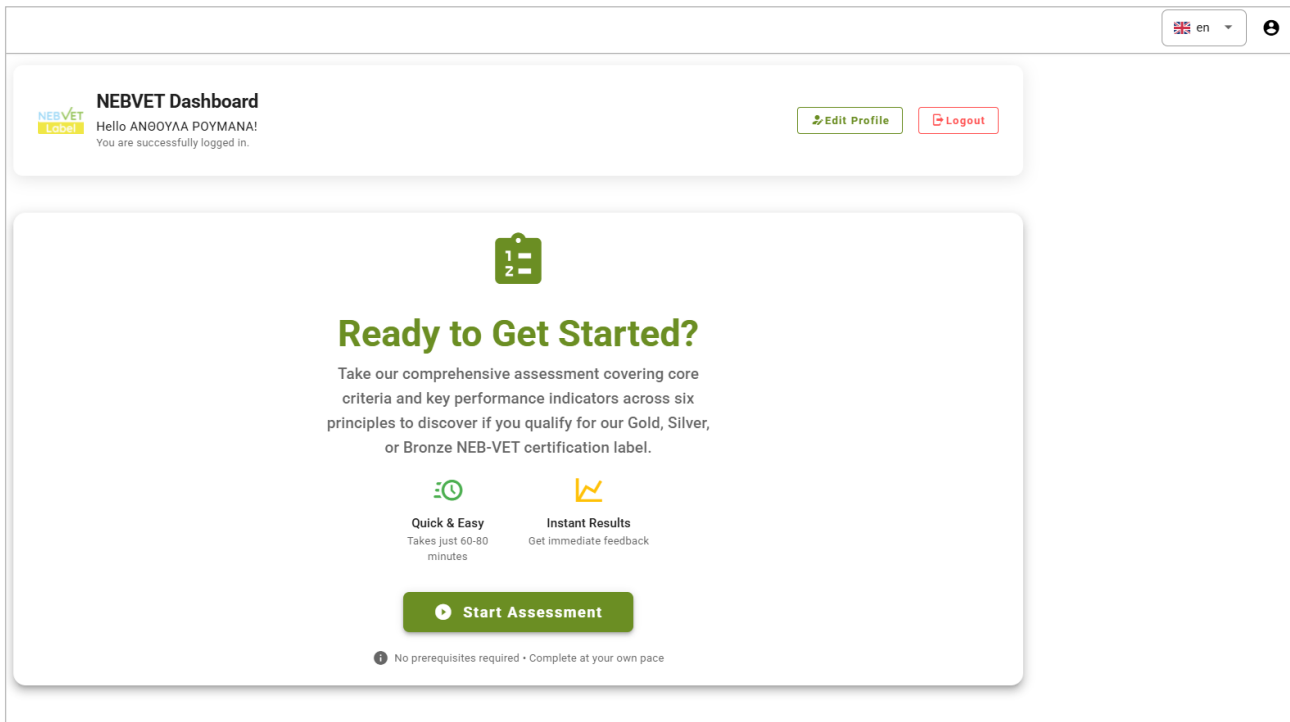
From the top right corner, you can select the platform language.

Select “Start Assessment”.

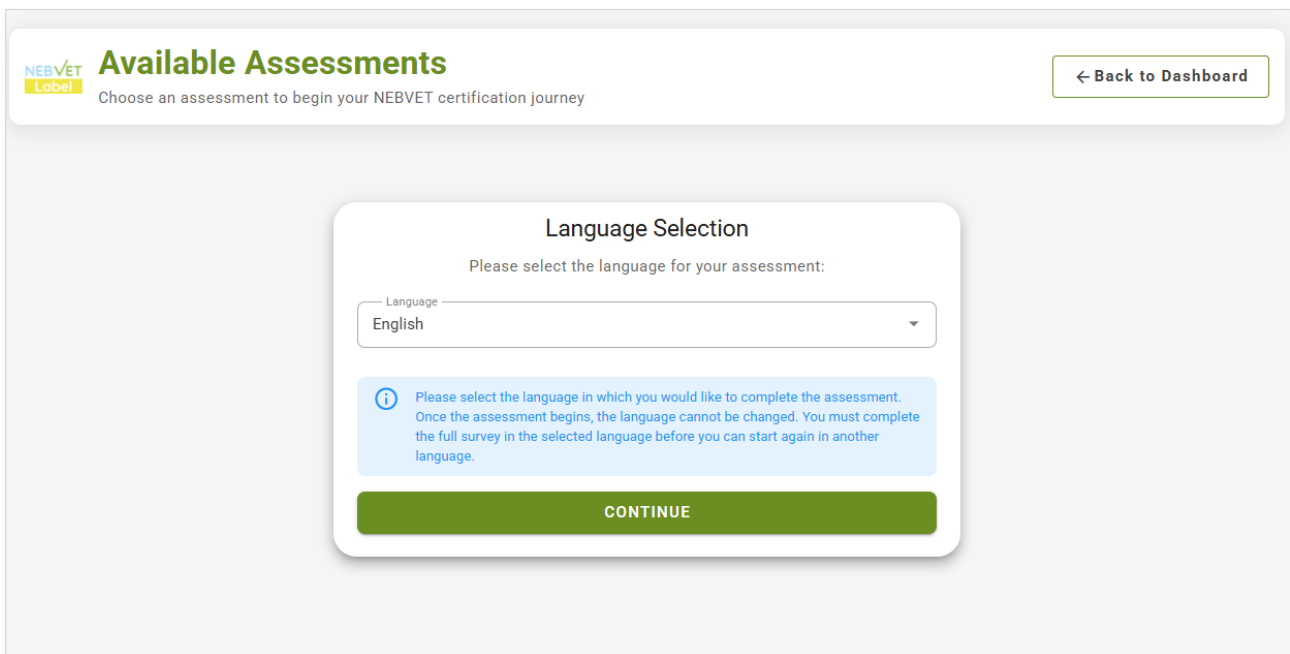
Select the language of the questions.

Once the assessment has started, the language cannot be changed.

Then select “Continue”.



(Figure 5: Platform language selection and start of the assessment)



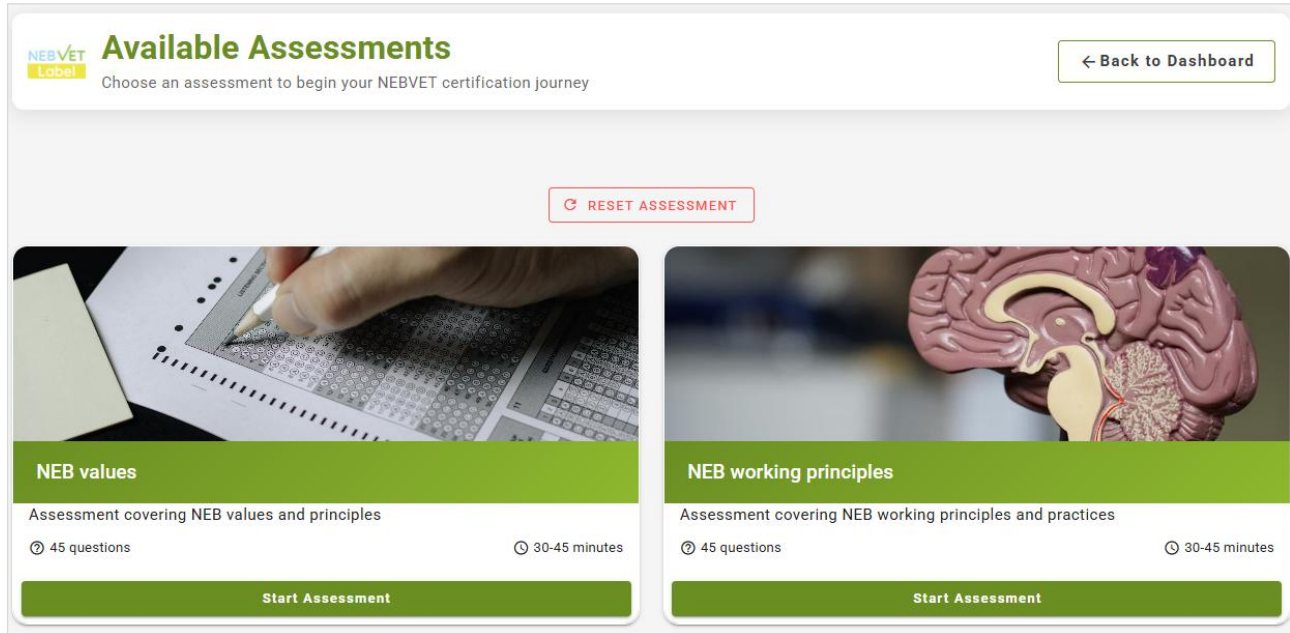
(Figure 6: Question language selection)

6. Selecting the First Test

Two tests are available:

- NEB Values
- NEB Working Principles

Select one of the two and then select “Start Assessment”.



(Figure 7: Selection of the assessment test)

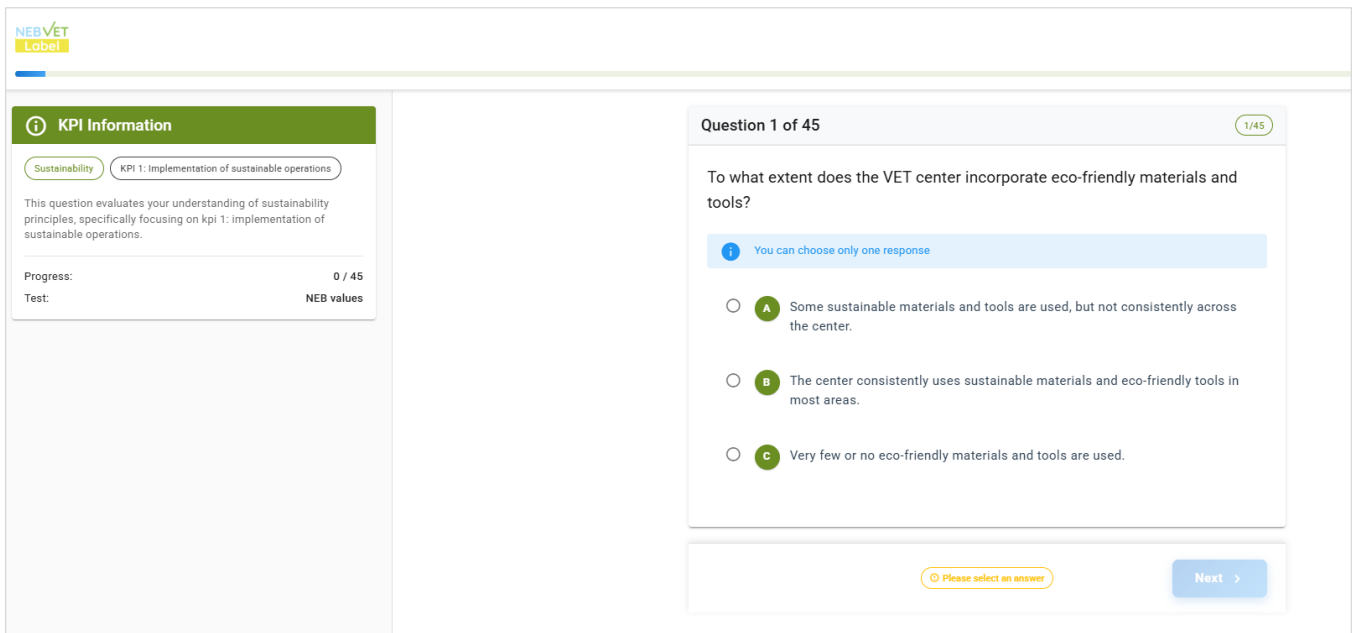
7. Completing the Assessment

Select one answer for each question.

You can change your answer and return to previous questions.

In the KPI Information section, you can view the KPI associated with each question, as well as your progress (e.g. number of questions answered).

All questions are mandatory.



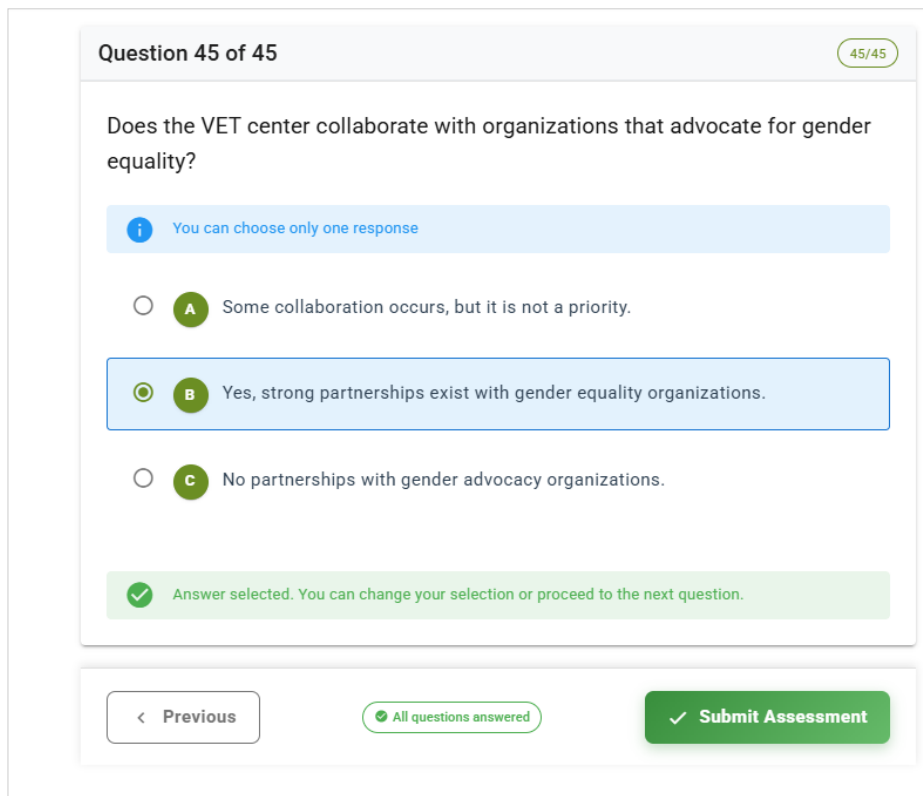
(Figure 8: Assessment questions screen)

8. Submitting the Assessment

Once all questions have been answered, the message “All questions answered” is displayed.

Select “Submit Assessment”.

A confirmation prompt will appear. Select “Submit Assessment” again to confirm your submission.



(Figure 9: Assessment submission)

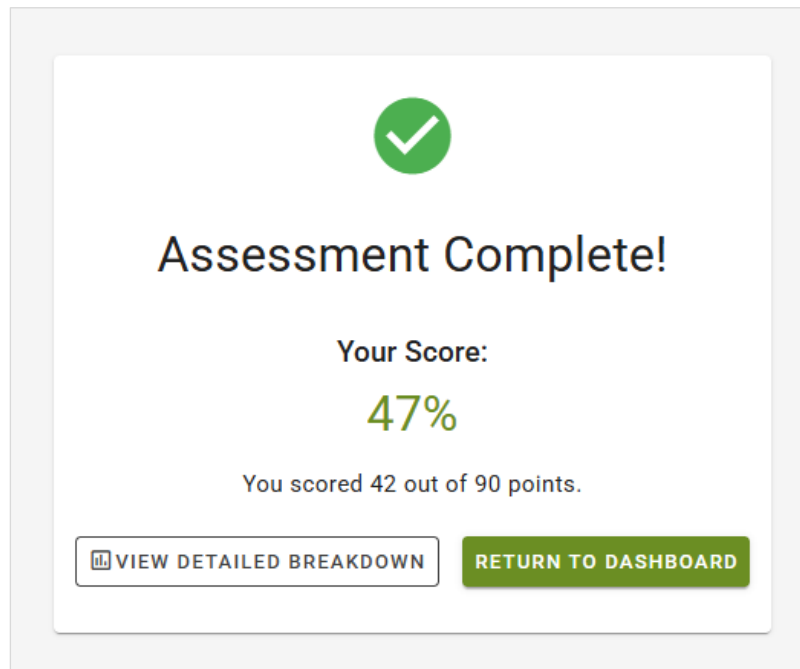
The screenshot displays a web-based assessment interface. At the top, it indicates 'Question 45 of 45' with a progress indicator '45/45'. The main question text is 'Does the VET center collaborate with organizations that advocate for gender equality?'. Below the question, there are two radio button options: 'Yes, it is a priority.' and 'No, it is not a priority.' The 'Yes' option is selected. A modal dialog box titled 'Submit Assessment' is overlaid on the screen, asking 'Are you sure you want to submit your assessment?' and stating 'You have answered 45 out of 45 questions. Once submitted, you cannot change your answers'. The dialog has 'CANCEL' and 'SUBMIT ASSESSMENT' buttons. Below the question, a green checkmark icon and the text 'Answer selected. You can change your selection or proceed to the next question.' are visible. At the bottom of the interface, there are three buttons: '< Previous', 'All questions answered' (with a green checkmark), and 'Submit Assessment' (with a green checkmark).

(Figure 10: Confirmation screen)

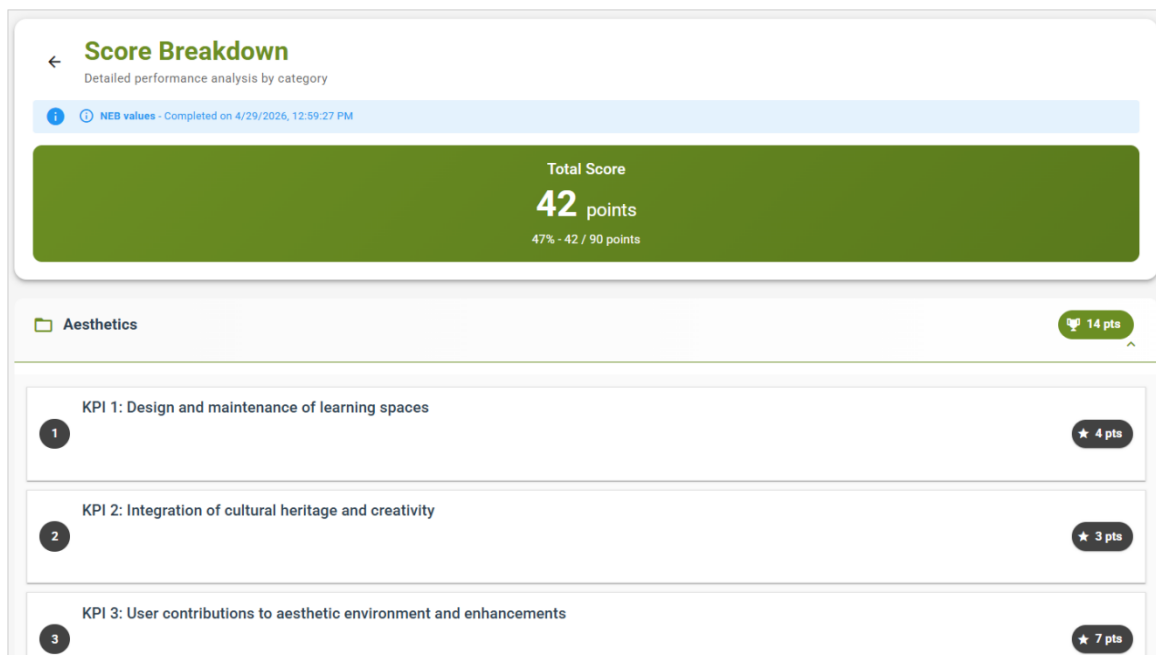
9. Viewing the Results

After submission, the overall score is displayed.

You can select “View Detailed Breakdown” to view the results per section in detail, or select “Return to Dashboard” to return to the home page.



(Figure 11: Assessment results)



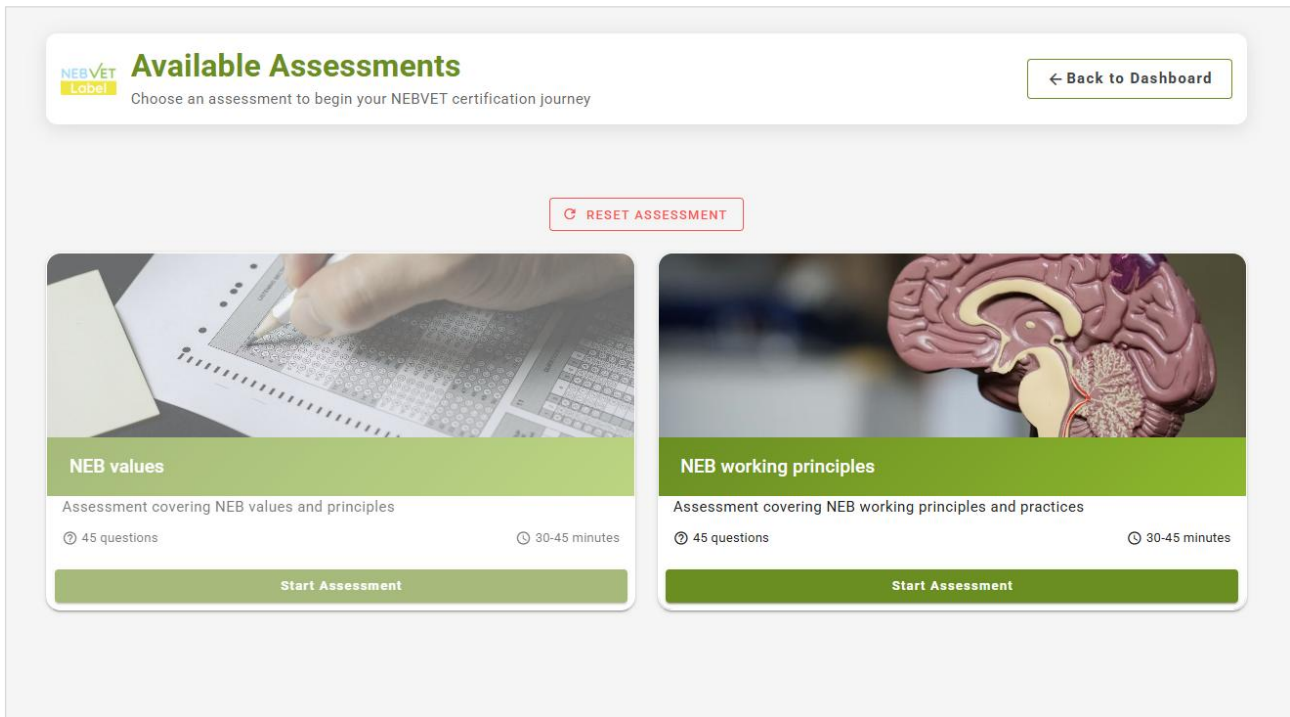
(Figure 12: Detailed assessment results)

10. Selecting the Second Test and Completing the Assessment

Select the second assessment and then select “Start Assessment”.

Follow the same process by answering all questions and then proceed with the submission and confirmation of the assessment.

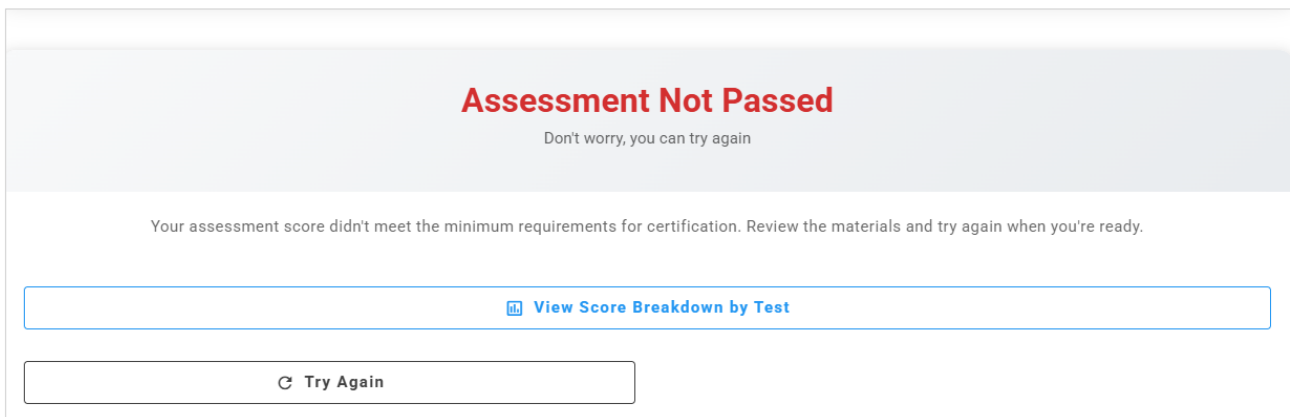
Once completed, the results are displayed. By selecting “View Detailed Breakdown”, you can view detailed results for both assessment tests.



(Figure 13: Assessment test selection)

11. Managing Assessments

By selecting “Return to Dashboard”, the relevant screen is displayed, where you can select “Try Again” to repeat the test or “View Score Breakdown by Test” to view the results in detail.

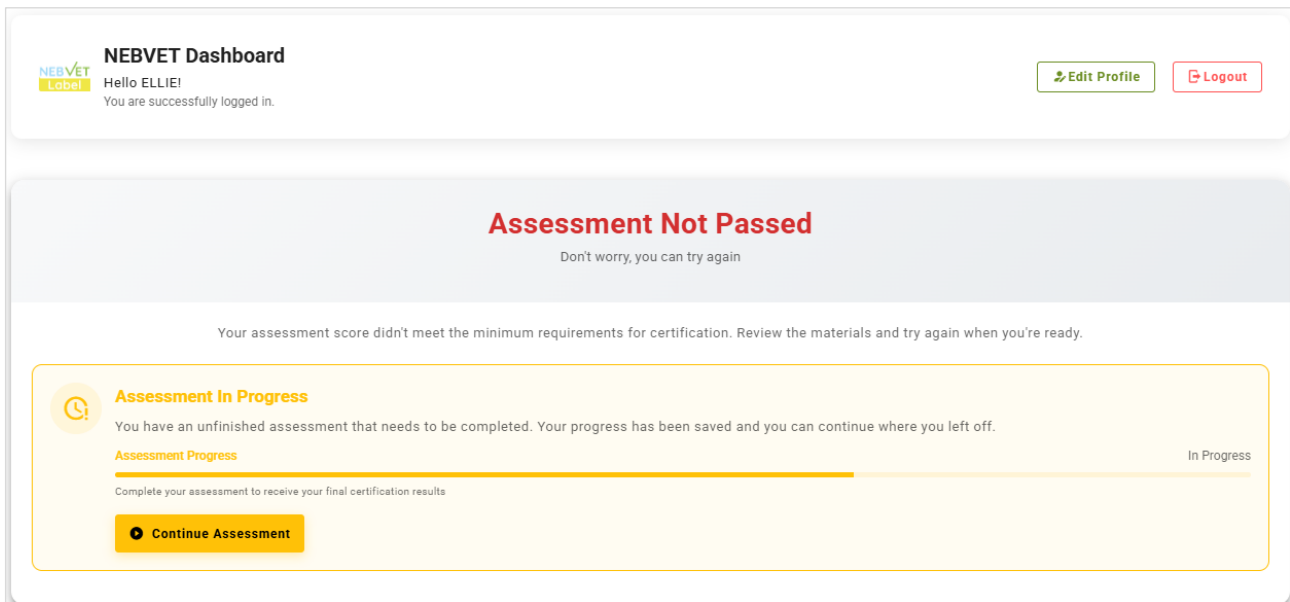


(Figure 14: Overall assessment results)

12. Completing the Assessment

To obtain complete results, both assessment tests must be completed.

If only one test has been completed, a notification indicating a pending assessment will be displayed.

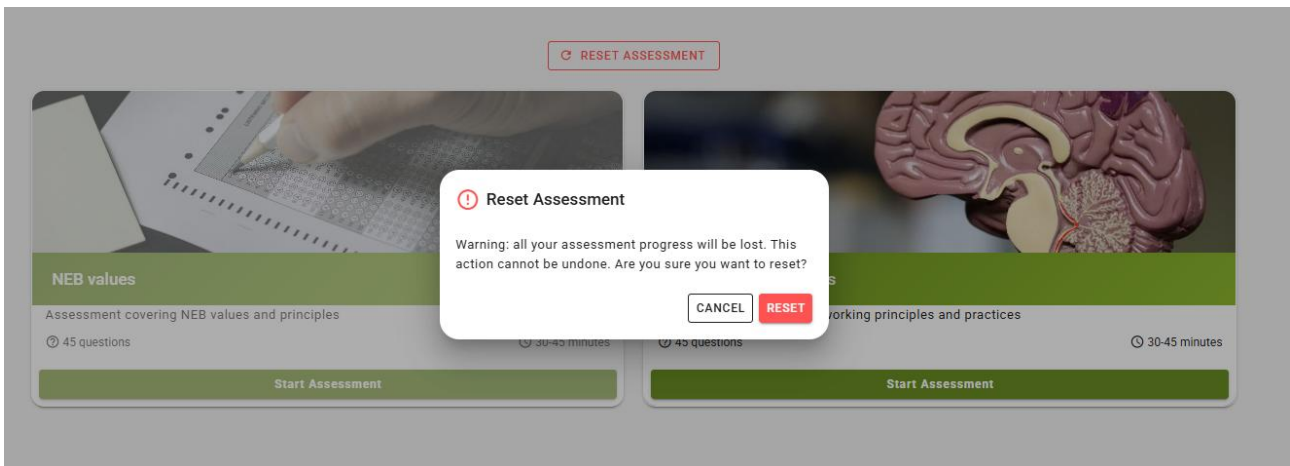


(Figure 15: Final assessment results)

13. Resetting the Assessment

In addition, you can select “Reset Assessment” to delete all saved results.

⚠ The “Reset Assessment” option permanently deletes all data.



(Figure 16: Reset assessment)

14. Profile Management

From the profile icon, select “Profile” if you wish to edit your personal details. Then click “Update Profile” to save any changes, “Logout” to sign out of your account, or “Delete Account” to permanently remove your account.



(Figure 17: Profile Management)

User Profile

Full name*

Email*

aroumana@eurocert.gr

Institution Name*

Type of Institution*

Other

VAT/Registration Number*

Role*

Country Code*

+30

Phone Number*

Country Established*

Greece

Update Profile

Back to Dashboard

Danger Zone

Once you delete your account, there is no going back. Please be certain.

DELETE MY ACCOUNT

(Figure 18: User Profile)

3. Best practices and implementation framework

This section presents good practices related to the implementation of the New European Bauhaus (NEB) values in Vocational Education and Training (VET) centres, based on the mapping of existing initiatives, the findings of focus groups, and representative examples from different national and European contexts. The practices originate from Bulgaria, Croatia, Greece, Italy, other European countries, as well as from transnational and pan-European initiatives.

These cases are not presented as fully established or uniform implementation models, but rather as indicative examples that highlight different levels of maturity, policy priorities, and institutional capacities. Despite national variations, it emerges that the integration of NEB values in VET centres is mainly associated with:

- (a) linking education to the needs of the green and digital transition,
- (b) the development of participatory and inclusive learning ecosystems, and
- (c) the gradual recognition of aesthetics, creativity, and the quality of the learning environment as integral components of vocational education.

The analysis is structured around the three core NEB values: sustainability, aesthetics, and inclusivity.

3.1. Best Practices – NEB Values

3.1.1. Sustainability

Sustainability is the most frequently recognised and the most developed value across the majority of the VET ecosystems examined, although the degree of integration varies significantly depending on the country, sector, and level of institutional support.

In Bulgaria, sustainability is increasingly acknowledged as a necessary priority; however, its implementation often remains fragmented and closely linked to immediate labour market needs. Relevant practices appear either as individual thematic modules or as targeted collaborations with initiatives such as the ELA Green Educational Center, which highlights the potential for reusing educational infrastructure, linking environmental education with experiential learning, and creating sustainable and inclusive learning spaces. At the same time, projects such as BEE-VET, ENTIRE, SAFESENSE+, ARIES4, and BuildSkills Academy demonstrate that sustainability can be integrated into curricula through green skills, energy efficiency, safety in green professions, strategic innovation, and the connection of VET with regional development ecosystems.

In Croatia, sustainability appears to be more embedded in sectors with a clear link to the green transition, such as tourism, energy, and sustainable urban development. The Voucher System constitutes a characteristic example of a policy instrument that facilitates adult participation in training for green and digital skills, while the Regional Centres of Competences support the systemic upgrading of vocational education through modern infrastructure, cooperation with businesses, and innovative programmes. Furthermore, initiatives such as Step by Step Towards Sustainable Inclusion illustrate how sustainability can be linked to social inclusion and participatory local development, particularly in interventions targeting communities at higher risk of exclusion.

In Greece, sustainability is reflected in both institutional and local/school-level initiatives. Projects such as SECOVE and GreenCert for VET highlight the potential for creating ecosystems of excellence and certification frameworks that integrate sustainability at the level of curricula, infrastructure, and organisational culture. EcoMentor promotes work-based learning in green industrial sectors, while the

10th Maritime Conference (IEK ALFA) links sustainability with maritime tourism and dialogue between education and the professional sector. At the same time, examples such as Recycling – Changing Behaviours / Sustainable Routes in School and How can an urban tourist route become greener and more sustainable? demonstrate that sustainability can also be fostered through experiential, locally embedded, and interdisciplinary educational activities. The STREAM Project further reinforces this trend by linking green skills, digital innovation, recycling, and collaboration with technological stakeholders.

In Italy, sustainability is often integrated through its connection with cultural heritage, social innovation, and employability. TRACK4CRAFTS links the preservation of traditional crafts with modern technologies and new development opportunities, while projects such as MYSEA support young people, women, and NEETs through programmes in agri-food and waste management sectors. Similarly, initiatives such as EcoFarms4Prisons and GREEN DEAL, although not identified as fully established best practices, highlight useful directions for developing sustainable skills in non-formal learning environments and emerging green sectors.

In other European countries, sustainability often appears in a more systemic and structured manner. In Norway, programmes such as Sustainability in Construction Industry and Green Smart Buildings / Smart Automation for Electricians demonstrate strong integration of green, energy, and digital skills in the construction and technical sectors, in collaboration with industry and with an emphasis on blended learning, circular economy, and applied learning. In Serbia, the initiative Teaching Skills for Green Transformation highlights the value of a national approach to integrating green skills into existing programmes. In Ireland, Green Skills Micro-Qualifications promote short, flexible, and accessible learning pathways, while at the pan-European level, GREENOVET and the Siemens SiTecSkills Academy underline the importance of networks of excellence, trainer education, and the linkage between local, national, and European levels.

At the European level, the importance of alignment with broader strategies, such as the European Green Deal and the SDGs, was also highlighted, alongside the need for VET centres themselves to function as examples of sustainable organisation, through reducing energy consumption, sustainable materials management, reuse of infrastructure, and the implementation of circular practices.

Overall, the good practices indicate that sustainability is more effectively integrated when it:

- is directly linked to specific professional sectors and real labour market needs,
- translates into changes not only in curricula but also in the day-to-day operation of organisations,
- is supported through partnerships with businesses, local stakeholders, and European networks,
- is implemented through flexible and accessible learning formats, and
- is accompanied by strategic tools, frameworks, and certification or evaluation mechanisms.

3.1.2. Aesthetics

Aesthetics emerges as the least mature, yet at the same time a particularly interesting value within the field of vocational education and training. In many VET contexts, aesthetics is not treated as a central component of the educational process, as the emphasis is primarily placed on functionality, technical skills, and immediate employability. However, in several cases, a gradual shift can be observed towards recognising aesthetics as a dimension linked to creativity, user experience, the quality of space, and the overall learning experience.

In Croatia, participants confirmed that aesthetics is not yet a central priority in most VET centres. Nevertheless, examples were identified relating to the upgrading of learning environments, the use of modern materials, and collaboration with creative professionals. The Eyes Hearts Hands project constitutes a particularly illustrative case, as it approaches aesthetics not as a decorative element but as part of a holistic urban and social transformation, linking design, citizen participation, and sustainable development.

In Bulgaria, aesthetics appears even more limited and is often not systematically integrated or supported by corresponding evaluation mechanisms. However, proposals emerging from the focus groups—such as the use of design thinking, collaboration with creative sectors, and the incorporation of user feedback—indicate that there is potential to strengthen the aesthetic dimension through practical projects and more human-centred approaches. In this direction, initiatives such as the ELA Green Educational Center and SOFERA provide examples of spaces and practices where aesthetics is connected to nature, well-being, creative expression, and the quality of the learning experience.

In Greece, aesthetics is often reflected through interdisciplinary and project-based practices. GreenCert for VET recognises the importance of a “green” and high-quality campus as part of the identity of a modern VET centre, while the STREAM Project links creativity, innovation, and technology with sustainability and the educational experience. In addition, the practice How can an urban tourist route become greener and more sustainable? demonstrates how the aesthetic dimension can be integrated into the design of sustainable routes and the promotion of local cultural identity. Even in more inclusive examples, such as Special Needs and Inclusive Education – Design Thinking for Educators, aesthetics is associated with creativity, the adaptation of the learning environment, and the active engagement of learners.

In Italy, aesthetics is much more clearly developed in connection with culture, local heritage, creativity, and design. The AURORA project uses AR/VR technologies to showcase cultural elements and local products, combining digital skills, user experience, and local attractiveness. Similarly, TRACK4CRAFTS integrates traditional craftsmanship into modern educational environments, promoting an understanding of aesthetics based on cultural continuity, innovation, and “learning through design.” Even cases such as I Feel Good, although not recorded as fully institutionalised best practices, highlight the value of student participation in shaping friendly, sustainable, and attractive learning environments.

At the European level, aesthetics is more visibly integrated in sectors such as design, architecture, tourism, cultural management, and the creative industries, while in more traditional technical fields it often remains marginal. However, several practices indicate that aesthetics can also have a place within broader VET systems, particularly when linked to product and service design, the quality of the learning environment, the enhancement of user experience, and learner participation in shaping spaces and solutions.

Overall, the good practices indicate that aesthetics is strengthened when it:

- is linked to creativity, design, and user experience,
- is integrated into practical, interdisciplinary, and project-based learning approaches,
- leverages cultural heritage, local identity, and the creative industries,
- is connected to the quality of the learning environment and the well-being of learners, and
- is supported through collaboration with designers, artists, architects, and other creative professionals.

3.1.3 Inclusivity

Inclusion constitutes one of the most visible and relatively more developed values across the examined cases, although significant challenges remain in all countries regarding equal access, retention in education, and the meaningful participation of diverse groups.

In Bulgaria, one of the key issues identified is the low visibility of VET centres, which affects access, particularly in rural areas and among groups with fewer opportunities. Participants emphasised the need for geographical expansion, improved outreach, and tailored programmes that respond to the needs of different social groups. Initiatives such as the ELA Green Educational Center and SOFERA demonstrate that inclusion can be linked to experiential learning, nature-based approaches, creative expression, and the empowerment of vulnerable learners.

In Croatia, inclusion is reflected through both institutional and targeted interventions. BOOKIRAJ(SE)! represents a characteristic example of a programme that enhances the employability of vulnerable groups, such as individuals over 54 years old and persons with disabilities, through specialised training, internships, and cooperation with employers. At the same time, T4SVEN promotes accessible and flexible digital and blended learning environments, strengthening resilience and participation capacity during periods of crisis or change. The SKILLS+ project focuses specifically on empowering persons with disabilities through skills development, work-based learning, and the reduction of stereotypes. In addition, Step by Step Towards Sustainable Inclusion demonstrates how inclusion can take the form of participatory community development in urban settings.

In Greece, inclusion is highlighted through school-based and European initiatives that focus on adapting learning, fostering community participation, and linking education with social needs. Special Needs and Inclusive Education – Design Thinking for Educators is a particularly important example, as it underscores the need for teacher training, adaptation of teaching methods, and cooperation between schools, families, and communities. SECOVE emphasises inclusion through the development of international partnerships, connections with sustainable energy, and the provision of learning opportunities to broader population groups. At the same time, actions such as Recycling – Changing Behaviours / Sustainable Routes in School and the STREAM Project strengthen student participation and the connection between education and the community, promoting a more open and participatory learning model.

In Italy, inclusion appears as a particularly mature dimension in practices targeting migrants, women, NEETs, persons with disabilities, unemployed individuals, and learners with learning difficulties. The MiniMaster Initiative offers a comprehensive model for the integration of young migrants through vocational training, internships, and personalised support. The Pedagogical Approach of Inclusive Excellence by Cometa Formazione constitutes a strong example of an integrated pedagogical and social approach, where vocational skills are combined with the social and emotional development of learners. MYSEA also enhances the participation of women and NEETs through cooperation with the labour market and local authorities, while EcoFarms4Prisons highlights the potential of inclusive models in non-traditional learning environments, with an emphasis on social reintegration.

In other European countries, inclusion is mainly reflected through systemic or national-level interventions. GIVE – Governance for Inclusive Vocational Excellence promotes a European model of VET governance aimed at social inclusion, accessibility, and multi-stakeholder cooperation. In Austria, the Supra-company Apprenticeship Training system (SCAT/ÜBA) ensures apprenticeship pathways even for young people who are unable to secure a placement in a company, providing an important safety net and access mechanism for vulnerable groups. In Serbia, the initiative Teaching Skills for Green Transformation links inclusion with

the green transition, aiming to engage women and other underrepresented groups. At the European level, many CoVEs initiatives and governance models confirm that inclusion is not only a pedagogical issue, but also one of governance, accessibility, regional coverage, and service integration.

Findings at the EU level also highlight persistent challenges, such as:

- geographical inequalities in access, especially in remote or rural areas,
- language barriers for migrants and individuals from diverse cultural backgrounds,
- limited participation of certain social groups,
- gender inequalities in specific sectors, and
- unequal availability of resources and support services.

Overall, the good practices indicate that inclusion is strengthened when:

- there is active outreach and targeted support for diverse social groups,
- structured services such as mentoring, tutoring, counselling, and personalised guidance are provided,
- flexible learning pathways and accessible learning environments are developed,
- cooperation is strengthened among schools, families, communities, employers, and public authorities, and
- institutional, social, geographical, and cultural barriers to participation are reduced.

The analysis shows that the values of the New European Bauhaus are not integrated in the same way or to the same extent across all national VET contexts. Sustainability is the most visible and institutionally supported value, primarily through green skills, curriculum upgrading, and links with the labour market. Inclusion is also strongly present, particularly when supported by targeted policies, support services, and participatory partnerships. In contrast, aesthetics remains the least developed value, although in several cases it is emerging as an important element of the learning experience, local identity, and the creative transformation of educational environments.

Despite these differences, practices from Bulgaria, Croatia, Greece, Italy, and other European countries indicate that the effective implementation of NEB values in VET centres is strengthened when organizations operate as open, collaborative, and innovative ecosystems that connect education with society, the economy, space, and quality of life.

3.2. Focus Groups Results

3.2.1 Introduction

This section presents the key findings derived from the Focus Groups conducted within the framework of the project, with the participation of VET representatives from various European countries, including Bulgaria and Croatia, as well as participants at the European Union level.

The aim of the Focus Groups was to explore the level of understanding, implementation, and integration of the values and principles of the New European Bauhaus (NEB) in the field of Vocational Education and Training (VET), as well as to gather input for the development of appropriate evaluation criteria.

The findings provide a realistic overview of the current situation, highlighting both good practices and the challenges faced by VET centres in their efforts to align with NEB principles. The analysis of good practices

at the European level revealed that NEB values are integrated in an uneven and often fragmented manner across VET centres, with sustainability and inclusion appearing more advanced, while aesthetics and operational principles remain less embedded. These findings served as the basis for further exploration through the Focus Groups, aiming to validate these trends and to gain a deeper understanding of the sector's challenges and needs.

3.2.2 Key Findings from focus group

Findings	Description
Limited awareness of the NEB	Low level of familiarity with the concept and principles of the NEB, with understanding mainly at a theoretical level rather than in practical application.
Focus on technical skills	VET centres prioritise technical skills and alignment with labour market needs, thereby limiting the development of other dimensions such as aesthetics and multi-level engagement.
Fragmented integration	NEB values are applied in isolation (e.g. through individual projects), without a comprehensive and strategic approach at the organization level.
Need for a structured framework	The absence of common tools and guidelines makes the systematic implementation and monitoring of progress more challenging.
Need for training of trainers	The limited familiarity of trainers, combined with the lack of appropriate tools, reduces the integration of NEB principles into teaching practices.
Role of partnerships	Partnerships with external stakeholders are often limited or not systematically developed, affecting the practical implementation of the principles.

3.2.3 Challenges Identified

From the overall analysis of the Focus Groups, several key challenges emerge:

- Lack of awareness and understanding of NEB principles
- Limited resources and infrastructure
- Lack of specialized staff for the implementation of innovative actions
- Difficulties in cooperation between different sectors and stakeholders
- Geographical inequalities in access to education
- Limited participation of vulnerable groups

3.2.4 Key Insights

Based on the above findings, several critical conclusions emerge that guide the development of this guide:

- The integration of NEB principles requires a systematic approach rather than isolated actions
- Successful implementation depends largely on the training of trainers
- Cooperation with external stakeholders is a key success factor
- The need for a common framework for evaluation and guidance is particularly strong
- The integration of NEB values can enhance the relevance and quality of VET education

3.2.5 Transition to Implementation Framework

The above findings highlight the need for a more structured and practical framework for the implementation of NEB values in VET centres. For this reason, the following section presents the Assessment Framework and the corresponding Key Performance Indicators (KPIs), which aim to support centres in evaluating and improving their practices.

The assessment process is implemented through a digital tool, which applies a scoring system to translate responses into performance levels per criterion. The results are visualised through a colour-coded system, providing an overall view of the performance of educational institutions and leading to a final score corresponding to the NEB VET Label.

3.3 Assessment Framework and KPIs – Implementation Roadmap for VET Centres

Based on the findings of the previous sections, it emerges that VET centres already integrate certain elements of the New European Bauhaus (NEB) values, particularly in relation to sustainability and inclusion, but often in a fragmented and non-systematic manner.

To support a more comprehensive approach, this assessment framework translates the core NEB values – Sustainability, Aesthetics, and Inclusion – into a practical implementation roadmap, through specific criteria and Key Performance Indicators (KPIs).

This framework enables VET centres to assess their practices and implement targeted improvements, thereby strengthening the systematic integration of NEB principles.

3.3.1 Sustainability – KPIs

KPI	Description	Example Actions	Expected Outcome
KPI 1: Sustainable operations	Integration of sustainable practices into daily operations	Energy management, recycling systems, green procurement	Systematic implementation of sustainability across the entire organization

KPI 2: Curriculum integration	Integration of sustainability into the learning process	Green skills, project-based learning, circular economy activities	Learners apply sustainable practices in their professional activities
KPI 3: Partnerships for sustainability	Collaboration with stakeholders for sustainable practices	Internships, collaboration with businesses/NGOs, joint projects	Established and active partnerships

3.3.2 Aesthetics – KPIs

KPI	Description	Example Actions	Expected Outcome
KPI 1: Learning environment quality	Quality and functionality of learning spaces	Lighting, ergonomics, space organization	Enhanced and supportive learning environment
KPI 2: Creativity & cultural integration	Linking education with creativity and local identity	Design projects, collaboration with artists	Enhancement of creativity and professional identity
KPI 3: User participation	User participation in the design of spaces	Feedback, co-design activities	Active engagement and sense of ownership among users

3.3.3 Inclusivity – KPIs

KPI	Description	Example Actions	Expected Outcome
KPI 1: Access & outreach	Accessibility and geographical coverage	Outreach actions, flexible learning	Increased participation from diverse groups
KPI 2: Support for vulnerable groups	Support for vulnerable groups	Mentoring, counselling, collaboration with support services	Timely and systematic support
KPI 3: Gender equality & empowerment	Gender equality and empowerment	Role models, data monitoring, awareness actions	Improved balance and overall participation experience

3.4 Working Principles – Practical Orientation

The operational principles of the New European Bauhaus (NEB) provide guidance on how VET centres organise, implement, and develop their activities. They do not concern what is measured, but rather how education is designed and delivered in practice.

The participatory process means that learners, trainers, and external stakeholders actively engage in decision-making, in shaping the learning experience, and in the development of projects. In practice, this translates into the use of feedback mechanisms, co-creation activities, and meaningful collaboration with the community and the labour market.

Transdisciplinarity refers to the integration of different fields of knowledge and the holistic approach to real-world challenges. In practice, it is reflected through interdisciplinary projects, collaboration across different specialisations, and the incorporation of technical, environmental, and social dimensions into learning.

Multilevel engagement refers to the connection of VET centres with local, regional, national, and European networks. In practice, this involves partnerships with stakeholders at different levels, participation in international initiatives, and the strengthening of learners' active engagement in issues that go beyond the immediate educational environment.

Overall, the NEB operational principles support the transition of VET centres towards more open, collaborative, and innovative learning ecosystems, where education is meaningfully connected with society, the economy, and contemporary challenges.

Conclusion

This roadmap constitutes a practical support tool for Vocational Education and Training (VET) centres, aiming at the gradual and systematic integration of the values and principles of the New European Bauhaus into their organisational and educational practices. Based on the findings of the mapping of good practices, the results of the Focus Groups, and the developed assessment framework, this document translates NEB principles into concrete implementation guidelines for the VET sector.

The analysis demonstrated that, although elements of sustainability, inclusion, and—to a lesser extent—aesthetics are already present in many VET centres, their implementation often remains fragmented and dependent on individual initiatives, projects, or local conditions. At the same time, the operational principles of the NEB—such as participatory processes, transdisciplinarity, and multilevel engagement—are recognised as key prerequisites for a more holistic and innovative approach to vocational education.

Through the assessment framework, the Key Performance Indicators (KPIs), and the practical guidelines presented, VET centres are enabled to identify their strengths, recognise areas for improvement, and move towards a more strategic development of their services. The roadmap does not function as a rigid implementation model, but rather as a flexible reference tool that can be adapted to the different needs, capacities, and priorities of VET providers.

Overall, this document aspires to contribute to the development of a more open, inclusive, sustainable, and creative vocational education ecosystem, better aligned with the needs of learners as well as with contemporary social, environmental, and economic challenges. In this context, the NEB VET Label can serve not only as an evaluation tool, but also as a driver for continuous improvement and institutional transformation within the VET sector.