



## Working Package n°2

Development of an Internationalization Roadmap in VET Schools | Defining the planned international activities for the next 5 years

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## Executive Summary

The **InterVET Internationalization Roadmap** outlines a unified five-year strategy (2025–2031) to advance internationalization in vocational education and training (VET) across four European institutions: Kpedu (Finland), INSIGNARE (Portugal), AKMI (Greece), and Escola Pia de Mataró (Spain). Supported by the European Union, the initiative focuses on expanding student and staff mobility, embedding intercultural competencies into curricula, and aligning programs with EU frameworks such as EQF and ECVET.

Each institution contributes its regional strengths and shares a commitment to educational innovation and inclusion. Implementation plans are structured in short-, mid-, and long-term phases and aim to increase international partnerships, integrate global content into teaching, and improve institutional capacity for cross-border collaboration. Key performance indicators include mobility numbers, curriculum internationalization, project participation, and impact evaluation.

Risk management strategies address challenges such as communication barriers, funding reliance, and logistical complexity, with measures including training, diversified funding, and structured coordination. The roadmap reflects a collective effort to embed internationalization as a core component of quality VET and lifelong learning.



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## Introduction

In an increasingly interconnected world, internationalization in vocational education and training (VET) plays a vital role in equipping students with the global competencies and perspectives needed for future success. Institutions such as Kpedu (Finland), INSIGNARE (Portugal), AKMI (Greece), and Escola Pia de Mataró (Spain) exemplify how educational organizations can embrace international collaboration to foster innovation, enhance quality, and expand learning opportunities beyond national borders. Each of these schools brings a unique cultural and educational context yet shares a common commitment to learner-centered development, inclusive practices, and close collaboration with industry — creating a strong foundation for impactful international cooperation.

International mobility, joint projects, and cross-border exchanges offer students, teachers, and staff the chance to build new skills, deepen intercultural understanding, and stay aligned with fast-changing labor market demands. Research shows that students engaged in international learning experiences demonstrate higher employment rates and stronger soft skills (European Commission, 2019). By actively participating in European programs such as Erasmus+, and by leveraging their networks and regional strengths, these institutions are strengthening their roles as globally minded VET providers. This document outlines a shared vision and strategic plans for advancing internationalization across these partner schools — promoting educational excellence, social inclusion, and economic resilience through cross-border cooperation.

## Participating Schools

- **Kpedu**

Kpedu — the Federation of Education in Central Ostrobothnia — supports learning, personal growth, and future skills development. The organization offers a broad range of educational opportunities, including vocational upper secondary education, further training, apprenticeship programs, and folk high school studies. Preparatory education is also available for those getting ready to start vocational studies.

More than just an education provider, Kpedu plays an active role in regional development. It works closely with municipalities, local businesses, and other organizations to align education with the real needs of working life. Building strong connections between vocational training and industry is a central focus.

The development vision, *“Learning together to become experts of the future,”* captures Kpedu’s forward-thinking approach. This mindset drives continuous improvement and ensures that both current and future skills are part of the plan.

Educational and development services are designed based on individual needs. Each student’s background, abilities, and goals shape the learning path. In addition to vocational skills, studies emphasize entrepreneurship, productivity, international perspectives, and digital learning tools.

Innovation is encouraged throughout the organization. New methods are regularly tested, and students are actively involved in shaping the learning experience. A strong sense of community and inclusion supports well-being and lifelong learning.



Kpedu's strengths include deep vocational expertise and close ties to working life. The organization continuously evolves, invests in staff development, and embraces international cooperation. Staff and industry professionals engage in mobility programs that bring fresh perspectives, support collaboration, and introduce new ways of teaching and learning.

- **INSIGNARE**

INSIGNARE is a non-profit association based in Ourém, in central Portugal. It operates two vocational secondary schools — EPO (Ourém Vocational School) and EHF (Fátima Hospitality Vocational School) — which together serve around 400 students between the ages of 16 and 19. The organization also runs an Adult Validation and Training Centre. The total staff includes more than 70 professionals, both teaching and non-teaching.

Fátima Hospitality Vocational School offers Level IV courses in Cookery, Waitering, Pastry/Bakery, and Tourism. The school features modern, fully equipped facilities designed for both theoretical instruction and hands-on training. Ourém Vocational School offers programs in Car Mechanics, Design, Electronics & Automation, Management, and Metalworking/CNC, with equally comprehensive practical training spaces, including workshops that also support adult education and validation programs.

Both vocational schools were among the first in Portugal to achieve EQAVET Accreditation, demonstrating a commitment to quality in vocational education and training.

The student and adult learner population is drawn from two regions, as the municipality of Ourém sits on the border between them. In total, the schools and training center serve a regional community of nearly half a million people.

INSIGNARE has extensive international experience through initiatives such as the Lifelong Learning Programme and Erasmus+ (KA1, KA2, and KA3). The organization holds a KA1 VET Accreditation and supports annual work-based learning (WBL) placements for students, both in Portugal and across Europe.

- **AKMI**

The Institute of Vocational Training AKMI is the largest VET provider in Greece and ranks among the seven largest in Europe. Established in 1989, AKMI operates in nine cities across the country: Athens, Piraeus, Thessaloniki, Heraklion, Larissa, Rhodes, Chalkida, Elliniko, and Alexandroupoli. It accounts for nearly 60% of Greece's post-secondary VET sector, offering education at EQF levels 3 to 5.

Each year, approximately 18,000 students enroll to study one of the 112 specialties offered across 14 sectors. Training is delivered in over 380 state-of-the-art laboratories, covering more than 37,500 square meters of infrastructure nationwide.

The campuses in Athens — and across the country — offer a wide range of study fields. Emphasis is placed not only on technical skills but also on fostering collaboration, critical thinking, and personal development. Educators encourage inclusive, supportive communities that help students feel safe to express themselves, explore new paths, and shift perspectives. Social inclusion and bridging the gender gap are key priorities, viewed as challenges that youth can address through quality education.

AKMI employs around 1,200 permanent staff members, including approximately 170 administrative professionals and over 600 qualified educators. The academic staff is known for its innovative teaching methods and commitment to high standards. Administrative and teaching teams work



closely to support student group formation based on individual qualifications, language skills, and learning profiles. Educators are also actively involved in organizing and managing summer schools, mobility programs, training seminars, lectures, and a variety of cultural and social events. Through education, AKMI aims to help young people become well-rounded, thoughtful, and socially responsible individuals — recognizing the pivotal role they play in shaping society. In recognition of its work, AKMI was named “The Most Innovative VET Provider in Europe” by the European Vocational Skills Week (EVSU) in 2022.

- **Escola Pia De Mataro**

Escola Pia de Mataró has been part of the city’s educational landscape for over 280 years. Throughout its long history, the school has focused on the education and personal development of children, young people, and adults in Mataró and the wider Maresme region, with particular attention to supporting those in vulnerable situations. Education is viewed as a transformative process that reveals and nurtures each learner’s potential.

Located in Mataró — a historically significant city in the industrialization of Catalonia — the school is situated in a region currently focused on revitalizing key industries such as textiles, commerce, and tourism, while also investing in emerging sectors including knowledge-based industries, maritime and nautical services, and health and wellness.

With this local context in mind, and with a focus on student employability, Escola Pia de Mataró offers three middle-level vocational training programs: Administrative Management, Microcomputer Systems and Networks, and Guidance in Physical and Sports Activities in Natural Environments. These programs are supported by specialized classrooms adapted for IT, administration, and sports training, and are enriched by close collaboration with local companies that contribute with current technologies and practices.

The school is a private institution structured around several educational stages: kindergarten (ages 3–5), primary and secondary education, baccalaureate, and vocational training. It serves approximately 2,500 students and employs around 250 teaching staff.

For the past two years, Escola Pia de Mataró has also been offering Dual VET, connecting students with companies to integrate learning between the classroom and the workplace. Through this model, companies take an active role in training students according to their operational processes, with the goal of long-term employment at the end of the program. This approach provides clear benefits for both students and companies, strengthening the overall training process.

Escola Pia de Mataró is part of the broader network of Escola Pia de Catalunya, which includes 20 educational institutions across Catalonia. Each school maintains its own identity while sharing a common educational philosophy and coordinated objectives.



## Current State Analysis

- **Internationalization Efforts**

### **Kpedu**

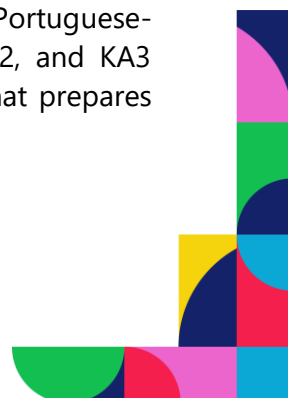
Kpedu has built a strong reputation for international collaboration over the past 20 years. What started with programs like Comenius and Leonardo da Vinci has grown into a broad and dynamic international presence, with Erasmus+ now at the core of its work. The institution's partnerships span almost all of Europe and reach as far as Africa, Canada, the U.S., Australia, and Thailand — showing just how far its network extends.

Internationalization at Kpedu isn't just about sending students abroad. It includes internships, staff exchanges, joint projects, and increasingly, virtual collaboration. Platforms like *ForeignFriends* are already part of the curriculum, showing how digital tools can open up global learning opportunities even without travel. Kpedu has also been involved in larger initiatives like the SAAM project between Europe and Africa and regularly takes part in nationally funded programs with an international edge. With a quality label for its work in the European Solidarity Corps and a consistent focus on innovation, Kpedu continues to find new ways to make internationalization meaningful for both students and staff.

### **INSIGNARE**

INSIGNARE has built a solid and well-structured approach to internationalization, rooted in years of consistent involvement in European mobility and cooperation programs. Since sending its first group of students abroad in 2009, the organization has expanded its international activities significantly. It now supports around 50 mobilities per year through Erasmus+ KA1 projects, offering both short-term (60 days) and long-term (90 days) work-based learning (WBL) placements across multiple European cities. Students complete a total of six months of WBL throughout their three-year courses, with many choosing to carry out their second or third placements abroad. These international experiences are carefully integrated into the learning process, helping students build both technical and transversal skills in real-world settings.

Beyond mobility, INSIGNARE has played an active role in collaborative innovation. From leading national consortia for curriculum development — like the Pastry and Bakery Technician course — to coordinating international projects such as the Erasmus+ Joint Qualifications initiative, the organization has shown leadership in shaping new VET qualifications at the European level. The Digital Tourism Intermediate Technician course, developed in partnership with other European VET providers and based on industry needs, is a strong example of this work. The flexibility of the course design, aligned with EQAVET and ECVET standards and adaptable for micro-credentials, positions INSIGNARE at the forefront of vocational innovation. Its continued partnerships with Portuguese-speaking African countries, combined with deep involvement in Erasmus+ KA1, KA2, and KA3 projects, demonstrate a clear commitment to inclusive, forward-thinking education that prepares learners for both local and international career paths.



## AKMI

AKMI International, the international department of AKMI, plays a leading role in taking vocational education beyond borders. With a team based in Athens and strong ties across Europe and beyond, the organization has been involved in more than 100 European projects, working with over 1,000 partners around the world. Its focus is on improving the quality of education, supporting inclusion, and building stronger links between learning and the world of work — all through innovative programs and international cooperation.

One of the key strengths of AKMI's international work is its mobility program. Between 2022 and 2024, the organization coordinated more than 20 mobility flows, offering hundreds of students and staff opportunities to gain hands-on experience through study visits, internships, and skills competitions in countries like Spain, Italy, Poland, and France. Many of these trips included teachers as well, helping provide academic support and enriching the intercultural experience. Professional development is also a major priority — with 56 staff members taking part in job shadowing and exchange programs in places like Cyprus, Slovakia, and Albania. Some programs combine students and staff with shared mobility experiences, underlining AKMI's collaborative approach to learning. Internships abroad — with 39 students placed in real working environments — are a key part of preparing learners for today's international job market. Through all these efforts, AKMI continues to give both students and teachers the tools they need to grow, adapt, and thrive in a global context.

## Escola Pia de Mataró

Escola Pia de Mataró has steadily built an international profile grounded in meaningful partnerships and global learning experiences. With a particular focus on collaboration in Africa and South America, the school's international efforts aim to promote intercultural understanding, foster mutual learning, and strengthen the global skills of both students and staff. These partnerships reflect the school's commitment to education as a tool for connection and shared development across borders.

Key activities include international internships for vocational students, providing hands-on experience in diverse professional settings. These placements, often hosted by institutions and companies in partner countries, give students the opportunity to develop practical skills while engaging with new cultural and economic contexts. The school also participates in regular exchange programs, allowing students and staff to take part in short- and medium-term mobilities that support professional growth, knowledge exchange, and broader perspectives. In response to growing interest in digital learning, Escola Pia has also introduced virtual collaboration projects, making international participation more accessible. These online exchanges enhance digital literacy and offer space for intercultural dialogue, even where physical travel isn't possible. Through this multi-layered approach, Escola Pia continues to open international pathways that support inclusive, forward-thinking education.



## • Curriculum status

### Kpedu

At Kpedu, vocational education is grounded in national educational standards and qualification frameworks, but there's a growing focus on preparing students for the realities of a globalized world. Internationalization is becoming an increasingly important part of the curriculum, with efforts underway to embed global perspectives and intercultural skills into everyday learning.

Through strong partnerships with institutions abroad and participation in international mobility projects, Kpedu is actively introducing new teaching methods and content inspired by best practices from across Europe and beyond. These collaborations help enrich the curriculum while still aligning with national education policies and maintaining a strong connection to local needs.

Several study modules have already been added to support this shift, including focused language training, an "International Tutor" course, and a dedicated module on "Working in an International Environment." These courses give students practical tools and cultural awareness that are essential for succeeding in today's interconnected job market. By gradually integrating international and intercultural content, Kpedu is shaping a more globally minded vocational education that remains rooted in local relevance.

### INSIGNARE

At INSIGNARE, internationalization is not a separate initiative — it's becoming an integrated part of how vocational education is delivered. While courses follow national qualification frameworks and standards, there is a strong and ongoing effort to include international and intercultural elements that enhance students' readiness for the global workforce.

The organization's long-standing involvement in European mobility projects, particularly through Erasmus+, has played a key role in shaping the curriculum. For many students, part of their mandatory Work-Based Learning takes place abroad, offering real-world professional experience in diverse cultural settings. These experiences are not only practical but also help foster intercultural awareness, adaptability, and language skills.

INSIGNARE has also led and contributed to European-level projects focused on developing new, internationally aligned qualifications — such as the Digital Tourism Intermediate Technician course, designed collaboratively with partners across several countries. This course was developed to be flexible, modular, and responsive to different national and regional contexts, aligning with European standards like EQAVET and ECVET. Through these efforts, INSIGNARE ensures that students gain competencies that are relevant both locally and across Europe, supporting a more connected and future-ready approach to vocational education.

### AKMI

AKMI has positioned itself as a leader in aligning vocational education with international standards, combining innovation, quality, and a strong European presence. Its commitment to excellence has been widely recognized across Europe, with the institution receiving multiple awards and distinctions for its contribution to the VET sector.

In 2022, IEK AKMI was named the "Most Innovative Vocational Training Institute in Europe" at the European Commission's VET Excellence Awards — a major recognition of its forward-thinking approach and impact in vocational education. As part of the wider AKMI Group, the institution is



counted among the top seven educational providers in Europe, having received 10 international awards for quality and innovation. With over 100 accredited specialties across 12 fields of study, AKMI ensures that its programs reflect both national needs and international trends.

AKMI has also led the way in building international networks. It was the first vocational institute in Greece to join a Pan-European Training Network and has been officially recognized by the European Commission as a National Supporter of the European Vocational Skills Week. These milestones reflect AKMI's broader mission: to provide students with study programs that are not only industry-relevant and future-focused but also internationally aligned and globally connected.

### **Escola Pia de Mataró**

At Escola Pia de Mataró, vocational education remains firmly rooted in national educational standards, but there is a growing focus on integrating international and intercultural dimensions into the learning experience. This shift reflects the school's recognition of the need to prepare students not only for local employment but also for the broader opportunities and challenges of an interconnected world.

Through international partnerships and mobility programs, particularly in Africa and South America, the school is gradually introducing new perspectives and teaching methods drawn from global best practices. These collaborations support the adoption of fresh, innovative content while maintaining alignment with national qualification frameworks. As a result, students benefit from a curriculum that remains locally relevant but is increasingly enriched with international insight, helping them build the skills and mindset needed to thrive in diverse cultural and professional environments.

- **Language Education**

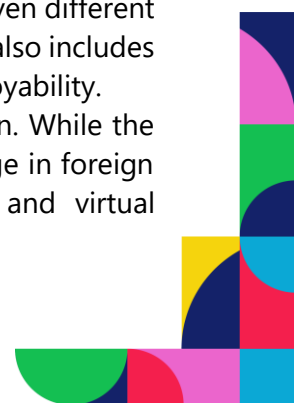
Language learning plays an important role in supporting the internationalization efforts of all four institutions, helping students and staff develop the communication skills needed to participate in global education and employment opportunities.

**Kpedu** emphasizes language learning as part of both its national and international activities. While Finnish remains the main language of instruction, students and staff have access to courses in English, especially in modules connected to international mobility, collaboration, or virtual exchange. Language support is also embedded in international modules such as "Working in an International Environment."

At **INSIGNARE**, the primary language of instruction is Portuguese, but both students and staff are encouraged and supported in learning foreign languages to participate in European mobility projects and international internships. Language preparation is integrated into the process of sending students abroad and welcoming international learners into its programs.

At **AKMI**, language education is a strategic priority. The institution offers English-taught programs in fields such as tourism, hospitality, and business administration—areas where international communication is essential. In addition, AKMI provides access to a wide range of free online language courses through the AKMI Benefits platform. Students can study at their own pace in seven different languages: English, French, Italian, Spanish, German, Russian, and Turkish. This platform also includes training for computer certifications, further supporting student development and employability.

**Escola Pia de Mataró** also promotes English as a key language for internationalization. While the main curriculum is delivered in Catalan and Spanish, students and staff regularly engage in foreign language learning, particularly in preparation for exchanges, internships abroad, and virtual



collaborations. Language learning is seen not just as a skill, but as a gateway to deeper intercultural understanding.

## ● **Staff Readiness and Infrastructure**

Across all four institutions—Kpedu, INSIGNARE, Escola Pia de Mataró, and AKMI—there is a shared culture of openness and enthusiasm toward international engagement among teaching and administrative staff. Educators are not only supportive of internationalization but actively seek out opportunities to take part in teaching, training, and professional development abroad. Many have already participated in mobility programs, job shadowing, or international projects, bringing back valuable experience and new perspectives that benefit their students and institutions.

Intercultural activities are a common feature across all schools, helping create learning environments that reflect global awareness and foster inclusion. These activities, whether tied to curriculum content, mobility preparation, or student events, play a key role in building intercultural competence within the school communities.

In terms of infrastructure, each institution is well-equipped with the technical tools needed to support both in-person and virtual international collaboration. Digital platforms, specialized labs, and flexible learning environments provide a solid foundation for implementing mobility projects, hosting virtual exchanges, and integrating international content into everyday learning. Together, the combination of committed staff and strong infrastructure enables each school to expand its global engagement and remain active, reliable partners in international education networks.



## Internationalization Plans

- **Strategic Objectives**

The shared roadmap guiding the internationalization strategies of Kpedu, INSIGNARE, Escola Pia de Mataró, and AKMI is built around a set of common goals that align with both institutional missions and broader European educational priorities. At its core, the roadmap seeks to expand access to high-quality international experiences, enrich the learning environment, and ensure that vocational education remains relevant in a rapidly globalizing world. Key questions shaping this vision include: How can international partnerships better serve students' personal and professional growth? What structural changes are needed to support sustainable mobility and curriculum alignment with European standards? And how can intercultural dialogue become a core element of everyday learning?

One of the primary goals is to enhance the global competencies of students. Each school recognizes the importance of preparing learners not just for local or national job markets, but for work in diverse, multicultural contexts. Through internships abroad, joint projects, and virtual collaborations, students develop critical skills such as adaptability, communication, and intercultural awareness. Research by the European Commission (2019) shows that learners who participate in international mobility experience higher employment rates and improved soft skills, including foreign language proficiency, teamwork, and self-confidence. For example, AKMI's large-scale mobility programs and Kpedu's integration of international modules into the curriculum directly contribute to these outcomes.

A second strategic objective is to establish and strengthen international partnerships that lead to meaningful cooperation in curriculum development, training delivery, and knowledge exchange. INSIGNARE's leadership in European consortium projects, including those aimed at developing new joint qualifications, exemplifies this approach. Similarly, Escola Pia de Mataró's long-standing partnerships in Africa and South America provide a platform for mutual learning and cultural exchange. These partnerships not only enrich student and staff experiences but also support institutional innovation and alignment with EU frameworks such as the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET), which provide a basis for transparent, comparable learning outcomes and credit recognition across borders.

Lastly, the roadmap emphasizes increasing mobility - for both students and staff - and supporting multilingualism and intercultural understanding. Language learning is a shared priority, whether through AKMI's extensive online language offerings, INSIGNARE's Erasmus+ preparation modules, or Escola Pia's focus on English as a key tool for mobility. According to OECD findings (2020), students who are exposed to multilingual and intercultural learning environments demonstrate greater cognitive flexibility and are better equipped for lifelong learning. Each institution also fosters staff readiness through professional development abroad, encouraging teachers to bring new practices into the classroom. Together, these efforts are helping to build inclusive, forward-thinking VET ecosystems where global engagement is not a special initiative, but an everyday reality.



## Kpedu

At Kpedu, preparing students for a global future means helping them develop not only technical skills but also the mindset and adaptability needed in an interconnected world. A major focus of our international strategy is building students' global competencies. Through Erasmus+ exchanges, international internships, and collaborative projects, students are exposed to different ways of working, learning, and thinking. These experiences challenge them to step outside their comfort zones and develop crucial skills such as resilience, cross-cultural communication, and creative problem-solving—traits that are highly valued by employers in both local and international job markets.

To support these experiences, Kpedu continues to build and maintain long-term partnerships with educational institutions and industry organizations across Europe and beyond. These partnerships are central to creating meaningful mobility opportunities and shared learning experiences. Through them, we participate in joint curricula development, innovation-focused projects, and staff exchange initiatives that allow ideas and best practices to move freely between institutions. These collaborations go beyond logistics—they foster mutual respect, cultural exchange, and a shared commitment to quality vocational education.

A key part of ensuring that our qualifications are internationally recognized is aligning them with frameworks like the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). This alignment not only supports student mobility but also ensures that the skills and knowledge acquired at Kpedu are transferable and relevant across European borders. Erasmus+ projects help us keep our programs up to date, flexible, and aligned with labor market needs, all while respecting the national context and requirements of our education system.

Another pillar of our strategy is increasing both student and staff mobility. We aim to make international experiences accessible and meaningful to as many people as possible, whether through short-term study visits, longer internships abroad, or professional development opportunities for educators. Mobility opens doors—it broadens perspectives, encourages lifelong learning, and strengthens our entire learning community. Staff exchanges also help bring fresh insights into the classroom, enriching teaching practices and reinforcing our commitment to continuous improvement.

Supporting multilingualism and intercultural understanding is an equally important priority. As global awareness becomes increasingly essential, we encourage students and staff to engage in language learning and intercultural experiences through Erasmus+ and other projects. Our curriculum integrates multilingual and multicultural content, helping to foster an environment where communication across cultural boundaries is part of everyday life. Language courses, intercultural workshops, and immersive international activities help deepen understanding and appreciation of different cultures. By embedding these values into our educational approach, Kpedu nurtures a learning community that is inclusive, open-minded, and globally engaged.



## **INSIGNARE**

At INSIGNARE, internationalization is seen as a key driver for innovation, quality, and long-term relevance in vocational education. Through its strategic goals, the institution aims to provide students and staff with meaningful international experiences that directly support professional development, cultural exchange, and employability. International cooperation is not just a tool for mobility, it's an essential part of strengthening INSIGNARE's reputation, opening new channels for collaboration, and ensuring its programs remain aligned with evolving European standards.

A core objective is to enhance students' global competencies by offering at least 10% of learners a two-month internship abroad each year. These internships are carefully matched to the student's field of study and maturity level, providing real-life work experience in European organizations. Beyond practical skills, students develop personal confidence, cultural awareness, and adaptability—traits that support their integration into both national and international labor markets. Such experiences also reinforce a stronger sense of European citizenship and promote lifelong learning. In addition to student mobility, INSIGNARE prioritizes professional growth for its educators and staff. Each year, a minimum of three technical teachers or staff members are supported in taking part in job shadowing activities across Europe. These experiences allow participants to observe new methodologies, share INSIGNARE's own best practices, and bring back insights that can be critically evaluated and adapted to the school's specific context. This cross-pollination of ideas not only enriches classroom teaching but also strengthens the school's pedagogical innovation and staff engagement.

Another strategic goal is to participate in at least two VET consortium projects annually, where INSIGNARE can play an active role in shaping and applying educational innovation at a European level. These collaborations provide opportunities to co-develop new curricula, qualifications, and methodologies that align with frameworks like EQF and ECVET, making INSIGNARE's programs more flexible and future ready. Being part of such networks allows the institution to contribute meaningfully to the broader conversation on vocational education and to stay ahead of emerging trends and standards.

Multilingualism and intercultural understanding are also central to INSIGNARE's vision. Through Erasmus+ projects and other international activities, students and staff are encouraged to improve their language skills and engage with diverse cultures. Language learning is embedded into the preparation process for mobility and is supported through classroom teaching and digital platforms. The school also promotes cultural awareness through virtual exchanges, hosting international learners, and integrating global themes into the curriculum. These efforts help create a learning environment where openness, curiosity, and respect for diversity are woven into everyday life.

## **AKMI**

At AKMI, internationalization is deeply embedded in the institution's mission to provide high-quality, future-oriented vocational education. With a strong presence across Greece and a growing international reputation, AKMI views global engagement as essential to maintaining educational relevance and creating meaningful opportunities for both students and staff. As industries and labor markets evolve across borders, AKMI's strategy is focused on aligning its programs and practices with global expectations while keeping learners at the center of its vision.

A key goal is to enhance students' global competencies by offering them real, hands-on international experiences. Through Erasmus+ mobilities, internships abroad, and skills competitions, learners develop the ability to adapt, communicate across cultures, and problem-solve in unfamiliar



environments. These are not just soft skills—they are essential for thriving in a modern workforce where collaboration often happens across borders. AKMI's English-taught programs and strong focus on intercultural learning further support the development of confident, globally minded professionals.

Building and strengthening international partnerships is another strategic pillar. Over the years, AKMI has established relationships with more than 1,000 organizations worldwide, allowing it to lead and participate in over 100 European projects. These partnerships go beyond mobility—they involve co-developing curricula, creating joint qualifications, and exchanging innovative practices. Whether it's collaborating on EU-level VET initiatives or sharing resources across borders, these relationships ensure that AKMI remains at the forefront of educational innovation.

AKMI is also strongly committed to increasing mobility for both students and staff. Learners are given opportunities to engage in Erasmus+ internships across Europe, while staff participate in job shadowing, training seminars, and joint teaching activities in countries such as Slovakia, Cyprus, France, and Albania. These exchanges bring new energy into classrooms and foster a strong culture of continuous learning. AKMI also supports mixed mobilities, where staff and learners collaborate during international activities—building community while enhancing skills and exposure.

Supporting multilingualism and intercultural understanding is woven throughout AKMI's international strategy. Students have access to free online language courses in seven languages, encouraging them to expand their communication skills and cultural fluency. In addition to language learning, intercultural awareness is cultivated through virtual collaboration, international projects, and a strong emphasis on inclusivity. By embracing these values, AKMI ensures that its graduates are not only technically prepared, but also culturally competent and ready to succeed in diverse, global environments.

## **Escola Pia de Mataró**

At Escola Pia de Mataró, internationalization is not viewed as an optional add-on, but as an essential part of preparing students for the world they are entering. With globalization shaping both society and the labor market, the school is committed to opening its doors to the world—ensuring that students develop the competencies, perspectives, and skills needed to navigate and contribute to an increasingly interconnected environment. Internationalization supports not only academic growth but also personal development, employability, and social inclusion.

A central goal is to enhance the global competencies of students. This means more than just offering language classes or exchange opportunities—it involves fostering a mindset that embraces diversity, curiosity, critical thinking, and adaptability. By engaging in international activities, students develop the confidence to work in multicultural environments, the awareness of understanding different worldviews, and the skills to collaborate effectively across borders. These are key attributes for lifelong learning and active citizenship, as well as for succeeding in competitive and dynamic labor markets.

Escola Pia de Mataró also places a strong emphasis on building and maintaining meaningful international partnerships. These collaborations, especially with institutions in Africa and South America—serve as bridges for mutual learning and cultural exchange. They provide the structure for student and staff mobility, joint projects, and innovative learning practices that enrich the school's pedagogical approach. Such partnerships create new opportunities while reinforcing the school's values of solidarity, openness, and shared growth.



Increasing mobility is another core focus. The school aims to provide more students and staff with access to international experiences, whether through Erasmus+, virtual exchanges, or bilateral partnerships. These opportunities broaden perspectives, strengthen practical skills, and foster professional growth. For students, mobility opens doors to new academic and work environments. For educators and staff, it offers fresh insights into teaching methods, curriculum development, and institutional collaboration.

Multilingualism and intercultural understanding are embedded throughout Escola Pia's internationalization efforts. English is a key part of the curriculum, and language learning is supported as a tool for both communication and cultural engagement. The school encourages dialogue across cultures through activities, projects, and exchanges that help students and staff understand and appreciate different backgrounds. By integrating these values into daily school life, Escola Pia de Mataró builds an inclusive and globally engaged learning community—one where students are equipped not just to succeed in the world, but to help shape it.



## Action Plan Per School

### • KPEDU Internationalization Plan

Kpedu aims to be a leading provider of vocational education in Finland, distinguished by its strong international orientation and commitment to global engagement. Guided by a mission to equip students and staff for the challenges of a rapidly changing world, Kpedu fosters international cooperation, intercultural competence, and sustainable development across all levels of education and training. Its internationalization strategy focuses on four core areas: active participation in Erasmus+ and other mobility programs, embedding international elements into studies, supporting work- and education-based immigration, and expanding education exports. With a broad network of trusted partners and consistent use of European funding, Kpedu ensures the long-term impact of its global activities. Looking ahead, the institution is committed to strengthening partnerships—particularly in Canada, China, and Africa—boosting mobility, enhancing digital and blended learning, and embedding global perspectives in its curriculum, all while prioritizing sustainability, safety, and clear communication.

### Implementation plan

- Short-term (2026)  
We will formalize new global partnerships, especially in Canada and Africa, and launch language and intercultural training for staff and students. Curriculum development will include maintaining existing international courses and creating new ones, such as Preparation for Mobility. Risk management protocols will be established, and communication channels for international activities will be developed. Strategic project applications (e.g., Erasmus+ KA2, CoVE) will be submitted. An annual international activities report will be published to track progress.
- Mid-term (2026–2028)  
We will increase Erasmus+ KA1 mobilities, targeting a minimum of 120 students and 35 staff annually, and act as a hosting partner. Global themes and digital entrepreneurship / e-commerce will be integrated into curricula, aiming for 10% internationalization. We will organize international webinars, workshops, and joint projects, including virtual collaborations like Foreign Friends. Risk assessments will be reviewed regularly, and a mid-term progress report will be compiled in 2028.
- Long-term (2029–2031)  
We will sustain and expand global partnerships, develop international internship and work placement programs, and evaluate the impact of internationalization. Communication and visibility will be enhanced through outreach and events. Environmentally sustainable practices will be promoted across all activities. The strategy will be adapted to align with the new Erasmus+ programme (2028–2034). A final international strategy report will be published in 2031, summarizing outcomes and future recommendations.

### Roles and responsibilities

- International Coordinator: leads strategy, partnerships, mobility, and reporting



- Curriculum Developers: integrate international content and digital methods
- Project Managers: coordinate events, internships, and risk management
- Communication Officer: manages visibility and stakeholder engagement
- All Teams: contribute to sustainability and implementation

## Key Performance Indicators (KPIs)

- Number of active international partnerships  
Goal: at least 5 new global partners
- Annual student and staff mobility figures  
Goal: 120 students and 35 staff mobilities per year, growth 5% per year
- Percentage of curricula incorporating international/global content  
Goal: 30% of all curricula
- Number of Erasmus+ and other international project applications submitted and approved
- Risk incidents managed effectively  
Goal: zero critical failures
- Communication reach metrics  
Includes social media engagement, newsletter open rates, and event participation
- Environmental impact indicators  
Tracking sustainability in international activities
- Timely production of strategy reports  
Annual, mid-term (2028), and final report (2031)

## KPEDU Internationalization Roadmap

Phase	Specific Goals	Key Activities / Resources	Responsible Team	Timeline	KPIs
Short-term	Formalize new agreements with key global partners	Signing agreements with partners especially in Canada and Africa	International Coordinator	2026	Number of new global partners formalized
Short-term	Launch language and intercultural competence training	Organize training sessions for staff and students	Curriculum Developers, International Coordinator, Language Teachers	2026	Number of training sessions launched
Short-term, mid-term and long-term	Update curriculum; studies related to internationality	Maintain international tutor course and Working in an international environment. Develop new	Curriculum Developers, International Coordinator, Language Teachers	2026	Number of international courses in the curriculum

		courses like preparation for mobility period			
Short-term	Establish risk management protocols	Develop risk assessment and mitigation plans	Safety manager / International Coordinator	2026	Risk protocols in place Student and staff preparation sessions
Short-term	Develop communication channels for international activities	Create communication plans, digital channels, social media	Communication Officer / International coordinators	2026	Communication channels active
Short-term	Apply strategic projects	Apply and participate in different kinds of cooperation projects (KA2, Cove etc).	International Coordinator / Development Manager	2026 / every year	Number of proposals drafted/submitted.
Mid-term	Increase Erasmus+ KA1 mobilities	Target 120 students and 35 staff mobilities annually, and 5% growth  Also, as a hosting partner (50-150 annually)	International Coordinators, Project Manager	2026–2028	Number of mobilities
Mid-term	Integrate global content and digital entrepreneurship and e-commerce	Incorporate into curricula and training programs	Curriculum Developers, International Coordinators/Managers	2026–2028	Percentage of curricula internationalized (target 10%)
Mid-term	Organize international webinars, workshops, joint projects	Host online and onsite events and collaborative projects, Foreign Friends virtual collaboration	Project Managers, International Coordinator	2026–2028	Number of international online and onsite events Number of partners
Mid-term	Regularly review and update risk assessments	Conduct ongoing risk evaluations and adjust mitigation strategies	International Coordinator / Project Manager	2026–2028	Updated risk assessments



Long-term	Sustain and expand (also global) partnerships and networks	Maintain quality and strategic alignment of partnerships and networks	International Coordinators	2029–2031	Number of active partnerships Number of networks Kpedu is participating
Long-term	Develop international internship and work placement programs	Create and implement internship opportunities abroad	Project Managers / International Coordinators	2029–2031	Internship/work placement programs developed
Long-term	Evaluate and report internationalization outcomes	Produce impact evaluations and reports	International Coordinator	2029–2031	Impact evaluation reports
Long-term	Enhance stakeholder communication and visibility	Improve outreach, social media, events	International Coordinators / Communication Officer	2029–2031	Communication reach metrics
Long-term	Implement environmentally sustainable practices	Promote responsible travel and digital alternatives	All Teams	2029–2031	Environmental impact indicators
Short-term	Produce annual international activities report	Compile and publish yearly report summarizing efforts	International Coordinator, Communication Officer	Annually	Published annual international report
Mid-term	Report on mid-term progress on internationalization strategy	Document and communicate progress towards mid-term goals	International Coordinator, Communication Officer	2028	Mid-term progress report delivered
Long-term	Produce comprehensive final international strategy report	Compile outcomes, lessons learned, and recommendations	International Coordinator, Communication Officer	2031	Final internationalization strategy report published
Long-term	Adapt the internationalization strategy to the new Erasmus+ programme (28-34)	Learn priorities of the new Erasmus+ programme	International Coordinators	2027-	Updated procedures and activities



## • **INSIGNARE Internationalization Plan**

INSIGNARE has developed a mature and purposeful internationalization strategy, rooted in more than a decade of structured mobility and collaboration. While its first student internship abroad took place in 2007, it was the establishment of the International Office in 2009 that marked the beginning of a coordinated and sustainable international effort. As a non-profit association managing two vocational schools—EPO (Ourém Vocational School) and EHF (Fátima Hospitality School)—INSIGNARE ensures that internationalization is a shared institutional priority, even as each school maintains pedagogical autonomy. Over the years, international engagement has become integral to educational experience, supporting both organizational innovation and students' personal, academic, and professional development. With Erasmus+ as a consistent ally, the institution has built a strong record in student and staff mobility, curriculum development, digital transition, and inclusion.

INSIGNARE's internationalization strategy is anchored in four key activities: international mobilities for students' work-based learning, teacher and staff job shadowing, participation in I-VET and C-VET international consortium projects (with a focus on curriculum development, innovation, digital transition, and student inclusion), and capacity-building initiatives, particularly with countries in Africa. These activities not only reflect INSIGNARE's strengths but also serve as practical tools for embedding international experiences across its educational offer.

To guide this work, the institution has set clear strategic goals: to offer at least 10% of its students an international internship of two months or more each year; to provide a minimum of three technical teachers or staff members with annual job shadowing opportunities in relevant European VET organizations; and to actively participate in at least two VET consortium projects annually. These goals reflect a deep commitment to ensuring that internationalization enhances not only employability and technical skills but also personal, social, and cultural development—ultimately strengthening students' integration into both the national and European labor markets.

Achieving these goals requires a coordinated effort across the organization. INSIGNARE's strategy emphasizes the importance of providing the human and time resources necessary to secure essential funding each year, especially through Erasmus+—and ensuring that participation is coherent with pedagogical approaches, systematic to guarantee annual opportunities, and critically embedded into the organization's learning and improvement processes. Internationalization is not treated as a one-off initiative, but as a sustained and evolving commitment to opening the world to its students and staff.

### **Implementation plan**

- Short-term (2025-2026)

1. Implement a minimum of 40 students' mobilities for WBL abroad, in Germany, Italy and Spain
2. Implement a minimum of 3 job shadowing to Asia
3. Continuing to implement the 3 consortiums we are part
4. Start to implement the Capacity Building with Africa, with 12 students' incoming

- Mid-term (2026-2028)

1. Securing funding for WBL mobilities and job shadowing
2. Concluding and starting new consortiums, related to I-VET and C-VET relevant topics



### 3. Reporting the KA 1 VET 2021-2027 Accreditation

- Long-term (2028-2034)

### 1. Applying for and securing the 2027-2034 mobilities Accreditation

### 2. Analyzing and adapting to INSIGNARE's reality the Erasmus+ 2021-2027 Program successor

### 3. Restart students' mobilities to the UK.

## Roles and responsibilities

- CEO – overall coordination
- Technical Pedagogical Departments of the Schools (EPO and EHF) - responsible for selecting (with transparent criteria, visible on the website) and preparing participants to achieve the objectives of the WBL abroad, as well as validating the learning obtained during international experiences. Selects also the teachers/staff who take part in job shadowing and consortium's implementation teams, depending on the project topic and the required teacher/staff's profile.
- International Cooperation Office - responsible for proposing, establishing, implementing and evaluating international partnerships with similar organizations, for the development of educational and training projects of interest to the various working areas of INSIGNARE's universe.
- Administrative and Financial Office - manages all monetary flows related to international projects, including budget planning, implementation and reporting, including partners' financial relationships and individual mobilities
- Communication and Image Office – responsible for implementing Dissemination through press releases to local, regional and national media, as well as specialized press releases, original posts on the schools' social networks, updating the website, registering and publicizing internal events (such as the Erasmus+ Talks) or external events (Erasmus+ Lunches).

## Key Performance Indicators (KPIs)

- 40 student mobilities for work-based learning (WBL) abroad (Germany, Italy, Spain)
- 3 staff job shadowing **mobilities** to Asia
- 3 active consortium **projects** being implemented
- 12 incoming students integrated through the Capacity Building with Africa project
- 1 KA1 VET mobility funding application successfully submitted
- 2 consortium projects per year concluded or newly initiated
- 1 final report submitted for the KA1 VET 2021–2027 Accreditation
- 1 Erasmus+ 2027–2034 mobility accreditation application submitted
- 1 internal report analyzing and adapting to the Erasmus+ program successor
- 8 student mobilities per year resumed to the UK (Scotland and Northern Ireland)



## INSIGNARE Internationalization Roadmap

Phase	Specific Goals	Key Activities / Resources	Responsible Team	Timeline	KPIs
Short-term	To prepare, send, monitor and evaluate the KA1 VET Mobility	Students' mobilities for WBL abroad, in Germany, Italy and Spain	CEO, Financial Department, Technical Pedagogical Directors,	01/26	40
Short-term		Job shadowing to Asia	International Cooperation Office, Communication Department	10/25	3
Short-term		To continue to perform the schedule tasks	Implementing the consortiums we are part	CEO, Financial Department, Technical Pedagogical Directors, Communication Department	Ongoing
Short-term	To implement the Capacity Building with Africa	Welcoming and integrating the students	CEO, Financial Department, Technical Pedagogical Directors, Communication Department	09/25	12
Mid-term	To secure funding for WBL mobilities and job shadowing	Writing and submitting the KA 1 VET application	CEO, Financial Department, International Cooperation Office	01/26	1 application
Mid-term	To successfully conclude the ongoing consortiums, and start new ones Related to I-VET and C-VET relevant topics	Perform all the necessary tasks on time, and network to suggest and to be included in new ones	CEO, Financial Department, International Cooperation Office	10/25-09/2027	2 per year
Mid-term	To report the KA 1 VET 2021-2027 Accreditation	Write the final report so the Accreditation can be renewed within Erasmus 2027/2034	CEO, International Cooperation Office	09/2027	1 report
Long-term	To apply for Erasmus 2027-2034 VET students'	Analyzing the requirements, proposing internally the possible changes	CEO, Technical Pedagogical Directors,	2027	1 application

	mobilities Accreditation	to be made and prepare the application	International Cooperation Office		
Long-term	To adapt INSIGNARE's reality the Erasmus+ 2021-2027 Program successor	Studying the Programme, attending to the Portuguese NA's sessions and report internally the possible alternatives to apply	International Cooperation Office	2027	1 report
Long-term	To restart students' mobilities to the UK.	If possible, benefitting from the EU/UK Agreement, plan students' mobilities to Scotland and Northern Ireland	CEO, Technical Pedagogical Directors, International Cooperation Office	2027	8 mobilities per year



## • AKMI Internationalization Plan

AKMI's vision for internationalization is grounded in its longstanding commitment to delivering high-quality, innovative, and future-oriented vocational education. As one of the largest VET providers in Greece and a recognized leader across Europe, AKMI views internationalization not as an isolated initiative but as a foundational pillar of institutional growth and educational excellence. This approach reflects the belief that preparing students and staff for a globally interconnected world requires more than occasional mobility, it calls for a comprehensive strategy that spans curriculum, partnerships, and professional development.

Over the past decade, AKMI has built a strong international presence through its participation in more than 100 European projects and collaborations with over 1,000 partner organizations worldwide. Building on this foundation, the current internationalization roadmap sets out a structured plan that unfolds over three phases: short-, mid-, and long-term. Each phase includes specific goals aimed at increasing mobility, enriching curricula with global perspectives, co-developing international certifications, and establishing AKMI as a regional hub for vocational education and training. These efforts are designed not only to enhance student and staff experiences but also to align AKMI's programs with European and global standards such as EQF and ECVET, ensuring relevance and recognition across borders.

This roadmap also reinforces AKMI's commitment to inclusion, employability, and continuous improvement. Through student internships, staff exchanges, joint professional development, and institutional partnerships, AKMI creates pathways for learners and educators to grow personally and professionally. Initiatives like the integration of global competencies into vocational curricula, the expansion of Erasmus+ activities, and the design of dual certification programs reflect a forward-thinking approach to education that embraces change, diversity, and opportunity. In positioning itself as a leader in VET internationalization, AKMI aims not only to serve its immediate academic community but also to shape the broader landscape of European vocational education in the years to come.

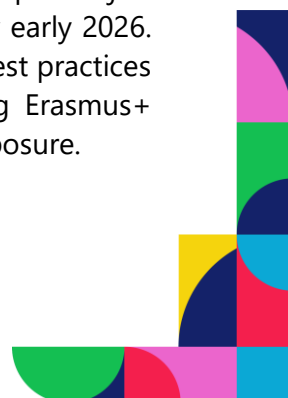
### Implementation plan

- Short-Term Goals (2025–2026)

The initial focus is on strengthening the foundation for global collaboration. By the end of 2025, AKMI aims to formalize 2–3 new strategic partnerships with VET institutions across Europe through Memoranda of Understanding (MoUs). These partnerships will support future mobility, joint projects, and collaborative curriculum development. At the same time, the Curriculum Development Team will design a new internationalization module that incorporates language learning, intercultural communication, and global competencies into existing VET programs—ensuring students gain the skills to thrive in a global labor market.

Staff development is also a key priority. At least 15 staff members are expected to take part in job shadowing visits to partner institutions in countries like Spain, Poland, and Slovakia by early 2026. These exchanges will allow faculty to bring new teaching strategies and international best practices back to their classrooms. In parallel, AKMI will support 15–20 learners in accessing Erasmus+ internships across the EU, expanding their professional experience and international exposure.

- Mid-Term Goals (2026–2027)



From 2026 onward, AKMI will scale its international activities through the full rollout of its mobility programs. The Student Mobility Office will coordinate 6–8 learner flows per year, with an aim to reach over 100 students in mobility annually by 2027. These flows will focus on placements in key countries such as France, Italy, and Spain. Simultaneously, AKMI will institutionalize an annual staff exchange program involving at least 30 staff members and introduce post-mobility seminars, where educators share insights and integrate new methods into their teaching.

Another major milestone for this phase is the development of joint professional development projects, where staff and learners travel together to engage in collaborative training or co-create projects with partner institutions. These mixed mobilities aim to reach at least 50 participants per year, encouraging cross-generational learning and deeper cooperation with international peers.

- Long-Term Goals (2027–2029)

Looking further ahead, AKMI will focus on deeper curriculum integration and leadership within the European VET ecosystem. One major initiative is the co-creation of dual certification programs with selected EU partners, aligning curricula and accreditation structures to allow learners to earn qualifications recognized in multiple countries. These joint programs will enhance student mobility, employability, and cross-border career opportunities.

AKMI also aims to become a regional hub for VET internationalization. This includes leading five or more EU-funded projects annually, launching international summer schools, and hosting major VET events that bring together institutions, employers, and policymakers from across Europe. At the curriculum level, the goal is to embed global competencies into 30% of all VET courses by 2029. This will involve training faculty to deliver internationally oriented content and integrating the outcomes of mobility into course assessments and grading structures.

## Roles and responsibilities

- Director and Development Management Team: Oversee strategic implementation and institutional positioning and lead efforts to establish international partnerships and manage large-scale EU projects
- International Team: Coordinate MoUs with partner institutions and support international program planning, reporting, and execution
- Curriculum Development Team: Design and integrate global competencies and intercultural training into VET programs and develop and implement internationalized modules and dual certification content
- Student Mobility & Internship Office: Organize and manage student Erasmus+ internships and international flows and provide logistical and educational support for outbound and inbound learners
- International Department & Mobility Teams: Coordinate staff job shadowing and mixed mobility programs and develop and maintain professional development exchanges
- Academic Board & Legal Team: Ensure regulatory alignment of dual certification programs and guide legal and academic frameworks for cross-border qualification recognition
- Curriculum & Knowledge Management Team: Oversee training for faculty on delivering international content and integrate mobility outcomes into student assessments and curriculum quality assurance



## Key Performance Indicators (KPIs)

- Number of signed MoUs with international VET institutions (Target: 2–3 by end of 2025)
- Number of courses with integrated global competencies (Target: Multiple new modules by Q4 2025)
- Number of staff mobilities (Target: 15 mobilities by Q1 2026)
- Number of learners placed in internships abroad (Target: 15–20 students by Q3 2026)
- Total student mobility participation (Target: 100+ learners annually by 2027)
- Total staff participating in exchange programs (Target: 30 staff/year by 2027)
- Participation in mixed learner/staff projects (Target: 50 participants/year by 2027)
- Number of dual/joint certifications established with EU partners (Target: By 2029)
- Projects led annually (Target: 5+ EU-funded projects by 2029)
- Hosted VET events (Target: At least 2 EU-level events/year by 2029)
- Percentage of VET courses with embedded global modules (Target: 30% by 2029)

## AKMI Internationalization Roadmap

Phase	Specific Goals	Key Activities / Resources	Responsible Team	Timeline	KPIs
Short-term	Establish initial international partnerships	Identify and sign MoUs with 2–3 international VET institutions	Director and Development Management Team & International Team	Q3–Q4 2025	Number of signed MoUs
Short-term	Design internationalization curriculum module	Integrate intercultural and language training into vocational courses	Curriculum Development Team	Q3–Q4 2025	Courses with integrated global competencies
Short-term	Enhance staff international exposure	Organize 10+ staff job shadowing visits to partner institutions in the EU (Spain, Poland, Slovakia, etc.)	International Department & Mobility Teams & Professors	Q4 2025 – Q1 2026	Number of staff mobilities (Target: 15 in 2025 – Q1 2026)
Short-term	Expand student internships abroad	Place 15–20 learners in Erasmus+ internships in EU partner countries	Student Mobility & Internship Office	Q1–Q3 2026	Number of learners in internships
Mid-term	Launch full-scale mobility program for learners	Organize 6–8 learner flows annually (avg. 15–20 learners/flow)	Student Mobility Office	2026–2027	Total learners in mobility (Target:)

		to countries like France, Spain, Italy			100+ /year by 2027)
Mid-term	Institutionalizing staff exchange program	Continue annual job shadowing for at least 25 staff; initiate staff-led seminars post-exchange	Mobility Team & Professors	2026–2027	Total staff in exchange (Target: 30/year)
Mid-term	Joint professional development	Host and send mixed groups of staff + learners for collaborative projects	Mobility Team & Professors	2026–2027	Mixed group participation (Target: 50/year)
Long-term	Develop dual certification programs with partners	Co-develop programs with aligned accreditation structures in selected EU countries	Academic Board & Legal Team & International Team	2028–2029	Number of dual/joint certifications established
Long-term	Position AKMI as regional hub for VET internationalization	Increase EU-funded project leadership, launch international summer schools, host EU-level VET events	Director and Development Management Team & International Team	2028–2029	Projects led (Target: 5+ /year); Hosted events (2/year)
Long-term	Embed global competencies in all VET courses	Train all faculty in internationalized content delivery; embed mobility outcomes into grading/assessment	Curriculum & Knowledge Management Team	2027–2029	Percentage of courses with global modules (Target: 30% by 2029)



## • Escola Pia de Mataro Internationalization Plan

Escola Pia de Catalunya, through its network of 13 schools, has embraced internationalization as a strategic imperative to prepare students and educators for a globalized and rapidly evolving world. Rooted in values of inclusion, collaboration, and educational innovation, Escola Pia views internationalization not as a supplementary program, but as a transformative process that enhances learning, strengthens institutional capacity, and opens new opportunities for dialogue and cooperation across cultures. The shared roadmap for internationalization is a collective effort designed to reflect both the unique identities of individual schools and the strength of acting as a coordinated consortium.

The current strategy outlines a clear and structured approach for the short, mid, and long term, ensuring that international mobility, project-based cooperation, and quality assurance are embedded within the core educational mission. In the short term, key priorities include building strong coordination structures for KA1 mobility, enhancing staff training on internationalization and interculturality, and creating welcoming environments for incoming students and staff. By investing in robust hosting protocols and logistical support, Escola Pia sets the foundation for meaningful and impactful exchange experiences. Simultaneously, the establishment of a strategic projects team lays the groundwork for successful Erasmus+ KA2/KA3 project participation.

In the mid- to long-term, the strategy moves toward scaling mobility across all 13 schools, deepening partnerships with European VET institutions, centralizing project coordination, and adapting to the evolving Erasmus+ framework. A governance structure will ensure sustainability, while a comprehensive evaluation process will measure impact and guide ongoing improvement. Through this roadmap, Escola Pia aims to empower students with global competencies, support teachers as change agents, and strengthen its role as a forward-looking educational leader in Catalonia and across Europe.

### Implementation plan

- Short-Term Actions (2025 – Early 2026)

In the initial phase of implementation, several strategic actions will be undertaken to build the foundation for internationalization across the 13 schools of the consortium.

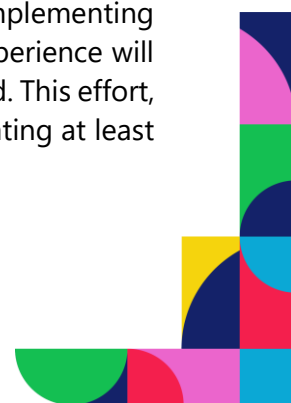
#### 1. KA1 VET Mobility Coordination Team

A key short-term goal is to create and consolidate a mobility coordination team responsible for managing KA1 student mobilities across the 13 participating schools. Representatives will be appointed from each institution, shared procedures will be defined, and joint training sessions will be conducted to ensure alignment and efficiency. This initiative will be led by the Mobility Coordination Team and Erasmus+ leads in each school, starting in Q3 2025. Progress will be measured by the number of trained team members and the adoption of shared procedures.

#### 2. Strategic Projects Team

Another critical goal is to establish a strategic projects team focused on drafting and implementing cooperation and innovation projects under Erasmus+ (KA2/KA3). Staff with relevant experience will be selected and trained, and a collaborative space for co-writing proposals will be created. This effort, coordinated with external advisors if needed, begins in Q3 2025, with the aim of generating at least five project proposals per person.

#### 3. Staff Training Needs Assessment



To guide future capacity-building efforts, a training needs assessment will be conducted across the consortium to identify areas requiring support. The Management Team and Training Coordinator will oversee this process, starting in Q3 2025. A key indicator will be the number of schools actively participating in the assessment.

#### 4. Begin Staff Training Activities

Following the assessment, internal training sessions will be launched to strengthen staff competencies in internationalization and intercultural education. This training is expected to involve at least 15 teachers and will run through Q1–Q2 2026. Effectiveness will be measured through participation rates and satisfaction surveys.

#### 5. Hosting Structures and Protocols

To enhance the experience of incoming students and staff, the Hosting Department will design and implement a structured welcome protocol, including campus tours, welcome packs, and mentorship. Materials will be translated as needed. This will be implemented in Q3 2025, with feedback from participants used to assess impact.

#### 6. Logistical and Cultural Support for Guests

The Hosting Department, supported by individuals such as Jordi Turull, will also organize accommodation, transport, and cultural immersion activities. This initiative aims to ensure that incoming participants receive a full support package, starting in Q3 2025.

- Mid-Term Actions (2026)

During the mid-term phase, the consortium will expand its international reach and formalize its project development processes.

##### 1. Mobility Project Proposals

Schools will begin designing and submitting Erasmus+ project proposals for KA1 student and staff mobilities. The Internationalization Coordinator and teaching staff will identify suitable partners and prepare high-quality applications during Q1–Q3 2026. KPIs include the number of proposals submitted and partnerships established.

##### 2. VET School Partnerships

A priority will be to establish stable, long-term partnerships with other VET institutions across Europe. The process involves identifying suitable partners, signing cooperation agreements, and holding joint planning meetings. This initiative will run from Q1–Q3 2026, led by the Internationalization Coordinator and Partnership Development Team.

- Long-Term Actions (2027–2029)

Looking ahead, the consortium aims to consolidate its international structures and scale up its impact.

##### 1. Governance and Coordination Structure

To ensure sustainability, the consortium will formalize a central governance model for internationalization, defining roles, communication channels, and funding strategies. Led by the School Management Team and Consortium Leadership Group, this will be implemented between Q3 2026 and Q2 2027.

##### 2. Expansion of Mobilities and Complementary Actions

Efforts will be made to significantly increase the number of mobilities for both students and staff across the 13 schools. Additional actions such as VET skills competitions, guest expert sessions, and



teacher exchanges will be promoted. The Mobility Coordination Team and School Coordinators will lead this initiative from late 2026 through 2029, with yearly mobility growth tracked.

### 3. Quality Assurance and Impact Evaluation

A robust evaluation system will be developed to monitor the quality and impact of international activities. Data on learning outcomes, satisfaction, and institutional benefits will be collected and used to inform improvements. The Quality Assurance Team and Internationalization Office will lead this from Q3 2026 to Q2 2027.

### 4. Centralization of EU Projects

The consortium will explore the feasibility of centralizing the management of EU projects. An internal analysis of current workflows will be conducted, followed by benchmarking and consultation. This process, led by the Strategic Projects Team, will unfold between 2026 and 2029, with a feasibility study and implementation plan as key outputs.

### 5. Adapting to the New Erasmus+ Programme (Post-2027)

In preparation for the next Erasmus+ cycle, the consortium will align its strategy with the new programme's priorities and guidelines. Updated procedures and targeted staff training will ensure smooth adaptation. This action, led by the Strategic Projects and Erasmus+ Coordination Teams, will be implemented in 2028 and 2029.

## Roles and responsibilities

- Mobility Coordination Team & Erasmus+ School Leads: Create shared procedures for KA1 mobility across 13 schools and coordinate training and alignment for outgoing and incoming mobilities
- Strategic Projects Team: Lead the design, writing, and implementation of Erasmus+ KA2 and KA3 projects and facilitate collaborative proposal development across the network
- Management Team & Training Coordinator: Oversee training needs assessments and organize staff capacity-building activities and ensure training aligns with intercultural and internationalization priorities
- Hosting Department & Student Services: Design and implement structured welcome protocols for incoming mobilities and coordinate accommodation, logistics, and cultural integration activities
- Internationalization Coordinator & Partnership Development Team: Develop and maintain international school partnerships and support project applications and facilitate joint planning meetings
- Quality Assurance Team & Internationalization Office: Design and implement impact evaluation tools and monitor learning outcomes, satisfaction, and continuous improvement indicators
- Consortium Leadership Group & School Management Team: Establish and formalize a central governance model for internationalization and align strategy and communications across schools and with external partners

## Key Performance Indicators (KPIs)

- Number of trained KA1 mobility coordinators across the 13 schools
- Shared KA1 mobility procedures agreed and implemented consortium-wide



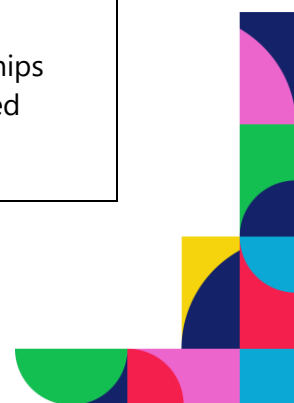
- Strategic projects team established with collaborative workspace operational
- Number of Erasmus+ KA2/KA3 project proposals submitted (Target: 5 per staff member involved)
- Number of schools participating in training needs assessment
- Number of staff trained in internationalization and intercultural competence (Target: 15 teachers)
- Welcome protocol for incoming participants created and deployed
- % of incoming participants receiving full logistical and cultural support
- Number of KA1 mobility project proposals submitted
- Number of new international VET school partnerships formalized
- Governance model and communication structure adopted by the consortium
- Year-over-year % increase in student and staff mobilities
- Number of mobilities per school
- Evaluation reports produced and actions taken based on findings
- Feasibility study completed for centralizing EU project coordination
- Procedures updated in line with the new Erasmus+ post-2027 framework
- Staff trained in new Erasmus+ regulations and strategic directions

## Escola Pia De Mataro Internationalization Roadmap

Phase	Specific Goals	Key Activities / Resources	Responsible Team	Timeline	KPIs
Short-term K1 VET	Create and consolidate a mobility coordination team for student KA1 mobilities (13 schools involved)	Appoint representatives from each school - Define shared procedures and coordination roles - Conduct joint training sessions on KA1 mobility management	Mobility Coordination Team, Erasmus+ Leads from each school	Q3 2025	Number of team members trained; shared mobility procedures agreed
Short-term Strategic projects	Build a strategic projects team for drafting and implementing innovation or cooperation projects	Select staff with project writing and management experience - Provide training on Erasmus+ KA2/KA3 and other EU funding schemes - Create a collaborative	Strategic Projects Team, External Advisors (if needed)	Q3 2025	Team established; number of proposals drafted/submitted. 5 projects for one person.



		space for co-writing proposals			
Short-term K1 VET and SCH and strategic projects	Assess staff training needs	Conduct staff needs assessment	Management Team, Training Coordinator	Q3 2025	Number of schools participating in assessment
Short-term K1 VET and SCH	begin training activities	Organize internal training on internationalization and intercultural competence	Management Team, Training Coordinator	Q1–Q2 2026	Number of staff participating in training, 15 teachers. Satisfaction feedback
Short-term Hosting	Develop a welcoming and supportive environment for incoming students and staff	Design and implement a structured hosting protocol (welcome pack, campus tour, mentorship) \n- Translate key materials into English or other relevant languages	Hosting Department Coordinator & Student Services	Q3 2025	Welcome protocol in place; satisfaction feedback from incoming participants
Short-term Hosting	Ensure logistical and cultural support for incoming mobility participants	Arrange accommodation, local transport, and cultural immersion activities\n- Provide pre-arrival info and on-site assistance	Hosting Department, with support from Jordi Turull	Q3 2025	% of incoming participants who receive full support package; cultural events organized
Mid-term K1 VET and SCH	Develop and submit mobility project proposals	Design mobility projects, identify partner institutions, prepare Erasmus+ applications	Internationalization Coordinator, Teaching Staff	Q1–Q3 2026	Project proposals submitted, partner institutions identified
Mid-term K1 VET	Establish stable partnerships with other VET schools across Europe	Identify potential partner schools with compatible profiles\n- Sign cooperation agreements\n-	Internationalization Coordinator, Partnership Development Team	Q1–Q3 2026	Number of VET school partnerships formalized



		Participate in joint planning meetings			
Long-term	Consolidate the international coordination structure across the consortium	Formalize roles and responsibilities of the central coordination team - Establish a permanent governance model and communication plan - Secure stable funding or administrative support	School Management Team, Consortium Leadership Group	Q3 2026 – Q2 2027	Governance model adopted; communication and reporting structure in place
Long-term K1VET	Increase the number of student and staff mobilities across the 13 schools. Add other actions: VET skills competitions, expert guest, teacher exchange	Promote opportunities actively within the network - Facilitate administrative support and guidance for schools with less experience - Set annual targets and monitor progress	Mobility Coordination Team, School Coordinators	Q3 2026 – Q2 2027-2028-2029	% increase in mobilities year over year; number of mobilities per school
Long-term	Ensure quality and impact through evaluation and continuous improvement	Develop impact assessment tools - Collect and analyze data on learning outcomes, satisfaction, and institutional benefit - Adjust practices based on evidence	Quality Assurance Team, Internationalization Office	Q3 2026 – Q2 2027	Evaluation reports produced; actions taken based on findings; improvement indicators met
Long-term	Explore centralice EU projects	Analyze current project workflows across schools - Assess the feasibility of a centralized project unit - Benchmark	Strategic Projects Team, Consortium Management	2026 2027 2028 2029	Feasibility study completed; recommendations documented



		similar centralized models in other consortia or regions			
Long-term	Adapt the internationalization strategy to the new Erasmus+ programme (post-2027)	Monitor updates and priorities of the new Erasmus+ programme - Update mobility and project procedures accordingly - Participate in national and EU-level info sessions	Strategic Projects Team, Erasmus+ Coordination Team	2028 2029	Updated procedures aligned with new Erasmus+ guidelines; staff trained on new regulations



## Risk and Mitigation Strategies

- **KPEDU**

As KPEDU continues to enhance its international profile through global mobility, strategic partnerships, and curriculum internationalization, it faces several risks and challenges. To ensure sustainable progress, the following strategies have been adopted:

1. Language and Communication Barriers

- *Risk:* Cooperation with international partners, especially from non-English speaking countries such as French-speaking African nations, can present communication difficulties.
- *Mitigation Strategy:* KPEDU invests in regular language and intercultural training for staff and students. Language modules are integrated into the curriculum and international tutor courses are offered. During project planning phases, emphasis is placed on shared understanding through pre-cooperation workshops.

2. Limited Time and Administrative Capacity

- *Risk:* Teachers and staff face high workloads, leaving limited time to apply for diverse funding opportunities or coordinate mobility projects.
- *Mitigation Strategy:* KPEDU uses early preparation and clear project roles to streamline application processes. Staff are trained using internationalization case studies, providing practical examples of how to launch and manage projects efficiently. The institution also promotes internal collaboration to distribute tasks more effectively.

3. Regulatory and Legislative Challenges

- *Risk:* Legislative changes in education or visa requirements could disrupt international activities.
- *Mitigation Strategy:* KPEDU works with legal experts and national authorities to stay updated on legal changes. Risk management is incorporated into planning, and backup options are developed for affected mobilities.

4. Financial Uncertainty

- *Risk:* Overreliance on specific funding programs can affect the long-term viability of projects.
- *Mitigation Strategy:* KPEDU seeks to diversify its funding sources by applying for various EU, national, and regional grants. Efforts are also made to integrate international activities into core institutional budgets for greater resilience.

5. Partnership Misalignment

- *Risk:* International partners may have different expectations or working styles, affecting project outcomes.



- *Mitigation Strategy:* KPEDU prioritizes long-term, reliable partnerships with well-defined roles and shared objectives. Pre-cooperation planning ensures mutual understanding, and ongoing communication supports relationship maintenance.

## 6. Safety and Travel Risks

- *Risk:* Travel for students and staff may be disrupted due to geopolitical instability or health concerns.
- *Mitigation Strategy:* KPEDU maintains travel and safety protocols and collaborates with insurance providers and embassies. Contingency plans are prepared in advance for all mobility programs.

## • **INSIGNARE**

INSIGNARE's internationalization efforts—focused on student internships, staff job shadowing, and educational cooperation—face several constraints and risks. These challenges are met with tailored strategies to support sustainable growth and inclusive participation.

### 1. Administrative and Financial Limitations

- *Risk:* Limited internal administrative capacity and insufficient funding pose risks to planning and executing international activities.
- *Mitigation Strategy:* INSIGNARE strengthens its International Cooperation Office and Financial Department to oversee EU projects. Partnerships are built on mutual benefit to share operational responsibilities. Applications for Erasmus+ and other EU grants are prioritized annually.

### 2. Time Constraints and Workload Overlap

- *Risk:* Teachers and staff are overloaded with responsibilities, limiting their ability to engage in international work.
- *Mitigation Strategy:* Strategic scheduling and internal delegation are implemented during free time during mobility peaks. Staff selection is done early, and preparation is embedded within pedagogical planning.

### 3. Social and Economic Barriers for Students

- *Risk:* Many students come from economically disadvantaged backgrounds, which can limit mobility participation.
- *Mitigation Strategy:* INSIGNARE ensures Erasmus+ funding covers most costs and includes preparatory training and cultural awareness sessions to ease family concerns. Special outreach targets underrepresented groups.

### 4. Demographic and Transport Constraints



- *Risk:* Declining student numbers and limited transport infrastructure affect the reach of international programs.
- *Mitigation Strategy:* INSIGNARE works with local governments to improve school transport and expand international promotion to attract new students through global engagement.

## 5. Cultural and Institutional Differences with Partners

- *Risk:* Misalignment with international partners can hinder cooperation.
- *Mitigation Strategy:* INSIGNARE co-designs all projects with partners, conducting joint needs assessments and alignment workshops. Long-standing partnerships are prioritized, and all roles are clearly documented.

## • AKMI

AKMI's leadership in European vocational training is supported by a robust internationalization roadmap. However, internal and external challenges exist. The institution addresses these risks through proactive strategies aimed at strengthening capacity and resilience.

### 1. Lack of Funding

- *Risk:* High costs of mobility, curriculum development, and partnership activities could restrict scalability.
- *Mitigation Strategy:* AKMI diversifies funding by tapping into Erasmus+, Creative Europe, and Interreg. Internal budgeting is aligned to support international priorities. Additionally, AKMI develops fee-based training programs to reinvest income into global initiatives.

### 2. Staff Resistance

- *Risk:* Faculty and administrative staff may resist changes due to added workload or unfamiliarity with international standards.
- *Mitigation Strategy:* AKMI includes staff in all planning phases and offers targeted training in intercultural teaching, English proficiency, and Erasmus+ tools. Incentives such as professional recognition and opportunities for global networking are provided.

### 3. Language Barriers

- *Risk:* Limited English proficiency may affect communication with international students and partners.
- *Mitigation Strategy:* Ongoing language courses and bilingual hiring practices are reinforced. Key materials are translated, and academic glossaries are distributed. English-taught programs are expanded, and tutoring is offered.

### 4. Administrative Burden

- *Risk:* Complex logistics and compliance requirements could overwhelm internal systems.



- *Mitigation Strategy:* A dedicated International Relations Office is responsible for all global activities. Digital tools are implemented to streamline applications, reporting, and communication. Shared responsibilities across departments improve overall efficiency.

- **Escola Pia de Mataro**

Escola Pia integrates internationalization into its educational culture yet recognizes the obstacles that can hinder the process. Clear mitigation strategies help ensure its international growth remains equitable, effective, and sustainable.

1. Lack of Funding

- *Risk:* Limited financial capacity can affect the ability to implement mobility programs or training initiatives.
- *Mitigation Strategy:* Escola Pia designs a multi-source funding plan combining Erasmus+ funds, regional grants, and sponsorships. Budget planning focuses on cost-effective pilot programs that demonstrate value and help secure further funding.

2. Staff Resistance or Unfamiliarity

- *Risk:* Teachers and administrative staff may be reluctant to engage due to added responsibilities or a lack of experience.
- *Mitigation Strategy:* Training and support sessions clarify international procedures. Staff are involved from the early planning stages to increase ownership. Good practices and previous success stories are shared across schools.

3. Language Proficiency Gaps

- *Risk:* Weak language skills can limit participation in international activities.
- *Mitigation Strategy:* Foreign language support is embedded in staff development plans, including online resources and conversational practice. For students, virtual exchanges help build confidence before physical mobility. Multilingual materials are made available.

4. Operational Complexity

- *Risk:* Managing multiple schools and international programs can create coordination issues.
- *Mitigation Strategy:* Escola Pia forms a centralized mobility and project coordination team. Standard operating procedures and shared templates reduce complexity and streamline implementation.

5. Misalignment with International Partners

- *Risk:* Differences in educational culture or expectations may affect cooperation.



- *Mitigation Strategy:* Detailed cooperation plans are created with all partners, including shared objectives, roles, and evaluation processes. Periodic review meetings and feedback loops help maintain alignment.



## Conclusion

The InterVET Internationalization Roadmap represents a collective, strategic commitment to embedding global engagement into the fabric of vocational education across four diverse European institutions: Kpedu, INSIGNARE, AKMI, and Escola Pia de Mataró. By aligning their efforts with shared values and European frameworks such as EQF and ECVET, these institutions are not only enhancing the quality and relevance of their programs but also equipping students and staff with the skills needed to thrive in an interconnected world.

This roadmap is both ambitious and actionable. It sets clear goals, defines concrete roles and responsibilities, and establishes measurable indicators to track progress. From expanding mobility opportunities and forging global partnerships to integrating intercultural competencies into curricula and fostering sustainable practices, each element of the plan supports a forward-thinking vision for internationalized VET.

While challenges such as communication barriers, funding constraints, and administrative capacity persist, the project's comprehensive risk mitigation strategies demonstrate a strong capacity for resilience and adaptation. Through sustained collaboration, transparent communication, and continuous improvement, InterVET partners are well-positioned to lead the transformation of vocational education in Europe.

Ultimately, this roadmap is more than a plan—it is a shared vision for inclusive, quality-driven, and future-ready vocational education. Its success will be measured not only by the number of mobilities or partnerships formed but by the lasting impact on learners, educators, and communities across borders.

