

INTERNATIONALIZATION OF PROFESSIONAL TRAINING AS A NEW FRONTIER OF QUALITY

Final Event



Co-funded by the
Erasmus+ Programme
of the European Union

22 October 2025
from 9:30 to 13:30

c/o Mediateca Guglielmi

Via Marsala 31 - Bologna

(Translation service IT/EN available)



AGENDA

9:30 *Opening*

10:30 The Digital International Trainers project

11:30 The internationalization of vocational training in territorial systems

12:45 Interactive session: Q&A with the public

13:15 Final remarks

13:30 *End of the conference*

Light lunch and networking



Gabriele Marzano

Policy Manager, Emilia-Romagna Region



DIG.INT

DIGITAL INTERNATIONAL TRAINERS





Francesca Sorbi

General Manager, CIS Gestione Impresa



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DIGITAL INTERNATIONAL TRAINERS





Anna Barbieri

*Directorate-General for Employment, Social Affairs
and Inclusion - European Commission*



Internationalisation of VET

Union of Skills and Europe on the Move

Anna Barbieri
Team Leader for Apprenticeships and Erasmus+
Unit on Vocational Education and Training
DG Employment, Social affairs and Inclusion

DIGITAL INTERNATIONAL TRAINERS PROJECT –
22 October 2025



October 2025 | #UnionOfSkills



'Europe on the Move' – key features

(2024)

Aiming to make learning mobility the norm - integral part of all education and training pathways

Boosting inclusiveness and accessibility of learning mobility

Proposing three ambitious EU-level targets for 2030

Boosting Teacher mobility and Apprentice mobility

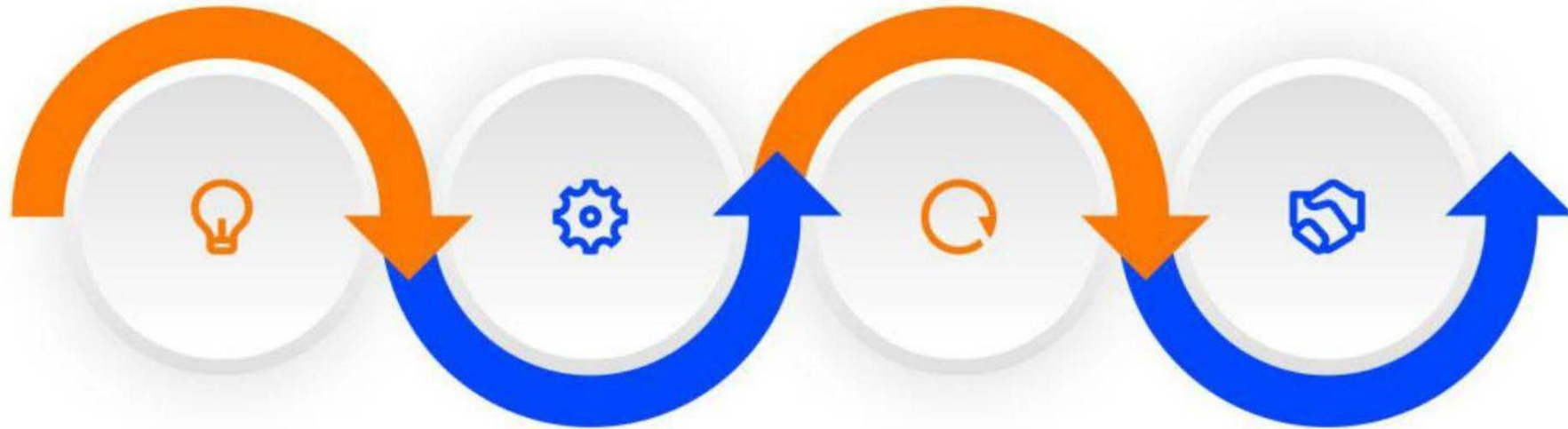
**DIG-INT
PROJECT**

Targets:
12% VET learners in mobility;
23% Higher Education;
20% of people with fewer opportunities by 2027

ANNEXES
List of actions to support teacher mobility
Role of public authorities



Union of Skills



Build skills
for quality
lives and jobs

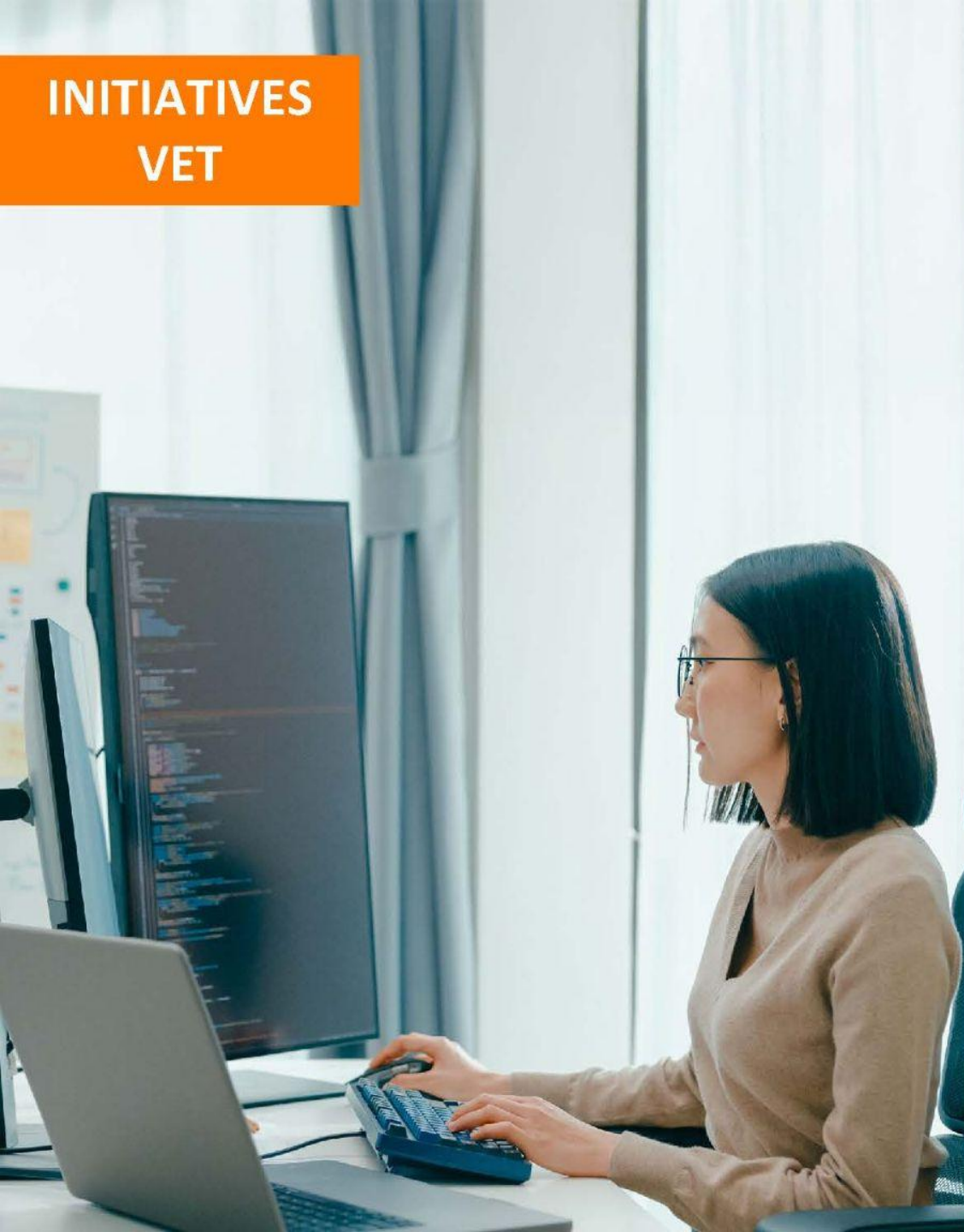
**Upskill and
reskills**
for the digital &
green transition

Circulate skills
across the EU for
competitiveness

**Attract, develop
and retain talent**
for Europe's
future

**STEM EDUCATION ACTION
PLAN**

BASIC SKILLS ACTION PLAN



Some VET initiatives in the UoS

- **European Strategy for Vocational Education and Training**
 - Aim: to increase the attractiveness, excellence and inclusiveness of VET
 - Key words will be STEM, basic skills, apprenticeships, CoVEs, gender stereotypes and internationalization
 - To be built on the implementation report of the 2020 Council Recommendation on VET (due Q4/2025)
 - Taking account of the Copenhagen Process and the Herning Declaration adopted in Denmark in September 2025
- **Expand the European Alliance for Apprenticeships**
 - 700 pledges
 - Focus on adult apprenticeships and support for people outside the labour market
 - Toolkit on apprenticeships for adults end 2025 with a webinar on 20 November 2025



European Alliance for Apprenticeships (EAfA)

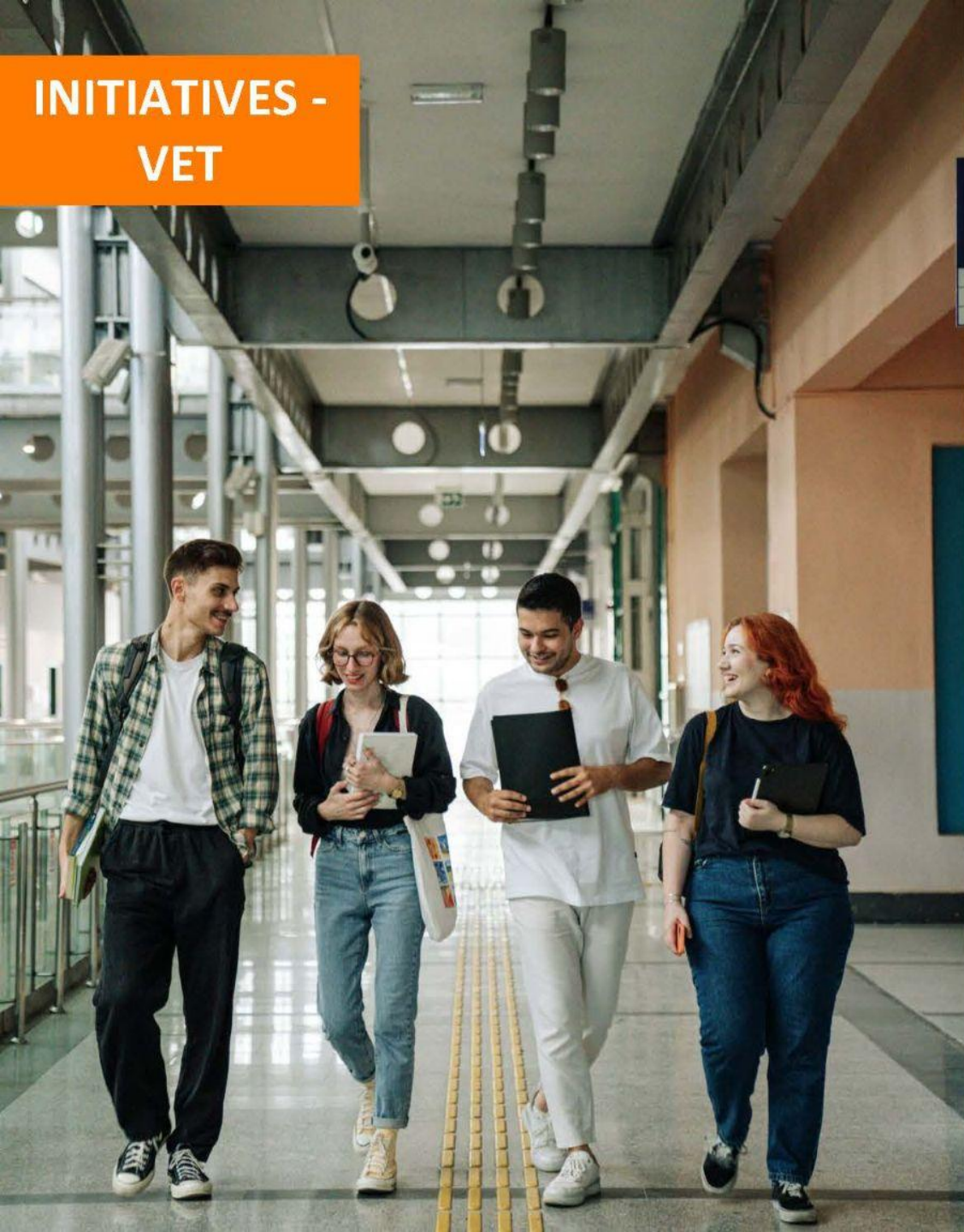
Action Plan 2025

**500+ members
from 43
countries**

**Join the EAfA
by submitting
a pledge and
take advantage
of networking
and knowledge
sharing**

Events	Webinars	Learning tools
<p>HLE – <i>apprenticeships for the Union of Skills and Clean Industrial Deal</i> 30/6 – 1/7</p> <p>EAfA-ETF joint seminar (October)</p>	<ol style="list-style-type: none"> 1. Quality apprenticeships and working conditions in April 2. Gender stereotypes in apprenticeships 	<p>3 Factsheets</p> <ol style="list-style-type: none"> 1. Attracting and nurturing trainers 2. Basic skills in appr. 3. High-level appr <p>1 Toolkit Apprenticeships for adults</p>
EAfA Communities	Website and newsletters	Online library
<ol style="list-style-type: none"> 1. Learning mobility 2. Social inclusion and gender 3. Green and digital transitions 4. Role of citizens and regions 5. Higher apprenticeships 	<p>Website</p> <p>2 articles/testimonials per month</p> <p>1 stakeholder article per month</p> <p>Quarterly newsletters</p>	<p>6-8 new items per month</p>





Some VET initiatives in the UoS (2)

- **Initiating work on a possible European VET diploma / label**

The diploma could cover initial VET at upper-secondary and post-secondary level. **Supported by Erasmus+**, a pilot will engage Member States and VET providers to test such a European VET diploma/label in 2025-2026.

- **Strengthen Centres of Vocational Excellence**

Continue supporting the creation of Centres of Vocational Excellence in 2026-2029, based on an evaluation.

A report is being produced by the end of 2025



Attract, develop and retain talent

For VET, the new **European VET strategy** will include **internationalisation** of VET which will contribute to this strand of work of the Union of Skills

BEYOND THE EU

See also work with ETF, international organisations and on Erasmus+ in particular through Centres of Vocational Excellence (CoVEs) and Capacity Building in VET

Thank you!



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DIG.INT

DIGITAL INTERNATIONAL TRAINERS



The Digital International Trainers project

- **Introduction to the DIG.INT tools** - *Rossella Brindani, CIS, Gestione Impresa*
- **The Benchmarking tool and indicators** - *Claudio Dondi, CIS, Gestione Impresa*
- **The Competence Framework** - *Karine Hindrix, University Colleges Leuven Limburg*
- **The Guidelines for planning** - *Enzo Faloci, Sistemi Formativi Confindustria*
- **The Blueprint** - *Elise Bodet, Université Lumière Lyon 2*



Rossella Brindani,

CIS, Gestione Impresa



INTERNAZIONALIZZAZIONE DELLA FORMAZIONE PROFESSIONALE COME NUOVA FRONTIERA DELLA QUALITÀ

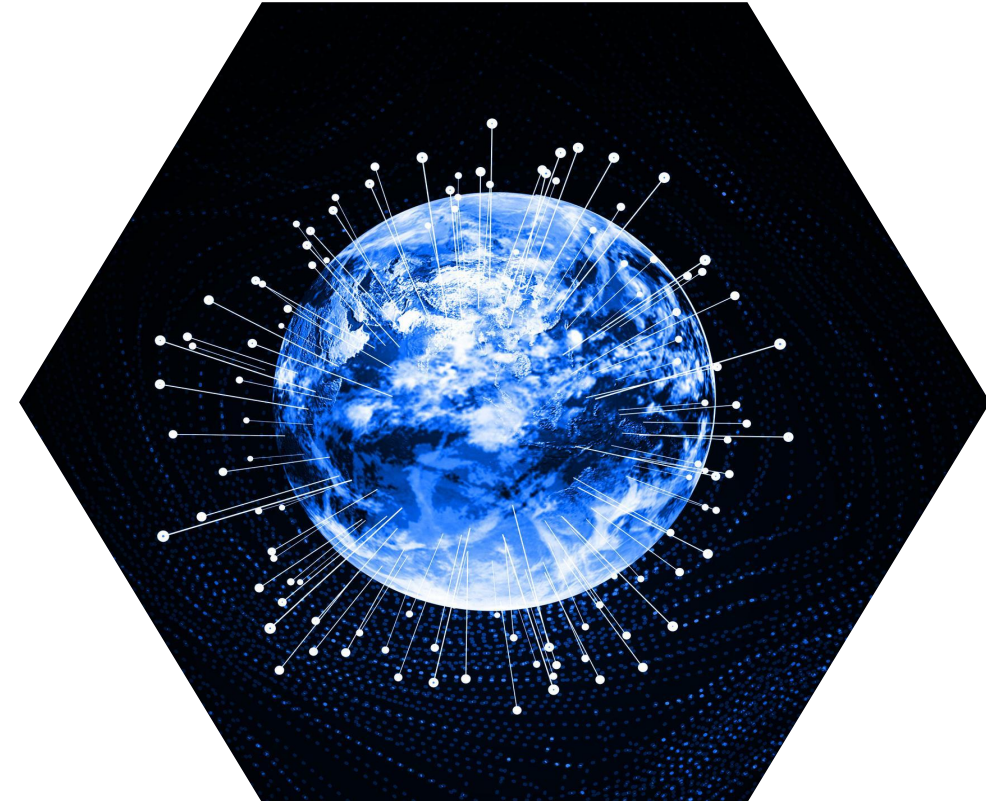
Final Conference

22 Ottobre 2025

MEDIATECA Guglielmi, Via Marsala 31, Bologna

INTERNAZIONALIZZAZIONE DELL'ISTRUZIONE E DELLA FORMAZIONE

Integrazione di una **dimensione internazionale** negli obiettivi, nelle funzioni e nell'erogazione dell'istruzione e della formazione.



LE RAGIONI DELL'INTERNAZIONALIZZAZIONE DELL'ISTRUZIONE E FORMAZIONE PROFESSIONALE

Migliorare la qualità e
l'innovazione della VET

Ampliare le opportunità
di apprendimento

Rispondere alle sfide
demografiche e sociali

Aumentare l'occupabilità e
la mobilità

Sostenere la competitività
economica

POLITICHE EUROPEE, NAZIONALI E REGIONALI PER L'INTERNAZIONALIZZAZIONE

Contesto politico europeo

- 2002 Start of the Copenhagen Process
- 2020 Raccomandazione del Consiglio sulla formazione professionale
- 2020 Dichiarazione di Osnabrück
- 2021 Risoluzione del Consiglio su un quadro strategico per la cooperazione europea nell'istruzione e nella formazione verso l'Area Europea dell'Istruzione e oltre (2021-2030)

Contesto politico Nazionale italiano

- «Linee guida per lo sviluppo dei processi di internazionalizzazione per la filiera tecnica e professionale»
Ministero dell'Istruzione e del Merito

Contesto politico Regionale – RER

- Legge Regionale n°2 Febb.2023- Attrazione, permanenza, valorizzazione dei talenti



Il progetto DIG.INT: un inquadramento

DIG.INT

Digital International Trainers

L'obiettivo generale del progetto è supportare il **processo di internazionalizzazione** dei sistemi formativi ed educativi, facendo leva sulle nuove tecnologie digitali.



Progetto Erasmus+



Consorzio di 8 istituzioni provenienti da 6 paesi europei.

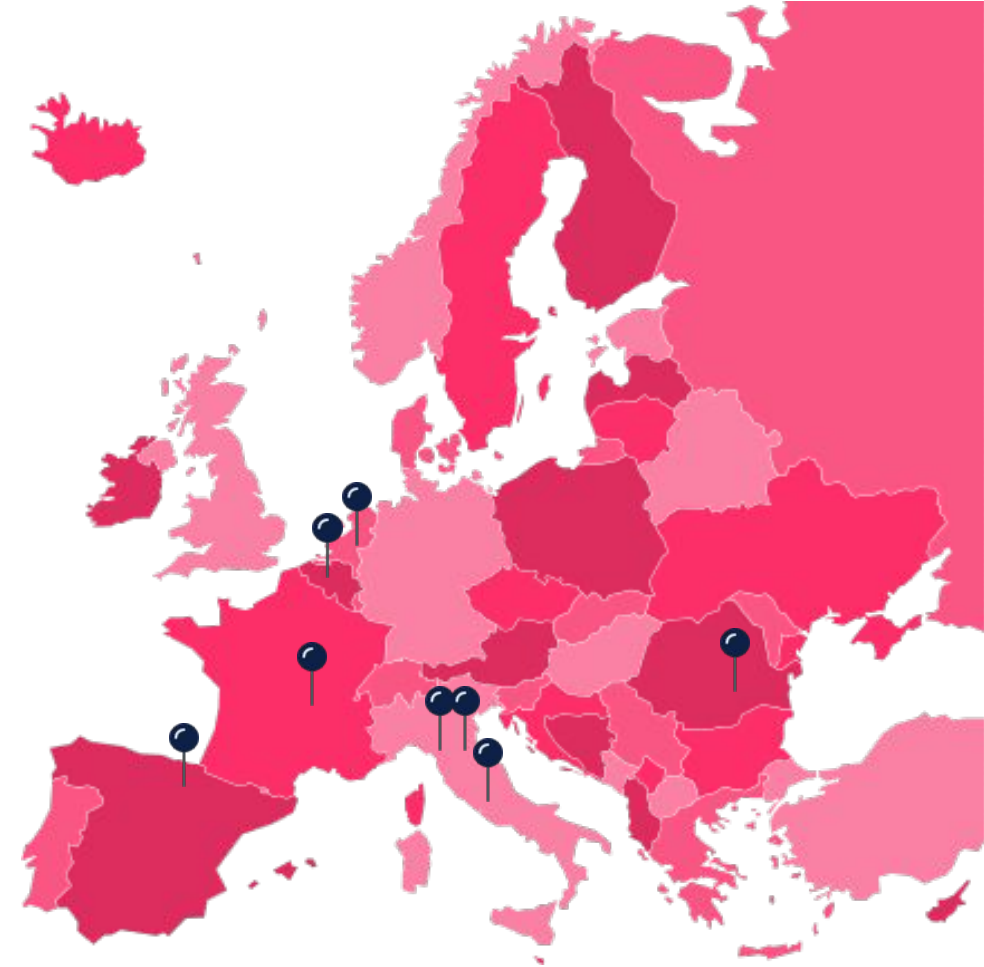


Dicembre 2022 - Novembre 2025

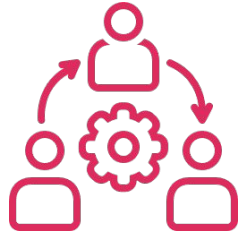


PARTNERSHIP

- LP. CIS** - Partner per la Gestione d'Impresa (Italia)
- P1. UPB** - Universitatea Politehnica din București (Romania)
- P2. MEKA - CIFP MEKA LHII** (Paesi Baschi)
- P3. SFC** - Sistemi Formativi Confindustria (Italia)
- P4. JVB** - Jan Van Brabant College (Olanda)
- P5. ULL** - Université Lumière Lyon 2 (Francia)
- P6. ART-ER** - ART-ER Regional Development Agency (Italia)
- P7. UCL** - UC Leuven (Belgio)

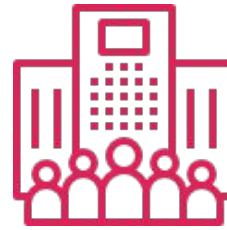


LIVELLI DI AZIONE



INDIVIDUI

Docenti e formatori,
staff dei sistemi
formativi ed
educativi, funzionari
regionali



ORGANIZZAZIONI

Enti di formazione
professionale ed
Istituti di istruzione
superiore tecnica

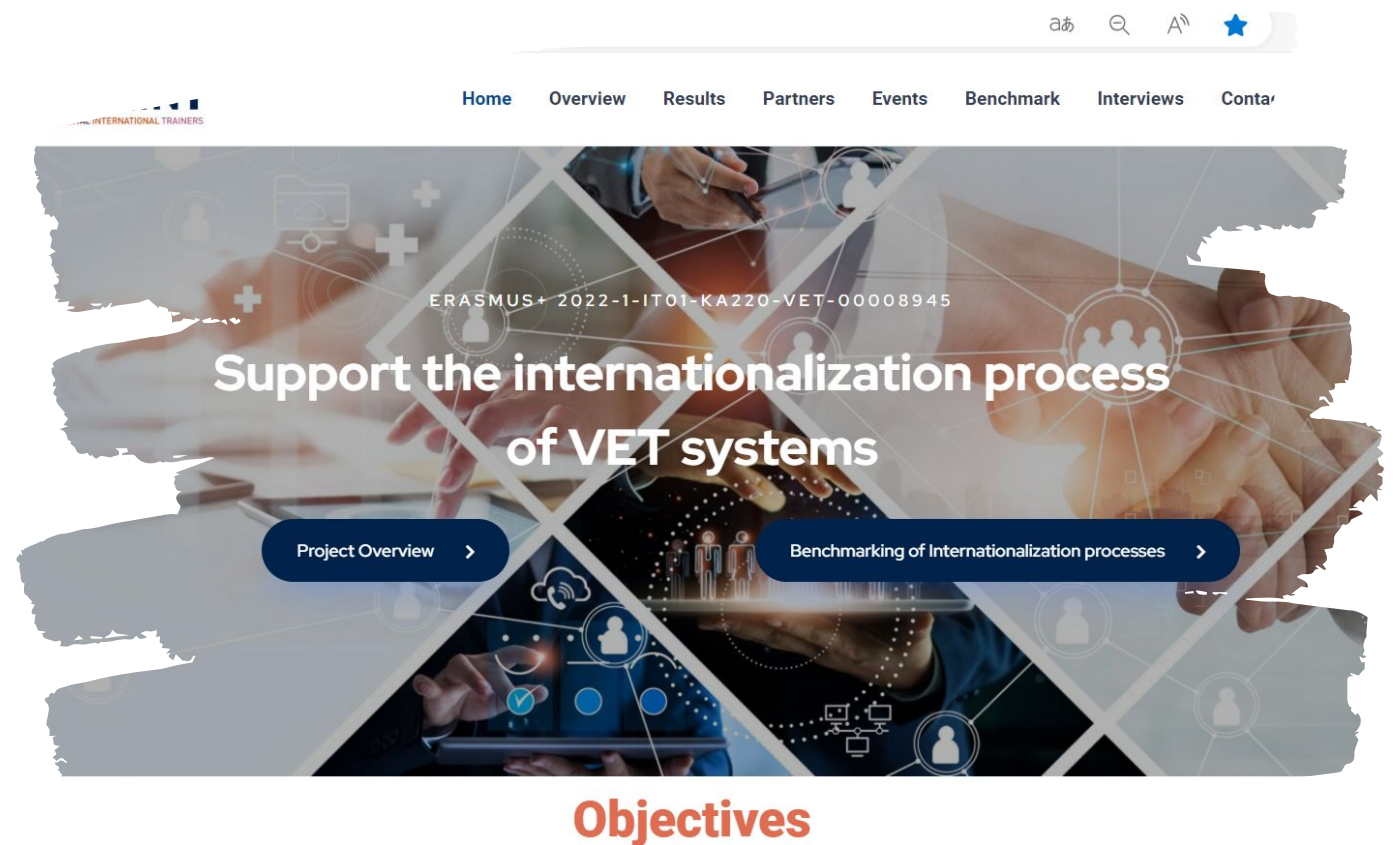


TERRITORI

Ecosistema regionale
di innovazione

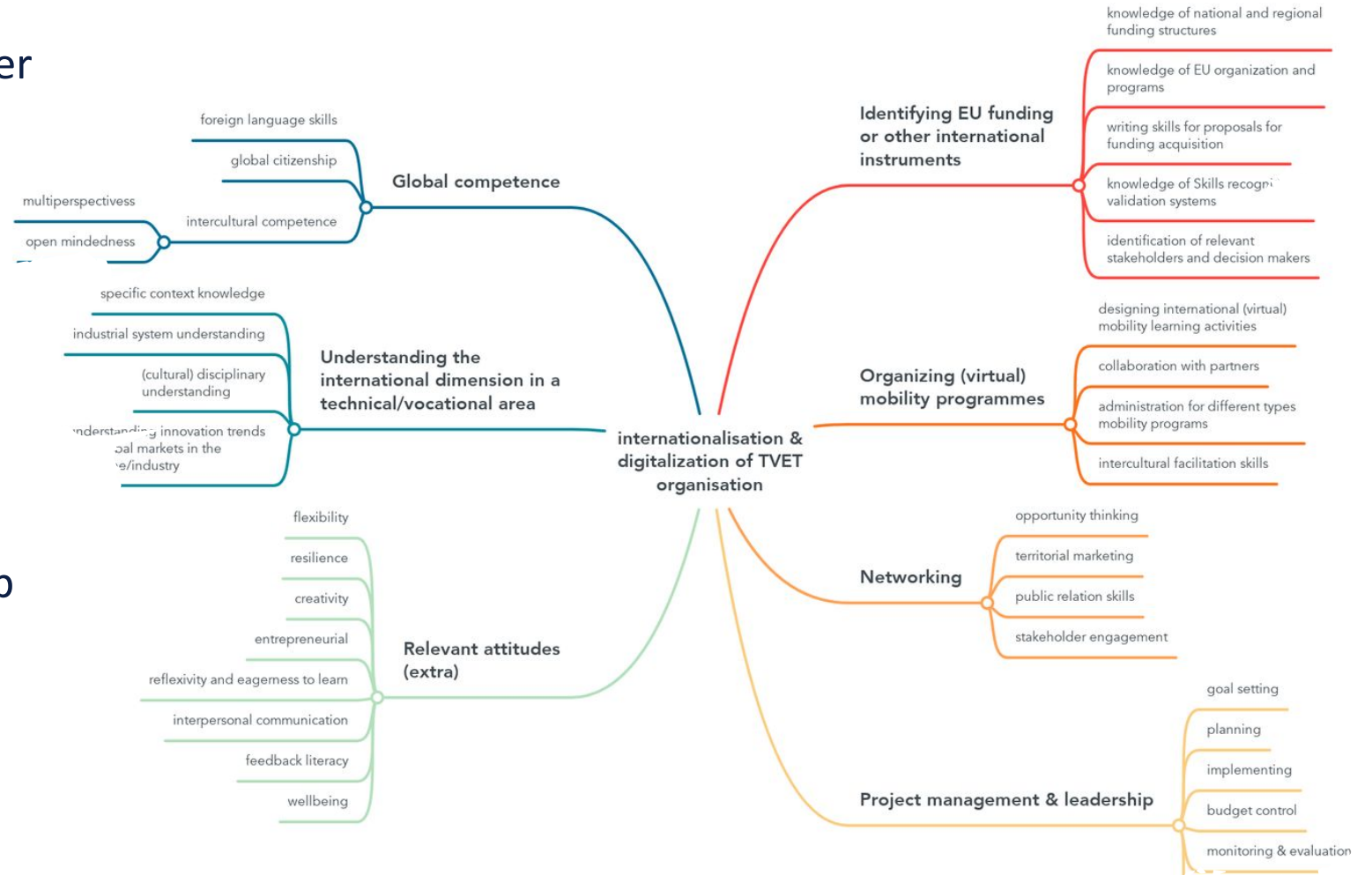
PRIMO STEP: BENCHMARKING

- Valutare il livello di internazionalizzazione degli enti di formazione
- Avere un sistema comune di misurazione a livello europeo
- Strumento di autovalutazione attraverso indicatori



SECONDO STEP: COMPETENCE MAP

- Identificazione delle 7 competenze per l'internazionalizzazione:
 - Competenza globale
 - Finanziamenti dell'UE e altri strumenti internazionali
 - Dimensione internazionale in un settore tecnico/professionale
 - Networking
 - Project management e leadership
 - Mobilità virtuale
 - Competenze trasversali
- Selezione del mix di competenze chiave per ciascuno dei target group



TERZO STEP: PROGETTO PILOTA

- Percorsi formativi dedicati a ciascuno dei target group
 - docenti/formatori
 - staff enti di formazione
 - funzionari regionali
- Capacity building di competenze internazionali
- Guidelines per costruire strategie di internazionalizzazione

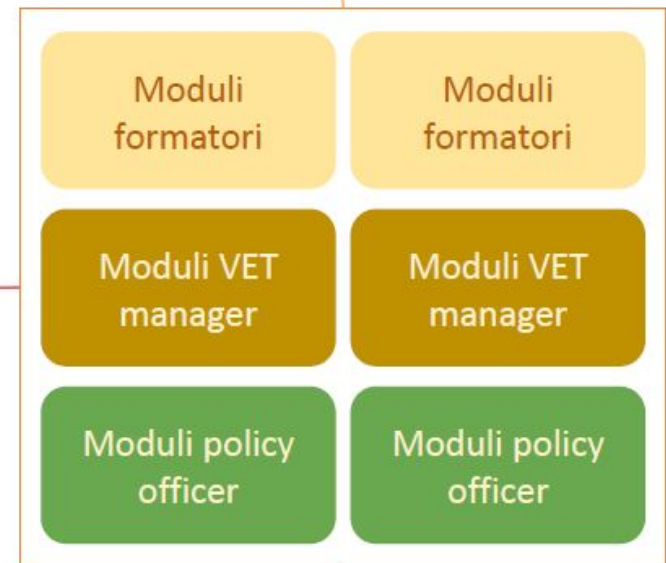
	MODULES	PARTNERS
TEACHERS & TRAINERS	Teachers European Citizenship & Working Across Borders	
	Module 1: Awareness of European Citizenship as a Learning Objective	MEKA/
	Module 2: European VET Systems and EU Programs and Tools	MEKA/
	Module 3: Preparing Students to Work Abroad	MEKA/UCLL
	Students Awareness of Intercultural Diversity	
	Module 1: Intercultural Competence	UCLL/MEKA
	Module 2: Intercultural Communication	
MANAGERS	Leadership of VET and Technical HE institutions for internationalization	
	Module 1: Understanding the importance of the EU funding or other international instruments	SFC
	Module 2: Understanding the International Dimension in a Technical/Vocational Area	SFC
	Module 3: Networking	SFC
	Creating Impact from European Collaboration Projects	
	Module 1: Collaborative Framework Development	ULL
	Module 2: Internationalization Strategy Implementation	ULL
	Module 3: Monitoring and Evaluation	ULL
	Module 4: Measuring KPIs and Process Improvement	ULL
POLICY OFFICERS	Creating Impact for the Internationalization of Territories	
	Module 1: What is Impact	JVB
	Module 2: Impact as a Building Block	JVB
	Module 3: How to Measure Impact	JVB
	Design Effective Internationalization Policies in VET	
	Module 1: Introduction to the Course and Setting the Scene	CIS + A
	Module 2: Making a Plan and Looking for Support	
	Module 3: A taste of European Cake	
	Module 4: ...	

QUARTO STEP: BLUEPRINT REGIONALE

- Collegare l'internazionalizzazione dei sistemi formativi alle strategie regionali;
- Mappatura delle buone pratiche;
- Lessons Learned.



Mappa Competenze



Attività pilota



GRAZIE

Rossella Brindani

CIS - Partner per la Gestione di Impresa



Claudio Dondi,

CIS, Gestione Impresa

IL BENCHMARKING TOOL



[Home](#) [Overview](#) [Results](#) [Partners](#) [Events](#) [Benchmark](#) [Interviews](#) [Contact](#) [Login](#)

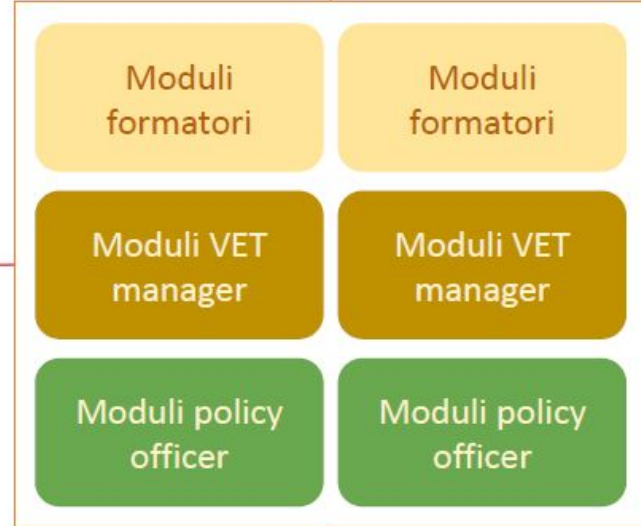
ERASMUS+ 2022-1-IT01-KA220-VET-00008945

Support the internationalization process of VET systems

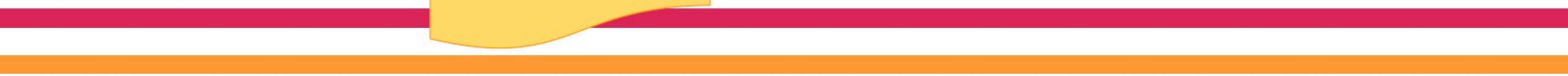
[Project Overview](#) >

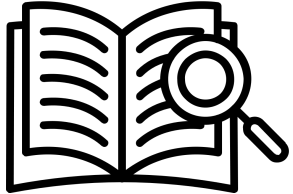
[Benchmarking of Internationalization processes](#) >

Mappa Competenze



Attività pilota





CURRICULUM INTERNATIONALIZATION

Internationalization at home, abroad, virtual exchange international programs.

VET OFFSHORE CAMPUSES

permanent or temporary establishments organised by your institution to provide technical and vocational education abroad.

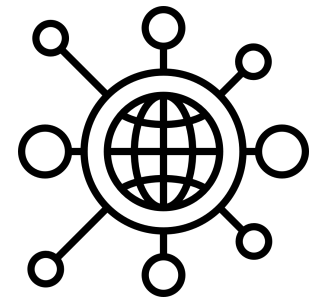


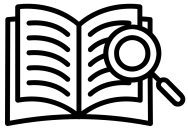
VET DUAL AND JOINT COURSES

Vocational training programmes offered internationally,

INTERNATIONAL NETWORKS

Developing and expanding your professional network abroad.





CURRICULUM INTERNATIONALIZATION

What are your institution's primary goals for internationalisation? Please select all that apply.

- Enhance the international and intercultural competencies of students.
- Provide opportunities for students to engage with diverse perspectives and cultures.
- Offer globally focused curriculum and courses.
- Increase the diversity awareness, inclusiveness, and tolerance of the campus community.
- Foster a campus culture that values and supports internationalisation at home.
- Attract skilled staff/talents with international experience and expertise.
- Increase the visibility and recognition of the university's commitment to internationalisation at home.
- Other: _____

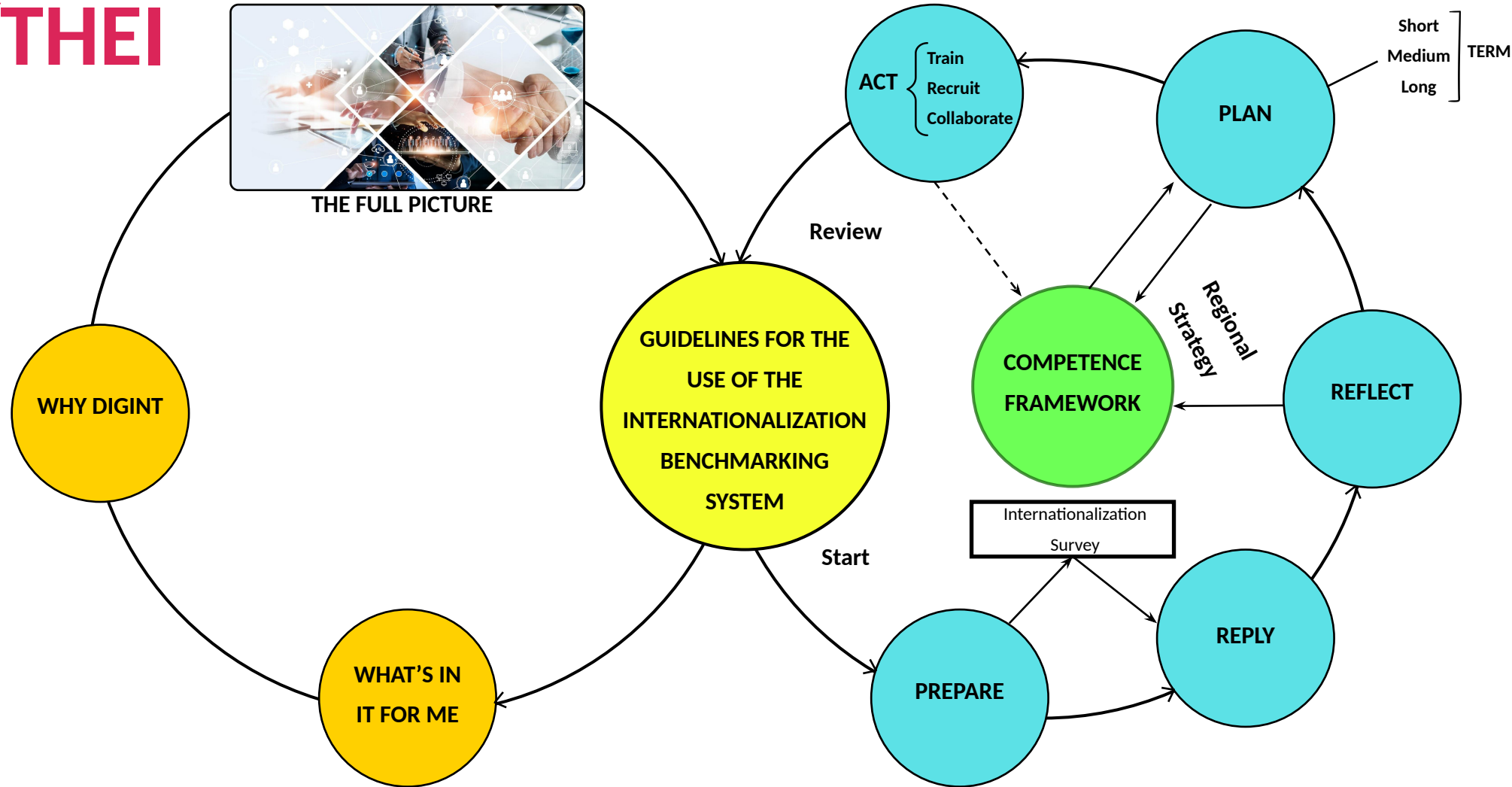


CURRICULUM INTERNATIONALIZATION

In what ways has your institution promoted international learning activities?

- By offering study abroad programmes
- By hosting international students and scholars
- By providing language learning opportunities
- By incorporating global issues and perspectives into the curriculum
- By offering internships abroad
- Other: _____

GUIDELINES FOR INT. TEAMS IN VET/THEI





STRATEGIA

Esiste una **strategia di internazionalizzazione** all'interno della vostra organizzazione?

Ci sono **accordi a lungo termine** (oltre 3 anni) con organizzazioni simili all'estero?

RISORSE

La vostra organizzazione sta **investendo risorse** in progetti e servizi internazionali?

Vi sono **docenti e membri del personale** nella vostra istituzione che hanno un'esperienza significativa a livello internazionale?



PROCESSI E PRATICHE

La vostra organizzazione offre **opportunità internazionali** come stage all'estero, programmi di mobilità virtuale, corsi di lingua o partecipazione a progetti dell'UE per i vostri studenti?

OUTCOMES

Quanti studenti hanno partecipato a **programmi di studio internazionali o mobilità**?

Quanti **stage** ha organizzato la vostra organizzazione con aziende/organizzazioni all'estero?



COME SI PUO' USARE IL BENCHMARKING DIGINT?

- Per scoprire in che cosa consiste Internazionalizzazione
- Per definire una strategia e un piano di internazionalizzazione – WP4
- Per autovalutarsi e trovare aree da migliorare
- Per qualificarsi in vista di accreditamento
- Per confrontarsi, trovare best performer e creare nuovi progetti (**100+ partecipanti**)
- Per aprire spazi di peer learning tematico/di filiera tra enti formativi/ università
- Per garantire coerenza con politiche regionali di internazionalizzazione – WP 5



Karine Hindrix

University Colleges Leuven Limburg

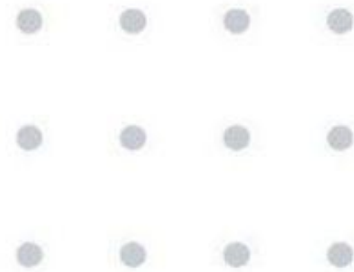


Enzo Faloci

Sistemi Formativi Confindustria



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DIGITAL INTERNATIONAL TRAINERS



Internationalization of VET

Planning Guidelines

Why plan VET internationalisation

Internationalization is today a **structural dimension of quality** in VET systems, not a complement.


1. It contributes to:
 1. improve **the attractiveness** and recognition of providers,
 2. stimulate **educational and digital innovation**,
 3. strengthen **the connection with** local and global production systems.
2. The European Union, through the **European Education Area (EEA)**, the **Green Deal**, the **Union of Skills** and the **Digital Education Action Plan**, invites providers to:
 1. integrate internationalisation into **the five-year strategic plans**,
 2. align training, research and innovation with **smart specialisation (S3) strategies**.

Some guidelines

Governance and institutional vision

1. Include internationalization among the **mission priorities** of the institution.
2. Build a **cross-functional team** with dedicated roles and KPIs.
3. Promote a *whole organization* approach: internationalization must involve all areas (teaching, communication, relations, administration).

Partnerships and strategic cooperation

1. Mapping European and international partners for complementarity and added value.
 2. Formalize collaborations with **MoU**, **sectoral networks** and **joint projects** (Erasmus+, Interreg, Horizon).
 3. Integrate relationships with universities, companies and territorial development agencies.
- 


Digital innovation and virtual mobility

1. Leveraging technologies to expand access to international learning.
2. Introduce integrated platforms, simulations, augmented reality and **AI for training**.
3. Combine physical, virtual and blended mobility (DIG.INT model).

Skills and human resources

1. Strengthen the language, intercultural and digital skills of staff.
2. Introduce **continuous training** courses for teachers and staff on internationalization.
3. To foster the growth of a shared "international mindset".

Recognition and quality of results

1. Validate learning through **micro-credentials, Europass, ECVET/ESCO**.
 2. Aligning VET pathways with European Quality Standards (**EQAVETs**).
 3. Integrate the impact of internationalization into **regional accreditation systems**.
- 

Some steps for the construction of the plan

Analysis and Diagnosis (Benchmarking Tool)

Evaluate the starting position of the entity: governance, skills, networks, digital tools.
Use common indicators of organizational maturity.

Strategic Design (Competence Framework & Guidelines)

Define five-year objectives and priorities: language, mobility, digitalisation, cooperation.
Identify key actors, resources and training targets.
Integrate the perspective of the green and digital transition into all training modules.

Implementation and Monitoring (Blueprint DIG.INT)

Plan actions and expected results with an annual time schedule.
Provide qualitative and quantitative impact indicators (students involved, active partnerships, awards obtained).

The new Guidelines for the future

Towards VET as a driver of regional internationalization

1. Integrate VET strategies into Territorial Development Plans and S3.
2. Make the international dimension mandatory in VET accreditation systems.
3. Create a European benchmarking platform for providers.
4. Supporting public-private networks to attract talent and international projects.
5. Using digital as a tool for inclusion and global cooperation.

Internationalization is a **system strategy** that integrates training, business and territory to generate **sustainable development and global skills**.

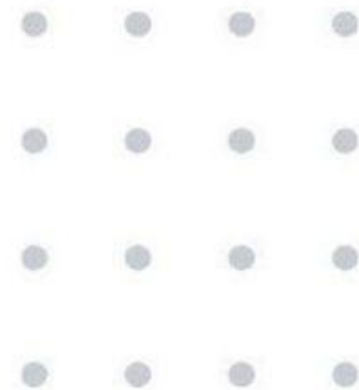


Thank you!



Elise Bodet

Université Lumière Lyon 2



**The Blueprint strategies
for the Internationalization of Regional VET systems**



VET internationalisation in the EU framework

Since
2002

Copenhagen Process
Bruges Communiqué
Riga Conclusions

The **European Education Area (EEA)** initiative has been established by the European Commission to help European Union Member States to work together to build more resilient and inclusive education and training systems

VET as focus area for cooperation for the period 2021-2030

Skills and Talent Mobility package to make the EU more attractive to talent from outside the EU

THAMM Plus (Towards a Holistic Approach to Labour Migration Governance and Labour Mobility in North Africa

Migration Partnership Facility (MPF)

European Institute of Innovation and Technology (EIT) accreditation system
LABEL for degree non-degree education programmes

Importance of VET for the regional systems

VET is adaptable to the labour market and sectoral or individual upskilling or reskilling needs.

COUNCIL RECOMMENDATION of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience

**centered
learning
approach**

**flexibility
and
modularity**

**formal and
non formal
education**

**Regional
Strategic
Specialisations**
to foster knowledge-
based growth in EU
regions and countries



The DIG.INT Blueprint

Approach to the Blueprint workflow

1. **Who** : the actors involved in the process in a systematic approach

Regions – VET providers - Companies

2. **What** : the process guiding the implementation of the VET internationalization in a top-down approach

Governance – Monitor - Operations

3. **How**: the activities to consider in a continuous improvement approach, from governance to operational level.

Define – Analyse – Develop - Implement – Control – Improve



Actors

Region - Regional agencies of technical development (Governance Level)

VET provider/Professional HEI (Governance level)

Company, VET provider, Professional HEI, Region ... (Monitoring Level)

VET provider/Professional HEI (Operational Level)

Region (Internal audit)

Process

Understand and analyse the Policies and local economic priorities and define the reference indicators

Enforcing stakeholders' responsive collaboration

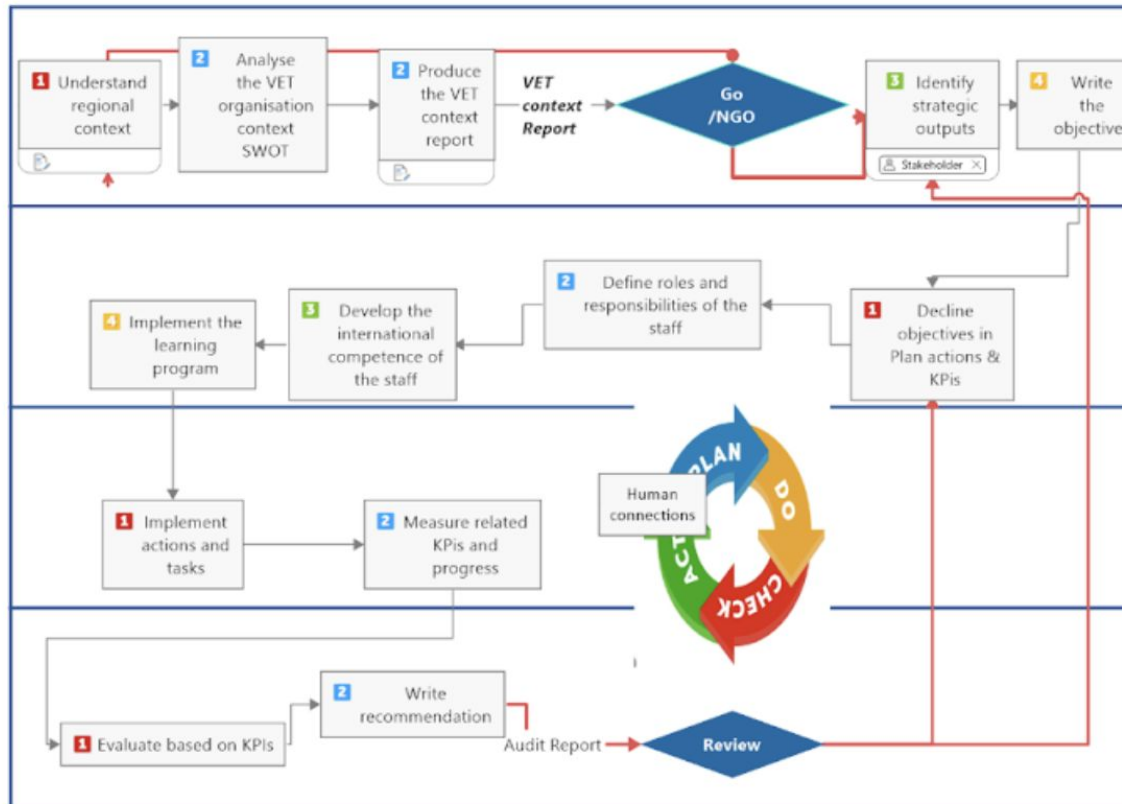
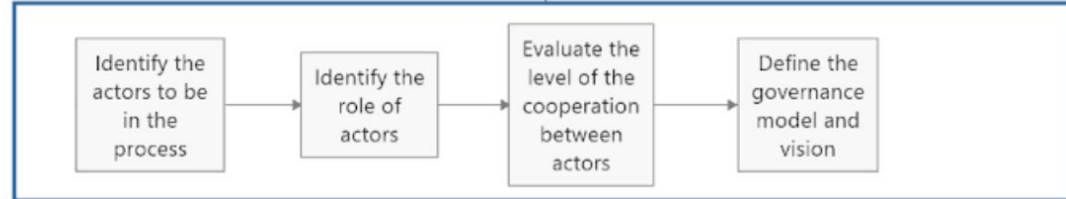
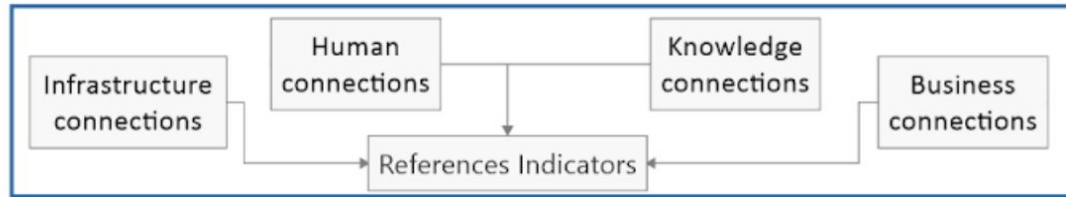
Define Key Strategic orientation and impact areas

develop the working Plan

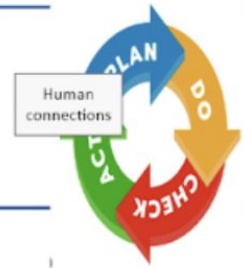
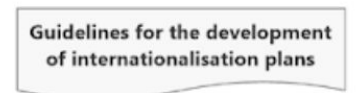
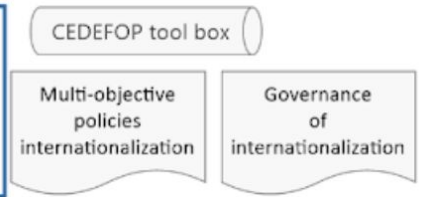
implement the working Plan

Evaluate and improve

Workflow

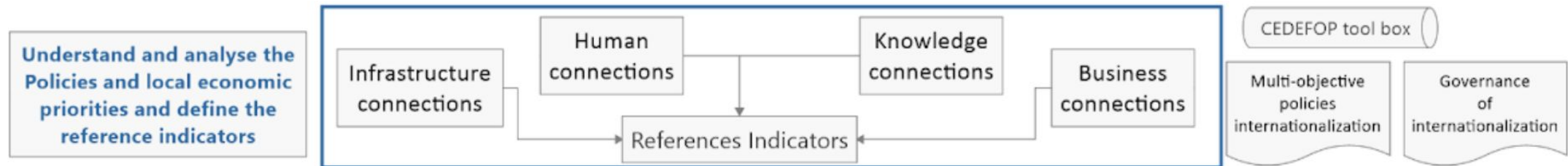


Tool

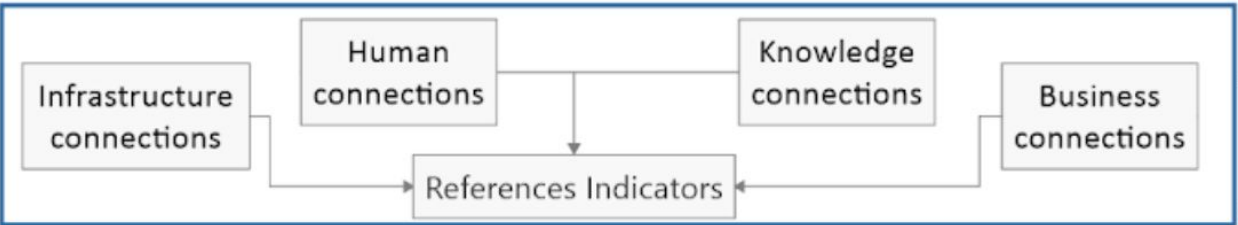


Governance level

Region – regional agencies of technical development



Understand and analyse the Policies and local economic priorities and define the reference indicators

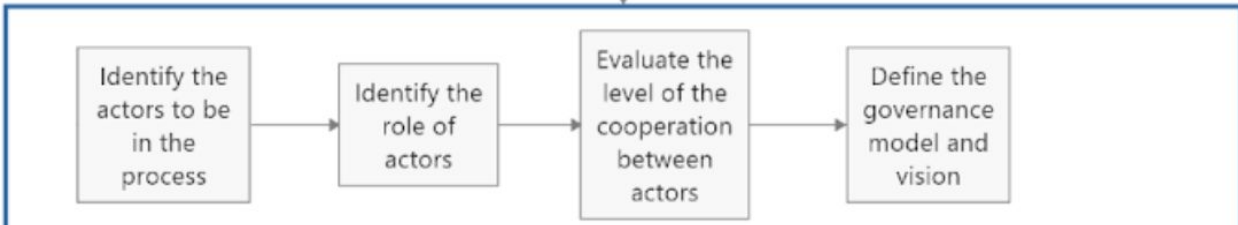


CEDEFOP tool box

Multi-objective policies internationalization

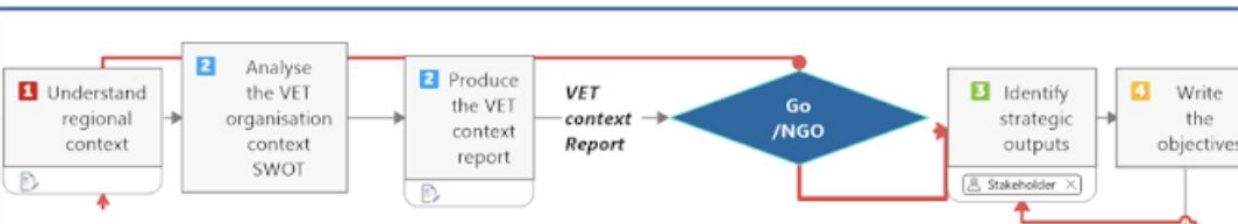
Governance of internationalization

Enforcing stakeholders' responsive collaboration



DIG Benchmark tools

Define Key Strategic orientation and impact areas



DIG Strategy repositories

Guidelines for the development of internationalisation plans

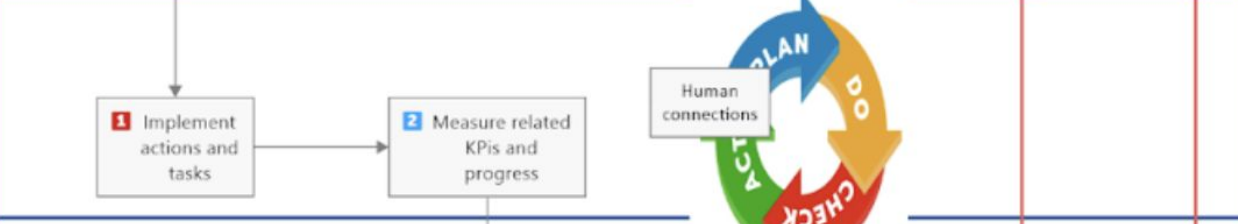
develop the working Plan



DIG DIG.Int Competencies Framework

DIG DIG.Int program

implement the working Plan

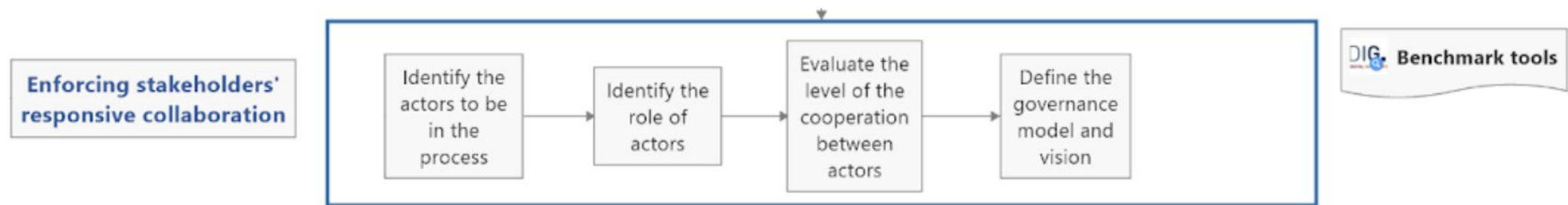


Evaluate and improve

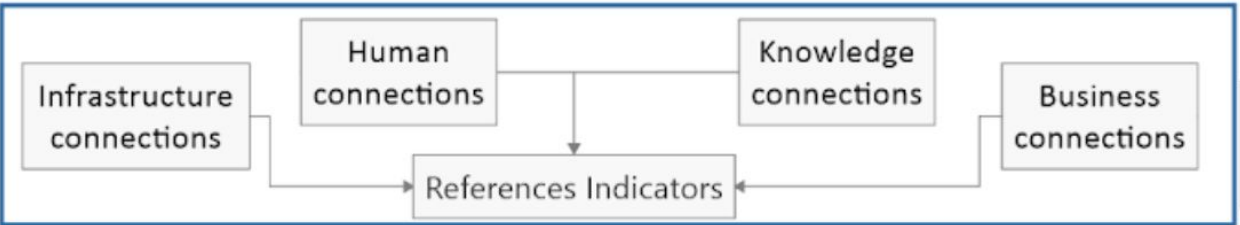


Governance level

Region – regional agencies of technical development



Understand and analyse the Policies and local economic priorities and define the reference indicators

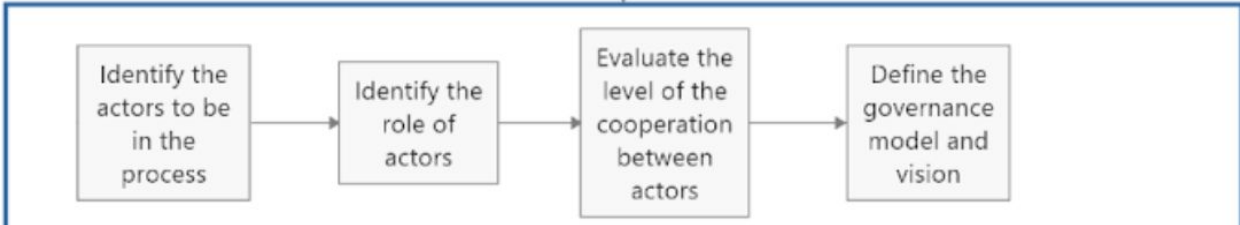


CEDEFOP tool box

Multi-objective policies internationalization

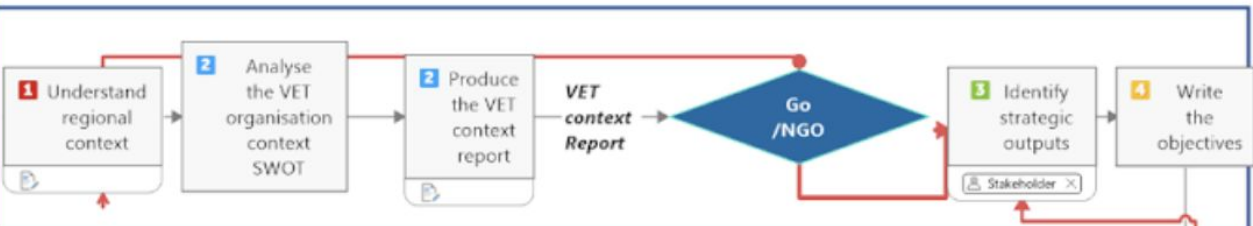
Governance of internationalization

Enforcing stakeholders' responsive collaboration



DIG Benchmark tools

Define Key Strategic orientation and impact areas



DIG Strategy repositories

Guidelines for the development of internationalisation plans

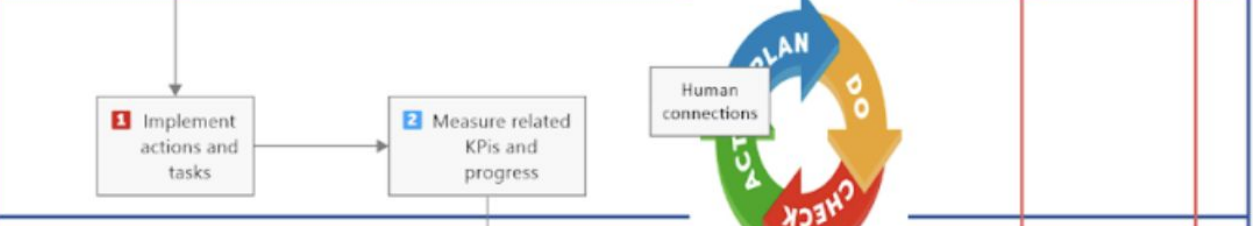
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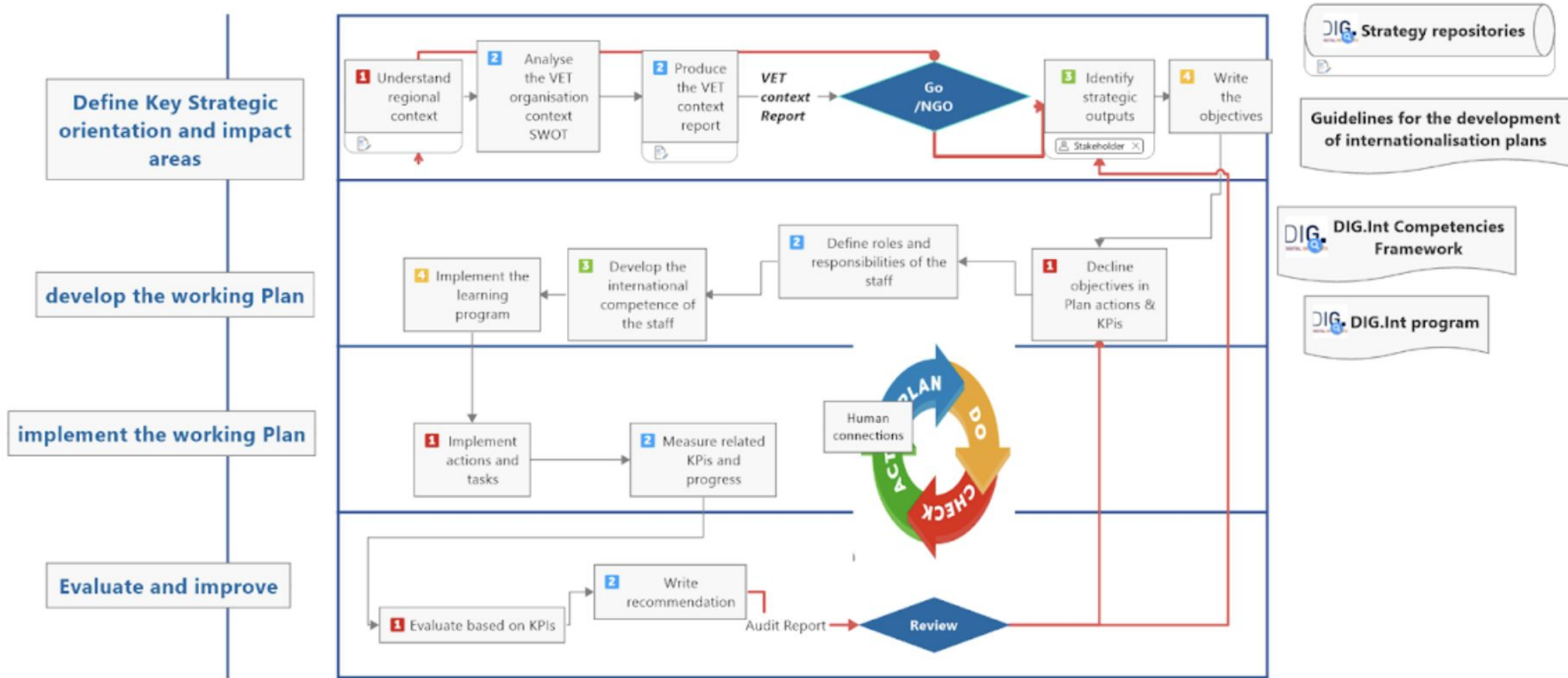
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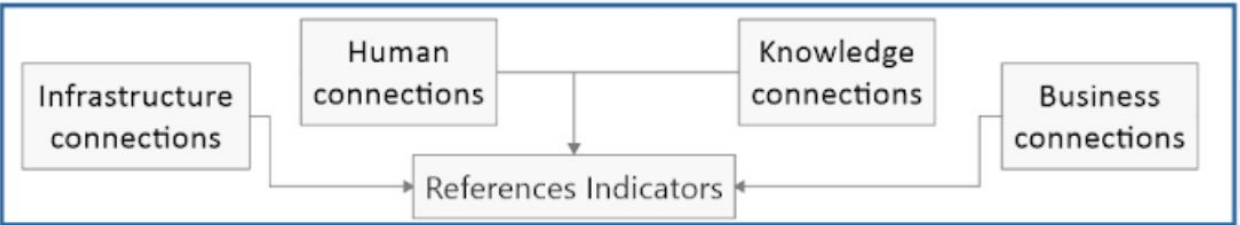
Evaluate and improve



Processes relying on multi-layered collaborations



Understand and analyse the Policies and local economic priorities and define the reference indicators

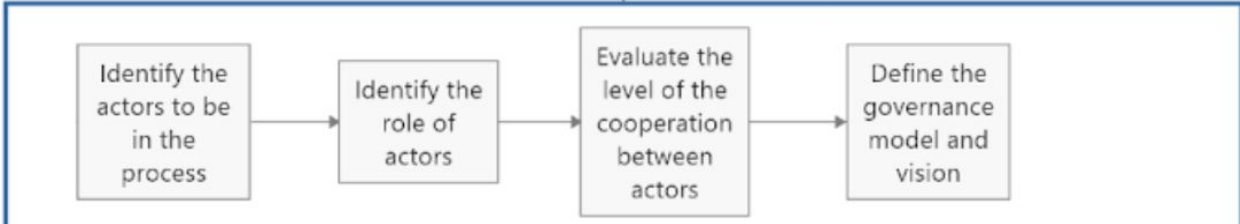


CEDEFOP tool box

Multi-objective policies internationalization

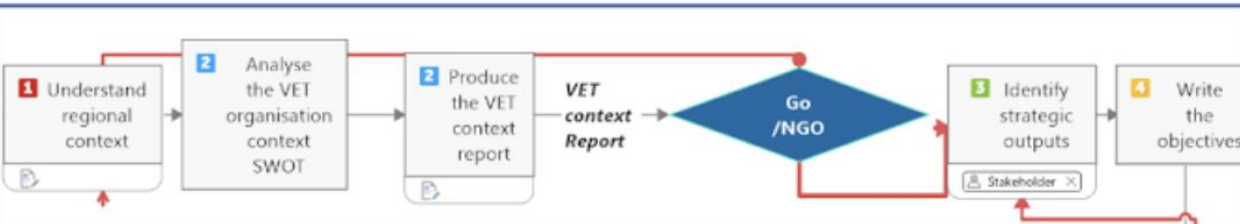
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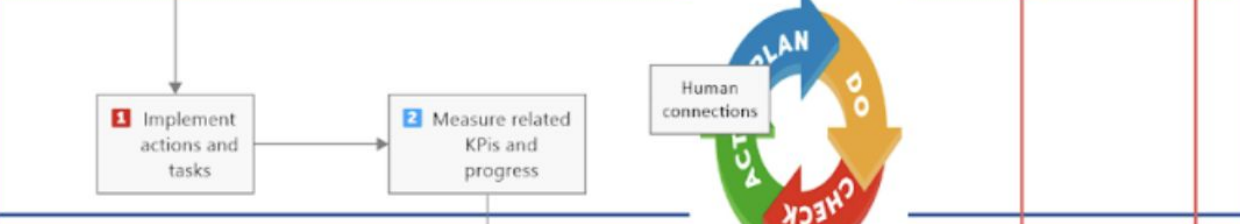
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Evaluate and improve



THANK YOU!