



INTERNATIONALISATION PLAN

2024-2028



EUSKO JAURLARITZA
GOBIERNO VASCO
HEGUNTZA, HERRITZA POLITIKA
ETA KULTURIA SAIA
DEPARTAMENTO DE EDUCACIÓN,
POLÍTICA LINGÜÍSTICA Y CULTURA



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1. STARTING POINT

1.1. THE INSTITUTION

1.1.1 BRIEF DESCRIPTION OF THE INSTITUTION

CIFP MEKA LHII is an integrated vocational training institution located in Elgoibar-Gipuzkoa. Within the Department of Education of the Basque Government, it is a publicly-owned institution. It is a member of the association of Vocational Training institutions IKASLAN-Gipuzkoa. At the same time, it maintains a close relationship with other public and private associations such as the Elgoibar City Council, the Provincial Council of Gipuzkoa, TKNIKA (Applied Research Institution for Vocational Training in the Basque Country), DEBEGESA (Regional Development Agency), ADEGI (Gipuzkoa Business Association), AEGA (Automotive Business Association), DEBABARRENA ESI (Integrated Health Organisation, which includes the health services of the region), as well as private companies in the area. It also has agreements with companies such as BOSCH, AIC or TECNUM. Along with internationalisation, new methodologies, communication, the relationship with local companies and the educational community are the main axes of the institution's strategy. This strategy includes knowledge of languages and the participation of students and teachers in international projects.

As for the training offer, a total of 16 training cycles are offered at MEKA, 7 VET and 9 Higher VET:

VET: ISCED-3 Upper Secondary Education (EQFL-4)	HIGHER VET: ISCED-5-Short Cycle tertiary education (EQF-5)
Administrative management	Administration and Finance
Attention to People in Need of Care	Management Assistant
Nursing Assistant	Automotive
Electromechanics of Machinery	Metal Constructions
Auto- vehicle Electromechanics	Early Childhood Education
Bodywork	Social integration
Welding and Boilermaking	Dietetics
SPECIALIZATION COURSES	Communication mediation
Electric and Hybrid Vehicle Maintenance	Gender Equality

Of these training courses, 15 are taught in the morning and are fully offered. The other two (Gender Equality and Nursing Assistance) are taught in the afternoon and in partial offer. In addition, we offer DUAL training for VET and HigherVET students.

In relation to the aforementioned professional families, "lifelong learning" and Certificates of Professionalism are taught to workers and the unemployed.

In the 2024/2025 academic year, a total of 89 teachers taught about 635 students at the beginning of the training courses and a variable number of workers and unemployed people at the employment training courses.

In the field of Vocational Training, in the 2024-2025 academic year we continue to implement an educational model for sustainability.

CIFP Meka LHII is ISO 9001:2015 and ISO 14001:2015 certified and the Silver Q in the EFQM system.

On the international side, it has the ECHE charter and the VET charter.

1.1.2. BRIEF DESCRIPTION OF THE SOCIO-ECONOMIC CONTEXT

The institution is located in a region with a long industrial tradition (Debarrena/Bajo Deba), where components for the automotive and machine tool sectors are mainly manufactured. Its privileged position, in the geographical institution of the Basque Autonomous Community, allows to reach the three provincial capitals, Bilbao, San Sebastián and Vitoria-Gasteiz, in less than an hour.

1.1.3 PREVIOUS EXPERIENCE

CIFP Meka LHII has been participating in European projects since 2002 and one of its strategic objectives is internationalisation, as mentioned above.

CIFP Meka LHII has a long experience in the field of internationalisation, both in sending students and teachers and in hosting participants. Every year, we host our partners' students and organize their internships in companies in our environment under the supervision of the teaching staff of our institution. Currently, our school is expanding its collaboration networks with schools in different European countries through different cooperation projects. We have also hosted teachers from our partners to participate in Job Shadowings in different educational institutions, innovation institutions and companies in our region. CIFP Meka LHII is a member of the Eurocom Smart network. This network is made up of 10 Vocational Training institutions from 8 European countries. From the joint work in this field, collaborations have been developed in different areas, more specifically in courses related to Social and Cultural Services and Health. Meka is also a member of EFVET (European Forum for Vocational Education) and INNOTECS (International Network of Technical Schools).

Since its beginnngs, our students have carried out internships in companies in European countries such as Finland, France, the United Kingdom, Poland, the Czech Republic, Italy, Malta, Greece, Belgium, Portugal, Germany, Holland, Ireland, Latvia, Croatia, Lithuania... In addition, every year we welcome students from different countries (Finland, Denmark, Holland) both to do internships and to participate in strategic partnership projects. In recent years, the average number of students doing internships abroad has been of 15 VET students and 15 HigherVET students. Students from all specialties participate. We look for the quality of these mobilities rather than the quantity, and we believe that it is an adequate quantity, taking into account the human resources that the institution has.

Likewise, different training projects have been developed and executed for the school's teachers in different areas: specific areas of each educational area, as well as Management, Innovation and New Methodologies, learning from good practices. Through these projects, the teachers of VET receive training that is based on the training of our Vocational Training students and their employment expectations.

On the other hand, knowledge of other educational systems, other working methods and other social habits and customs enriches the participants, both professionally and personally.

Since 2015, the following projects have been managed:

ERASMUS KA1	ERASMUS KA2
2015-1-ES01-KA102-013691	2015-1-FR01-KA219-015167_2 EED (Entrepreneurs d'une Europe de Demain)
2015-1-ES01-KA103-013670	2017-1-DK01-KA202-0343302 EC EUVET (Entrepreneurial Competences in Vocational Educational Training)
2016-1-ES01-KA102-023982	2019-1-FI01-KA202-060714 – TEAM WE (Teaching in Welfare Technology)
2016-1-ES01-KA103-023335	
2017-1-ES01-KA102-037380	
2017-1-ES01-KA103-036436	
2018-1-ES01-KA103-048172	
2018-1-ES01-KA116-048790	
2019-1-ES01-KA103-061579	
2019-1-ES01-KA116-061768	
2020-1-EN01-KA116-079169	
2020-1-ES01-KA103-078663	
2021-1-ES01-KA131-HED-000006300	
2021-1-S01-KA121-VET-000006502	
2022-1-ES01-KA131-HED-000064355	
2022-1-S01-KA121-VET-000064320	

Currently, we manage the following projects:

ERASMUS KA1	ERASMUS KA2
2023-1-S01-KA121-VET-000125302	2022-1-IT01-KA220-VET-000089459 DIGINT (Digital International Trainers)
2023-1-ES01-KA131-HED-000125306	
2024-1-S01-KA121-VET-000197922	
2024-1-ES01-KA131-HED-000197920	

In addition to the Erasmus+ and Leonardo da Vinci programmes, Meka has participated in several cross-border programmes financed by ERD funds, such as POCTEFA, PYIRENEE FP, PYREMOV and KOMPAR (Association of 11 institutions in Navarre and Nouvelle-Aquitaine), a cross-border project funded by the Euskadi-Navarra Euroregion.

At CIFP Meka LHII, three people dedicate part of their day to the management and coordination of European and international projects (a total of 13 hours per week). It also has an Erasmus management committee (director, administrator, head of studies, coordinator of Training in Work Institutions and coordinator of European projects) and an internationalisation group in which representatives of all departments participate. This group defines the strategic lines of internationalisation and participates in the organization of dissemination activities. It is also in charge of looking for companies in each sector, for the mobility of students and teachers.

1.2. REGULATORY CONTEXT

1.2.1. EUROPE

The European Commission has established the following basic principles for the Erasmus 2021-2027 programme:

Basic principles

Inclusion: beneficiary entities must respect the principles of inclusion and diversity in all their activities. To guarantee fair and equal conditions for all participants.

Wherever possible, beneficiary entities should oblige participants with less possibilities to participate actively and to participate in their activities. Beneficiary entities should make full use of the instruments and funding provided for in the programme.

Sustainability and environmental responsibility: beneficiary entities must promote responsible and sustainable behaviour among their participants from an environmental point of view. They must make the most of the funding provided by the programme to support sustainable means of transport.

Virtual cooperation, virtual mobility and blended mobility: Beneficiary entities should use digital learning tools and methods to complement mobility activities and improve collaboration

with other entities in the programme. To do this, they must make the most of the digital tools, online platforms and other alternatives offered by the program for this purpose.

Active participation in the Erasmus network: one of the main objectives of the programme is to contribute to the development of the European Education Area. Beneficiaries should seek to become active members of the Erasmus network, for example by recruiting participants from third countries, or by participating in actions and other outreach activities organised by National Agencies or other organisations. Experienced entities should share their knowledge with other entities with less experience in the program, providing advice, mentoring, or other support. Where important, beneficiary entities should encourage their participants to participate in activities and networks with alumni.

1.2.2. SPAIN

- Royal Decree 1147/2011, of 29 July, which establishes the general organisation of vocational training in the education system, in the section on the quality of vocational training in the education system, in its article 56 d), says that "it develops the necessary activities to increase the participation of students, staff, teachers and trainers in national and international mobility programmes".
- In the Vocational Training modernisation plan, recently published by the Ministry of Education and Vocational Training, in the section on Vocational Training and Innovation, there is a reference to internationalisation in line 4.5, "*network of institutions of excellence in innovation*" of Vocational Training, in sectors considered to be priorities. They will be a catalyst in the design of an entire innovation ecosystem or in the creation of local innovation environments. Close collaboration with agents from different sectors (companies, business associations, trade unions, academics, third sector, etc.) is foreseen, contributing to the promotion of innovation and internationalisation throughout the territory."
- All the management of Erasmus projects is carried out through the SEPIE National Agency, the Spanish service for Educational internationalisation, whose vision is *to contribute to the modernisation and internationalisation of our educational system, in order to achieve a more cohesive and inclusive society that allows citizens to play an active role in democratic life and achieve comprehensive personal development.*

And its mission is, among others, the following:

- *Effective and transparent management of European and national funds of the decentralised actions of the European Union's Erasmus+ programme in the field of education and training.*
- *To expand the possibilities of the Erasmus programme to improve the educational and training skills of students, teachers and staff at all levels of education.*
- *To contribute to the improvement of the employability of our participants and the internationalisation of educational and training institutions.*

1.2.3. AUTONOMOUS COMMUNITY OF THE BASQUE COUNTRY

In the Autonomous Community of the Basque Country, the Basque Government has drawn up the 2025 Internationalisation Framework Strategy, which involves deepening internationalisation, as a structured and systematic action, within the scope of activity 3.4.4, VOCATIONAL TRAINING, in which we can find:

"The Basque Country's vocational training model has received wide recognition at European and international level. The predictive nature of the Basque model and its educational institutions arouses the interest of many governments and international institutions, which demonstrate that they are essential instruments for promoting growth, innovation and economic competitiveness. For this reason, Tknika's role as an international reference institution will be promoted, both in the teams of the UNEVOC network of UNEVOC of UNESCO, an educational entity that is a leader in the development of research and applied innovation in the field of vocational training, and in the European Network of Institutions of Excellence created by the European Commission. where Tknika leads a platform of excellence in the field of advanced manufacturing.

The Basque Government will seek to participate and offer its vision in the review and updating of the European Skills Agenda, in accordance with the strategic axes of the European Commission, highlighting especially the skills required by digitalisation environments and the digital ecosystem. Likewise, at the European level, work will be done to promote Erasmus scholarships and other exchange programmes to improve the qualification and experience of students, incorporating English as a reference language to a greater extent.

We will also be committed to promoting the internationalisation system of the combined vocational training model. In this sense, we will work on the development of general training for internationalisation and awareness-raising, aimed at educational institutions, the management of international networks will be sought, mobility projects will be promoted, both for students and teachers, we will try to design and implement EU-funded projects, attend courses, conferences and international conferences and increase agreements with institutions.

On the other hand, work will be done on the creation of the International Campus of Basque Smart Specialisation in the field of Vocational Training. This initiative is based on collaboration between Basque schools, companies and institutions to promote employment, competitiveness and the attraction of talent through an offer of advanced training."

1.2.4. INSTITUTION

Based on the guidelines of the resolution for the start of the course of the Vice-Ministry of Vocational Training, CIFP Meka LHII has:

- An internationalisation department.
- Among the tasks to be carried out in the complementary hours of the teaching staff are those related to internationalisation.
- Allocated time resources to Erasmus project coordinators to tutor students who carry out training in the workplace abroad.

CIFP Meka LHII has recently drawn up the 2024/2028 strategic plan, and among the lines of action of this plan is internationalisation.

Taking into account this plan, an annual plan of the institution is drawn up in each year. This plan includes the annual internationalisation plan and the departmental annual plans, with the objective and specific action in this area.

Within CIFP Meka LHII comprehensive management system, internationalisation has its own process with its management book. In this process, based on the analysis of the stakeholders, the analysis of the context and a SWOT, an annual plan is drawn up with objectives and indicators, a monitoring plan, a register of communications and meetings. At the end of the course, a report is prepared that includes the results and the aspects to be improved as a basis for the preparation of the annual plan for the next academic year.

1.3. SWOT

WEAKNESSES	THREATS
Teachers and students have low knowledge of foreign languages.	Renunciation of the scholarship by the students once the process has begun.
Staff has no knowledge about the projects.	Not getting project grants.
Not having a relationship/presence in some departments.	Difficulties of the partners when looking for internships with companies.
Lack of information on the website.	Rising living standards.
STRENGTHS	OPPORTUNITIES
History of the institution and relationship with European partners.	Possibility of achieving greater mobility by participating in a consortium.
Internationalisation is one of the points of the institution's strategic plan.	Added value when looking for a job for students.
For the students who come, it is attractive to offer the possibility of doing internships abroad.	Being part of different European networks.

2. MISSION, VISION AND VALUES

The mission, vision and values set out in the new strategic plan of CIFP Meka LHII are detailed below. Internationalisation is not mentioned exactly to the extent that we live in a globalized society that is committed to integration and innovation.

MISSION

CIFP Meka LHII exists to train and educate people who know how to adapt to current and future challenges in today's and tomorrow's society.

VISION

We want to be a benchmark in the Basque Country because we offer innovative, egalitarian and quality education for students and institutions.

VALUES

- Collaboration: both between seminars and with external organizations.
- Communication as the axis of trust and involvement.
- Innovation: necessary to adapt to changes.
- Commitment to students and society.

STRATEGIC PLAN PROCESSES

- P1: Transformative Strategy
- P2: Digital Transformation
- P3: Talent and Intelligence
- P4: Sustainability
- P5: Learning and knowledge

Internationalisation is an important subgroup in P1, P3, and P5 processes.

3. TARGET AUDIENCE

Taking into account the role and vision of CIFP Meka HLII, its work is aimed at satisfying various groups. The specific characteristics of each of the people who have the possibility of participating in international programmes are detailed below. In all cases we can say: **Participation in the Erasmus programme is a unique opportunity to acquire international and intercultural skills, as well as to acquire lifelong and indirect learning skills to face the future and prepare for globalisation.**

STUDENTS: Mobility for internships

The percentage of students with special needs is not high, but we do have students in disadvantaged situations, such as educational difficulties, economic barriers, cultural inequalities, health problems or social barriers. As stated in the selection criteria, this group has 5% of the scholarships reserved to promote the inclusion of all students. This clause applies to all students in the school.

VET

Most of EQFL4 students in our institution come from Compulsory Secondary Education, although a percentage to be taken into account comes from basic vocational training. Some are minors. In general, it is a group with limited competence in foreign languages and with very little experience in travel.

The destination of these students is mainly based on knowledge of the foreign language. Students who know more English go to countries such as Finland, Greece, Poland or the Czech Republic. Students with more limited linguistic competence carry out their mobility in Italy and Portugal.

The duration of the mobilities is 90 days.

CERTIFICATES OF PROFESSIONALISM

This is a new, but positive, modality to send students in this group to carry out part of the Training in Work Institutions abroad. The institution's commitment is to allow these students to participate in Erasmus projects. This is a group with a high percentage of migrants in disadvantaged situations and adults with family responsibilities, which sometimes makes it difficult for them to participate. Destination countries are also chosen based on their foreign language ability.

In these groups, mobility usually lasts 3 weeks.

HIGHER VET

A significant percentage of students comes from VET who aim to improve their skills for the labour market. The number of students from Baccalaureate (High School) is also significant. In this group, there is greater competence in foreign languages, which offers more possibilities to choose the country of destination.

The number of students who opt for the possibility of DUAL higher education is quite significant, which reduces the number of students who opt for Erasmus scholarships because they are incompatible in the legal framework. However, in recent years the demand for students has increased, as the monetary amount of the scholarship has improved.

The duration of these mobilities is also 90 days.

STAFF

The percentage of workers with foreign language proficiency varies significantly from department to department. Members of all departments have regularly participated in KA1 mobilities, but the situation changes in terms of participation in KA2 projects. Some departments have participated in more than one KA2 project, but others have never participated. In fact, KA2 projects require dedication outside of working hours, which generates a lack of motivation in the teaching staff. The number of teachers who attend English courses to improve their English language skills is also significant.

4. OBJECTIVES

4.1 GENERAL OBJECTIVE

To be an institution open to Europe, attractive to students and staff, which allows them to improve their technical, intercultural, linguistic and personal skills, creating critical, active citizens, with a social, environmental and European awareness of the reality.

4.2. SPECIFIC OBJECTIVES

1. To increase the employability of our students, improving technical and personal skills.
2. Promote lifelong learning for workers, sharing good practices with our European partners, thus increasing their personal and work satisfaction.
3. Promote lifelong learning competences, such as digital skills and, from an environmental point of view, values such as equity, the principle of non-discrimination, inclusion or responsible and sustainable behaviour.
4. To increase the involvement of the institution's departments in European projects.
5. Improvement of the linguistic knowledge of students and teachers.
6. To promote competence and international dimension and internationalisation among students, staff and the management team of the institution in the country of origin.

5. RISKS

5.1. RISK PLAN

SWOT Risks	Action plan to avoid risks
Teachers and students with low knowledge of foreign languages.	Offer foreign language training to students and teachers and provide information on individual preparations (EOI – Official Language School, online courses).
Lack of information about the projects.	Attention to publications and calls by the project coordinator (SEPIE, Tknika, Ikaslan) and dissemination of these possibilities.
Not having a relationship/presence in the different departments.	Create or promote and dynamize working groups in the departments and work on the search for partners.
Lack of information on the website.	Restructuring and updating of the internationalisation section to the person responsible for the website.

6. ACTION PLAN

6.1. ACTIVITIES

In order to achieve successful participation in the above-mentioned actions and thus achieve the above-mentioned objectives, CIFP Meka LHII will:

- Offer the possibility of participating in internship mobilities to 15% of students in VET, 15% of Higher VET and two people with a certificate of professionalism. It will also offer this possibility to 10% of the staff. (Always taking into account the number of enrolments and scholarships).
- Promote and disseminate the network of vocational training entities and collaborating companies, looking for the companies that best adapt to the professional profile of our participants, creating solid networks to advance in aspects of technological innovation and in the improvement of pedagogical and digital skills.
- Organise language courses and inform students and workers of the offer of online courses to improve the linguistic competence of the participants.

- Prepare and organise conferences and events with people who have participated in Erasmus projects. It will also promote social, environmental and European awareness through cultural training in the destination country, with information on the possibility of participating in various NGOs, environmental policies and local social movements. In addition, it will participate in events such as ErasmusDays, European International Day and European VET Skills Week.
- Organise talks in collaboration with the Basque Employment Service to publicise, through EURES, existing employment opportunities in other EU countries.
- Organize dissemination activities to publicize all of the above and the participants in the projects will participate, making their experience known.
- Organise activities for the integration of immigrant students and their culture into teaching programmes, collaborate with companies with an international profile and offer the modality of multilingual studies in different studies. It will also disseminate, at a technical and pedagogical/methodological level, information on the reality and experiences of other European countries, important for Vocational Training teachers.

6.2. TIMING

The activities proposed for the achievement of the objectives will be organized annually, following the following schedule:

- Objective 1: the results can be seen once the certificate has been obtained and the students has been incorporated to the labour market, within one year of the completion of the studies. It will also be taken into account that many of these students continue to study HigherVET, which delays the incorporation of these students into the labor market.
- Objective 2: Results relating to participation in mobilities and cooperation projects shall be measured annually. As for its application in the classroom, the results must be subsequent to participation in these mobility activities.

In the future (2024-2028) members of all departments are expected to participate in KA1 mobilities. As for the KA2, it is expected to reach as many departments as possible.

- Objective 3: the results will be visible in the life cycle of each project. The use of digital resources will continue to be constant in the period 2024-2028, both for communication and for the search and monitoring of information.
- Objective 4: Participation in language courses is a measurable figure in each course. However, the final objective, i.e. the improvement of language knowledge, requires a longer period of time, and in the case of students it is difficult to assess it, since the duration of the studies is two years. As for workers, the results can be seen in the medium term.

The goal pursued between 2024 and 2028 is for each department to have more than one teacher with a C1 level and for the majority to have a B2 level.

- Objective 5: Achieving this objective is linked to the results of Objective 4 and the possibilities of cooperation in the projects that are presented. Positive results are expected in the medium term.

As a quantitative end goal, each department should be involved in the mobility, cooperation or international relations of each course.

- Goal 6: it is a cross-cutting objective that must be addressed on a day-to-day basis. As the achievements are consolidated, the actions described in the strategic plan will be increased to achieve the objective. We look forward to seeing the results that will be set in the medium term.

6.3. RESOURCES

CIFP Meka LHII is a member of European associations such as EuroCom Smart, INNOTECS and EFVET. It also has long-term bilateral agreements with specific entities such as JEDU, DIAKONIA College, VAMIA and TREDU (Finland), SUMMA College (Netherlands) and SBIE (Greece), having participated in recent years in several KA2 projects or in the exchange of students and workers.

It is also a member of three consortia: Ikaslan, Confebask and Fundación INFORM. Through them, we can get scholarships for students and teachers.

There are three people who work in the management of these projects and who have several years of experience in this position. In addition to these people, at CIFP Meka LHII there is an Internationalisation Team with management representatives and members from all departments. This group is responsible for decision-making in this area and the strategy to be followed. They are also in charge of defining the annual plan, the annual objectives and the activities to be carried out, both in the management of mobilities and in the dissemination work.

The institution has an e-mail and an internationalisation telephone number through which students and staff can communicate with their managers to obtain any management or information. In terms of financial resources, the institution is funded by the European Commission, through the SEPIE National Agency, as well as auxiliary funding from the Basque Government and its own financial resources.

CONTINUOUS IMPROVEMENT

7.1. IMPACT

For our students it is very important to participate in this type of mobility; in fact, it allows them to adapt their professional profiles to the needs of the labour market, increases employability, enriches the curriculum and helps them to differentiate themselves from the rest.

For the teachers who participate in this project, the experience is also very enriching, as it helps us to see other forms of teaching and learning that they can put into practice in the classroom. In addition to this, it serves to increase the relationship with our partners, not only at the institutional level, but directly as a teacher-instructor level. The possibility of participating in Eurocom Smart has meant the possibility of doing internships in different European countries through our partners.

For CIFP Meka LHII, participation in European projects is essential because it contributes to the Internationalisation of the school. The number of teachers trying to improve their foreign language skills is increasing year by year, and we are aware that participation in these projects allows us to observe new methods, approaches, good practices and organisational and operational improvements. We believe that the future leads us to Internationalisation and it is essential to have contacts with other institutions of similar characteristics in Europe.

At local and regional level, CIFP Meka LHII has become a reference institution for participation in Erasmus+ projects, with a long history in the management of these projects. It is attractive for our students when choosing a study institution. The collaboration with our partners has influenced the companies in our region, due to the students we send to our collaborating companies to carry out internships.

As our partner network grows, the impact at the European level increases. We have been collaborating with some companies for years and our organization is known to them.

To measure this impact, we will use quantitative and qualitative indicators that will be specified in the annual plans of the Internationalisation process.

7.2 QUANTITATIVE INDICATORS

- Number of mobility carried out by students.*
- Number of mobility carried out by the teaching staff. *
- Number of students per study cycle.
- Number of KA1/KA2 type projects in which the institution participates.
- Number of European projects submitted.
- Number of European projects in which the institution participates. *
- Number of results generated in the European projects that are subsequently used in the institution.
- Success rate of the proposals submitted.
- The institution's staff have participated in meetings on regional and national internationalisation.

- Number of international conferences and meetings in which the institution's staff have participated.*
- Number of visits received by the institution. *
- Number of articles published in international journals.
- Number of articles published in regional journals.
- Number of articles published in national journals.
- Number of collaboration agreements signed with foreign entities. *
- Number of countries in which the institution works. *
- Number of European countries in which the institution works.
- The number of international networks of the institution.
- Number of workers at the institution who have received language training.
- Number of people working on internationalisation at the institution.
- Number of hours invested in the internationalisation of the institution.
- Number of resources invested.
- Number of people in the institution who know what internationalisation is.

7.3 QUALITATIVE INDICATORS

- Satisfaction index of student and teacher mobility.
- Index of participants in programmes and projects, once completed, who feel more European.
- Satisfaction index of the work group, management team, etc.
- To improve the perception of internationalisation in the institution.
- Qualitative evaluation of project results.

* VET VI indicators. They come from the Basque Plan or the Basque Country Strategy.

7.4 KEY INDICATORS

These are the key indicators that will allow us to say whether our internationalisation strategy has been successful or unsuccessful:

- Number of mobility carried out by the students.
- Number of mobility carried out by the teaching staff.
- Number of KA1/KA2 type projects in which the institution participates.
- Number of European projects in which the institution participates.
- Satisfaction index of student and teacher mobility.
- To improve the perception of internationalisation in the institution.

8. FOLLOW-UP

Each Erasmus project in which we participate receives a final report in which an exhaustive analysis of what has been done is carried out, both qualitatively and quantitatively. From these last reports, data is extracted and analysed in the annual report of the internationalisation process.

Taking into account that internationalisation has its own process in the integrated management system, based on the stakeholder management book, the context and a SWOT, an annual plan is drawn up annually that establishes objectives, activities and indicators. Likewise, the communications and meetings held are recorded. Finally, a report is drawn up, after which a series of improvement actions are established for the next academic year.

At the end of each course, the indicators mentioned above will be analysed to see the evolution of this strategy.

This strategic plan will be drafted for the period 2024-2028 and will be evaluated in two phases. A review will be carried out in 2026 and a final review at the end of that period, i.e. in 2028.