



# Digital International Trainers (DIG.INT)

## Result R4.3 Report

### Digital show cases

#### *Work package 4*

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## Table of Content

Executive Summary.....	5
Best Practice Overview.....	6
MOVE IT - Mobility opportunity for vocational education and International Training .....	6
The “Egalitarian Societies: Opportunities for Everyone” (ES:O4E) Community .....	8
Working across Borders .....	12
Eurocom Smart – Building International Cooperation through Job Shadowing.....	14
Joint Design Workshop Italy–Argentina for the Creation of Training–Industry Collaboration Centers .....	16
Policy meeting Brussels .....	18
Colloquial meeting Summa-UCL .....	19
Blended Intensive Programme Erasmus : Supply Chain Management .....	20

## Executive Summary

This collection of best practices showcases a diverse range of initiatives that effectively support the internationalisation of Vocational Education and Training (VET) systems, in line with the objectives of the Digital International Trainers (DIG.INT) project. The selected practices highlight innovative approaches to staff and learner mobility, international cooperation, capacity building, and internationalisation at home, combining physical, virtual, and blended formats.

Across different geographical contexts and institutional settings, the best practices demonstrate how international collaboration can enhance trainers' competences, foster intercultural and digital skills, and strengthen the connection between VET providers, higher education institutions, enterprises, and policy stakeholders. Common elements include participatory and co-design methodologies, strong partnerships, the use of digital tools to enable inclusive international experiences, and a clear focus on real-world challenges and labour market relevance.

Overall, these best practices provide concrete, transferable examples of how VET institutions can embed internationalisation in a strategic, sustainable, and inclusive way, contributing to the professional development of trainers and the modernisation of VET systems at European and global level.

## Best Practice Overview

<b>TITLE</b>	MOVE IT - Mobility opportunity for vocational education and International Training
<b>ORGANISATIONS INVOLVED</b>	SFC Consortium
<b>TYPE OF BP</b>	SHORT TERM STAFF MOBILITY
<b>REFERENCE (URL)</b>	

### Brief summary:

**The MoveIT – Mobility Opportunity for Vocational Education and International Training** project, funded under the Erasmus+ Programme – KA1 Action, focused on international mobility for VET staff to foster innovation and internationalisation within the SFC consortium. Beneficiaries included trainers, training designers, project coordinators, and experts in assessment and validation of competences, all engaged in strengthening the territorial VET ecosystems (including ITS staff, ITS Foundations, and Confindustria member companies).

The project aimed to:

- Reinforce the European dimension of SFC consortium VET projects in line with EU qualification frameworks;
- Innovate training offers to address green and digital business transitions;
- Facilitate the exchange of European good practices for managing local educational ecosystems and addressing skills mismatches;
- Enhance collaboration between VET providers, universities, and SMEs to promote applied research and work-based learning;
- Promote self-empowerment and mobility to develop VET staff internationalisation competences.

Short-term mobility in the form of job shadowing was implemented in partnership with host organisations in Spain, Denmark, the Netherlands, Greece and Finland.

### Why is it considered a best practice for Digint?

**The MoveIT project is considered a best practice for DIGINT** because it anticipated and concretely tested many of the strategic objectives of the project, delivering useful and easily replicable results.

Specifically:

- it promoted the internationalisation of VET staff by strengthening their competences through *job shadowing* experiences in European countries leading in educational innovation;
- it tested digital and green approaches within VET programmes, aligned with DIGINT's priorities;
- it involved key actors similar to those participating in the DIGINT partnership;
- it reinforced the **capacity building** of VET providers and strengthened dialogue with businesses and local territories, contributing to the development of innovative educational ecosystems.

#### **Describe the Involved Institutions**

The project involved VET providers, ITS institutions, training organisations, and territorial and sectoral representative bodies affiliated with Confindustria.

<b>TITLE</b>	The “Egalitarian Societies: Opportunities for Everyone” (ES:O4E) Community
<b>ORGANISATIONS INVOLVED</b>	Universitatea POLITEHNICA din București (Romania) Universidad Politécnica de Madrid (Spain) İstanbul Teknik Üniversitesi (Turkey) Budapesti Műszaki és Gazdaságtudományi Egyetem (Hungary) Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany) École Nationale des Ponts et Chaussées de Paris (France) Scuola Superiore Sant’Anna, Pisa (Italy) The Scuola Normale, Pisa (Italy) Université Sciences et Lettres Paris (France) Zürcher Hochschule für Angewandte Wissenschaften (Switzerland)
<b>TYPE OF BP</b>	International Interdisciplinary Community C Blended Mobility (European University Alliance initiative) Egalitarian Societies is an EELISA Alliance community that exemplifies internationalization through cross-border collaboration, intercultural learning, and a mix of virtual and physical engagement.
<b>REFERENCE (URL)</b>	<a href="https://digitalcampus.eelisa.eu/">https://digitalcampus.eelisa.eu/</a> <a href="https://digitalcampus.eelisa.eu/community/000001f1-2101-4c2f-8db9-c404d4741000">https://digitalcampus.eelisa.eu/community/000001f1-2101-4c2f-8db9-c404d4741000</a>

**EELISA Communities** are transnational, interdisciplinary groups that bring together students, faculty, and external partners to address real-world societal challenges through collaborative learning, research, and innovation.

The “**Egalitarian Societies: Opportunities for Everyone**” (**ES:O4E**) community is a mission-driven community within the EELISA European university alliance that merges education, research, professional experience, and societal challenges into action. Supported by an online platform (on the EELISA Digital Campus) as well as in-person activities, ES:O4E empowers students, educators, and researchers across multiple countries to collaboratively transform knowledge into action. The community’s core aim is to promote social equality through real-world projects that address societal needs and challenges.

**ES:O4E’s activities focus on social innovation and inclusion.** Projects have ranged from educating communities about responsible consumption habits and improving public spaces (such as cities and buildings) to designing technological solutions for social problems and providing services to vulnerable groups. Participants have engaged with elderly people, refugees, road accident victims, youth with dependencies or lacking means to study, and those suffering from energy poverty. The community also conducts studies and research to identify social and sustainability issues, ensuring a data-informed

approach to solutions. *Since its inception, ES:O4E has developed 2S actions involving 12S students and staff members, demonstrating a broad engagement and tangible impact on multiple fronts.*

### **Key Initiatives and Activities**

- **Design Thinking – Technology for Elderly People:** A multi-day workshop and hackathon series focused

on using design thinking to improve the lives of senior citizens. Participants from different universities and countries worked in mixed teams to develop prototype solutions aimed at better integrating the elderly in society. By the end of the event, each team delivered a targeted product or service demo addressing challenges like the digital divide or mobility for the elderly. This initiative was notable for its interdisciplinary mentorship: research and teaching staff from three EELISA communities (*Egalitarian Societies, Industrial Design for Human, and Tech Diplomacy & International Cooperation*) guided the student teams [eelisa.eu](http://eelisa.eu). The collaborative approach enabled students to gain new soft skills in social innovation and to apply **Design Thinking** methodology in a real-world context.

- **Social Science Garage for Engineers:** A hybrid hands-on course/workshop designed to equip engineering students and researchers with tools from the social sciences for use in socially impactful projects. This initiative introduced fundamental social science concepts and perspectives (e.g. sociology of technology, ethics, power dynamics) to sensitise participants about the social dimensions of engineering work. The format combined instructional sessions with interactive activities: after learning key concepts, mixed groups of students, researchers, and educators discussed their own research or project ideas. They examined how sociological insights could identify shortcomings and improve the social impact of those projects. This workshop not only broadened the participants' understanding of societal challenges but also improved their ability to design engineering solutions that are empathetic and effective in addressing real community needs.
- **Co-Design Camp:** A dynamic two-day event bringing together students and faculty in an interactive, learning-by-doing environment. Using the *Learning Stations Model* (which promotes active participation and collaborative problem-solving), participants first engaged in team-building, then collectively identified pressing societal challenges aligned with the UN Sustainable Development Goals (SDGs). An interactive "treasure hunt" activity sent teams searching for clues related to themes like climate change, poverty, clean energy, and quality education. Each clue unveiled a specific issue, which helped teams select a particular challenge to focus on. The teams then rotated through learning stations to brainstorm and develop solutions, ultimately co-creating a design or model for a future summer school (a pedagogical prototype) that could address their chosen challenge. The Co-Design Camp's playful yet structured approach fostered creativity, teamwork, and a cross-disciplinary understanding of how to tackle global problems in a local context.
- **Transforming Cities: Entrepreneurship, Social Skills, and Design Thinking:** A flagship 4-

day immersive event that served as a platform for students, professionals, and innovators across Europe to collaborate on urban and societal challenges. This program was built on principles of **active learning** and cross-disciplinary teamwork. Participants delved into workshops, lectures, city visits, “walk C talk” interactive tours, and ultimately a hackathon – all aimed at reimagining solutions for sustainable and inclusive cities. By working on real-world problems in areas such as urban design, social entrepreneurship, and public policy, teams were encouraged to think out-of-the-box. They rapidly prototyped innovative solutions that combined technical knowledge with social awareness. The *Transforming Cities* event exemplified how international collaboration and design thinking can drive creativity: theoretical knowledge was directly applied to hands-on projects, and the diverse backgrounds of participants (from engineering and architecture to social sciences and business) enhanced the breadth of ideas and learning outcomes.

- **Mapping Innovative Solutions for Displaced Academic Communities:** An initiative created in response to the educational disruption faced by displaced Ukrainian scholars and students. Aligned with Open Science principles and humanitarian action, this project fostered interdisciplinary collaboration to support academics in crisis contexts. It consisted of a hybrid hackathon where international teams co- developed solutions targeting key challenges displaced academics encounter (such as access to resources, community building, and continuation of research). The program included online meetings to share lessons learned and to refine ideas, and a concluding in-person session that brought together representatives from various EELISA communities (e.g. *Re-Shape Next Generation Academia, Ethics, Social Commitment & Entrepreneurship*, and the *Open Science Community*). Through these efforts, the community produced a **toolkit of best practices** for supporting displaced academic communities. The toolkit was validated and shared with Ukrainian academics and students worldwide, extending the impact of EELISA’s support beyond its member institutions.

**Additional Initiatives:** In addition to the highlighted actions, the ES:O4E community has carried out other projects with a similar approach and mission. These include initiatives focused on sustainability and environmental stewardship, programs aimed at empowering STEM education for underrepresented groups, efforts in regenerating urban environments, and activities to improve public spaces and public discourse. Each project is designed with an ecosystemic mindset – involving case studies, mentors, and stakeholder feedback – to ensure that solutions are well-rounded and applicable to multiple contexts. Through this diverse portfolio of actions, the community continuously advances its goal of creating **egalitarian societies** where opportunities are accessible to everyone.

#### Why is it considered a best practice for Digt?

- engages diverse participants across borders involving mobility, internationalisation at home and abroad;
- fosters intercultural and interdisciplinary collaboration

- addresses global or transnational societal challenges;
- utilises global methodologies (Open Science, design thinking, challenge-based learning), emphasising innovation;
- facilitates network- and capacity-building spanning multiple spaces;
- supports international cooperation and intercultural engagement;
- has global relevance, extending the outputs and outcomes to diverse societies
- is inter- and cross-disciplinary;
- builds a common knowledge valuable to multiple educational settings;
- operates with case studies, mentors and knowledge shared on an ecosystemic approach.

### **Describe the Involved Institutions**

The **European Engineering Learning Innovation and Science Universities Alliance (EELISA)** is a consortium of ten graduate engineering schools, technical and full-spectrum universities from eight different countries in Europe with the common ambition of defining and implementing a common model of European engineer rooted in society and of bridging engineering, sciences and humanities for inclusive, sustainable and digital societies. EELISA holds the name of Elisa Leonida Zamfirescu, a Romanian-born scientist and socially committed figure, presumed to be the first female engineering graduate worldwide.

65 EELISA communities are operating, enabling hundreds of students, teaching and research staff to fuel innovation and connecting academia to global, no borders and no walls communities.

<b>TITLE</b>	Working across Borders
<b>ORGANISATIONS INVOLVED</b>	BINUS University International (Indonesia) DOBA Business School (Slovenia) Durham College (Oshawa, Canada) Inholland University of Applied Sciences (Netherlands) Laurea University of Applied Sciences (Finland) North-West University (South Africa) Universidad Católica de Santiago de Guayaquil (Ecuador) UCLL (Belgium) as the coordinating institution
<b>TYPE OF BP</b>	Internationalisation @home for staff and students
<b>REFERENCE (URL)</b>	<a href="https://www.ucll.be/en/programmes/short-programmes/virtual-projects/working-across-borders">https://www.ucll.be/en/programmes/short-programmes/virtual-projects/working-across-borders</a>

**Brief summary:**

Working Across Borders (WAB) is a flagship COIL (Collaborative Online International Learning) initiative led by UCLL's Faculty of Management. It brings together students and lecturers from a wide network of international partner institutions to collaborate in diverse, cross-border teams. The project is built on strong, long-term partnerships with all institutions contributing actively to its design, coordination and delivery. This shared ownership ensures a consistent quality framework and a commitment from all participants.

Students work in mixed international teams on real-life business challenges linked to the UN Sustainable Development Goals. These challenges are provided by external companies or NGOs, adding authenticity and relevance to the learning experience.

The focus lies on the outcome and on the process of collaboration: intercultural teamwork, communication across time zones and joint problem-solving in English. Each team is supported by lecturers from the partner institutions who co-guide and assess the students.

WAB is a co-created, embedded part of the internationalisation strategy of each participating institution. It ensures that even non-mobile students gain global experience in an inclusive, structured setting.

The project has grown into a jointly supported learning environment that reflects the strength of international academic collaboration and shared pedagogical values.

**Why is it considered a best practice for Digint?**

The Working across Borders project is an example of internationalisation at home. The project is considered a best practice for developing international competences in both students and staff because it creates a realistic, inclusive and collaborative international learning environment.

For students, Working Across Borders offers more than just content knowledge—it immerses them in intercultural teamwork, multilingual communication and problem-solving across borders. By working in diverse teams on real-world challenges, students develop key global skills such as openness, adaptability, cultural sensitivity and digital collaboration. These competences are not taught abstractly but are experienced and reflected upon in context.

For staff, the project fosters international cooperation. Lecturers from different institutions co-design the learning process, align assessments and co-supervise teams. This ongoing collaboration promotes professional development, encourages innovation in teaching and strengthens international networks.

Because the project is structurally embedded, co-owned by partners and accessible to all students—regardless of mobility—it exemplifies how inclusive, practice-based and digitally supported internationalisation can be implemented at scale and with impact.

### **Describe the Involved Institutions**

BINUS University International (Indonesia) originated as a leading private university in Jakarta with a strong focus on internationalisation. It supports global experiential learning and frequently sends students abroad and hosts incoming exchange students.

DOBA Business School (Slovenia) is a business-oriented institution offering flexible, practice-driven programmes. Its participation reflects a commitment to applied learning and international collaboration.

Durham College (Canada) brings in expertise in the area of international management.

Inholland University of Applied Sciences (Netherlands) is a large Dutch University of Applied Sciences with over 37,000 students. Known for applied and competence-based learning, it hosts 450 incoming and outgoing students each year and actively embeds internationalisation in curricula.

Laurea University of Applied Sciences (Finland) is a Finnish institution specialising in practical education across themes like wellbeing and technology. Its inclusion enhances the Northern European perspective in cross-border teams .

North-West University (South Africa) is a multi-campus South African university renowned for its research and international outreach. It contributes African regional expertise to the project .

Universidad Católica de Santiago de Guayaquil (Ecuador) is a major Ecuadorian private university. It brings Latin American insights to student teams and broadens cultural diversity within the project.

UCLL (Belgium) acts as the lead coordination institution.

<b>TITLE</b>	Eurocom Smart – Building International Cooperation through Job Shadowing
<b>ORGANISATIONS INVOLVED</b>	CIFP MEKA LHII (Basque Country, Spain), and partner institutions from SBIE (Greece), MENSO ALTING GRONINGEN/ZWOLLE (the Netherlands), BBS NIEMBURG/SYKE (Germany), KK TAVASTIA Finland, IC DIEN (Belgium), and ZBC (Denmark).
<b>TYPE OF BP</b>	Internationalisation / Job Shadowing / Staff Mobility
<b>REFERENCE (URL)</b>	<a href="https://mekaelgoibar.hezkuntza.net/eu/internazionalizazioa/erasmus-ka1/eurocom-smart">https://mekaelgoibar.hezkuntza.net/eu/internazionalizazioa/erasmus-ka1/eurocom-smart</a>

**Brief summary:**

Eurocom Smart is a European project designed to foster international cooperation between vocational education institutions. Its main focus is to organise structured job shadowing opportunities for teachers from partner countries. Each participating country takes turns hosting staff from other countries, enabling teachers to observe educational practices abroad. This project strengthens bonds between institutions, enhances mutual learning, and supports professional development across European VET systems.

**Why is it considered a best practice for Digint?**

Eurocom Smart is a best practice because it creates a strong and sustainable network among schools from different European countries. It promotes digital and international competencies among teachers and indirectly among students. By enabling staff to witness and reflect on different teaching and organisational approaches, the project contributes to modernising VET education. Moreover, it enhances the cultural awareness and adaptability of participants and fosters a digital and international mindset aligned with DIGINT goals.

**Describe the Involved Institutions**

**CIFP MEKA LHII (Basque Country, Spain):** A public VET centre located in Elgoibar, known for its innovation and commitment to internationalisation. It serves as the coordinator of the project, facilitating the overall planning and implementation of job shadowing activities among the partners.

**SBIE (Greece):** Located in Athens, SBIE (School of Business and Information Education) is a private educational institution with over 35 years of experience in European programmes. It actively supports the development of mobility projects and promotes ECVET/ECTS credit systems in VET.

**Menso Alting Groningen/ZWOLLE (The Netherlands):** Although Menso Alting is rooted in historical tradition, the schools involved are part of the Dutch ROC system. These institutions are active in Erasmus+ initiatives and foster international partnerships to improve educational quality and innovation.

**BBS Nienburg/Syke (Germany):** A vocational school in Lower Saxony with around 3,200 students and 190 teachers. BBS Syke has been recognized as a “European School” and regularly participates in European cooperation projects, offering mobility opportunities to both staff and students.

**KK Tavastia (Finland):** An education consortium based in Hämeenlinna, offering VET programmes in over 30 fields, adult education, and upper secondary education. Tavastia is known for its

innovative learning environments and participation in European exchanges and development projects.

**IC DIEN (Belgium):** A VET institution offering a range of technical and practical training programmes. It is engaged in several international partnerships and Erasmus+ mobility projects, focusing on the personal and professional development of students and staff.

**ZBC (Denmark):** One of the largest VET providers in Denmark, ZBC offers a wide range of vocational programmes and has been awarded the Erasmus+ VET Mobility Charter, acknowledging its commitment to high-quality international mobility and cooperation.

Each institution participates in the coordination and implementation of job shadowing activities, hosting visiting teachers and providing them with insights into their educational systems and best practices. This collaborative effort strengthens the European VET ecosystem and promotes continuous professional development.

<b>TITLE</b>	Joint Design Workshop Italy–Argentina for the Creation of Training–Industry Collaboration Centers
<b>ORGANISATIONS INVOLVED</b>	Fundación Observatorio PyME (FOP), Argentinian Policy makers, industrial Associations, companies
<b>TYPE OF BP</b>	Internationalisation/ Cooperation/ Capacity Building
<b>REFERENCE (URL)</b>	<a href="http://www.cis-formazione.it">www.cis-formazione.it</a>
<p><b>Brief summary:</b></p> <p>In 2024, a joint design workshop involving Italian and Argentine partners was held with the aim of exploring and developing models of collaboration between education and training systems and industry, with particular reference to the creation of sectoral and/or local Training–Industry Collaboration Centers in Argentina. The initiative was part of the international cooperation activities promoted by CIS and represented an operational follow-up to the Argentine Delegation’s study visit in 2023.</p> <p>The experience gained during the 2023 visit highlighted strong mutual interest among Italian and Argentine participants and significant potential for collaboration in both industrial and educational fields, particularly with regard to models of cooperation between companies and schools/training organizations. Building on these findings, the workshop was conceived as a structured space for dialogue and co-design, aimed at identifying concrete and sustainable initiatives.</p> <p>The one-day workshop, organized by CIS, brought together representatives of schools, training providers, and organizations from both countries and focused on the analysis of possible forms of partnership, including collaborations between educational institutions, European-funded projects (with particular reference to the ERASMUS+ Programme), teacher mobility, virtual mobility, and student exchanges. The activity was supported by a preliminary exploratory phase, during which participants’ specific interests were collected, allowing for the development of a targeted program aligned with the expectations identified.</p> <p>The workshop also served as a strategic opportunity for CIS and FOP to align on the initial definition of an ERASMUS+ Capacity Building project aimed at transferring models of collaboration between companies and education and training organizations. In this context, objectives, areas of intervention, and potential partners were discussed, laying the groundwork for the submission of a joint project proposal.</p> <p>The activity contributed to strengthening institutional dialogue between Italy and Argentina and created the conditions for future structured cooperation in the fields of education, innovation, and skills development.</p>	
<p><b>Why is it considered a best practice for Digint?</b></p> <p>This joint design workshop represents a good practice within the Digital International Trainers project as it effectively contributes to the internationalization of the VET system through structured, sustainable, and replicable cooperation between education and training providers and industry at an international level.</p> <p>The activity promotes international collaboration by bringing together VET institutions, training organizations, and industry stakeholders from Italy and Argentina, fostering mutual understanding and the exchange of models, methodologies, and practices. In particular, it</p>	

supports the transfer of effective training–industry collaboration models, which are key elements for strengthening the relevance, innovation capacity, and labor market alignment of VET systems. From a methodological perspective, the workshop adopted a co-design and participatory approach, actively involving stakeholders in the identification of shared needs, interests, and concrete opportunities for cooperation. This approach aligns with the objectives of the Digital International Trainers project, as it enhances the international competences of trainers and staff and encourages the development of transnational professional networks.

**Describe the Involved Institutions**

They were attended by Argentine policymakers, representatives of the SME Observatory (Observatorio PyME), and companies from the wood and textile sectors

<b>TITLE</b>	Policy meeting Brussels
<b>ORGANISATIONS INVOLVED</b>	Various Summa Vet schools, Brainport development, National agency; Nuffic
<b>TYPE OF BP</b>	Two days gathering to incubate new policy on internationalisation for 27 VET schools
<b>REFERENCE (URL)</b>	JVB
<p><b>Brief summary:</b></p> <p><b>Summa</b> is a VET organisation fostering 15000 students in 27 different VET-schools mainly in the Eindhoven region. Because of the rapidly changing population of the region the schools feel the urge to define policy regarding internationalisation. To inform the principals and policymakers the national agency was asked to present the current state of affairs concerning the national policy. Brainport Development was invited to give an outline of the developments to be expected in the region and the employers perspective.</p> <p>The project aimed to:</p> <ul style="list-style-type: none"> <li>• Form an opinion on the importance of internationalisation for learners on VET schools.</li> <li>• To underline the possibilities of internationalisation@home</li> <li>• To highlight the opportunities opened by internationalisation.</li> <li>• The importance of intercultural skills for the workforce.</li> <li>• To raise awareness for the changing role of teachers in a globalized world; language skills, intercultural competences.</li> </ul>	
<b>Why is it considered a best practice for Digint?</b>	
<p>The initiative directly derives from the DigInt project. The competence framework, developed for the project, was used to point out the different roles and competences within internationalisation.</p> <p>Due to this the largest VET body in the region took internationalisation as structural pilar in their policy plan.</p> <p>Summa is structurally collaborating internationally with the overseas territories.</p> <p>Offers international traineeships, job shadowing opportunities and exchanges for the students.</p>	
<b>Describe the Involved Institutions</b>	
<p>The NA of the Netherlands Nuffic.</p> <p>Brainport Development; economical development company</p> <p>Summa; Vet provider 27 VET schools</p>	

<b>TITLE</b>	Colloquial meeting Summa-UCL
<b>ORGANISATIONS INVOLVED</b>	Colleagues from Summa Vet schools, UCL Leuven, Brainport development
<b>TYPE OF BP</b>	A meet up with colleagues from Leuven and Eindhoven to “meet and match” and set up collaboration activities.
<b>REFERENCE (URL)</b>	Summa College
<p><b>Brief summary:</b></p> <p>To enhance collaboration on the workflow we organized a meet up between colleagues from different Summa schools and the University College Leuven. Via different presentations about the school system in the Netherlands and Belgium and breaking the ice activities the different colleagues got to know each other and were stimulated to discuss internationalisation at the own organisation. Via the “benchmark tool” the colleagues could check their baseline and meet with likeminded colleagues to set up collaboration and or training.</p> <p>The activity aimed to:</p> <ul style="list-style-type: none"> <li>• Have the colleagues form an opinion about international corporation.</li> <li>• Sprout cross border collaboration between colleagues.</li> <li>• Anchor internationalisation in the two organisations.</li> <li>• Test the benchmarking tool in a live situation.</li> </ul>	
<p><b>Why is it considered a best practice for DigInt?</b></p> <p>Colleagues from the two organisations met in real life and searched for overlap in their curriculum. They used the benchmarking tool to see where they stood in the field of internationalisation and gave us valuable feedback on it. Due to this meet up valuable connections were made with DigInt as a starting point.</p>	
<p><b>Describe the Involved Institutions</b></p> <p>University college Leuven, Belgium</p> <p>Brainport Development; economical development company</p> <p>Summa; Vet provider 27 VET schools</p>	

<b>TITLE</b>	Blended Intensive Programme Erasmus : Supply Chain Management
<b>ORGANISATIONS INVOLVED</b>	<ul style="list-style-type: none"> <li>- Escola Superior de Ciències Socials i de l'Empresa Tecnocampus Mataró-Maresme, Spain</li> <li>-Maynooth University, School of Business, Maynooth, Co. Kildare, Ireland</li> <li>-University of Salento, Department of Engineering for Innovation, Lecce, Italy</li> <li>-University of Piraeus, Department of Maritime Studies, Greece</li> <li>- IUT ULL as the coordinating institution</li> </ul>
<b>TYPE OF BP</b>	Online preparatory classes and one on-site week
<b>REFERENCE (URL)</b>	<a href="https://www.univ-lyon2.fr/international/pci-bip/retour-sur-le-premier-blended-intensive-programme-erasmus-de-notre-iut">https://www.univ-lyon2.fr/international/pci-bip/retour-sur-le-premier-blended-intensive-programme-erasmus-de-notre-iut</a>
<p><b>Brief summary:</b></p> <p>"Blended Intensive Programmes" are a type of short-term hybrid mobility offered within the framework of the Erasmus+ programme. These intensive courses are taught in collaboration by professors from at least three partner universities from three different countries.</p> <p>In this instance, 5 universities including the coordinating institution, partnered up to create a dedicated project-based programme taught in English with experiential learning conducted during visits to local companies and addressing current issues.</p> <p>The topic of the BIP organized by the IUT Lumière Lyon 2 was <i>Sustainable Supply Chains</i>. The aim was to explore the supply chain from shoe factories in China and routes to final customers in Europe. The programme included two online meetings prior to the mobility to prepare students to the content and deliverables of the BIP as well as a first course on modelling for forecast and production planning. Once in Lyon, the 39 students attending courses on sustainable innovation, eco-design (data and concepts), demand-planning, international trade, customs, warehousing and stock management.</p> <p>This project-based programme provides benefits to contributors and participants at different levels as shown in the DIGINT competence map. It brings together VET students, researchers, VET providers and local companies involved in the training of VET students. The positive internationalisation impact could be measured by:</p> <ul style="list-style-type: none"> <li>- the interaction of students from different degrees, universities and countries studying a common topic with different approaches</li> <li>- emerging research and teaching collaboration between professors</li> <li>- the companies' awareness of a pool of internationalized and language-skilled VET students available for their own business</li> <li>- the coming together of administrative staff who were not used to working in an international environment</li> </ul>	
<b>Why is it considered a best practice for Digint?</b>	

This format enables students, such as apprentices, who might not have access to longer study abroad exchanges due to the legal and time constraints of their work contract which ties them to a company. Students who participate are given the opportunity to travel abroad and experience interculturality as well as linguistic practice in the context of their professional area of expertise

#### **Describe the Involved Institutions**

They are all universities which value professional development through internships or apprenticeships. They have strong link with their local industry and professional network.