

Digital International Trainers -DIG.INT-

Result R3.3 Report

Piloting training paths

WP 3

Document Identification

Document Title	Result Report
Project Name	DIG.INT – Digital International Trainers
Project Number	2022-1-IT01-KA220-VET-000089459
Unique Project Code	G81B22002480006
Project Owner	CIS – Scuola per la Gestione d’Impresa
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Doc. Version	Final
Date	September 2025

Version History

Version	Contributor(s)	Contribution
November 2023	All partners	All partners according to the attribution of modules
March 2024	All partners	Internal partners validation

INTRODUCTION TO THE DIG.INT PILOT TRAINING PATHS

The DIG.INT project, in WP3, after developing the Competence Framework for VET internationalisation, has proceeded to the selection of six pilot training paths during the partners meeting that took place in Bucharest in June 2023; the choice was made keeping in mind that the selected training paths should exemplify how three different categories of potential learners (teachers/trainers, training managers and regional authority/agency officers) could be motivated to start a capacity building process that might then be personalised through self- assessment exercises based on the competence framework.

Three working groups were formed to address, respectively, the three target groups; the result, that constitutes the core part of this document, was developed by couples of partners with the coordination of CIS. The process of training paths design started already at the Bucharest meeting, by identifying some modules for each training path and attributing the training paths to one partner for the first version development. A few months later the draft versions were presented to the Working Groups and then to the whole partnership. and a homogenisation process was conducted in structural and pedagogical terms, in view of the fact that all the paths were to be made available on the same platform, hosted by Bucharest Polytechnic University

After review and completion, the six learning paths were tested by partners staff and then, after a second review, also by the staff of non- partner organisations reached by the project dissemination actions. Each training paths carries the style of the authors and of the responsible partner, but their field validation process did not reveal any major inconvenient registered by the first set of learners.

The modules are available on the on line Training Platform at the following link: <https://traininghub.dcae.pub.ro/course/index.php?categoryid=3>

The six learning paths are the following:

TEACHERS/TRAINERS

TRAINING PATH 1: European Citizenship and Working Across Borders

Module 1: Awareness of European Citizenship as a Learning Objective

Module 2: European VET and HVET Systems, EU Programmes and Tools

Module 3: Preparing students to work abroad

TRAINING PATH 2: Students' Awareness of Intercultural Diversity

Module 1: Intercultural Competence Module 2: Intercultural Communication

MANAGERS OF VET/HVET INSTITUTIONS

TRAINING PATH 1: Creating Impact from European Collaboration Projects

Module 1: Collaborative framework development Module 2: Internationalisation Strategy Implementation Module 3: Monitoring and Evaluation

Module 4: Measuring KPIs and Process Improvement

TRAINING PATH 2: Leadership of VET and Technical HE Institutions for Internationalisation Module 1: Understanding the importance of EU Funding and other International Instruments Module 2: Understanding the International Dimension in a Technical/Vocational Education Area Module 3: Networking

REGIONAL OFFICERS IN CHARGE OF VET INTERNATIONALISATION

TRAINING PATH 1: CREATING IMPACT FOR THE INTERNATIONALISATION OF TERRITORIES

Module 1: What is Impact?

Module 2: Impact as a Building Block Module 3: How to Measure Impact?

TRAINING PATH 2: DESIGN EFFECTIVE INTERNATIONALISATION POLICIES FOR VET

Module 1: Introduction to the Course Module 2: Setting the Scene Module 3: Making a Plan

Module 4: Looking for Support Module 5: A Taste of European Cake Module 6: Looking for Recognition Module 7: Selling for good

In the following pages the design documents used to start the development of the training paths are presented while **the training modules are accessible at the following link:** <https://traininghub.dcae.pub.ro/course/index.php?categoryid=3>

TRAINING PATHS FOR TEACHERS AND TRAINERS

Teachers European Citizenship & Working Across Borders								
TEACHERS & TRAINERS	MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*	
	Module 1: Awareness of European Citizenship as a Learning Objective			Knowledge:	Method: Theory/master classes through videos and ICT presentation tools Self correction test, one per unit Message board with the objective of sharing experiences and solving doubts.	Rubrics/Badges Multiple choice with instant feedback/score Reflect upon different methods Peer assessment		
				Skills:				
				Attitude:				
	Module 2: European VET Systems and EU Programs and Tools			Knowledge:	Content: European citizenship: 2 h What does European citizenship mean? How can we reinforce our European citizenship? Tactics to make our students feel more European.			
				Skills:				
				Attitude:				
	Module 3: Preparing Students to Work Abroad			Knowledge:	General introduction: video on EU citizenship Offline: 4 h VET systems in Europe: 2 h Comparison on how VET systems work in Europe Introduction the EQF (European Qualification Framework) Off Line: 4 h			
				Skills:				
				Attitude:				

			<p>Internships or working abroad : 6 h</p> <p>Investigating the opportunities to perform (country-specific) work abroad (SUMMA).</p> <p>Europass and EURES</p> <p>Introduction/warm up exercise: PESTEL</p> <p>Case on work opportunities in another EU country: exploring the wants and needs.</p> <p>Also something about internships/only work opportunities?</p> <p>Off Line: 10 h</p>			
Students Awareness of Intercultural Diversity						
MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*
Module 1: Intercultural Competence		Knowledge:	<p>Content and materials:</p> <p>Diversity Competence (Hoffman & Verdoren, 2019)</p> <p>Manual for developing intercultural competencies: story circles (Unesco, 2020)</p> <p>Global People Competency Framework</p>	HR : part of the general evaluation of staff members		
		Skills:				
		Attitude:				
Module 2: Intercultural Communication		Knowledge:	<p>Methods:</p> <p>Life session: 2 h</p> <p>Reflection/exercise on own frame of reference: what characterises his culture and how does that affect the way he views things, manners and communication style? (SUMMA booklet)</p> <p>Off line: 6 h</p> <p>Reading exercise</p> <p>Reflection tasks</p> <p>Life session : 3 h</p> <p>Story Circles</p> <p>Off line: 4 h</p>			
		Skills:				
		Attitude:				

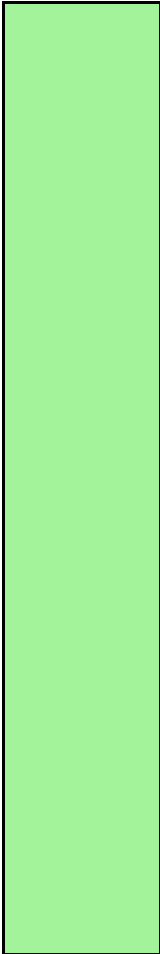
			Reading exercise Reflection tasks Life session: 3 h Cases & discussion Off line: 12 h Upload authentic proof/materials to state that one has developed the competences during one semester. Self assessment : beginning and proof progress with proof/materials.		
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TRAINING PATHS FOR VET MANAGERS

Creating impact from European collaboration projects							
VET MANAGERS	MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*
	Module 1: Collaborative Framework Development	To define a collaborative framework within the institution	Knowledge: Understanding the concept and importance of a collaborative framework in the context of internationalization; Be familiar with different models and approaches to collaborative frameworks within educational institutions; Knowledge of the organizational structure and key functions within the institution.	METHODS A first live session (4 hours) Off line (reading materi) (8 hours , off line) Off line (Logical framework on a specific call) (8 hours, off line) Final live session (presentation of individual logical framework on a specific call)	Self-assessment at the end of the unit. Multiple choice questions, true/false, short-answers quizzes.		

		<p>Skills: Ability to define and articulate a structured and strategic approach to collaboration within an organization tailored to the institution's internationalization goals; Proficiency in identifying and analyzing key stakeholders involved in European and international collaboration projects; Skill in designing effective communication channels to facilitate collaboration and information flow for international initiatives.</p>	<p>MATERIALS Project cycle management guide Example of Tender and Grant call Budget instructions Logical framework Quality Assurance Tools Financial management procedure International consortium Agreement</p>		
		<p>Attitude: Openness to collaboration and a willingness to engage with diverse stakeholders; Autonomy in decision-making related to collaborative framework development; Responsible management of resources and coordination of efforts to ensure successful implementation of the framework.</p>			
	<p>Module 2: Internationalization Strategy Implementation</p>	<p>To implement processes for European collaboration projects (identifying and overcoming challenges in strategy implementations; implementing processes</p>	<p>Knowledge: Understanding the concept and significance of internationalization in an educational institution; Knowledge of best practices and successful models of internationalization within European higher education or collaboration frameworks; Familiarity with the specific requirements and nuances of European collaboration projects.</p>		

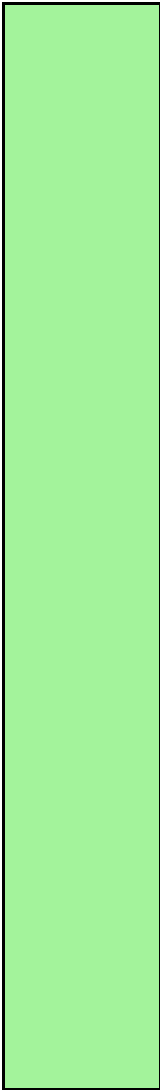
		to support internationalization strategy within the context of European collaboration)	<p>Skills: Ability to design and implement internationalization processes tailored to the goals of European collaboration projects; Ability in identifying challenges related to strategy implementation and project impact; Skills in aligning and integrating processes to support the overall internationalization strategy and projects impact.</p> <p>Attitude: Openness to adapting internationalization strategies based on the specific requirements of European collaboration projects; Autonomously manage the implementation of processes to support the internationalization strategy within the European collaboration context; Take ownership of the implementation process, ensuring activities align with the overall internationalization strategy.</p>			
	Module 3: Monitoring and Evaluation	To monitor processes (developing tools for monitoring and evaluating the financial and organizational impact of the internationalization process)	<p>Knowledge: Understanding of fundamental principles and methodologies for monitoring and evaluating European cooperation projects' impact; Knowledge of various tools and techniques used in the monitoring and assessment of collaborative projects; Awareness of best practices and benchmarks for evaluating the impact of European collaboration projects.</p>			



		<p>Skills: Ability to manage tools and instruments for monitoring and evaluating the impact of European collaboration projects; Ability to assess and measure the progress of internationalization projects to help identify areas for improvement and ensure alignment with strategic objectives; Ability to ensure that project progress is communicated to all stakeholders; Ability to promptly identify possible risks and to deal with them.</p> <p>Attitude: Openness to adopting innovative tools and methods for monitoring internationalization efforts; Monitor progress and impact responsibly, making informed decisions based on assessment results; Autonomy in making decisions related to the design and implementation of monitoring tools; Responsibility for communicating project progress transparently to all stakeholders; Taking responsibility for timely and clear communication about the impact of European collaboration projects.</p>				
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	Module 4: Measuring KPIs and Process Improvement	To measure KPIs and improve processes (identifying relevant KPIs for measuring success and impact of European collaboration projects, strategies for continuous improvement based on KPI analysis).	Knowledge: Understanding of fundamental principles and methodologies for monitoring and evaluating European cooperation projects' impact; Knowledge of various tools and techniques used in the monitoring and assessment of collaborative projects; Awareness of best practices and benchmarks for evaluating the impact of European collaboration projects.				
			Skills: Ability to manage tools and instruments for monitoring and evaluating the impact of European collaboration projects; Ability to assess and measure the progress of internationalization projects to help identify areas for improvement and ensure alignment with strategic objectives; Ability to ensure that project progress is communicated to all stakeholders; Ability to promptly identify possible risks and to deal with them.				
			Attitude: Openness to adopting innovative tools and methods for monitoring internationalization efforts; Monitor progress and impact responsibly, making informed decisions based on assessment results; Taking responsibility for timely and clear communication about the impact of European collaboration projects.				

Leadership of VET and Technical HE institutions for internationalization						
MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*
Module 1: Understanding the importance of the EU funding or other international instruments	To develop an understanding of the significance of EU funding and other international instruments; To gain insights into EU organizations and programs.	Knowledge: Understand the national and regional funding organizations and programmes; Be familiar with EU organizations and programmes	METHODS A first live session (4 hours) Off line (reading and studying materials) (8 hours) General logical framework of a potential strategy (8 hours) - off line Final live session (presentation of individual general logical framework of a internationalization strategy through the participation in European Projects (4 hours) MATERIALS General framework of the European funding programs Simulation/case study of the potential impact of an international project and if it is coherent with the vision of the institution European comparison of VET institutions and laws (reports) Training path divided into progressive modules (theoretical section + questions): each one can be assessed if the first one has been completed Community chat	Self-assessment at the end of the unit. Multiple choice questions, true/false, short-answers quizzes.		
		Skills: Ability to understand national and regional funding structures; Ability to understand national and regional programmes; Capacity to write proposals for funding acquisition; Be familiar with skills recognition/validation systems; Ability to identify relevant stakeholders and decision makers.				
Attitude: Openness to collaboration and a willingness to engage with diverse stakeholders; Communication skills relevant to the targeted sector.						
Module 2: Understanding the International Dimension in a Technical/Vocational Area	To cultivate an understanding of the international dimension within technical and vocational domains; Acquire specific knowledge of the	Knowledge: Understand specific political and social context knowledge; Be familiar with industrial system; Understand multicultural disciplinary approach; Understand the relationship between innovation trends in the global markets and VET response.				



political and social contexts; Comprehend the relationship between innovation trends in global markets and vocational responses in Technical/Vocational Area.

Skills: Ability to adapt developed knowledge to specific contexts; Ability to keep up-to-date with industrial system evolution; Willingness to adapt to cultural specific contexts, Ability to adapt VET training to innovation trends and global markets.

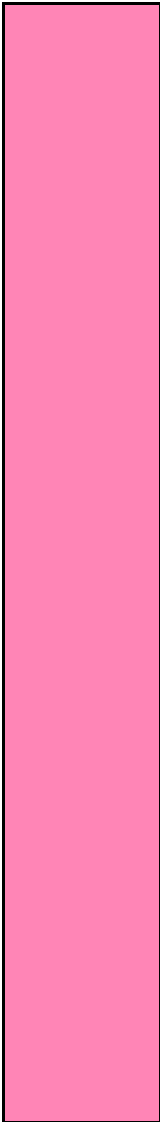
Attitude: Adaptation; Cultural openness; Responsiveness

	Module 3: Networking	<p>To develop networking skills for effective collaboration; To cultivate opportunity thinking in the context of international engagement; To acquire skills in territorial marketing; To develop strategies for stakeholders engagement.</p>	<p>Knowledge: Identify and capitalize on opportunities in a cross-cultural and international context; Develop institutional branding; Understanding public bodies' scope and missions; Understanding the common goals of stakeholders</p>			
			<p>Skills: Ability to develop opportunity-based approach; Ability to develop marketing strategies; Ability to fit needs with public stakeholders; Ability to manage partners and partnerships; Ability to make decisions collaboratively</p>			
			<p>Attitude: Communication skills; Open-mindedness; Reflection</p>			

TRAINING PATHS FOR REGIONAL OFFICERS IN CHARGE OF VET INTERNATIONALISATION

Creating impact for the internationalization of territories						
MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*
		Knowledge: Skills: Attitude:				
		Knowledge: Skills: Attitude:				
Design effective internationalization policies in VET						
MODULE	GENERAL OBJECTIVE	LEARNING OUTCOMES	METHODOLOGY APPROACH	ASSESSMENT	MATERIALS	DURATION (HOURS)*
REGIONAL OFFICERS	Module 1: Introduction to the course	To understand the course objective and its value and benefit compared to the learner expectation.	Introducing the course contents starting from the perspective of the learner. Evaluation by the learner if the course is in line with expectations. Accepting the course rules, methods and workload.	1. Live session a. Course introduction b. Q&A 2. Frontal lesson a. Engaging slides and presentations b. Videos that bring concepts to life by engaging multiple senses in learners 3. Self studies a. Handouts, attachments to read, websites and detailed training manuals for more in-depth or long-form information (e.g., laws and regulations, reports, complex procedural or technical training) 4. Case study a. Practices that learners can relate to	No assessment foreseen	

	<p>Module 2: Setting the scene</p>	<p>To define clear and achievable objectives in alignment with the internationalisation strategy of VET providers. This requires the ability to identify and set goals that can be quantified, measured, and completed within defined timeframes.</p>	<p>Knowledge: understanding regional internationalisation policy and VET system potential, understanding internationalisation VET in Europe</p>	<p>and that will help them understand the concepts being taught (best practice, testimonials, stories,...)</p> <p>5. Teamwork</p> <p>a. Interactive smart boards, canvas or templates (e.g. Miro, ...)</p> <p>b. Focus group or meetings with colleagues or stakeholders</p> <p>6. Exercise</p> <p>a. Practice exercises that give learners opportunities to practice what they have learned so they can master the skills (interviews, data and trends analysis, ...)</p> <p>b. Test questions that include questions at the end of the training to check for understanding and gauge whether objectives have been met (self assessment tools)</p> <p>c. Checklists offer learners quick and easy reference materials to help them remember critical steps, procedures, "must-dos," "must-not-forgets," and best practices.</p>		
	<p>Module 3: Making a plan</p>	<p>To create comprehensive project plans that</p>	<p>Knowledge: understanding planning approach and tools; regional policy procedures; understanding VET internationalisation demand</p>			



outline objectives, tasks, timelines, resource allocation, stakeholders and roles, and risk assessments. To meet deadlines and efficiently allocate resources, and to ensure that projects remain on course and within defined parameters.

Skills: capability to translate vision and goals into a plan with objectives, tasks, resource allocation and opportunities for stakeholders (VET providers, industry, learners)

Attitude: practical and realistic, open to dialogue and negotiation

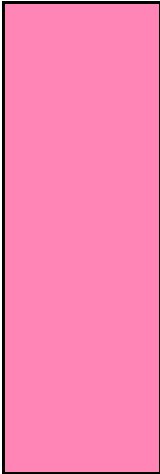


	Module 4: Looking for support	To understand national and regional funding structures for recognizing the diverse financial resources available at different geographic levels; To identify and take advantage of the specific grants, subsidies, and support mechanisms provided by governments and local authorities, which can complement or reinforce international funding efforts.	Knowledge: understanding regional, national and European funding schemes for VET			
			Skills: capability to integrate strategic national and European support mechanisms as resources for the new regional internationalisation VET policy			

			Attitude: practical and realistic, open to dialogue and negotiation			
	Module 5: A taste of European cake	To know EU organisations and programs for navigating the complex world of European funding. This includes an awareness of the	Knowledge: understanding EU policies and how the regional one is coherent with them			
			Skills: capability to identify key EU organisations / offices and programmes, identifying partners in other regions with similar needs			

	<p>European Commission, its various directorates, and an understanding of EU programs such as Erasmus+, Horizon Europe, Interreg Europe, LIFE etc. and the Cohesion Policy; To align projects with EU priorities and access relevant funding opportunities.</p>	<p>Attitude: logging, negotiation, collaboration</p>			
	<p>Module 6: Looking for recognition</p>	<p>To understand skills recognition and validation</p>	<p>Knowledge: understanding VET recognition system at regional, national and EU level</p>		

	<p>systems, especially in the context of employment and education; To be aware of mechanisms that assess and validate individuals' skills and qualifications, facilitating mobility and employability.</p>	<p>Skills: capacity to integrate EU validation and recognition mechanism in the regional VET policy</p> <p>Attitude: practical and realistic, lobbying and negotiation</p>		
	<p>Module 7: Selling for good</p> <p>To effectively promote products, services, or ideas</p>	<p>Knowledge: understanding how the VET internationalisation policy integrate territory attractiveness, with special attention to talents' attraction</p>		



within specific regions or markets. It encompasses strategies tailored to the unique characteristics and preferences of a particular geographic area, ensuring successful outreach and engagement with the target audience.

Skills: capacity to highlight value added of VET internationalisation policy for the regional economic and social ecosystem

Attitude: lobbying and negotiation

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