

D4.1 Strategic Action Plan for the Internationalization of African VET Schools

Enrique Romeo (Mundus)



**Co-funded by
the European Union**



Call for proposals:ERASMUS-EDU-2024-CB-VET

Project name:VET-POWER - Strengthening VET in the areas of work-based learning, electricity and internationalization strategy

Acronym: VET-POWER

Proposal number:101182902

Project duration and start date:36 months;January 1, 2025 - December 31, 2027

Coordinator:Mundus (MUNDUS ASSOCIATION - A WORLD AT YOUR FEET)

Partners:SCF (Scuola Centrale Formazione ETS), GIP FIPAN (Groupement d'Intérêt Public Formation et Insertion Professionnelles de l'Académie de Nice), CFP Don Bosco (Centre Privé de Formation Don Bosco), Ecole Professionnelle Salésienne Saint Jean Bosco, Institut de Formation Professionnelle et Technique Don Bosco.

Project website: <https://vetpowerproject.org>

Deliverable submission date: 30/06/2026

Issued by:Mundus Association – A World at Your Feet

D4.1 Strategic Action Plan for the Internationalization of African VET Schools

T4.1: Analysis of Internationalization Needs

Those responsible:Enrique Romeo Melero (Mundus)

Product version available for delivery:1.0

Effective date of deliverable submission: 23/06/2026

Diffusion level

PU - Public	

Table of Contents

1. Introduction

- 1.1. Context of the VET-POWER project
- 1.2. Purpose of the deliverable
- 1.3. Positioning within WP4
- 1.4. General Methodology for Developing the Action Plan

2. Summary of the diagnosis of internationalization needs

- 2.1. Review of the approach taken within the framework of MS4.1
- 2.2. Main cross-cutting findings
- 2.3. Common priority needs of the three establishments
- 2.4. Specific challenges by institution
 - 2.4.1. EPS SJB - Benin
 - 2.4.2. IFPTDB Ebolowa – Cameroon
 - 2.4.3. CFP Don Bosco Bobo-Dioulasso – Burkina Faso
- 2.5. Conclusions of the internationalization workshop by institution – TPM of Zaragoza
 - 2.5.1. EPS SJB Benin – conclusions from the workshop
 - 2.5.2. IFPTDB Ebolowa, Cameroon – conclusions from the workshop
 - 2.5.3. CFP Don Bosco Bobo-Dioulasso, Burkina Faso – conclusions from the workshop

3. Capitalizing on European good practices

- 3.1. Review of the approach taken within the framework of MS4.2
- 3.2. Good practice 1 – MUNDUS: institutional structuring of internationalization
- 3.3. Good practice 2 – SEPR: incoming mobility and reception organization
- 3.4. Best practice 3 – SCF: virtual and hybrid mobility
- 3.5. Lessons learned that can be transferred to partner schools in Africa

4. Common strategic framework for the internationalization of partner schools

- 4.1. Vision commune
- 4.2. Guiding Principles
- 4.3. Common strategic axes
 - 4.3.1. Governance and internal coordination
 - 4.3.2. Partnership Development
 - 4.3.3. Learner and staff mobility
 - 4.3.4. Staff Capacity Building
 - 4.3.5. Linguistic, intercultural and administrative preparation
 - 4.3.6. Internationalization at home and digital tools
 - 4.3.7. Monitoring, valuation and sustainability

5. Action Plan – EPS SJB Benin

- 5.1. Institutional starting point
- 5.2. Strategic Objectives



- 5.3. Priority Actions
- 5.4. Indicative timetable
- 5.5. Responsible parties and stakeholders
- 5.6. Resources needed
- 5.7. Monitoring Indicators
- 5.8. Synthetic Operational Matrix – EPS SJB Benin

6. Action Plan – IFPTDB Ebolowa, Cameroon

- 6.1. Institutional starting point
- 6.2. Strategic Objectives
- 6.3. Priority Actions
- 6.4. Indicative timetable
- 6.5. Responsible parties and stakeholders
- 6.6. Resources needed
- 6.7. Monitoring Indicators
- 6.8. Synthetic Operational Matrix – IFPTDB Ebolowa

7. Action Plan – Don Bosco Vocational Training Center Bobo-Dioulasso, Burkina Faso

- 7.1. Institutional starting point
- 7.2. Strategic Objectives
- 7.3. Priority Actions
- 7.4. Indicative timetable
- 7.5. Responsible parties and stakeholders
- 7.6. Resources needed
- 7.7. Monitoring Indicators
- 7.8. Synthetic Operational Matrix – CFPDB

8. Implementation and monitoring mechanisms

- 8.1. Conditions for success
- 8.2. Risks and mitigation measures
- 8.3. Monitoring and Evaluation System
- 8.4. Procedures for revising action plans

9. Conclusion

- 9.1. Summary of strategic priorities
- 9.2. Prospects for sustainability after VET-POWER

10. Annexes

- 10.1 Summaries of MS4.1 and MS4.2 milestones
 - 10.1.1 Summary of MS4.1
 - 10.1.2 Summary of MS4.2
- 10.2. Comparative table of needs by establishment



List of abbreviations

AT: African Union

BOI: Guidance and Integration Office

CBVET: Capacity Building in Vocational Education and Training

VET: Vocational training center

CRM : Customer Relationship Management

DBTA : Don Bosco Tech Africa

DGD: Directorate-General for Development Cooperation and Humanitarian Aid

EACEA: European Executive Agency for Education and Culture

EFP: Vocational education and training

EPS SJB: Salesian Vocational School of Saint John Bosco in Cotounu, Benin

GA: Grant Agreement

IFPTDB: Don Bosco Institute for Vocational and Technical Training in Ebolowa, Cameroon

JSO : Job Service Officer

MS : Milestone

NGO: Non-governmental organization

SMEs: Small and medium-sized enterprises

SAAM : Supporting Alliance for African Mobility

SCF: Scuola Centrale Formazione, Italy

SEPR : Société d'Enseignement Professionnel du Rhône

TVET : Technical and Vocational Education and Training

EU: European Union

VET : Vocational Education and Training

WP : Work Package

Executive Summary

This document proposes an action plan for the **internationalisation of three vocational education and training centres** participating in the VET-POWER project: **EPS SJB Benin, IFPTDB Ebolowa in Cameroon, and CFP Don Bosco Bobo-Dioulasso in Burkina Faso**. It was developed on the basis of a **needs analysis** conducted with management teams, teachers and learners, as well as through the **capitalisation of relevant European practices** in the field of VET internationalisation. The analysis highlights a shared conviction across the three institutions: **internationalisation is an important lever** for strengthening the quality of training, modernising pedagogical practices, developing staff competences, improving young people's employability and increasing the centres' openness to new partnerships. Previous experiences, particularly through **cooperation and mobility projects**, have had positive effects on staff teams, learners and the institutional visibility of the schools.

At the same time, several **common challenges** clearly emerge. The three centres still need to strengthen the structuring of their **internationalisation strategy**, better organise internal coordination, consolidate their partnerships, develop competences in **international project management**, and improve the **linguistic, intercultural and administrative preparation** of mobility activities. The lack of sustainable funding, visa-related obstacles, and limitations in terms of equipment and digital tools also represent significant barriers. The document also shows that each institution has a specific situation. In **Benin**, the main challenge is to **consolidate an already existing internationalisation dynamic** by providing it with a more formal, more strategic and more sustainable framework. The institution already has concrete experience in cooperation and mobility, but these experiences now need to be further structured in order to strengthen their continuity. In **Cameroon**, the priority is to consolidate an international openness that has already produced concrete effects on training content, the centre's reputation and professional integration. In **Burkina Faso**, the priority is to formalise and stabilise the strategy in a context that requires **progressive, flexible and realistic approaches**.

On the basis of these findings, the proposed action plan is built around several **common orientations**: strengthening the **governance of internationalisation**, developing sustainable partnerships, better preparing and supporting mobility activities, training staff, promoting **internationalisation at home** through digital tools, and establishing simple mechanisms for **monitoring, valorisation and sustainability**. The good practices observed among the European partners confirm that a **progressive, well-coordinated strategy adapted to the local context** can produce lasting effects, even with limited resources. This document therefore has both a **strategic and operational purpose**. It does not merely provide an assessment of the current situation, but proposes **realistic action priorities** for each school in order to make internationalisation a concrete tool for improving the quality of VET, fostering pedagogical innovation and supporting the professional integration of young people.

1. Introduction

1.1. Context of the VET-POWER project

The **VET-POWER project** is part of a broader effort to strengthen **vocational education and training (VET)** in Sub-Saharan Africa, with particular attention to three complementary dimensions: **work-based learning**, the **electricity sector**, and the **internationalisation strategy**. It brings together European and African partners around a common objective: **to improve the quality and relevance of the training offer of VET centres in Benin, Burkina Faso and Cameroon, strengthen their capacity for international openness, and consolidate their institutional, pedagogical and partnership-based capacities.**

From this perspective, **internationalisation** is understood as a strategic lever for the modernisation of institutions, the development of the competences of educational teams, the improvement of learners' employability, and the strengthening of links between VET centres and their socio-economic environment. It is not limited to international mobility, but also includes the **structuring of sustainable partnerships**, openness to new pedagogical practices, the integration of digital tools, interinstitutional cooperation, and the valorisation of learning outcomes resulting from international exchanges.

The project also builds on the outcomes of previous cooperation initiatives, in particular the **SAAM project**, in which the three African partner schools have already participated. This experience made it possible to initiate a dynamic of international openness, test learner and staff mobility schemes, and generate within the three institutions a clear willingness to continue and further structure this dimension within their institutional development.

1.2. Purpose of the deliverable

This document proposes an **action plan for the internationalisation** of three project partner centres: **EPS SJB Benin, IFPTDB Ebolowa in Cameroon, and CFP Don Bosco Bobo-Dioulasso in Burkina Faso**. It aims to transform the findings of the needs analysis into **strategic orientations and concrete actions**, adapted to the reality, priorities and level of maturity of each institution in terms of internationalisation.

This document has a dual purpose. On the one hand, it provides a **common framework** for approaching internationalisation in the three schools, based on shared axes such as governance, partnerships, mobility, capacity building, linguistic and intercultural preparation, internationalisation at home, and sustainability. On the other hand, it translates these orientations into **three distinct action plans**, built on the specific needs identified in each context.

The ambition is therefore not only to formulate general recommendations, but to provide a **strategic and operational working tool** enabling each centre to progress towards a more structured, more inclusive and more sustainable form of internationalisation.

1.3. Positioning within WP4

This action plan is part of **Work Package 4**, dedicated to capacity building in the field of **internationalisation strategy**. Within the logic of the project, this work package aims to support African partner centres through a progressive development process: starting from an assessment of their needs, capitalising on inspiring references from European partners, and then defining realistic action priorities to strengthen their international openness.

This document therefore represents a **key transition point between analysis and implementation**. It builds on the lessons learned from the consultations carried out in the three countries and on the collection of European good practices, in order to propose an action framework aligned with the objectives of the project. As such, it directly contributes to making internationalisation a **structuring axis of institutional development** for the partner schools, in connection with the quality of VET, pedagogical innovation, employability and international cooperation.

1.4. General Methodology for Developing the Action Plan

The development of this action plan is based on a **mixed-method approach**, combining qualitative and quantitative data collected from the main stakeholders of the partner centres. The process included online questionnaires addressed to directors, teachers and students, as well as semi-structured interviews conducted in each of the three institutions. In total, the data used include **3 responses from directors, 12 responses from teachers and 22 responses from students**, complemented by **nine interviews** carried out in Benin, Burkina Faso and Cameroon.

This methodology made it possible to identify both **cross-cutting findings common to the three institutions** and **specific challenges for each school**. The data collected show, in particular, a strong interest in internationalisation, which is already perceived as a factor of positive transformation, but also clear needs in terms of internal structuring, project design and management, mobility preparation, language competences, digital cooperation and sustainability of learning outcomes.

In addition, the document draws on the **capitalisation of European good practices** from the project partners. Three experiences were particularly mobilised: an approach to the **institutional structuring of internationalisation**, a model of **incoming mobility as a lever for openness**, and a practice of **virtual and hybrid mobility** fostering a more inclusive and accessible form of internationalisation. These references made it possible to identify concrete elements that can be transferred to the African partner institutions, while taking into account their contextual, resource-related and capacity-related constraints.

Finally, the development of this action plan also integrated contributions from two external actors within the Salesian network, **Don Bosco Tech Africa (DBTA)** and **Via Don Bosco**. Their analyses confirm the importance of a **progressive internationalisation process**, supported by

solid partnerships, capacity-building mechanisms, diversified forms of mobility, and a stronger articulation between international cooperation, professional integration and institutional development.

On this basis, this document proposes a **common strategic framework** and **differentiated action plans**, designed to respond realistically to the needs of the three institutions and to make internationalisation a concrete tool for improving the quality of VET, strengthening institutional capacity and promoting sustainable openness to international cooperation.

2. Synthesis of the Needs Diagnosis on Internationalisation

2.1. Review of the approach taken in the analysis

The diagnosis of internationalisation needs was built on a **mixed-method approach**, combining online questionnaires, semi-structured interviews and a cross-analysis of the results collected from the management teams, teachers and learners of the three partner institutions. This approach made it possible to cross-reference **institutional, pedagogical and student perspectives**, in order to identify both the common needs shared by the three centres and the specific characteristics of each institution. The analysed sample includes **3 directors, 12 teachers and 22 students**, complemented by interviews conducted in Benin, Burkina Faso and Cameroon.

This analysis did not aim solely to produce a descriptive overview of the current situation, but also to identify **realistic action priorities** to strengthen the internationalisation of the three schools. It also helped to understand how previous experiences, particularly in the framework of cooperation and mobility projects, have influenced the perception of internationalisation within the institutions, while highlighting the gaps that need to be addressed in order to make this dynamic more **structured, inclusive and sustainable**.

2.2. Main Cross-Cutting Findings

The first cross-cutting finding is that **internationalisation is perceived very positively** in the three institutions. Management teams, teachers and students consider it a lever for pedagogical modernisation, competence development, cultural openness, improved employability and stronger institutional visibility. It is also associated with access to new methods, more recent technologies, professional exchanges and increased opportunities for learners and educational teams.

The second finding is that, despite this positive perception, internationalisation remains **insufficiently structured** in the three centres. At this stage, none of the institutions has a fully formalised strategy with clear objectives, stabilised governance, dedicated resources and a regular monitoring system. International openness still relies largely on project opportunities, the

commitment of key individuals and partnerships developed progressively but often with limited institutionalisation.

The third finding concerns the **common barriers** faced by the institutions. The most frequently mentioned obstacles are the lack of sustainable funding, language barriers, administrative difficulties, particularly those linked to visas, the lack of equipment and digital tools, as well as limited internal capacities in the design, management and monitoring of international projects. Depending on the context, these are compounded by difficulties in intercultural preparation, logistical constraints and the need to better support mobility activities before, during and after the stay.

Finally, the analysis shows that internationalisation already produces **tangible positive effects** when implemented, even on a still limited scale. Mobility and cooperation experiences have contributed to updating pedagogical content, stimulating student motivation, strengthening learners' confidence, developing new pedagogical practices among teachers and enhancing the image of the institutions among families, partners and the local socio-economic environment.

2.3. Common Priority Needs of the Three Institutions

Based on the data collected, several **common priority needs** emerge for the three partner centres.

The first need concerns the **institutional structuring of internationalisation**. The institutions need to clarify their vision, define priorities, appoint focal points or dedicated teams, and integrate internationalisation more stably into their functioning. This structuring is essential in order to move from an opportunity-driven logic to a strategic development logic.

The second need concerns **staff capacity building**. Management teams and teachers alike express a clear need for training in the drafting and management of international projects, partner search, consortium coordination, the use of collaborative digital tools, intercultural communication and foreign languages. These competences are perceived as essential to access more opportunities and to better capitalise on projects already under way.

The third need concerns the **preparation and support of mobility activities**. Teachers and students stress the importance of better preparing participants linguistically, culturally, administratively and logistically, but also of establishing stronger post-mobility follow-up in order to valorise learning outcomes, disseminate learning within the centre and strengthen the effects on employability and pedagogical innovation.

The fourth need is linked to **partnerships and resources**. The three institutions wish to consolidate their existing partnerships, develop new ones and gain easier access to funding, equipment, training opportunities and more diversified forms of cooperation, including formats that do not systematically depend on physical mobility. This is closely linked to the need to develop models of **internationalisation at home** and hybrid or digital cooperation, which are

particularly relevant in contexts where financial and administrative constraints remain significant.

2.4. Specific challenges by institution

2.4.1. EPS SJB Benin

EPS SJB Benin already has significant experience in international cooperation. The institution has participated in several initiatives, including **SAAM, VET-POWER, Via Don Bosco, Design Together** and other cooperation projects, which have enabled it to improve certain pedagogical contents, strengthen its visibility and develop the image of an open and innovative school.

The main challenge for Benin is therefore to **structure an already existing dynamic**. This requires the establishment of a dedicated team, the strengthening of staff competences in project management and partnership development, as well as improved support for mobility activities. The needs expressed also concern access to technical equipment, better connectivity, and stronger mechanisms for the preparation and capitalisation of international experiences.

2.4.2. IFPTDB Ebolowa – Cameroon

IFPTDB Ebolowa stands out for an internationalisation dynamic that is already visible through the effects produced by the projects implemented. The interviews show that mobility and partnerships have contributed to renewing pedagogical content, particularly in the fields of digital technologies, robotics and electronics, while also strengthening the centre's reputation and the professional integration of young people. The institution therefore benefits from a solid base of experience, but this still needs to be consolidated and better organised.

The specific challenge for Cameroon is to **consolidate and institutionalise an international openness that has already begun**. Priority needs concern the formalisation of a strategy, the creation of a team dedicated to internationalisation, the strengthening of staff competences in project management and languages, as well as the establishment of stronger post-mobility follow-up mechanisms. The centre also expresses a significant need for support to infrastructure, sustainable partnerships and mechanisms enabling a stronger link between internationalisation, pedagogical innovation and professional integration.

2.4.3. CFP Don Bosco Bobo-Dioulasso – Burkina Faso

CFP Don Bosco Bobo-Dioulasso presents a situation marked by a strong institutional willingness to move forward with internationalisation, supported by several significant partnerships, particularly with **Via Don Bosco, DBTA, LUX-DEV, Schneider Electric** and other actors. The institution has already observed positive effects in terms of motivation, quality of provision and attractiveness. It has even begun to set up a small team in charge of international relations, which represents a promising basis.

The main challenge in Burkina Faso is to **formalise and stabilise this dynamic within a realistic framework**. The centre needs a progressive action plan that takes into account contextual constraints, particularly logistical difficulties, such as access to European embassies, as well as financial and administrative constraints linked to mobility. In this case, it appears particularly relevant to develop hybrid forms of cooperation, internationalisation-at-home activities, that is, virtual formats, as well as strengthened support in languages, innovative pedagogies and structured sharing of learning outcomes within the educational team.

2.5. Conclusions of the Internationalisation Workshop by Institution – TPM in Zaragoza

In the framework of the **mid-term Transnational Partner Meeting in Zaragoza (TPM – Transnational Partner Meeting)**, a participatory brainstorming workshop was organised on **8 May 2026** in order to move from the diagnosis of needs to concrete internationalisation pathways for each partner school. The activity was based on a common matrix structured around four dimensions: **international activities already under way, internationalisation ambitions, available strengths and resources, and challenges and needs to be addressed**. The objective was to identify, for each institution, realistic priorities that could directly feed into the WP4 action plans.

The workshop enabled representatives from the schools in Benin, Cameroon and Burkina Faso to share their experiences, clarify their needs and formulate initial action orientations. The exchanges confirmed that the three centres already have a basis for international openness, but that they now need to strengthen **institutional structuring, mobility preparation, partner search, staff capacity building and capitalisation of learning outcomes**.

2.5.1. EPS SJB Benin – Conclusions from the Workshop

For **EPS SJB Benin**, the workshop confirmed the existence of an already active international dynamic, particularly through the regular hosting of European young people and students, collaborations with Belgian partners, previous projects, and relations with certain companies for internships and professional integration. These experiences constitute a positive basis, as they foster intercultural exchanges, the visibility of the school and occasional access to material or pedagogical support.

The main conclusion, however, is that this internationalisation remains **insufficiently structured**. The school needs to develop more targeted partnerships, particularly to respond to its needs in terms of equipment, infrastructure, teacher training and pedagogical modernisation. The lack of specific competences in internationalisation management, partner search and project steering appears as a priority challenge.

Thus, the priority for **EPS SJB Benin** is to move from an internationalisation dynamic that is already experienced but still dispersed towards a **more organised strategy**, supported by an identified team, clear objectives and partnerships better aligned with the needs of the institution.

2.5.2. IFPTDB Ebolowa, Cameroon – Conclusions from the Workshop

For **IFPTDB Ebolowa**, the workshop showed that internationalisation is already a visible element of the centre's identity. The school benefits from a strong regional reputation, high visibility, a boarding facility that enables the reception of learners from other Central African countries, as well as outgoing mobility experiences through projects such as **SAAM** and **VET-POWER**. Partnerships with European schools, Salesian networks and companies have already helped strengthen the centre's image and open up new perspectives for young people.

The ambitions expressed are clear: **to create or strengthen a team dedicated to internationalisation**, develop new partnerships formalised through agreements, improve visibility channels, equip workshops according to standards closer to international requirements, intensify the mobility of trainers and learners, and strengthen teachers' capacities in response to technological evolution.

The main conclusion is therefore that **IFPTDB Ebolowa is not starting from scratch**: the centre must above all consolidate and institutionalise an already existing dynamic. The priorities are the formalisation of governance, linguistic strengthening, the progressive modernisation of equipment, the management of administrative constraints linked to visas, and a stronger link between **internationalisation, pedagogical innovation and professional integration**.

2.5.3. CFP Don Bosco Bobo-Dioulasso, Burkina Faso – Conclusions from the Workshop

For **CFP Don Bosco Bobo-Dioulasso**, the workshop highlighted a strong willingness to develop internationalisation, but in a context that requires a **progressive, realistic and secure approach**. The centre already has mobility experience, particularly towards France and Spain, as well as ongoing cooperation projects. It also maintains links with public and private companies, particularly through its **Guidance and Employment Support Office**, which plays an important role in organising internships and relations with the world of work.

One of the most important needs identified is the development of a **more structured international department or function**. Some people already have concrete experience in organising mobility activities, visa procedures, logistics and project management, but these competences remain concentrated around a limited number of individuals. It is therefore necessary to strengthen institutional continuity, train new responsible staff members and distribute responsibilities more effectively.

The centre's main strengths are its **committed team**, its existing networks, particularly **DBTA** and the Don Bosco networks, its mobility experience and its local partnerships with actors such as the Chamber of Commerce, the municipality and several companies. The priority challenges concern funding, the renewal of workshop equipment, language barriers, the administrative complexity of mobility and the need to strengthen the competences of the team.

The main conclusion is that **CFP Don Bosco Bobo-Dioulasso** needs to formalise a cautious but ambitious internationalisation strategy, combining physical mobility, hybrid cooperation, language strengthening, valorisation of local partnerships and better capitalisation of experiences already acquired.

3. Capitalisation of European Good Practices

3.1. Review of the approach taken in the context of collecting best practices

In order to enrich the design of the action plans, a collection of **European good practices in the field of VET internationalisation** was carried out among the project partners. This process aimed to identify **concrete, transferable and adaptable experiences** that could respond to the realities of the African partner centres, taking into account their needs, resources and current level of structuring.

Three complementary practices were selected, as they illustrate three essential dimensions of internationalisation: **institutional structuring, mobility as a lever for openness, and internationalisation at home through virtual and hybrid formats**. The value of this capitalisation does not lie in simply reproducing European models, but in identifying **principles for action, methods and tools** that can inspire realistic responses in the contexts of Benin, Burkina Faso and Cameroon.

3.2. Good Practice 1 – MUNDUS: Institutional Structuring of Internationalisation

The first good practice, led by **MUNDUS**, is based on a structured approach to internationalisation through the manual “**How to Become a SAAM Leader**”. This practice shows that internationalisation is more effective when it is conceived as a **long-term institutional process**, rather than as a succession of isolated opportunities. It emphasises the definition of a vision, objectives and governance, as well as the progressive development of the internal capacities needed to access international projects and manage them autonomously.

This good practice is particularly relevant for the three partner schools, as it directly responds to several needs identified in the diagnosis: **absence of a formalised strategy**, dependence on a few key individuals, lack of experience in project design, the need to better understand cooperation opportunities, and the need to strengthen internal coordination. It shows that an internationalisation process can be built progressively, even with limited resources, provided that it is supported by a clear institutional commitment and practical tools.

For the African partner centres, the main contribution of this good practice therefore lies in the need to consider internationalisation as a **strategic institutional axis**, structured around a clear



working framework, a reference team, simple procedures and a continuous effort to strengthen staff competences.

3.3. Good Practice 2 – SEPR: Incoming Mobility and Organisation of Hosting

The second good practice, developed by **SEPR**, shows how **incoming mobility** can become a strong lever for institutional internationalisation. The hosting of foreign learners, trainers or staff is conceived not only as a mobility activity, but also as a tool for internal professionalisation for the organisation receiving international mobility students, for the development of sustainable partnerships and for improving the quality of VET. This practice highlights the importance of **hosting organisation**, links with partner companies, pedagogical supervision, and the preparation and follow-up of participants.

Although the African partner centres currently express a stronger demand for outgoing mobility than incoming mobility, this practice provides significant added value. It makes it possible to reflect on internationalisation not only through the departure of learners and staff, but also through the capacity of institutions to host, facilitate exchanges, develop more open learning environments and strengthen their credibility as international partners. It also highlights the usefulness of structured **before-during-after tools**, which can be adapted to outgoing mobility as well as to South-South collaborations.

For the African partner schools, this good practice is mainly transferable in three ways: **improving hosting and follow-up protocols**, strengthening the link with companies in mobility and internship projects, and professionalising the management of exchanges through standardised tools, clearly defined roles and better logistical and pedagogical anticipation.

3.4. Good Practice 3 – SCF: Virtual and Hybrid Mobility

The third good practice, led by **SCF**, is based on the integration of **virtual and hybrid mobility** into training pathways. According to SCF's contribution, this methodology has been scientifically validated and recognised as a good practice by the Italian national agency **INAPP**. It shows that it is possible to make internationalisation more **inclusive, flexible and sustainable** by combining virtual exchanges, transnational collaborative work, preparatory activities and, where possible, physical mobility sequences. This approach helps to reduce certain obstacles linked to costs, visas, logistics or personal constraints, while developing **digital, intercultural and transversal competences**.

From a methodological perspective, the practice is generally structured around **virtual exchanges lasting 4 to 8 weeks**. It is based on weekly missions, the use of a common language in a real context, and subgroup work focused on the co-creation of concrete outputs or digital products, such as technical or creative projects. In addition, SCF's innovation lies in extending this model to the world of business through "**smart internships**". In this framework,

partner companies integrate the virtual dimension into the preparation, remote execution of tasks and continuous follow-up of learners.

This good practice is particularly relevant for the three partner institutions, as it directly responds to several limitations identified in the diagnosis: **high cost of mobility**, administrative constraints, insufficient linguistic preparation, the need to reach a larger number of learners and teachers, and the need to develop internationalisation at home. It opens up realistic perspectives, particularly for exchanges between African and European centres, distance-based thematic projects, collaborative activities between classes, or hybrid formats that help prepare physical mobility under better conditions.

Beyond the technological dimension, this good practice recalls that the success of virtual exchanges depends on the **quality of facilitation**, a learner-centred pedagogy, and appropriate support for teachers acting as facilitators. It therefore invites partner centres to invest not only in digital tools, but also in pedagogical methods and in the capacity of teams to design international experiences accessible to a wider audience.

3.5. Transferable Lessons for African Partner Schools

The cross-analysis of the three good practices makes it possible to identify several **transferable lessons** for the African partner centres.

The first lesson is that internationalisation works better when it is based on a **clear institutional commitment**. In the three European cases, management plays an important role in providing direction, supporting teams and integrating international openness into the institution's strategy. This finding confirms the importance, for the three partner centres, of formalising a common vision, appointing responsible persons and better integrating internationalisation into their governance.

The second lesson is that **staff capacity building** is an essential prerequisite. The good practices show that sustainable internationalisation does not depend only on a few coordinators, but on a broader development of competences among teachers, management teams and administrative staff. This directly matches the needs expressed in the diagnosis regarding project management, languages, digital tools, innovative pedagogies and intercultural cooperation.

The third lesson is the need for **progressive and flexible implementation**. The practices analysed show that it is not necessary to have significant resources immediately available in order to initiate an internationalisation strategy. Simple, gradual and context-adapted approaches can already produce meaningful effects, provided that they are coherent, monitored and capitalised upon. This element is particularly important for the three partner centres, whose financial and organisational room for manoeuvre remains limited.

Finally, the three good practices confirm that internationalisation is stronger when it is based on **sustainable partnerships**, monitoring mechanisms and an articulation between mobility,

pedagogical innovation and employability. For the African partner institutions, this means that the action plans should not be limited to promoting a small number of mobility activities, but should also aim to strengthen networks, better prepare and valorise experiences, and embed internationalisation within the overall improvement of the quality of VET.

4. Common Strategic Framework for the Internationalisation of Partner Schools

4.1. Common Vision

Based on the diagnosis carried out in the three institutions and on the lessons drawn from the European practices analysed, a **common vision of internationalisation** can be formulated for the partner centres of the VET-POWER project. This vision consists of making internationalisation a **structuring lever for institutional development**, serving the quality of VET, pedagogical innovation, the strengthening of staff competences, learners' employability, and the sustainable openness of institutions to their national and international environment.

From this perspective, internationalisation should not be understood solely as participation in mobility activities or one-off projects. It must be integrated as a **cross-cutting function of the institution**, combining partnership building, mobility preparation and support, pedagogical cooperation, the use of digital tools, the valorisation of learning outcomes, and the capacity to embed international experiences into the continuous improvement of practices and the training offer. This common vision is also based on a strong idea highlighted by the analysis: the three schools already have a **basis of experience**, genuine motivation and existing partnerships, but they now need to take a further step, moving from an internationalisation process that has already begun, but remains insufficiently formalised, towards a more **planned, coordinated, inclusive and sustainable internationalisation strategy**.

4.2. Guiding Principles

The common strategic framework proposed in this document is based on several **guiding principles** that should orient the actions of the three institutions.

The first principle is **progressiveness**. Internationalisation should be developed step by step, taking into account each centre's level of maturity, actual resources and institutional context. The objective is not to reproduce external models, but to build a realistic, adapted and evolving pathway.

The second principle is **institutional ownership**. To be sustainable, internationalisation cannot rely solely on the commitment of a few individuals. It must be supported by management, shared by the teams, and progressively integrated into the organisation, priorities and operating methods of the centre.

The third principle is **inclusion, equity and gender equality**. International opportunities should benefit as many learners and staff members as possible, including those facing financial, linguistic, administrative, social or gender-related barriers. This implies ensuring transparent access criteria for mobility and cooperation activities, promoting balanced participation of girls and boys whenever possible, and developing hybrid, digital and internationalisation-at-home formats in order to reduce inequalities of access.

The fourth principle is **local transferability**. The objective is not only to participate in international experiences, but to ensure that the learning outcomes resulting from projects, mobility activities and exchanges produce concrete effects within the institution: improvement of training content, new pedagogical practices, internal dissemination of learning, stronger relations with companies and better professional integration of young people.

Finally, the fifth principle is **sustainability**. Every internationalisation action must be designed in connection with the institution's future capacities: maintaining partnerships, developing internal competences, mobilising resources, establishing monitoring mechanisms, and being able to reuse tools and methods beyond a given project.

4.3. Common strategic axes

4.3.1. Governance and Internal Coordination

The first strategic axis concerns the **governance of internationalisation**. In the three schools, the diagnosis highlighted the need for better internal structuring, with more clearly defined responsibilities, more stable coordination and a more explicit integration of internationalisation into institutional functioning.

This axis involves, in particular, the appointment of a focal point or dedicated unit, the development of simple procedures, the clarification of roles between management, teachers and support services, as well as the integration of internationalisation into each centre's strategic documents and priorities. The aim is to create the minimum conditions needed to ensure that international initiatives are **better prepared, better monitored and less dependent on individual initiatives**.

4.3.2. Partnership Development

The second strategic axis focuses on the development of **sustainable partnerships**. The three institutions already have networks and cooperation experience, but they express the need to diversify, stabilise and make better use of these relationships. Partnerships should be understood as long-term tools serving training, innovation and professional integration, and not only as opportunities for occasional mobility.

In this framework, the schools will need both to consolidate links with existing partners, strengthen their visibility within relevant networks, and develop new cooperation opportunities with VET centres, companies, NGOs and actors supporting employment and training. Partners

such as **DBTA** and **Via Don Bosco** appear here as particularly strategic sources of support, due to their local anchoring, their networks and their capacity to accompany regional or European dynamics.

4.3.3. Mobility of Learners and Staff

The third axis concerns the **mobility of learners and staff**, which remains a central component of internationalisation in the three institutions. The interviews show that mobility experiences have had a significant impact on motivation, competences, cultural openness, self-confidence and the reputation of the centres.

The challenge is not only to increase the number of mobility activities, but to improve their **quality, preparation, supervision and valorisation**. This axis requires better organisation of participant selection, linguistic and intercultural preparation, administrative support, tutoring during mobility and follow-up upon return. It also implies considering more varied formats, including regional, South-South or short-term mobility schemes, depending on the capacities of each institution.

4.3.4. Staff Capacity Building

The fourth strategic axis aims to strengthen **staff capacities**, identified as a major need in the three schools. Management teams and teachers express very clear expectations in the areas of international project management, partner search, foreign languages, innovative pedagogies, digital tools and intercultural communication.

This axis should enable teams to become progressively more professionalised, so that they can not only participate in international projects, but also use them strategically in the development of the institution. It implies targeted training pathways, peer-to-peer exchanges, internal sharing moments and concrete mechanisms for disseminating learning outcomes within each centre.

4.3.5. Linguistic, Intercultural and Administrative Preparation

The fifth strategic axis concerns the **preparation of mobility activities and international cooperation**. One of the most recurrent findings of the diagnosis is that linguistic, administrative and intercultural difficulties constitute major barriers to participation in, and successful completion of, international experiences, both for learners and for staff.

It is therefore necessary to strengthen preparation mechanisms upstream: linguistic initiation, intercultural awareness, clear information on procedures, support with administrative steps, logistical preparation and psychological or practical support whenever necessary. Better preparation not only reduces risks and difficulties, but also increases the **pedagogical and human quality of mobility experiences**.

4.3.6. Internationalisation at Home and Digital Tools

The sixth strategic axis is **internationalisation at home**, supported by the use of digital tools. In the contexts of the three institutions, this dimension is particularly important because it broadens access to internationalisation, including for people who may not be able to take part in mobility. It also helps prepare physical mobility, maintain partnerships over time and develop cooperation at lower cost.

This axis can take different forms: virtual exchanges between classes, distance-based collaborative projects, online intercultural activities, interventions by external partners, digital preparation for mobility, or local valorisation of international experiences. To be effective, however, this orientation requires a minimum level of equipment, connectivity and digital competences within the teams.

4.3.7. Monitoring, Valorisation and Sustainability

The seventh strategic axis concerns the **monitoring, valorisation and sustainability** of internationalisation actions. The analysis showed that international experiences often produce positive effects beyond the direct participants alone, but that these effects sometimes remain insufficiently structured, documented and reinvested over time.

This axis therefore aims to better organise feedback, internal dissemination of learning, recognition of learning outcomes, post-mobility follow-up and integration of results into the centre's practices. It also involves defining simple indicators, regular review mechanisms and processes that allow the dynamics initiated to be maintained beyond the duration of the project. It is under these conditions that internationalisation can become a genuine factor of **institutional transformation**.

In institutions where it exists, the **Guidance and Employment Support Office (BOI)** should be associated with this monitoring and valorisation dynamic. Its role is particularly important in linking international experiences to professional integration pathways, supporting beneficiaries upon their return from mobility, contributing to the follow-up of former learners and documenting the effects of internationalisation on employability. The BOI can therefore become a key actor in transforming mobility and cooperation experiences into concrete results for learners and for the institution.

5. Action Plan – EPS SJB Benin

5.1. Institutional Starting Point

EPS SJB Benin has a solid basis for developing a more structured internationalisation strategy. The institution has already participated in several cooperation and mobility projects, including **SAAM, VET-POWER, Via Don Bosco, Design Together** and other initiatives linked to international openness, pedagogical modernisation and young people's employability. These

experiences have made it possible to improve certain training contents, introduce new pedagogical methods and strengthen the school's visibility at local and international level.

However, the diagnosis shows that this dynamic remains **insufficiently institutionalised**. The institution does not yet have a formalised internationalisation strategy or a permanent unit dedicated to this function. Initiatives are often triggered by project or partnership opportunities, which limits their continuity, monitoring and integration into the overall functioning of the centre.

The main needs identified concern the **structuring of governance**, staff capacity building, improved support for mobility activities, access to appropriate equipment, as well as the development of stable partnerships and mechanisms for capitalising on learning outcomes.

In this context, the challenge for **EPS SJB Benin** is not to initiate internationalisation, but to move it towards a more **strategic, coordinated, operational and sustainable level**, building on the existing achievements.

5.2. Strategic Objectives

Based on the findings of the diagnosis, five strategic objectives are proposed for **EPS SJB Benin**.

The first objective is to **formalise the institution's internationalisation strategy**, in order to provide it with a clear, shared orientation that is integrated into its institutional development.

The second objective is to **strengthen staff capacities** in international project management, partner search, intercultural communication, languages, digital tools and pedagogical innovation.

The third objective is to **better structure learner and teacher mobility**, by improving preparation, support, follow-up and the valorisation of learning outcomes.

The fourth objective is to develop **sustainable and useful partnerships** capable of strengthening the quality of training, broadening cooperation opportunities and supporting learners' employability.

The fifth objective is to consolidate **internationalisation at home**, in order to broaden access to international openness beyond the direct beneficiaries of physical mobility.

5.3. Priority Actions

In order to achieve these objectives, several **priority actions** are proposed.

The first action consists of creating an **internationalisation unit or working group**, placed under the authority of the management team and composed, at a minimum, of an institutional focal point, a teacher involved in projects, a representative responsible for mobility follow-up

and, where possible, a representative of the **Guidance and Employment Support Office (BOI)**. This unit will be responsible for coordinating international activities, centralising information, monitoring partnerships, ensuring continuity of actions and preparing the plan's follow-up meetings.

The second action is to develop an **institutional internationalisation roadmap**, defining the institution's priorities for the remaining period of the VET-POWER project and for the post-project period. This roadmap should specify the objectives, types of partnerships sought, target groups, expected results, necessary resources, internal responsibilities and monitoring arrangements. It will make it possible to better connect international initiatives with the educational project of the centre.

The third action consists of setting up a **staff capacity-building programme**, including modules on project design and management, partner search, the use of collaborative digital tools, foreign languages, intercultural communication and innovative pedagogies. This programme should be progressive, directly linked to the operational needs of the centre and aligned with the training modules planned under WP4.

The fourth action aims to structure the **full cycle of student and teacher mobility** through simple before–during–after tools. This includes linguistic and intercultural preparation sessions, strengthened administrative support, tutoring during mobility, and a time for feedback and valorisation upon return. This action directly responds to the needs expressed by students and teachers for more comprehensive support.

The **BOI** may be associated with the follow-up of beneficiaries before, during and after mobility, particularly in order to better link international experiences with professional integration, the follow-up of former learners and the valorisation of acquired competences. This involvement will help strengthen the link between **internationalisation, employability and pathway support**.

The fifth action consists of developing **internationalisation-at-home mechanisms**, for example through virtual exchanges, interventions by foreign partners, distance-based collaborative projects, or mobility and language clubs. This action is particularly important in order to disseminate the effects of internationalisation across the entire educational community and reduce inequalities in access to international opportunities.

The sixth action is to better **capitalise on international experiences already carried out**. This may include the regular organisation of feedback sessions, the creation of a small network of former participants, the production of testimonies or good practice sheets, and the integration of learning outcomes into the centre's pedagogical activities. This capitalisation will help strengthen the multiplier effect of projects.

Finally, a seventh action consists of **mobilising and diversifying strategic partnerships**, building on existing networks such as **DBTA, Via Don Bosco, Erasmus+ partners, local companies** and institutions likely to support training, mobility, equipment or the professional integration of young people.

In a cross-cutting manner, all actions should integrate the principles of **equity, gender and inclusion**, in order to guarantee the most balanced possible access to opportunities for mobility, international cooperation and internationalisation at home. Particular attention should be paid to the participation of girls, young people with fewer opportunities and learners facing financial, linguistic or social barriers.

5.4. Indicative timetable

The action plan can be implemented according to a **progressive logic**, directly aligned with the actual cycle of the VET-POWER project.

Within the framework of this plan, the following time equivalence is proposed:

Short term: M18–M21

This period corresponds to the **immediate structuring phase**. The institution should prioritise the establishment of the internationalisation unit, the definition of its roadmap, the identification of priority staff training needs, the clarification of internal responsibilities and the initial structuring of mobility preparation and follow-up tools.

Medium term: M22–M28

This period should enable the transition from structuring to implementation. It will be necessary to launch the first training actions, test at least two internationalisation-at-home activities, consolidate certain key partnerships, formalise internal procedures for project and mobility management, and organise the first feedback sessions linked to mobility or cooperation experiences.

Long term: M29–M36 and post-project period

This period aims at **stabilisation and sustainability**. The objective will be to consolidate the governance of internationalisation, expand the number and quality of cooperation initiatives, further integrate learning outcomes into pedagogical practices, and maintain regular monitoring and valorisation mechanisms beyond the duration of the VET-POWER project.

5.5. Responsible Actors and Stakeholders

The **management team** of the institution should play a central role in driving, legitimising and monitoring the strategy. It should ensure that internationalisation is integrated into institutional priorities and support the establishment of clear governance.

The **internationalisation unit** will be the main coordination body. It will work closely with teachers, pedagogical managers, staff responsible for learner support, and external partners. It



should also ensure the monitoring of the plan's minimum objectives and prepare at least **2 follow-up meetings per year**.

Teachers will play an essential role in the dissemination of learning outcomes, the pedagogical preparation of mobility activities, the facilitation of internationalisation-at-home activities and the capitalisation of experiences.

Students, particularly former participants in mobility projects, may also be mobilised as **ambassadors or relays** in awareness-raising, mentoring and experience-sharing activities.

The **Guidance and Employment Support Office (BOI)** should be involved as a supporting actor in the implementation of the internationalisation strategy. It may contribute to the follow-up of former beneficiaries, support towards professional integration, the valorisation of competences acquired during mobility and the documentation of the effects of internationalisation on learners' pathways.

Finally, external partners such as **DBTA, Via Don Bosco, European partners and local companies** should be involved according to the actions implemented, whether for project development, mobility preparation, training, equipment or employability.

5.6. Necessary Resources

The implementation of the action plan requires the mobilisation of several types of resources.

First, **human resources** are needed, with dedicated time for coordination, activity preparation and the monitoring of partnerships and mobility activities. Even if resources are limited, it is important that a core group of people be able to assume this function in an identifiable and regular manner.

Second, **technical and pedagogical resources** will be necessary, particularly to improve access to digital tools, connectivity, training materials and, where possible, certain equipment that supports the modernisation of teaching.

Financial resources will also need to be sought to support costs related to staff training, linguistic preparation, cooperation activities, mobility and support for the most vulnerable learners.

Finally, **partnership resources** will be essential, in the form of cooperation agreements, methodological support, networking and collaboration opportunities with actors already involved in the field of VET and internationalisation.

5.7. Monitoring Indicators

In order to measure the progress achieved, several **monitoring indicators** may be used. To strengthen the operational nature of the plan, these indicators are linked to minimum targets that make it possible to concretely monitor the progress of the strategy.

A first level of indicators concerns **institutional structuring**: existence of an internationalisation unit, validation of a roadmap, number of coordination meetings held, and number of internal procedures or tools developed.

Minimum targets: 1 unit created within the institution; 1 roadmap validated; at least **2 follow-up meetings of the plan per year**, in order to strengthen the operational steering of the plan and allow for regular adjustments.

A second level concerns **capacity building**: number of staff members trained, topics covered, level of participation in training activities, and reuse of learning outcomes in pedagogical or coordination activities.

Minimum target: at least **2 staff members** directly involved in training or capacity-building actions related to internationalisation.

A third level concerns **mobility and cooperation**: number of mobility activities prepared and monitored according to a structured protocol, number of active partnerships, number of internationalisation-at-home activities organised, and level of participant satisfaction.

Minimum targets: at least **1 before–during–after protocol** applied for each mobility; at least **2 internationalisation-at-home activities** organised by the institution.

A fourth level concerns **valorisation and sustainability**: number of feedback actions carried out, existence of a network of former participants, integration of elements from international experiences into pedagogical practices, and evolution of the centre's visibility in connection with its international openness.

Minimum target: at least **1 post-mobility feedback session** organised for each mobility carried out.

A complementary indicator may focus on the involvement of the **BOI** in post-mobility follow-up and support for former beneficiaries.

Minimum target: at least **1 annual action** involving the internationalisation unit and the BOI around the follow-up of former beneficiaries, professional integration or the valorisation of acquired competences.

A cross-cutting indicator should make it possible to monitor the consideration of **equity, gender and inclusion** in internationalisation activities.



Minimum target: mobility, cooperation and internationalisation-at-home activities should use transparent access criteria and, where possible, ensure monitoring of participation by gender and beneficiary profile.

These minimum targets should not be understood as limits, but as **operational monitoring thresholds**. They will enable **EPS SJB Benin** to regularly verify whether the internationalisation strategy is progressing in a concrete, measurable and coherent manner in line with the VET-POWER project timeline.

5.8. Matrice opérationnelle synthétique – EPS SJB Bénin

Objectif stratégique	Action prioritaire	Responsable(s)	Échéance indicative (équivalence temporelle)	Indicateur de suivi	Target minimal
Formaliser la stratégie d'internationalisation	Créer une cellule d'internationalisation	Direction	Court terme (M18 – M21)	Cellule créée et rôles définis	1 cellule créée dans l'établissement
Structurer le pilotage	Élaborer une feuille de route institutionnelle	Direction + cellule	Court terme (M18 – M21)	Feuille de route validée	1 feuille de route validée
Renforcer les capacités du personnel	Organiser des formations ciblées	Cellule + partenaires	Court / moyen terme (M18 – M28)	Nombre de personnels formés	Au moins 2 personnels formés ou directement impliqués
Améliorer les mobilités	Mettre en place un protocole avant-pendant-après	Référent mobilité	Moyen terme (M22 – M28)	Mobilités accompagnées avec protocole	1 protocole appliqué par mobilité
Développer l'internationalisation à domicile	Créer des activités virtuelles et clubs de langues	Enseignants + cellule	Moyen terme (M22 – M28)	Nombre d'activités organisées	Au moins 2 activités organisées par l'établissement
Capitaliser les acquis	Organiser des restitutions et un réseau d'anciens	Cellule + enseignants	Moyen / long terme (M22 – M36 et post-projet)	Nombre d'actions de valorisation	Au moins 1 restitution post-mobilité par mobilité
Relier internationalisation et insertion professionnelle	Associer le BOI au suivi des mobilités et des anciens bénéficiaires	Cellule + BOI + enseignants	Moyen / long terme (M22 – M36 et post-projet)	Actions de suivi et d'accompagnement réalisées	Au moins 1 action annuelle associant internationalisation, BOI et insertion professionnelle
Assurer le suivi du plan	Organiser deux réunions annuelles de suivi et d'ajustement	Direction + cellule + BOI	Long terme (M29 – M36 et post-projet)	Réunions de suivi réalisées	Au moins 2 réunions de suivi du plan par an

ÉQUIVALENCE TEMPORELLE

- Court terme : M18 – M21
- Moyen terme : M22 – M28
- Long terme : M29 – M36 et période post-projet

TARGETS TRANSVERSAUX MINIMAUX POUR L'ENSEMBLE DU PLAN

- 1 cellule créée par établissement
- 1 feuille de route validée par établissement
- au moins 2 activités d'internationalisation à domicile par établissement
- au moins 1 restitution post-mobilité par mobilité
- au moins 2 réunions de suivi du plan par an
- au moins 1 action annuelle associant internationalisation, BOI et insertion professionnelle



Principe transversal : équité, genre et inclusion dans l'accès aux opportunités de mobilité et de coopération.

6. Action Plan – IFPTDB Ebolowa

6.1. Institutional Starting Point

IFPTDB Ebolowa presents an already well-established dynamic of international openness. The exchanges conducted as part of the diagnosis show that, over recent years, the institution has developed several significant partnerships with European and international actors, particularly through **SAAM, VET-POWER, Via Don Bosco, DBTA, Grohe, Manos Unidas** and other forms of support from the Salesian network. These cooperation experiences have made it possible not only to organise mobility activities, but also to introduce concrete developments in training content, pedagogical approaches and the image of the centre.

Internationalisation has already produced **visible effects in Cameroon**, particularly in the updating of modules in robotics, digital technologies and electronics, in the strengthening of the institution's regional reputation, and in the professional integration of young people. Some former beneficiaries have been able to find employment quickly or create their own activity, which confirms the potential of internationalisation as a lever for **employability and pedagogical innovation**.

This situation represents an important asset: **IFPTDB Ebolowa is not starting from a mere intention, but from already tangible experience**. However, this dynamic remains fragile and partly informal. The institution does not yet have a fully structured written strategy or a stabilised governance system for internationalisation. The main challenges identified concern administrative procedures, language barriers, the lack of sustainable funding, weaknesses in certain technical equipment, and insufficient post-mobility follow-up.

In this context, the challenge for **IFPTDB Ebolowa** is to **consolidate and institutionalise an international openness that has already begun**, in order to transform a series of positive experiences into a sustainable, steered and monitored strategy directly connected to the quality of training and professional integration.

6.2. Strategic Objectives

Based on this starting point, five strategic objectives are proposed for **IFPTDB Ebolowa**.

The first objective is to **formalise the governance of internationalisation**, in order to secure the achievements of projects already implemented over time and better integrate this dimension into the centre's steering mechanisms.

The second objective is to **strengthen staff capacities** in project management, partnership coordination, fundraising, intercultural communication, languages and the pedagogical valorisation of international experiences.

The third objective is to **improve the quality of mobility activities**, by strengthening preparation before departure, support during the stay and, above all, post-mobility follow-up, which has been identified as a particularly important need in the Cameroonian case.

The fourth objective is to better articulate **internationalisation with pedagogical innovation and professional integration**, so that international projects produce more lasting effects on training programmes, pedagogical practices, learners' competences and employment pathways.

The fifth objective is to **stabilise and broaden strategic partnerships**, by consolidating existing cooperation and developing new collaborations in Africa and Europe, particularly in the fields of technical modernisation, work-based learning, entrepreneurship and employability.

6.3. Priority Actions

The first priority action consists of creating or formalising a **team dedicated to internationalisation**, in connection with the management team and the **Guidance and Employment Support Office**. This team should ensure partnership coordination, project follow-up, participant preparation, capitalisation of results and the organisation of action plan follow-up meetings. The existence of practices already under way within the centre facilitates this structuring process, which can build on people already involved in previous projects.

The second action consists of drafting an **institutional roadmap for internationalisation**, identifying the centre's priorities for the remaining period of the VET-POWER project and for the post-project period. This roadmap should specify the types of partnerships to be developed, sectoral priorities, target groups, mobility objectives, training needs, resources to be mobilised and monitoring mechanisms. It should reflect the specific positioning of **IFPTDB Ebolowa**, where internationalisation is already associated with the modernisation of content and the professional integration of young people.

The third action aims to set up a **targeted staff capacity-building programme**, with particular attention to international project management, fundraising, foreign languages, intercultural communication and the follow-up of learning outcomes after mobility. In Cameroon, this aspect is strategic because the effects of projects are already visible, but would benefit from being better documented, better disseminated and better integrated into the functioning of the centre.

The fourth action consists of structuring a **complete mobility pathway**, using simple and reproducible before–during–after tools. This pathway should include linguistic and intercultural preparation, strengthened administrative support, individualised follow-up during mobility, and a return mechanism including feedback, guidance, support for professional integration, pedagogical capitalisation and, where possible, support for entrepreneurial initiatives. This action directly responds to the needs expressed by students and teachers.

The fifth action aims to strengthen the link between **internationalisation and employability**. For **IFPTDB Ebolowa**, it is particularly relevant to connect international projects more closely



with professional integration pathways, the Guidance and Employment Support Office, partner companies and high-potential sectors. This articulation may take the form of internships, mentoring, follow-up of former beneficiaries, testimonies on professional integration, professional simulations and valorisation of competences acquired through international experiences.

The sixth action consists of developing **internationalisation at home**, particularly through virtual exchanges, experience-sharing sessions, language clubs, collaborative activities with other centres and interventions by external partners. This dimension will make it possible to broaden the impact of internationalisation to a larger number of learners and teachers, including those who do not directly participate in physical mobility.

Finally, a seventh action should focus on the **consolidation of strategic partnerships**, building on the centre's already active networks and identifying cooperation opportunities likely to support local priorities: equipment modernisation, pedagogical training, mobility, professional integration, entrepreneurship, technical innovation and stronger links with the world of work.

6.4. Indicative Timeline

The action plan can be implemented according to a **progressive logic**, directly aligned with the actual cycle of the VET-POWER project. Within the framework of this plan, the following time equivalence is proposed:

Short term: M18–M21: This period corresponds to the immediate structuring phase. The institution should prioritise the formalisation of its internationalisation team, the drafting of its roadmap, the identification of the most urgent staff training needs, and the establishment of simple tools for mobility preparation and follow-up.

Medium term: M22–M28: This period should enable the transition to operational implementation. The centre will be able to launch the first training actions, structure post-mobility follow-up, test at least two internationalisation-at-home activities, strengthen the links between internationalisation, pedagogical innovation and professional integration, and consolidate certain strategic partnerships.

Long term: M29–M36 and post-project period: This period aims at stabilisation and sustainability. The objective will be to stabilise procedures, broaden partnerships, develop better follow-up of former beneficiaries, organise regular feedback sessions and embed internationalisation as a fully integrated axis of the centre's institutional development.

6.5. Responsible Actors and Stakeholders

The **management team** of the centre will play a central role in giving internationalisation clear institutional legitimacy and ensuring its coherence with the centre's other priorities. It should



ensure that the action plan is integrated into the institution's steering mechanisms and monitored regularly.

The **internationalisation team**, in connection with the **Guidance and Employment Support Office**, should coordinate actions, monitor mobility activities, maintain relations with partners and support the capitalisation of learning outcomes. It will also play an important role in preparing follow-up meetings, collecting indicators and documenting results.

Teachers should be involved not only in mobility activities, but also in the dissemination of learning, the integration of new content, learner support and participation in internationalisation-at-home activities.

Students, particularly former mobility beneficiaries, may be mobilised as relays in mentoring, awareness-raising and testimony activities, in order to strengthen the multiplier effect already observed within the centre.

External partners such as **DBTA, Via Don Bosco, European partners, companies and professional integration actors** will play an important role in supporting training, mobility, equipment, technical innovation and employability.

6.6. Necessary Resources

The action plan first requires **clearly identified human resources** for coordination, mobility follow-up, capitalisation and partnership management. The existing situation within the centre provides a good starting point, but these responsibilities need to be better formalised in order to avoid internationalisation relying only on a few individuals.

Pedagogical and technical resources will also be necessary, particularly to improve equipment, monitoring tools, connectivity and materials for linguistic, intercultural and digital preparation. These resources are particularly important in order to connect internationalisation with pedagogical innovation and the modernisation of technical pathways.

Financial resources will need to be mobilised to support mobility activities, staff training, internationalisation-at-home activities and certain infrastructure or learner support needs.

Finally, **partnership resources** will be essential, not only to finance or co-finance certain actions, but also to provide concrete opportunities for internships, work-based learning, mentoring, equipment, entrepreneurship and transfer of practices.

6.7. Monitoring Indicators

In order to measure the progress achieved, several **monitoring indicators** may be used. To strengthen the operational nature of the plan, these indicators are linked to minimum targets, making it possible to concretely monitor the progress of the strategy.

A first set of indicators may measure **institutional structuring**: existence of a formalised team, validation of a roadmap, frequency of coordination meetings and number of internal procedures put in place.

Minimum targets: 1 internationalisation team formalised; 1 roadmap validated; at least **2 follow-up meetings per year**.

A second set will concern **capacity building**: number of staff members trained, topics covered, participation in training activities and reuse of learning outcomes in pedagogical or organisational practice.

Minimum target: at least **2 staff members** trained or directly involved in capacity-building actions related to internationalisation.

A third set will concern the **quality of mobility activities**: number of participants prepared according to a formalised protocol, number of post-mobility follow-up actions implemented, satisfaction rate and number of feedback or internal dissemination initiatives.

Minimum targets: at least **1 before–during–after protocol** applied for each mobility; at least **1 post-mobility feedback session** organised for each mobility carried out.

A fourth set of indicators may monitor **institutional and professional impact**: evolution in the number of active partnerships, integration of content or practices resulting from international projects into training programmes, improvement of the centre's visibility, and follow-up of professional integration or entrepreneurial initiative pathways of former beneficiaries whenever possible.

Minimum targets: at least **2 internationalisation-at-home activities** organised by the institution; at least **1 annual action** linking internationalisation, professional integration and partner companies.

These minimum targets should not be understood as limits, but as **operational monitoring thresholds**. They will enable **IFPTDB Ebolowa** to regularly verify whether the internationalisation strategy is progressing in a concrete, measurable and coherent manner in line with the VET-POWER project timeline.

6.8. Matrice opérationnelle synthétique – IFPTDB Ebolowa, Cameroun

Objectif stratégique	Action prioritaire	Responsable(s)	Échéance indicative (équivalence temporelle)	Indicateur de suivi	Target minimal
Formaliser la gouvernance	Créer ou formaliser une équipe d'internationalisation	Direction + BOI	Court terme (M18 – M21)	Équipe formalisée	1 équipe d'internationalisation formalisée
Définir un cadre stratégique	Rédiger une feuille de route institutionnelle	Direction + équipe	Court terme (M18 – M21)	Feuille de route validée	1 feuille de route validée
Renforcer les capacités du personnel	Mettre en place des formations ciblées	Équipe + partenaires	Court / moyen terme (M18 – M28)	Nombre de membres du personnel formés	Au moins 2 membres du personnel formés ou directement impliqués
Améliorer la qualité des mobilités	Structurer un parcours complet de mobilité avant-pendant-après	Référent mobilité + BOI	Moyen terme (M22 – M28)	Mobilités accompagnées avec protocole	1 protocole appliqué par mobilité
Capitaliser les acquis	Organiser des restitutions post-mobilité et valoriser les retours d'expérience	Équipe + enseignants	Moyen / long terme (M22 – M36 et post-projet)	Nombre d'actions de restitution	Au moins 1 restitution post-mobilité par mobilité
Relier internationalisation et employabilité	Renforcer les liens avec le BOI, les entreprises et l'insertion	BOI + direction	Moyen / long terme (M22 – M36 et post-projet)	Nombre d'actions conjointes	Au moins 1 action annuelle liant internationalisation, insertion et entreprises partenaires
Développer l'internationalisation à domicile	Lancer des échanges virtuels et activités internes	Enseignants + équipe	Moyen terme (M22 – M28)	Nombre d'activités et participants	Au moins 2 activités organisées par l'établissement
Assurer le suivi du plan	Organiser une réunion annuelle de suivi et d'ajustement	Direction + équipe	Long terme (M29 – M36 et post-projet)	Réunions de suivi réalisées	Au moins 1 réunion annuelle de suivi du plan

ÉQUIVALENCE TEMPORELLE

- Court terme** : M18 – M21
- Moyen terme** : M22 – M28
- Long terme** : M29 – M36 et période post-projet

TARGETS TRANSVERSAUX MINIMAUX POUR L'ENSEMBLE DU PLAN

- 1 équipe d'internationalisation formalisée par établissement
- 1 feuille de route validée par établissement
- au moins 2 activités d'internationalisation à domicile par établissement
- au moins 1 restitution post-mobilité par mobilité
- au moins 1 réunion annuelle de suivi du plan
- au moins 1 action annuelle liant internationalisation, insertion et entreprises partenaires

7. Action Plan – CFP Don Bosco Bobo-Dioulasso, Burkina Faso

7.1. Institutional Starting Point

CFP Don Bosco Bobo-Dioulasso already has an established internationalisation dynamic, supported by several significant partnerships and projects. The institution has participated in initiatives such as **SAAM, VET-POWER, Via Don Bosco, DBTA, LUX-DEV, Schneider Electric, Caritas Austria** and other collaborations that have contributed to strengthening the quality of the training offer, the motivation of teams and the visibility of the centre.

The exchanges conducted as part of the diagnosis also show that the centre has already begun to structure its approach, particularly through the establishment of a small team linked to international relations. This basis is particularly important, as it shows that internationalisation is already perceived as a **strategic lever** within the institution.

The positive effects observed include an increase in enrolments, improved attractiveness of the centre, strengthened teacher competences and increased learner interest in mobility and cooperation opportunities. Both staff and students express a strong interest in international openness, which they associate with the acquisition of new competences, pedagogical innovation and better professional integration.

However, the diagnosis also highlights several weaknesses. The internationalisation strategy is not yet fully formalised, human and financial resources remain limited, obstacles linked to languages, visas and mobility are significant, and the context calls for **cautious, progressive and diversified approaches**.

In this framework, the main challenge for **CFP Don Bosco Bobo-Dioulasso** is to **formalise, stabilise and secure an already well-started dynamic**, by developing a realistic strategy adapted to the context and less dependent on physical international mobility alone.

7.2. Strategic Objectives

In light of this starting point, five strategic objectives are proposed for **CFP Don Bosco Bobo-Dioulasso**.

The first objective is to **formalise an institutional internationalisation strategy**, in order to better organise the centre's priorities, responsibilities and development perspectives in this field.

The second objective is to **strengthen staff capacities** in international projects, innovative pedagogies, languages, digital tools and dissemination of learning outcomes.

The third objective is to **diversify forms of internationalisation**, by not relying solely on physical mobility, but also developing hybrid and virtual cooperation, as well as internationalisation at home.

The fourth objective is to **better prepare learners and teachers for international experiences**, through strengthened linguistic, intercultural, administrative and pedagogical support.

The fifth objective is to **consolidate and broaden strategic partnerships**, by building on existing networks and developing cooperation opportunities that are useful for training modernisation, professional integration, innovation and institutional resilience.

7.3. Priority Actions

The first priority action consists of **institutionalising the international function** within the centre. This means consolidating the existing team by providing it with a clearer framework, an identified focal point, defined responsibilities and explicit recognition within the organisation of the centre. This formalisation will make it possible to improve the continuity of actions and better coordinate current and future projects.

The second action is to develop an **internal internationalisation plan**, aligned with the realities of the centre and with the remaining period of the VET-POWER project. This document should specify strategic priorities, the types of activities to be prioritised, partnerships to be consolidated, resources to be mobilised, internal responsibilities and monitoring arrangements. For Burkina Faso, this framework should be particularly realistic and take into account the administrative, financial and logistical constraints linked to mobility.

The third action aims to implement a **staff capacity-building programme**, focused on foreign languages, project management, innovative pedagogies, new technologies and digital cooperation tools. Teachers have clearly expressed their need for training in these areas, as well as their willingness to have time and more structured mechanisms to share learning outcomes within the institution.

The fourth action consists of **better preparing teacher and learner mobility**. This includes language initiation activities, intercultural awareness-raising, information on administrative procedures, and more anticipated logistical support. The objective is to reduce barriers to participation and improve the quality of experiences before, during and after mobility.

The fifth action is to develop forms of **internationalisation at home**, particularly adapted to the context of the centre. This may include launching virtual exchanges, distance-based collaborative projects, language clubs, testimony sessions or pedagogical activities integrating an international dimension without systematically requiring travel. This orientation is strategic in a context where physical mobility may be more difficult to implement on a regular basis.

The sixth action consists of **valorising the learning outcomes of international experiences** more systematically. The exchanges show that sharing already exists, but that it would benefit from being better structured. The centre could organise regular feedback sessions, create a small network of former participants, formalise certain good practices and encourage their reuse in courses, workshops and local projects.

Finally, a seventh action aims to **strengthen and diversify strategic partnerships**, by building on the centre's existing networks, European and African partners, as well as companies and organisations able to provide support in the areas of training, equipment, innovation, employability or regional mobility.

7.4. Indicative Timeline

The action plan can be implemented according to a **progressive logic**, directly aligned with the actual cycle of the VET-POWER project. Within the framework of this plan, the following time equivalence is proposed:

Short term: M18–M21

This period corresponds to the **immediate structuring phase**. The centre should prioritise the formalisation of its international focal point, clarify the functioning of its team, develop its internal internationalisation plan and launch the first language preparation and awareness-raising actions.

Medium term: M22–M28

This period should enable the transition to operational implementation. It will be necessary to deploy the staff training programme, test at least two internationalisation-at-home activities, strengthen mobility preparation tools, consolidate the first priority partnerships and better structure the internal valorisation of learning outcomes.

Long term: M29–M36 and post-project period

This period aims at **stabilisation and sustainability**. The objective will be to consolidate partnerships, develop hybrid or regional forms of cooperation, stabilise monitoring mechanisms and anchor internationalisation in the centre's educational project as a sustainable lever for quality, openness and professional integration.

7.5. Responsible Actors and Stakeholders

The **management team** of the institution should provide strategic impetus and ensure that internationalisation is recognised as an institutional priority. It should also ensure that decisions related to internationalisation are integrated into the centre's governance mechanisms.



The **international focal point or international team** will be responsible for coordinating projects, centralising information, monitoring partnerships and supporting the implementation of the planned actions. This team should also monitor indicators, document results and organise the plan's follow-up meetings.

Teachers should be involved in capacity building, the facilitation of internationalisation-at-home activities, mobility preparation and the dissemination of good practices resulting from international experiences.

Students, particularly those who have already participated in projects such as **SAAM**, may play an important role as ambassadors, mentors or relays in awareness-raising and experience-sharing activities.

External partners, particularly **DBTA, Via Don Bosco, European partners, companies and local actors**, should be mobilised according to the centre's priorities, whether for pedagogical cooperation, mobility, professional integration, innovation or support for institutional structuring.

7.6. Necessary Resources

The implementation of the action plan will first require **identified human resources** to ensure coordination, activity preparation, partnership monitoring and the valorisation of learning outcomes. Even if resources are limited, it is important that a focal point or small team have a clear mandate and a minimum amount of dedicated time.

Pedagogical and digital resources will also be necessary to support training, distance exchanges, virtual cooperation activities and monitoring tools. In the case of Burkina Faso, these resources are particularly important for developing forms of internationalisation that do not depend solely on physical mobility.

Financial resources will need to be mobilised to support language preparation, exchange activities, certain mobility actions, equipment needs and dissemination or capitalisation activities. Finally, **partnership resources** will be essential to maintain the centre's openness, identify new opportunities and ensure that internationalisation continues to produce concrete effects on the quality of training, pedagogical innovation and young people's employability.

7.7. Monitoring Indicators

In order to measure the progress achieved, several **monitoring indicators** may be used. To strengthen the operational nature of the plan, these indicators are linked to minimum targets, making it possible to concretely monitor the progress of the strategy.

A first group of indicators may measure **institutional structuring**: existence of a formally appointed international focal point, validation of an internal plan, number of coordination meetings and level of integration of internationalisation into the centre's priorities.

Minimum targets: 1 international focal point or international team formalised; 1 internal internationalisation plan validated; at least **2 follow-up meetings per year**.

A second group of indicators concerns **capacity building**: number of staff members trained, diversity of topics addressed, effective participation in training activities and internal dissemination of learning outcomes.

Minimum target: at least **2 staff members** trained or directly involved in capacity-building actions related to internationalisation.

A third group of indicators will focus on the **diversification of forms of internationalisation**: number of internationalisation-at-home activities organised, number of virtual or hybrid exchanges implemented, and number of beneficiaries reached beyond physical mobility alone.

Minimum target: at least **2 internationalisation-at-home activities** organised by the institution.

A fourth group of indicators may monitor the **quality and impact of actions**: number of active partnerships, number of mobility activities prepared with a structured protocol, number of feedback actions carried out, level of participant satisfaction, and integration of elements resulting from internationalisation into pedagogical practices or the image of the centre.

Minimum targets: at least **1 before–during–after protocol** applied for each mobility; at least **1 post-mobility feedback session** organised for each mobility carried out.

A fifth group of indicators may monitor the **sustainability of the strategy**: maintenance of partnerships, organisation of follow-up meetings, updating of the internal plan and continuity of activities after the end of the project.

Minimum target: at least **2 follow-up and adjustment meetings of the plan per year**.

These minimum targets should not be understood as limits, but as **operational monitoring thresholds**. They will enable **CFP Don Bosco Bobo-Dioulasso** to regularly verify whether the internationalisation strategy is progressing in a concrete, measurable and coherent manner in line with the VET-POWER project timeline.

7.8. Matrice opérationnelle synthétique – CFP Don Bosco Bobo-Dioulasso, Burkina Faso

Objectif stratégique	Action prioritaire	Responsable(s)	Échéance indicative (équivalence temporelle)	Indicateur de suivi	Target minimal
Formaliser la stratégie	Institutionnaliser la fonction internationale	Direction	Court terme (M18 – M21)	Référent désigné	1 référent ou équipe internationale formalisée
Structurer la démarche	Élaborer un plan interne d'internationalisation	Direction + référent	Court terme (M18 – M21)	Plan validé	1 plan interne validé
Renforcer les capacités	Mettre en place un programme de formation du personnel	Référent + partenaires	Court / moyen terme (M18 – M28)	Nombre de personnels formés	Au moins 2 personnels formés ou directement impliqués
Mieux préparer les mobilités	Organiser une préparation linguistique et interculturelle	Référent + enseignants	Moyen terme (M22 – M28)	Nombre de bénéficiaires préparés	1 protocole appliqué par mobilité
Développer des alternatives à la mobilité physique	Lancer des activités d'internationalisation à domicile	Référent + enseignants	Moyen terme (M22 – M28)	Nombre d'activités organisées	Au moins 2 activités organisées par l'établissement
Valoriser les acquis	Structurer la diffusion des retours d'expérience	Direction + référent	Moyen / long terme (M22 – M36 et post-projet)	Nombre de restitutions réalisées	Au moins 1 restitution post-mobilité par mobilité
Assurer le suivi du plan	Organiser une réunion annuelle de suivi et d'ajustement	Direction + référent	Long terme (M29 – M36 et post-projet)	Réunions de suivi réalisées	Au moins 1 réunion annuelle de suivi du plan

ÉQUIVALENCE TEMPORELLE

- Court terme** : M18 – M21
- Moyen terme** : M22 – M28
- Long terme** : M29 – M36 et période post-projet

TARGETS TRANSVERSAUX MINIMAUX POUR L'ENSEMBLE DU PLAN

- 1 référent ou équipe internationale formalisée
- 1 plan interne d'internationalisation validé
- au moins 2 activités d'internationalisation à domicile par établissement
- au moins 1 restitution post-mobilité par mobilité
- au moins 1 réunion annuelle de suivi du plan
- au moins 1 action annuelle liant internationalisation, insertion et entreprises partenaires

8. Implementation and Monitoring Mechanisms

8.1. Conditions for Success

The success of the action plans proposed for the three institutions depends first and foremost on a **clear institutional commitment**. Internationalisation will only produce lasting effects if it is recognised as a **development priority** by the management teams and if it is progressively integrated into the organisation, planning and practices of each centre. This requires real support from management, a clear definition of responsibilities and continuity in the steering of actions.

A second essential condition is the **establishment of an identified coordination mechanism**. In all three cases, the diagnosis showed the need to move from a dynamic often driven by a few individuals towards a more stable organisation, capable of managing partnerships, preparing mobility activities, disseminating information and ensuring the capitalisation of results. The existence of a designated internationalisation focal point or unit is therefore a **key factor for success**.

A third condition concerns the **progressive strengthening of staff capacities**. The action plans can only be implemented credibly if teachers, management teams and support staff progressively develop competences in **project management, languages, digital tools, intercultural communication and the pedagogical valorisation of international experiences**. Without this capacity-building process, internationalisation risks remaining fragile and insufficiently disseminated within the institutions.

Success also depends on the centres' ability to develop a **realistic and progressive approach**. The planned actions must remain proportionate to the available resources and to the level of maturity of each institution. It is preferable to consolidate a few simple but sustainable mechanisms rather than multiply initiatives that are difficult to maintain. In this logic, the articulation between **physical mobility, internationalisation at home, digital cooperation and targeted partnerships** constitutes an important feasibility factor.

Finally, a further condition for success lies in the ability to make internationalisation a directly useful tool for the **quality of training, pedagogical innovation and professional integration**. International actions will have greater legitimacy and impact if they are perceived as contributing to the concrete needs of learners, teachers and the centre as a whole.

8.2. Risks and Mitigation Measures

Several **risks** may affect the implementation of the action plans.

The first risk is **insufficient institutional formalisation**. If internationalisation remains perceived as a secondary or occasional activity, actions may become highly dependent on the people currently involved and may lack continuity. To mitigate this risk, it is essential to integrate international priorities into the governance of the centre, appoint responsible persons and clarify roles from the beginning of implementation.

The second risk concerns the **lack of human and financial resources**. Partner centres may face significant constraints in terms of available time, coordination capacity, mobility costs, training or equipment. To reduce this risk, it will be necessary to prioritise realistic actions, develop hybrid or virtual cooperation whenever relevant, and build on existing partnerships to mobilise additional resources.

The third risk relates to **administrative and logistical obstacles**, particularly for international mobility: complex visa procedures, delays, additional costs, organisational difficulties and travel constraints. These obstacles have been widely reported in the three countries. Mitigation measures include better anticipation, more structured administrative support, participant preparation and, where possible, the development of alternatives such as virtual exchanges or regional mobility schemes.

A fourth risk concerns **linguistic and intercultural barriers**, which can limit participation in projects, weaken mobility experiences and reduce the impact of cooperation. To mitigate this risk, the action plans explicitly include measures for linguistic preparation, intercultural awareness, mentoring and support before and after international experiences.

A fifth risk lies in the **weak capitalisation of learning outcomes**. If international experiences are not monitored, valorised and reinvested in the centre's practices, their impact will remain limited to a few direct beneficiaries. To reduce this risk, it is important to organise feedback sessions, disseminate learning within the educational community and integrate the outcomes into teaching activities, tools and strategic reflection.

8.3. Monitoring and Evaluation System

The **monitoring and evaluation system** for the action plans should remain simple, useful and directly linked to the objectives pursued. The aim is not to create a heavy system, but to establish a few regular mechanisms enabling each centre to measure progress, identify difficulties encountered and adjust actions where necessary.

A first level of monitoring will focus on the **establishment of structural conditions**: existence of an internationalisation focal point or unit, validation of a roadmap or internal plan, frequency of coordination meetings, and development of tools for monitoring partnerships and mobility activities.

A second level will concern the **activities carried out**, such as staff training, linguistic and intercultural preparation activities, supported mobility activities, internationalisation-at-home activities, meetings with partners, or valorisation activities organised within the institutions.

A third level of monitoring should focus on **observable results**, for example the increase in the number of active partnerships, the number of staff and learners involved in international activities, the integration of new elements into teaching practices, or the perceived quality of support before, during and after mobility.

Finally, a fourth level may focus on **more qualitative effects**, such as changes in institutional visibility, increased team motivation, improved internal coordination, or the perceived impact of international experiences on learners' employability and openness. These effects may be monitored through feedback sessions, debriefing interviews, simple questionnaires or internal review meetings.

The monitoring and evaluation system should also integrate a cross-cutting focus on **equity, gender and inclusion**. Where possible, institutions will monitor beneficiary participation by gender and by the obstacles encountered in accessing international activities. This monitoring will help ensure that internationalisation does not benefit only a limited number of participants, but progressively contributes to expanding opportunities for the entire educational community.

The **Guidance and Employment Support Office (BOI)**, where it exists within the institution, may be associated with this monitoring system, particularly in order to document the effects of mobility and international activities on professional integration, the follow-up of former learners and the recognition of acquired competences.

8.4. Procedures for Revising the Action Plans

The action plans proposed in this document should be considered as **evolving frameworks**, which may be adjusted according to the actual progress of the institutions, partnership opportunities, contextual constraints and available resources. Since internationalisation is a progressive process, it is normal for certain priorities to be consolidated, reoriented or reformulated over time.

It is therefore recommended that each institution organise a **periodic review** of its action plan, at least **twice a year**. This review should make it possible to assess the actions undertaken, evaluate progress, identify persistent obstacles and decide on any necessary adjustments. It should involve management, the internationalisation focal points or teams, as well as, where relevant, teachers or partners involved.

The revision of the plans may also draw on lessons learned from project activities, new cooperation opportunities, the evolution of existing partnerships and emerging needs identified among learners and staff. This revision approach will ensure that the plans remain **living**,

useful and adapted, while progressively strengthening the capacity of the centres to manage their own internationalisation strategy.

9. Conclusion

9.1. Summary of Strategic Priorities

The analysis reveals a common orientation among the three partner institutions: to make **internationalisation a structuring lever** serving the **quality of VET, pedagogical innovation, institutional strengthening** and **learners' employability**. The three centres already have experience in international cooperation, but they must now take a further step by consolidating this dynamic from a more **coordinated, sustainable and integrated perspective** within their institutional development.

In this context, several **strategic priorities** clearly emerge. The first is the **formalisation of the governance of internationalisation**, through the establishment of designated focal points or dedicated units, the clarification of responsibilities, and the integration of this dimension into the priorities of each institution. The second is **staff capacity building**, particularly in relation to **international project management**, partner search, foreign languages, intercultural communication, digital tools and innovative teaching methods.

The third priority concerns the **improvement of the mobility cycle**, from linguistic, intercultural and administrative preparation to **post-mobility follow-up** and the recognition of acquired competences. The fourth is the development of **sustainable partnerships**, useful for mobility, staff training, pedagogical innovation, equipment and professional integration. Finally, a fifth cross-cutting priority lies in the development of **internationalisation at home**, by mobilising digital tools, virtual exchanges, collaborative activities and dissemination spaces to broaden the impact of international actions beyond direct beneficiaries alone.

These shared priorities, however, are implemented differently depending on each context. For **EPS SJB Benin**, the central priority is to **consolidate an already established internationalisation dynamic**. For **IFPTDB Ebolowa**, the main objective is to **consolidate** an international openness whose effects are already visible in training content, the centre's reputation and the professional integration of young people. For **CFP Don Bosco Bobo-Dioulasso**, the main challenge is to **formalise and stabilise** the strategy through a particularly progressive and flexible approach adapted to contextual constraints.

9.2. Prospects for Sustainability after VET-POWER

The sustainability of the dynamics initiated after **VET-POWER** will depend above all on the ability of the three institutions to transform the proposed actions into **sustainable institutional mechanisms**. This means that internationalisation will gradually need to stop being perceived

as a series of one-off projects and become an **integrated function** of the institution, supported by management, relayed by teams and articulated with the pedagogical and organisational priorities of the centre.

From this perspective, several conditions appear essential. The first is the maintenance of **stable internal coordination**, with identified focal points and simple but regular monitoring mechanisms. The second is the continuation of efforts to **strengthen staff capacities**, so that teams can, in the medium term, manage partnerships, projects and internationalisation activities more directly. The third is the ability to continue mobilising and diversifying **strategic partnerships**, especially with actors such as **DBTA, Via Don Bosco, European partners, Salesian networks, companies** and other organisations supporting training and professional integration.

Sustainability will also depend on better **local valorisation of achievements**. International experiences must continue to inform the modernisation of content, the evolution of teaching practices, learner motivation and the institutional visibility of the centres. Feedback mechanisms, alumni networks, internationalisation-at-home activities and the integration of acquired learning outcomes into training programmes will, in this regard, be important levers for extending the effects of the project beyond its funding period.

Finally, the prospects for sustainability invite us to consider **internationalisation** not only as openness towards Europe, but also as an opportunity to strengthen **South-South cooperation, hybrid formats** and more inclusive mechanisms capable of involving a greater number of learners and staff members. In this logic, the post-VET-POWER period should not be understood as a closure, but as a **consolidation phase**, during which the institutions will be able to capitalise on the project's achievements in order to strengthen their autonomy, attractiveness and capacity to sustainably embed international openness within their institutional development.

10. Annexes

10.1.1 Summary of MS4.1

The **analysis of internationalisation needs** conducted within the framework of **MS4.1** was an essential step in understanding the level of maturity, expectations and constraints of the three African partner institutions of the VET-POWER project: **EPS SJB Benin, IFPTDB Ebolowa – Cameroon and CFP Don Bosco Bobo-Dioulasso – Burkina Faso**. This analysis was based on a cross-cutting approach combining the perspectives of **management teams, teachers and learners**, in order not to limit the diagnosis to an institutional reading, but to take into account the pedagogical, organisational and individual needs linked to international openness.

In the three institutions, internationalisation is perceived as a **strategic lever for transformation**. It is associated with improving the quality of VET, modernising pedagogical practices, strengthening staff competences, broadening learners' cultural openness and better preparing them for the labour market. Previous cooperation and mobility experiences, particularly through projects such as **SAAM, VET-POWER** and international Salesian networks, have already produced positive effects: increased team motivation, enhanced visibility of the centres, introduction of new methods, improvement of certain training practices and development of a culture more open to international cooperation.

However, the analysis highlighted that this dynamic remains **insufficiently formalised**. In the three centres, internationalisation often relies on project opportunities, the commitment of key individuals or long-standing partnerships, but it is not yet fully integrated into a structured institutional strategy. The institutions therefore express a shared need to move from a dynamic that is already under way but still insufficiently formalised towards a more **planned, coordinated, inclusive and sustainable approach**, with clear objectives, defined responsibilities, monitoring tools and better capitalisation of results.

Several common challenges were identified. The first concerns **internal governance**: the centres need internationalisation focal points, units or dedicated teams capable of coordinating projects, centralising information, monitoring partnerships and ensuring institutional continuity. The second challenge concerns the **lack of sustainable funding**, which limits the schools' capacity to organise mobility activities, participate in international networks, equip workshops or support learner preparation. The third challenge concerns **administrative and logistical barriers**, particularly visa procedures, travel costs and the complexity of organising international mobility.

Linguistic and intercultural difficulties also appear as a significant barrier. Learners and teachers alike highlight the need for better language preparation, particularly in English, Spanish or other languages useful for international cooperation. This is complemented by the need to strengthen intercultural preparation, so that participants can better understand host environments, adapt to foreign professional contexts and valorise the competences acquired

upon return. The analysis also highlights a weakness in **post-mobility follow-up**: international experiences produce useful learning, but this learning is not always sufficiently shared, documented or reinvested in the centre's pedagogical and organisational practices.

At the level of **management teams**, priority needs mainly concern partner search, access to funding, the drafting and management of international projects, partnership governance, the digitalisation of cooperation processes and the capacity to embed internationalisation within the school's institutional project. Management teams see internationalisation as a tool for strategic positioning, but they stress that it must be better structured in order to avoid excessive dependence on one-off projects or on a few experienced individuals.

At the level of **teachers**, needs mainly concern capacity building in project writing, partnership management, innovative pedagogies, foreign languages, intercultural communication and the use of collaborative digital tools. Teachers consider internationalisation as an opportunity to update their methods, discover new pedagogical approaches, strengthen links with the professional world and better support learners. However, they emphasise the need for concrete training directly linked to the realities of their institution and to the activities planned within the project.

From the perspective of **learners**, the analysis shows a strong interest in international opportunities, but also a need for information, preparation and support. Students wish to better understand mobility opportunities, participation criteria, administrative procedures, expected language competences and the concrete benefits for their professional pathways. They also highlight the need for internship opportunities, exchanges, meetings with other young people and stronger links between international experiences and their future professional integration.

The analysis also confirmed the importance of developing forms of **internationalisation at home**. In the three contexts, physical mobility remains important, but it cannot involve all learners or all teachers. It is therefore necessary to diversify formats: virtual exchanges, distance-based collaborative projects, interventions by international partners, language clubs, intercultural activities, testimonies from former participants or hybrid cooperation. This approach would broaden the impact of internationalisation to the entire educational community, while reducing the effects of financial, administrative and logistical constraints.

Finally, MS4.1 made it possible to identify differentiated priorities for each institution. For **EPS SJB Benin**, the main challenge is to consolidate an already existing internationalisation dynamic by giving it a more formal, strategic and sustainable framework, while strengthening links with professional integration, the follow-up of former beneficiaries and equitable access to international opportunities. This involves formalising a strategy, strengthening the internal team and developing partnerships better aligned with the school's needs. For **IFPTDB Ebolowa – Cameroon**, the priority is to consolidate an already visible international openness, which has had effects on training content, the centre's reputation and the professional integration of young people, but which now needs to be better institutionalised and monitored. For **CFP Don Bosco Bobo-Dioulasso – Burkina Faso**, the challenge is to formalise and stabilise a promising

dynamic through a progressive, realistic and context-adapted approach, combining physical mobility, hybrid cooperation and internationalisation at home.

In conclusion, **MS4.1** shows that the three institutions have a real basis for strengthening their internationalisation, but that they need a more operational framework to transform this ambition into concrete actions. The results of the diagnosis therefore fully justify the development of the **D4.1 action plans**, focused on **governance, capacity building, preparation and follow-up of mobility, partnership development, internationalisation at home and the sustainable capitalisation of achievements**.

The diagnosis also highlights the need to better integrate the principles of **equity, gender and inclusion** into internationalisation strategies, so that mobility, cooperation and remote activities can benefit a wider audience. Finally, it emphasises the importance of involving guidance and employment support mechanisms, in particular the **BOI**, in mobility follow-up, the valorisation of acquired competences and the support of former learners.

10.1.2 Summary of MS4.2

MS4.2 – Catalogue of European Good Practices in Internationalisation constituted a complementary step to the needs diagnosis carried out within the framework of MS4.1. While MS4.1 aimed to identify the needs, constraints and priorities of the three African partner institutions, MS4.2 aimed to identify **concrete, transferable and adaptable references** drawn from the experience of the European partners of the VET-POWER project. This approach made it possible to link the needs expressed by the centres in Benin, Cameroon and Burkina Faso with practices already tested in European VET contexts.

Methodology Followed for MS4.2

The methodology followed for MS4.2 was based on a **qualitative capitalisation approach to good practices**. The objective was not to produce an exhaustive catalogue of all existing European experiences, but to select a limited number of practices that were particularly relevant to the needs identified in the African partner centres.

The first step consisted of defining the **selection criteria for good practices**. A practice had to be concrete, documented, understandable for African partners, compatible with the objectives of WP4 and sufficiently flexible to be adapted to different institutional contexts. Particular attention was paid to practices capable of addressing the main needs identified in the diagnosis: **governance of internationalisation, preparation and follow-up of mobility, staff capacity building, partnership development, internationalisation at home and capitalisation of achievements**.

The second step consisted of collecting contributions from the European project partners. Each partner identified an experience representative of its expertise in the field of VET internationalisation. The practices were then analysed not only according to their relevance in

the European context, but above all according to their **transfer potential** towards the three African centres. The aim was therefore not to propose models to be reproduced mechanically, but to identify principles, tools and methods that could inspire realistic responses to local needs.

The third step consisted of analysing each practice according to a common framework: **objective of the practice, target groups, implementation modalities, resources required, observed results, conditions for success, possible limitations and transferable elements**. This framework made it possible to compare the practices and identify their added value for the African partner institutions.

The fourth step was the **cross-analysis** of the practices with the results of MS4.1. This step was essential to ensure coherence between the diagnosis and the proposed solutions. European good practices were linked to the real needs of the three schools: absence of a formalised strategy, lack of dedicated teams, funding and visa difficulties, language needs, weak post-mobility follow-up, the need to strengthen staff competences and the importance of developing forms of internationalisation accessible to a larger number of learners and teachers.

Finally, the lessons learned from MS4.2 were integrated into the development of D4.1. They helped to inform the **common strategic framework**, the cross-cutting action axes and the **specific action plans** for each institution. The MS4.2 methodology therefore made it possible to move from a logic of simple inspiration to a logic of **reasoned transfer**, adapted to the institutional, financial and pedagogical realities of the African partner schools.

European Good Practices Identified

Three complementary good practices were selected, as they cover three essential dimensions of internationalisation: **institutional structuring, mobility as a lever for openness and internationalisation at home through virtual and hybrid formats**.

The first good practice, led by **MUNDUS**, is based on an approach to the **institutional structuring of internationalisation**. It draws on experience gained in projects such as SAAM and on the manual “**How to Become a SAAM Leader**”. This practice shows the importance of a clear vision, a roadmap, identified governance and progressive support for teams in order to sustainably integrate internationalisation into the functioning of institutions. It responds directly to the needs of the African partner schools, which wish to move from a logic of one-off opportunities to a more strategic, organised and sustainable approach.

The second good practice, developed by **SEPR**, highlights **incoming mobility and the organisation of hosting** as a lever for international openness. This practice shows that hosting international learners or staff can contribute to professionalising teams, improving internal protocols, strengthening links with companies and creating a more structured hosting culture. Although African centres currently express greater needs in terms of outgoing mobility, this practice remains highly useful because it offers transferable tools to improve the quality of any



mobility experience: preparation, support, pedagogical supervision, follow-up during the stay and valorisation upon return.

The third good practice, led by **SCF**, concerns **virtual and hybrid mobility** within the VET system. It shows that internationalisation can be made more inclusive, flexible and sustainable by combining virtual exchanges, distance-based collaborative projects, digital activities, online preparation and, where possible, physical mobility. This practice is particularly relevant for the African partner institutions, as it responds to the constraints identified in MS4.1: high mobility costs, visa difficulties, logistical limitations, language needs, lack of resources and the need to involve a larger number of learners and teachers.

Key Lessons from MS4.2

The analysis of the three good practices made it possible to identify several cross-cutting lessons.

The first lesson is that internationalisation must be understood as an **institutional process**, and not as a succession of isolated activities. European experiences show that mobility, partnerships and projects generate greater impact when they are integrated into a strategic vision, supported by management and monitored by a clearly identified team or focal point.

The second lesson is that the success of internationalisation depends strongly on **staff capacity building**. Institutions cannot develop a sustainable international strategy if teachers, management teams and administrative staff do not have sufficient competences in project management, intercultural communication, languages, digital tools, mobility monitoring and capitalisation of achievements.

The third lesson concerns the need to develop **simple and reproducible tools**. European good practices show the importance of having clear procedures, document templates, mobility protocols, monitoring grids, preparation tools and feedback mechanisms. These tools reduce dependence on a few key individuals and make internationalisation more institutionalised.

The fourth lesson is the importance of the **before–during–after logic** in any international mobility or cooperation activity. Preparation before departure, support during the experience and valorisation upon return are essential to ensure that mobility is not only an individual experience, but also produces effects on the institution, teachers, other learners and local partners.

The fifth lesson is the strategic value of **internationalisation at home**. Virtual and hybrid practices show that international openness should not depend solely on physical mobility. Distance-based exchanges, language clubs, joint projects between classes, interventions by foreign partners or intercultural activities can reach a greater number of beneficiaries and make internationalisation more inclusive.

The sixth lesson concerns the need to link internationalisation to **employability**. Good practices show that mobility and partnerships are more useful when they are articulated with internships, work-based learning, relations with companies, job preparation and the valorisation of acquired competences.

Contributions for African Partner Schools

For **EPS SJB Benin**, MS4.2 confirms the importance of better structuring an already active international dynamic. The MUNDUS practice is particularly relevant to help the institution formalise a strategy, create an internationalisation unit and develop a roadmap. The SEPR and SCF practices can also inspire the improvement of mobility protocols and the development of internationalisation-at-home activities.

For **IFPTDB Ebolowa – Cameroon**, European good practices support the idea of consolidating an already visible internationalisation process. The SEPR practice can help to better structure mobility pathways, post-mobility follow-up and links with companies. The MUNDUS practice can support the formalisation of governance, while the SCF practice can broaden the impact of internationalisation to more learners and teachers.

For **CFP Don Bosco Bobo-Dioulasso – Burkina Faso**, MS4.2 highlights the importance of a progressive, realistic and resilient approach. The virtual and hybrid mobility proposed by SCF appears particularly suited to a context where physical mobility may be limited by financial, administrative or logistical constraints. The institutional structuring proposed by MUNDUS and the mobility protocols inspired by SEPR can also help the centre stabilise its strategy.

Conclusion of MS4.2

In conclusion, **MS4.2** made it possible to transform European good practices into **operational levers** for African partner schools. The practices identified are not presented as models to be copied, but as adaptable references intended to inspire realistic and progressive actions. They confirm that sustainable internationalisation rests on several conditions: **institutional commitment, clear governance, capacity building, monitoring tools, strong partnerships, well-prepared mobility, hybrid and inclusive formats, and capitalisation of achievements**.

These lessons directly informed the construction of **D4.1**, in particular the common strategic framework, the action plans by institution and the operational matrices. Thanks to MS4.2, the action plans are not based solely on the needs expressed by the centres, but also on concrete experiences capable of helping the institutions move progressively towards a more **structured, inclusive and sustainable internationalisation**.

10.2. Comparative Table of Needs by Institution

Domain	EPS SJB Benin	IFPTDB Ebolowa - Cameroon	CFP Don Bosco Bobo-Dioulasso - Burkina Faso
 Governance	Need to formalise an already active internationalisation dynamic through a clear strategy, a dedicated internationalisation unit and an institutional roadmap.	Need to consolidate and institutionalise an already visible international openness through a formalised team, a roadmap and clearer steering mechanisms.	Need to institutionalise the existing international function, clarify responsibilities and stabilise a realistic internal internationalisation plan.
 Staff capacities	Need to strengthen staff competences in international project management, partner search, intercultural communication, foreign languages, digital tools and pedagogical innovation.	Need to reinforce capacities in project management, partnership coordination, fundraising, languages, intercultural communication and post-mobility learning follow-up.	Need to strengthen staff capacities in foreign languages, project management, innovative pedagogies, digital tools and internal dissemination of learning outcomes.
 Mobility	Need to better structure learner and teacher mobility through before-during-after protocols, stronger preparation, administrative support, tutoring and post-mobility valorisation.	Need to improve the quality of mobility, with particular emphasis on preparation, individualised support, post-mobility follow-up, guidance and links with employability.	Need to better prepare mobility activities while adopting progressive, secure and context-adapted formats due to linguistic, administrative, financial and logistical constraints.
 Partnerships	Need to stabilise and diversify partnerships with DBTA, Via Don Bosco, Erasmus+ partners, local companies and actors supporting training, mobility, equipment and professional integration.	Need to consolidate existing networks and develop strategic partnerships linked to technical modernisation, work-based learning, entrepreneurship, innovation and employability.	Need to strengthen and diversify partnerships with European and African partners, local companies and organisations supporting training, equipment, innovation, employability and regional mobility.
 Internationalisation at home	Need to develop virtual exchanges, foreign partner interventions, collaborative distance projects, language clubs and internal dissemination activities to broaden access beyond physical mobility.	Need to expand internationalisation-at-home activities in order to involve more learners and teachers, including those not directly participating in physical mobility.	Strong need to prioritise virtual, hybrid and local internationalisation activities, as physical mobility may be more difficult to implement regularly.
 Resources and equipment	Need for improved connectivity, digital tools, training materials and technical equipment supporting pedagogical modernisation and mobility preparation.	Need for pedagogical and technical resources, including equipment, monitoring tools, connectivity and materials for linguistic, intercultural and digital preparation.	Need for pedagogical, digital and logistical resources to support distance cooperation, language preparation, virtual exchanges and forms of internationalisation less dependent on physical mobility.
 Professional integration and BOI link	Need to involve the BOI in post-mobility follow-up, the tracking of former beneficiaries, the valorisation of acquired competences and links with employability.	Need to connect international projects more strongly with the Guidance and Employment Support Office, partner companies, internships, mentoring and professional integration pathways.	Need to link internationalisation more clearly with employability, local partnerships, learner pathways and the valorisation of competences acquired through international experiences.
 Overall strategic priority	Structure and consolidate an already existing internationalisation dynamic by giving it a more formal, strategic, coordinated and sustainable framework.	Consolidate and institutionalise an already visible internationalisation process whose effects are evident in training content, reputation and professional integration.	Formalise and stabilise a promising internationalisation dynamic through a progressive, resilient and context-adapted strategy combining physical, hybrid and home-based formats.