

## EUROPEAN STRATEGY PLAN – Erasmus+ HEI ECHE CHARTER

### Call 2026 Erasmus KA13 - ITS Digital Academy “Mario Volpato”

#### *1.Strategic Vision and Institutional Positioning*

With the Italian Prime Ministerial Decree of 25 January 2008, a new form of non-university tertiary education was introduced in Italy: the Higher Technological Institutes (ITS). These institutions aim to respond to the professional needs of strategic productive sectors of the national economy by providing high-level technical and technological skills necessary to support innovation processes. Fondazione ITS Digital Academy “Mario Volpato” Padua, Italy, was formally established by public deed on 21 December 2021, following the will of its founding members to address the digital divide, raise awareness of the ongoing acceleration towards digitalisation in society and in the education system, and support the development of advanced digital skills, which are now essential for the future of work. The Foundation was created in accordance with the provisions of the Guidelines for the reorganisation of the Higher Technical Education and Training system and the establishment of Higher Technological Institutes, as set out in the Decree of the President of the Council of Ministers of 25 January 2008.

Its mission is to promote the growth and development of specialised competences in the digital field, thereby contributing to the competitiveness not only of the Veneto Region, but also of Italy and Europe as a whole. The internationalisation strategy of ITS Digital Academy “Mario Volpato” (716 students, 300+ teaching staff, 40 administrative staff, 16 degree courses in total) is conceived as a long-term, structural and transformative dimension of institutional development, extending well beyond participation in the Erasmus+ Programme. While Erasmus+ represents a key operational instrument for student and staff mobility, it is embedded within a broader institutional vision aimed at positioning the Academy as an active and credible player in the European and global ecosystem of education, Digital Innovation (Cybersecurity, AI and Immersive Technologies), applied research and skills development (DigComp).

Located in Padua, one of Italy’s main international university cities, with students representing around 33% of the local population, the Academy aims to strengthen internationalisation and organisational development through balanced international mobility and transdisciplinary cooperation. The Academy operates in professional tertiary education (EQF level 5) in the digital technologies sector, offering programmes in Artificial Intelligence, Cybersecurity, Data Analysis, Automation, Web Development and Digital Marketing. Training activities are strongly connected to the regional productive ecosystem of North-East Italy (over 650,000 enterprises) through a network of 350 partner companies and three universities, including the University of Padova and Verona, with established institutional and learning agreements in partnership with Edulife (partner see the annex). Participation in Erasmus+ supports the development of digital and green skills (following the ESCI initiative) and improves employability: 68% of students obtain employment before

graduation and 92% within six months of completing their diploma. Its close connection with the local and regional productive system, including hundreds of partner companies, academic institutions and stakeholders (see the letters of support), naturally encourages an outward-looking approach in which internationalisation becomes a tool to enhance quality, relevance, attractiveness, employability and impact.

In this perspective, internationalisation is not limited to mobility. It includes the progressive internationalisation of curricula, multilingual accessibility, partnerships with higher education institutions, digital providers, companies and organisations, cross-sectoral cooperation, global outreach, and the integration of international expertise into everyday teaching and learning processes. It also includes a strong commitment to social responsibility, democratic citizenship, digital citizenship, inclusion, sustainability and equal opportunities (European Pillars of social rights, SDGs 2030 Framework). The International Office Manager (Chiara Tuzzato) coordinates these actions within a comprehensive governance framework, ensuring alignment between internationalisation objectives, academic planning, institutional growth and organisational development (European Education Area 2030 Framework). Through this approach, ITS Digital Academy aims to build a resilient, interconnected and future-oriented international ecosystem, where local roots and global openness reinforce one another.

## *2. Cross-cutting Principles of Inclusion, Equality, Diversity and Social Responsibility*

Internationalisation at ITS Digital Academy “Mario Volpato” is founded on the principle that diversity is not merely to be accommodated, but actively recognised as a value and a driver of innovation (at least 25% participation from underrepresented or disadvantaged groups). The Academy recognises ethnic, cultural and social diversity as a founding element of its educational model and of its internationalisation strategy. International activities (first of all in Belgium, Austria, Romania, Greece, Hungary), mobility and partnerships are therefore designed and managed in compliance with the principles of equity, non-discrimination and equal access, in line with the values of the European Union, the Council of Europe and the main international conventions on human rights. The Academy adopts and progressively implements a Protocol for Inclusivity aimed at ensuring that all learners and especially mobility students (90 in 2026-27), through the participation of 5 Erasmus incoming staff, including visiting lecturers, researchers and industry professionals delivering guest lectures, specialised workshops, co-teaching modules and collaborative project activities + 3 incoming students and 8 Blended Intensive Programmes (BIPs) including students with fewer opportunities, students with disabilities, students with learning difficulties, and fewer possibilities can fully access international experiences and benefit from them in an equitable way. Inclusion is therefore not treated as an ancillary measure, but as a structural criterion in the design of mobility, reception, communication, teaching and student support services. Student mobility will be implemented mainly through international traineeships integrated into curricular internships, in line with the European reference framework (C/2023/1640) and the ECTS system. In parallel, the Academy will promote mobility for teachers and administrative staff (including 2/5 incoming students from China) through teaching assignments, training activities and job shadowing across the 27 EU Member States. Particular strategic attention is given to Gender Equality (in accordance with the ITS

Digital Academy “Mario Volpato” Gender Plan Regulation, see website) and to the objective of bringing more women into ICT professions. The Academy recognises that the digital and technological sectors still present significant gender imbalances and intends to contribute actively to changing this situation through orientation initiatives, mentoring, targeted communication, inclusive teaching environments and partnerships with companies committed to diversity. In this framework, internationalisation becomes not only a process of geographical openness, but also a tool to promote parity of opportunity, women’s empowerment, and the social accessibility of digital careers. The Foundation also intends to undertake a structured Path aimed at obtaining and maintaining an equality certification, integrating active policies on gender equality, equal opportunities in access to international mobility, and the prevention of all forms of direct and indirect discrimination. These principles will be reflected in internal regulations, selection notices, partnership agreements and quality assurance procedures. A dedicated Diversity Manager Chiara Tuzzato (see annex) supports the implementation of inclusive policies and contributes to embedding these principles across institutional practices.

### *3. Internationalisation as a Systemic Institutional Strategy*

The Academy’s internationalisation strategy reflects a multi-level and systemic vision. Erasmus+ mobility under Key Action 1 constitutes one of several tools used to enhance the international exposure of students and staff, but it is complemented by broader and more structural actions. These include bilateral and multilateral partnerships, co-designed training initiatives, applied research collaboration, participation in cooperation projects under Key Action 2 (Capacity Building), multilingual educational provision, incoming student attraction, and “internationalisation at home”.

This systemic approach is consistent with the strategic principles adopted by leading higher education institutions that integrate internationalisation with territorial development, innovation and long-term organisational growth. Mobility is therefore embedded into educational pathways and contributes directly to employability, institutional capacity-building, pedagogical innovation and stakeholder engagement. From an academic perspective, the strategy promotes the alignment of programmes with European frameworks such as EQF, ECTS (in line with the European reference framework (C/2023/1640) and the ECTS system) and micro-credentials, ensuring transparency, comparability and recognition of learning outcomes. This contributes to the creation of flexible and interoperable learning pathways capable of connecting higher technical education, universities and labour market needs at both European and international level. The Academy also fosters internationalisation at home, through events, workshops, guest lectures, joint activities with foreign partners (at least 15 per year), and the regular involvement of international experts and institutions. These activities allow all students, including those who do not participate in physical mobility, to benefit from intercultural exposure, civic engagement and international learning experiences. Particular attention is given to inclusion, sustainability and digitalisation (Twin Transition, European Green Deal) as cross-cutting priorities. The institution promotes environmentally responsible mobility choices where feasible, adopts digital tools to

support collaboration and mobility management, and integrates digital transformation into both teaching and organisational processes.

#### 4. Strategic Objectives

The Academy’s strategy aims to progressively integrate an international dimension into all its core activities. The main objectives are:

1. to enhance student and staff mobility as a means of strengthening technical, linguistic, intercultural and transversal competences (at least 32 hours of Erasmus pre-departure training). Ensure the selection of young participants is conducted using fair criteria (including psychomotivational tests, language assessments, and an interview in the L2 language);
2. to expand and consolidate a network of international partners, including higher education institutions, Digital providers, companies, training centres and organisations;
3. to align educational provision with European tools and frameworks such as EQF, ECTS, Europass and micro-credentials with 100% recognition of learning outcomes (see annex University of Verona);
4. to promote inclusion, equal opportunities and participation of students with fewer opportunities (at least 30%);
5. to contribute to the digital and green transition through skills development, innovation and sustainable practices (RRR waste recycling);
6. to increase the international visibility and attractiveness of ITS programmes (through ITS Communication and Press Media Office);
7. to strengthen links between internationalisation, territorial development and the employability of graduates (see annex, Confindustria, Edulife, Chamber of Commerce);
8. to support the development of ethical awareness, democratic citizenship and digital citizenship in international contexts (in full cooperation with Centro Diritti Umani Papisca University of Padua).

This approach reflects a vision in which internationalisation is not a parallel track, but a transformative dimension of the Academy’s educational identity.

#### 5. Territorial Roots and Local Impact

ITS Digital Academy “Mario Volpato” operates in a territorial context that includes the peripheral areas of the city of Padua, where access to international opportunities may represent a decisive factor for social, occupational and cultural growth. For this reason, internationalisation is also understood as a tool for territorial rebalancing, capable of broadening the educational and professional horizons of young people and of strengthening the international projection of the local ecosystem.

The Academy intends to develop and formalise collaboration agreements and protocols with the Municipality, Province and Veneto Region, in order to maximise the territorial impact of international activities in terms of employment, innovation, hospitality, skills development and social inclusion. In this sense, internationalisation is not detached from the territory; on the contrary, it becomes a lever for local development and for the

construction of a more attractive and competitive ecosystem. And that is the reason why, through a learning-by-doing approach, ITS Digital Academy prepares highly specialised technicians in multimedia systems, cybersecurity, artificial intelligence, immersive and virtual technologies, and drone applications, aiming to increase international mobility participation by 25% and to support digital transformation and innovation within the framework of the European Education Area 2030. This local dimension is reinforced by the Academy’s relationships with the productive system of North-Eastern Italy. The strategy is supported by letters of intent from industries and stakeholders in the North-East (Tecnica Group, Confindustria Veneto Est and their European branches and partner companies), confirming the relevance of international training pathways oriented towards digital skills and their importance for the competitiveness of the territory.

#### *6. Internationalisation of the Educational Offer*

A major pillar of the strategy is the gradual development of a more international and multilingual educational offer. The Academy considers this a necessary response to the fact that a large share of technical documentation, standards, software environments and professional communication in the digital domain is already conducted in English. Starting from the next biennium, the Academy will activate the Artificial Intelligence Developer and Data Analyst programme fully delivered in English. This will represent the first concrete step in the creation of a progressively wider English-taught offer, designed to attract international students, facilitate incoming mobility, and align the Academy with global educational and professional standards. The medium and long-term ambition is to launch additional programmes or modules in English, progressively increase the share of international content in curricula, and create a multilingual educational environment in which Italian and English coexist alongside targeted communication in other languages. In this regard, the Academy is already investing in the translation of its educational offer and communication materials into multiple languages, including Chinese, in order to improve accessibility for incoming students and international stakeholders, such as Yizhong Edulife, based in Hangzhou and several other locations in China. The strategy also includes the strengthening of the Foreign Language Department (Hi-Tech English Module), TOEFL and ESOL Cambridge Language Certification Exam preparation, intensive Italian L2 and English language courses, and regular activities aimed at improving students’ linguistic confidence in technical, academic and professional settings.

#### *7. Attraction, Reception and Integration of International Students*

The Academy recognises that the success of internationalisation depends not only on mobility flows, but also on the ability to provide effective reception, hospitality and integration to incoming students. For this reason, a key strategic objective is the development of structured systems for the welcome and integration of international and non-local students. The Academy intends to establish agreements with university residences, student housing services and private accommodation facilities, in order to guarantee international students a positive, safe and facilitated stay in Padua and its surrounding area. This will be complemented by collaboration with local authorities and territorial stakeholders, with the aim of creating a welcoming

environment that reduces barriers to access and supports international presence in a stable way. Reception will also be supported through orientation, language assistance, guidance services, counselling and practical support. The Academy’s intention is not only to host international students, but to enable them to become active participants in the local educational and social environment.

#### 8. *Strategic Partnerships and Formal Agreements*

The Plan provides for the strengthening and expansion of partnerships with companies in the digital sector, both nationally and internationally, operating in areas such as:

- Digital Transformation;
- Cybersecurity and System Administration;
- Artificial Intelligence;
- Full Stack Web Development;
- Augmented Reality, Virtual Reality, Video Game and Software Development;
- Digital Marketing, Media Design and Cross-Media Communication.

These partnerships are intended to form the basis for internship mobility, curriculum co-design, international projects, applied research and innovation-oriented educational cooperation.

The Academy will formalise differentiated and personalised letters of intent with digital companies, industrial associations, universities, training institutions and other organisations. Each document will define specific objectives, areas of collaboration, mutual commitments and possible development paths. The strategy also foresees support from the Veneto Region, agreements with consortia and networks of training institutions, and inter-institutional agreements for the joint management of mobility, skills recognition and educational co-design. ITS Digital Academy also aims to collaborate with Confindustria, the Chamber of Commerce, ICE and other business associations to promote internship opportunities, inbound mobility, industry-funded initiatives and stronger international ties between education and the labour market.

#### 9. *Strategic Choice of Partner Countries*

The strategy identifies a targeted set of priority countries for mobility and cooperation activities, based on the quality of their educational systems, sectoral synergies and opportunities in the digital field. These include:

- Hungary
- Belgium
- Greece
- Germany
- Austria
- Romania

Selected extra-European countries: China, South Korea

This geographical focus will support both outgoing and incoming mobility, staff development, cooperation agreements and project-based activities. The Academy also envisages the possibility of student mobility in Spain as an example of transnational cooperation linked to citizenship, language development and digital skills, while leaving room for the definition of specific projects and destinations.

#### *10. Recognition of Skills, Credits and Micro-credentials*

A core component of the internationalisation strategy concerns the transparency and recognition of learning outcomes. The Academy intends to adopt structured systems for:

- the assessment of skills acquired during mobility;
- the formal recognition of non-formal and informal learning;
- the use of micro-credentials and interoperable documentation tools.

The Academy is also developing agreements with the University of Verona for the recognition of university educational credits, thereby supporting vertical continuity between ITS pathways and university studies. In parallel, the drafting of a Memorandum of Understanding with partner universities and institutions is envisaged, accompanied by official support letters, the definition of recognition criteria and the use of micro-credentials.

Mobilities will be supported through the use of Europass Mobility, Diploma Supplement, Language Passport and Learning Agreements, ensuring transparency, portability and recognition of learning achievements. Learning Agreements will cover internship mobility, staff mobility, teaching assignments, job shadowing and preparatory visits, both individual and group-based.

#### *11. International Mobility for Students, Staff and Faculty*

Student and staff mobility are key pillars of the strategy. International mobility is considered an essential means of strengthening technical expertise, professional adaptability, linguistic competence, intercultural awareness and European citizenship.

For students, the Academy will foster 45 outgoing mobilities per year, particularly short and long-term traineeships abroad, mobility linked to international companies and institutions, and targeted inclusion measures for learners with fewer opportunities. Mobility will be embedded into educational pathways and supported through adequate preparation, mentoring and recognition tools.

For staff and faculty, the Academy will promote 25 Erasmus+ mobility for training and teaching per year, participation in international staff weeks and consortia, job shadowing at partner institutions and companies abroad, and international workshops for pedagogical innovation. The aim is not only to increase mobility numbers, but also to ensure that mobility leads to tangible institutional learning, teaching improvement and long-term cooperation. Blended Intensive Programmes (BIPs-5days), lasting approximately five days,

including conferences, study visits and targeted training courses aimed at promoting collaborative learning and exchange of best practices.

### 12. Internationalisation at Home

A distinctive feature of the Academy’s strategy is the strong emphasis on internationalisation at home. All students, regardless of participation in mobility, are expected to benefit from exposure to international contexts through workshops, guest lectures, joint activities with foreign partners, multilingual resources, study visits, digital collaboration and international events. ITS Digital Academy will promote at least 3 events as such per year, while encouraging incoming guest lecturers and stakeholders to Italy.

This approach is particularly important in ensuring that internationalisation is inclusive and that it contributes to the creation of a genuinely international learning environment within the Academy itself. It also allows students to develop intercultural and civic competences, digital citizenship and an awareness of European and global challenges even in the absence of physical mobility.

### 13. Participation in International, Ethical and Socially Relevant Events

The Academy considers participation in events of international relevance and social value to be an integral part of its internationalisation strategy. These initiatives reinforce the visibility of the institution, strengthen networks, promote student involvement and connect digital skills with ethical and societal challenges, strengthening its European Identity. Among the most significant actions already planned or undertaken are:

- Participation in the National Cybersecurity Event in Rome, organised together with the Postal Police and attended in February 2026, highlighting the Academy’s engagement in nationally and internationally relevant issues such as cybersecurity, digital protection, civic responsibility and public awareness;
- Organisation of the ITS Cyber Game in Padua, on 26–27–28 March 2026, an event of strong educational and competitive value, designed to foster cybersecurity skills, applied problem-solving, teamwork and international visibility;
- Participation in Digital Artifex, enhancing the dialogue between digital innovation, creativity, communication and emerging forms of digital culture;
- Participation in Project Phoenix, in collaboration with companies and the University of Padua, strengthening synergies between education, research, innovation and territorial development.
- These initiatives show that the Academy’s internationalisation strategy is not limited to formal mobility or institutional agreements, but also includes active participation in high-impact contexts where technology, ethics, citizenship, innovation and society intersect. The Academy also intends to increase student participation in international digital contests, workshops, hackathons and competitions, supporting these experiences through scholarships and co-funding made possible by local and regional companies.

#### 14. Institutional Recognition and Political-Institutional Support

The internationalisation plan is strengthened by letters of support from institutional representatives such as Edulife, Chamber of Commerce, Confindustria. The Plan is also inspired by the principles promoted by the Council of Europe, especially with regard to: education for democratic citizenship; social inclusion; educational mobility as a tool for territorial cohesion and development.

This reinforces the ethical and civic dimension of the Academy’s internationalisation model.

#### 15. Governance and Organisational Structure

The implementation of the strategy is supported by a structured governance model involving institutional leadership and specialised operational roles. The governance of international activities includes: President Alberto Zanatta, General Director Stefano Ziroldo, Administrative Manager Luisa Agostini supported by personnel with extensive experience in international activities.

This structure is intended to ensure continuity, quality, psychological support, language development, operational efficiency and the long-term sustainability of the Academy’s internationalisation process. An internal career plan is also envisaged, linked to national and international networks, in order to guarantee professional growth and institutional continuity. The strengthening of the International Office and Erasmus+ management capacity is one of the strategic priorities for 2025–2030. This includes staff training in the design and management of Erasmus+ mobility and international projects, with the objective of increasing both the number of scholarships and participation in longer-term projects, including those involving non-European partners.

#### 16. Communication, Dissemination, Quality and Impact

The Academy intends to support internationalisation with a structured communication and dissemination strategy, including the involvement of an external press office. Planned dissemination actions include:

- social media communication;
- podcasts;
- periodic institutional content;
- multilingual communication materials;
- international website sections and English-language visibility.

The objective is to ensure that the Academy’s international actions are visible, understandable and attractive to students, families, partners, stakeholders and funding bodies. Particular attention will be given to strengthening collaboration with ITS Italy and to participation in international events and networks. A

structured Quality Plan will support monitoring, evaluation and continuous improvement. International actions are designed to be replicable, sustainable in the long term and capable of generating measurable impact on employability, skills development, institutional reputation and the territory.

### 17. Implementation Approach and Timeline

The implementation of the strategy follows a gradual and structured timeline.

#### Phase 1: Foundation and Activation (2025–2027)

In the initial phase, the focus will be on consolidating governance structures, formalising international agreements, strengthening the International Office and launching mobility flows. During this period, the Academy will activate student and staff mobility across EU countries, initiate cooperation with selected European and non-European partners, launch the Artificial Intelligence Developer and Data Analyst programme in English, strengthen multilingual communication, and begin implementing hospitality agreements for incoming students.

#### Phase 2: Expansion and Consolidation (2027–2028)

The second phase will aim at expanding participation, increasing the number of outgoing and incoming mobilities, strengthening the quality of partnerships and participating more systematically in cooperation projects under Key Action 2. Greater emphasis will be placed on the development of structured collaborations, broader English-taught provision, international visibility and participation in international events and joint initiatives.

#### Phase 3: Scaling and Long-Term Integration (Post-2028 to 2030)

In the long-term phase, the objective is to scale up activities, stabilize incoming mobility flows, expand advanced cooperation, develop integrated learning pathways and joint initiatives at European level, and position the Academy as a stable reference point in the international digital education ecosystem.

### 18. Medium- and Long-Term Objectives (2030)

By 2030, the Academy intends to achieve the following strategic results:

- create global partnerships with companies active in the digital sector in order to foster inbound and outbound mobility for students, staff and faculty;
- collaborate with Confindustria, the Chamber of Commerce, ICE and business associations to promote traineeships, international projects and incoming mobility;

- increase student participation in international digital contests, workshops and innovation events, supported by scholarships funded by local and regional companies;
- structure a fully operational internationalisation office with specialised personnel trained in Erasmus+ design, reporting and international cooperation;
- establish agreements with university residences and accommodation facilities to guarantee a positive experience for international and non-local students;
- increase the number of English-taught programmes and modules;
- strengthen gender equality and the participation of women in ICT pathways;
- stabilise international student inflows and the Academy’s participation in international networks and cooperation projects.

### 19. KPIs and OVI

To ensure effective monitoring and continuous improvement, the Academy has defined a structured set of Key Performance Indicators (KPIs) and Objectively Verifiable Indicators (OVIs), combining quantitative targets with qualitative impact measures.

Table 3. Internationalisation Objectives with KPIs, Timeline and Expected Impact

Strategic Objective	Key Actions / Initiatives	KPIs	Timeline	Expected Impact
1. Promote the internationalisation of the student profile	Erasmus+ mobility; partnerships with international companies; short- and long-term traineeships abroad; inclusion measures for disadvantaged students; sustainable mobility	≥90 outgoing students (2026–2027); ≥30% participants with fewer opportunities; ≥70% sustainable mobility where feasible; completion rate ≥95%	2026–2028	Increased employability, stronger intercultural competences, active European citizenship, reduced barriers to mobility
2. Expand and internationalise the educational offer	Workshops with international experts; development of programmes fully delivered in English	≥20% modules in English by 2027; ≥5 international experts/year; ≥2 programmes fully in English	2026–2028	More attractive and competitive offer; increased international participation; stronger alignment with global labour market needs
3. Enhance linguistic and intercultural competences	Language Department (“Hi-tech English”); TOEFL/TOEIC preparation; study trips; international workshops; lectures by international faculty	100% students in language training; ≥60% achieve B2 or higher; ≥3 international experiences/year; satisfaction ≥90%	Started 2024, full by 2026, ongoing	Improved communication skills, adaptability and international readiness
4. Promote staff professional development	Erasmus+ staff mobility; participation in international projects and training	≥25 staff mobilities/year; ≥2 training activities/year; satisfaction ≥90%	2026–2028	Improved teaching quality, pedagogical innovation, stronger institutional capacity
5. Expand international partnerships	Agreements with HEIs, VET providers and companies; EU and global partner network	≥30 active agreements; ≥100 hosting organisations; ≥2 non-EU partnerships	2026–2028	Stronger cooperation ecosystem; more opportunities for mobility, projects and knowledge exchange

6. Monitor and evaluate internationalisation impact	Annual evaluation; reporting; dissemination of results	Annual report published; $\geq 85\%$ satisfaction; employability $\geq 80\%$ within 6 months	Annual from 2026	Evidence-based decision making; transparency; continuous improvement
7. Strengthen international visibility	Website and materials in English; multilingual communication; participation in international events; collaboration with ITS Italy	100% website in English; $\geq 10$ events/year; $\geq 20\%$ visibility growth	2026–2028	Greater attractiveness for international students, staff and partners
8. Improve financial sustainability	Company-funded programmes; joint international initiatives with industry	$\geq 2$ company-funded programmes; $\geq 10$ companies involved; diversified funding sources	2026–2028	More resilient financial model; stronger labour market alignment
9. Strengthen staff and faculty international mobility	Teaching and training mobility; staff weeks; job shadowing; pedagogical innovation workshops	$\geq 25$ staff mobilities/year; $\geq 80\%$ of academic departments involved; $\geq 2$ new international collaborations initiated by staff; post-mobility dissemination rate 100%	2026–2028	Improved teaching standards; stronger institutional learning and European alignment

## Internationalisation Objectives (2026–2028) with KPIs, Timeline and Expected Impact

### KPIs and Expected Impact (2026–2027 post 2028)

#### 1. Promote the internationalisation of the student profile

Key actions: Erasmus+ mobility, partnerships with international companies, short- and long-term traineeships abroad, inclusion measures for disadvantaged students, promotion of sustainable mobility.

KPIs:

- at least 90 outgoing students in 2026–2027;
- at least 30% participants with fewer opportunities;
- at least 70% sustainable mobility, where feasible;
- completion rate of at least 95%.

Expected impact: stronger employability, stronger intercultural competences, active European citizenship and more equitable access to international opportunities.

#### 2. Expand and internationalise the educational offer

Key actions: workshops with international experts, development of programmes fully delivered in English, progressive multilingual educational provision.

KPIs:

- at least 20% of modules in English by 2027;
- at least 2 international experts per year;
- at least 2 programmes fully in English by the medium term.

Expected impact: greater attractiveness and competitiveness of the educational offer, increased participation of international students, stronger alignment with global labour market needs.

### 3. Enhance linguistic and intercultural competences

Key actions: Language Department (“Hi-tech English”), Cambridge ESOL Exams preparation, study trips, international workshops, lectures by international faculty.

KPIs:

- 100% of students involved in language training;
- at least 60% achieving B2 level or higher;
- at least 3 international experiences per year;
- satisfaction of at least 90%.
- Expected impact: improved communication skills, adaptability and readiness for international work environments.

### 4. Promote staff professional development

Key actions: Erasmus+ staff mobility, international training, projects and staff weeks.

KPIs:

- at least 25 staff mobilities per year;
- at least 2 training activities per year;
- satisfaction of at least 90%.
- Expected impact: improved teaching quality, pedagogical innovation and institutional capacity.

### 5. Expand international partnerships

Key actions: agreements with HEIs and ICT companies; EU and global partner network development.

KPIs:

- at least 30 active agreements
- at least 100 hosting organisations;
- at least 2 non-EU partnerships.

Expected impact: a stronger international cooperation ecosystem and more opportunities for mobility and projects.

### 6. Monitor and evaluate internationalisation impact

Key actions: annual evaluation, reporting, dissemination of results.

KPIs:

- annual report published from 2026;

- overall satisfaction of at least 85%;
- graduate employability of at least 80% within six months.
- Expected impact: evidence-based decision-making and continuous improvement.

## 7. Strengthen international visibility

Key actions: website and materials in English, multilingual communication, participation in international events, collaboration with ITS Italy, support of external press office.

KPIs:

- 100% website in English;
- at least 10 events per year;
- at least 20% visibility growth.
- Expected impact: stronger international positioning and greater attractiveness for students, staff and partners.

## 8. Improve financial sustainability

Key actions: company-funded programmes, joint international initiatives with industry.

KPIs:

- at least 2 company-funded programmes;
- at least 10 companies involved;
- progressive diversification of funding sources.
- Expected impact: a more resilient financial model and stronger alignment with labour market needs.

## 9. Strengthen international mobility and professional development of staff and faculty

Key actions: Erasmus+ staff mobility for teaching and training, participation in staff weeks and consortia, job shadowing, pedagogical innovation workshops.

KPIs:

- at least 25 staff mobilities (teaching + training) per year;
- at least 80% of academic departments involved annually;
- at least 2 new international teaching or research collaborations initiated by staff;
- 100% post-mobility dissemination rate through reports or workshops.
- Expected impact: stronger alignment with European teaching standards and institutional learning.

In addition to the 2026–2028 targets, the Academy adopts realistic medium- and long-term targets up to 2030:

1. International students hosted annually: at least 45 by 2027, at least 110 by 2030;

2. Programmes fully delivered in English: at least 2 by 2027, at least 4 by 2030;
3. Student mobility participation rate: at least 25% by 2027, at least 40% by 2030;
4. Female participation in ICT programmes: at least 35% by 2027, at least 45% by 2030;
5. Active international partnerships: at least 20 by 2027, at least 40 by 2030;
6. Percentage of modules delivered in English: at least 30% by 2027, at least 50% by 2030;
7. International events organised or attended: at least 5 per year by 2027, at least 10 per year by 2030;

Stakeholder satisfaction: at least 85% by 2027, at least 90% by 2030.

### Medium- and Long-Term Objectives (up to 2030)

Table 2. Medium and Long-Term Strategic Objectives

Strategic Area	Medium-Term Objective	Long-Term Objective (2030)
Educational offer	Launch first English-taught programme	Expand to multiple full programmes in English
Student mobility	Consolidate EU mobility flows	Reach stable and diversified outgoing and incoming mobility
Staff mobility	Increase training and teaching mobilities	Build lasting international teaching and project networks
International partnerships	Formalise strategic agreements	Consolidate a stable EU and extra-EU cooperation network
Reception of foreign students	Activate housing and support agreements	Stabilise international student inflows and reception systems
Gender equality	Increase women’s participation in ICT	Consolidate parity-oriented access and participation
Recognition tools	Implement Europass, Learning Agreements and credit recognition mechanisms	Develop interoperable recognition pathways with HEIs and partners
Visibility	Strengthen international communication and event participation	Position the Academy as a visible international actor in digital tertiary education

### Objectively Verifiable Indicators (OVIs)

The following OVIs will be used to verify progress:

- number of signed international agreements and memoranda;
- number of incoming and outgoing students and staff;
- enrolment data distinguishing domestic and international students;
- number of English-taught programmes and modules;
- language certification results and B2 achievement rates;

- gender distribution statistics in ICT programmes;
- participation rates of students with fewer opportunities;
- number of accommodation agreements activated;
- number of events organised or attended at national and international level;
- number of international experts involved in teaching activities;
- number of scholarships awarded for international activities;
- graduate employment rate within six months;
- annual reports, dissemination outputs and press coverage;
- participant feedback and satisfaction surveys;
- number of projects involving companies, universities and territorial stakeholders.

### *Conclusion*

Through this comprehensive and forward-looking strategy, ITS Digital Academy “Mario Volpato” aims to strengthen its position within the European Higher Education Area and beyond. Internationalisation is not conceived as an isolated set of actions, but as a transformative institutional process that enhances the quality of education, supports innovation, fosters inclusion, promotes gender equality, reinforces ties with the territory and contributes to the development of a skilled, adaptable and globally oriented workforce.

Erasmus+ plays a crucial role in this process, acting as a catalyst for broader institutional growth and long-term international engagement. At the same time, the Academy’s strategy goes further: it connects mobility with multilingual education, formal recognition of learning, transnational cooperation, local hospitality systems, ethical and socially relevant events, partnerships with companies and universities, and the creation of an inclusive and internationally open educational community.

In doing so, ITS Digital Academy “Mario Volpato” seeks to build a model of internationalisation that is credible, measurable, inclusive, sustainable and deeply connected to both local development and global transformation.