

## EUROPEAN PROJECTS

# NEWSLETTER OCTOBER 2024

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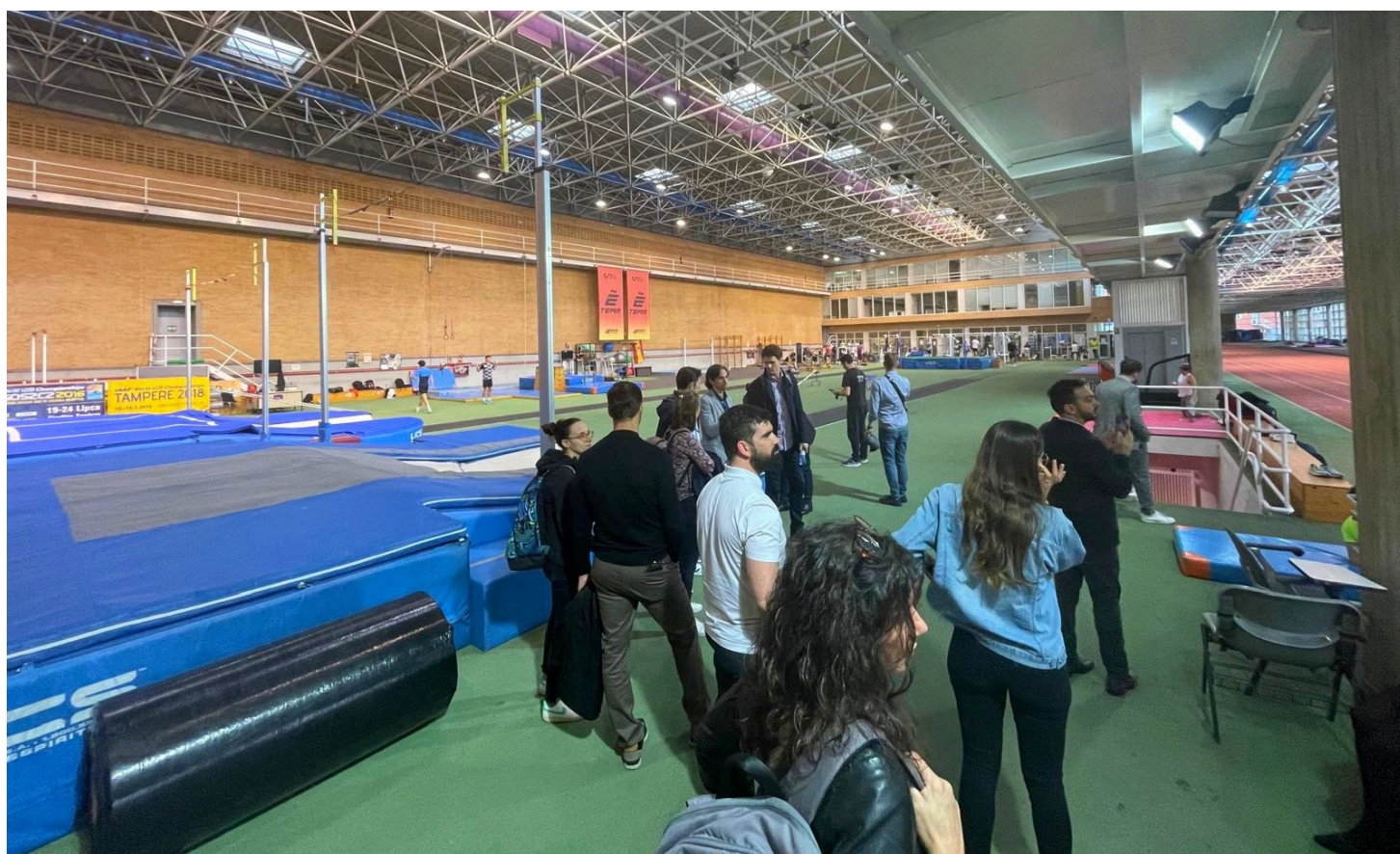
**01 | AKMI and Metropolitan College Join Madrid's 'STARS' Study Visit for Inclusion and Dual-Career Insights**

As part of the “**STARS: Shaping Talents and Achieving Vocational Excellence in Sports**” project, co-funded by the **European Commission, AKMI and Metropolitan College** had the privilege of participating in a productive and inspiring study visit in Madrid at the **Faculty of Physical Activity and Sport Sciences – INEF** from October 15th to 17th.

All partners gathered to explore the best practices in **inclusion and dual-career management** for high-level athletes, right at the heart of excellence in Spain. The visit provided invaluable insights into supporting elite athletes as they balance their sports careers with academic and professional pursuits.

### **An in-depth tour of the High-Performance Centre of Madrid**

Participants were granted exclusive access to one of Spain's premier training facilities for elite athletes. The tour offered a comprehensive understanding of the state-of-the-art equipment, training methodologies, and support services that contribute to athlete development. This firsthand experience highlighted how top-tier resources can **enhance performance** and **promote athlete well-being**.



### **Insightful presentations on Spain’s High-Level Athlete Care Programme and inclusive employment strategies**

Experts provided detailed overviews of national programs designed to support athletes in their dual careers. The presentations covered **policy frameworks, implementation strategies, and success metrics**. Discussions emphasized the importance of accessible opportunities for all athletes, showcasing how inclusive employment practices can facilitate a smoother transition between sports and professional life.



## **An inspiring panel discussion with exceptional athletes and Paralympic medal winners**

The panel featured athletes who are successfully balancing elite sports careers with academic or professional challenges. They shared personal stories about overcoming challenges such as **time management, mental health, and societal expectations**. Their testimonials underscored the significance of resilience, ambition, passion and the support systems necessary for managing dual careers effectively.

**AKMI and Metropolitan College** are fully committed to supporting all these initiatives—from promoting inclusion and dual-career management for high-level athletes, providing access to high-performance training facilities, advocating for comprehensive athlete care programs and inclusive employment strategies, to empowering athletes who balance elite sports with academic or professional pursuits.

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## **02 | AKMI Hosts Empowerment Week for African Union VET Staff as Part of 'FOODROUTES' Project**



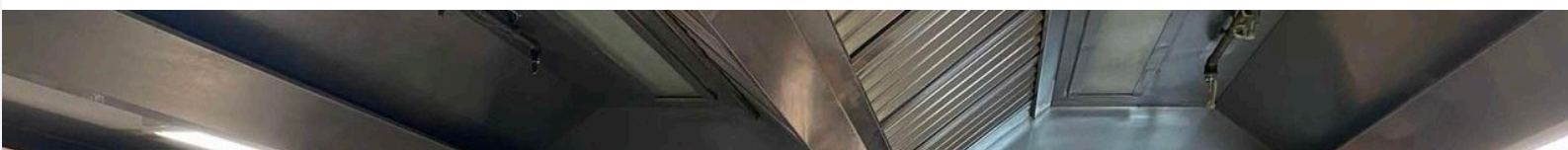


As part of the “**FOODROUTES: Strengthening VET entrepreneurial competencies**” development for gastro-tourism in the Maghreb region project, co-funded by the European Commission, **AKMI** hosted the Empowerment Week for African Union VET staff in Greece from October 22nd to 24th.

FOODROUTES partners gathered to engage in **workshop activities** aimed at developing the competencies of AU VET trainers. The focus was on exploring best practices in **career counseling strategies and improving matchmaking** between VET providers and businesses in the gastronomy sector. Participants also experienced AKMI's innovative culinary training facilities and visited hotel kitchens and restaurants, gaining direct insights into industry operations and engaging with gastronomy professionals.

### **Guided Tour of AKMI's Innovative and Fully Equipped Facilities**

Participants explored AKMI's state-of-the-art culinary training facilities, including the **pop-up restaurant, modern kitchen amenities, and fully equipped modern bar**. In the pop-up restaurant, students replicate a real-world restaurant environment where they cook, serve, and manage operations. During the visit, participants experienced a live cooking demonstration and observed the creation of cocktails at the modern bar. These activities enabled the AU participants to learn about best practices in educational facilities and understand how to create immersive environments in VET schools to help students prepare for **real-world industry conditions**.





## Visits to Domotel Kastri and Melia Hotels

Study visits to these esteemed hotels offered discussions with chefs and hospitality professionals. Notably, during the visit to **Melia Hotel**, participants had the opportunity to meet **Mr Nikos Konidis**, a former **AKMI graduate**. He initially joined the hotel as an intern in the kitchen and has since progressed to a full-time position as part of the culinary team. His success story provided an inspiring example of career development and the effectiveness of vocational training programs.



## Interactive Workshops on Counseling and Career Guidance

Participants engaged in sessions on effective counseling strategies, exploring personalized approaches, communication skills, and methods to enhance student engagement and motivation. They examined **innovative ways** to connect VET students with employers in the gastronomy sector, focusing on **bridging the gap between education and the labor market** and fostering sustainable partnerships. Attendees also discussed career guidance best practices, analyzing tools and methodologies to help students make informed career decisions, with emphasis on labor market awareness, skills assessment, and the integration of technology in career planning. In the end, participants applied the strategies learned by engaging in **mock counseling sessions**. This practical exercise allowed them to refine their skills, receive feedback, and enhance their ability to support students effectively.

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## 03 | Final meeting and conference of the FAB project in Cambodia



Earlier this month, on 11 and 12 October, the **22 partners from nine countries (Europe and Asia)** met in Siem Reap, Cambodia, at **Bright Build University** for the final project management meeting and conference of the **FAB project (Master Programme in Family Business Management)**

Business Management).

After four years, the FAB project came to an end and all partners gave their input on the project and the final report as well as on some small upcoming tasks.

At the same time, other members of the Asian partners toured the university campus and visited a **family business in Sach Chak**.

On the first day of the meeting, there was also an afternoon session on **partnership facilitation**. The objectives of this matchmaking were to look for potential collaborations/ partnerships/ joint degrees/ double degrees and to explore further options for the **sustainability of the project**. The target groups were **academic staff or IRO staff** who have a strong interest in increasing the internationalisation of their higher education institution and would like to propose a potential cooperation/ partnership/ joint degree.



### **Fab Final Conference**

The final conference took place on the second day and was a great success with many participants and prominent figures from the **Cambodian government**, such as the Secretary General of the Ministry of Education, Youth and Sports. It was organised to maintain the viability of the project and to ensure that its results remain available and can be used by others after its completion.

### **Aims of the final conference**

The main objectives of the FAB Final Conference were to involve regional **keynote**

**speakers** from academia and related industries, to ensure understanding and transfer of know-how, to offer a “**showroom**” of project results, to promote a discussion to share perspectives and experiences, to stimulate further networking activities based on these results and to link related initiatives at local, regional, national and international level.

The agenda included panel discussions and presentations on key project outcomes, such as the development of the **Master's programme in Family Business, the Research and Innovation Development Lab** and **the Internship Programme**.

The **Metropolitan College**, presented the details of the internship programme and gave an overview of the info days, the impact and the requirements of this programme.

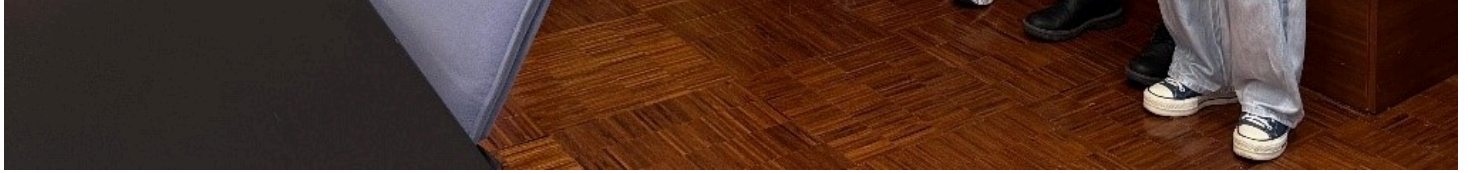
Overall, **FAB is an Erasmus+ capacity building project in higher education** that aims to develop a framework for learning and understanding the nature, importance and uniqueness of family businesses in the target countries. It will propose a methodology for the design of MS curricula that promote a shift from a degree-based qualification to a competence-based qualification.

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## 04 | Second Transnational Meeting of the Digi-Branding Project in Porto







Earlier this month, on 2 and 3 October, partners from **six countries (Spain, Portugal, Greece, Germany, Turkey and Bulgaria)** met in **Porto, Portugal**, for the second transnational **Digi-Branding project meeting**. The team reviewed the progress of ongoing tasks, discussed upcoming goals and dissemination and set the course for the next steps towards digitalisation and sustainability in fashion.

The partners visited the facilities of **Modatex**, the host of the meeting. During this study visit to Modatex, we explored the **fashion departments** (design, modelling, screen printing and more) to get inspired for the future of the project and we discussed with some students who presented us some current projects they are working on.



In these two productive days, we defined clear project goals, clarified the next steps, and improved our communication and dissemination strategies. Overall, Digibranding is an Erasmus+ KA2 project that aims to introduce a strategy for **the digitalisation and**

sustainability of VET in the fashion industry and to train teachers/ trainers in the available digital tools and green practices.

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## 05 | AKMI Leads Mobility Initiatives at MoMaVET Project Meeting in Tirana



The 4th transnational project meeting (TPM) for the **MoMaVET project** took place in **Tirana, Albania** marking a milestone in the collaboration. Partners gathered to review project progress and set out future mobility measures, ensuring alignment on the project's ambitious goals.

As the lead partner for mobility activities—including evaluation, organization, and implementation—**AKMI** presented the results of the **evaluation process** from two fictitious application calls. This critical analysis provided valuable insights, helping to fine-tune future mobility procedures.

AKMI also outlined the **upcoming mobility activity**, scheduled in five phases from **December to April 2025 in Athens**. This initiative will bring together **50 students and 10 teachers from Albania**, offering them hands-on learning experiences and practical training, enhancing vocational skills and promoting cross-cultural exchange. This collaboration exemplifies the MoMaVET project's commitment to fostering vocational

collaboration exemplifies the broader VET projects' commitment to fostering vocational excellence and international cooperation in education.

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## 06 | VETCompass LTTA Brings Innovation and Collaboration to Padova



This October, the **VETCompass consortium** convened in **Padova, Italy** for an enriching week-long **Learning, Teaching, and Training Activity (LTTA)** hosted by **ENAIIP Veneto**. This significant event focused on enhancing vocational education and training strategies, equipping our consortium partners with cutting-edge resources designed to bolster both student and educator development.

Our agenda was packed with **interactive workshops** that included educators from various European countries, resulting in a rich tapestry of perspectives and insights. This diverse input was invaluable, as it allowed us to engage deeply with the **challenges and opportunities** facing vocational education across different contexts. Stakeholder engagement was a key theme throughout the week; participants actively contributed their **experiences and suggestions**, providing the consortium with valuable feedback that will guide our future initiatives.

During our collaborative sessions, we tackled obstacles that educators often face in implementing **innovative VET methodologies**. Discussions centered on the need for effective self-assessment tools that empower teachers to evaluate their practices and identify areas for improvement. By fostering an environment of **open dialogue and shared learning**, we aimed to enhance teachers' engagement and commitment to

**shared learning**, we aimed to enhance teachers' engagement and commitment to continuous professional development.

Looking ahead, **VETCompass** is dedicated to further developing **digital resources** aimed at empowering both VET educators and students. We are particularly excited about our upcoming **game-based self-assessment tool** for VET educators, which will serve as an innovative resource in enhancing teaching practices. Stay tuned for updates on our progress and upcoming activities as we continue this important work!

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