

# Case Hyria

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# Hyria Education (VET College)



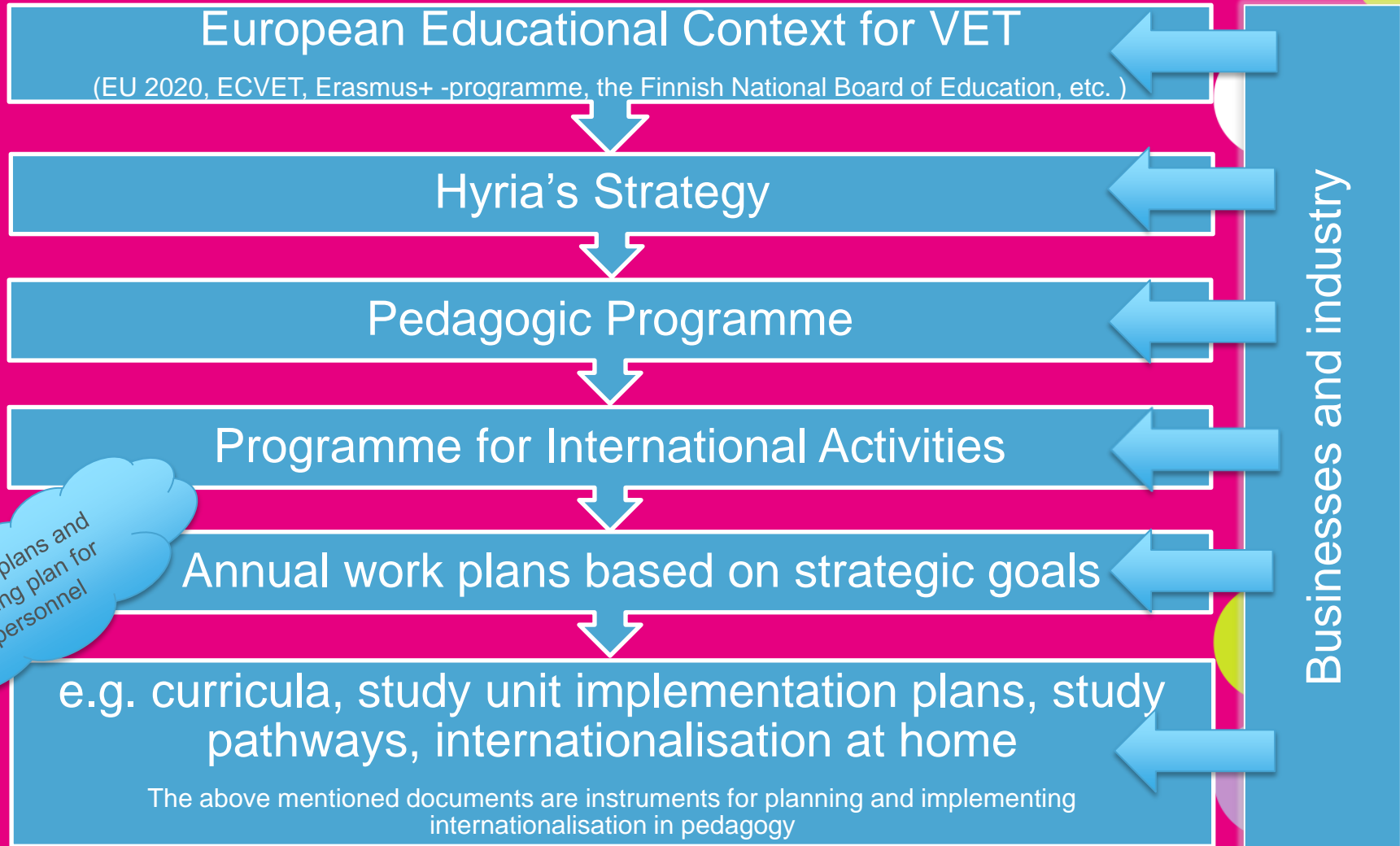
- Hyria Education Ltd was established in August 2009 with the merger of seven vocational education institutions and adult education centres
- Operates in the Hyvinkää-Riihimäki region in Southern Finland. The region has nearly 93,000 residents, 35,500 jobs, and 5,400 companies
- 6 main campuses in 2 municipalities
- 25 basic vocational qualifications for young students, 16 basic vocational qualifications, 26 further vocational qualifications and 12 specialist vocational qualifications for adults
- A medium-sized/large education provider
- Number of students – youth 2,900, adults 3,220, short-term trainees 4,000
- Number of teachers and staff – 440
- Big differences in terms of the level of internationalisation between departments
- Looking for new mobility partners for Security Services, Logistics, Metalwork and Machinery, Visual and Media Arts, Audiovisual Communication, Beauty Care Hairdressing

# Organisation for International activities



Wood Processing Electrical Engineering <a href="#">Jarmo Tikka</a>	Automotive <a href="#">Timo Hämäläinen</a>	Security Services <a href="#">Ilona Frisk</a>
Visual and Media Arts Audiovisual Communication <a href="#">Michele Takala</a>	Agriculture, Horticulture Forestry, Nature and the Environment <a href="#">Marja Aalto</a>	Health Care and Social Services <a href="#">Liisa Nuutinen</a> <a href="#">Anne Jantunen</a>
Tourism, Catering and Domestic Services <a href="#">Anna Helena Holmström-Savolainen</a>	Business Administration, ICT <a href="#">Päivi Maunula</a> (Hyvinkää) <a href="#">Leena Salonen</a> (Hyvinkää) <a href="#">Helena Varis</a> (Riihimäki)	Hairdressing Beauty Care <a href="#">Aini Honkanen</a>
Surface Treatment <a href="#">Päivi Kalavainen</a>	Metalwork and Machinery <a href="#">Mikko Martikainen</a>	Logistics <a href="#">Juha Hakalehto</a>
Upcoming Apprenticeship Centre: ?	Upcoming: Visual and Media Arts: Pirjo Kankkonen?	Upcoming: Electricity and automation: ? Building and Construction: ?

# Framework for international activities



# The strategy process and participants



- Background materials – 20+ publications, reports and strategy documents, e.g. from National Agency, Finnish National Board of Education, Ministry of Education and Culture, Jyväskylä University, Lauri Tuomi/Frofitmakers Ltd., Hyvinkää City, the Hyvinkää-Riihimäki Chamber of Commerce, the European Commission, Demos Helsinki
- Stakeholder survey (1,021 participants) by using web based think tank - method – Aimed at finding out the views of schools and industry representatives - what types of services and skills will be needed in the future → Multiple skillsets, social skills and internationalisation will play an increasingly important role in the future
- "Draft paper" – submitted for comments to a select group of people and the Hyria intranet forum
- People involved – From the past or the future?
- Business and industry partners involved – Key partners in terms of international activity

# Vision & Mission

- Producing skills that play an important role in the development of workplaces
- Improving the employment opportunities of those graduating from Hyria
- Improving the quality of education as international competence increases
- Improving Hyria's attractiveness in the eyes of potential students and competent personnel

# Contents

1. Introduction
2. International competence – What competencies does a global citizen require?
3. What is international activity?
4. Education policy
5. Development of international activities
6. From the strategy to the action plan
  - 6.1. Student mobility
  - 6.2. Teacher and staff mobility
  - 6.3. Internationalisation as a tool for competence development and education improvements
  - 6.4. Internationalisation at home
7. Partners and networks
8. Operational assessment, monitoring and improvement



# Student mobility

## Goals:

- Youth mobility 5-6% → 10%
- Development of the mobility process
- Improving the quality of mobility periods
- Adoption of ECVET in mobility
- Hyria-wide unified international services
- Equal opportunities for exchange periods, incl. special needs students, economically disadvantaged students, graduated students

## Activity, e.g.:

- Recognition and validation of learning (formal, informal, and non-formal)
- Mobility databank for students
- Redesign the resources for international coordinators
- Increasing the number of international coordinators
- A unified mobility process (description and process diagram)
- Revision of the orientation to go abroad -course, continuous development
- Analysis of Mobility Tool+ feedback
- A blog as a learning diary
- Renewal of the Learning Agreement according to ECVET
- Memorandum of understanding
- Guidelines for skills demonstrations done abroad
- Additional support for economically disadvantaged students
- A policy of two students/sector/year/partner



# Teacher and staff mobility

## Goals:

- 20% participation rate among staff in international work periods, continuing professional education, visits and teacher exchange periods
- Engagement of new participants through motivation, activation of English skills and a more methodical approach

## Activity e.g.:

- A number of staff mobility (+business and industry partners) projects or teacher-led projects, e.g. Comenius, KA2 and individual grants
- A survey of the level of internationalisation at Hyria (mapping of internationalisation among staff and departments)
- Development of the staff mobility process after the programme merger
- Joint trips for businesses/industry partners + teachers + trainers

# Internationalisation as a tool for competence development and education improvements

## Goals:

- Active participation in international networks + other international cooperation
- Participation in international partnership projects (with industry and employer representatives)
- Development of learning pathways for students with an immigrant background, S2 (Finnish as a second language) education.

## Activity e.g.:

- Active participation of teachers in international work and projects → activities become a regular part of work and benefit departments directly. Supporting materials have been produced, e.g. the international intranet → easy to participate
- Attendance in seminars, knowledge sharing, benchmarking
- Internationalisation of Hyria's internal development activities
- ECVET → the national curriculum reform, the new curriculum template → the four-period system
- A stakeholder survey of businesses, including development ideas for international activities
- Collaboration with the Chamber of Commerce
- Different kind of immigrant education

# Internationalisation at home

## Goals:

- E.g. foreign-language units, native language teachers, international online courses, incoming teachers, students, immigrants and the international dimensions of local businesses are utilised in education; internationalisation events

## Activity e.g.:

- A Kenyan student
- Cooperation between Metalwork and Machinery and international students from a university of applied sciences
- Practical nurses' interviews with immigrants
- Community art at a migrant reception centre
- Language and cultural studies
- International study units
- An international learning pathway → PSP (personal study plan), broader adoption with the introduction of learning pathways
- Virtual studies as a result of project collaboration (coming soon?)

# Putting a strategy into practise

- Presentation of the international activities programme to different groups;
  - The Board
  - Hyria's well-being team
  - The management team
  - Heads of education
  - Staff meetings
- "Are you internationally excluded?" -competition
- Curriculum workshops – workshops to plan how internationalisation is included in everyday teaching (study unit implementation plans)

# Action plans

## The Department of International Activities

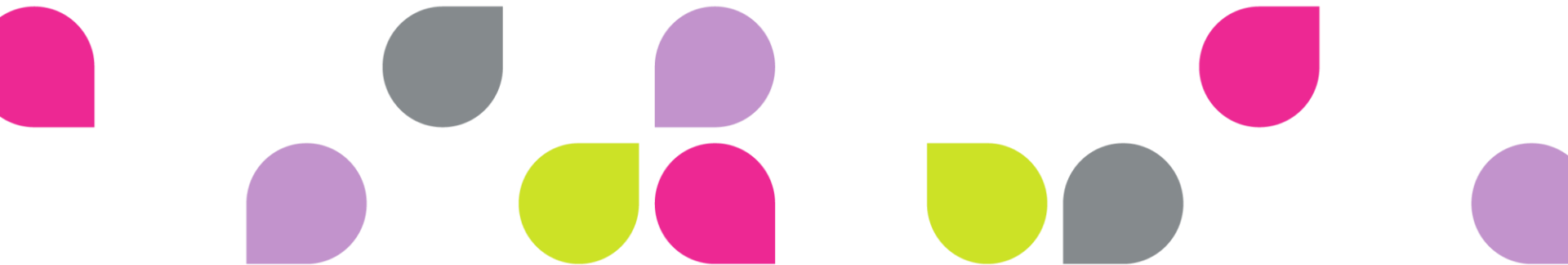
- An annual action plan that includes:
  - Organisation-level activities, e.g. implementation of mobility periods, quality development measures, joint development subjects, sources of funding

## Departments

- An annual target and performance agreement that includes:
  - The number of qualification specific mobility periods (students, teachers and staff, business and industry partners)
  - Possible department-specific international activities (happenings, project activities)

# Guidelines vs. reality

- Format? Traditional or new?
- Max. 10 pages
- Guidelines and research reports are only indicative
- Not everything can be included; avoid repeating matters that are already addressed, for example in the organisation-level strategy
- Keep it simple and clear!



# The future of learning and competencies at Hyria

**Strategy project 1 Teaching, learning, competence** (Karel McLeod Smith)

AH 1 Digitalisation (Niilo Korhonen)

AH 2 Individual specialisation pathways (Satu Korkeamäki)

AH 3 Competence development in a changing environment (Kirsti-Liisa Virta)

**Strategy project 2 The operating environment** (Tuula Kortelainen)

AH 4 Strategic partnerships (Elina Oinaanoja)

AH 5 Quantitative design of education and the funding reform (Sami Silvennoinen)

AH 6 Harmonisation of youth and adult education (Jarmo Piipponen)

AH 7 Inclusive and industry-oriented pedagogy (Ulla Poutiainen)

**Strategy project 3 Ecosystems / facilities** (Jari Sisso)

AH 8 Flexible and adaptive learning spaces (Maija Pihkola)

AH 9 Facilities and campus spaces required (open)

AH 10 Provision of support services and dissolution of existing norms (open)