

PLAN FOR INTERNATIONAL ACTIVITIES 2013–2016

COMMON SECTION / Jyväskylä University of Applied Sciences

BACKGROUND

International activities within vocational upper secondary education are effected by the EU, the development programme for education and research approved by the Finnish Government, and qualifications criteria defined by the Finnish National Board of Education. The strategic framework for European cooperation in education and training up until 2020 has four strategic objectives: lifelong learning and mobility; quality and efficiency; equity, social cohesion and active citizenship; and creativity and innovation, including entrepreneurship.

The Finnish Ministry of Education and Culture aims for Finland to be the leading country in the areas of competence, participation and creativity. The ability to cope in international and multicultural settings will be a requirement for more and more people now and in the future, including those who will make their entire working career in Central Finland.

Globalisation and the fast-changing economy have made businesses more international and multicultural. Awareness of diversity and differences and being able to cope with these are prerequisites for success. From this point of view, multiculturalism, prevention of racism, promotion of racial and ethnic equality, cultural dialogue, global education, new forms of communication, and sustainable development are all challenges faced by upper secondary education.

International activities support sustainable development education with the aim of equipping and motivating students to work not only for the environment but also for human wellbeing. Teachers and trainers are responsible for encouraging students to become genuinely open-minded, tolerant, environmentally aware citizens who are committed to a sustainable lifestyle and can build the future through socially and culturally sustainable solutions.

Internationalisation is one of the key elements in vocational education and training providers' work (Ministry of Education and Culture, Education and Research 2011–2016). This means that on-the-job learning abroad should be seen as a normal part of the education provided by a school. The objective of internationalisation is met when international activities become self-evident in our schools.

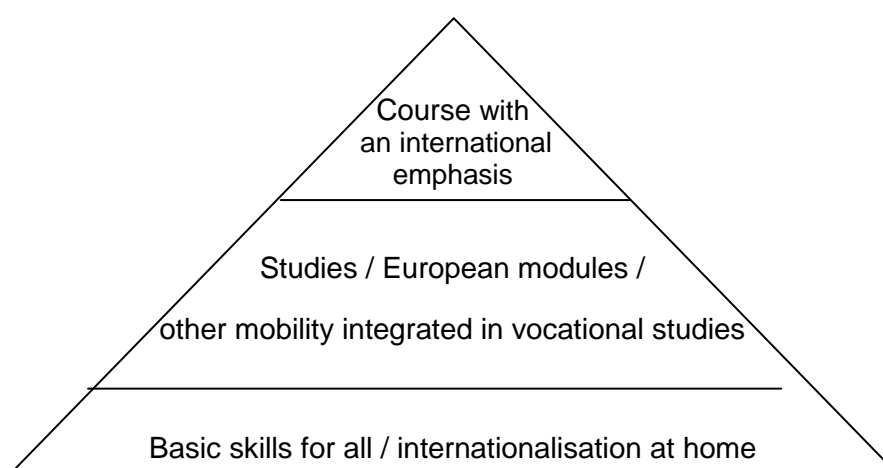
The Jyväskylä Educational Consortium international activities plan is based on the strategy for internationalisation approved by the Consortium and verified by the international team of the management (16 December 2009). The strategy for internationalisation will be reviewed as part of the Consortium's Strategy 2016+ process in the 2012 autumn term. Internationalisation will continue to be one of the key objectives of our work. The quality of our international work will be constantly developed in line with common practices and process. Particular attention will be paid to the skills of our staff in relation to international work through appraisals and training. The development of education export will be a special theme for the period 2013–2016.

When budget planning is carried out every year, **the Director of International Affairs** compiles a general plan for the entire Consortium and an annual report to supplement the financial statements. Each performance area and unit sets its own targets for 2013–2016 in line with a set division and headings (Excel template). The implementation of the action plans of the units will be monitored

every year through student feedback (MobilityTool and INKA) and mobility statistics, for example. The unit-specific action plans will be updated yearly when budget planning is carried out, and the plans will be reviewed by the Consortium's international team and the extended management group of the University of Applied Sciences in November at the latest.

At Jyväskylä University of Applied Sciences, international activities are carried out and developed according to the **International School** procedure. When it comes to the vocational education and training of young people, the foundation of the three-step International School concept is to ensure that the entire student population (100%) acquires the basic skills to cope in international and multicultural settings in their own school. This is done by providing peer tutoring for inbound students and integrating inbound exchange students in the teaching process.

The second step of the concept relates to the students who participate in mobility. The target is for a total of 10% of all students to do a module abroad (6–12 weeks) as part of their course in 2015. The third step of International School consists of the approximately 5% of students who can be offered a study path with an international emphasis (at least 30 credits).



TARGETS 2013–2016

The main objective of the international activities of Jyväskylä University of Applied Sciences in 2013–2016 will be to increase student mobility while also improving quality. Other international activities (staff mobility, development and other projects) will support this main objective and the International School procedure.

Main targets 2013–2016

1. Mobility lasting at least one module
2. Gradually increasing the number of participants (10% in 2016)
3. Ensuring and improving quality through the European Credit system for Vocational Education and Training (ECVET)
4. Reviewing foreign partnerships in relation to the abovementioned targets and the needs of the sector. Establishing selected partnerships (MoU)
5. Gradually increasing the number of inbound exchange students.

The quality of student exchanges will be improved by introducing the ECVET process gradually:

2013

- Renewing the Learning Agreement (LA) to meet the criteria of the ECVET process (already implemented in 2012).
- Piloting a Memorandum of Understanding (MoU) in accordance with the ECVET process with at least three (3) partners (Latvia, Germany, Poland); drawing up instructions and agreeing on responsibilities in relation to the Memorandum of Understanding process.
- Improving the use of feedback in the development of the mobility process.
- Ensuring appropriate coaching by introducing a monitoring form for exchanges that last at least one module.
- Applying for funding for staff work experience which will take place in the organisations with which we want to establish partnerships (MoU).

2014

- Improving the exchange process on the basis of feedback (e.g. ECVET projects YourECVET, Creative ECVET, ECVET 4 Practitioners and Meteli) from last year.
- Introducing the Primus programme for documenting student exchanges.
- At least 50% of student mobility will be to partners with whom we have a Memorandum of Understanding.
- Applying for a student mobility certificate in line with the funding programme. The certificate aims to ensure approximately one third of the funding for student mobility.
- Updating the emergency plan with the ECVET process in mind.

2015

- Improving the exchange process on the basis of feedback from last year.
- At least 75% of student mobility will be to partners with whom we have a Memorandum of Understanding.
- Introducing the Primus programme for documenting Memorandums of Understanding.
- Applying for a staff mobility certificate which aims to ensure approximately 10 expert mobility placements per term for the University of Applied Sciences.

2016

- A total of 10% of students will take part in a mobility programme.
- Nearly all of student mobility will be to partners with whom we have a Memorandum of Understanding.
- Drawing up an action plan for 2017–2020.