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Jyväskylä  
Educational Consortium



# Strategic Guidelines of International Affairs in JEC

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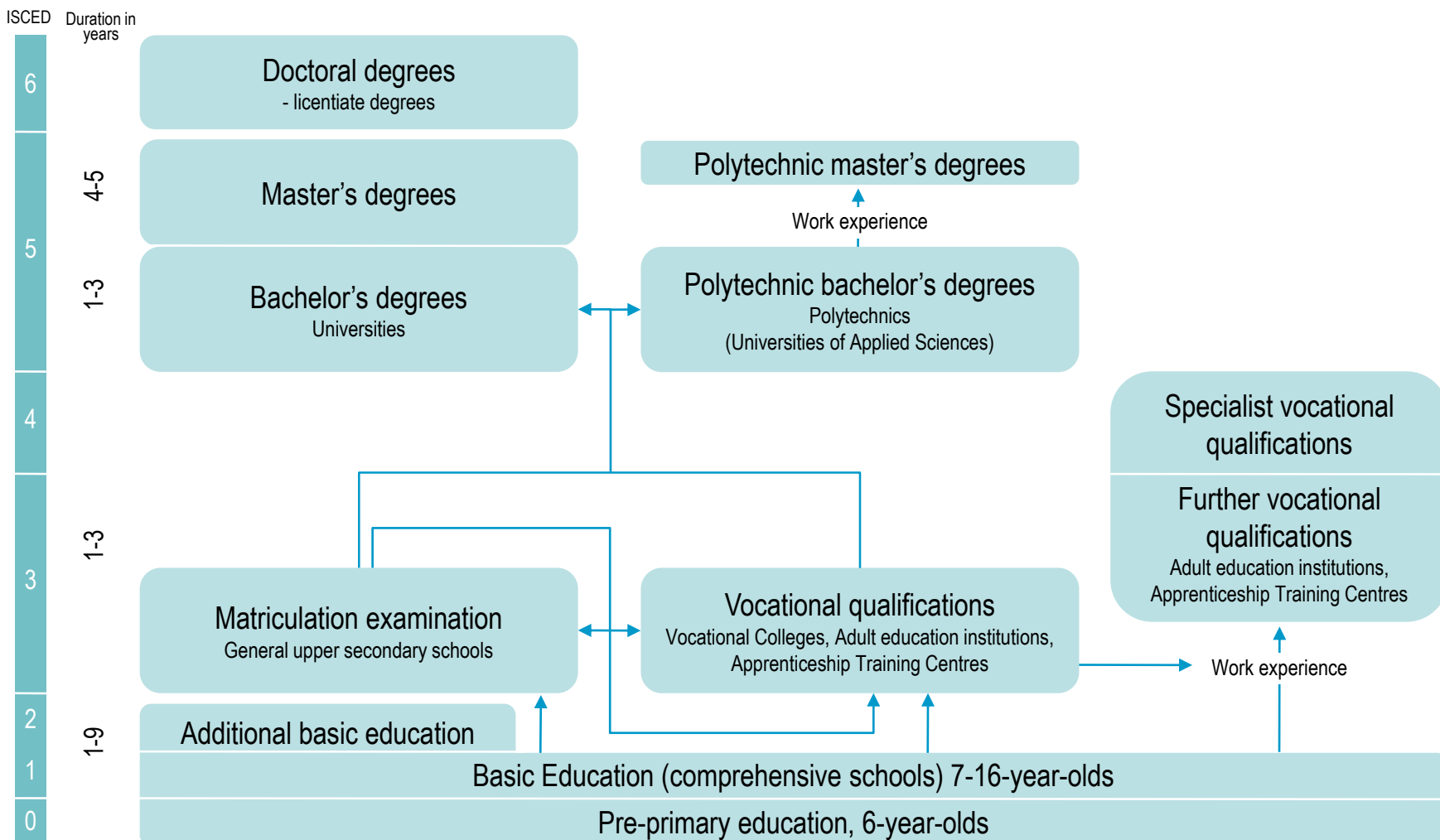
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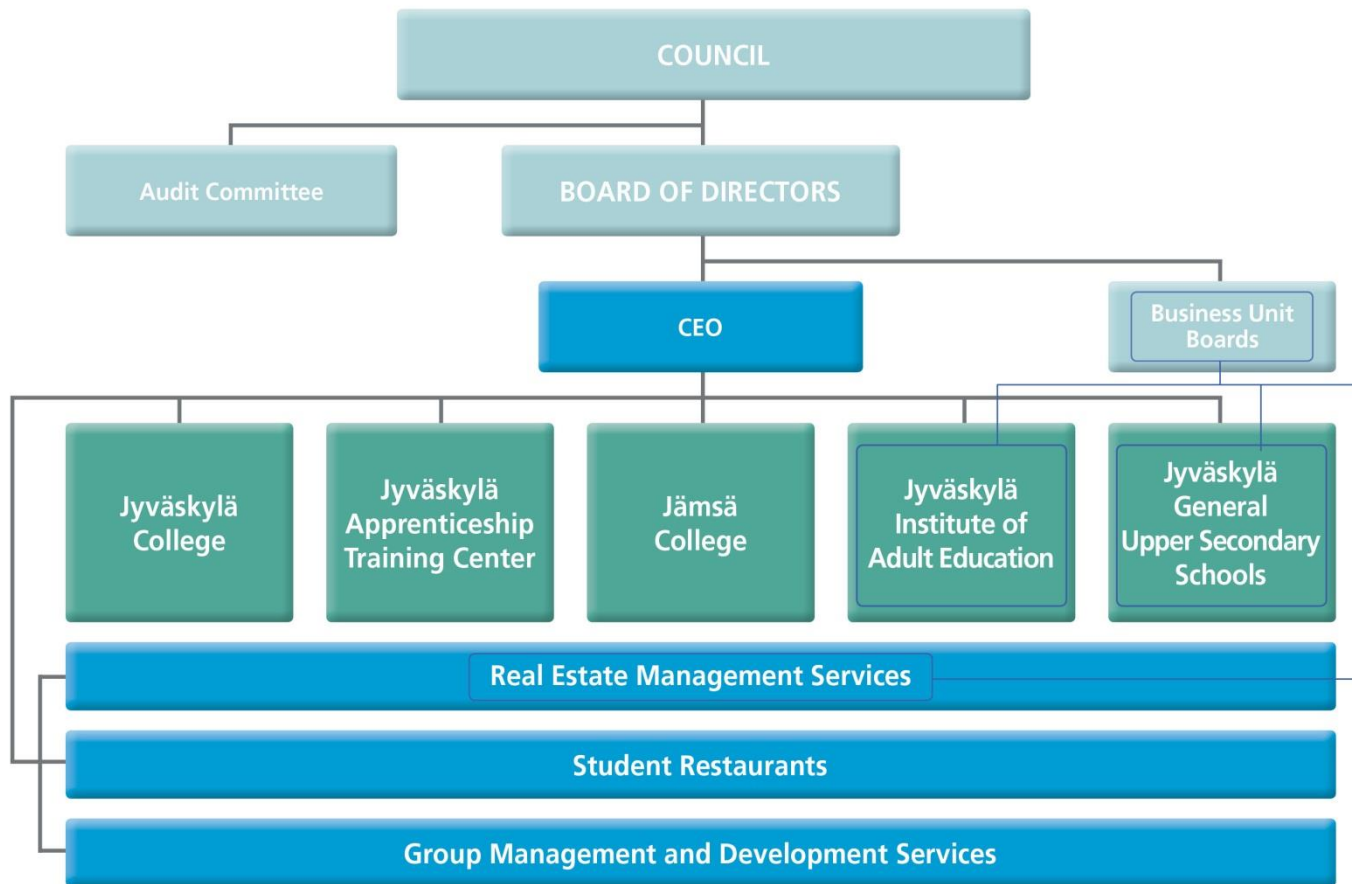


# Finnish Education System



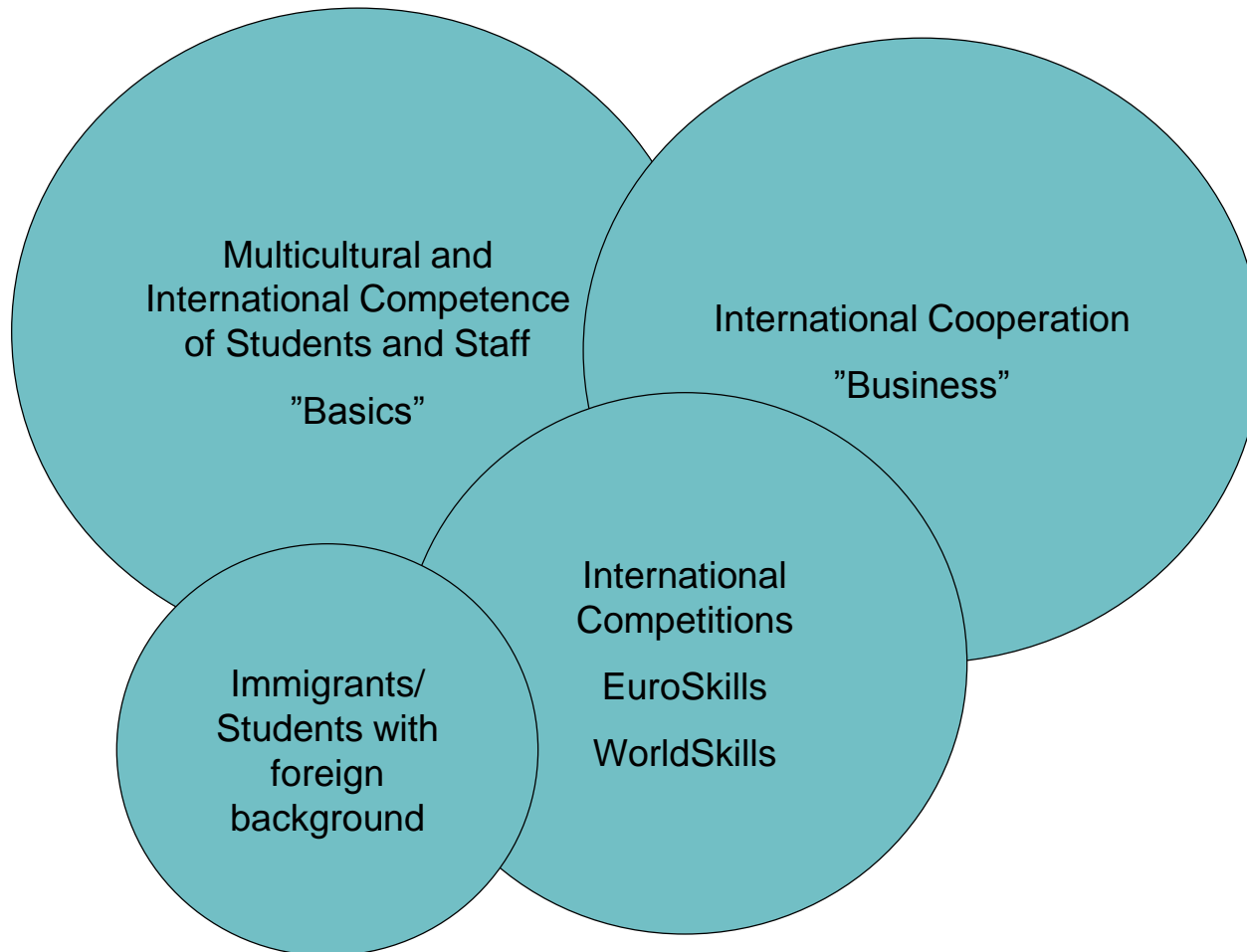


## Jyväskylä Educational Consortium (2 February 2014)



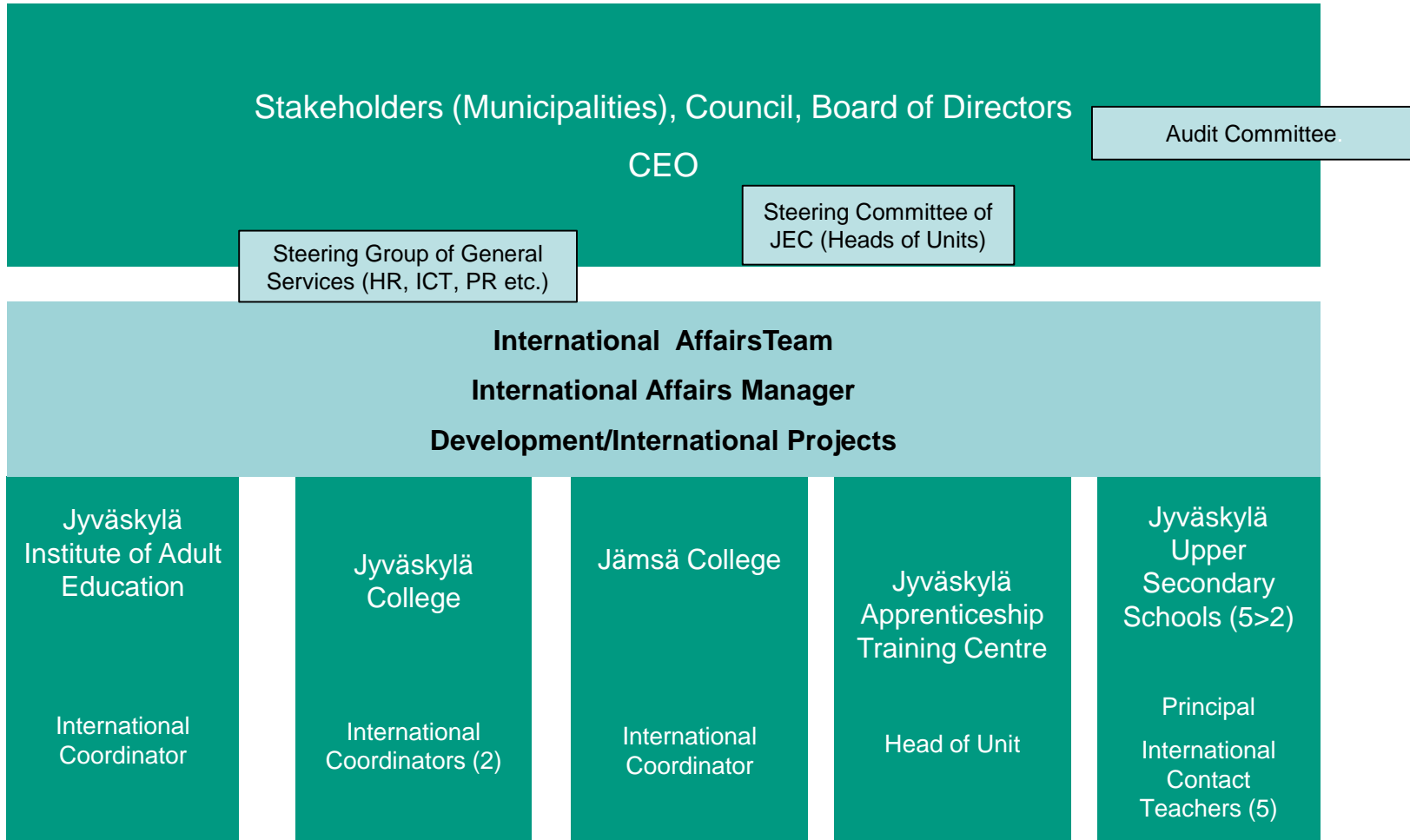


## Entity of International Affairs





# Organization Chart of International Affairs at JEC





# Organization's Strategy "Bridge 2016+" (2013)

## Mission

The Jyväskylä Educational Consortium is a **multicultural**, boundary-breaking learning society. It develops learning communities through partnerships.



## BRIDGE 2016+

# International Cornerstones in the Strategy of JEC

### Concerning

- the values: *"....being a multicultural learning society"*
- the main task: *"....active internationalization"*
- The *Three-phase Internationalization Model*
- international *development cooperation* with education partnerships
- international *competences of the staff*
- the *six major challenges* in the Strategy all include international and multicultural issues
- *evaluation*, esp. incoming and outgoing students and members of staff, credits achieved abroad as well as all the visiting groups





## From Strategy Towards Action Plan

- Leading role and responsibility of the education provider / management in the preparations > motivation and commitment of the staff members; keeping up continuous dialogue, brainstorming, commenting and follow-up on all levels of the organisation
- Multiculturalism and internationalism strongly included in the strategy
- Guidelines of the national authorities (esp. Ministry of Education and Culture, Finnish National Board of Education, Finnish National Agency CIMO)
- Background information, annual reports, follow-ups within the past 3 to 4 years, "line zero"
- General development of study fields – own emphasis
- Unquestioned support and trust of management > strong commitment
- Financial resources to be agreed upon
- Agreements on the tasks and responsibilities: International Coordinators, Principals, Programme Managers, Teachers, Study Guidance Counsellors etc. (process chart)



## Three-phase Internationalisation Model

### 1. Internationally focused study paths

- Special emphasis on the study programmes preparing students for careers with needs for international competencies will increase in the future, e.g. social and health care, tourism and service industry and export industries

### 2. On-the-job learning periods abroad and other forms of international mobility

- Modelling and productisation of the mobility process
- Development of the quality
- ECVET Process (European Credit System for Vocational Education and Training)

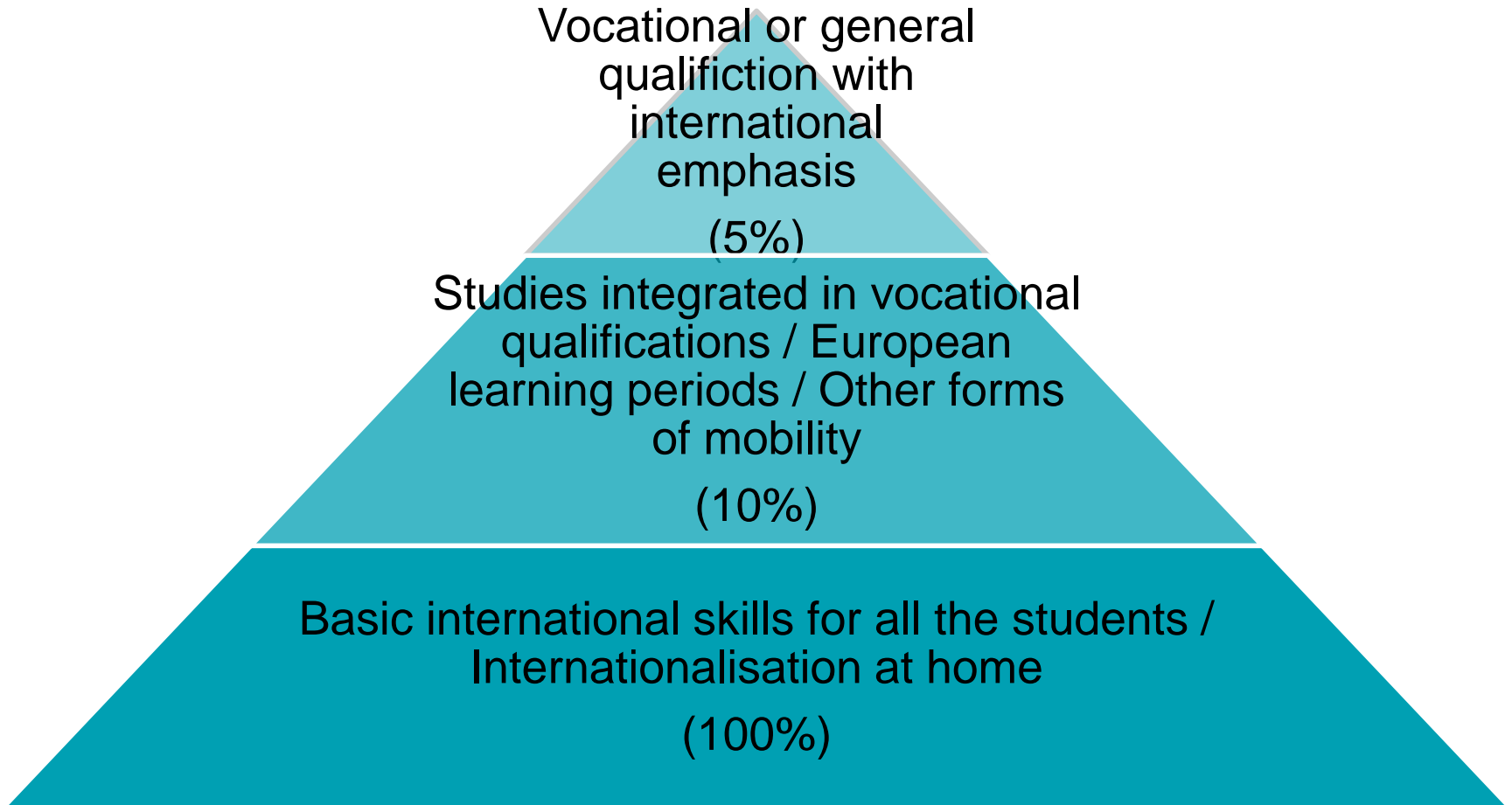
### 3. Internationalisation at Home

*giving students a flexible way to acquire the basic abilities for working in multicultural communities in their study environment without leaving their home country >*

- Language and culture studies
- Integration of incoming exchange students and teachers in the everyday learning process
- Peer tutoring of incoming exchange students
- Virtual cooperation with international partner institutions
- Ensuring the incoming students' necessary services, such as accommodation, support and familiarization into the local society

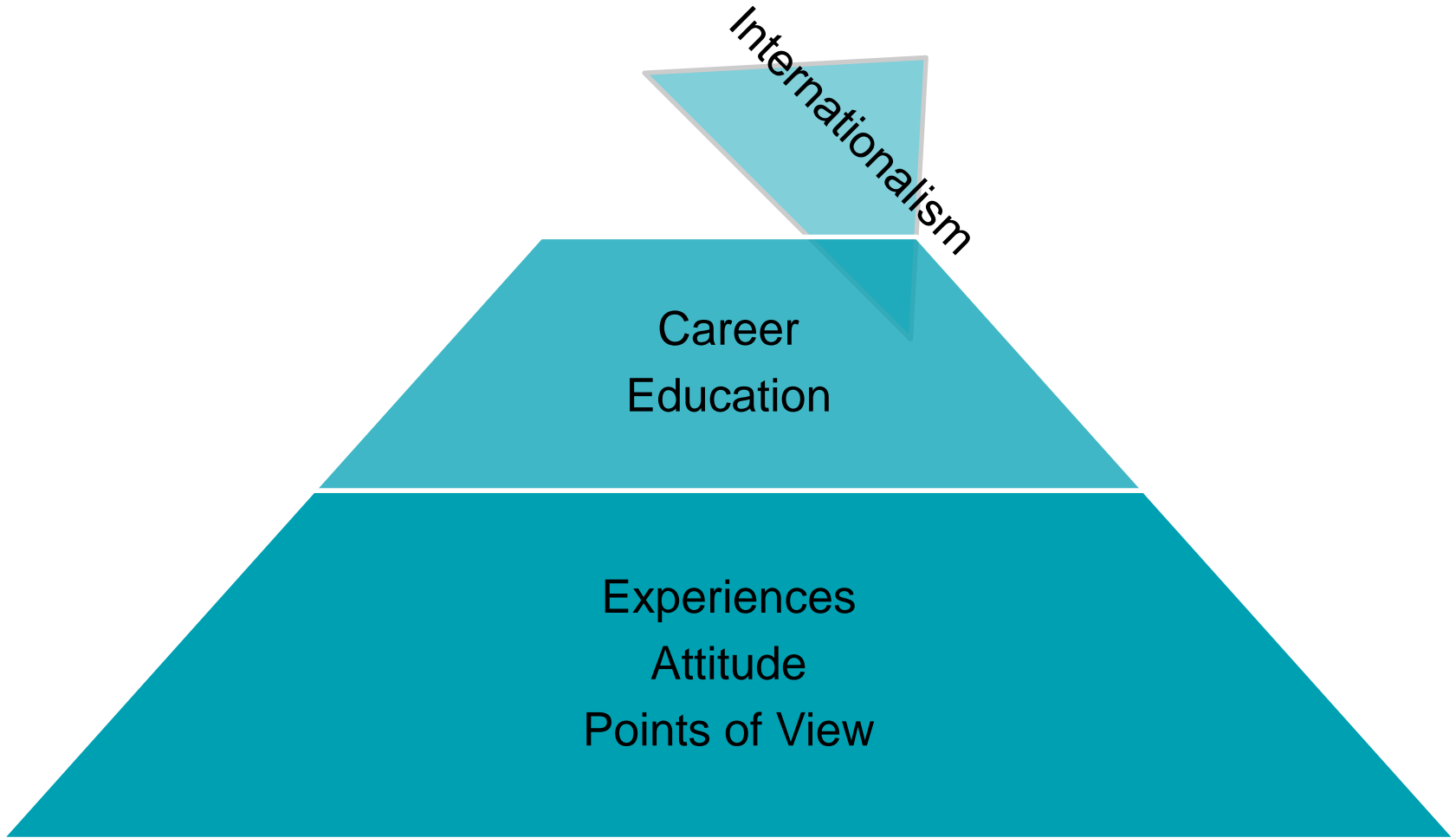


## Three-phase Internationalisation Model





## International Competence on Individual Level



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