Internationalisation of VET

24-10-2019
Nilay Avar & Tibby van Dijk
Let’s get to know each other a little bit more!

Please open www.kahoot.it and enter the PIN
Who are we?

Tibby van Dijk

- International media (MA) graduate
- Communications background
- Project Officer eTwinning
- Personal interest: going to the movies & traveling
Who are we?

Nilay Avar

- Project lead VET
- Internationalisation at Home
- Former teacher in Social Studies
- Cooking & traveling
Subject of the workshop is not mobility!
But..

Internationalisation at Home (I@H)!
Internationalisation at Home

- What does I@H mean?

“...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments,” as defined by Jos Beelen & Elspeth Jones (2015)
Why Internationalisation at Home?

- Similar (or better) learning outcomes
- Larger reach
- Equal chances
- Reduces CO2 emissions
Activities of I@H

Internationalisation at home

- Visit an international company
  - Study international developments in the sector or an international business or organisation in your region.

- Online collaboration
  - Peer projects with a school or company abroad via online collaboration such as eTwinning.

- Teacher mobility
  - Send teachers abroad to allow them to subsequently pass on their international experience to students.

- Summer school
  - Organise a summer school in which you have your students work together with students from abroad.

- Students’ digital network
  - Use students’ international digital network to start projects.

- Guest lectures
  - Ask someone from an international company or organisation to give a guest lecture on the international character of the professional field area or the sector.

- Citizenship education
  - Add the global citizenship dimension to the eTwinning Citizenship course.

- Visit a cultural institution
  - Introduce students to other cultures, customs and traditions in order to develop their intercultural awareness.

- International classroom
  - Create a class which includes various nationalities and discuss how you deal with diversity.

- Work placement with an internationally oriented company
  - Have students do a work placement at an internationally oriented company in the region to allow them to learn about:
    - the international environment of the profession
    - the international environment of the sector
    - multilingualism

- Internationalisation of the curriculum
  - Give various subjects being taught an international element. For example, the use of foreign sources in the kitchen or applying African fabrics in fashion.

- Bilingual education
  - Develop a bilingual study programme. A bilingual VET network can support you with knowledge and expertise.

- Diversity project
  - Use existing diversity in the classroom or in the school environment in designing a project. For example, the different cultural backgrounds of the students.
What are the goals of this workshop?

- Providing inspiration on how to implement I@H in your school
- How to set up an international collaboration between schools
- Providing information (I@H and eTwinning)
Why internationalisation of VET?

- Globalising world
- EU citizenship
- Internationalisation at a national level & school level

“Internationalisation should ensure that the large majority of learners who are not mobile ... are nonetheless able to acquire the international skills required in a globalised world (2013:6)”

At the end: we want to prepare our students for a diverse society and internationally oriented labour market.
We want our STUDENTS to be prepared for:

1. Diverse society
2. International labour market
International Competence Framework

Intercultural competence

Knowledge
- Knowledge of foreign languages
- General and specific knowledge of cultures
- Knowledge of communication styles
- Knowledge of identities, stereotypes, discrimination and racism

Attitudes
- Open-mindedness
- Respect
- Tolerance
- Interest in different perspectives
- Engagement with other people and topics

Skills
- Perspective-taking skills
- Listening, observation and interpretation skills
- Mediating and relating skills
- Managing differences and conflict
- Intercultural relationship building and networking skills
- Ability to deal with uncertainty and ambiguity
- Metacommunication skills (communicating about communication)

International orientation

Orientation towards the profession
- Familiarity with international perspectives on global challenges such as climate change, refugees and sustainability.
- Familiar with supranational institutions such as the European Union, the United Nations and corresponding themes, including Human Rights and the Sustainable Development Goals.
- Awareness of global citizenship and its corresponding rights and responsibilities.
- Engagement with societal and global issues (politically critical and personally transformative).
- Staying informed and updated on international practices and developments within one’s profession/discipline.
- Making use of international information, sources and resources from different countries.
- Understanding and evaluating perspectives and practices from an international or cultural perspective.
- Having the ability to use techniques and methodologies from different countries.

Orientation towards society and the world

Personal qualities
- Self-awareness
- Self-confidence
- Self-reliance
- Critical attitude
- Responsibility
- Independence
- Drive
- Perseverance
- Resilience
- Patience
- Adaptability
- Flexibility
- Creativity
- Curiosity
- Empathy
- Entrepreneurial skills
- Problem-solving skills
- Resilience
- Tolerance to stress
Which skills can be developed during an eTwinning project?
eTwinning, what and why?

www.etwinning.net
A safe online community for schools in Europe.

If you want:
• To build an international teacher network;
• Give EVERY student the opportunity to gain an international experience;
• To add an international focus to your current classes;
• Develop sustainable partnerships with other schools;
• Motivate your students to develop an interest in other cultures, languages and backgrounds.

… then eTwinning is the right tool for you!
Practical example!

- Teachers from 'Terra college' (VET school) collaborated with other schools from Poland, Luxembourg, Germany and France for many years
- The students rebuild an old pool nearby a school in France, to a recreational botanical garden for the students!
- All materials (photos, videos, instructions) were safely stored and shared via eTwinning.
Practical example!

International collaborations are relevant to ALL sectors!
eTwinning & learning outcomes

21st century skills for graduates (O’Dowd, 2012)
• Foreign Language Competence
• Global Citizenship
• Digital Competence

Are you familiar with the term: telecollaboration?
Internet-based intercultural exchange between groups of learners of different cultural / national backgrounds...". (Guth & Helm, 2012)
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What does an international collaboration with eTwinning look like?

1. Create an account and find a suitable school partner

2. Develop a project/activity together with your school partner(s)

3. Start! Students will work on assignments together and upload necessary materials

4. Students will collaborate and develop critical thinking skills, relationship-building skills and learn how to work in intercultural teams.
Small exercise!
Discuss the following questions with your group:

- Think of a theme which might be interesting for your students to work on in an international team.
- Can you think of current activities in your school, where this topic and collaboration might fit in?
- What kind of opportunities do you see to implement eTwinning in your school?
- Formulate an international project idea and prepare a 60 second elevator pitch.
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<thead>
<tr>
<th>Group 1: Health, welfare, culture and sport</th>
<th>Group 2: Engineering and construction</th>
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<tbody>
<tr>
<td>- Studies such as: beauty, performing arts, education</td>
<td>- Studies such as: car mechanics, maintenance, laboratory</td>
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<tr>
<th>Group 3: Environmental studies and food</th>
<th>Group 4: Economics, business, ICT and hospitality</th>
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<tr>
<td>- Studies such as: Agriculture, food-design, animal care</td>
<td>- Studies such as: entrepreneurship, creative studies, media</td>
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You’ve got the information, how to continue?

- Cultivate your collaborations (you are still here for a few more days!)
- Get your school/ team excited!
- Get in contact with us! (During or after the event)
- As a gift: USB, with all the necessary materials to start!
Thank you!
Any questions?