Skills requirements of vocational qualifications and study programmes/specialisations include skills needed in an increasingly international labour market, such as vocational competences and language and cultural competences.
How?

The operating environment refers to everything that affects the operations of an organization internally and externally.

Elements of strategic planning

1. How will the international dimension affect jobs and skills requirements in the future?
2. What kinds of jobs will new graduates have in the future and where?
3. What is the state of internationalization in different fields of vocational education and training?
4. How to take national and regional objectives for internationalization into account?
Think how the international dimension should manifest itself in the vision:

1. How can the training institution become more competitive in the future?
2. What does this mean for students and staff in practice?
3. What kind of national and international networks should be created to fulfil the vision?

The international dimension in the vision can mean, for example, the following:

1. Establishing strategic geographical priority areas for building networks.
2. Expanding international cooperation to new regions.
3. Multiculturalism is an area of development that permeates all operations.
4. Students will be employed in international businesses.

Source: STRONG FROM INTERNATIONAL COOPERATION
Strategic Planning for International Cooperation in Vocational Education and Training
www.oph.fi/english

Think,

1. How is international dimension included in the mission?
2. What are the core skills in the international activities?

The mission can include for example these ideas:

1. Your staff is international
2. You will specialize in training international experts in certain fields
3. You will specialize in the training of immigrants
4. The aim of your training provision is to get your students employed in international businesses.

Source: STRONG FROM INTERNATIONAL COOPERATION
Strategic Planning for International Cooperation in Vocational Education and Training
www.oph.fi/english
Think how the values of your organization manifest themselves

1. in the processes of international cooperation in practice
2. in the day-to-day work of staff who work with international affairs.

Values manifest themselves, for example, in

1. listening to students’ wishes when selecting countries for international networks (student-orientation)
2. trying to develop forms of international cooperation that are accessible also to underage students (equality)
3. giving different nationalities the opportunity to express their cultures (tolerance, equality)

Think,

1. how the international dimension manifests itself in the strategic goals of your organization
2. what goals should be set in order to fulfil the vision of your organization in the area of international operations.

For example:

1. The strategic goal of "developing the quality of training to meet the needs of globalising business and industry" includes goals, such as language skills, ability to operate in multicultural work environments and knowledge of different cultures.
2. The strategic goal of "building an international network" will require extending your current network to more countries or strengthening cooperation with current partner countries.
Think,

1. what measures should be taken to achieve your short term and long term internationalisation goals
2. which of these measures can be taken in the coming year
3. are there alternative measures that could be taken to achieve the same goal
4. how to provide funding and resources for all international cooperation.

Examples of goals in an action plan:

1. We will begin cooperation with Thailand next year and will later extend cooperation to all SEA countries.
2. We will reserve specialist expertise resources for the implementation of development projects.
3. In order to meet the targets set for language skills, we will arrange language training and student and teacher exchanges to countries where relevant languages are spoken.
4. We will join the SEA-TVET network.

International cooperation and its development

1. Organisation
   - ensure the commitment of the management
   - includes people responsible for international student services and project administration
   - include all relevant expertise from all international operations, such as international vocational skills competitions and trainee placement enterprises.
International cooperation and its development

2. Tasks of human resources in international cooperation

1. participation in the strategic planning of the organization
2. composing international project proposals, administration of projects and reporting
3. participation in the planning of training that produces international competences
4. writing the action plan for international cooperation
5. participation in international projects
6. organisation of international seminars

International Cooperation Tasks

7. preparation of students and staff for international exchanges
8. welcoming and guidance of international students
9. organization of accommodation and programmes for incoming staff and students
10. establishing links with organizations abroad
11. negotiating student and staff exchange agreements with partners
12. negotiations and conduct international meetings (online/F2F)
International Cooperation Tasks

- Presentations in international events
- Representing the organization to visitors from abroad
- Internal information events
- Providing information to students and staff.

International cooperation and its development

3. Networks of TVET providers
   - Cooperation with TVET institutions and other organizations both at home and abroad is a key part of international cooperation.
   - Networking is cost-efficient because the fixed costs of the activities are shared between the partners.
   - TVET providers make written agreements for cooperation with their partners.
     - Set out the principles for the implementation of student and staff exchanges and trainee placements
     - Establish effective routines
     - Agree on curriculum collaboration or joint student and staff exchanges to a certain region
     - Extended by acquiring new partners from regions or subject areas deemed strategically necessary
   - To maintain a network efficiently, it is necessary to keep track of the current and historic contact information so that they are easily available.
### International cooperation and its development

#### 4. Internationalisation and implementation of qualification requirements

- A central task of vocational education and training is to train skilled workers for the increasingly international labour market.
- Skills needed in an increasingly international labour market, such as vocational competences and language and cultural competences.
- Need to decide how to evaluate these competences in vocational skills demonstrations and other assessments and examinations.
- How competences acquired in international learning environments can be validated and recognised and on the procedures for transfer of credits.
- Link international skills competitions, practice enterprise trade fairs and sectoral and other seminars strategically to qualifications and training.
- To be able to bring the international dimension into qualifications and teaching, teachers and other staff must have international competences.
- And multicultural dimensions can be incorporated into teaching regardless of the subject of study.

#### 5. Evaluation and improvement of activities

- Evaluate how the targets set for international cooperation have been achieved both from the perspective of the organization and the individuals.
- Activities can be assessed, e.g. by using indicators to measure sub-processes (e.g. mobility statistics) and by collecting feedback from participants and partners.
- A peer assessment among partner organizations can be used as a form of external evaluation.
- List the most common sub-processes in international cooperation and provide an example of a quantitative indicator of success related to each sub-process.
  - Student mobility
  - Staff mobility, outgoing and incoming
  - International competences of staff
  - International competitions and training for them
  - International development projects
  - Internationalisation at home
Take the following points into consideration in strategic planning

1. One's professional skills should include an ability to operate in a multicultural environment.
2. English is often the internal working language of multinational companies, but the need to know other languages is also increasing.
3. It is necessary to be able to work in a multicultural environment and to provide services to customers from different cultures in more and more jobs.
4. To work in international business requires not only language skills, but also an ability to operate in different working cultures.
5. The customers in the public sector are becoming more and more multicultural.

Format of Cooperation

- Benchmarking/Study Visit
- Culture Exchange
- Teacher Training
- Teacher exchange for classroom program
- Student exchange for classroom program
- Student Exchange (OJT) in Industry
- Joint research
- Joint online seminar
- Conducting online test together
- Conducting e-Learning activities together
- Curriculum mapping
- Credit transfer
- etc
Possible Activities in Collaboration

1st stage
- Benchmarking/Study Visit
- Culture and Language Exchange
- Camp
- Online Discussion (cultural sharing) using web-based vicon

2nd stage
- Conducting test together (online)
- Teacher Training
- Teacher exchange for classroom program
- Student exchange for classroom program
- On Job Training in industry

3rd stage
- Joint research
- Joint seminar (online/conventional)
- Conducting e-Learning activities together
- Joint skill competition

Discussion Tasks

Groups
- Construction
- Commerce
- Electronic, Mechatronic & Manufacturing
- Tourism & Hospitality
- Agriculture and Fisheries
1. Getting to know each other
2. Brainstorming strategies how to compare and map curriculum/subject/competencies according to group area (20 minutes)
3. What kind of collaborative activities that possibly do together? (10 minutes)
   Please gives priority for 3 – 5 activities

Keep The Spirit of Partnership
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