

Internationalisation path of the VET staff

The aim of this section is to provide a comprehensive recap on the intellectual output 2 – hereon referred as IO2 – that is an essential part of the REX VET project. That said, the purpose of IO2 is to build a staggered guide that provides support for the teaching staff in the onward development of their international abilities.

The referred as international skills and competences are divided and more specifically defined throughout various level from a rookie to an expert, classified into diverse thematic areas such as international projects; home internationalisation, language skills and presentation skills.

Consequently, as the level of specification and expertise around the thematic area increases so will the difficulty and the demands around the skill level needed for such area; likewise the independence level will be an accountable factor.

The model is a construct for VET colleagues to plan the professional development of the staff members and to settle the objectives for it. It is a general believe for it to be transferable to other VET partnerships, with special focus on international units, staff and offices as well as superiors and management. This will generate a support mechanism for planning the professional development of staff members.

All considered, throughout the implementation of IO2 we have extracted the key skills and competences in an internationalisation process from the conclusions that were drafted in IO1, we have organized workshops that comprehended the most relevant VET superiors and staff members from each partner organization – including human resources staff when applicable. Likewise, we have extracted, collected and drafted the findings from the abovementioned workshops, an action that has allowed us for the definition of both the criteria and requirements surrounding an effective internationalisation path.

Likewise, though the collective work of the coordinators we have drafted a model that will serve as a support for the above-mentioned internationalisation journey that the VET staff will accordingly follow. Subsequently, this model has been tested first in partner organizations, in LTT activities and in other VET centers, collecting information of its use in international activities.

To develop an affective, well-designed internationalisation path it was decided to apply the results obtained from the survey produced during the implementation of IO1. An overview of these results can be found in the following infographic:

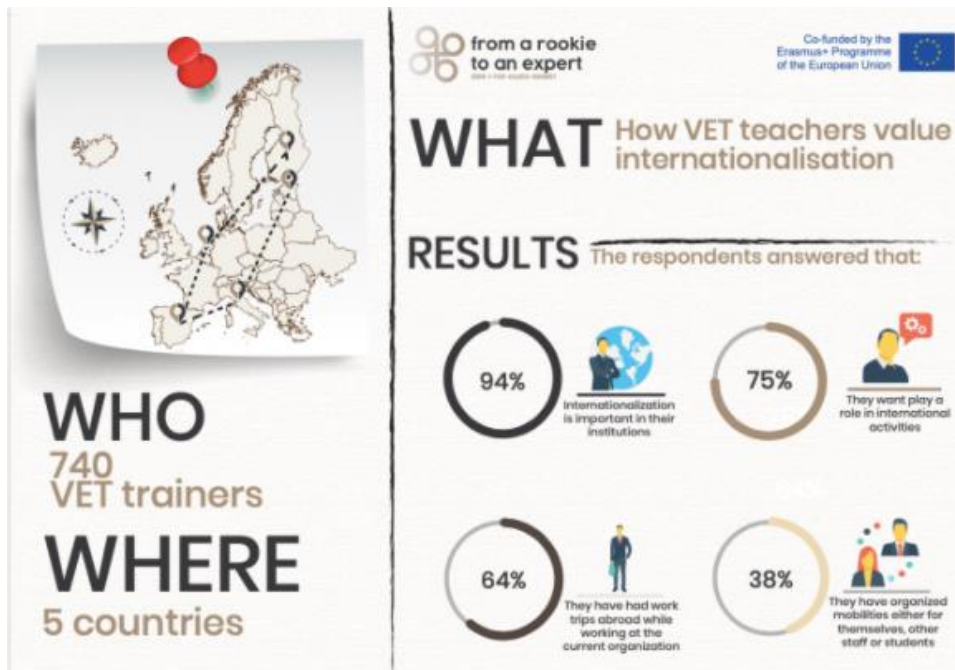


Figure 1: The infographic shows the results how VET teachers values internationalisation. The survey was made in five countries with 740 VET trainers.

This intellectual output was constructed through both the implementation of a survey and the creation on the aftermath of focus groups that reflected on the results of the abovementioned questionnaire, analyzing them and therefore giving them a more in-depth meaning. Hereunder you can find attached a scheme that summarizes and allows for the full compression of the REX VET training content:

VET STAFF MEMBERS CAREER MODEL FOR INTERNATIONALISATION

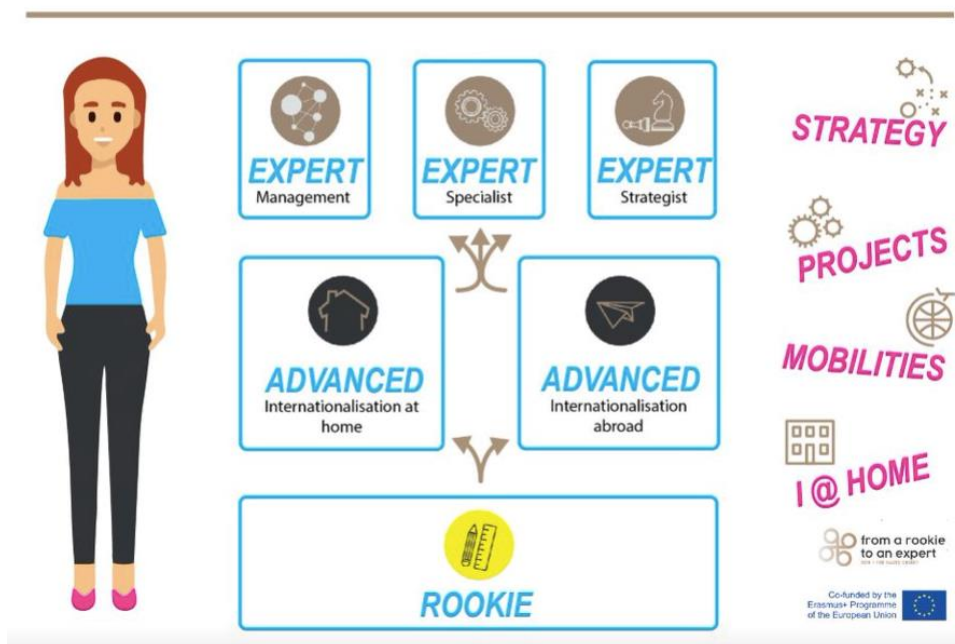


Figure 2: Career model for internationalisation showing the three levels of expertise from a rookie to an expert.

Though this analysis and the different focus group interaction, a conclusion was reached: the results of the survey were quite similar among all the countries involved, with some non-conclusive variations that were not significant enough for it to imply real difference.

Regarding the focus groups, we consider it crucial to mention that there was a particular regard for their composition, more specifically it was highly valuable for us to include different profiles that would allow us to extract a varied range of both perspectives and conclusions. By allowing the focus groups to be composed by members with different profiles we achieved a more comprehensive, multi-faceted perspective of the issues that were discussed.

The wide composition of this focus groups allowed us to observe more clearly how similar the responses and reactions were regarding the nationality; although with a few non-significant variations all the constituents of the focus groups agreed on both the importance of internationalisation and the existing room of improvement regarding this process in all the centers they belonged to.

Likewise, there was a mutual agreement on the importance of improving both language skills and communication skills for achieving a successful internationalisation process.

However, the practical application of the final product has been implemented on a tailor-made manner to optimize both the application itself and the results that the application would have on each partner center.

In Kuressaare Ametikool, Estonia, the training material and badges will be used as an educative tool for helping the staff to develop both their international skills and their project management skills. They do a lot of internationalisation work and they constantly lack staff that take a more active role, so in order for avoiding that it has been decided: for all the staff members that are participating in mobilities to obtain a Rookie level module prior to the mobility process. For the staff that are starting KA2 projects to have completed the modules on level 1 and 2.

On the aftermath, all the staff will be prepared to apply for more demanding levels.

The overall aim of Kuressaare Ametikool, is to first of all empower their staff members and aid them through the internationalisation process; likewise, they are actively supporting students and colleagues to increase both their international skills and competences.

In ENAC, Italy, it has been decided for the training path to be promoted among their VET centers. If possible, they will use their funding for the staff training to provide a specific training that includes these modules. Another opportunity can be to use the

money foreseen for European courses and combine this training with Erasmus staff mobility (KA1).

In Centro San Viator, Spain, they will add the content of training modules to the compulsory formation that all the new staff and teachers that want to participate in the international mobilities and other internationalisation activities carried out by the center. It has been considered that by completing the modules the staff will have a more comprehensive understanding of a successful internationalisation process and that will improve their international skills.

In addition, CSV is using the modules in other capacity building projects that are mostly focused on training foreign VET staff for completing successful internationalisation processes – see MOVET and SAAM.

In Alfa College, The Netherlands, good communication in between managers and staff before and during the whole project was a priority. One particularity was the involvement of the Human Resources department, and the strategic and operational internationalisation platforms of the center. Through such involvement it was possible to apply the appreciative inquiry model (Positive psychology), as they worked on a multilevel, multidisciplinary way.

The product of the project is aimed to be linked to the training of new staff and will be included in development interviews. Now, all the staff that is involved in the internationalisation process, know the available content and its importance, has contact with HR Start, has started a small pilot on one location, is an ambassador of the project, shares good practices related to the project.

In Luovi College in Finland, the training package has been linked to Luovi web pages and it's a part of Luovi's international introduction. The Rookie training module is a part of Luovi's new introduction and orientation package. Likewise, the Rookie level open badge is a requirement for participating international activities like mobility or projects. In addition, Luovi encourages employees to apply for other open badges after international activities. Furthermore, the open badge system will be combined with Luovi's human resource structure and system. On the aftermath, it is planned for training sessions about internationalisation to be arranged, for staff members that are based on REX VET training module.

In Vocational College Live in Finland, the open badges concerning internationalisation are an important part of the employees skills development program of Live. During the project Live has taken Open Badge Factory into use. In the future it is possible to transfer all the badges created in the project into Live's Open Badge Factory. The rookie badge will be used as an introduction material to the international activities. The staff members who already work with international matters (mobility, projects etc.) can apply for more badges, and those who want to enhance their knowledge on international matters are encouraged to apply for more badges. The badges are regularly presented in the meetings of the teachers, the international team and the project team. It is possible to upload open badges to Live's human resources

management system. When the badges of international path are uploaded in the system, the employer can easily see what kind of skills and knowledge the employees have. It is possible to search among the employees when looking for suitable participants for different international activities. The badges make the competences visible.