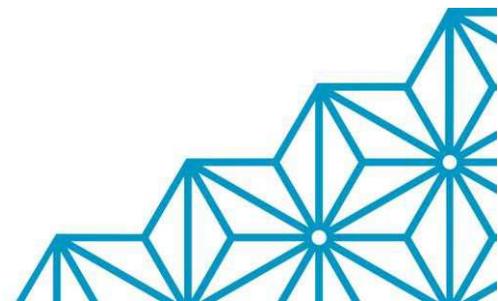


DRAFT TRANSLATION INTO ENGLISH

TREDU

ACTION PLAN FOR

INTERNATIONAL AFFAIRS



1. Introduction

International activities and internationalisation are an increasingly prominent aspect of Finnish society and thus also of vocational education. The aim of the international activities at Tampere Vocational College is to foster more forthcoming attitudes amongst our students and staff towards different cultures, languages and people of differing backgrounds. We must strive to provide our students with increasingly high skills for operating in an international work environment both in Finland and abroad. The ability to flourish in different working cultures is part of any professional competence, and helping students to obtain these skills is one of the College's central duties.

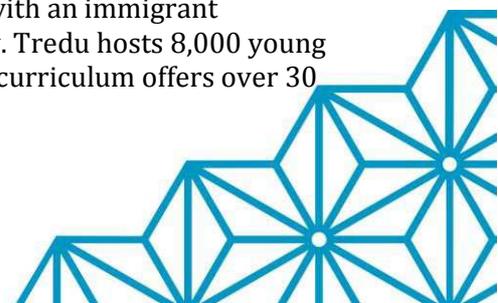
The Tampere City strategy programme along with the strategic policies and objectives of Tredu serve as the basis for this Action Plan for International Affairs. In determining the Action Plan, the following factors have been taken into account:

- European Strategic framework for Education and Training 2020, with its four common objectives: lifelong learning and mobility, improving quality and efficiency, promoting equality, social cohesion and active citizenship, and enhancing creativity, innovation and entrepreneurship.
- Qualification requirements of the Finnish National Board of Education; after revision, the requirements now include abilities related to internationalisation as a key skill in lifelong learning.
- Objectives set by the government of Prime Minister Sipilä on increasing international activities in education and research and removing obstacles to education export.

The shift to an increasingly international operating environment is an opportunity for Finland and a challenge that vocational education must answer. The free mobility of employees and students has increased as a result of globalisation and the expansion of the European Union. An ageing Europe and Finland need free mobility of the workforce in order to maintain employment. The region will see the arrival of more immigrants who are provided with training and activities to assist in their integration. International activities are commonplace, but the role of internationalisation at home is highlighted during an economic downturn. It is necessary to develop new ways of introducing international activities as part of the everyday lives of students and employees. In addition to the presence of students with immigrant backgrounds, the multiculturalism of the learning environment is augmented by exchange students, international trainees, and various visiting groups, lecturers and events.

2. Description of the operating environment

Tredu operates at 20 units in the municipalities of Tampere, Ylöjärvi, Nokia, Kangasala, Lempäälä, Orivesi, Ikaalinen, Virrat and Pirkkala. In addition to Pirkanmaa, education services are also provided in other parts of Finland. Tredu offers education to young people and adults as well as apprenticeships and courses for workplaces and businesses. A wide selection of pre-vocational programmes is provided, for instance, for students with an immigrant background and other students still seeking their own field of study. Tredu hosts 8,000 young students, nearly 10,000 adult students and has a staff of 1,200. Our curriculum offers over 30



vocational qualifications and their study programmes, 35 further vocational qualifications and 11 specialist vocational qualifications, as well as extensive working life development services. Tredu also provides study programmes in English and the option to obtain a double degree of vocational qualifications or of vocational and upper secondary school studies. Students at Tredu come from over 20 different countries. The Tampere Vocational College cooperates with other educational institutions and parties (e.g. organisations, businesses and municipal services). Working and business life is a significant partner in the fulfillment of internationalisation.

The Pirkanmaa area and its provincial centre Tampere possess the following assets:

- a high-quality and diverse range of educational services,
- talented utilisation of high technology,
- advantageous location and good accessibility with versatile traffic connections,
- the sixth largest metropolitan area in the Nordic countries,
- international corporations

Various sectors at Tredu have carried out international mobility periods for experts and students for tens of years, and many excellent reciprocal partnerships have been developed over the years in cooperation with educational institutions and representatives of working life. We have signed Memorandum of Understanding cooperation agreements with our international partner institutes, in which common practices regarding e.g. reciprocal mobility periods have been agreed upon.

3. Our vision

Tampere Vocational College Tredu will see its students graduate as active citizens prepared for working life and the economy, further studies and lifelong learning. Tredu is an active and innovative provider of education both regionally and nation-wide, and a driving force for working life and the economy.

Tredu is renowned for its diverse international networks, activities and means of pedagogic development. Tredu is an internationally active institution and a work community in which the needs of working life and the economy are met by training employees with international competence. We are invested in the development of international competence among our staff. All students, regardless of the size and location of their unit, are offered an equal opportunity for internationalisation.

4. Values

The operations of Tampere Vocational College are guided by the values of openness, responsibility, sense of community and courage. It is important that every student and member of staff internalises the principles of social, sustainable development and cooperation as they act with courage and openness in international environments both at home and abroad.



We appreciate both our own local and national culture as well as our shared Nordic and European cultural heritage. National internationality and international cooperation can, therefore, be seen as integral values of our institution.

5. Strategic goals and action plan

At Tredu, we encourage our staff and students to seek out international encounters, to have an open attitude and to share their experiences both in Finland and out in the world. Cultural diversity and international activities are an everyday part of Tredu. On-the-job learning and study periods abroad serve to improve language proficiency and social skills. Conducting study visits to other cultures and experiencing multiculturalism at the home institution help expand the worldview of both students and of the entire staff.

The goal of Tredu is to:

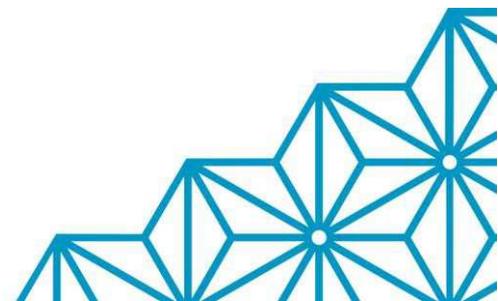
- develop the abilities of students and recent graduates to operate in international labour markets
- develop activities promoting internationalisation in cooperation with working and business life
- increase student mobility abroad in the form of on-the-job learning or study periods
- receive new viewpoints on education and work efficiency by means of expert mobility periods
- achieve equal opportunities for international mobility across all of Tredu's units
- promote cooperation in internationalisation at home, for example with people with an immigrant background, exchange students and visitors
- train our staff to better support the development of the international competences of students, bearing in mind the needs of working life, and to encourage our staff in lifelong learning

International activities at the institution

Each person at Tredu values diversity and represents the professionals of many different fields, and is able to act in different multicultural working and operating environments both in Finland and internationally.

Tredu answers the challenge posed by an increasingly international operating environment by investing in the ongoing development of education, competence and mobility. To meet the needs of internationalising education, our various fields are developing new study units and programmes in English. The versatile language programme offered by Tredu is an integral part of our international activities. The selection includes Swedish, English, French, German, Russian, Spanish, Portuguese and Chinese. In addition, Finnish is taught as a second language (S2).

International activities among Tredu's fields of education are based on long-term work with our collaborative networks, as well as reciprocal student, teacher and expert mobility. Tredu also strives to develop project activities and international support services that improve mobility and cooperation.



International study paths

Tredu aims to enable our students to undertake individual study paths. One of these paths is internationality, which may be supported by exchange periods abroad. Such exchange periods may include studies and/or on-the-job learning. Participating in international competitions may serve as one aspect of an international study path. An international study path can be undertaken as part of all qualifications and studies.

The alternatives for an international study path include:

- study programmes in English and their associated international study paths, as well as
- a vocational study path that includes international activities (international projects, international tutors, project studies, international final projects, international entrepreneurship etc.).

Internationalisation at home

Internationalisation at home refers to the acquisition of various international skills (languages, knowledge of cultures and customs) in one's home country, through opportunities presented by one's own educational institution. This is how Tredu can even offer students who are unable to leave on exchange abroad the chance to acquire, as part of their studies, the international competence needed in working life.

Students may develop their international competencies at the home institution by, for example:

- participating in language training and cultural studies,
- taking up courses from the curriculum of a non-Finnish study programme,
- acquainting themselves with the international students at their institution and acting as their tutor, aide and guide to Finland,
- participating in various events, projects, theme days and briefings
- benefiting from the knowledge and skills of students with immigrant backgrounds as well as
- on-the-job learning periods in an international company

Studies, internationality training and vocational skills demonstrations abroad

Students may apply for an international exchange programme to complete on-the-job learning periods or studies. Studies completed abroad at a partner institution or business are an integral part of the student's qualification. In carrying out on-the-job learning abroad, local regulations and customs are also taken into account. International exchange periods are agreed upon in a Learning Agreement. Students at Tredu take part in both general and field-specific internationality training before the exchange, and a feedback meeting is arranged as part of the programme.

Skills acquired abroad are both identified and recognised.

Expert exchanges and visits as well as working life periods abroad are a significant and valuable addition to working life skills, the development of vocational training and the implementation of non-Finnish studies.

Our mobility is focused on Europe, and the aim is, in particular, to strengthen our cooperation with countries neighbouring Finland. This cooperation is supported by, for example, various international projects funded by the EU and the Finnish National Board of Education.



Compatibility, identification and recognition of studies and ECVET

The aim of ECVET, or the European Credit system for Vocational Education and Training, is to increase mobility, the utilisation of skills acquired abroad as part of a qualification, and the transparency of qualifications.

After an exchange period, the skills of the student and their studies completed abroad are identified and recognised at Tredu according to the principles of ECVET. Any knowledge or skills evaluated abroad are not put up for re-evaluation. Tredu employs agreements that are in line with ECVET, such as the Learning Agreement and the Memorandum of Understanding.

Development of international competences within the staff

The internationalisation of Tredu's staff is assisted by, for example, enabling participation in trainings and events. Each member of staff, starting with the management, is highly committed to internationalisation.

At Tredu, we have developed a model for predicting competence, where the areas for international competence are defined as language skills, the ability to welcome foreign visitors, and the courage to take part in international expert exchange or international projects. The competence necessary for internationalisation is considered to consist of language proficiency, project skills and cultural understanding and attitudes. An assessment of the competence of the entire staff within the determined areas of competence, graded on a scale from 1 to 3, is to be conducted during 2017 (see presentation of the grading below). Indicators for the areas of competence will be selected during 2017.





Action plan:

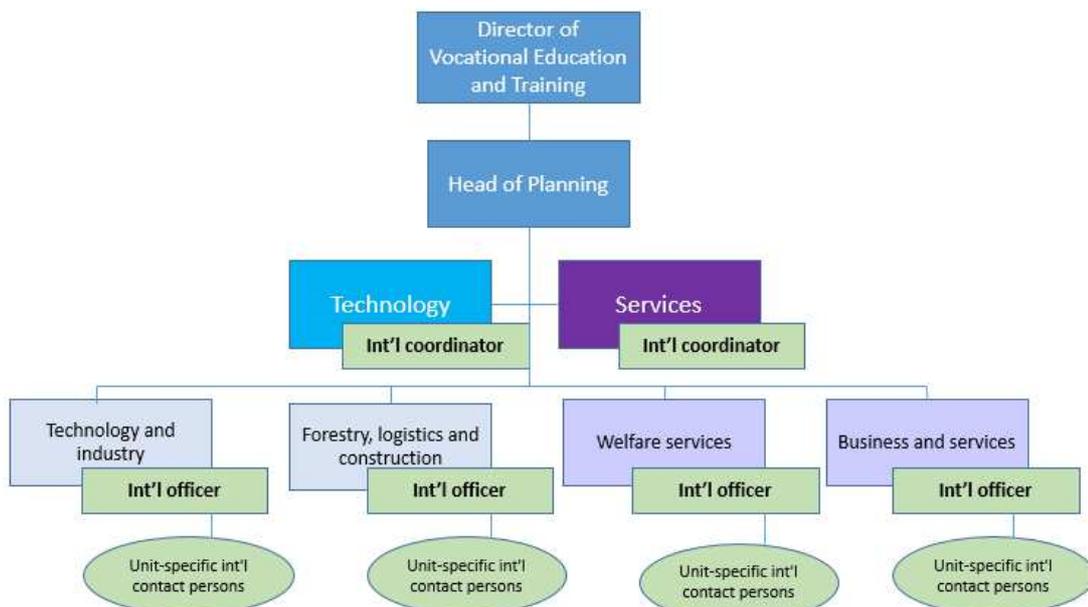
- Ensuring that our staff have access to up-to-date information, instructions and guidance in order to develop international activities at Tredu.
- Ascertaining the level and requirements of international competence among our staff during 2017, as well as instituting a target level of international competence for different positions and for each employee.
- Ensuring that development and competence discussions cover participation in international activities as part of the professional and career development of each staff member. We will encourage our staff to take part in language and cultural training. Our staff are also invited to participate in goal-oriented foreign exchange periods and to utilise them in the development of Tredu's operations.
- Ensuring that international competence and activities are developed with different means of sharing competence, for example through peer coaching and pedagogic coffee houses, in line with the 70-20-10 model for learning.
- Ensuring that international activities draw participation from more members of staff



6. Organisation of activities

Tampere Vocational College will carry out international activities in accordance with its Action Plan for International Affairs and curriculum-based plan. The Director of Vocational Education and Training, together with the Heads of Sectors, shall ensure that international activities are sufficiently funded.

The international organisation at Tredu consists of two **coordinators** of international affairs representing the service and technological sectors, field of education-specific **international affairs officers** as well as unit-specific **heads of unit**, and part-time **international affairs contact persons**. Together, the sector-specific coordinators (2) and field-specific officers (4) form an international affairs team that meets regularly. This team operates under the heads of departments and the Director of Vocational Education and Training. The international affairs coordinators for the sectors are engaged in active discussions with the institution's management, and work towards developing and implementing international activities in cooperation with their international affairs team. The team is to provide annual recommendations to update the Action Plan for International Affairs, which is then approved by the management team of Tredu. The task of the unit-specific international affairs contact persons is to move their local international activities forward in cooperation with the international affairs officers. Together with other staff and students, they put into practice the activities outlined in the strategy and the field's action plan. In addition, the contact person is tasked with monitoring the quantity of international activities as detailed in chapter 7. The coordinators submit reports on the activities to the institution's management and to outside parties (e.g. CIMO). The organisational chart below displays the management and organisation of international activities.



Funding for international activities comes primarily from the individual budgets of the fields of education, the Erasmus+ Programme of the EU, the Finnish National Board of Education, and from the students' share of costs. Project managers for international projects are appointed on a case-by-case basis and assigned an appropriate workload.

Communication and marketing

The responsibility for adopting and advancing internationalisation lies with our entire staff.

For the staff, the primary channels for internal communication are personal interactions with supervisors, the Areena service for employees and the City of Tampere Intranet, Loora. Additional resources include internal bulletins, briefings and events, as well as the quarterly employee journal, Oma polku.

For students, the most important channels for communication outside teacher-student interactions are the student administration service Primus, the Areena for education, electronic learning environments, and bulletins, guides and publications aimed at students. Cooperation between school and home is tended to with personal-level contacts, the Wilma service and bulletins distributed to homes.

The Tredu website and social media channels serve as the main channels for external communication.

7. Monitoring and evaluation of activities

The international activities at Tredu and their goals are evaluated annually by measuring them up to the Action Plan for International Affairs. Indicators for international activity include the following:

- mobility statistics,
- questions related to international activities in the student feedback survey,
- feedback surveys from students and experts who have been on exchange periods at Tredu
- feedback surveys related to projects,
- participation in international competitions,
- implementation of internationalisation at home according to set goals
- international competence among staff (indicators to be determined during 2017).

The City of Tampere conducts annual evaluation and statistics on achieving the goals set for international activities, and the implementation of projects is monitored through the City's Thinking Portfolio system. Outside sources of funding are reported to in accordance with the guidelines set by the sponsor. The person in charge of the project is responsible for the final report and the filing of documents.

The international affairs team annually evaluates and inspects the goals for international activities as well as their implementation and need for revision, supervised by the Director of Vocational Education and Training. The Action Plan for International Affairs shall be revised, if necessary, on the basis of the evaluation.

Any points for development that arise from feedback are to be taken up by the international affairs team and by administration, and the activities are improved by means of the PDCA circle (plan → do → check → act)

