

TRAINING SESSION OUTLINE

Title of Session :	Internationalisation strategies
Time :	1 hour
Session objectives:	<p>1. Understand and discuss the importance and of the internalisation strategies;</p> <p>2. To create a strategy for “N” organisation and to see the practical points how could a participant use this strategy in his own organisation</p>

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Nr of Facilitator 2

Nr of Participants: 20 – 25 (4 groups)

Room requirements:

The room would need to be big enough for around 4 groups depending on numbers all having access to 4 flip charts

Training supplies and equipment:

- Flip stands
- Flip charts
- 2 different coloured markers per group to distinguish different points and to read easier
- Post is for individuals to write keywords

	<ul style="list-style-type: none"> • Whiteboard or flipchart for facilitators to write instructions, results or conclusions • At least one computer per group for the information strategies
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Handouts:

Session description:
(Instructions facilitators, instructions trainees, step by step description, time schedule)

Time	Instruction	Materials
10 min.	<ol style="list-style-type: none"> 1. Introduction: <ul style="list-style-type: none"> • divide the participants into 4 groups mixing participants from different countries/organisations. • allocate a member of each group to write on the flip chart and to represent the group 2. The theoretical part – what is a strategy, how can it be done – what are the main points. 	flip stands flip charts 2 different coloured markers per group at least one computer per group for the information strategies
30 min.	<ol style="list-style-type: none"> 3. <ul style="list-style-type: none"> • Explain the task to participants and what they are requested to do: <ul style="list-style-type: none"> • participants will write down key words (#hashtags) for the decision factors (the pros and cons) and give them to the representative to be displayed on the flip chart during the final decision’s presentation. • Participants must think of the SWOT analysis of their “N” institution according to the internalisation strategy. • Brainstorm the plan – the strategy – how it would be possible for “N” organisation to achieve the plan and to implement the written strategy and plan. 	flip stands flip charts 2 different coloured markers per group at least one computer per group for the information strategies

20 min.	4. Presentations of the written strategies – a representative of each group will explain their strategy of the “N” organisation	
10 min.	5. Questions and answers session – Discussion.	

Internationalization strategies

Kaunas international gymnasium

Project Reference: 2022-1-LT01-KA220-SCH-000089583

Introduction:

Participants are divided into 4 groups - mixing participants from different countries/organizations.

- The mobility project will consist of the following stages: • **Planning** (including defining the learning outcomes, activity formats, development of work programme, schedule of activities) • **Preparation** (including practical arrangements, selection of participants, set up of agreements with partners and participants, linguistic/intercultural/learning- and task-related preparation of participants before departure); • **Implementation** of the mobility activities; • **Follow-up** (including the evaluation of the activities, the validation and formal recognition - where applicable - of the learning outcomes of participants during the activity, as well as the dissemination and use of the project's outcomes).
- Short-term projects for mobility of learners and staff – these projects provide applicants with an opportunity to organise various mobility activities over a period of six to eighteen months. Short-term projects are the best choice for organisations applying for Erasmus+ for the first time, or for those that wish to organise only a limited number of activities.
- Accredited projects for mobility of learners and staff – these projects are open only to organisations holding an Erasmus accreditation in the field of vocational education and training. This special funding strand allows accredited organisations to regularly receive funding for mobility activities that contribute to the gradual implementation of their Erasmus Plan. Erasmus accreditations are open to all organisations that want to organize mobility activities on a regular basis. Previous experience in the Programme is not required to apply. To find out more about this opportunity, please read the chapter of this guide on Erasmus accreditation in the fields of adult education, vocational education and training, and school education.

What is a strategy?

The strategy journey:



What is a strategy, how can it be done – what are the main points?

- The strategy action plan usually covers such issues as operational targets/actions, procedures and resources for the agreed actions, as well as the related indicators. An important aspect is also to establish clear indicators or performance targets. Map your existing internationalisation activities, projects and possible strategic documents to date.
- Draw a timeline of the developments achieved so far, together with the major milestones.
- Analyze the operational environment and broader strategies.
- Make a table of institutional, regional, national, sectoral and European strategies and documents guiding your work. Understand the core skills present in your organisation.
- Carry out a small survey of the staff and their international experience and skills.
- Examine the mission and values in your organisation from the viewpoint of internationalisation.
- Formulate the vision for your internationalisation strategy with all actors and stakeholders, considering the existing activities, the operational environment, the mission and values, and the core skills.
- Arrange a small workshop with colleagues to discuss where you are right now, and where you would like to be in 5 or 10 years with your internationalisation.
- Set the strategic goals in support of your vision for the international activities in such a way that students, staff and the working environment can relate to them.
- Decide on an action plan for at least the first year, including deciding on roles, dividing tasks, budgeting and setting indicators for the key strategic goals. Do this in regular meetings with your colleagues. Not all the tasks have to be ready straightaway. Communicate both the strategy process and the strategic decisions to all actors and stakeholders throughout the process for maximum commitment.

SWOT analysis

- Participants must think of the SWOT analysis of their “N” institution according to the internalization strategy.

A SWOT analysis helps you assess internal factors that might affect your business (strengths and weaknesses) and external factors (opportunities and threats). You will need to review and act on the results from the SWOT analysis.

<p>STRENGTHS</p> <p>Positioning of the institution</p> <p>Connections</p> <p>Focus on...</p> <p>Initiatives...</p>	<p>WEAKNESS</p> <p>Lack of funding</p> <p>Lack of agility of partners</p> <p>Local...</p> <p>Global...</p>
<p>OPPORTUNITIES</p> <p>Strong connections...</p> <p>Relationships...</p> <p>Students...</p> <p>Teachers...</p>	<p>THREATS</p> <p>Rising costs</p> <p>.....</p>

OBJECTIVES of the PLAN



This internationalisation strategy aims to be a useful guide for the implementation of a broad European development plan, consisting of a mosaic of transnational activities. The objectives are therefore the following:

1. **To improve the European dimension** of our school by launching new mobility activities targeted to students integrated in educational programme;
2. **To improve the key competences** of students through transnational activities;
3. **To provide high quality training opportunities** abroad for students with fewer opportunities;
4. **To raise awareness** on the environmental challenges of our time by comparing the practices and impact of global warming across Europe;
5. **To increase the attractiveness** of STEM subjects (Science, Technology, Engineering and Mathematics);
6. **To strengthen the orientation service** for students to guide them towards their vocations;
7. **To improve teachers' professional competences** in particular; language skills; digital skills; planning and managing skills as well as teaching methodologies.

ACTIVITIES

The clarity in objectives of internationalisation will help to undertake activities to achieve the expected outcomes. The activities undertaken and proposed are listed below:

ACTIVITIES	OBJECTIVES
Study programmes abroad (14 days	1; 2; 3; 4; 5
Long term study periods abroad (3 months)	1; 2; 3; 4; 5
Study visits in European organisations (4 weeks	1; 2; 3; 6
Virtual and blended transnational mobility activities	1; 2; 3; 5
Job shadowing experiences (1 week	7
Strategic partnerships	3; 4; 5; 7

INTERNAL EVALUATION



The internationalisation strategy will be evaluated on an annual basis by the coordinators of the internationalisation team in order to regularly verify the achievement of the planned objectives and the satisfaction of the identified needs.

For each objective, a number of quantitative and qualitative indicators has been identified. The indicators include a threshold for measuring whether or not, and at what level, the expected result level has been achieved. The indicators will be produced by analysing the assessment documents (questionnaires, reports, self-assessments, etc.) administered to: participants, gymnasium staff, participants' teachers, hosting partners, etc.

The internal evaluation procedure for this internationalisation strategy will be based on the following performance indicators linked to the objectives mentioned above.

Indicators

To improve the European dimension of our gymnasium by launching new mobility activities targeted to students integrated in educational programme

- 5 good practices exchanged with other schools across Europe (1 every year) though job shadowing - 30 staff members trained by the participants once they got back at home after the course - 70% of teachers reached by the training activities self assessing an improvement in the capacity to plan and manage a mobility project for students - 5 mobility actions (described above) targeting students successfully launched and implemented. The success will be measured if 98% of mobilities will be terminated according to programme.

To improve the key competences of students through transnational activities

- 70% of participants self assessing an improvement in their key competences, namely learning to learn; multilingual competence; digital competence; citizenship competence, cultural awareness and expression competence. - 70% of participants self assessing an improvement of self-esteem and autonomy after the mobility 13 - 70% of participants self-assessing the positive contribution of mobility for their personal or professional growth after 6 and 12 months from the mobility

To provide high quality training opportunities abroad for students with fewer opportunities

To provide high quality training opportunities abroad for students with fewer opportunities - 30% of participating students with fewer opportunities - 70% of participants improve self-confidence and awareness about individual skills and personal goals - 1 projects KA2 submitted on the topic of inclusion

To raise awareness on the environmental challenges of our time by comparing the practices and impact of global warming across Europe

- 100 students involved in activities on environmental sustainability generated by the exchange with other European countries - 70% of students involved self-assessing a better understanding of the phenomena related to climate change - 5 good practices exchanged with other schools across Europe (1 every year) though job shadowing

To increase the attractiveness of STEM subjects (Science, Technology, Engineering and Mathematics)

- Improvement in achievements in STEM by 30% of the students (evaluated by the class councils); - Greater interest and motivation and in the study of STEM by 50% of participants (self-assessment) - At least 5 good practices regarding the teaching of STEM identified abroad by teachers; - 30 teachers participating in internal moments of sharing their mobility experiences (the multiplier effect of mobility will also be encouraged this internal training among teachers to disseminate the practices observed); - 10% teachers participating in internal dissemination who will use the teaching methodologies for teaching STEM learned abroad or parts of them.

To strengthen the orientation service for students to guide them towards their vocations;

- 70% of students satisfied with the study visits in organisations abroad; - 80% of participants find a job or enroll in specialization training courses within 12 or 24 months 14 after the end of the mobility

To improve teachers' professional competences in particular; language skills; digital skills; planning and managing skills as well as teaching methodologies

- 60 staff members trained internally following the results of the transnational exchanges - 60% of trained teachers self assessing an improvement of their knowledge of other practices and educations systems - 5 practices transferred at local level following the exchange with other countries - 5 blended mobility actions implemented

Workshop practice

1. SWOT analysis of „N“ organisation;

Draw/write SWOT analysis for your „N“ organisation.

2. 2. Plan of activities of „N“ organisation;

Plan activities of your “N” institution according to the internalization strategy and SWOT analysis.

3. Presentations

Presentations of the written strategies – a representative of each group will explain their strategy of the “N” organisation

The strategy – how it would be possible for “N” organisation

- Brainstorm the plan – the strategy – how it would be possible to achieve the plan and to implement the written strategy and plan.

https://www.youtube.com/watch?v=XF0t-vKw_NY

THANK YOU FOR YOUR
ATTENTION