



Critical Reflector

VS.

Global Guy

«Internationalisation only costs but has no impact on the professional skills and the employability of the students and learners.»

Critical Reflector



«Evaluation studies clearly show that even short-term mobility programs have a positive impact on three levels:

- 1. cultural competencies**
- 2. personal competencies**
- 3. employment- and career-related effects.»**

Global Guy

How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
<p>Internationalisation only costs but has no impact on the professional skills and the employability of the students/VET earners/apprentices.</p>	<p>This is not true. Evaluation studies clearly show that even short-term mobility programs have a positive impact on three levels: cultural competencies, personal competencies, and employment- and career-related effects. All of them are future skills for the 21st century.</p> <p>Cultural outcomes: Cultural awareness; Cultural Intelligence; Global mindedness; Cultural sensitivity and empathy; Language skills, Cross-cultural communication skills; Intercultural Competence etc.</p> <p>Personal outcomes: Personal development, maturity; personal awareness, self confidence, self efficacy; autonomy; self management skills</p> <p>Employment and career outcomes: Professional (identity) development ; enhanced career prospects; likelihood of employment; career choice (general career; international career); entrepreneurial and global industry competence</p> <p>However, there are boundary conditions like duration of programs, intensity of social contacts, cultural distance, and intercultural preparation which can enhance the impacts described above.</p>

Resource:

Roy, A., Newman, A., Ellenberger, T. & Pyman, A. (2019). Outcomes of international student mobility programs: A systematic review and agenda for future research. *Studies in Higher Education*, 44:9, 1630-1644. <https://doi.org/10.1080/03075079.2018.1458222>

«Mobility programs are vacations at the expense of the state and of the businesses.»

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How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
Mobility programs are vacations at the expense of the state and of the businesses.	It has been proven that gaining international work and study experience at a young age promotes key future competencies for an increasingly complex knowledge society (self-management, cultural competencies; creativity, and entrepreneurial skills). The money invested is an investment in the innovative strength of a nation and its economy.
<p>Resources:</p> <p>Roy, A., Newman, A., Ellenberger, T. & Pyman, A. (2019). Outcomes of international student mobility programs: A systematic review and agenda for future research. <i>Studies in Higher Education</i>, 44:9, 1630-1644. https://doi.org/10.1080/03075079.2018.1458222</p> <p>De Prada, E., Mareque, M. & Pino-Juste, M. (2020). Creativity and intercultural experiences. <i>Creativity</i>, 7 (2), 319-343.</p> <p>Leung, A.K., Maddux, W.W., Galinsky, A.D. & Chiu, C. (2008). Multicultural experience enhances creativity. The then and how. <i>American Psychologist</i>, 63 (3), 169-181. https://doi.org/10.1037/0003-066X.63.3.169</p>	

**«Internationalisation is something for academia
but not for vocational education and training.»**


Critical Reflector



How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
Internationalisation is something for academia but not for vocational education and training	<p>International mobility has been of great importance for learners in vocational education since the Middle Ages. In countries like Switzerland, for example, many important industrial innovations would not have been developed without preceding working stays abroad by young people sent by their families in the 19th century.</p> <p>In addition, young people in vocational education and training also have to find their way in a future that can hardly be planned and is characterized by increasing complexity, globalization and uncertainty. To do this, they need skills that they can acquire during work-related stays abroad. This is empirically proved.</p>
<p>Resources: Krichewsky-Wegener, L. (2020). <i>Lernen durch Auslandsaufenthalte in der Berufsbildung. Eine empirische Untersuchung zum Lernpotenzial internationaler Mobilität</i> [transl.: <i>Learning through international mobility in vocational education and training. An empirical study</i>] .Springer.</p>	



«The internationalisation of our organization stands and falls with the intrinsic motivation of employees. One cannot change a mindset with a strategy.

An internationalisation strategy is overrated and not necessary..»

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Argument	Counter-Argument
<p>The internationalisation of our organization stands and falls with the intrinsic motivation of employees. One cannot change a mindset with a strategy. An internationalisation strategy is overrated and not necessary.</p>	<p>It is true that individual motivated employees are of high importance in internationalization but there have to be implemented also structural and cultural conditions to exploit the potential of the employees and their networks.</p> <p>International mobility in vocational education and training can only be implemented sustainably if the boundary conditions are right. This includes a shared mindset that internationalization is of high importance for learners and teachers as well as for the entire organization.</p> <p>In this respect, internationalisation must also be reflected in a strategy with internationalization goals that underscores its importance and justifies the rationale for allocating human and financial resources.</p> <p>Otherwise, internationalisation depends on individuals who leave a gap after retirement or job change so that the internationalization stagnates or –worst case- disappears.</p>

**«Innovation doesn't depend
on internationalisation.»**

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How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
Innovation doesn't depend on internationalisation.	Innovation is not necessarily dependent on internationalization, but international and intercultural experiences can sustainably increase creativity and innovation. This has been empirically confirmed.
Resources: De Prada, E., Mareque, M. & Pino-Juste, M. (2020). Creativity and intercultural experiences. <i>Creativity</i> , 7 (2), 319-343. Leung, A.K., Maddux, W.W., Galinsky, A.D. & Chiu, C. (2008). Multicultural experience enhances creativity. The then and how. <i>American Psychologist</i> , 63 (3), 169-181. https://doi.org/10.1037/0003-066X.63.3.169	

**«Intercultural skills are so 90ies!
Thanks to globalisation we don't need
that anymore. We rather have
to prioritise digitalisation.»**

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Argument	Counter-Argument
<p>Intercultural skills are so 90ies! Thanks to globalisation we don't need that anymore. We rather have to prioritise digitalisation.</p>	<p>Globalization does not automatically go hand in hand with growing intercultural competence.</p> <p>On the contrary, we are currently observing increasing polarization tendencies combined with a decrease in the ability to change perspectives and communicate with each other, and an increase in unreflected stereotypes and prejudices. Here, mobility programs help to leave one's own social bubbles and comfort zones and to deal with other ideas and perspectives again. This supports the personal growth of VET learners.</p> <p>What about integrating the development of digital skills within an international program?</p>

Resources:

Hewstone, M., & Swart, H. (2011). Fifty-odd years of inter-group contact: From hypothesis to integrated theory. *British Journal of Social Psychology*, 50(3), 374-386.
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.717.5579&rep=rep1&type=pdf>

«Our education-systems are so different that we cannot implement other ideas from other systems in our own system..»

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How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
<p>Our education-systems are so different that we cannot implement other ideas in our own system.</p>	<p>Education systems evolve with society, so they must be flexible and adaptable to changing environmental conditions.</p> <p>International exchange with other educational systems promotes awareness of the strengths and weaknesses of one's own system (cultural self-awareness) and offers the possibility of recognizing innovation potential in other systems, which could possibly be implemented in one's own system.</p> <p>An educational system that shields itself from the outside world and does not believe it can learn from others, regresses and produces graduates who no longer meet the requirements of a global market.</p>

Resources:

Barmeyer, C., & Mayer, C. H. (2020). Positive intercultural management in the fourth industrial revolution: managing cultural otherness through a paradigm shift. *International Review of Psychiatry*, 32(7-8), 638-650.
<https://www.phil.uni-passau.de/fileadmin/dokumente/fakultaeten/phil/lehrstuehle/barmeyer/BarmeyerMayerPositiveICM.2020.pdf>

**«We are successful.
What can we learn from others?»**

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How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
<p>We are successful. What can we learn from others?</p>	<p>History shows that "success" is a temporary phenomenon in a global competition.</p> <p>It depends on how adaptive and willing to learn a society remains. Its innovative strength also depends on its willingness and ability to learn from others.</p> <p>Complacency is the best way to destroy long-lasting success.</p>

**«International exchange is not sustainable.
The money you spent would be invested
better in the loan of the teachers?»**

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How to convince employers to invest in internationalisation and mobility?



Argument	Counter-Argument
<p>International exchange is not sustainable. The money you spent would be invested better in the loan of the teachers.</p>	<p>Internationalization does not mean flying around the world for no reason. Internationalization includes planned mobilities, but also enabling international experiences at home (internationalization@home).</p> <p>The pursuit of sustainability must not be played off against international learning.</p>



**No internationally competent students without
internationally competent teachers, *Nuffic-NL***