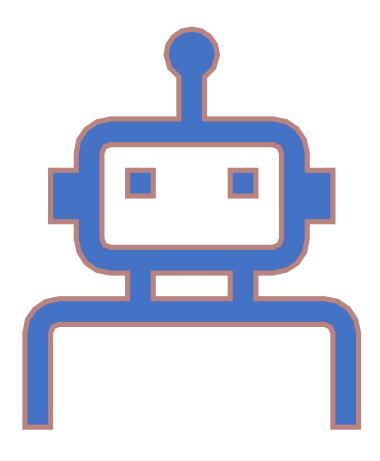




These contours....

- The speed of change is no longer linear but exponential
- Heretofore unknown fundamental changes in the work place due to Artificial Intelligence (AI) and automation



The chances as a result of the 4IR

- Economical and societal progression
- Individual progression
- But, this requires a reform of:
 - Education differentiation (level 5)
 - Employment policies
 - Development of career skills
 - The way we work
- Nuew high quality jobs with a better productivity



Internationalisation activities

Typically:

- International mobility
- English as a medium of instruction
- Virtual mobility
- Activities at home with an international or intercultural dimension (IaH) to affect:
 - The formal curriculum
 - The informal curriculum outside the classroom or school/university
 - The hidden curriculum unwritten, often unintended, lessons, values and perspectives

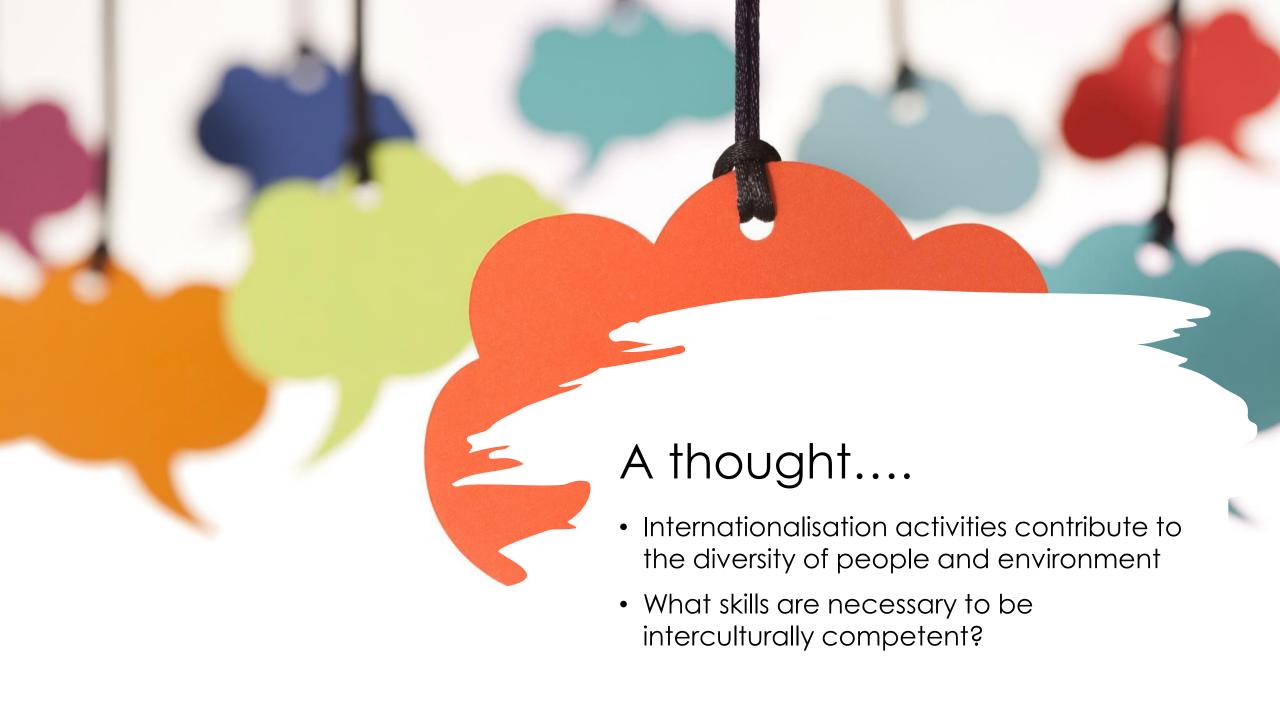
More recent: virtual exchange/collaboration

A continuous learning line....

- Not necessary to complete all levels of education (e.g. up to and including university); there are earlier exit points
- Every exit from education to society should deliver internationalised graduates, this includes those who have completed vocational education
- Level 5
 - Relatively new development
 - Variety of participants:
 - young persons on the way to other qualifications
 - Persons with a vocational intention
 - Established workers with a need for further education

Approach to level 5 education internationalisation

- Not as a weaker cousin of Bachelor's programs
- But as an link in the continuous chain from primary education to entry into society
- What is the relevance of internationalisation to level 5 programs?
 - Need for specific disciplines
 - What is the need for the type of work?



Other sources of diversity...

- Professional experience
- Age
- Gender
- Socio-economical background
- Rural vs. urban living
- Etc.

Instrument – Van der Zee/Oudenhoven: Multi<mark>cultural</mark> Personality Questionnaire (MPQ)







OPEN MINDEDNESS



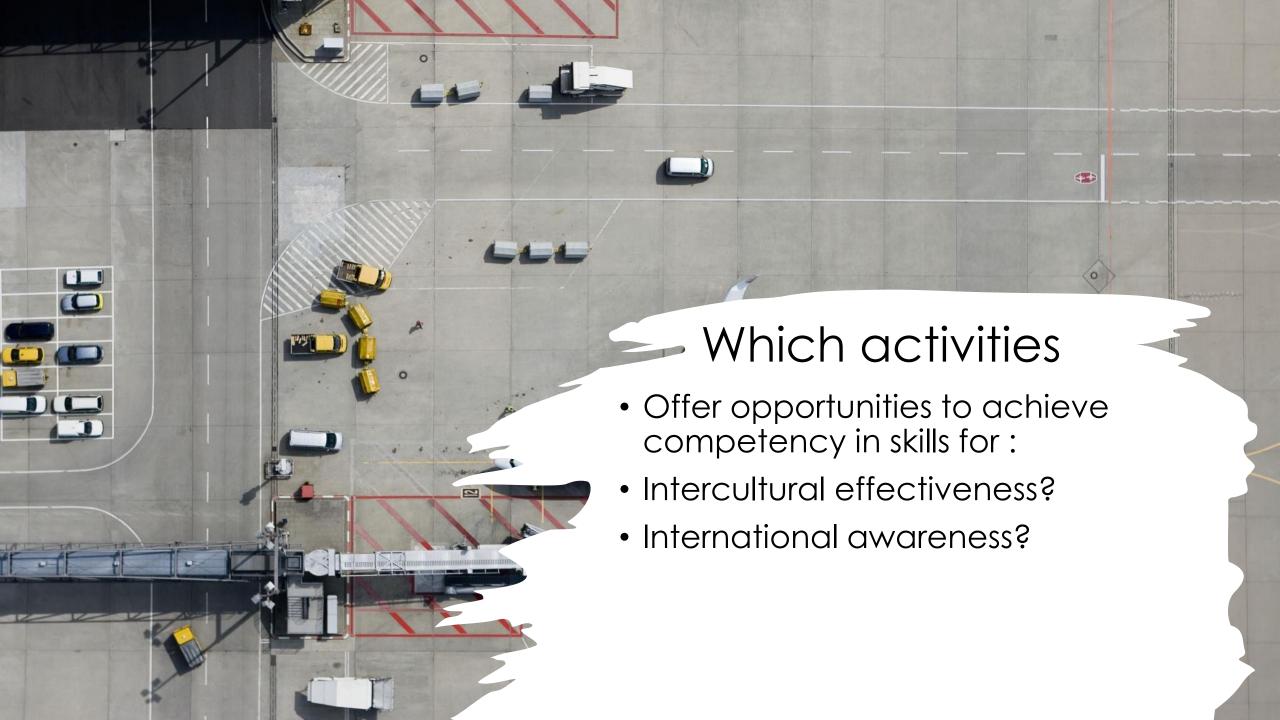
EMOTIONAL STABILITY



SOCIAL INITIATIVE



FLEXIBILITY



Items to score cultural empathy (MPQ)

Sympathizes with others

Sets others at ease

Enjoys other people's stories

Pays attention to the emotions of others

Is a good listener

Enjoys getting to know others profoundly

Notices when someone is in trouble

Senses when others get irritated

Interaction with diverse others?









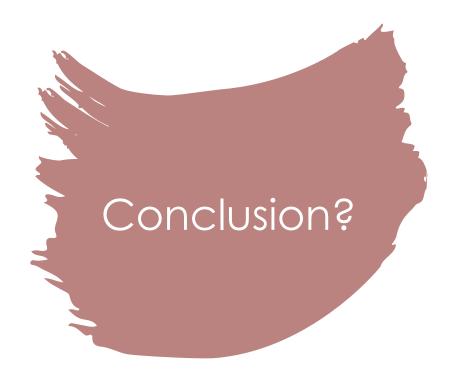
EMOTIONAL STABILITY



SOCIAL INITIATIVE



FLEXIBILITY



- Internationalisation activities focus on <u>one</u> source of diversity
 - International/ethnic/cultural
- There are many other sources:
 - Urban vs. rural
 - Professional background
 - Age
 - Socio-economic situation
 - Etc.

What is the purpose of the questionnaire?

- It is a way to inventorise what is happening in level 5 programs
- It has a signal function about what you could be doing

Three parts to the questionnaire

Questions about

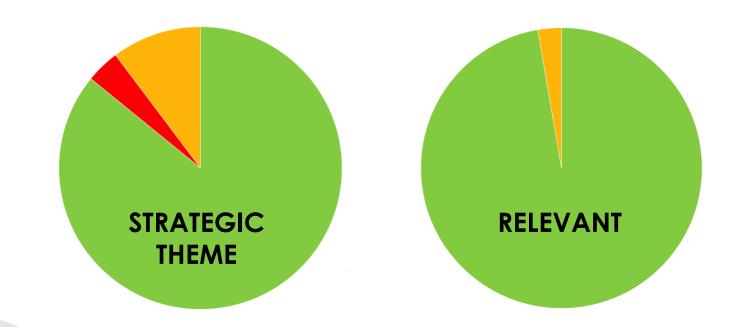
- International Awareness
- Intercultural Competence
- Diversity more generally

There are two principal actors:

- Students
- Staff

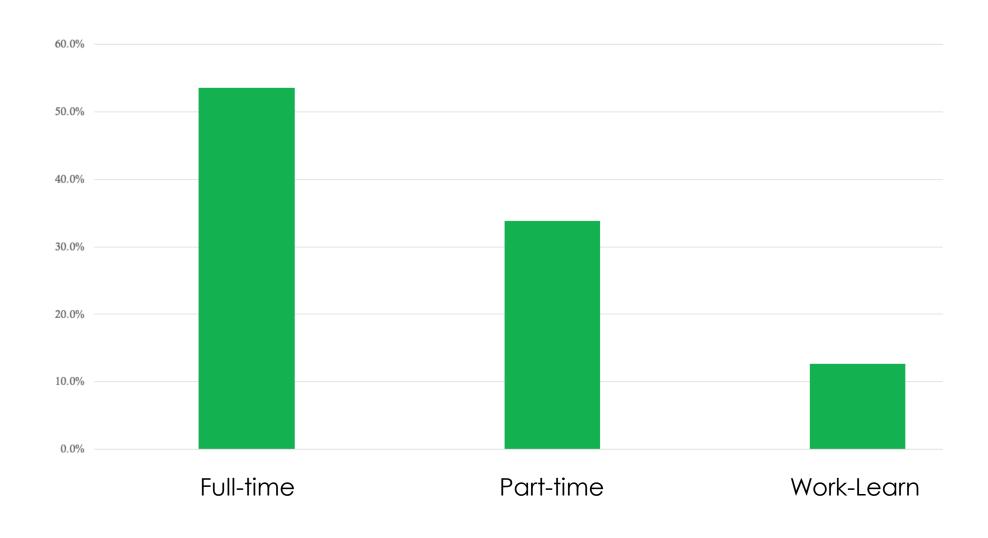
International Awareness and Intercultural Competence The International awareness perspective focuses on how the level-5 student can become more aware of the fact that he is part of an international society by learning about and in countries other than his own

The intercultural competences perspective focuses more on how the Level-5 student can participate in, and relate to, the diverse society in a conscious and valuable way.

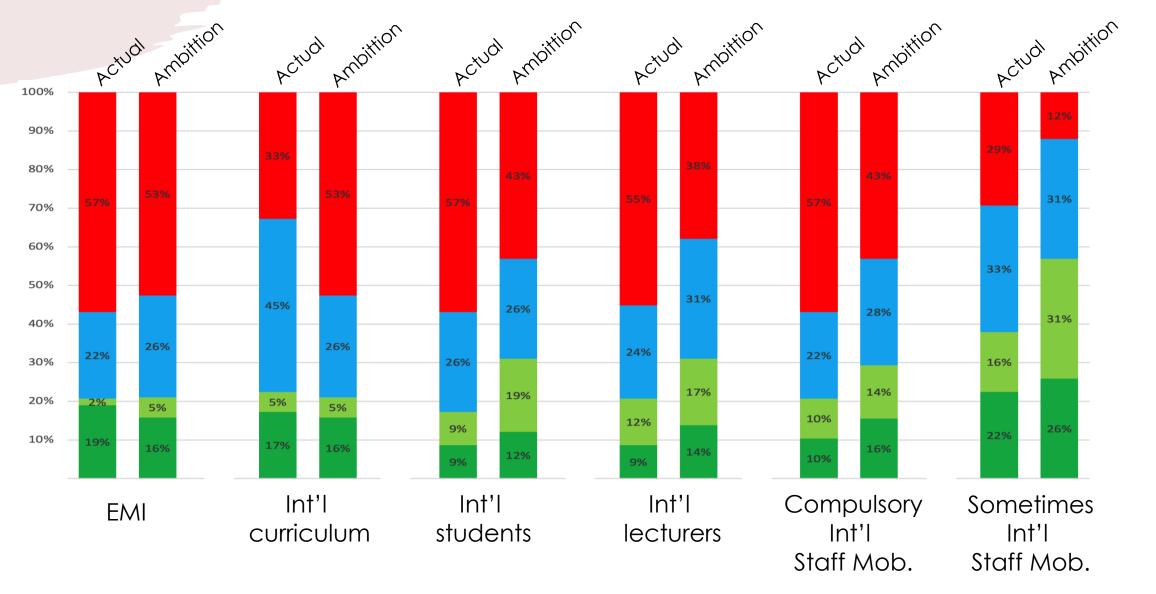


Does your institution consider internationalisation important?

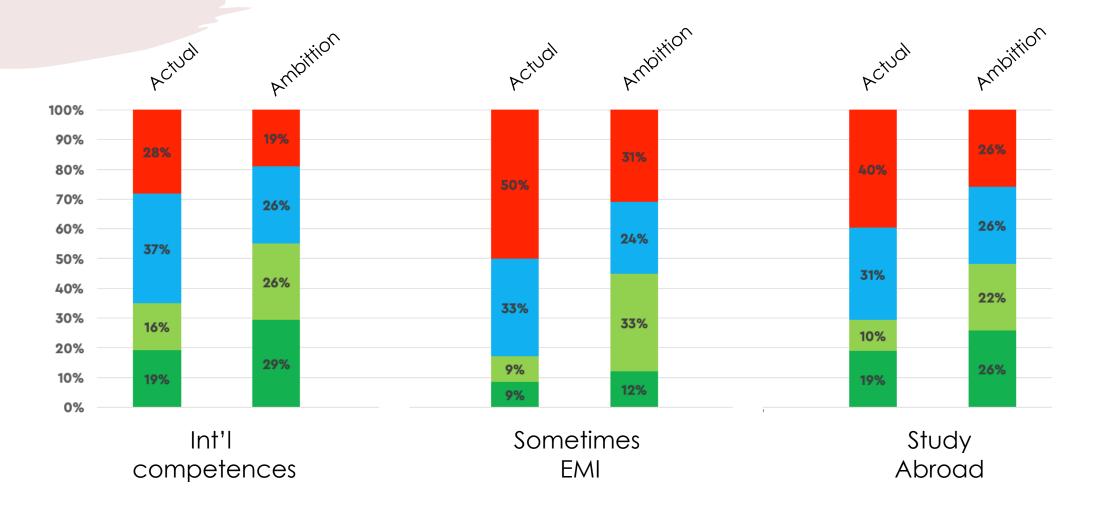
What type of delivery of Level-5 programs?



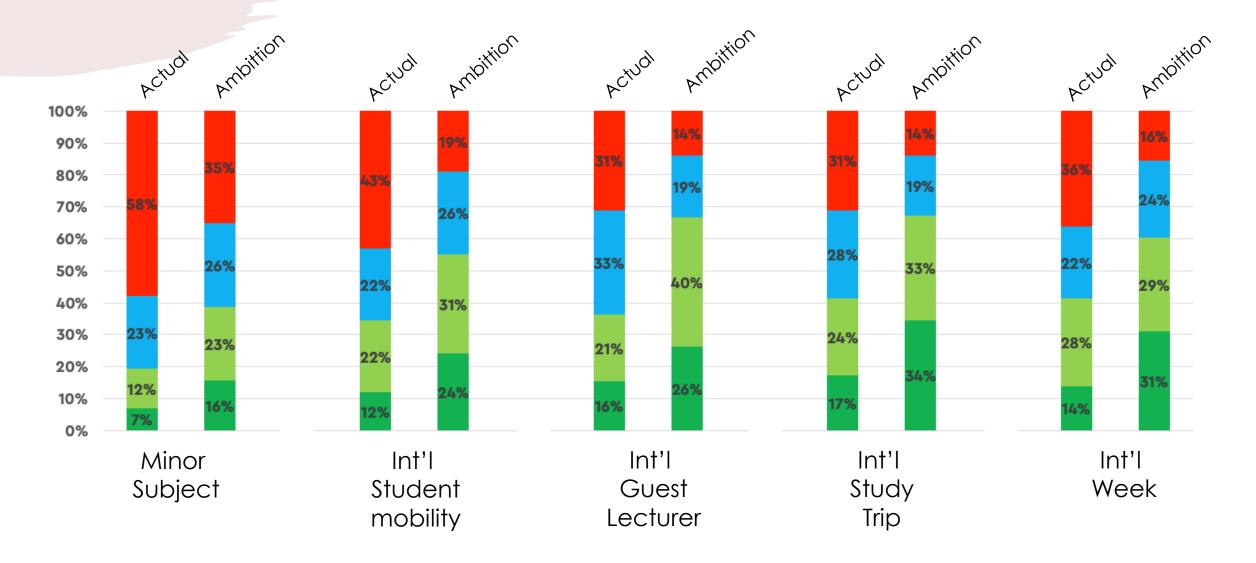
International awareness



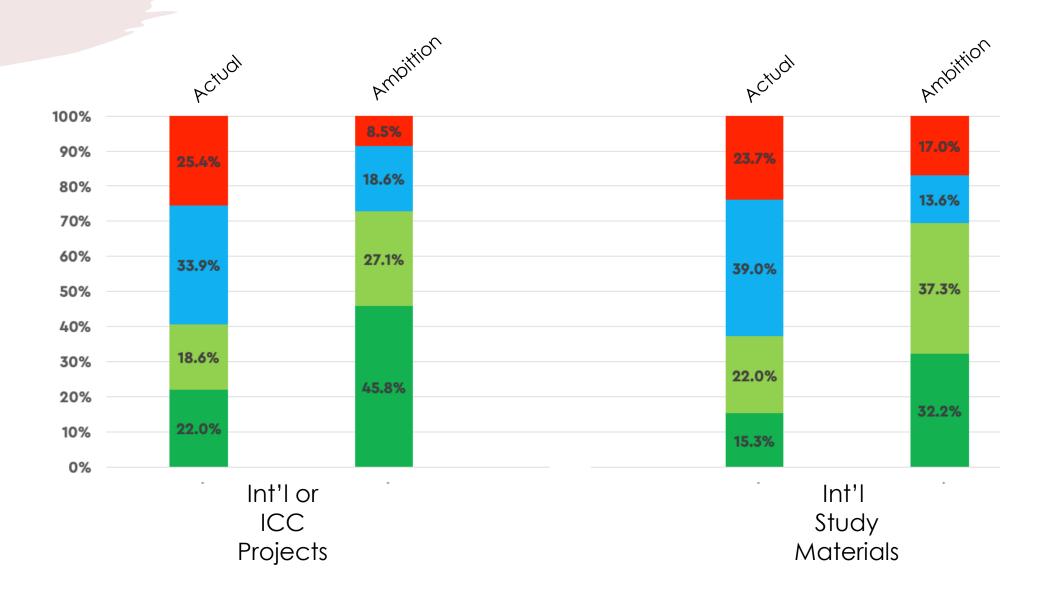
International awareness



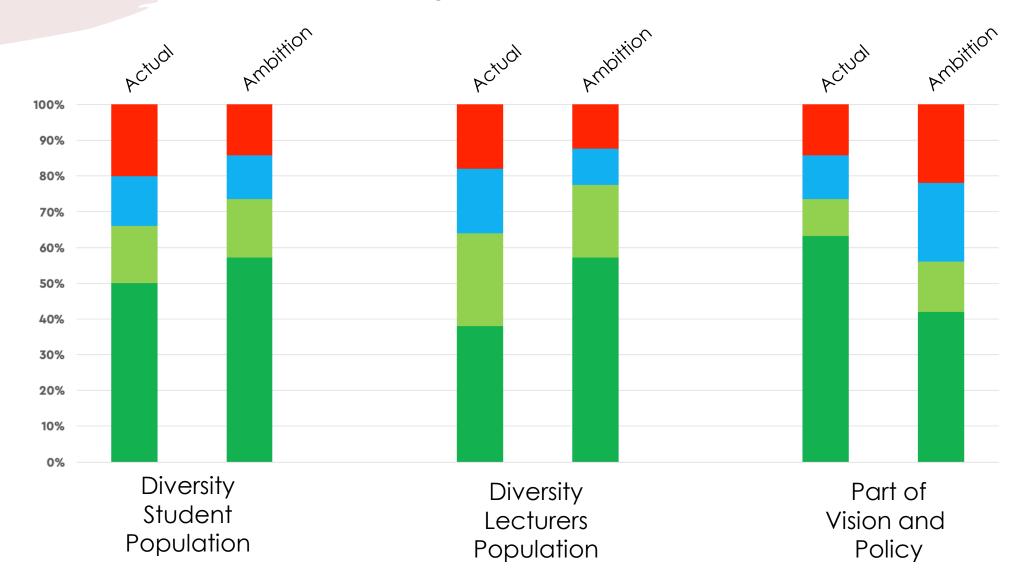
International Awareness



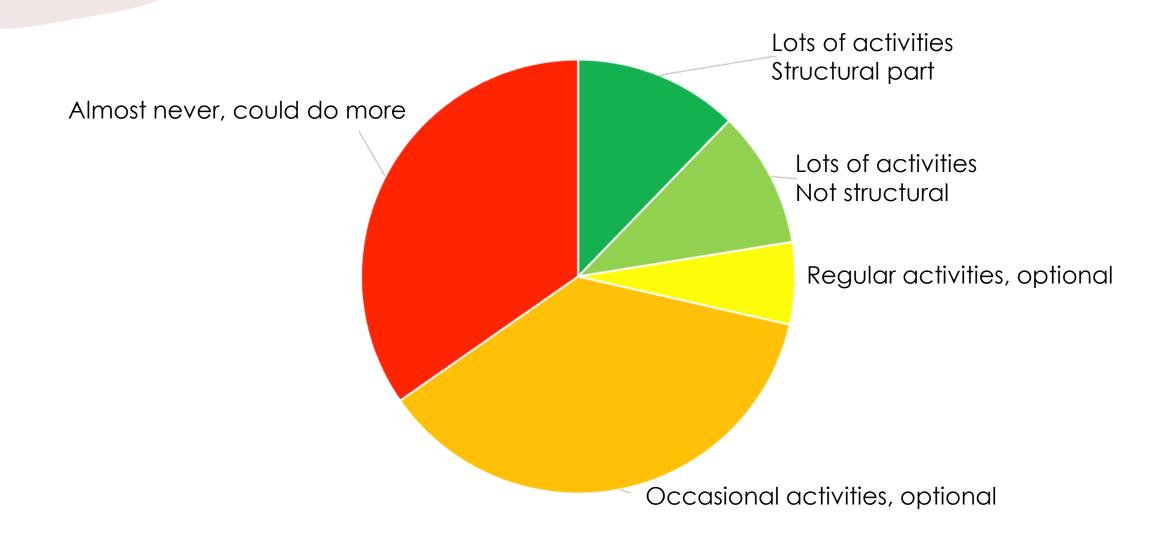
International Awareness



Intercultural competence



Diversity in the broadest sense



Attention to diversity in the broad sense

