



DIG.INT PARTNERS' REGIONAL REPORTS

Annexes

BRAINPORT

Co-funded by the
Erasmus+ Programme
of the European Union



DOCUMENT IDENTIFICATION

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| Document Title | DIG.INT Partners' Regional Reports - Annexes Brainport |
| Project Name | DIG.INT – Digital International Trainers |
| Project Number | 2022-1-IT01-KA220-VET-000089459 |
| Applicant | CIS – Scuola per la Gestione d'Impresa |
| Project Manager | Rossella Brindani, CIS – Scuola per la Gestione d'Impresa |
| Doc. Version | 3 |
| Date | 15.04.2025 |

VERSION HISTORY

| Version | Contributor(s) | Contribution |
|----------------|-----------------------|---|
| 10.04.2025 | J.A.Vasse | <i>creator. draft and final version</i> |
| 12.04.2025 | T. Daniels | editor |
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VET INTERNATIONALISATION POLICIES AND EXPERIENCES IN BRAINPORT

Introducing the local context

The Brainport region is not a fixed geographical region. It is merely a collaboration between 21 municipalities in the south-east of the province of Brabant. The collaboration derives from the late eighties when two main employers: Philips and DAF were in severe financial turmoil. This situation forced the region to rethink their interdependence and led to the formation of the so-called “Triple Helix” strategy in which representatives from three parties, local government, education, and businesses, are in constant communication on all topics concerning the region. To facilitate this communication a legal body has been founded: Brainport Development. The region is strong in the hi-tech industry and is home to many unique companies with spearhead technology such as ASML, SIOUX, Thermo Fisher, Philips, Avular. Because of this the region attracts many international talents and is rapidly evolving towards a hyper cultural society.

Education and VET system

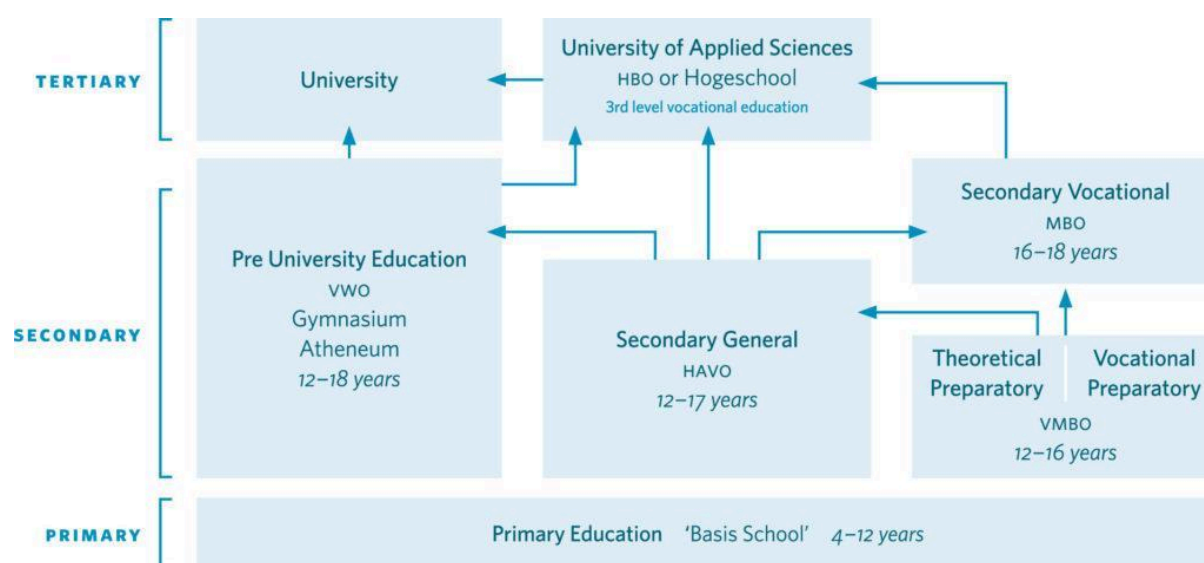
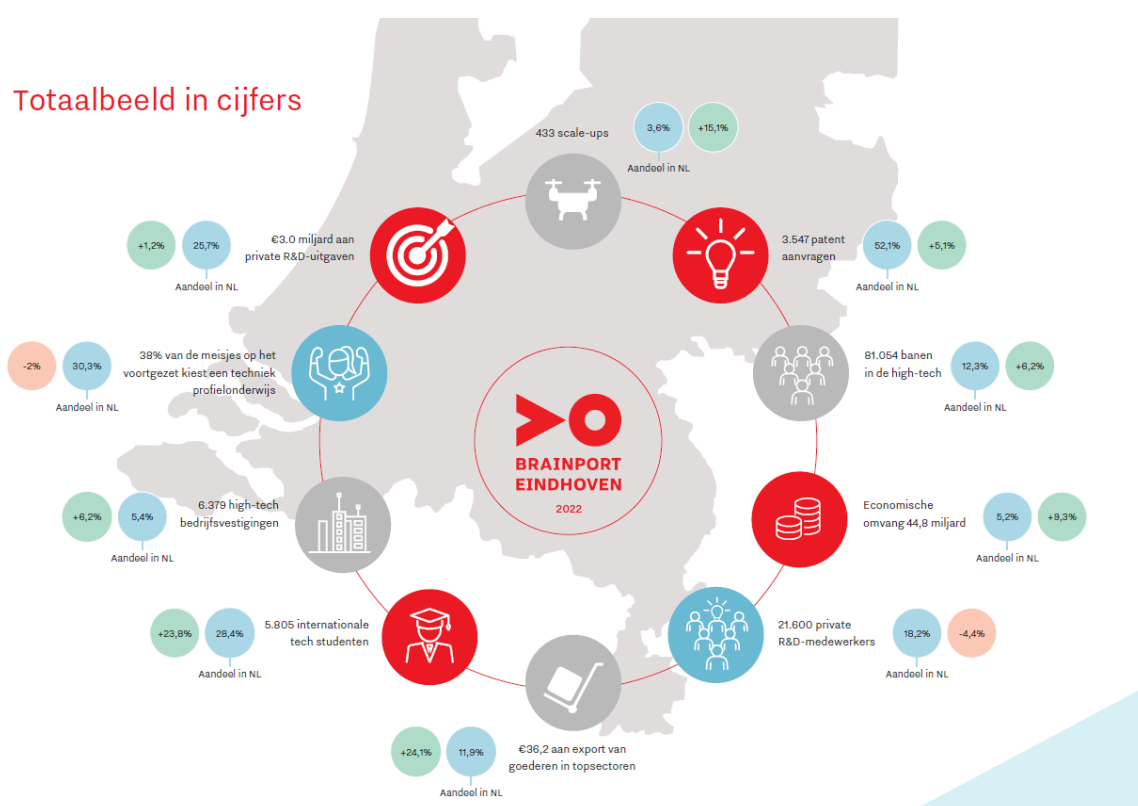


Table by Willemijn van Oppen, Educaide

In the Netherlands we have freedom of education meaning that there is no such thing as a fixed curriculum dictated by the ministry of education. It allows educational professionals to put emphasis on the things they find important for their subject and students. In the Brainport region we are in close communication with the labour market and the world of work. Outcomes of these meetings are translated to the educational sector. As a result of this the sector has stepped up to the challenge of providing children of internationals “close to home education” iso sending them to the international school. The classes in our region are thereby populated with up to 50% children of diverse nationalities. To deal with this new situation the educational sector has undergone a huge training programme on internationalisation governed by Brainport Development. The internationalisation of the educational sector include also the forming of international VET programmes. To assist the educational sector two regional coordinators were employed. They were

available for schools as brokers, enhancers, developers, sparring partners on all things dealing with internationalisation. Their scope is kinder garden, primary education, secondary education, VET, and special needs education. Higher vocational and University have their own structure but these organisations are in close contact with the coordinators as well.

Economic sectors - Chip, Quantum, smart mobility and Batteries are the key sectors for development in our area. We expect 70.000 vacancies in the coming years in IT and semicon alone. Supporting these vacancies is the double number of VET schooled employees. The whole region is being internationalised. All inhabitants know what is going on and why. This is a very delicate marketing story to communicate especially in this era of populism. Internationalisation in our region is not focussed on mobilities but on intercultural communication and collaboration. Many companies in the region employ over 100 nationalities who all live in the provincial town of Eindhoven and its surrounding hamlets.



The above diagram shows the ambition in numbers: in almost all areas the Brainport area is expected to do better than the rest of the country.

VET Internationalisation policy

The VET providers all have an internationalisation policy. Some are more ambitious than others but having this policy was required to apply for grants to fund the training of employees. Vet providers have access to regional coordinators of internationalisation who can assist in the process of raising awareness, writing a policy plan, developing activities in order to reach the targets described etc.

An example of such a policy is uploaded

Cases and practices: The regional coordinators of internationalisation maintain various network groups to help the educational professionals in their transition with interesting input and like minded colleagues to tackle the problems they are facing. To keep up the stamina many events are organised each year and a special magazine is published to boost the morale of the educational professionals. Besides that Brainport Development publishes white papers that provide hands on information on new topics that occur in class. E.g. “How to deal with multilingualism in class”, “ the transition of an international child from primary to secondary” “The do’s and don’t’s of the big religions.” To release the work pressure we try to come to common agreements in dealing with standard situations for the whole region. E.g. “the intake”, “the parent teacher meeting” etc. To make clear what is expected of the international parents we launched a special website to inform the parents about the Dutch educational system, its pedagogical background etc. International parents can also take a Parent Involvement Course to learn about the school of their child and learn Dutch language at the same time.

Vision on Citizenship Education at Summa College (*translation by Ai*)

How do I relate to myself, others, and the world?

At Summa, we want students to learn how to find answers to these questions. We do this through Citizenship as part of the triple qualification of vocational education (MBO), alongside Dutch and mathematics, as it is necessary for practising a profession, actively participating in society, and continuing personal development. In addition to reading, writing, and arithmetic, citizenship is one of the four basic skills (Dutch government, 2024). At Summa, we help students structurally and sustainably improve these basic skills. It is important to contribute to a continuous learning line from primary education (PO) through secondary education (VO) to vocational education (MBO), with the focus in MBO being on citizenship in the profession. This approach encourages lifelong learning. This document outlines Summa's vision for Citizenship Education. The reason for this is the directive from the Minister of Education, Culture, and Science to strengthen education in basic skills. Basic skills are a key tool in reducing educational inequality. The Summa Quality Agenda for 2024–2027 includes measures to give a boost to these basic skills.

The foundation of Citizenship Education is largely shaped by the national framework. In this vision, we describe how we position Citizenship within these frameworks in our education. We align this with our Summa2030 strategy and our vision of learning. The vision was developed by a working group consisting of Citizenship teachers and many involved parties, including students, teachers, team leaders, and educational directors.

1. Principles

Citizenship develops social, societal, and critical thinking skills Active and engaged participation in society and continuous development are essential. Citizenship is the interaction between free, equal people with the ability to function in society and politics to shape the community together. The democratic rule of law is central to this. A democratic rule of law benefits from citizens who actively participate and can cope with change and diversity in society. The competencies needed here are social, societal, and critical thinking skills. Through Citizenship education, we aim to support students

in developing these competencies. We provide the tools for them to shape their role in society and practice this in a safe, meaningful learning environment.

Foundation for the formation of students In our Summa2030 strategy, we express our desire to be a safe meeting place where students can discover who they are, with development as a central value, lifelong. Students, staff, and the professional field feel at home at Summa. Following the Vision on Learning within Summa, Citizenship has the potential to further develop students' autonomy, relationships, and competencies. Thus, we aim to increase the intrinsic motivation of our students in Citizenship education by challenging them to show courage, make decisions, take responsibility, and connect with one another. Dialogue is important to highlight different perspectives.

Ultimately, we want students to bring out the best in themselves and train them to be critical thinkers. Citizenship education is fundamental to the development of students. In our Citizenship education, the focus is on difference and equality, the individual and the group, societal views, and social issues, power, and decision-making. Interaction with others plays a key role in this. By doing so, we enrich our knowledge and encourage personal development.

Up-to-date by aligning with societal developments and the professional field Students learn by doing, by putting their learning into practice in the society we call our world. We align with societal, current, and social developments, as well as developments in the professional field. Students express a desire for future-oriented Citizenship education, where they are prepared for important societal issues. Summa, as a meeting place, is fully embedded in society.

Contributing to diversity and inclusion In the Eindhoven region, nearly 40% of the population has a migration background (CBS, 2023). Summa represents 109 nationalities, making it one of the fastest-growing populations in the Netherlands. The diverse origins, cultures, and religions mean that diversity and inclusion are key topics within Citizenship. Opportunities for equality also play a role here. Furthermore, Summa is located in the Brainport region, where businesses, educational institutions, and knowledge organisations collaborate on a high-quality, top-tech knowledge and manufacturing industry (Municipality of Veldhoven, 2024) that is open to everyone.

Citizenship for everyone within our Summa community The goals of Citizenship cannot only be captured in a Citizenship subject. Everyone within Summa, as part of the mini-society, influences the safe learning environment and the (Citizenship) development of our students. Citizenship education also appears in other parts of education, such as Dutch, career guidance, mathematics, and vocational subjects, and vice versa. The school as a practice place. We model the values of our diverse and democratic society and take student participation seriously. This applies within Citizenship education, other subjects, and the entire school environment.

Room for personal learning pathways for students We shape Citizenship according to the principles of Summa, meaning that personal learning pathways are possible, and students can pursue personal goals in Citizenship. Previously acquired knowledge and skills are integrated, and talent development is encouraged. To make the development and growth of our students visible, and to meet the result requirements, we believe it is important that students demonstrate during their education that they apply the knowledge and skills gained in Citizenship education or extracurricular activities within society, both inside and outside the school.

Qualified and competent teachers We can only pursue these goals if we can build on skilled and/or qualified teachers. Good teachers are the most important prerequisite for high-quality education (Minister of Education, April 4, 2024). Therefore, we aim to invest in professionalisation and knowledge-sharing within Summa in the field of Citizenship. This is achieved through the development of a competency profile, offering professional development opportunities, an in-company Citizenship course, and organising networking events. It is essential that the entire school functions as a mini-society, where all staff contribute to Citizenship education. The democratic values and critical thinking skills are foundational to this.

Citizenship is embedded in the quality cycle Finally, we focus on ensuring high-quality Citizenship education. To achieve this, we use, among other things, the agreements of the MBO Council (2022) as guidelines. We have a network of Citizenship teachers (supported by a facilitator), a Summa-wide PDCA cycle for Citizenship, and a quality cycle in which basic skills, and thus Citizenship, are emphasised, with an embedded vision on Citizenship.

Room for teams Within the framework of this vision, teams have the freedom to shape Citizenship and also have the space to tailor it to their target group and professional field. It is also important that Citizenship education can adapt to the students' worldview and current developments. In this way, we want to clearly define the difference between full-time (BOL) and work-based learning (BBL) students and address this appropriately. Flexibility for teachers and teams is essential here, while still adhering to national laws and regulations. This means:

- Qualified and competent teachers
- A portfolio as an institutional exam
- New quality requirements covering the themes: difference and equality, the individual and the group, societal views and social issues, power, and decision-making

2. Implementation Frameworks

Professional To realise this vision, a professionalisation step is being initiated:

1. At Summa, we aim for at least one competent Citizenship teacher per educational team. The competent Citizenship teacher must meet the Summa Competency Profile for Citizenship teachers.
2. We also place importance on learning from and with each other, as we are Together Summa. We achieve this professionalisation in various ways, including through a Citizenship network that meets twice a year for a networking event, receives the central Citizenship newsletter, and actively contributes to the shared SharePoint (our internal knowledge bank).
3. We actively offer the Citizenship course in-company, which is certifying.
4. There is a Summa-wide facilitated working group that:
 - o Contributes to the internal network
 - o Is involved in regional and national networks

- o Helps ensure the quality of Citizenship education at Summa
- o Provides direction for professionalisation opportunities, which focus not only on the content of Citizenship but also on being able to have difficult conversations.

Personal Citizenship education is shaped in such a way that students can create a personal learning pathway. Students take an active role and receive guidance to implement this pathway. The ultimate goal is to help them continuously find answers to the questions: *How do I relate to myself, others, and the world?*

Bringing the outside in and taking the inside out Through the curriculum, guest speakers, and excursions, we bring the outside in and take the inside out. This allows students to explore different aspects of society, with a focus on "togetherness" in society. These activities are goal-oriented and interconnected within the curriculum and between related schools.

To make the development and growth of our students visible and meet result obligations, we believe it is important that students keep a Citizenship assessment portfolio during their education. In this portfolio, students demonstrate that they can apply acquired knowledge and skills in practice, both inside and outside the school. The focus is on the growth the student experiences. Students also indicate that a portfolio is the best way to show and justify their knowledge, skills, and attitude.

Position Finally, we want to instill the Summa identity in our students. What do our students need in the environment in which they live? Therefore, we focus on the following themes:

- Society: What developments are happening (current affairs)? How do I respond? How do I relate to ...?
- The democratic rule of law: What does it mean? How is it structured? How is it organised in the Netherlands and Europe?
- The welfare state: Why do we have social provisions? How do I ensure financial security and independence?
- Climate: How is our flora and fauna doing? Locally, regionally, nationally, and globally. How can we contribute? What is sustainability?
- Global citizenship: What example do I set? How do I respond to intercultural communication and collaboration? What international experiences do I gain?
- Undermining: How do I protect myself against criminal organisations? How do I recognise criminal behaviour?
- Diversity & inclusion: What does equality of opportunity mean? What do we do against/for?
- Digital Citizenship: How do you deal with social media? What impact does this have on society?

- Physical & mental well-being: How do I stay vital? What pressure does society put on our mental well-being? How do I cope with this?

These themes are addressed through varied, engaging, challenging, and daring education. We do this not through a fixed method but with guest speakers, excursions, workshops, meaningful conversations, in-depth lessons, integrated assignments, and/or community service.

These activities align with students' needs, the profession they are training for, and current events. Students are also given the opportunity to introduce their own projects they wish to work on. Citizenship education always has a practical element, where application and reflection are central. Students are primarily put into action mode to engage with Citizenship both inside and outside the school.