

Contents

INTRODUCTION	2
1. Finnish Vocational Education.....	2
1.1 ECVET – Part of Vocational Education and Training.....	3
2. Tasks of the Chamber of Commerce and Industry in Germany	4
3. Project Activities.....	5
3.1 Benchmarking	7
3.2 Student’s‘ Feedback.....	8
3.3 Mobility Pilot	8
4. Summary	12
References.....	14

INTRODUCTION

Objectives

The project's activities are divided into seven different Intellectual Outputs (IOs). This report is the result of the fifth IO.

The goal of the IO5 was to develop the mobility process for the students of the Lapland Tourism Institute together with the Chamber of Commerce (IHK) Schwaben and Allgäu GmbH. In Lapland Tourism College's existing international networks there is, as a rule, a local educational institution operating as an interpreter of Finnish vocational education and training systems for companies. The dual model of the German education system forced us to think about organizing co-operation without an educational partner.

Developing the mobility structure, we utilize the existing experience and processes of our network partners. The functionality of the developed structure is tested by piloting student mobility in the Allgäu area's companies and refining it based on the collected experiences. The results are disseminated in our organization as well on the international network. Lapland University of Applied Sciences supports the development of the structure by sharing their own best practices.

During the project, the focus has been on the development of mobility of students of curriculum based upper secondary vocational qualifications. Acquiring international competences abroad as competence-based qualification or further vocational qualification and a special vocational qualification is not limited, but their willingness to go abroad has been limited.

1. Finnish Vocational Education

Finnish vocational education (VET) is publicly funded and for students mostly free. Vocational qualifications: vocational upper secondary qualification, further vocational qualification and specialist vocational qualification, are based on the skills needed on working life. At present, the degree can be obtained on a curriculum basis (for young people) or as a preparatory training for competence-based qualification (adult education). Only organizations that have license, can organize the training. Vocational upper secondary

qualification studies consist of vocational obligatory and vocational optional units, and obligatory and optional units. However, the greatest part of studies consists of vocational units. The extent of vocational units vary by degree, because they are formed on the basis of the work and tasks of working life in.

(Opetushallitus.http://www.oph.fi/koulutus_ja_tutkinnot/ammattikoulutus/ammattilliset_perus_tutkinnot)

The competence of each units are acquired through practical work at the workplace, so that at least 30 competence points of the entire degree have been acquired in genuine working environments. (The National Board of Education, Guides and Publications 2015: 10, pp. 20-21). Curriculum-based education is implemented by theory lessons and workshops as well as working in real working environments. The National Board of Education draws up the basics of vocational qualifications and the education provider prepares the curriculum on the basis of that.

Every student has an individual learning path that is realized with a unique, flexible progression and optionality (Opetushallitus, 2015, p. 29). Personalization takes into account previously acquired knowledge and other factors affecting students' learning. Thus, the time spent on the acquisition of skills of each student is unique. Plans for on-the-job learning goals are made on the basis of the evaluation criteria and skills requirements of the degree, taking into account the student's personal learning path.

Students demonstrate their skills of expertise for a unit in a real working situation. Skills are based on qualification requirements and evaluation items and criteria (Opetushallitus, 2015a, p. 31).

1.1 ECVET – Part of Vocational Education and Training

ECVET has been implemented in Finland as part of the development of a vocational education and training system. (National Board of Education, Guides and Publications 2015: 13, p. 6). ECVET is a system for transferring and generating learning outcomes. The basic principle is to support the recognition and recognition of other studies. ECVET makes the curricula transparent, promotes student and labor mobility and lifelong learning. (National Board of Education, Guides and Publications 2015: 13, p.8). The basic principle of ECVET is

that skills can be acquired everywhere and skills can be evaluated by non-educators as long as the cooperation and learning agreements ensure that the required competence and competence assessment meets the qualifications and other national requirements. (National Board of Education, Guides and Publications 2015: 13, p.11). The transfer system of the entire credit transfer system is therefore, based on unified contracts and mutual trust.

The education provider is responsible for the implementation of ECVET, which in practice involves the establishment of cooperation agreements and learning agreements, recognition of prior learning, skills assessment taking into account the degree of professional standards and learning outcomes, as well as recording the estimated movement of knowledge during the study attainments and diplomas (Opetushallitus, 2015b, p. 16).

2. Tasks of the Chamber of Commerce and Industry in Germany

The Chambers of Commerce and Industry (CCI) operates between the company, the student and the educational institution as coordinator and supervisor of the operations. Chambers of commerce is responsible for organizing workshop- and theoretical training, organize workplace instructor training, give licenses to companies that can serve an apprenticeship certification of companies and job counselors, as well as to award diplomas. (Germany is the apprentice market 21/12/2016 AEL; The myth of the German apprenticeship training 18.04.2016 Finnish Entrepreneurs.)

One of the most important tasks of the CCI is to monitor and administrate all vocational training activities. The CCI supports and advises apprentices and employees with all questions relating to education and training.

For German companies, education and training are among the most important sources of skilled employees. That is the reason why dual vocational education and training (VET), as it exists in Germany, draws more and more attention.

3. Project Activities

The project started slowly. Several personal changes affected the slow start of the project at Lapland Tourism College. Finally, in the spring of 2016, a new person was named in charge. After that we started to work concretely with Schwaben Chamber of Commerce and Allgaun Marketing. In order to get effectively in action, we decided to have an effective working meeting in Germany in June 2016.

During our working days in Allgäu, we introduced each other to the education systems of our countries. Our partners talked about the German education system, the role of the Chamber of Commerce, and the backgrounds of businesses and businesses in the region. However, the focus was on Finnish vocational training system: we told about the qualification structure, individualization of studies, assessment and the importance of guidance during the on-the-job learning sessions. We also discussed about the roles of the teacher, the student and the workplace instructor. In addition, we looked at the administrative process, responsibilities, contracts, insurance, forms, etc. that are required. When we got the overall picture, we mapped the challenges that we might face with students and companies and teachers. We considered f.e. what are the benefits for German companies, to take Finnish students to work at their company.

The benefits for the students to go to the international on-the-job learning period seemed obvious. Instead, the benefits for German companies seemed a bit unclear. There is a lack of skilled workers in Germany, even though, companies organize, f.e. language training for their foreign workers. Our partners evaluate, based on their previous visit, our students' skills to be high. Another important note was, that companies don't have to pay for Finnish students on their on-the-job learning period. We thought these would stir up the interest of the companies.



After joint debate, we note that students in the tourism industry are unlikely to find on-the-job learning company from the area. In Finland, students of tourism often choose optional units of guidance services and productisation of tourism services to acquire skills abroad. Tourism companies in the Bavarian region did not have that kind of program service activities, as the Finnish degree qualifications requires. A second challenge we found, was Finnish student's language skills. 90 % of the Allgäu area's tourists are domestic and the remaining 10% from German-speaking areas. The average age of our students during the mobility is 18 years. In the Finnish elementary school system, the German language studies are optional or even impossible. Their German language skills are simply inadequate for customer services.

During the working session, we made a plan of activities we need to do to provide a functional structure for students and, on the other hand, kind that would burden companies and workplace instructors as little as possible (Appendix 1.). We utilized the ECVET process developed by the National Board of Education, where mobility has been examined in three different phases: before, during and after internship.

We shared the tasks for each parties. Lapland Tourism College' job was to produce supportive material for workplace instructors, to translate evaluation forms into German, to export marketing material to a common platform, and to prepare student mobility in Finland. The main objective of German partners was to chart interested companies and to prepare them for receiving Finnish students by providing coaching and information. We agreed that the Chamber of Commerce will make a survey to companies on their area, where they will ask companies interest to have Finnish tourism and hospitality industry students at on-the-job-learning period. For the companies that are interested they will have a short training to receive and orientation for guidance, qualification and assessment.

Part of the visit we spent on exploring the business environment in Allgäu by visiting tourism industry companies and mapping potential on-the-job learning companies. As a result of our visits, we made an agreement with the Panorama Hotel for 1-2 cook student mobility in

winter 2017. We succeeded to build frames for the mobility process, clarified the role and deal the tasks for each partners. All of us had a lot to do in preparing for future piloting.

3.1 Benchmarking

We benchmarked the mobility practices within our own vocational organization, in the field of technology, which have cooperation also with the German partners. The practices were somewhat similar to ours. In the field of technology, they have both educational partners and direct contacts with companies. They don't have such requirements for language skills as tourism industry due to the nature of the technology sector. Technology teachers use much more digital aid and tools on guidance of the learning process. Within the same organization, the forms are homogeneous and the guidance and assessment methods are VET practices. Challenges in the field of technology were mainly the organization of practical issues such as accommodation. They felt necessary to develop pre-departure training and make a plan of caution on unexpected issues.

We also studied the mobility practices of Lapland University of Applied Sciences and the possible methods for VET. We found out, that the objectives of the study modules for the mobility periods of the polytechnic were much more flexible than the vocational training qualifications. The flexibility of the objectives makes the implementation of international mobility easier and the placement of qualifications in the field of degree. Objectives and evaluation criteria of the VET qualifications degree are defined nationwide. Workplace's business idea should therefore be such kind that a student is able to achieve the qualification requirements during his mobility period. F.e. at a la carte food preparation unit, student should naturally get to work at a la carte restaurant. Learning "craftsmanship", such as vocational education degrees are, requires good and right time guidance and understanding of the assessment process at the workplace. Therefore, the VET advantage would be the construction of a "workplace pool". In this case, workplace instructors could be trained to guiding and to assess. It would ensure that students get to work according to their objectives. Building a communication relationship between the teacher and the supervisor could improve communication during student mobility.

At the same time, with our other partners in mobility, we encountered challenges especially in the implementation of guidance and evaluation. Communicating between the teacher and

the workplace instructor has proved to be quite challenging. Practices in different countries and job culture vary widely. An institution representative in the host country has acted as an interpreter in the assessment case, but this did not guarantee the success of the evaluation process.

3.2 Student's Feedback

We utilized feedback on previous student mobility in developing the process. The feedback showed that the form of the trip was huge. The student didn't have understanding himself, of the meaning of all forms, nor he bring them up actively. Feedback discussion was held weekly with the student while working. Students' skills to evaluate their own skills vary greatly. The local school support on evaluation was good. Communication with the students' teacher was minimal, on the other hand finding time at daily busy workday is challenging.

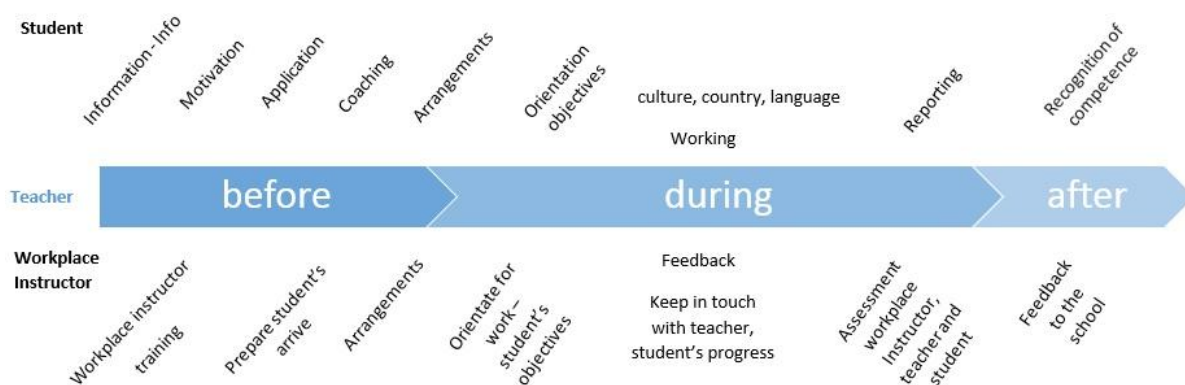
There raised a large amount of information at every stage also in students' experiences. They felt that coaching in advance was good especially it was important to know something about a job, city, country, accommodation etc. and cultural knowledge. However, the information about forms and practical things came little by little. It would be good if information could be gathered into one place, where student could check whether he has forgot something. Hearing the experiences of other students was also a good thing. The purpose of all forms is not properly understood, and forms were difficult to understand and they had a wide variety. Defining the work-based learning objectives with teacher was fine. Nevertheless, student didn't longed more for feedback from work place mentee.

3.3 Mobility Pilot

Based on benchmarking and previous experiences, we found that in order to facilitate the assessment and guidance and to facilitate the activities of all parties involved, it would be necessary to prepare support materials for mobility and to clarify the roles and tasks of different actors.

Training day for workplace instructors was important part for the quality control and it could ensure the assessment process to be successful. Teacher's responsibility throughout the student's mobility period was highlighted. Teacher's job begins already when the student

shows interest to international on-the-job-learning and responsibility ends when the student arrives home and it is time to make a recognition of skills. Teacher also works as a contact person for the workplace, clarifies the Finnish VET system for the workplace instructor and acts as a guide in both guidance and assessment. The task of the workplace instructor is to give the student the opportunity to learn the tasks and work according to his goals, taking into account the circumstances of the workplace. An important part of the workplace instructor's role is give feedback and guide student in concrete act of work, and finally do the assessment of the student together with the teacher and the student. Nevertheless, the great part of the success of the mobility is in hand of the student. The student's attitude and the desire to learn will help even when situations such as guiding or personal chemistry do not meet. Students' motivation is weighed in the initial stages when he is given a veritable stack of forms for applying for a scholarship and is doing the learning agreement with his objectives with the teacher.



The roles and tasks of different actors in VET mobility process. (Kontiokoski, 2017).

We produced a support material for coaching in co-operation with the Chamber of Commerce and Allgäu Marketing. Producing the supportive materials, we used existing workplace instructor guides, a qualifications unit cards and evaluation forms. We translated materials into English and some into German. We soon realized that the German language skills of Finnish students are not enough for customer service and tourism services, so the focus on student mobility would be for cook students whose working language is often English.

À LA CARTE FOOD PREPARATION

20 Points of expertise (Optional)

Vocational Qualification in Hotel, Restaurant and Catering Services

VOCATIONAL SKILLS REQUIREMENTS

The student

- plans daily chores and phasing
- pre-prepares and prepares à la carte menu dishes, sides and desserts in a restaurant according to portion cards
- uses ingredients and food preparation methods in a versatile manner
- finishes and displays dishes for serving
- co-operates with service personnel in customer service
- prepares à la carte dishes for customers with special diets
- tidies and organizes the working environment
- applies gastronomic principles in the preparation and assembly of dishes
- observes the in-house control plan

How do I show my skills

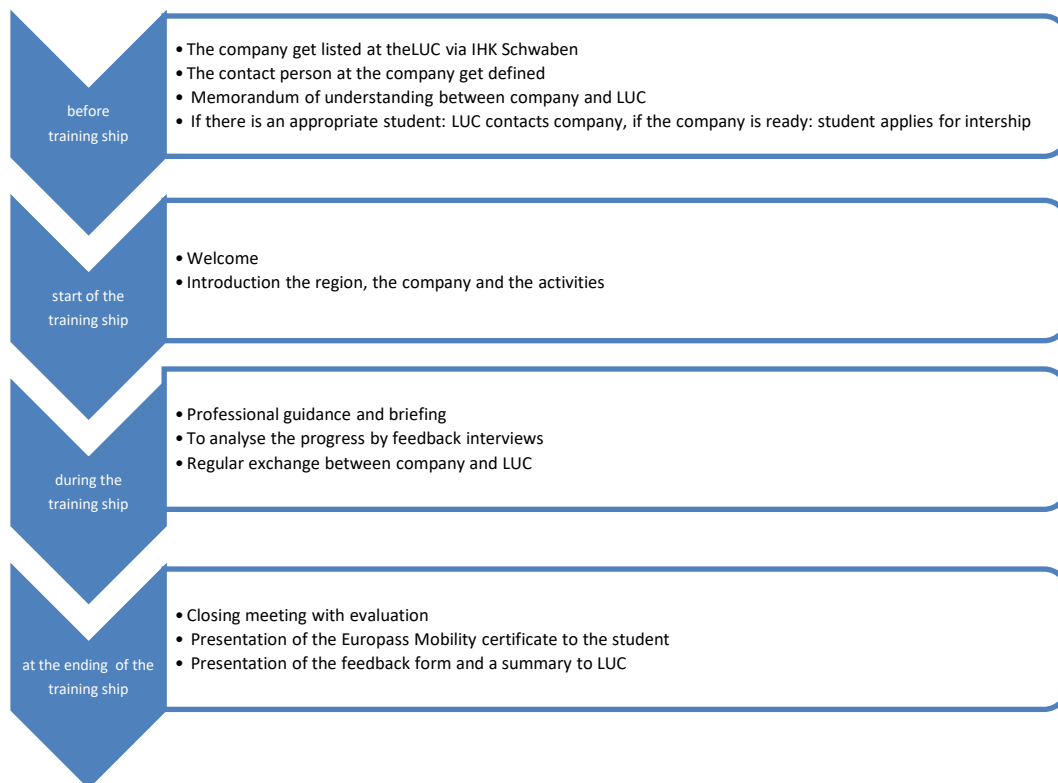
- I plan and phase my chores
- I pre-prepare and prepare à la carte menu dishes
- I use ingredients and food preparation methods in a versatile manner
- I display the dishes and co-operate with service personnel in customer service
- I take care of special diets and apply gastronomic principles
- I observe the in-house control plan and participate in tidying



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À la Carte Food Preparation - qualification unit card. (Kontiokoski 2017).

The Chamber of Commerce surveyed companies interested in co-operation through a small-scale survey (Appendix 2). They produced a preliminary program and brochure for companies to support a survey. Our goal was to get a group of companies that were willing to take Finnish VET students for an on-the-job-learning period regularly. This company group and their workplace instructors would be trained for student guidance, assessment and Finnish vocational education and training system.



Schedule for the training ship. (Weber 2017).

The number of respondents was small. Despite our efforts, we did not get local companies to commit. Two cook students were planned to go for mobility on February 2017, but the mobility were canceled for a personal reasons. We got two new interested students, one waitress and another receptionist. However, Hotel Panorama felt that their language skills were inadequate. After this work of marketing the area the time was running out, so we did not get a mobility slider. At the end of the project, the Kempten Tourist Office was unexpectedly interested in taking tourists or tourism service providers on-the-job learning even though we had abandoned the areas of customer service because of the lack of language skills for our students. However, the implementation of the pilot did not game true.

4. Summary

The project has raised its needs for mobility challenges and development targets more strongly. A compiled information bank on forms, search instructions, information on companies etc. has become necessary in the training phase. We have assembled a data bank on the Optima platform, which will be refined. Student training would be beneficial to develop and to unify, in order to save resources in our organization.

Communication between the teacher and the workplace instructor needs development, new digital tools should be introduced, but also clarifying the role of teachers as responsible persons for the whole process. This would also require a coaching for teachers. The role of a teacher in support of workplace instructors still requires internal clarification and the courage of teachers to use new communication channels. On the other hand, the school must adapt to workplace practices and try to find ways to keep in touch with everyone and ensure that the student achieves their goals.

The project has clarified our view that, especially when a local education representative is not involved in co-operation, it would be important to involve certain companies as a "student companies". In this way, both cooperation and practices could come familiar for both sites.

The big challenge for student mobility is the ability of the German language on VET students. Despite the preliminary training and the early planning of foreign periods, the language skills of our students in customer service are insufficient. Students in Germany are required to have strong language skills in German, which is generally not adequate for our students with basic school backgrounds.

The visit to Germany during the visit was interesting and the teachers in the field would have an interest in cooperation and teacher exchanges. In the future, the implementation of teacher exchanges could also open up opportunities to develop the mobility of our students. When the project ends, the cooperation with the Chamber of Commerce as a organizer of mobility ends. For the future, it would be fertile to continue cooperation with German VET institution. Small opening times for cooperation has made e.g. The Principal of the local school has asked two students for jobs in Rovaniemi.

A number of personnel changes and demanding goals have been a challenge for the success of the project. The task started to be concrete until the spring of 2016. The second challenge was the heavy content and economic reporting of the project, and the finding of ways to adapt the VET level working methods to the university's operating models. The most important problem in the different modes of schooling has been academic reporting. At the VET stage, the activity is being developed at a very concrete level, and written outputs are not felt such an importance. The financier's instructions on financially legitimate work were poorly implemented in the implementation of the VET level development work. We repeatedly complained that the work we did was not approved for the IO5 cost category and that it should be transferred to the administration. In the future, the VET should be actively involved in writing project to make sure the VET aspect is and the need of development are taking in account.

Although the implementation of the project has been very heavy from the VET point of view, it has create a good cooperation between MTI parties and has led to an understanding of how different actors work. Understanding has increased the respect for each work.

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