

Contents

INTRODUCTION	3
Objectives.....	3
Partners.....	3
Regions.....	3
SHORT PRESENTATION OT EACH PARTNER.....	6
NHTV - Breda University of Applied Sciences.....	6
Kempten University of Applied Sciences.....	7
The Multidimensional Tourism Institute (MTI)	8
Allgäu GmbH	10
The Chamber of Commerce and Industry (CCI).....	11
Statistics	12
BEST PRACTICES AND CHALLENGES IN INTERNATIONAL CO-OPERATION AND IN CO- OPERATION BETWEEN EDUCATION AND WORKING LIFE	13
Chamber of Commerce and Industry - (CCI)	13
Best practices in international co-operation in education.....	13
Challenges in international co-operation between educational institutions and the industry	13
Allgäu GmbH	15
Best practices in international co-operation in education.....	15
Challenges in international co-operation between educational institutions and the industry	15
Kempten University of Applied Sciences.....	17
Best practices in international co-operation in education.....	17
Challenges in international co-operation in education.....	17
Opportunities for development	18
NHTV – Breda University of Applied Sciences.....	19
Best practices in international co-operation in education.....	19
Challenges in international co-operation in education.....	20
University of Lapland	21

Best practices in international co-operation in education	21
Challenges in international co-operation in education	21
Opportunities for development	22
Lapland Tourism College	24
Best practices in international co-operation in education	24
Challenges in international co-operation in education	24
Opportunities for development	25
Lapland University of Applied Sciences.....	27
Best practices in international co-operation in education	27
Challenges in international co-operation in education	27
SUMMARY	28

INTRODUCTION

Objectives

The Learning Tourism project aims at strengthening the partnerships between education and working life by involving actors from the tourism industry in research and teaching activities; improving both teaching staff's and students' proficiency in ICT technologies, in turn using these technologies for better and easier cooperation with the employment sector; and the acquisition of practical entrepreneurial experience through internship placements – both of HEI as well as VET students.

The project's activities are divided into seven different Intellectual Outputs (IOs). This report is the result of the sixth IO: *Creating Innovative and Permanent Methods and Practices for Multidimensional Education Collaboration*. The aim of this particular IO is to investigate the participating educational organizations' and the working life partnership's structure, stakeholder cooperation practices and the utilisation of their operational model. Best practices, challenges as well as opportunities for development are reported and also preliminary analysis is done in this report. Partner's organisational structures and stakeholder cooperation practices are analysed and best practices are described. It is also discussed how different operational models can benefit future curricula and international activities in each organisation as well as the partner co-operation.

Partners

The project's partner consortium consists of 7 partners from Finland, Germany and the Netherlands.

- Finland: The Multidimensional Tourism Institute (MTI): the Lapland University of Applied Sciences (lead partner), University of Lapland and the Lapland Tourism College
- The Netherlands: NHTV Breda University of Applied Sciences
- Germany: University of Applied Science Kempten, Chamber of Commerce Schwaben and Allgäu Marketing, Germany

Regions

Lapland

Finland's northernmost part, Lapland, covers a total area of nearly 90 00000 km², or almost a third of the total land area of Finland. Lapland is bordered in the west by Sweden, in the north by Norway and in the east by Russia. The capital of Lapland, Rovaniemi, lies on the Arctic Circle, at the confluence of the two great rivers of Lapland – the Kemijoki and Ounasjoki – with a central region having a population in excess of 65 000.

Industry

Clean nature and abundant natural resources provide a unique, solid foundation for the business sector in Lapland. The cornerstones of the region's economy are tourism, steel and metal industry, mining industry, reindeer husbandry and forestry. The energy sector, too, will play an increasingly important role in the economy in future.

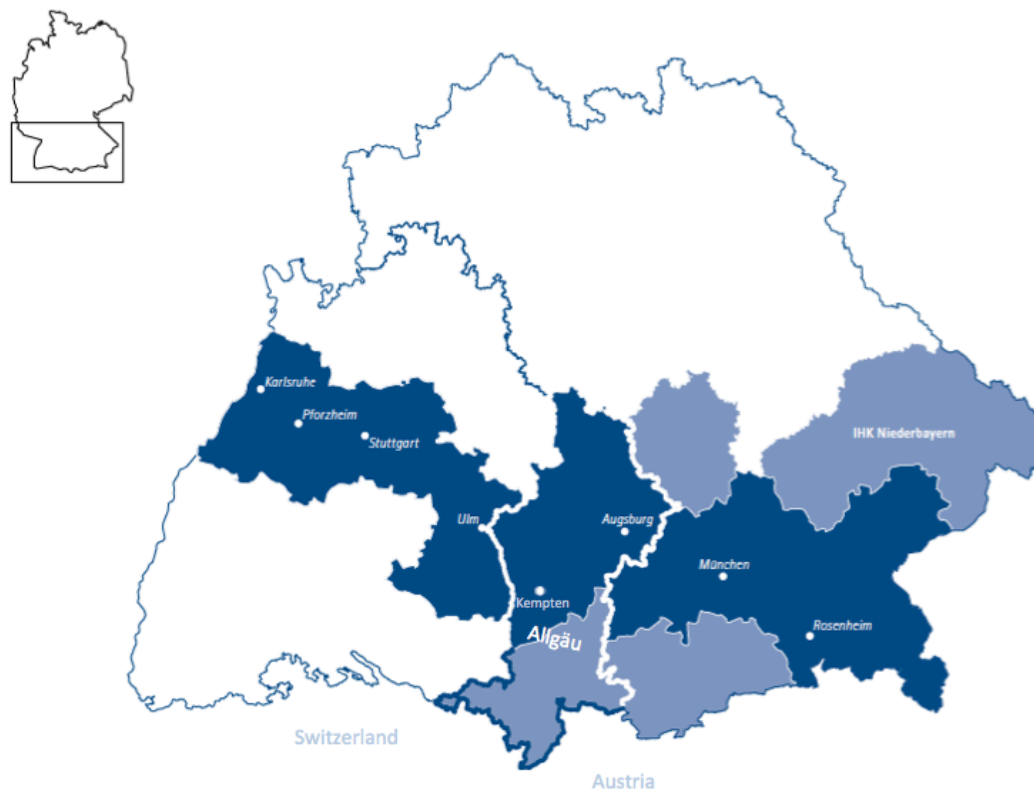
Tourism in Lapland

The direct tourism income in Lapland (2011) equalled 600 M€ and the direct tourism employment in Lapland (2011) was 5.000 fte. The registered overnights in the year 2011 were stated with 2.300.000, with 40% foreign overnights.

Lapland puts an emphasis on nature-based tourism and the nature conservation areas are very large. Tourism firms are mainly small or medium-sizes enterprises in centralization, ski resorts and rural periphery. Overall 1 Million Christmas tourists were counted, with 400.000 visitors in Rovaniemi. The Russian visitors are accounted for the fastest growing group of travellers.

Swabia - A part of Bavaria

Swabia is as the name indicates part of Bavaria. It is one of the seven administrative districts of Bavaria, covering the southwest, bordering Upper Bavaria, Austria, Switzerland and Baden-Württemberg. Swabia stretches from the ancient meteorite crater Ries in the north to the Alpine foothills in the south, from the river Lech in the east to the river Iller in the west. Low mountain ranges and the Alps, river valleys and large plains, lakes and woods – the landscape in Swabia is as beautiful as diverse.



Source: CCI Swabia

Industry

Almost 1.8 million people are living in Swabia, in one of the bigger cities – Augsburg, Kempten, Neu-Ulm and Kaufbeuren - or in one of the many smaller towns and villages.

Economically, Swabia is very successful with a great variety of businesses in highly technical production sectors. The gross domestic product amounts to 58 bn Euro. Mostly there are small and medium enterprises which are characterized by flexibility and innovation performance. 40% of all jobs are in the producing/manufacturing industry. Unemployment rate is low; 640.000 individuals are employed (subject to social insurance contribution). Excellent working conditions and a large range of culture and leisure opportunities make Swabia a good place to work and live.

Tourism in Swabia

Every year 4.4 million tourists from all over the world visit the region. Nearly 4.9 bn Euros of turnover are generated by the tourism sector. Especially the Allgäu with its famous castle Neuschwanstein and exceptional landscape is one of the top tourism destinations of Germany.

Noord Brabant

Noord Brabant is a region around 5.000 km² situated in the South of the Netherlands, approximately 100 km from Amsterdam.



Five larger cities in the heart of the province form the second urban network of the Netherlands called Brabantstad: Breda, Eindhoven, Helmond, 's-Hertogenbosch and Tilburg. With a population of almost 2.5 million it creates an important economic influence in the Netherlands.

Industry

Noord Brabant is called Europe's heart for smart solutions for a reason. The strong industry and power supply sector makes of 16% of the regions jobs. In addition manufacturing and crafting adds up to a strong industry. With almost 1.2 million people employed, unemployment rate is low and the high quality educational institutions generate young and motivated talents for the job market.

Tourism in Noord Brabant

In the 20th century, tourism has become an important sector for Noord Brabant. The deep forests and its quiet atmosphere combined with the culture in the cities attract more and more tourists every year. Another big tourist attraction is theme park Efteling in Kaatsheuvel, the largest of the Benelux. Tourists spend between 6.5 and 11.5 million nights in the region in the year 2015.

SHORT PRESENTATION OF EACH PARTNER

NHTV - Breda University of Applied Sciences

NHTV - Breda University of Applied Sciences is an international higher education institution. It is situated in the south of the Netherlands, in the city of Breda, only 100 km from both Amsterdam and Brussels. Breda is a historical city with some 180.000 inhabitants. NHTV offers jobs to 672 employees and 7.435 students – 871 international (tourism academy 14,3% international students) are currently enrolled. Next to Games & Media, Hotel, Facility, Logistics and Built Environment bachelor and master students can gain further knowledge in the field of Tourism & Leisure.¹

Facts and figures of the Academy for Tourism

NHTV was founded in 1996 and is known as the best large University of Applied Sciences of the Netherlands 2015. The institution's most distinctive feature is internationalisation. NHTV is certified with the UNWTO TedQual Certification. Furthermore they have 7.392 students of which 2.250 are enrolled at Academy for Tourism and 200 staff members. The average number of exchange incoming and outgoing students is 65-70. NHTV has 97 partner institutions worldwide, 23 collaborating international visiting professors three professional bachelors (BBa), one academic bachelor (BSc) and one master programme (MA).

The research knowledge groups can be divided as follows: Multifunctional leisure locations, Centre for sustainable tourism and transport, Tourism destination management, Imagineering: tourism experiences and co-creations, Media and entertainment, Cross-cultural understanding, Productivity in leisure and hospitality.

Organisational structure

Cooperation with the industry is of great importance at all levels and within all academies of NHTV. The organization is oriented to facilitate the cooperation with the industry. Within the Academy for Tourism the following departments / entities are involved:

- **SAR- The Strategic Advisory Board**

The SAR consists of executives of the tourism, hospitality and leisure industry. They support the board and the management with strategic decisions that are being taken. They advise the various academies to assure that the education we provide meets the need of the industry. In this way we can deliver high quality graduates with proper employability skills.

- **Placement office**

To illustrate this, the academy for tourism has a placement office which employs 5 FTE. They recruit placements and short term and graduation projects (national and international) and match the students to the companies.

¹ <http://www.nhtv.nl/ENG/about-nhtv.html>

- **Account manager**

Relation management with the Dutch tourism industry. The tasks of the account manager are diverse and include among others: informing the industry about developments at NHTV, organizing (jointly) training sessions and events, attracting funding for projects, compiling (external) exam committees.

- **Facilitating networking of employees**

The personal network of employees is essential for attracting guest lectures, organizing fieldwork activities and including real life cases in the various courses. Employees are stimulated to develop and maintain a network of contacts by for example participation in conferences, congresses, seminars, workshops et cetera.

- **Learning company**

During the fourth year of their study, a team of 9 students can work for the student company Newways. Since 2005 Newways organizes events, international excursions and fieldtrips, company visits and MICE activities for students and staff of the entire NHTV. Recently they started the Travel Desk, an implant of BCD Travel. Students are supervised by a team of lecturers. Besides the performance of these activities they also work on graduation assignments.

NHTV is piloting an online platform for student travel. This is called Miyo travel (Make it your own). Miyo travel is an online learning company that has been created as an online affiliate within the Academy for tourism. MIYO travel is a response to the industry's demand and has been developed in cooperation with Belvilla, TUI NL and Google. Two different labels have been created: Miyo holiday apartments and Miyo winter sport holidays. Via these two labels are the products from Belvilla and TUI. In future the offer of products will be expanded with among others hotels and airline tickets.

Students apply theory in practice and directly train their e-business skills, marketing and communication skills and will receive training and workshops.

Kempton University of Applied Sciences

Kempton University of Applied Sciences is the only state higher education establishment in the Allgäu, Bavaria. It currently offers 21 degree programs, covering Business & Tourism Management, Social & Health Sciences, Engineering Sciences and Computer Science & Multimedia. Since its establishment in 1977, the university in the foothills of the Alps has experienced steady and continuous growth.

Each year, over 6.500 applicants apply for studies in Kempton and currently about 5.500 students are enrolled. Some 120 full-time professors, 200 associate professors from the industry, and 160 scientific and non-academic staff manage the study program and assist with student life.

A practical approach to teaching and learning, an international outlook as well as up-to-date building and technology standards ensure excellent study conditions and academic training on an excellent level. All buildings are situated on the city campus. The moderate size of the university creates a very personal atmosphere.

A key feature of Kempten University of Applied Sciences is the broad basic qualifications it offers in the first half of the bachelor degree programs, following with in-depth specializations within the field of study in the second half of the program.

A wide range of partnerships with businesses provide an excellent framework for applied study. The university offers dual study courses as part of the 'hochschule-dual'-scheme. These courses enable students to increase the practical part of their studies, or to combine academic studies with a vocational degree. In 2007, the Forschungszentrum Allgäu (FZA) – the university's research centre – was established to support research activities at the university. Since then the volume of research has increased considerably. Some 60 persons are presently occupied by various research projects. It should be mentioned though that the technical faculties carry out the major part of the applied research at the university.

Kempten students have a possibility to earn part of their degree abroad at one of around 80 partner universities across the world. Also international students are well looked after in Kempten. At the start of each semester the International Office organizes orientation weeks for incoming students. These include intensive German language courses and various trips in the region to help students settle in. Also the CultShareClub allows intensive contact between German and incoming students.

The Faculty of Tourism currently offers one seven-semester Bachelor degree (B.A.) program in Tourism Management and a three-semester consecutive, full-time Master degree in Innovation and Entrepreneurship in Tourism. Some 600 students study at the Faculty of Tourism in Kempten, the majority of them is enrolled in the Bachelor degree program. The annual intake for the BA program is about 160 and for the MA a maximum of 20 students.

Joint projects with tourism industry partners, lecturers from the tourism industry, guest lectures, case studies, and excursions for near and far are some of the methods for integrating the practice and theory in the tourism studies.

International activity is an essential part of the tourism industry operations. The number of courses taught in English in the Faculty of Tourism is increasing steadily. The faculty supports students who intend to either study or have their internship abroad. It also welcomes an increasing number of overseas incoming students. Both, either incoming or outgoing students also get support by the university's International Office.

At present, eleven full-time professors run the study programs in the Faculty of Tourism, supported by a large number of lecturers from the tourism industry as well as language instructors. As the faculty initiates new degree programs, there is a need of even more academic staff in the future as well.

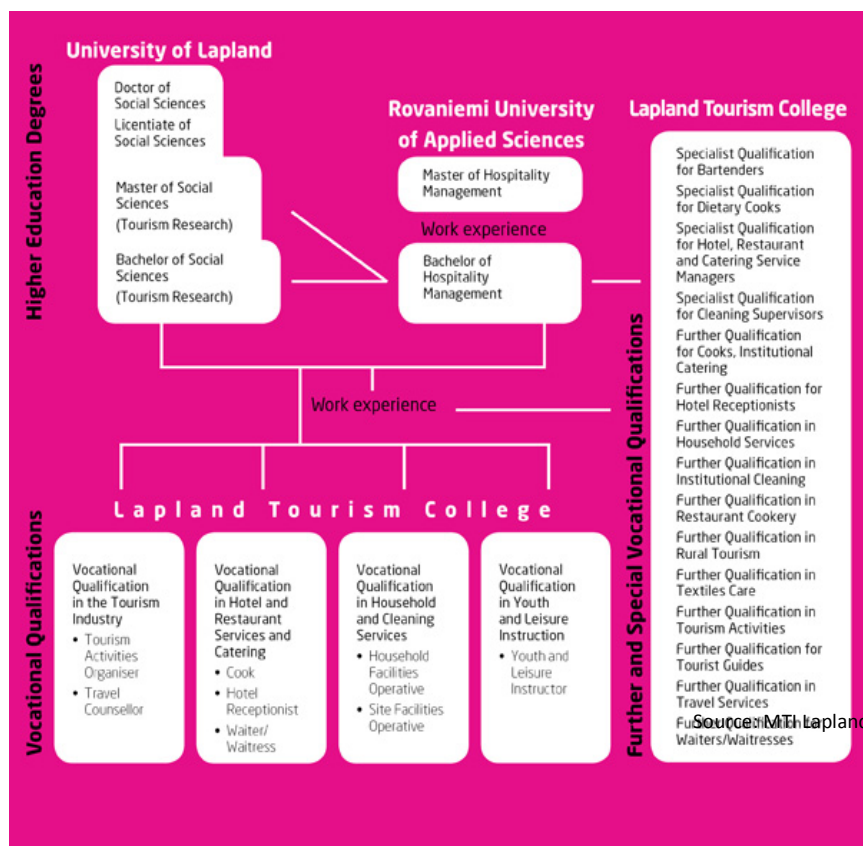
The Multidimensional Tourism Institute (MTI)

The MTI is an education and research institute bringing together the know-how at Lapland Tourism College, the University of Lapland and the University of Applied Sciences. The Institute boasts a student body of over 1200 tourism students and a staff of 120. The interrelations of the different institutions and their organization and tourism specializations are shown in the following picture. The MTI is situated in Rovaniemi, Finish Lapland. It is surrounded by an outstanding environment for

tourism studies, research, and development. It offers a unique organizational structure where research results can be implemented quickly through development work. In addition shortened study cycles are possible.

The MTI is a unique community of knowledge combining tourism education in all dimensions, academic research and customer-oriented services and innovative development.

The institution offers different study programs with individual learning objectives. State-of-the-art tourism expertise and the most extensive supply of tourism education nationwide make the MTI a very suitable institution for tourism studies. The MTI combines cross-selectable and common



studies, the lectures include visiting lectures, project studies in contact with working life as well as the latest information used in studies. Its vision is to be the leading expert of tourism and the hospitality industry at the Arctic region.

Lapland Tourism College offers vocational education in tourism in Lapland, from the perspective of tourism business. The branches of the Tourism College are in Rovaniemi (Toripuistikko), Kittilä (Levi-Institute), Kolari and Kemijärvi. In Lapland Tourism College you have the opportunity to international studying, for example going abroad for a working life period, as an exchange student or as part of different projects. The Tourism College has partnership contracts with foreign schools, for example in Austria and Iceland. Due to partnership deals, also foreign students can come to Lapland Tourism College as exchange students. International projects help develop the planning and execution of education, guidance and teaching methods in cooperation with other education providers and

companies both nationally and internationally. In addition to teachers, also other professional staff of the school participates in on-going international development projects.

Allgäu GmbH

The Allgäu GmbH is the regional association for location and tourism in the region Allgäu. The company itself takes care of the tourism and site management Allgäu and take over the marketing for all departments and management of the brand Allgäu. The aim is furthermore to achieve close cooperation with other actors, leaders and cooperation partners. The Allgäu is a landscape and part of Upper Swabia region in Germany, which extends over the southern part of the Bavarian administrative region of Swabia, the extreme south-eastern Baden-Württemberg as well as some belonging to Austria border areas. It is known in the present, especially as a holiday region and brand. The region has defined two leading strategies for destination and location for the year 2020: The Allgäu as the leading alpine embossed Health and Wellness Destination Germany and in context with the location the region as the leading living and working space and attractive industrial location.

Projects in work life/education sector

The Allgäu GmbH is cooperation partner and initiator of four projects in the work life and education sector. These projects are edited by the regional management of the Allgäu GmbH in cooperation with partners of the working or educational sector. (www.standort.allgaeu.de)

- **Best employer brand Allgäu**

A total of 18 companies so far could be distinguished as "Best Employer" in the Allgäu. These companies were evaluated on key workplace issues such as leadership, cooperation, working environment, professional development and reconciliation of work and family through an employee survey.

- **Educational portal Allgäu – Platform for advanced and continuing education**

The education portal Allgäu is your guide for education and counselling. Designed as a tool for professionals-recovery and assurance you will find numerous offers for the qualification and training of adults. About 200 educational institutions currently offer approximately 12.000 courses.

- **Allgäu profession offensive - Allgäu-wide project days for students**

The motto this year: "Craft - The future in your own hands". These project days take place in domestic trade companies, vocational schools and vocational training and technology centres.

- **Study in the alps**

Marketing campaign to emphasize in addition to the good conditions for study and career athletic & alpine side of the Allgäu. Study starter in technology and computer science are tempt you with super snow season tickets.

The Chamber of Commerce and Industry (CCI)

Service for Swabia

The Chamber of Commerce and Industry is responsible for the whole administrative district of Swabia.

The Swabia CCI is in position 12 out of 80 German Chambers of Industry and in position 3 out of the Bavarian CCIs. There are 330 employees in the CCI, including the subsidiary company. The Swabian CCI academy is Germany's biggest CCI academy for further education. There are 128.000 member companies from industry, commerce and services sectors in the CCI Swabia.

The idea of the independent administration of the industry is the basis for the Chamber of Commerce and Industry. Member companies are all regional businesses with the exception of pure craft businesses, farms and professionals who aren't registered in the commercial register and there is a legal requirement for this membership.

The Chamber of Commerce and Industry is built on two pillars. On one hand there is the honorary office. They are entrepreneurs elected by the member companies. They decide on the budget and also on the amount of the membership fee. In addition to the honorary office many entrepreneurs are involved in steering committees, for example for tourism. On the other hand there is the full-time office with their salaried employees. The honorary office defines the relevant activities and the full-time office puts these projects into practice.

Tasks of the Chamber of Commerce and Industry

First of all, the Chamber of Commerce and Industry has to represent the interests of the regional industry.

Furthermore, the CCI's task is to:

- Promote commerce whilst taking into consideration the commercial interests of individual branches of industry or of single firms, with an eye to maintaining equilibrium
- Protect fair competition
- Offer the members of the CCI comprehensive service and support/ consulting
- Appoint and attest official experts
- Do the exam and give permission to all necessary commercial activities
- Observe and promote trading and commercial training
- Issue all certifications needed to do economic transactions

And 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.

Statistics

To evaluate the development of the educational partners during the project the number of both incoming and outgoing students (working or theoretical exchange) should be reviewed. The review should be extended at the fewest for the period 2013-2016/2017. A summary of statistics (below) can be fulfilled by each partner. Table incl. the number of incoming and outgoing students, and the number of the students taken in per year.

Partner	Incoming		Outgoing		Tot. in taken students	
	Year	Count	Year	Count	Year	Count
Kempton University of Applied Sciences ^{2,3,4} (all faculties)	2013/14	52	2013/14	219	2013/14	1588
	2014/15	72	2014/15	228	2014/15	2017
	2015/16	94	2015/16	183	2015/16	1668
	2016/17	n.a.	2016/17	n.a.	2016/17	n.a.
Breda University of Applied Sciences	2013/14	n.a.	2013/14	n.a.	2013/14	n.a.
	2014/15	n.a.	2014/15	n.a.	2014/15	n.a.
	2015/16	n.a.	2015/16	n.a.	2015/16	n.a.
	2016/17	n.a.	2016/17	n.a.	2016/17	n.a.
Lapland Tourism College (*incl. Vocational upper secondary qualification, further vocational qualification and specialist vocational qualification)	2013/14		2013/14	186*	2013/14	213
	2014/15		2014/15	422*	2014/15	211
	2015/16		2015/16	524*	2015/16	172
	2016/17		2016/17	n.a.	2016/17	n.a.
Lapland University of Applied Sciences (School of Tourism)	2013	14	2013	40	2013	1606
	2014	17	2014	42	2014	1693
	2015	14	2015	44	2015	1690
	2016	19	2016	34	2016	1735
University of Lapland (Tourism research studies)	2013/14	12	2013/14	14	2013/14	25
	2014/15	17	2014/15	8	2014/15	25
	2015/16	16	2015/16	5	2015/16	25
	2016/17	14	2016/17	8	2016/17	25

² UAS Kempton, Jahresbericht Wintersemester 2013/2014 und Sommersemester 2014

³ Ibid., Jahresbericht Wintersemester 2014/2015 und Sommersemester 2015

⁴ Ibid., Jahresbericht Wintersemester 2015/2016 und Sommersemester 2016

BEST PRACTICES AND CHALLENGES IN INTERNATIONAL CO-OPERATION AND IN CO-OPERATION BETWEEN EDUCATION AND WORKING LIFE

Chamber of Commerce and Industry - (CCI)

Best practices in international co-operation in education

- **“Die Servicehelden”**

Two years ago the Chamber of Commerce and Industry (CCI) started a project to raise the attractiveness of the tourism sector, especially in the leisure industry. They founded a club for the apprentices called “Die Servicehelden”.

It concerns about a club where all apprentices from the Bavarian Swab region which are working in the leisure industry are included. This club was founded to appreciate the accomplishment of the apprentices. There is a bonus club card with a lot of benefits for the apprentices sponsored by the companies providing apprenticeship. The brand “Die Servicehelden” wants to support the young adults in the leisure industry.



- **“School twinning”**

Another successful project cooperation is the school twinning. The CCI matches companies and regional schools and supports their cooperation. The company sponsors school activities and get the chance to inform young people about the provided apprentice professions.

Challenges in international co-operation between educational institutions and the industry

Training programs are increasingly oriented to work integrated learning (WIL) so that during the course of study, as much practical experience as possible can be acquired and training course contents can also be aligned to the requirements of companies in respect of future skilled personnel. Interaction of further education and business is one of the core themes of the Erasmus+ Programme. However, in order to expand the WIL Programmes, the providers of training courses need not only appropriate financing, but also need partners from the business community.

Globalization takes place not only in trading relationships but also in such important fields as education. The exchanges and the collaboration of educational institutions beyond national borders has been common practice for quite some time. Educational institutions and companies work together to a greater or lesser extent, depending on the vocational training system.

Under these aspects the interaction of educational institutions and the business community with its economic organisations makes good sense, as put into practice beyond national borders through the LeTo project. Nevertheless, this constellation also brings a number of challenges with it.

Motivating companies to participation in projects

It proves to be quite a challenge to motivate companies to make practical placements and vocational training available or to take part in projects in training-related fields. Companies then only decide to take part if a direct benefit for their company can be generated. This is and remains the way that commercial enterprises think and work.

Cooperation projects which aim at participation of a company should consider the question of what direct benefits the company would have from such a project and should then take these into account in the content of the project.

It definitely makes sense when approaching companies to incorporate chambers, business development agencies and associations at the same time with due clarification of their role. Services and tasks to be performed for project partners outside the training segment must be defined beforehand. Otherwise there is a danger that it will not be discovered until the projects are put into practice that the contents to be worked on do not provide enough possibilities to integrate all project partners accordingly.

Diverse vocational training systems make implementation more difficult

The diverse vocational training systems of different countries and the various structures in the representation of interests of the economy can also present challenges to collaboration.

For example, in the area of vocational training on the grounds of school education in one country and of the dual vocational training system in Germany, no structure can be worked out which leads to an exchange of trainees. A company is much more likely to make a placement available for a trainee if on a reciprocal basis the company's own trainee would be able to gain experience by means of a stay in a the country of the respective project partner.

Allgäu GmbH

Best practices in international co-operation in education

The Allgäu GmbH is cooperation partner and initiator of four projects in the work life and education sector. The regional management of the Allgäu GmbH in cooperation edits these projects with partners of the working or educational sector. (www.standort.allgaeu.de)

- **Best employer brand Allgäu**

A total of 18 companies so far could be distinguished as "Best Employer" in the Allgäu. These companies were evaluated on key workplace issues such as leadership, cooperation, working environment, professional development and reconciliation of work and family through an employee survey.

- **Educational portal Allgäu – Platform for advanced and continuing education**

The education portal Allgäu is your guide for education and counselling. Designed as a tool for professionals-recovery and assurance you will find numerous offers for the qualification and training of adults. About 200 educational institutions currently offer approximately 12.000 courses.

- **Allgäu profession offensive - Allgäu-wide project days for students**

The motto this year: "Craft - The future in your own hands". These project days take place in domestic trade companies, vocational schools and vocational training and technology centres.

- **Study in the Alps**

Marketing campaign to emphasize in addition to the good conditions for study and career athletic & alpine side of the Allgäu. Study starter in technology and computer science are tempt you with super snow season tickets.

Challenges in international co-operation between educational institutions and the industry

The cooperation between science and economy sector is regarded as an essential element for the strengthening the innovative and economic power of the enterprises in the Allgäu. However, it is known that the knowledge transfer, particularly regarding cooperation with small and medium-sized enterprises (SMEs), is a rather difficult issue. For example, there are special acquirers which have the task of initiating cooperative ventures with business enterprises, but which are far from being used to the same extent by the economy as was originally presented at their institution. In the co-operation between business and science in the educational field, cultures are encountered which have very different goals and motivation positions and which look at each other with a more or less great skepticism. Arguments to this are often exchanged, and there are many studies on this. There is a special feature for international cooperation in the field of education in tourism (hotels and leisure sector). Nearly half of the companies have experiences in cooperating with universities, and about 75% are interested in cooperating.⁵ The focus is on student projects such as internships and dissertations and the employment of students. In relation to international cooperation, which have

⁵ HTW Berlin (2010). Hemmnisstudie 2010, Berlin: Senatsverwaltung für Wirtschaft, Technologie und Frauen, Berlin

been experienced by only one third. Due to the short duration of stay of interns and the factor of uncertain language skills only 40% are interested in a cooperation. The purpose in concern of the LeTo project is to understand the needs and in particular the reservations of companies in the region Allgäu in a better way. The main inhibition factors for knowledge transfer are highlighted in the next section.

Transparency factor and contact form

It was found that the program website is generally transparent and easily accessible on the Internet and other PR media. On the other hand, the interests of the customer (economy) are rather unknown. The issue of transparency is a major concern, in particular for companies without cooperative experience. This means that the company finds the best contact person for his specific problem as soon as possible. For the LeTo project the IHK Schwaben and Allgäu GmbH take over the function as contact person and acquiritors. For the further structure it is necessary to persist the structures and provide transparent exchange information on the website.

Timing and duration of internship

The main obstacles to cooperation between companies and universities are the time constraints. The lack of satisfaction with this is also reflected in the reproach of the lack of entrepreneurial thinking. Companies are mainly interested to provide an internship with a duration of 3 till 6 month. It should be considered whether the duration of the internship could be adapted to these desires.

Language Skills

Other obstacles are the uncertain language skills. Companies have stated that basic knowledge of the German language must be present in areas with direct customer contact. In the realization for the LeTo project we learned, that the knowledge of German define the field of application in the tourism sector. In the beginning we should query the required language skills and match the skills to offered internships. Therefore the use of a matching platform should be considered.

Motivation

The basic prerequisite for cooperation between universities and enterprises is that there is a willingness on both sides: And of course, there must be an issue in which the company can present a contribution from the university. If the company has no financial or time resources, both aspects are highlighted as the main obstacles faced by companies. It also can lead to confusion if there is no competent contact person on either side, the company and/or the university. Cooperation is not an end in itself, but must bring advantages for both partners. LeTo project partners have to define clear benefits for companies if they participate in the field. Extending the partnership to exchange skills could be a long-term and sustainable advantage.

The LeTo project shows - and this realization is not new - that personal, sustainable contact between companies and universities is of paramount importance for the establishment and implementation of cooperative structures. If this contact is ensured, many of the obstacle factors considered are superfluous, lack of transparency, duration internships, lack of confidence in professional competence. Measures designed to build personal contacts should therefore be encouraged.

Kempton University of Applied Sciences

Best practices in international co-operation in education

The collaboration between the Lapland University of Applied Sciences (Former UAS Rovaniemi), DEHOGA-Bavaria (German Association of Hotels, Restaurants and Cafés), Swabian Chamber of Commerce and Allgäu GmbH, is an example of a successful and innovative new way to join forces of the educational sector with the tourism industry. Since 2012, tourism students of the UAS Lapland are assisted by the German partners to find a company for their internship in the Allgäu-Region. Local collaboration partners also provide assistance during the internships. After the internship, students have a possibility to stay in the region and continue their tourism studies at the UAS Kempten. The next step will be to organize internships in Lapland for the students of the UAS Kempten as well.

Another best practice example of the cooperation between the educational and the business sector is a project carried out in 2013 in cooperation with a British luxury-brand car manufacturer and the Tourism Faculty of the Kempten University of Applied Sciences. The students worked on a project during one semester. The luxury-brand car manufacturer assigned the students to find new ways to increase the retention and the loyalty of its customers. As delighting customers not only makes them satisfied, but also tends to make customers loyal, providing them unforgettable experiences seemed to be an appropriate approach to attain the goal set by the company. During the course of lectures, the relevant issues and theories were introduced to students. This laid a foundation for the practical work, where teams created programs, which then were presented for the cooperation partner

Having a real business partner in this kind of project encouraged and motivated the students to work very hard, stay focused through the whole semester, and always to give their best.

Students must find their internship companies themselves. An internship is obligatory at the most university of applied sciences in Germany, as it is crucial to gain practical experience. For this, the students know about this the moment they start their studies. It costs effort and initiative to find the company on their own, but as it is no different than to the working life after graduation, this is believed the best way to prepare the students for the real world. This system is based on German educational culture and the high degree of popularity of internships in general.

Challenges in international co-operation in education

This understanding of the term `internship´ in other countries is not as common as in Germany. But an examination of adaption for single educational institutions may be possible and might be a positive outcome of the LeTo project.

To organize internships in Lapland for students of the UAS Kempten will be a challenge because it will be hard to match the need for an 18-week internship period with the needs of the tourism industry in Lapland. Tourism in regions like Lapland is highly seasonal, and the high season in tourism is not necessarily easily compatible with the academic calendar of the university.

Moreover, the university is still working hard on their internationalisation strategy. To foster, that more and more students are motivated and decide for an internship or a theoretical semester

abroad more first hand experience reports are needed. The International Office works intensively on informing students, but for many students a stay abroad means a great organisational and financial effort. This seems one reason why many students recoil from international experience during their educational life.

Last but not least, the mentoring and support by the university is less transparent before and during an internship abroad. Knowledge about intercultural competences is imparted at the university in various lectures. But depending on the country a student decides for international exchange, its culture might or might not have been a component of the lecturers input. Also there is little support in finding an internship abroad. A Work Placement office like in Breda is due to shortage on staff not possible. Therefore the students have to be motivated to take on the challenge to find an internship abroad rather than in Germany.

Opportunities for development

International projects like LeTo have potential to place students in one of the partner institutions for an internship, if s/he is interested in research activities as later profession. As an example one could think of projects to find solutions for seasonality issues in a certain region.

During the LeTo project the German team found, that more reporting from returning students is needed to foster motivation and information for an internship abroad. For this a Moodle page "PraktiGuide" was developed and will be launched during the project time at UAS Kempten. This page allows students of UAS Kempten to exchange experience they have made during an internship, with the company, the colleagues, the mentors, the country and the culture.

Moreover, during the project, NHTV Breda was identified as role model in mentoring. Even though this could also be explained by the higher number of staff available in relation to students, Breda's Mentoring scheme accounts as a great input for future mentoring activities in Kempten and parts are tried to be implemented during Kempten's Mentoring sessions before and after the internship. Students are also more activated to use mentoring during the internship if they have problems during the Student Journey.

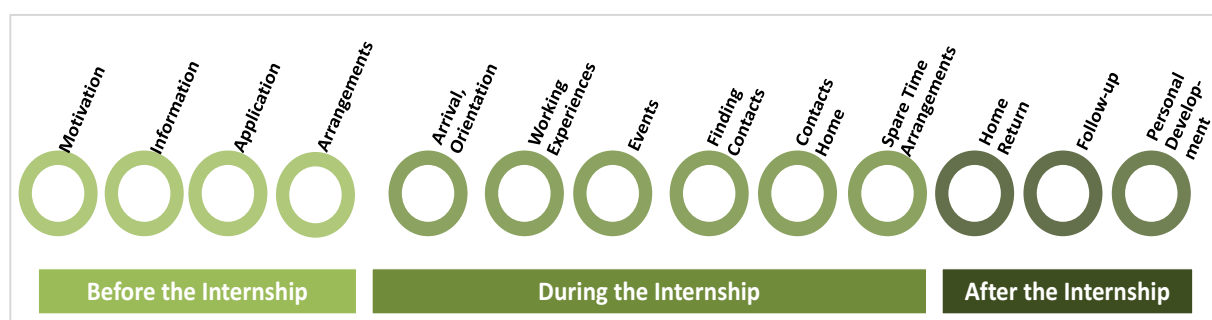


Abb. 1: Student Journey (Quelle: Prof. Dr. Seppälä-Esser & Heinz, 2016)

The Student Journey was developed during the LeTo-project and played an important role in investigating a student's path before, during and after an internship, his need for motivation and information as well as mentoring.

NHTV – Breda University of Applied Sciences

Best practices in international co-operation in education

- **Cooperation in practice**

Students can conduct research or perform activities for companies in various ways. The commitment and involvement of businesses creates a bond which leads to win-win situations for the companies and the NHTV students and institute.

- **Placements (students and employees)**

A compulsory internship for 20-weeks. Students work on daily activities within the company and have additional school and company assignments.

Breda UAS contact the company at the beginning of the internship and at the half of the internship, if it's domestic internship they visit the company, in case of international internship they call. There is a strong triangle between student, university and company.

- **Thesis**

Students can graduate on an assignment given by a commissioner (company/ NGO/ government). Sometimes an internship makes part of the graduation process.

- **Excursions and fieldtrip**

In each study programme excursions and fieldwork are organized. These are compulsory and always include company visits. ITMC for example organizes 4 weeks of fieldwork to various destinations in Asia. Students make a research plan in advance, collect data during the trip and then afterwards analyse & report the results of their study.

- **Seminars**

In the fourth year students can compile their own study program from a list a various courses and seminars. Seminars last one week and some of these are given by experts from the field.

- **Optional / free electives**

Free electives can be fulfilled by performing smaller assignment. Free electives are ECTS that the students can earn by working on industry related projects/assignments. Students work independently on these assignments.

- **In the various courses**

In most courses guest lectures are invited to talk about their organization, the challenges and the developments in the industry. Often these performances are followed up by an assignment that is incorporated in the course. Students work on these assignments during the length of the course.

Challenges in international co-operation in education

- **Time consuming:**

To come to a clearly defined research topic or placement assignment that is of mutual interest.

- **Expectations and quality control:**

Students are not yet professionals. However, you want to have high quality output. It is essential to properly communicate the skills and ability of the students. Some assignments that are embedded in courses are supervised and steered by the lecturer. They can have some influence on the quality.

- **Supervision:**

During a placement students need to be able to learn from the team of people who are working in the company. Companies and organisations often underestimate the importance and time consumption of internal supervision.

- **Planning and timing:**

The curriculum of student is not flexible. The periods for courses, places and thesis processes is fixed. This does not always match with the urgency of the topic for the commissioner.

- **Scope of the assignment:**

Some assignments are too elaborate to be included as an assignment in a course, some are too theoretical for a placement or too practical for a thesis. Each assignment/research request needs to be assessed and linked to most applicable.

- **Different interests:**

The industry is mostly interested in the outcomes of the study. For NHTV the background, the methodology and the process are as important. This can result in confusing situations for the students.

University of Lapland

Best practices in international co-operation in education

Internship is a new study module, and there is no extensive experience yet. For that reason we are unable to make statements on best practices now. The curriculum for Master's studies in tourism research has been renewed a few years ago. The aim of the internship is to strengthen the student's professional identity and to give readiness to work as a tourism specialist in demanding tasks in tourism field. In a nutshell internship's objective is to enhance students' knowledge and develop skills about and in working life.

Challenges in international co-operation in education

- The curriculum for Master's Studies in tourism is recently renewed; consequently, tourism students are still unknown resource for the tourism industry
- The objectives and requirements of internship can be challenging from the business perspective
- The benefits of the internship for the companies are unclear, finding enough suitable working life partners is challenging
- It seems to be unclear for companies who to contact in the University, more communication with tourism enterprises is needed

In the increasingly global world, skills in cultural and social competence are highly required for professionals in service sector. Actually an internship and especially an international one has a significant role in developing key personal, professional, cultural and social competency characteristics of the students. After graduating students might have unrealistic expectations of working life. Internship is a good way to break these unrealistic expectations and gain understanding of working life and generic employability skills. Internship also plays an important role in the student life while choosing the future career path, on the other hand, internship also helps organizations to become acquainted with future professionals.

This report is based on case studies, including written reports and the sets of conversations with the interns and relates the challenges of completing an international internship in the placement organization and performing the daily tasks in the working community.

Due to differences in culture, ways of working, expectations and motives internships are not always easy to execute. As its bests an internship allows learners to quickly contextualize the study content within the socio-cultural and functional environment. However, during their internship the interns can experience anxiety of not fitting in within working community or not fulfilling own expectations. A group of people who share a work also shares habits, traditions and a common history. Initially a new member may observe and perform simpler tasks and by watching and learning in a progressive socialization process would successively get the member into the feeling of belonging to the community. In this paper some of the challenges related to the internship cases completed abroad by the students of Tourism Research Studies of the University of Lapland are highlighted. As a

solution to the challenges emerged in these cases can be used the development of the partnership between the academia and the industry. The cases are anonymous by the request of the interns.

The interns come into the working partnership with their own expectations and needs. Some elements less flexible, instead, will become from the policy guidelines. The interns have to agree about the tasks and responsibilities with the employer before the beginning of the internship. This does not, however, always ensure that the tasks are in line what agreed beforehand or that they will not change during the internship.

In these cases the interns carried out both daily routines and particular tasks which were given by the placement supervisors. The supervisors were mainly motivating, understandable but also demanding. They understood personal expectations of the interns and somehow conditions for the internship, which also led to some new ideas emerging during the internship. However, the initiatives given by the interns were not always accepted as needed, as a result the interns felt some disappointment. Through independent work the interns achieved more confidence in decision making and goal setting. Unfortunately, the theoretical knowledge acquired during the university's courses did not always help interns to manage tasks in the working place. Especially in such situations, the supervisor's understandable attitude and the open communality of the working community play an important role.

Unfortunately the interns had to keep their side pretty much so that the job description of the internship remained as it should be. By using the personal directness and straightforward speaking greater misunderstandings were avoid. However, all interns do not have the courage to tell their own opinions - especially if an intern is young, has just a little or not at all prior work experience. It seems to be unclear for many organizations what actually internship includes. Sometimes quite monotonic tasks and not at all responsible missions were given to the interns. However, the organizations' understanding of the content of the internship could be developed by the better cooperation between the academia and industry.

The attitudes of the superiors and colleague to the interns were sometimes different from what the students had previously experienced. This may be related to these particular cases or culture of the organizations and hence will not be generalized. Equally, the openness and behavior of the work community can play a decisive role in the student's total experience. As Billet (2009) states there must be a total willingness to share knowledge and provide guidance by the staff of the organization.

According to interns the marriage between university and working life should be developed as it would benefit widely the authors involved in internship process. The students need to be supported in fostering of working life skills throughout the studies. Even though the internship module in the tourism research studies at the University of Lapland is a mandatory course, the students need to be encouraged to face the internship module and working life.

Opportunities for development

These study cases highlighted that deeper understanding of the needs of the partners and more clear content of the study module could help to develop the communication and achieve key goals of each author. According to the interns "right" people in terms of their ability, attitude and

personality should be engaged in internship process. Appreciation, understanding and commitment towards interns are essential to enhance the interns' ability familiarize themselves during the internship and orientate themselves in the working life after the study. There can be some challenges when finishing a higher degree and entering work life (Gellerstedt & Johansson & Winman 2015). The biggest challenge could be the ability to put the learned theory into practice. Many graduates might have unrealistic expectations of work life and idealistic picture of reality. According to the interns the university could ease the control over the content of the internship study module and work in new ways to maintain the institute standards.

The knowledge and skills which students get studying at the university are more theoretical and broader rather those they needed in the internship placement. However, interns emphasized, that during the internship period such skills as task and time management, flexibility, fast and independent learning, organization and communication skills were developed. In addition understanding for the complexity of the situations and matters was achieved; there definitely can be several "right" solutions to one problem. More understanding for working life and especially for service sector was gained during these internships. Also more respect for running a business and understanding of having a real passion for what is needed to be able to strive and succeed were gained.

After the internship period, interns felt themselves more flexible and understanding of the business. They told to be also able to stand up for themselves and confront the colleagues or the superior in case of a problem or difficult situation. The interns learnt how to deal with problems and difficult situations in an appropriate manner, in addition to that, the interns considered themselves very lucky as they were able to work with and learn from people from different cultural and educational backgrounds.

Internship is an independent process from the point of view of students; students are themselves responsible for acquiring a placement and preparing a contract with a supervisor. Students seem to have the same kind of the attitude with the internship process as with the other courses at the University. If the challenges arise during the process the interns seek to resolve them independently. Due to the working experience gained before the internship students said to be more flexible and skilled in practice. However, there were some moments when the interns realized to have an unrealistic picture of certain issues and the business environment.

In some situations the organizations did not understand how student knowledge and especially international studying experience could contribute in its daily operations or new projects activities. The internship programs could be one element to minimize the gap between the university (theoretical knowledge) and industry (practical work). In these, as in the previous reports related to internship process (IO3 and IO7), mentoring did not emerge significantly. According to the interns, it is good to share experiences of internships among students, but mentoring does not have to play a specific role in the internship practices.

REFERENCES

Billet, S. (2009). Realising the educational worth of integrating work experiences in higher education. *34(7)*, 827–843.

Gellerstedt, M. , Johansson, K & Winman, T. (2015). Work-Integrated Learning – a Marriage Between Academia and Working Life. *Systemics, Cybernetics and Informatics*, *13(6)*, 38–46.

Lapland Tourism College

Best practices in international co-operation in education

Documents and processes on the job learning process

- Long experience with many partners
- Basic tasks and guidance quite easy everywhere
- Internship practices are well processed

Students have experienced the international internships as good sources for new knowledge and very positive experiences. According to our students, the material package we have gathered has been good, in one folder there all all templates that the students takes with him/her and international contact person has been reading them through with the student. In addition we have been sending info-emails to the destination country contact person.

With German partners we make a material package and training for working place tutors – it makes all the stakeholders role a lot easier.

Our company database helps finding the internship placement. Info events that we have been giving to groups have been seen as good – discussion and asking questions is more open.

Recognizing skills and knowledge in vocational level works well. Common parts of degree (language, mathematics, social etc. school topics) have usually been already gathered (and marked the EQVET scored) when student departs to the international training period, in practice just before he/she have graduated

Challenges in international co-operation in education

- New partner, new working models and co-operation
- Language skills
- As the students performing the internship are really young, aged 15 to 16 it can be challenging to manage their everyday lives abroad. In fact underaged students are not permitted to go abroad on our system, student should be at least 18 – and most of internship students are, because they students start their studies at age of 15-16 and graduate at age of 18. Internships will be carried out at the end of the studies.

The main goal of Learning Tourism (LeTo) project from the perspective of vocational education and training was to develop an international student mobility process in the Allgäu region in Germany in cooperation with the local Chamber of Commerce. On Lapland Tourism College's existing international networks, there is usually a local college involved. Such local colleges act as an interpreter of the Finnish vocational training for companies. The German dual model of education forced us to develop the co-operation without an educational institution. In a development of the mobility process is emphasized an administrative perspective, since a fluent and high-quality of

mobility process requires agreements and common understanding of the activities of the partner countries and the organization of training models, as well as the host country's labor practices. The development of these practices was our main purpose to join Learning Tourism project.

- it is essential to plan international mobility a distinct time in advance (when making personalized curriculum) when it is possible to tailor e.g complementary language studies for the students to prepare international internship period
- templates to be easier to find in our premises (international info platform? Optima would be good place to gather information)
- personal support for the student to be available; person who knows the process and supports also practical arrangements (accommodation, flights etc., finding accommodation and internship place can be many times challenging)
- make the training before departure more clear and concise (familiarizing the destination country and the contents (etc), in our case this could be developed in the level of the municipal federation)
- Make teachers familiarize themselves systematically to the mobility process, templates and own role (teachers role is to support students learning process and to help mentor in the working place, eg. clarify assessment criteria and make sure that the student can get to the tasks that are part of the degree)
- Applying digital methods in the students distance tutoring; at the moment we use mainly e-mail but it would be important to find that kind of contacting channel that works both with the student and the mentor in the working place. At the moment the instant messaging tools work well with the student but the challenge is to stay in communication with the tutor in the working place
- Supporting and training the tutor in the working place: what is the purpose of the different templates, how to give feedback and guidance, and opening up the assessment process à level of tutoring and too major variations in "understanding" the aims of the assessment and making the assessment itself

Opportunities for development

- Good basic work before arranging student mobility /building co-operation → getting familiar with companies and understanding the industry, mapping the possibilities to gain skill for finnish VET students. Preparatory work should be done by persons who look widely the industry and have Decision-making powers. Teacher look possibilities of only by his perspective
- coaching the companies in advance (VET system in Finland, each parties roles, assessment, guiding, keeping in contact etc.) is very important to guarantee the quality of mobility

- databank of interested companies (coached)
- Language skills are limited with customer service students (waitress and receptionists), so concentrating mobility on cook-students in Germany is necessary. In Germany there is not such an activities in tourism industry that our students could gain skill for our vocational units (f.e. guiding services, productization): Activities in companies is not supporting studies and students have seldom enough language skills to customer services.
- pre-mobility work needs still more developing in Finland: clarify the process, coaching teachers, information bank (forms etc.) is needed
- co-operation with teacher exchange is worth of developing in the future (makes more interest for both sides)
- long term partnerships guarantee best possible tackling of the challenges in international internships, e.g different or mismatching language requirements
- process of company – educational organization cooperation must be clear and it must respect for instance the secrecy issues of the company, as well as confidential data issues of the educational organization
- it is important that the educational organization management is committed to the internship development activities and it nominates the corresponding personnel to the staff, since this makes it possible to take into consideration and react properly to the changing circumstances of the educational practice(s)

Lapland University of Applied Sciences

Best practices in international co-operation in education

- Internship in UAS is well processed, this helps both incoming and outgoing students
- Wide database in use where all information about all stakeholders is saved
- Long partnership with tourism enterprises in Lapland
- Cooperation with Allgäu –Region since 2012, appropriate ways of collaboration seem to be established

Challenges in international co-operation in education

- In order to be fluent, dialogue and co-operation requires familiarity and trust between individuals - smoothly going practices and tools are not enough
- Changes in staff can be challenging in cooperation

SUMMARY

In this report best practices and challenges of international internship and other student mobility of partners are presented as well as joint and different practices of partners in international student mobility are defined. The report has been prepared on the basis of partners' materials and partners' comments expressed on meetings.

For the partners, internationalization is deemed a cross sectional task, which affects all areas of teaching in educational institutions. In the same way internationalization is part of everyday operations in Allgäu GmbH and Swabia CCI. Both in Allgäu-Region and Lapland tourism is a very important economic factor. At present globalization and demographic changes pose significant challenges for the tourism sector in both regions. In addition to that, both regions have their strengths and weaknesses, which should be taken into account when developing services. Students, who have carried out their internship abroad, in addition to learning, could act as developers. For the regions and local tourism enterprises students' intercultural experiences will provide a fruitful outsiders perspective which would be helpful when new and better tourism services are designed.

In many areas where tourism is very seasonal field students are seen as highly valued employees. On the other hand, due to lack of the human resources it can be challenging for many companies to take students for internship. During the internship students need guidance and regular feedback. In addition to that, in business there can be ignorance of students' skills and knowledge. By informing tourism enterprises about requirements and benefits of internship we could reduce the gap between internship and business and furthermore, get suitable students and suitable companies to match each others. In the future it would be helpful to share experience about interns between companies as well.

Educational institutions offer excellent study conditions incl. a practical approach to teaching and learning and use of high quality technological tools in international environment. On this basis is good to develop a common path for the further development of internship.

This investigation report has been completed by the project coordinator. A report should be reviewed as a summary of the issues appeared so far. This investigation can be supplemented by partners (e.g. numbers of both incoming and outgoing students, p. 12 and naturally also in other respects) and further processed in next transnational meeting scheduled for early 2016.