

Contents

INTRODUCTION.....	3
Objectives.....	3
Partners.....	3
Lapland.....	4
SHORT PRESENTATION OT EACH PARTNER	5
NHTV - Breda University of Applied Sciences	5
Kempton University of Applied Sciences	7
The Multidimensional Tourism Institute (MTI).....	9
Allgäu GmbH	10
The Chamber of Commerce and Industry (CCI)	11
Summary of the 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 in education	13
Allgäu GmbH	14
Best practices in international co-operation in education	14
Challenges in international co-operation in education	14
Kempton University of Applied Sciences	15
Best practices in international co-operation in education	15
Challenges in international co-operation in education	15
NHTV – Breda University of Applied Sciences	16
Best practices in international co-operation in education	16
Challenges in international co-operation in education	17
University of Lapland	18
Best practices in international co-operation in education	18
Challenges in international co-operation in education	18
Lapland Tourism College.....	18

Best practices in international co-operation in education	18
Challenges in international co-operation in education	18
Lapland University of Applied Sciences	19
Best practices in international co-operation in education	19
Challenges in international co-operation in education	19
SUMMARY	20

INTRODUCTION

Objectives

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.

Project activities are divided to seven different Intellectual Outputs (IO:s). 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 and challenges are reported and also preliminary analyzation done in this report.** Partner's organisational structures and stakeholder cooperation practices are analysed, and it is also discussed how different operational models can benefit future curricula and international activities in each partner 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

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 south west, 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.



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 is one of the top tourism destinations of Germany.

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.

SHORT PRESENTATION OT 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



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

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 7392 students of which 2250 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 3 professional bachelors (BBa), 1 academic bachelor (BSc), 1 master (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.

- **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. 2 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 give training and workshops.

Kempton University of Applied Sciences

Kempton University of Applied Sciences is the only state higher education establishment in 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 Kempton 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 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.

Kempton 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 Kempton. 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.

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 tourism in Kempton, 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 maximum of 20 students.

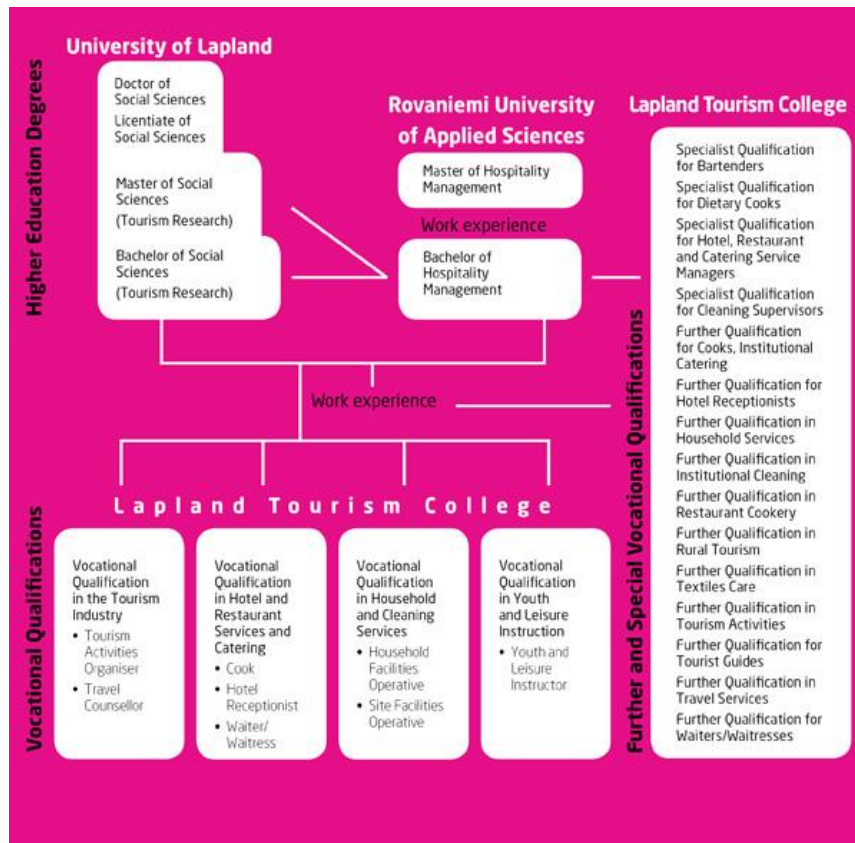
Joint projects with tourism industry partners, lecturers from the tourism industry, guest lectures, case studies, and excursions for near and far are some of the methods for integrating the practice and theory in the tourism studies.

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

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 or even more academic staff in the future as well.

The Multidimensional Tourism Institute (MTI)

The MTI is cooperation between the University of Lapland, Rovaniemi University of Applied Sciences and Lapland Tourism College. The interrelations of the different institutions and their organization and tourism specializations are shown in the following picture.



The MTI is situated in Rovaniemi, Finnish 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.

Allgäu GmbH

The Allgäu GmbH is the regional association for location and tourism in the region Allgäu. The company itself will take 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 the leading alpine embossed Health and Wellness Destination Germany. In context of the location the region is 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". Allgäu Far find these project days 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.

Summary of the statistics

To evaluate the impact of measures taken during the project the number of both incoming and outgoing students should be reviewed. The review should be extended at the fewest for the period 2013-2017 / 2018. 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 2013/2014	Outgoing 2013/2014	Tot. In taken students 2013/2014
Kempton University of Applied Sciences			
Breda University of Applied Sciences			
Lapland Tourism College			
Lapland University of Applied Sciences			
University of Lapland			

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 in education

The challenges were not raised in partners 'presentations or in partners' data. For this reason, this chapter of a report could be completed later by partner and /or discussed in next meetings.

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". Allgäu Far find these project days 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 in education

The challenges were not raised in partners 'presentations or in partners' data. For this reason, this chapter of a report could be completed later by partner and /or discussed in next meetings.

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 Marketing, 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 Kempton. The next step will be to organize internships in Lapland for the students of the UAS Kempton 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 Kempton 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.

Follow-up letters to companies who have had interns to ensure sustainability. (International office sends)

Challenges in international co-operation in education

To organize internships in Lapland for students of the UAS Kempton 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 is highly seasonal, and the high season in tourism is not necessarily easily compatible with the academic calendar of the university.

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

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

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

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 highvalued 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.