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FACTS AND FIGURES

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2016

SIRU KORKALA:

International dimension in the strategies and daily life of vocational schools

– A survey of vocational education and training institutions in Finland



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To the Reader

 International dimension is an essential part of vocational education and training (Education and Research 2011-2016, Development Plan). Finnish society needs people with international competences, and these are also required from those studying for vocational qualifications.

There are many opportunities to acquire international competences in practice: the number of students in vocational education and training (VET) who go on an exchange period abroad has remained constant for years, and different forms of internationalisation at home offer even further opportunities. Teachers and managers in VET institutions are developing their skills and training programmes in projects together with international partners. VET export is opening new international opportunities and several export projects are already on the way.

We have to keep developing our international activities, however. Strategic planning in this respect has gained momentum in the past few years, but to what extent? The strategic work should lead training institutions' international activities, but the strategic goals can sometimes get buried under

the day-to-day drudgery. The resources available for international work vary greatly from organisation to organisation, regardless of how much importance it is given in strategy documents.

The latest Finnish national education and research development plan period is coming to an end and, from the context described above, CIMO wanted to look into what kind of international goals we can find in training providers' strategies, and how well the actual international activities correspond to the strategic goals.

Based on our survey, there is no unambiguous answer to the second question posed: recording a target in a strategy document does help make it happen, but on the other hand, not having it written down does not necessarily hamper international work. Ad hoc international work, however, does not always support the goals of training providers, and at worst can even work against strategies set.

Although we did not find a direct causal link between strategies and actual international activities, the survey provided a lot of useful information about best practices to promote international cooperation and, for example, about how, at worst, international activities can be stifled in an organisation.

In this publication, we shall focus on the issues raised in the survey. First, we shall look at the contents of VET providers' international strategies, how they are created and how they are put into practice. Furthermore, we shall look at the roles of VET staff and management in promotion of international activities and the links between international and curriculum work. Participation of business and industry in international development of VET institutions as well as promotion of VET export are also important and topical issues.

Further information about the survey in Finnish is available at CIMO's website at www.cimo.fi | Palvelut | Tutkimus- ja selvitystoiminta.

You can also find there the full report in Finnish – Tietoa ja tilastoja (1/2016) – describing the results in more detail.





Over 50% of training providers who answered to the survey had a specific international strategy; over 30% also had a concrete action plan to achieve international goals.

An increasing emphasis on strategies is an indication of the significance of international work

Currently, there are 162¹ institutions in Finland providing initial, further and continuing vocational education and training (VET). Over 6,000 vocational students go abroad on an exchange every year, corresponding to almost 5% of the total number of students and 13% of the student intake of the same year. Furthermore, about 1,600 teachers and other VET staff go abroad.

At the same time, students and staff from abroad come to Finnish VET institutions and businesses in their operating environment. Training providers advanced in international work also offer a wide variety of other types of activities, allowing internationalisation at home, such as a wider than usual selection of language studies. In addition, they participate in many international projects.

The increasing emphasis on strategic planning in the past few years is an indication of how international work has become more common and important. A variety of models and guides have been created to support strategic planning to improve the quality of international work. CIMO has also provided international strategy training that has attracted about half of all VET providers.

MOBILITY IS REGARDED AS THE MOST IMPORTANT MEANS OF INTERNATIONAL COOPERATION

At best, the international dimension is already included in the vision and strategy of training providers. They will cover points, such as that all vocational students should have equal opportunities to participate in international activities, that there are resources to develop staff, and that providers will answer to the needs of business and industry by training people with international competences.

The strategies analysed in this survey can be characterised as lists of objectives rather than practical measures. Over half of training providers already have a separate international strategy, which is a very positive development compared to the situation only a few years ago². 20% of training providers who participated in the survey only submitted a general strategy with usually only a short reference to international activities; one strategy had a more in-depth focus on international work.

Another positive development is that over 30% of respondents also had an international action plan with a number of very concrete goals.

¹ Source: Opintopolku.fi

² Compare a similar study from 2008: Mahlamäki-Kultanen, S. & Susimetsä, M. (eds.) Ammatillisen peruskoulutuksen kansainvälistymisen nykytila johtamisen näkökulmasta (the present state of international dimension in initial vocational education and training from the management point of view). Häme University of Applied Sciences. Hämeenlinna.

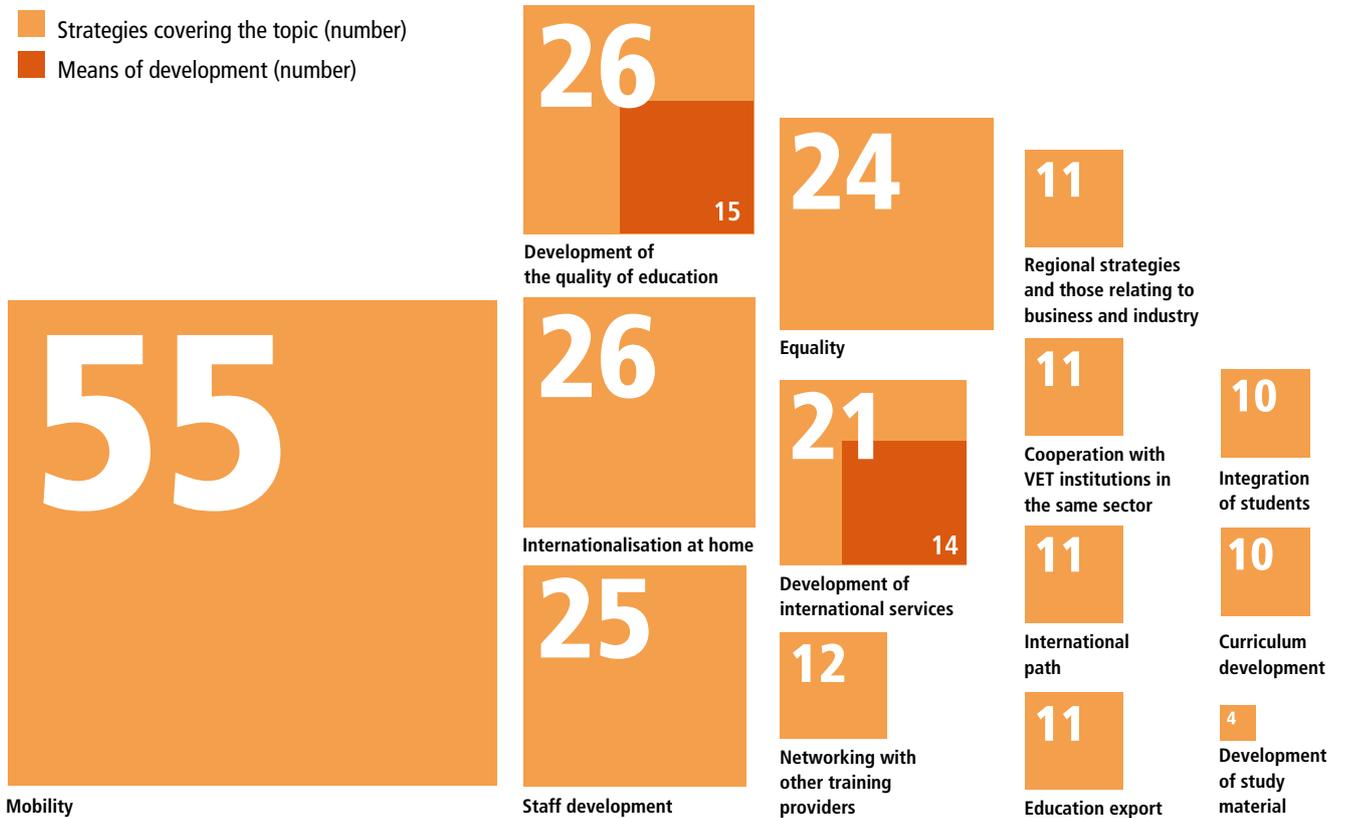
Improving the quality of education is a common theme in strategies, but the means of how to achieve this are rarely mentioned.

All strategies dealt with international mobility, making it the most common international topic in them. Internationalisation at home and improvement of the quality of education came next. However, the means of how quality will be improved, such as international networks or development of study material, were mentioned less seldom.

Development of international services was another topic which also covered means of development. Many strategies described how international work of the training provider was organised. It was, however, often defined very narrowly, in practice, just listing the tasks and responsibilities of the international coordinator.

It was surprising that – although VET institutions work closely with employers – only just over 20% of them refer to the needs of the local businesses in their international strategies.

The majority of the strategies are quite general without digging deeper in, for example, development of curricula or study material from an international perspective.



Graph 1. Topics mentioned in strategies from an international perspective (N=55). The second number in two topics tells us how many times the means of developing the topic was mentioned.

What was analysed and how?

The aim of the analysis was to compare how the goals recorded in strategies corresponded with the international work done in practice. The analysis was done in three stages: 1. content analysis of the strategies, 2. a survey and 3. a case analysis of different types of organisations. The study material was collected over a year. The strategies were analysed in the summer of 2014, the survey was carried out in the winter of 2015 and the interviews in the summer of 2015.

All VET providers were asked to submit their strategy documents. 55 of them submitted their strategies.

Type of institution	Respondents (number)	Training providers (number)	Response rate (%)
VET institution	40	123	33
Specialised VET institution	9	23	39
Vocational special education institution	5	7	71
VET institutions for adults*	1	9	11
Total	55	162	34

* Training providers that only provide adult education

On the basis of the analysis of the strategies, we designed a survey that was sent to the providers who had submitted their strategy papers. 48 training providers answered to the survey, making the response rate very good at 87%. People who answered to the survey were either managers or international coordinators.

The final material analysed included the strategies and answers to the survey from the 48 training providers.

General strategy	11
International strategy	18
International strategy and plan	10
International action plan	9
Total (number)	48

A case analysis provided further information about observations made about the international state of matters in the organisations based on answers provided in the survey. Six training providers were selected to be interviewed. Two of these were advanced in their international work, two in the mid-range and two had been slower in developing their international work. The other of the slower organisations had just gone through a major restructuring process, and great progress had been made in their international work in the space of time between the survey and the interview.

Organisations interviewed:

- Organisations advanced in their international development (2)
- Organisations in mid-range in their international development (2)
- Organisation that had gone through organisational restructuring (1)
- Organisation slower in their international development (1)



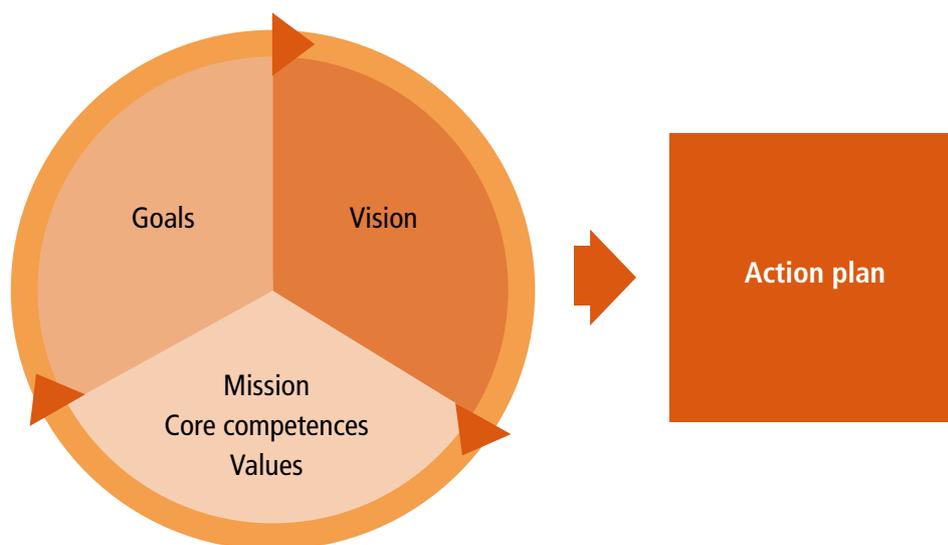
International strategies will not get forgotten when the whole organisation is involved

● A strategy defines the direction in which an organisation is heading, what the desired goal is and what the organisation will do to reach the goal. It is generally known that the more people in the organisation are involved in the strategic planning, the easier it is to implement.

The model for international strategies³, designed by the Finnish National Board of Education and CIMO, stresses that you should not only present visions and strategic goals, based on analysis of the operating environment, mission, core competences and values, but that you also need an action plan of concrete steps of how to achieve the goals in practice. For international work to be successful, this is essential. After making the international

strategy and action plan, you still need to establish responsibilities for implementation and the division of tasks.

For the implementation of an international strategy to succeed, the process of drafting it, and particularly, the composition of the planning team play a key role. Although international coordinators and similar staff members tend to bear the main responsibility for strategic planning, at best, a variety of personnel are involved in the process. In organisations advanced in their international work, teachers, tutors, students, and, above all, the management were involved in the process. The commitment of management from the beginning will ensure that set goals will be achieved.



Graph 2. Parts of an international strategy (National Board of Education 2010)⁴

³ and ⁴ National Board of Education (2014). Strength from International Cooperation. Strategic Planning for International Cooperation in Vocational Education and Training. Publications 2014:5. www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/31725_oph_vahvuutena_kansainvalisyys_ENG_Tulostus_sivuttain.pdf

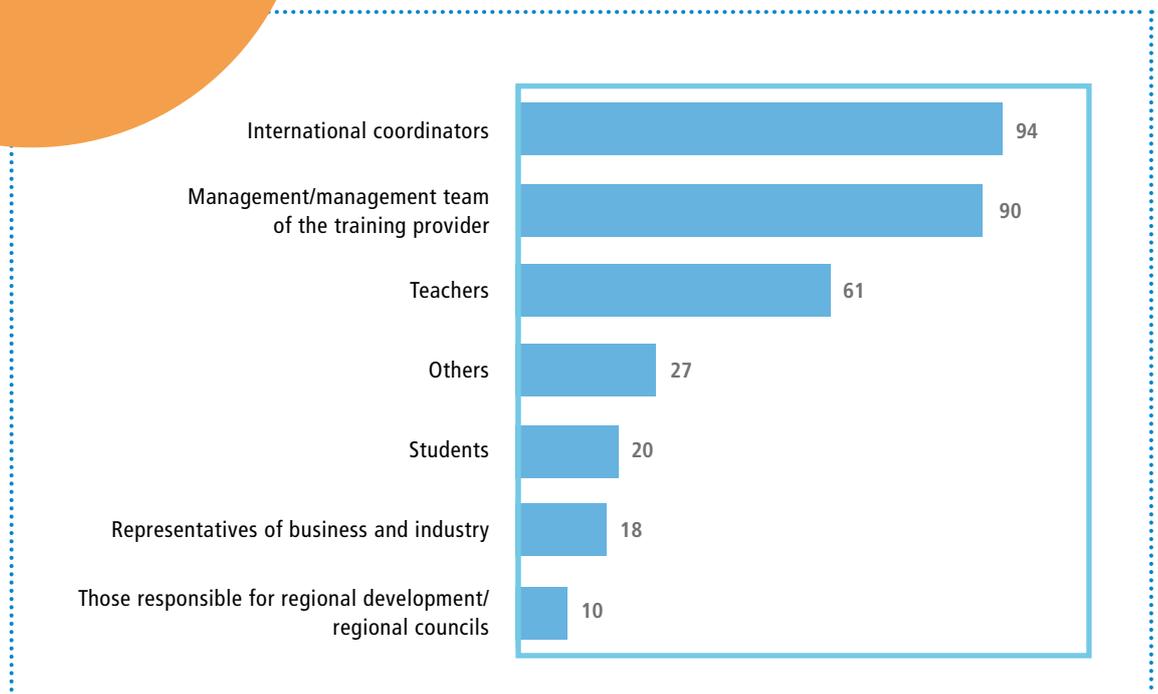
According to the survey, the reality is in most cases still far from the ideal: for example, teachers are to some extent involved in the process of writing international strategies, but in most cases we only talk about a few people. The majority of teachers are not involved in the process. One of the reasons given was that teachers did not have enough time for the work and they got involved only after the groundwork had been done. It may also be that an institution has so few teachers who are so interested in participating in international activities that their involvement in the strategic planning is seen as justified. Students are rarely involved in the process.

At worst, the international strategy is written by the international coordinator alone, which will not carry far, and even having a designated international team may not necessarily succeed in integrating a strategy in the whole organisation if other staff members don't have ownership of it. An international strategy designed in this way is easy to bury and the fine objectives easy to forget.

FROM AN INCLUSIVE PROCESS TO AN INCLUSIVE IMPLEMENTATION

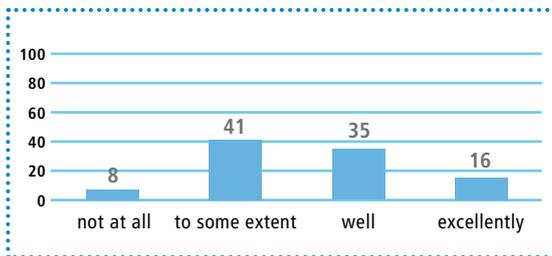
After an international strategy and an action plan have been made, we have to define responsibilities and tasks to carry out the practical work. There is room for improvement in this respect as only a half of training providers thought that international responsibilities and tasks were defined well or excellently in the operational guidelines of the organisation.

Involvement and commitment of the management ensures that the strategic international goals will be achieved.



Graph 3. Those involved in the design of international strategies (%)

Division of responsibilities and tasks to carry out international strategies is easy in organisations in which staff has been involved in the process.



Graph 4. Are the international responsibilities and tasks defined in the operating guidelines of the organisation? (%)

The case interviews revealed that it was easy to designate responsibilities and tasks to carry out international strategies in those organisations in which a variety of people were involved in the process. Thus, instead of being something isolate in the organisation, the international strategy is something that staff are well familiar with. Training institutions advanced in their international work see it having strategic importance for them. International work is strongly integrated in the operations of the organisation and international coordinators play a key role in its implementation.

In the best scenario, different units in an organisation have their own international coordinators who ensure that all students are informed of international opportunities. In this way, you don't rely on one person, one teacher with an interest in the international dimension, to offer these opportunities.

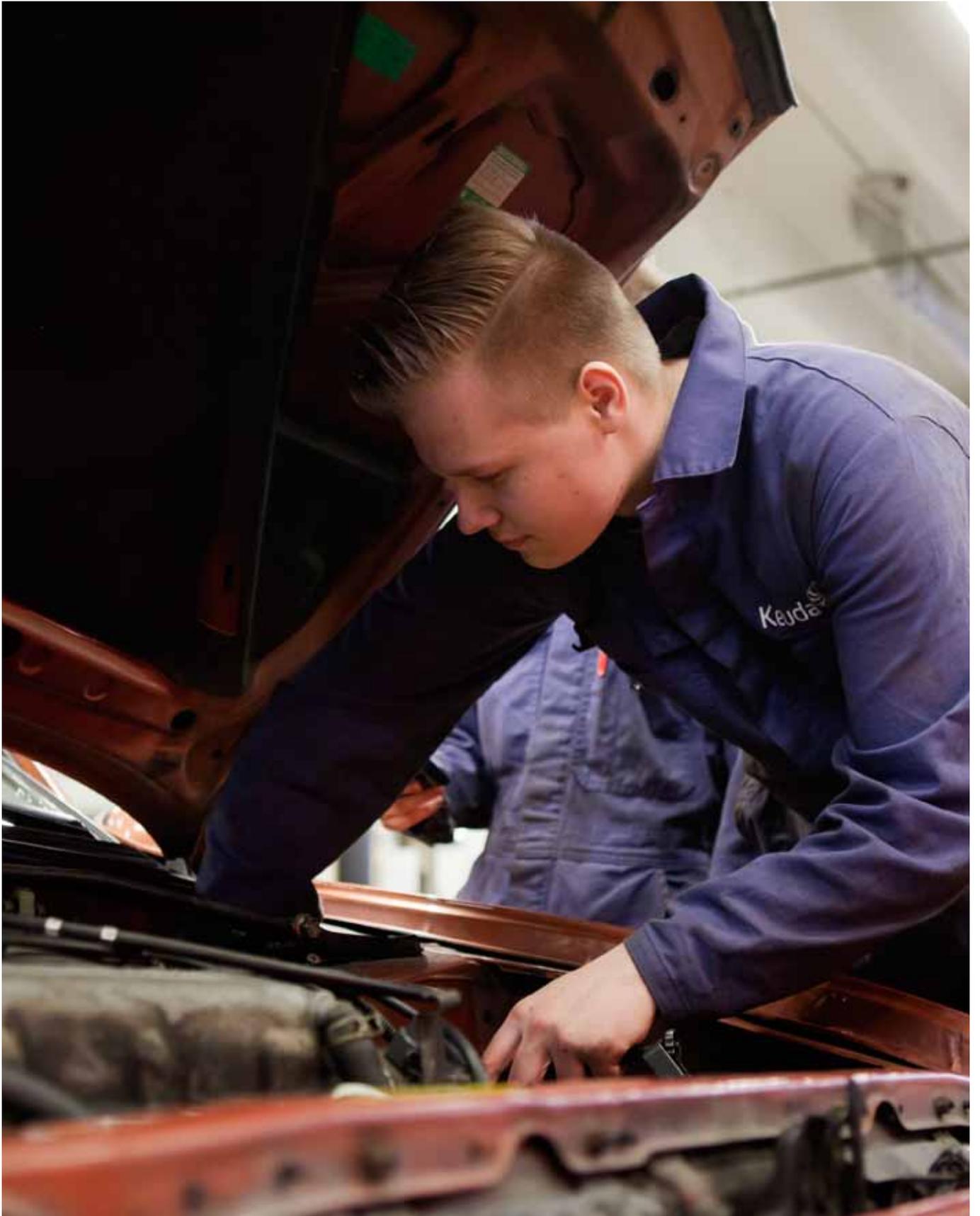
How a common strategy helped secure international cooperation after restructuring of an organisation

When many different units are combined to form a bigger training organisation, each unit brings in their own operational culture. In the beginning, international work in the new restructured training organisation was badly organised: responsibilities and tasks were not defined and exchange of information was lacking.

When the joint municipal authority had common international goals set, it encouraged all training providers and units to participate. The most significant step forward, however, was getting different units and actors in the new organisation involved in preparation of an international strategy, including staff and students, and also local businesses that were sent a questionnaire about their international activities. The management was interviewed to provide their views about the organisation's international needs.

Along the new strategy, people in the organisation became more clear about their responsibilities. The international coordinator and team have clear roles but there is still room for flexibility. Units combined as a result of the restructuring still have their own operating cultures but they also hold on to best practices.

An action plan secures continuity in international work, documenting division of responsibilities, roles and tasks, which has helped different units achieve their goals. This is necessary because of the fragmented nature of the organisation, with long distances between different institutions, which makes the work challenging.



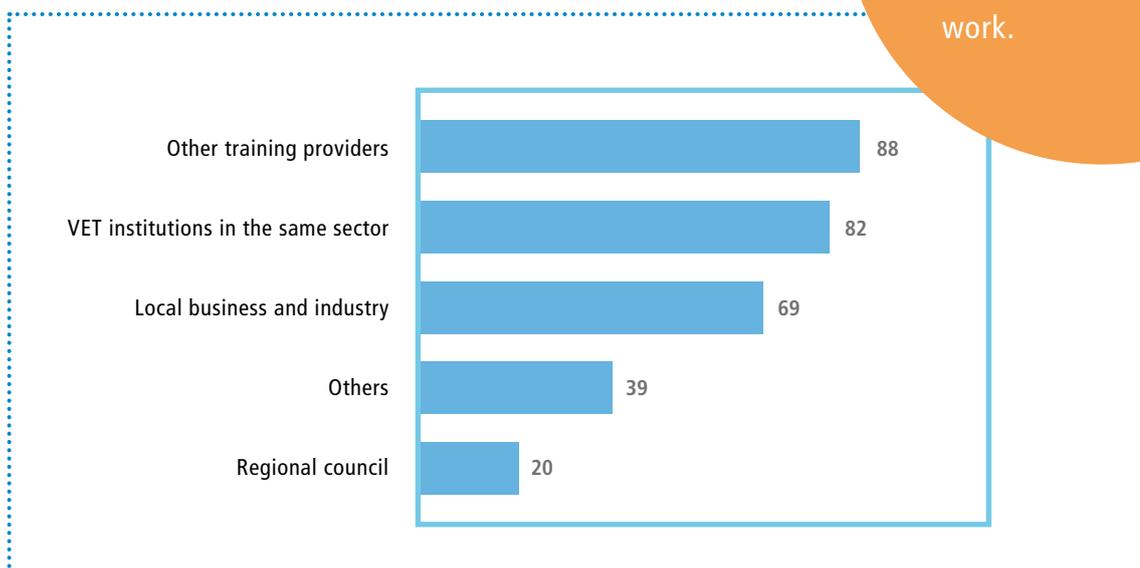
Needs of business and industry should be listened to when designing international strategies

Only one in five of the respondents to the survey take regional strategies or development plans and local development of business and industry into account when designing their international strategies. This is quite surprising as one of the key strategic goals of training institutions is to provide local businesses with employees with international competences.

69% of respondents worked together with local businesses. Despite this, only 18% had involved their representatives to work on international strategies, which would increase the level of cooperation and commitment to the strategies.

In many VET institutions, the only business cooperation commitment has been to send international students on on-the-job learning placements. For this, it is necessary that the institution has already established a good relationship with a business through Finnish on-the-job learners. Securing on-the-job learning placements for students is challenging, and it would be good to get businesses committed already at the planning stage of international work.

Two thirds of training providers worked together with local employers but only 20% involved them in the international strategy work.



Graph 5. Who is international cooperation done with? (%)



It is easier for VET sectors with good relations with local businesses to find on-the-job learning placements for international students.

Only 50% of respondents regarded anticipation of the needs of employers as critical for success. This was particularly typical of those organisations that had been slower in their international development. Interviews with these organisations revealed that local businesses preferred to take Finnish students on work placements rather than international ones because they saw them as potential future employees.

However, those VET sectors that had good relations with businesses found it easier to find placements for their international students, too.

Business contacts rely greatly on the efforts of individual teachers: when the relations work well, teachers visit companies personally to discuss what the companies look for from the students. At the same time, teachers can find out what kind of international skills the employer expects. Direct feedback from businesses is the most effective way of developing activities. Business cooperation can also be developed through projects that support international mobility of their staff.

How Amiedu grows more international with its business partners

Amiedu is a vocational adult education institution in Helsinki area, providing vocational training to individuals and offering training and development services to businesses. Every year, Amiedu has over 23,000 adult learners who are, for example, training for a new qualification or getting further training to develop their competences. Business and community clients are supported by helping them develop competences of their staff and their business processes.

Amiedu's aim is to establish strategic partner relationships with their business and community clients. The partnerships allow Amiedu to have a good understanding of its clients' business operations and objectives. Thanks to this, it can tailor-make its services to support the business needs of the client. Close long-term cooperation results in concrete results and measurable impact.

Partnerships are managed at strategic and operational levels. A steering group with representatives from both parties is responsible for the strategic management.

Amiedu grows international together with its business clients. The international objectives follow two lines of action: As their partner, Amiedu helps businesses and organisations develop by supporting their international work according to their business needs, and by promoting multicultural working environments, bringing the international dimension at work places. A company may, for example, wish to improve the international competences of their staff through mobility, in which case a steering group will incorporate the mobility needs into the annual schedule.





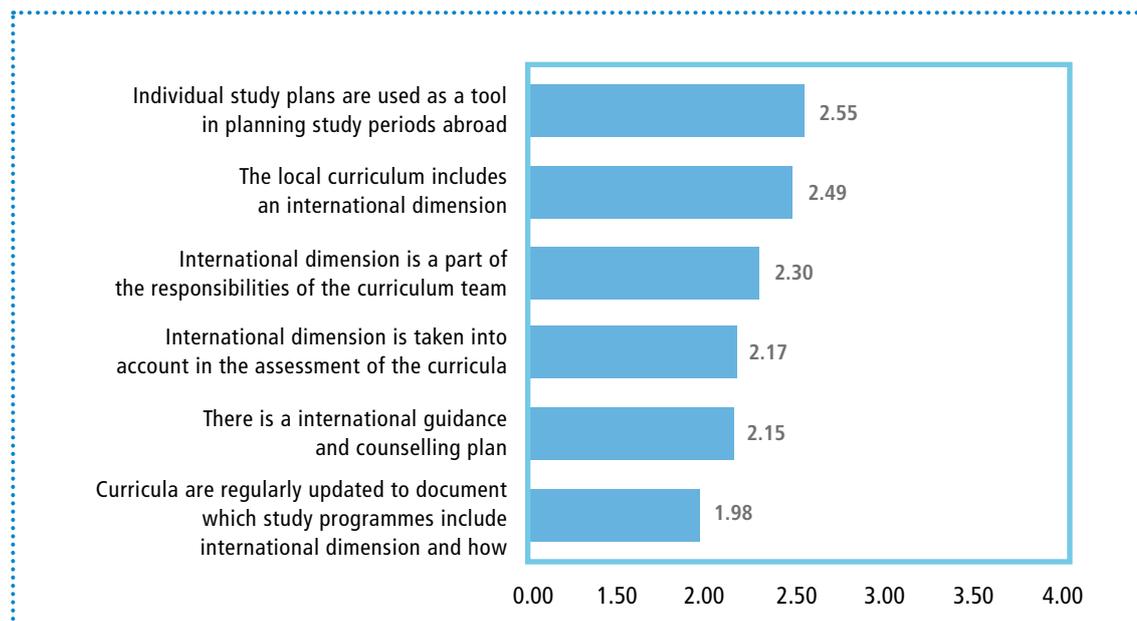
Integrating international activities in curricula design locally would make them more visible

To give international work more visibility in VET institutions, we should take it into account when designing curricula. According to the respondents, linking international activities to local curricula does not happen at all as much as would be desirable. They are linked together to some extent, but the ideal situation of mainstreaming international contents in local curricula is common only in few institutions.

The interviews support the conclusions made based on the answers to the survey. Even when a training provider is internationally active, curricula work gets easily sidelined, with other tasks taking priority. On one hand, international work may already be

regarded so commonplace and a part of the core activities that it is not seen necessary to write it down in the curriculum. On the other hand, training providers wish to keep international work at concrete level and flexible.

Those interviewed pointed out that training providers can operate internationally without activities being documented in the curriculum. At the same time, people thought that including the international dimension into curricula would be a good reminder and could encourage more teachers to include more international aspects in their teaching.

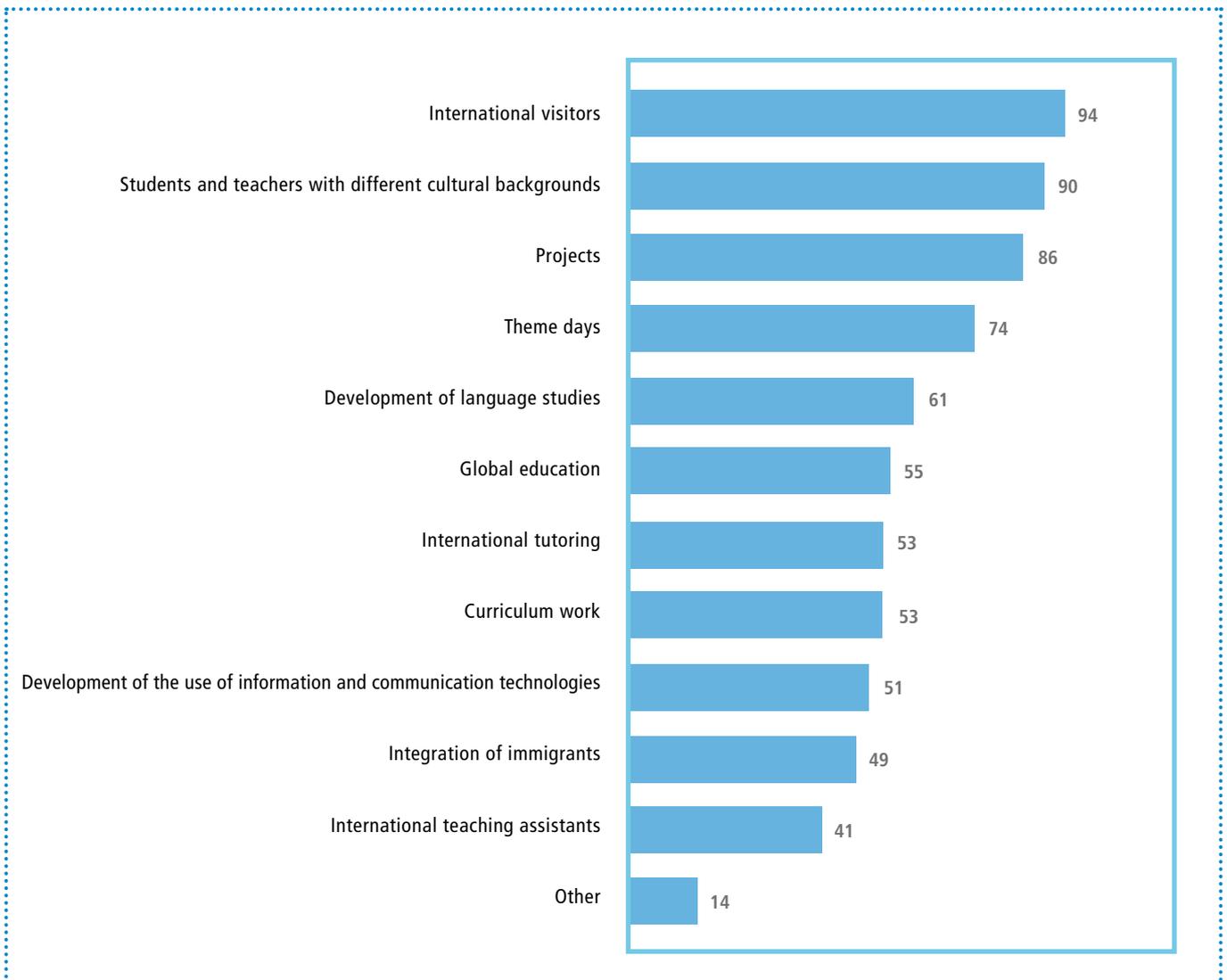


Graph 6. Local curricula work and international dimension (1=not at all, 2=to some extent, 3=well, 4=excellently)

One of the reasons for why international dimension is not recorded in curriculum is that it is seen as commonplace and as one of the core activities.

In addition, having a good international plan will support development of training contents from an international perspective.

The lack of international dimension in curricula was also explained by the fact that students in the sectors concerned were either not interested in study periods abroad or that international mobility was taking place anyway. But would it not help increase interest in the international dimension if international contents and learning outcomes as well as clear international alternatives were available to students as part of their study paths?



Graph 7. What do you mean by "internationalisation at home" in your international strategy? (%)



Mobility is not the only form of internationalisation. Training providers are doing a lot of different activities to introduce international aspects in the home country. At a strategic level, internationalisation at home most commonly refers to international visitors, and students and teachers with multicultural backgrounds. It also covers international projects, which for students can mean including projects with international aspects in their studies.

However, although recording “internationalisation at home” in the local curriculum would help bring the international dimension to all students – including those who do not go on study periods abroad – it is only included in the curricula of 50% of the training providers who responded to the survey.

When international dimension is closely linked to curriculum, you can always find a dedicated teacher and varied international activities behind it.

Some of the respondents linked international activities of teachers and other staff members and, for example, planning of international mobility and international study contents to curricula work. In practice, this meant that those responsible for curricula of different VET sectors, the international coordinator and students participated in the curriculum design process. The international coordinator made sure at an early stage that the international dimension was included in the curriculum at least somehow. When there was a close link between the international dimension and curriculum, there was always a dedicated teacher behind, and an understanding that the international dimension means more than just sending students abroad.

Half of the respondents said that they promoted international dimension in their training through individual and flexible learning paths, usually including on-the-job learning periods and language and cultural studies. All training providers or sectors, however, do not yet have sufficient experience of designing such individual study plans. Ready-made international study paths, recorded in the curriculum and common to the whole institution, are still rare, too. Neither are qualification-specific international study paths often available: including them in individual study plans of students was regarded difficult, the result of which is that international experiences may remain as arbitrary parts of students’ studies.

It is common practice that international experiences are recorded in students’ qualifications only towards the end of their studies, after the experience. Making the international path a clear part of students’ individual study plans – either at the training provider or qualification level – would facilitate advance planning of study modules and consequently strengthen the international dimension of studies.

These steps will help you succeed in your international work

The survey helped clarify how we can increase the quality of international work so that it will benefit the society, business and industry and students.

For international activities to be successful, training providers should listen to employers and businesses in their region when making their strategic plans. National qualification requirements will naturally also steer activities.

The strategic plans of training providers will have an impact on the international plans of individual institutions and units, and their individual experiences will conversely help develop these plans. Qualification-specific curricula and international plans will also complement each other so that the international dimension will become a part of all qualifications. In the end, the international dimension will become a part of students' individual study plans.

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Regional strategies and national qualification requirements



International strategies of training providers



International action plans of VET institutions and/or units



Qualification-specific local curricula



Individual study plans

SKILLS ACQUIRED ABROAD MUST BE RECOGNISED AND VALIDATED

Competence-based assessment of international skills refers to a system in which we can genuinely evaluate competences acquired during a study period abroad. It is important to be able to define which skills requirements are expected to be learned during the period abroad and how the competences acquired can be assessed and recognised. Thus the competences acquired can be validated and included in a qualification.

According to training providers themselves, competence-based assessment is still not taken into account sufficiently in curricula design. Descriptions of skills requirements in curricula are sometimes regarded as overly theoretical as, for students, skills are in the end something very practical.

European ECVET⁵ tools, such as a *Memorandum of Understanding* (MoU) to agree on on-the-job learning placements or a *Learning Agreement* for students going on a study period abroad, have been developed to recognise competences. 40% of training providers who responded to the survey say that they use the ECVET system well or excellently. Institutions do follow the ECVET system, because according to the statistics of the Leonardo da Vinci and Erasmus+ programmes, the majority of study periods abroad get fully recognised and validated as part of students' qualifications in Finland.

However, ECVET tools and guidelines are sometimes regarded as too difficult, demanding and bureaucratic. The institution- and student-specific agreements and assessment documentation, in particular, can be too burdensome to teachers who will then need assistance from the central international services or office. To help teachers, some institutions have developed their own simplified tools for recognition and validation of competences.

⁵ ECVET = European Credit System for Vocational Education and Training

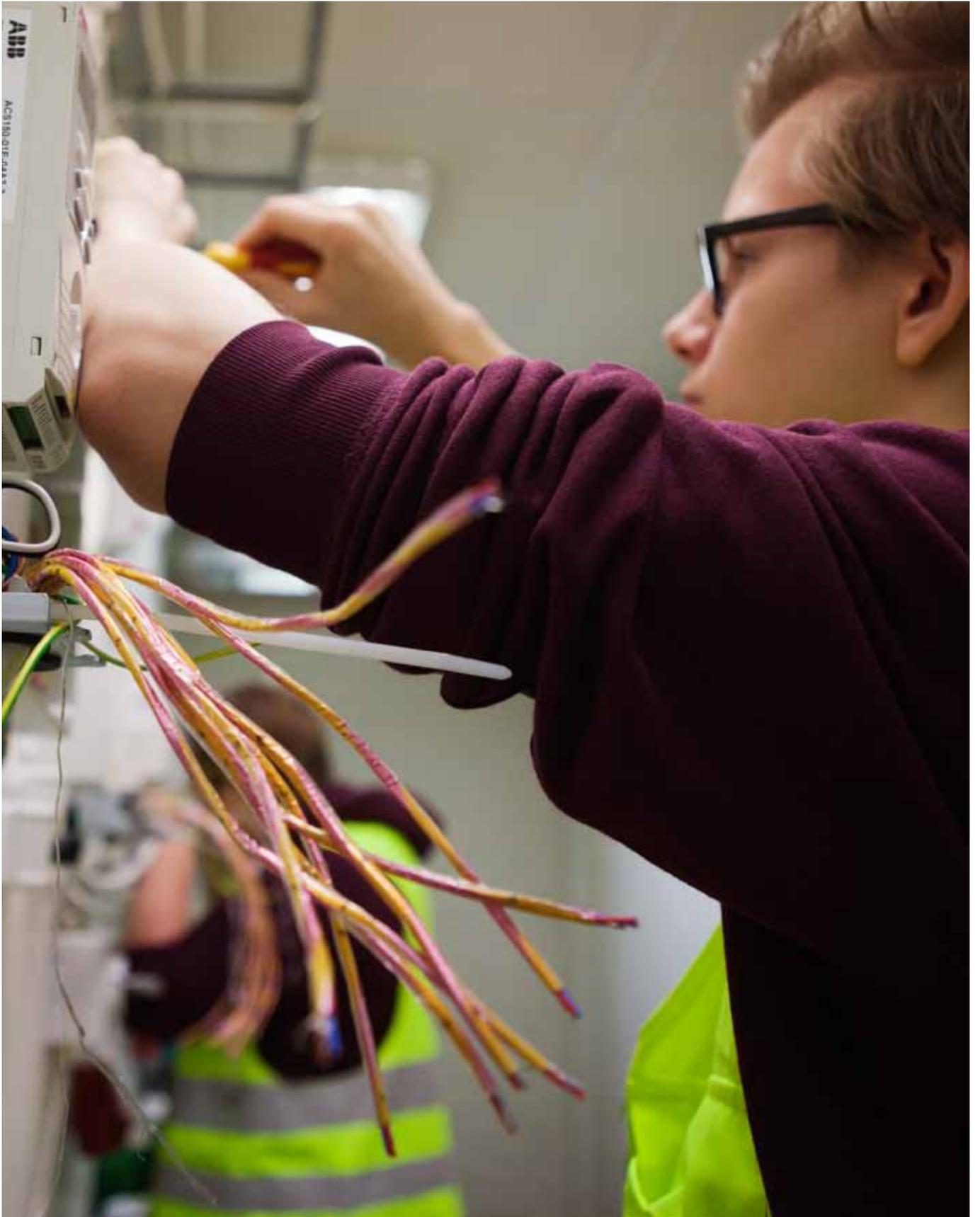
How international dimension was included in qualification-specific curricula?

At best, international dimension is recorded in qualification-specific curricula, which one training provider had done. The training provider has an international study plan and always links exchange programmes and projects to qualifications. This way teachers are encouraged to think about international activities in a practical way.

International dimension has become a strong part of curricula design as each unit in the VET institution makes their own international plan and determines how they include the international dimension in their curriculum. How the international dimension is included in individual teacher's teaching can be discussed in performance appraisals.

Experiences from another training organisation, recently undergone a restructuring, reveal that it is not absolutely necessary to have a common international strategy to steer all units. Units and different training sectors can implement their own international strategies, following the general international strategy of the joint municipal authority. Each training sector or qualification has their own international strategy, providing a tool for teachers. This helps make the international dimension a visible part of qualification-specific curricula, too.





A committed staff makes an international institution

One of the most common ways of how training providers promote international dimension is to include staff in its development. In the end, however, it is teachers who play the most important role in taking the message to students, encouraging them to take international opportunities, or offering the international contacts of the institution for the use of local employers.

TEACHERS IN THE KEY ROLE

According to the survey, along with students, it is above all the teachers who hold the keys to successful promotion of international dimension. For a training institution to become international, it needs an active staff with international values. Organisations that were advanced in their international work stressed the importance of teachers in promoting international dimension. Encouraging teachers to commit to international work will also help develop tuition more international.

The interviews revealed that organisations that were slower in their international development had understood the significance of the international dimension in the development of students, but their teachers did not yet have enough knowledge of practical measures to take. Despite a good vision, organisations still had sectors that had hardly any international activities because of teachers' limited language and cultural skills or due to their attitudes.

Teachers play a key role in how well the international dimension is integrated in the everyday

learning of students. Based on the survey, the amount of emphasis in international dimension in studies relies even too much on the competences or interest of teachers. Nothing prevents an institution from becoming international more than a teacher who does not network or present the benefits of international cooperation to students, for example. And, on the other hand, when you have enough enthusiastic teachers who act as agents of change, promotion of international dimension will always get done. Some schools have sometimes tried to get round the reliance on enthusiasm of individual teachers by providing information about the international issues directly to students.

Apart from student mobility, staff mobility is also important. International experiences of staff are seen to benefit students, too. Students come and go, but staff members keep developing their organisation as long as they work there, and individual benefits from international cooperation thus benefit the whole organisation.

When you have enough enthusiastic teachers in the organisation, it is easy to promote international dimension.

Half of the strategies analysed deal with development of staff competences from an international perspective. Whether this is included in the strategy or not does not have an impact on the means of how the international competences of teachers and other staff members are developed. The only difference is that international learning paths of staff are a little more common in those training institutions in which the link between staff development and international experiences is also mentioned in the strategy.

WITHOUT THE SUPPORT FROM THE MANAGEMENT ACTIVITIES WILL CEASE

An efficient international team, as well as motivated and enthusiastic teachers and students who are interested in international experiences form a good base for international work in an institution. Without a doubt, the most important thing, however, is that the management regards the international dimension important.

Strategies and attitudes of the management play a particularly important role in international success during organisational restructuring, for example, when a number of different units are combined. The survey showed that if the management is not committed to international work already at the planning stage, they will not commit to it later either. This makes particularly teacher mobility difficult because it requires authorisation by managers.

Managers meeting international partners has proved an excellent means of international progress in VET institutions. Participation of management is important in international relations – in some cultures negotiations will not even be started without the presence of managers. Management should also have the ability to take risks and willingness to invest in new things.



The most productive situation is to include the management in the international team.

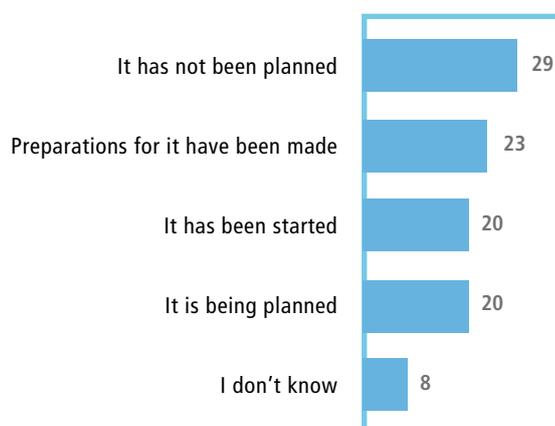
Having the management represented in the international team is the most productive situation. It is also beneficial that the international services and the management team are engaged in dialogue about international work.

Education export opens new international opportunities

Vocational education and training in Finland is respected and of high quality, and provides lifelong learning. This know-how has demand outside Finland, too: vocational training providers in Finland have started to take small steps towards education export, too.

60% of respondents say that they already have been involved in education export, being at least at the preparatory stage. Some respondents are already relatively advanced in this area, that is, they have implemented education export projects with other training institutions or have exchanged letters of intent or even partner agreements. Some are still at the research stage, and have, for example, been sharing ideas about education export opportunities with local businesses.

Open answers to the survey stressed that education export will provide VET institutions with new opportunities to develop and diversify the international competences of staff and to expand their networks. However, beginning education export requires partners, knowledge of the target countries and decentralised risk management. Management has a key role in this and must take an active role to promote it. On the other hand, they should not proceed alone, without involving staff in the planning from the beginning.



Graph 8. At which stage is the training provider with regard to education export? (%)



Respondents also said that education export strengthens relationships between training providers and employers both from national and international perspectives. In one VET institution, international work was closely linked to cooperation with business clients, which allowed the organisation to enter the international business market, making export of skills possible.

Over 60% of respondents have already been involved in export of VET.

Lacking business skills are the challenge to VET export

In 2015, the Finnish National Board of Education supported a project, involving 14 training providers, to promote VET export. The project studied the state of Finnish education export, its strengths, challenges, threats and opportunities.

The strengths of Finnish VET export were, for example, Finland's good reputation in the field of education and training, training competence and employer cooperation. Challenges included availability of competent staff and ability to take risks and lacking business skills. The biggest threat to Finnish education export was the competition in the market. On the other hand, there is demand which creates opportunities for VET export.

VET providers have good national and international networks but they are not business relations. Many training providers do not have experience in commercial projects. Although many have strong pedagogic and substance knowledge, there is still room for improvement in their cultural and language skills. Furthermore, training providers, businesses or the third sector have so far done very little business cooperation.

More information about the project:

www.ammattillinenkoulutusvienti.fi

Source: Nykytila-analyysi ammatillisen koulutusviennin nykytilasta (analysis of the current state of vocational education and training export). A project to promote VET export. 2015

CIMO is an expert organisation providing services on international mobility and co-operation. As an agency of the Finnish Ministry of Education and Culture, we promote internationalisation in a variety of ways. We co-ordinate exchange programmes, trainee opportunities and scholarship schemes, and implement and inform about EU programmes in Finland. We support the teaching of Finnish language and culture in universities outside Finland and raise the international profile of Finnish education. We collect, produce and share data and knowledge on internationalisation with experts, decision-makers and the general public. Our vision is a genuinely global-minded Finland.

The CIMO study, analysis and evaluation team produces data to help in the planning and development of international co-operation. CIMO compiles statistics on international student mobility and conducts surveys on the internationalisation of education and youth work, and on current issues of international collaboration.

FAKTAA – Facts and Figures is a series of publications on the key findings of CIMO's study, analysis and evaluation team. The publications are available both in print and as pdf documents at www.cimo.fi, some also in English. The full reports are available as pdf publications in the series of Facts and Figures (Tietoa ja tilastoja) at www.cimo.fi, mostly in Finnish.

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