

FACTS.

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express



FINNISH VOCATIONAL EDUCATION AND TRAINING GOING GLOBAL

An overview of cooperation and mobility outside Europe

BACKGROUND

Finnish vocational education and training (VET) is increasingly international. Cooperation with other countries is wide-spread, not only in Europe but also further afield. Although the focus of international student and staff exchanges has clearly been on Europe, cooperation with other countries, particularly those in Asia, has increased over the last few years.

VET cooperation with countries outside the EU has been funded by the institutions themselves and also supported by the Finnish National Agency for Education (EDUFI) for the past 15 years. Traditionally, 80 to 90% of Finnish government grants for the internationalisation of VET have been awarded to cooperation with these countries. Since 2019, VET grants managed by EDUFI have only been awarded for work with countries outside the EU. Finland has a long experience of global cooperation in VET, and furthermore, the new Erasmus+ programme will also provide funding for VET cooperation with countries outside the EU.

In this publication, we'll present non-EU cooperation in VET and VET mobility outside the EU as well as its development in numbers. In addition, we'll look at how global activities are currently funded, what objectives they have and their achievements.

The overall picture of international mobility in VET in Finland 2018

5,334 | outgoing students from Finland,
11.8% | of newly enrolled students that year

2,750 | incoming students to Finland,
6.1% | of newly enrolled students

Erasmus+ | programme funds almost
80% | of all mobility

90% | of vocational education and training providers report their mobility numbers every year

58% | of outgoing mobility from Finland is classified as long, that is, of a duration of over 2 weeks

93% | of mobility is work-based learning

over 90% | of mobility takes place in Europe



THE MAJORITY OF MOBILITY OUTSIDE THE EU IS TO ASIA

Student mobility in VET has traditionally been very Europe-centred. Clearly over 90% of mobility has been to or from Europe. Currently, almost 5% of outgoing student mobility from Finland and 6% of incoming mobility is to/from Asia. Only 10 years ago, mobility to/from Asian countries accounted for no more than 2 to 3%. Student mobility to Asian countries tends to be of long duration, on average from 6 to 8 weeks.

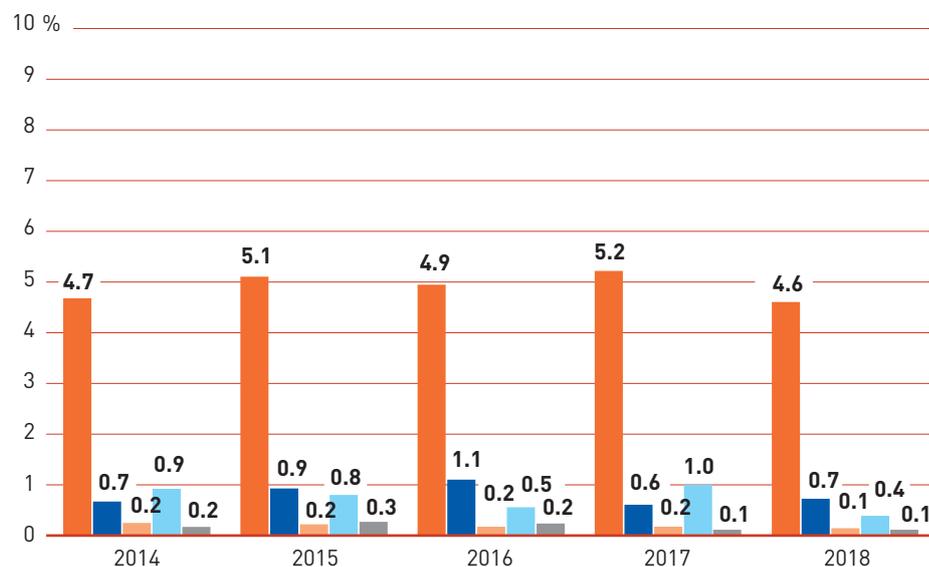
The most popular partner countries outside the EU are Russia and China.

The focus of staff mobility is also on Europe. Only when it comes to the volume of incoming staff, have the numbers of staff from Europe ever fallen under 90%. The level of staff mobility to/from Asia has remained at either side of 10%. In 2017, up to a third of all incoming staff mobility was from Asia, and according to latest statistics from 2018 the figure was 17%.

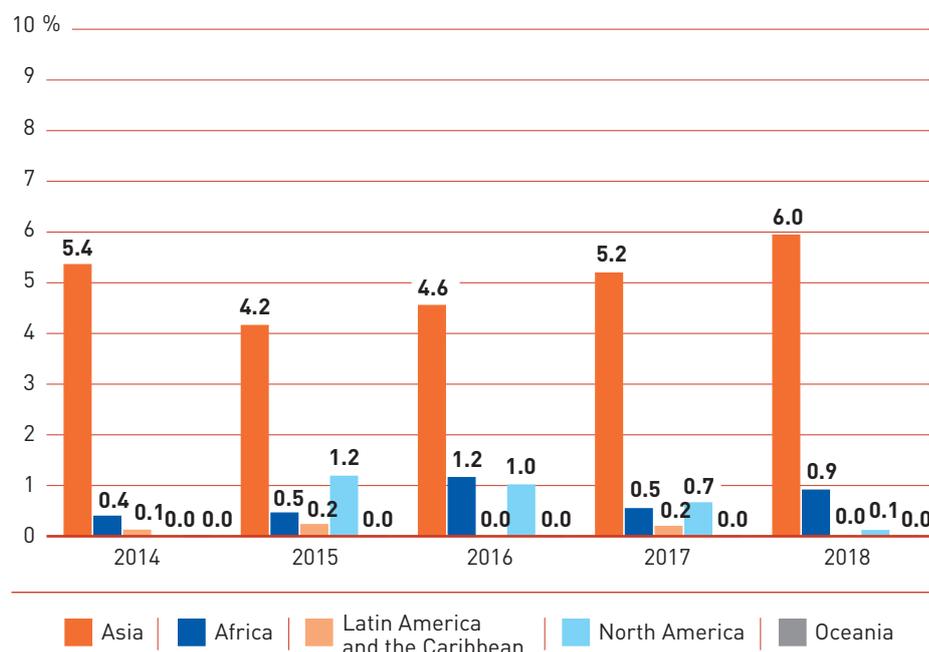
During the last five years, students' most popular target country outside Europe has been Russia. China has kept its position as number two, with India and Thailand alternating at the third place. The majority of incoming students to Finland come from Russia and China.

Russia especially attracts students of business and administration and tourism, hospitality and catering. Students of these sectors are also interested in China, which also attracts students of technology

STUDENT MOBILITY FROM FINLAND TO NON-EUROPEAN COUNTRIES %



STUDENT MOBILITY TO FINLAND FROM OUTSIDE EUROPE %



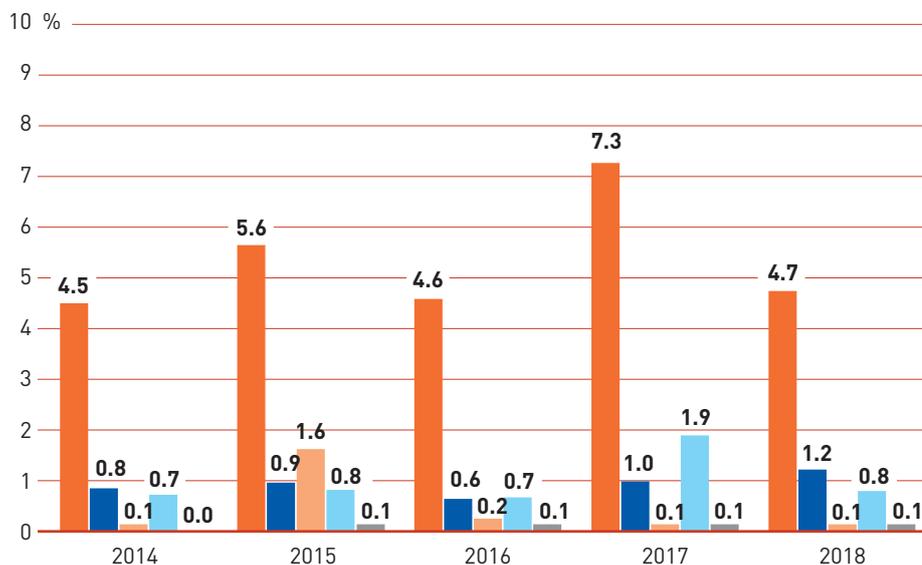
and transport, social services, health care and sports.

Russia has held the top position for many years when it comes to outgoing staff mobility to countries outside the EU, with China as number two. Most incoming staff to Finland are also from these countries.

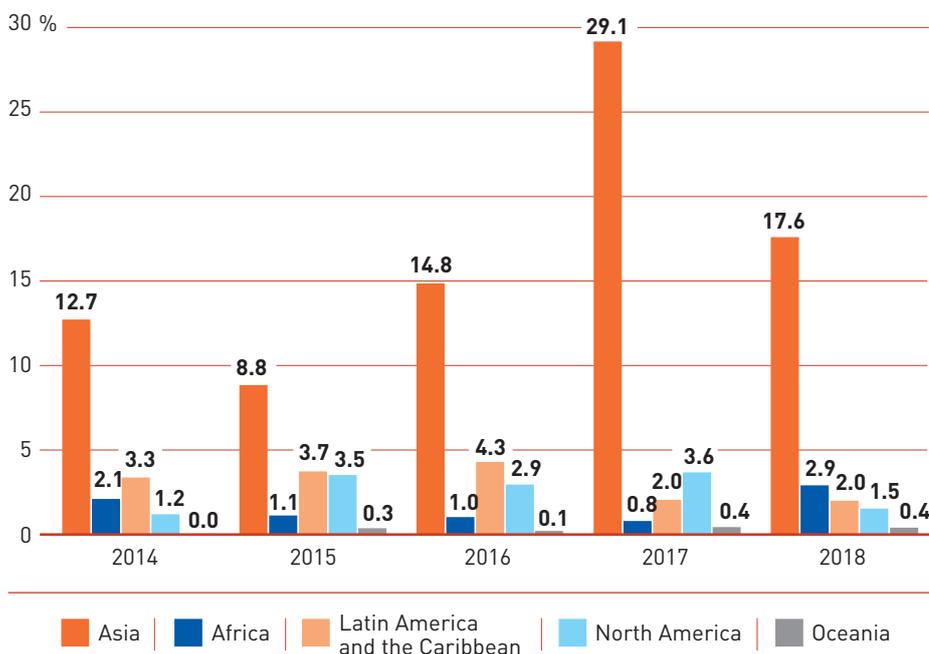
The majority of outgoing student mobility to countries outside the EU is organised through national funding from EDUFI.

Outgoing staff mobility from Finland is most often funded by VET institutions themselves, but funding for staff mobility outside the EU is also available from EDUFI.

STAFF MOBILITY FROM FINLAND TO NON-EUROPEAN COUNTRIES %



STAFF MOBILITY TO FINLAND FROM OUTSIDE EUROPE %



Current partner countries and projects:

Thailand:

Next steps in ThaiGO cooperation

South Korea:

FinKoEdu – Finnish Korean Education network 2019–2020

Russia:

Together to Russia

Nepal, Uganda, Tanzania and Namibia:

Go Global KeVa

China:

FinnVET in China

Canada:

The correct answer is Canada

Japan:

HANA KO KAIZEN: small steps to quality

India:

Keys to India

In addition to network projects with specific target countries, government grants are awarded to two umbrella projects: Responsible Global Agents and Global VET. The aim of these two projects, started in spring 2019, is to add value to global VET networks by among other things:

- helping training providers, staff and students to prepare for global cooperation by supporting networks that target countries outside Europe, in particular, in mutually selected topics;

- forming a pool of "global experts", consisting of coordinators of networks targeting non-European countries to encourage preparation for global cooperation;

- preparing VET providers, their staff and students for global cooperation and bring all VET providers to the table of global development of skills;

- supporting the development and design of new practices in international cooperation and sharing of acquired information and experiences to all VET providers.

NETWORKING LEADS TO BETTER RESULTS IN GLOBAL PARTNERSHIPS

Currently, 10 VET projects receive government funding through EDUFI; 8 of these projects are directed outside the EU and two are umbrella projects supporting activities of other networks. The projects are composed of networks of VET training providers. The average number of training providers in the current networks is 12.5, while the largest network has 20 and the smallest 5 training providers.

The funding of network projects consists of EDUFI grants (75%) and own funding from training institutions (25%). Project grants are not in all cases sufficient to cover all activities, and in these cases the proportion of own funding can also be considerably higher.

Network cooperation is one of the criteria for awarding VET grants, and a minimum requirement for the size of a network is three VET providers, but in practice the average size of network is 12,5. In addition, networks include enterprises and other employers as partners in Finland, and also several partners abroad, and in some cases whole cooperation networks, for example, in Japan and in China.

The most common motivation for these networks is that Finnish vocational education and training providers are small compared to, for example, Chinese VET institutions. Consequently, it is easier to form partnerships with non-EU countries working together with several VET institutions rather than go about it alone.

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The main objectives of network projects defined under the VET grant call for proposals to prepare for global cooperation are:

1. International, flexible learning paths
2. International paths for staff and peer learning
3. Development of internationalisation at home

Network projects should aim to meet these objectives, but also have one own main objective.

The overarching idea of all networks is to strengthen multicultural and international competences of students to meet the needs of the world of work and to increase the international skills of staff. The aim of staff mobility is also to

support flexible and international study paths of students. By learning about the host countries in advance, staff of VET institutions are able to help students prepare for their exchanges better but also to learn from the VET systems and

world of work of countries outside of the EU. In addition, the idea is to promote internationalisation of institutions at home, that is, to integrate international activities in the everyday activities of schools.

THE CORRECT ANSWER IS CANADA

Started: 2010

Finnish partners: 7

Foreign partners: 6

Coordinating VET provider:
Kainuu City Education corporation/
Kainuu Vocational College

Objective: To share good practices of international mobility to Finnish partner institutions to promote their internationalisation at home.

- Staff from participating institutions adapt new ways of working to promote international dimension in their teaching. A result of the project is an established multi-sectoral network of VET institutions. There are regular, reciprocal teacher exchanges, among, for example, chef trainers.



FINNVET IN CHINA

Started: 2019

Finnish partners: 20

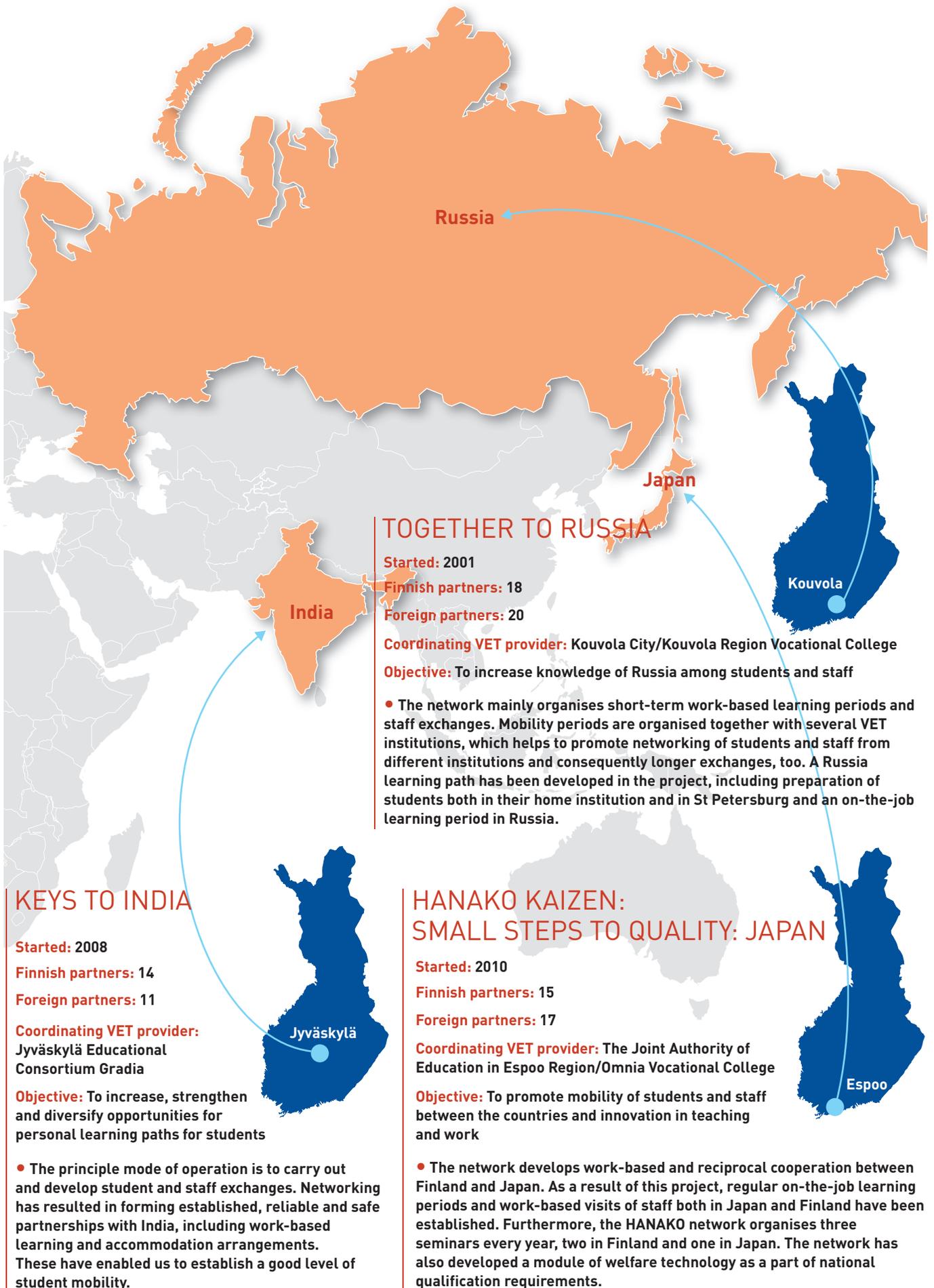
Foreign partners: 13

Coordinating VET provider:
The Federation of Education
in Jokilaakso and Vocational
Education Centre JEDU

Objective: To develop multi-sectoral cooperation between VET institutions of Finland and China

- A coaching programme that allows students and staff members to get to know each other before going on an exchange abroad has been developed in the project. Exchanges to and from China have increased each year and have become an established practice in the participating institutions. The network has also developed an optional study module "traditional Chinese care".





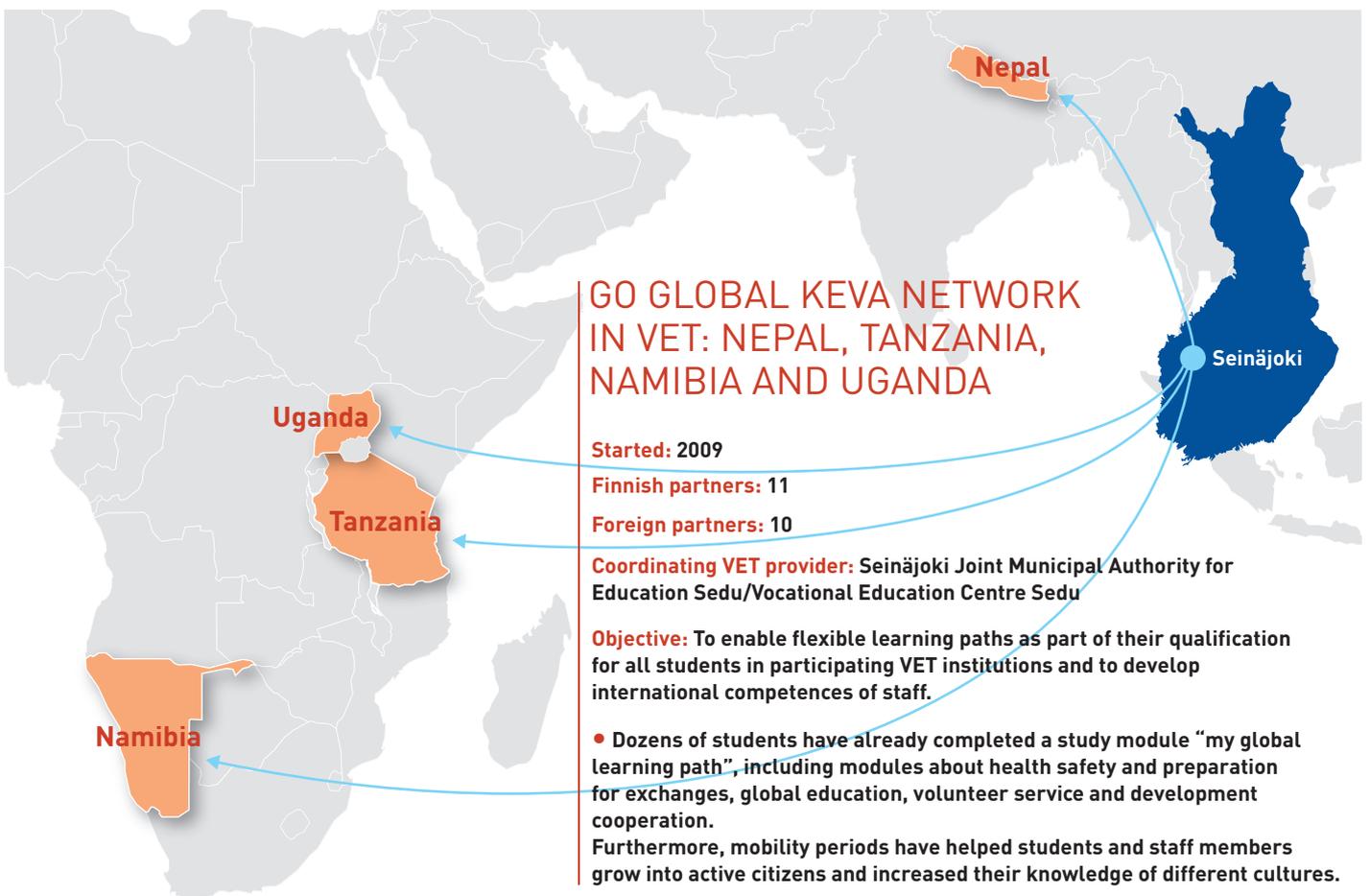
COOPERATION WITH DEVELOPING COUNTRIES IS MUTUALLY BENEFICIAL

When network coordinators were asked about their best experiences from projects, they emphasised experiences from networking with developing countries. The Kevea network, for example, supports the work of an organisation called EPSA

in Nepal. The organisation helps improve the position of excluded and disadvantaged women. Some of the women live in the premises of the organisation, some work there. During the recent earthquake in Nepal, the premises were badly destroyed.

Partner institutions of the network have helped rebuild the premises with the help of teachers and students of construction. Students of hairdressing, nursing, media and textiles and clothing have had on-the-job learning opportunities. Systematic work for the organisation has continued for years and is continuing.

According to the coordinator of the India network, the overall best experiences from the project were stories of personal growth of students. India is a challenging and demanding host country and young students often insecure and timid. During the 10-year history of the network, the partner institutions of the network have been able to witness how young people have grown, become stronger and braver. The coordinator explains how many introvert young people have grown into active, brave and outgoing young adults who view the world without prejudice.



The Finnish National Agency for Education is an agency operating in the administrative branch of the Ministry of Education and Culture. It is responsible for the development of education, early childhood education and care, and lifelong learning as well as for the promotion of internationalisation.