



FINNISH NATIONAL
AGENCY FOR EDUCATION

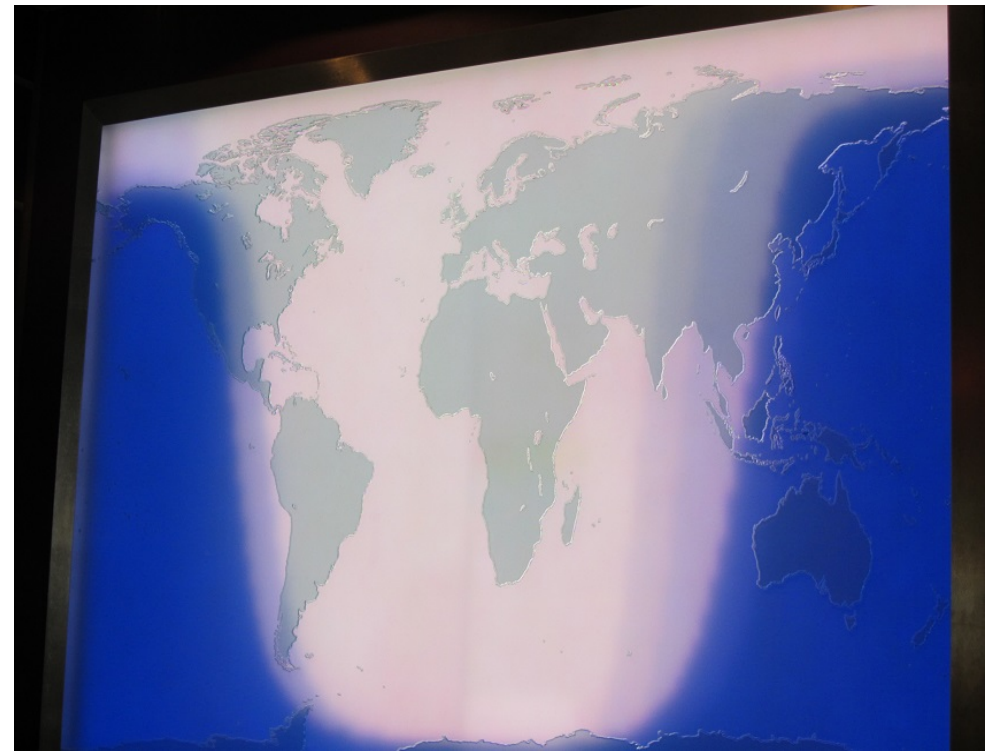
FINLAND'S HARD- WORKING AND CONFIDENT EXPERTS ABROAD!

Text and Photos: Jaana Mutanen - Programme Manager/International Traineeships
Finland country specific Emojis <https://finland.fi/emoji/>



International traineeship attracts and engages – this is what has happened

- International traineeship was once one of CIMO's founding blocks, trainees going abroad from Finland since 1952 (CIMO, 1996-EDUFI)
- The total number of applicants has varied between 1,000 and 2,000 annually
- Depending on the programme, a placement has been found for 5-30 per cent of the applicants – depends on financing available
- Every year, about 300 trainees have received a grant supporting their traineeship



Finland's hard-working and confident Experts Abroad!

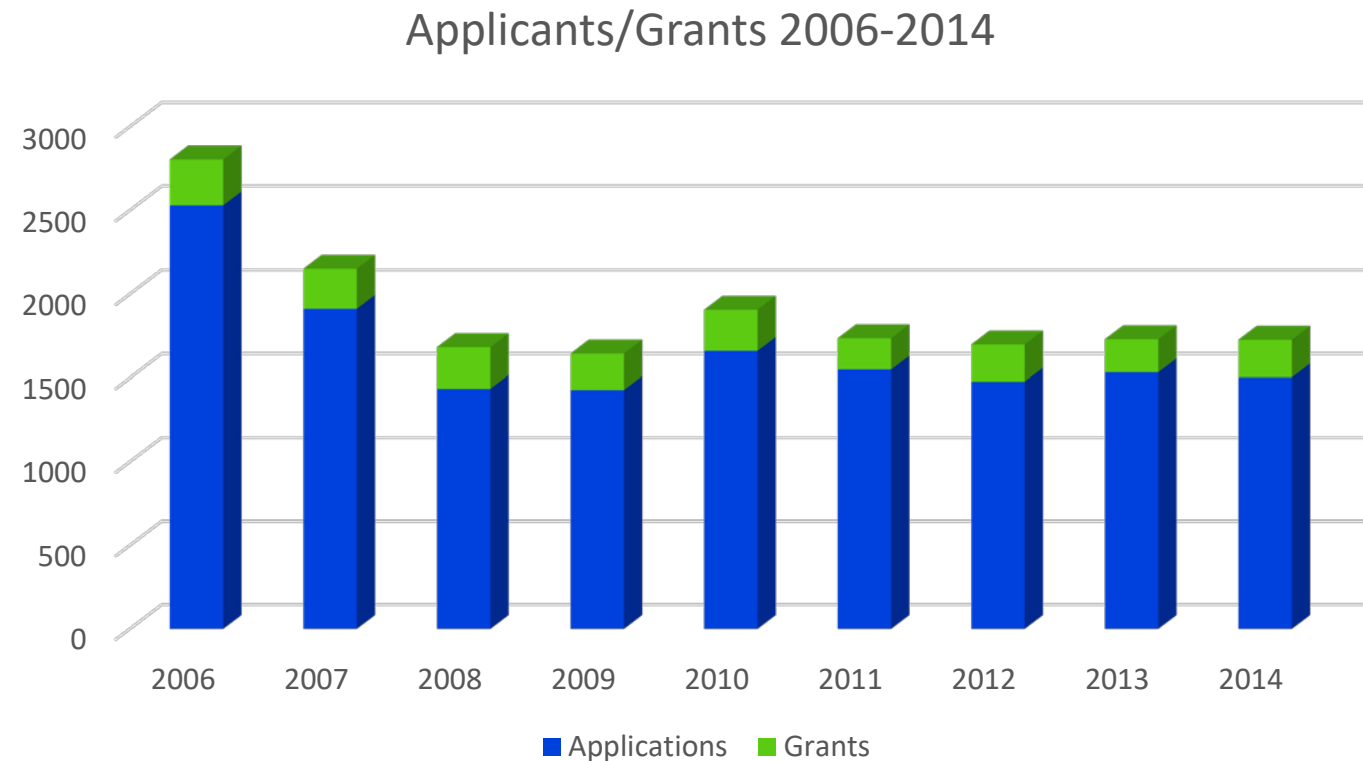
-Report on the impact of international Traineeships-

- Based on a survey to which **290 former trainees from 59 different destination countries** responded
- There were also respondents who had completed their traineeship more than 10 years ago
- **22 Finnish higher education institutions and 82 employers from 47 different countries** responded to the survey
- Until now, the application processes have been implemented as Country and Organisation Programmes



Applicants' for CIMO's International Trainee Programmes and Awarded Grants between 2006-2014

- More than 15,000 students/recent graduates were interested in the programmes
- Grants were awarded to more than 2,000 trainees
- An average of **about 13 per cent of the trainees received a grant**
- CIMO's international trainee programmes **account for 8–10 per cent of the total number of international trainees in higher education in Finland**



Implementation of the Report and Methods used

- CIMO's trainee programmes **in relation to the HEIs' own** international trainee programmes
- How important have CIMO's trainee programmes been **regarding the trainees' later careers?**
- **How could trainee programmes be developed** while taking into account the future competence requirements in working life, for example?
- **The impact of CIMO's international trainee programmes was examined from four points of view:** trainees, higher education institutions, workplaces and society.

Trainees emailed to 2 547 addresses Response received from 290 people 59 countries, the largest Russia-USA-Argentina-Chile-China-Canada



4.1. Trainees

The questionnaire was sent to those who had participated in CIMO's international training programmes between 2006–2014. The survey was emailed to a total of 2,547 addresses and responses were received from 290 people. The email addresses were retrieved from programmes that are still offered by CIMO. Only email addresses that were of a technically correct form were selected to the mailing list.

In connection with the survey, those interested in volunteering for a semi-structured interview were asked to notify the sender. The number of people interested was larger than anyone had expected: about 150 of those who had previously completed a traineeship reported their interest in participating. Some of them expressed their interest by also contacting the sender separately. This first point of contact with the impact already indicated the forthcoming results. From the point of view of the trainees, the programme has at the very least left a permanent trace in their memory and a desire to make their experiences from the traineeship and the impact it had on them as individuals available for wider use.

The respondents are distributed comprehensively over the different years examined (Figure 2): there are respondents for each year. Even those who had completed their training more than ten years ago showed their interest in participating in the survey and the semi-structured interview conducted to supplement it.

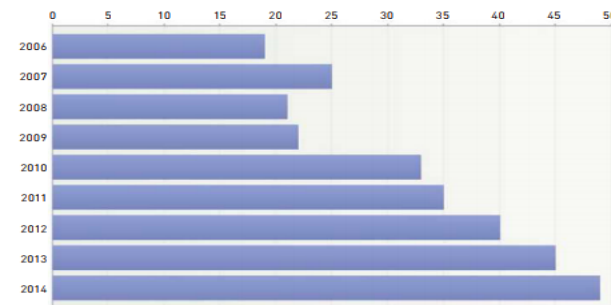


FIGURE 2. YEAR OF COMPLETING INTERNATIONAL TRAINEESHIP



The current educational background of the participants (Figure 3) is also relative to who participated in the programme, with the emphasis on university-level education (the majority had a master's degree) and degrees from universities of applied sciences in second place.

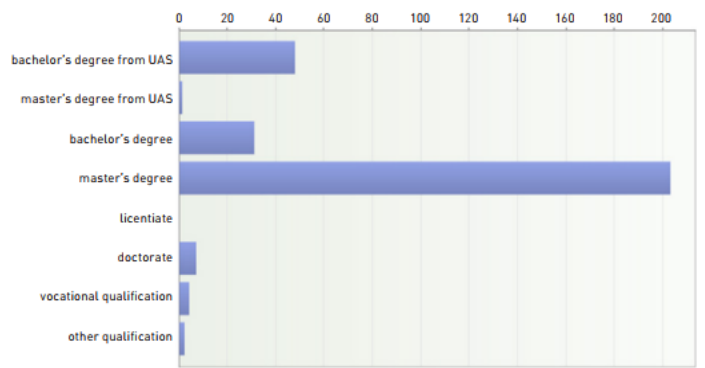


FIGURE 3. CURRENT EDUCATIONAL BACKGROUND OF RESPONDENTS

The workplaces are presented in Figure 4. The distribution also describes the distribution of the participants in the programme. Because the workplaces of those who participated in country programmes varied, they have been given as one response option. The next largest numbers of respondents had completed their traineeships in Finnish diplomatic missions or Finpro offices and Finnish Cultural Institutes.

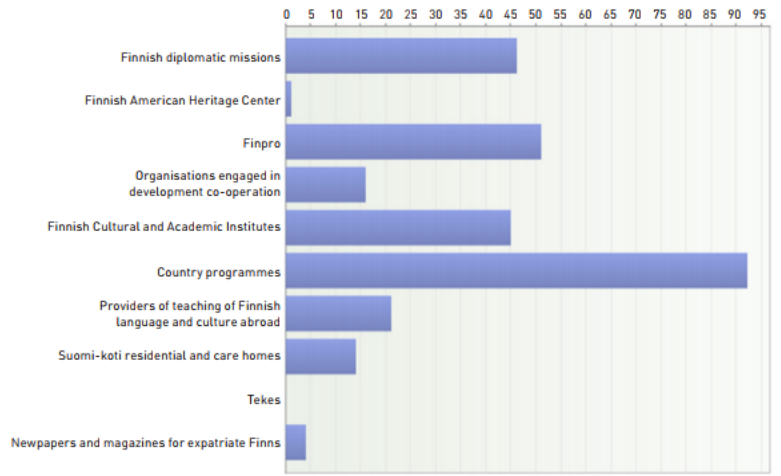


FIGURE 4. RESPONDENTS' INTERNATIONAL TRAINING PLACEMENTS/ TRAINEE PROGRAMMES

EXPERIENCED IMPACT ON CAREER

Impact	average
Development of professional language skills	4.06
Increasing knowledge of the destination country or region from the point of view of career	3.88
Learning new skills that are significant regarding employment	3.56
Finding employment in one's own field	3.31
Formation of professional network's	2.88

Strong impact on the development of international competences

- The impact of traineeship on the development of international competences was assessed by using **the framework of Hidden Competences**
- **Hidden Competences** was a study implemented by CIMO and Demos Helsinki in 2013
- In the **Study an extended understanding of International Competences** was formed, parallel to international competences - language skills, tolerance and intercultural competence
- This **extended understanding** also included **new key competences: resilience, productivity and curiosity**

DEVELOPMENT OF INTERNATIONAL COMPETENCE

competence	all	Organisations programmes	Country programmes
Courage	4.11	3.82	4.22
General language skills	4.01	3.72	4.18
Curiosity	4.01	3.86	4.01
Resilience	3.97	3.86	4.00
Productivity	3.26	3.29	3.06

Higher Education Institutions

- A total of 22 people and 21 higher education institutions (HEIs) responded to the survey
- Of them, 8 were universities and 13 universities of applied sciences.
- The questionnaire was supplemented with 7 theme interviews (4 universities and 3 universities of applied sciences)



Higher Education Institutions

- Special importance of CIMO's international Trainee programmes for HEIs was reported in the following fields
 - Business
 - Humanities
 - Social sciences
 - Communication
 - Arts management
 - Social welfare and healthcare
 - Nursing care

IMPORTANCE OF CIMO'S INTERNATIONAL TRAINEE PROGRAMMES FOR HIGHER EDUCATION INSTITUTIONS

Importance - The most important issues	
Supplement the selection of other international traineeships offered by us	3.55
Widen the selection of international training placements	3.32
Widen the selection of destination countries	3.00
Stronger learning motivation of students who participated	3.00

Workplaces

- Eighty-five representatives or contact persons from workplaces from a total of 47 countries and all continents responded to the survey directed to workplaces.
- The respondents represented all programme types.
- The survey was supplemented with 8 theme interviews.



ADDED VALUE PROVIDED FOR THE WORKPLACE BY INTERNATIONAL TRAINEES (the most important ones)

An additional resource for workforce	4.60
Understanding of younger generations in working life	4.35
New ideas for the development of work	3.98
Fresh ideas for the working culture	3.79
Possibility to recruit	3.65

Societal Impact

-Those more than 2,000 trainees from the period examined in the report are now engaged in working life-

- A large number of the trainees who responded to the survey had worked abroad during their careers or were currently working abroad
- **In Finnish organisations outside Finland**, trainees from these programmes were seen as ambassadors of today's Finland ensuring they had up-to-date knowledge of Finland and the Finnish language
- **In the workplaces abroad**, Finnish trainees provided a glimpse of one of the most successful countries in the world and its young people.
 - For example, this was seen to encourage young people in developing countries to study, improve their language skills and work hard in order to achieve a goal. Traineeship programmes thus have a role in identifying the change in working life and identifying competence needs
 - An impact can be identified, but more work should be done to strengthen it
- **The contribution of trainees in the organisation in which they completed their traineeship was considerable. For workplaces, the additional resource provided by the trainee was extremely significant.**

Impact elements regarding the student's studies

- Motivation, topics of theses, experiences and observations related to the student's field of study were some examples of the positive effects
- A large number of students said that there was no impact or that their studies may have slowed down



Work should be done to enhance the positive impact...

- The methods of information collection should be developed as there was no accurate information on students' academic performance available in HEIs.
- **On the whole, the entire potential of international traineeships was not yet fully taken advantage of in the higher education sector.**
- From the point of view of the societal impact
 - the speeding up of studies
 - increased study motivation
 - and finding employment were
..... matters to which attention should be paid.

**KiitosTackGiitu - ThanksDankeMerciGraciasEskerrikaskoGrazas
GracièsDankSpasiboDjakijuMerciGrazieGrazchaXièxie
DhanyavádArigato! Jaana Mutanen/jaMu**

