“Pestalozzi” In-Service Training Programme for Education Professionals

Report on the European Workshop
CoE2008–27.0

SUPPORTING TEACHING IN A MULTICULTURAL VOCATIONAL INSTITUTE

22 - 26 October 2008, Tampere Finland

OPETUSALAN KOULUTUSKESKUS OPEKO
NATIONAL CENTRE FOR PROFESSIONAL DEVELOPMENT IN EDUCATION
AIMS AND WORKING METHODS

The aim of the European Workshop ‘Supporting Teaching in a Multicultural Vocational Institute’ was to provide the participants with selected knowledge, models and pedagogical tools related to intercultural understanding, global education and multicultural pedagogy with the specific objectives to:

- Explore the educational needs of immigrant learners and the practical measures of educational support provided by the vocational schools to help their students to reach equal rights for learning and personal development
- Open the concept of intercultural competence and intercultural sensitivity and apply this information to teachers’ reality
- To share new ideas, challenging viewpoints and different experiences on education for global responsibility and sustainable future

The programme was a combination of introductory lessons, group activities, participants’ presentations, visit to a vocational college and cultural programme. Co-operative learning was used as a working method throughout the workshop. Participants had also been asked to prepare studies or examples of best practice from their own institute or country, related to the main three themes of the workshop.

The participant group consisted of 17 vocational or subject teachers, counsellors, project managers, international coordinators and teacher trainers in VET or HE institutes from seven signatory States to the European Cultural Convention (10 delegates) and from the host country (7 delegates).

PROGRAMME

**Wednesday 22nd of October**

The workshop started with a get-together party at the conference venue Opeko on Wednesday evening, which was the arrival day of the participants. The group members proved to be very talkative and anxious to share their thoughts and experiences with other colleagues.

**Thursday 23rd of October**

At the very beginning of the workshop both the participants and the organisers shortly presented themselves.

The opening speech, held by Mr Matti Pietilä, Counsellor of Education, the Finnish National Board of Education, Deputy NLO for the Pestalozzi Programme, introduced the participants to the main institutions, to some of the activities, and especially to the Pestalozzi programme, of the Council of Europe.

The participants also received the booklets and teaching materials sent by the Council of Europe, Division of European Dimension of Education, Strasbourg.
Mr Pietilä also told about the role and the tasks of the Finnish National Board of Education in the administration, development and evaluation of education as the national development agency, and described the main features of the Finnish education system.
Workshop led by Mr Jari Kivistö, Education Advisor, Opeko:
Global Education & Education for Global Responsibility

The workshop started with the presentation given by Mr James Owusu, Parkview Academy, London:

Global education is teaching for understanding the world through multiple perspectives: social, economic, historical, spiritual, cultural, environmental and political

These multiple perspectives promotes: positive values that will enable students to reflect critically on their own value systems in order to contribute towards being global citizens who contribute locally to a more peaceful, just and sustainable world.

He then introduced eight key concepts of global dimension:

- Interdependence
- Human rights
- Sustainable development
- Conflict resolution
- Social justice
- Values and perceptions
- Global citizenship
- Diversity

and how they can be integrated into the curriculum. He also pointed out the challenges in the 21st century globalizing world.

After discussions Mr Jari Kivistö told about the Finnish Ministry of Foreign Affairs’ campaigns and teachers’ in-service training programmes and gave a few more definitions of Global Education:

Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Definition of Global Education by the North South Centre of the Council of Europe (2002)

• It’s a real learning process
Development education is an active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues, to personal involvement and informed action.


• We have to activate students
We don’t transfer values but we activate students to think: “what makes people to do the things they do?”

• The school is there to make it possible
Our task is to make it possible for students to build and widen their worldview.

www.global.finland.fi
Vocational Education and Training in Tampere Upper Secondary Education, Tampere College  www.tao.tampere.fi

Ms Ritva Haveri, International Coordinator, Tampere Upper Secondary Education, gave some basic information about the Tampere College, which the group was going to visit the very next morning:

- Tampere College is one of the largest vocational colleges in Finland and is maintained by the City of Tampere. Since 1st of August 2008 the college is organisationally part of the Tampere Upper Secondary Education together with 9 upper secondary schools.
- Study sectors: Technology (1341 students), Transportation and Forestry (461 students), Services and Business (1293 students), Social and Health Care (516 students), Immigrant Education (400 – 600 students) and the Administration and Services Unit
- Formal and non-formal vocational education and training

Immigrant Education in Tampere College:

1. Preparatory teaching for immigrants intending to enter initial vocational education
   - National core curriculum established by the Finnish National Board of Education in 1999 and renewed in 2008 (20-40 credits)
     - schools prepare their own curriculum
     - tailored curriculum for each student
   - Special educational task for selected education providers in Finland
   - State finance through Finnish Ministry of Education/Finnish National Board of Education
   - Purpose is to give immigrants language and other skills to help them continue studies in initial vocational education and training
   - Education is suitable for students who
     - can read and write
     - are able to use Finnish (or Swedish) language at level A2.2. (basic user, waystage): Can understand sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
   - Selection through interviews
   - Students are mainly 15 – 25 years of age but the curriculum is also suitable for adults

2. Immigrants in vocational qualification studies

3. Immigrants in English language vocational qualification studies

4. Other education and courses
   - adult immigrants’ integration education
   - pre-preparatory training
   - courses financed by labour administration
   - apprenticeship training
   - vocational courses, projects etc.

Adult immigrants’ integration education  (usually 45 credits)
- National curriculum recommendations in 2007 by the FNBE
- Further recommendations for special groups: academic immigrants, youths, housewives, analphabetics and special needs students

Pre-evaluation  
-> personal study plan

Finnish (Swedish) language studies
Aim -> B1.1. in the end of studies
(A1 -> A2.1-A2.2 -> B1.1)
Friday 24th of October

Visit to Tampere College, Santalahdenkatu:
During the tour around the College the participants had a chance to see many interesting study programmes, among others hairdressing, dressmaking, aircraft maintenance, and electrical engineering. They also visited the new media centre/library of the College.

One of the high-lights of the school visit was the lunch prepared and served by the student cooks from the Study Programme in Institutional Meal Production.
Workshop led by Mr Sakari Ilkka, Education Advisor, Opeko: Opportunities and challenges of multiculturalism in curriculum and school culture

IMMIGRANTS IN FINLAND

Foreign citizens 122 000 (2,3 %)

Largest groups (by the country of origin):
- Russia 25 500
- Estonia 17 500
- Sweden 8 500
- Somalia 4 500
- Serbia & Montenegro 3 500
- China 3 500
- Iraq 3 000
- UK 3 000
- Germany 3 000
- Turkey 3 000
- Thailand 3 000
- Iran 2 500

PUPILS / STUDENTS WITH IMMIGRANT BACKGROUND

- Preparatory education for basic educ. 1 700
- Basic education 16 600 (2,9%)
- Upper secondary 2 800
- Preparatory education for VET 1 100
- VET 7 300
- Universities 5 400
- Polytechnics 4 600

Group discussion:
- Discuss the characteristic features of immigration in your own country / city/area.
- What are the major challenges you are facing at school?

Obvious challenges:
- Poor knowledge of Finnish / Swedish
- Cultural & religious differences
- Traumatic past
- Slow / inadequate integration
- Poor academic background
- Unemployment
- Lost parenthood
- Unrealistic expectations
- Difficulties in diagnostics
- Teen-aged newcomers
**ADAPTATION TO A NEW CULTURE (ACCULTURATION STRATEGIES)**

<table>
<thead>
<tr>
<th>High value on one’s own culture</th>
<th>Rejecting one’s own culture</th>
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<tbody>
<tr>
<td><strong>High value on majority culture</strong></td>
<td><strong>integration</strong></td>
</tr>
<tr>
<td>Rejecting majority culture</td>
<td>Segregation / separation</td>
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</tbody>
</table>

**Group discussion:**
- How are the immigrants expected to integrate into the society in your own country? Goals? Policies? Public opinion? - Choose your own angle!

**Measures of support for immigrants in Finland:**
- Integration Law (1999, 2006): right to integration plan and services
- during three first years in Finland (in certain cases 5 years)
- The individual services are defined in the integration plan, which is signed
  - by the client (at the employment office or social office)
- Main services are:
  - integration training (literacy training 40 w + integration training 40 w)
  - public employment services, counselling, work practice, rehabilitation etc.
  - logical continuum from integration training through vocational or academic qualifications to working life and permanent employment

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**Supporting the Integration of Immigrants**

- Person’s background
  - reason to immigration
  - general and professional education
  - work experience
  - health, social situation etc.

- Integration counselling

- Outside labour craft
- Rehabilitation
- Work practice
- General education
- Further language training
- Basic professional education
- Competence based qualifications
- Academic recognition
- Enterprise

**Work-based immigration**

**LABOUR MARKET**

By Sanna Penttinen, Counsellor of Education, FNBE
Saturday 25th of October

Workshop led by Ms Heidi-Maria Listo, Education Advisor, Opeko: Intercultural competence

The aim of the session was to introduce the central elements connected to (teacher’s) intercultural competence.

Topics introduced:

- Different contexts of teacher’s intercultural competence
- The concept of intercultural competence
- Levels of awareness as a basis for teacher’s multicultural competence (Talib)
- Intercultural competence in an expatriate context (Kealy)
- Components of teacher’s intercultural competence: substance, pedagogical, organizational, scientific, and visionary intercultural competence (Listo)
- The developmental stages of intercultural sensitivity
- Dimensions of intercultural communication
- Intercultural adjustment process (Rhinesmith)

Mode of work:

- Introductory lectures with active discussions for sharing participants views, experiences and different cultural approaches to the theme
- Structured small group discussions
- Exercises: some conducted, others introduced and delivered as hand-outs

The topics were well received by the participants and the sessions included active discussion which connected the topics to both the participants’ work and to their respective cultural contexts. The exercises were appreciated also as useful material to be applied in the participants’ work.

Participants’ presentations

The participants offered valuable European perspectives and expertise to the workshop contents and discussions through their own contributions:

Mr James Owusu, UK England: Introduction to Global Education
How to integrate the 8 key concepts

Ms Ritva Haveri, Finland: Models and activities in Tampere Upper Secondary Education and Tampere College

Ms Diana Michalewicz, Spain: Intercultural education in our school

Ms Marta Bonet & Ms Susana Hernandez, Spain: Multiculturalism in our school: IES Escola d’Hoteleria i Turisme de Cambrils

Ms Helena Pesonen, Finland: To your own career, the advancement of immigrants’ entrepreneurship

Ms Grazyna Kilianska-Przybylo, Poland: Some reflections on theoretical and practical dimensions of intercultural training

Ms Romana Gaspar, Croatia: Intercultural competence

Mr Andreas Loizou, Cyprus: Intercultural understanding at C’ Technical School ‘Makarios III ‘ of Nicosia

Ms Anna Fominykh, Russia: The Basic Socialization Difficulties of Participants during Educational Programs Abroad and Some Ways of its Successful Overcoming
The presentations were uploaded to the Internet ([http://www.peda.net/veraja/opeko/pestalozzi_workshops_2006](http://www.peda.net/veraja/opeko/pestalozzi_workshops_2006)) and are available to the participants also after the workshop.

**Conclusions**

As a conclusion the participants were asked to reflect on what they had learned and experienced during the workshop:

1. **MAIN LESSONS LEARNED /EXPERIENCE GAINED?**
   - Acquire skills in teaching in a multicultural school
   - How to teach Global education in my school
   - How to embed global dimension in the school curriculum
   - Nice metaphorical description of interrelation between the concepts of global education, multiculturalism and intercultural competence (the metaphor of coin)
   - I’ve learnt that it is much better to foresee a problem so when it comes on you, you are ready, than to struggle through it when it’s already on you. Besides, I’m quite happy to have been able to notice that the path I’ve started seems to go the right direction

2. **HOW CAN YOU USE THE NEW KNOWLEDGE OR EXPERIENCES AT YOUR WORK?**
   - I like the model of intercultural competence that I can use in my scientific paper
   - Share ideas with teachers on how we can support immigrants in our school
   - Apply ideas with my students
   - Share acquired knowledge with the other teachers of my school and try to improve the methods we use so far at school concerning foreign students
   - Having workshops in order to spread among my colleagues the new ideas
   - Inform my colleagues about the experience and deal with the problems for the benefit of the students generally
   - I will embed “how to appreciate of living such a country” concept to my curricula
   - To tell examples/experiences from other countries
   - Shared experience with other teachers and the problems we all deal with – the problems are global
   - Ideas of some activities; examples of critical incidents that can be used in my teaching practice
   - James’ idea to celebrate students national days is really good and I’ll take it to my school
   - Putting the new ideas learnt into practice. Sometimes some activities and ideas work with a group of learners but when you use them with others it’s a disaster, so I consider we should experiment with them and test if they work with our students or not, or if we can modify them

3. **WHAT BENEFITS HAVE YOU GAINED FROM DISCUSSIONS?**
   - Multicultural experience and difficulties teachers from different countries have are similar in some ways; and ways of overcoming are often the same
   - It helps to know, that we share almost the same problems in our work
   - Examples of problems that others encounter in multicultural teaching as well as possible solutions
   - Discussions reveal that we face the same problems
   - I’ve realized that more or less we have the same problems or we foresee some of the difficulties that dealing with multiculturality and global education concerns. Besides, I’ve get in contact with very interesting professionals on the field and I hope we keep in touch so that we can share our problems in the classroom and try to look for solutions
   - Best practices from others
   - Situations and actions in other countries
   - The problems will increase
# List of Participants

**Croatia**
- Ms Romana Gaspar, Srednja Skola Daruvar

**Cyprus**
- Mr Andreas Loizou, C’ Technical School, Nicosia
- Ms Galatia Zodiatou, Gymnasium Neapoli, Limassol

**Finland**
- Mr Ali Daher, Helsinki Business College
- Ms Ritva Haveri, Tampere Upper Secondary Education, Tampere College
- Ms Ritva Kantelinen, University of Joensuu, Faculty of Education, Department of Applied Education
- Ms Helena Pesonen, Diaonia University of Applied Sciences, Helsinki
- Ms Taina Poutanen, HAMK University of Applied Sciences, Hämeenlinna
- Mr Olli Skogman, Turku Vocational Institute, Technology
- Mr Ilkka Toroi, Savonia University of Applied Sciences, Kuopio

**Poland**
- Ms Grazyna Kilianska-Przybylo, University of Silesia, Institute of English, Sosnowiec

**Russia**
- Ms Anna Fominykh, Omsk State Pedagogical University

**Spain**
- Ms Marta Bonet Farran, IES Escola d'Hoteleria i Turisme de Cambrils
- Ms Diana Michaliewicz Langer, Escuela Taller, Canet de Mar
- Ms Susana Hernández Servián, IES Escola d'Hoteleria i Turisme de Cambrils

**Turkey**
- Mr Talha Bektas, Borusan Asim Kocabiyik Vocational and Technical High School, Istanbul

**UK, England**
- Mr James Owusu, Parkview Academy, London

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# Workshop Organisers

The Finnish Ministry of Education

The Finnish National Board of Education (FNBE):
- Counsellor of Education, NLO for the Pestalozzi Programme, Mr Jorma Kauppinen
- Counsellor of Education, Deputy NLO for the Pestalozzi Programme, Mr Matti Pietilä

National Centre for Professional Development in Education, Opeko:
- Education Advisor, Mr Sakari Ikka
- Education Advisor, Ms Heidi-Maria Listo
- Education Advisor, Mr Jari Kivistö
- International Coordinator, Ms Anne Hjulgren
- Education Secretary, Ms Johanna Hellman
A. CONTENTS / METHODS

1. The pre-seminar tasks were

Number of question respondents: 13 (avg: 3,8)
(1.1) Of no value: 0% 0
(1.2) Valuable: 15,4% 2
(1.3) Of considerable value: 15,4% 2
(1.4) Of great value: 46,2% 6
(1.5) Of exceptional value: 23,1% 3

2. Did the actual benefits from the workshop meet your expectations?

Number of question respondents: 15 (avg: 3,5)
(2.1) Not at all: 0% 0
(2.2) Partly: 20% 3
(2.3) Yes: 33,3% 5
(2.4) Very much: 26,7% 4
(2.5) Completely: 20% 3

3. Did the content of the workshop meet your needs?

Number of question respondents: 15 (avg: 3,4)
(3.1) Not at all: 0% 0
(3.2) Partly: 26,7% 4
(3.3) Yes: 20% 3
(3.4) Very much: 40% 6
(3.5) Completely: 13,3% 2

4. Please rate the following aspects of the workshop and add any comments you may wish to make:
### Overall planning

Number of question respondents: 15 (avg: 2.9)

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<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Count</th>
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<tbody>
<tr>
<td>Poor (4.1)</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory (4.2)</td>
<td>13,3%</td>
<td>2</td>
</tr>
<tr>
<td>Good (4.3)</td>
<td>86,7%</td>
<td>13</td>
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### General atmosphere of the workshop (warmth, friendliness etc.)

Number of question respondents: 15 (avg: 2.9)

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<tbody>
<tr>
<td>Poor (5.1)</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Satisfactory (5.2)</td>
<td>6,7%</td>
<td>1</td>
</tr>
<tr>
<td>Good (5.3)</td>
<td>93,3%</td>
<td>14</td>
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### Comments:

1. The workshop was well organised and I think it was fantastic and meet my expectation. (-17247740)
2. The organisers put a lot of effort to make this a memorable experience. I felt pleasant and welcome all the time. (-17247737)
3. The participants were very active (-17247722)
4. Many sided activities included in the program - that was very good (-17247735)
5. The workshop (Heidi-Maria) of the last day was good with lessons and exercises. Also Ritva has done her presentations well. The workshop of the first and second days were not good done and these were confused. I didn’t like took up Kaunajoki tragedy at least so much and at the first day. (-17247741)
6. Fresh "Mediterranean wind" made the atmosphere excellent! (-17248035)
7. I applied to the workshop expecting to get more practical ideas to improve my methodology regarding multicultural issues. I think that most of the lectures have been too theoretical. I have missed a little more practical ideas. (-17247739)
8. The activities went on time, which I appreciate very much. I regret not being given enough time during school visit. There was not enough opportunity to talk to students or take a closer look at the activities and lessons offered there. The organisers were extremely helpful and sensitive to individual needs of the participants. The guiding tour performed by one of the organisers was professional. (-17247743)
9. I think some of the participants explanation have been very practical, therefore those were successful as for my expectations; as for the theoretical side, I found it a bit weak. (-17248104)
10. all participants were comfortable enough to express themselves without hesitating to stress on the difficulties they face. (-17248098)

### General quality of lectures

Number of question respondents: 15 (avg: 2.7)

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<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>Poor (7.1)</td>
<td>6,7%</td>
<td>1</td>
</tr>
<tr>
<td>Satisfactory (7.2)</td>
<td>25%</td>
<td>3</td>
</tr>
<tr>
<td>Good (7.3)</td>
<td>73,3%</td>
<td>11</td>
</tr>
</tbody>
</table>
Comments

1. I liked especially the last lecture that I find quite useful for my scientific work, the last were good (-17247759)
2. The presentations from resource persons were good. The contents were very concise and educative. (-17247740)
3. I really like the topics we dealt with therefore I am more than satisfied with what I gained from the lectures. (-17247737)
4. Sakkari was not prepared well. (-17247730)
5. The first day was a disappointment the second day was much better (-17247722)
6. There was a big variation; the third day's lecturer was the best one, the first day's lecturer the second best. The second day's lecturer was not so good so good in my opinion; got the impression that he had not prepared his presentation properly enough. We discussed this with participants of the workshop and many of them had got the same impression. (-17247735)
7. Heidi-Maria was very good. Thanks a lot to her. Also Ritva was good and very active. I have to say lectures at the first and second day skope quite narrowly and unclearly. (-17247741)
8. All the lecturers appeared to master their topic and they were very clear concerning the message they wanted to pass on. (-17247732)
9. The quality of the lectures has been very good, but many contents have been repeated. (-17247739)
10. The section devoted to intercultural competence is the most highly evaluated by me of all the three offered. It was extremely informative and interesting. The presenter kept the balance between the "theoretical stuff" and interesting examples that illustrated the problems. (-17247743)
11. I found lectures extremely theoretical. (-17248104)
12. Well prepared but we could be more informed if we had the chance to be in a school with students the whole day. (-17248098)

General quality of discussions in plenary

Number of question respondents: 15 (avg: 2,7)

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<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>73.3%</td>
<td>11</td>
</tr>
</tbody>
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General quality of discussions in groups

Number of question respondents: 15 (avg: 2,8)

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<td>0</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>20%</td>
<td>3</td>
</tr>
<tr>
<td>Good</td>
<td>80%</td>
<td>12</td>
</tr>
</tbody>
</table>

Comments

1. There were constructive discussions among participants. A lot of ideas were shared from different countries. (-17247740)
2. I am glad that the group of people gathered here have been so open and talkative. We gain a lot from each other's experiences. (-17247737)
3. The participants were experienced and the were very intersted of the theme (-17247722)
4. Varied quite a lot, more positive than negative (-17247735)
5. They were very valuable (-17247732)
6. I have missed more opportunities to discuss in small groups. (-17247739)
7. Too little time for discussions (-17248104)
8. gave us the chance to realise that we face the same difficulties despite our culture (-17248098)
Documents, teaching materials

Number of question respondents: 15 (avg: 2.7)

(12.1) Poor 0% 0
(12.2) Satisfactory 33.3% 5
(12.3) Good 66.7% 10

Comments

1. Teaching materials were very good. The use of powerpoints and OHP were good. (-17247740)
2. Sufficient. (-17247737)
3. Some slides were in Finnish, not very well prepared in advance for foreign participants (-17247722)
4. The sugar was at the bottom (refer to the third day's lecturer H-M L) (-17247735)
5. I expected more practical items (-17248104)

Practical work

Number of question respondents: 15 (avg: 2.4)

(14.1) Poor 6.7% 1
(14.2) Satisfactory 46.7% 7
(14.3) Good 46.7% 7

Comments

1. There should be more time for school visit. (-17247730)
2. We have not have real practical work (-17247722)
3. Too little practical work. (-17247741)
4. there could have been more practical work (-17247738)
5. A larger quantity would have been highly appreciated. (-17247739)
6. I expected it to have had more time devoted to. (-17248104)

B. ADMINISTRATIVE ASPECTS - please tick as appropriate and add any comments you may wish to make

1. Accommodation

Number of question respondents: 15 (avg: 2.5)

(16.1) Poor 0% 0
(16.2) Satisfactory 6.7% 1
(16.3) Good 93.3% 14
2. Social activities

Number of question respondents: 15 (avg: 2.8)

- (17.1) Poor: 0% 0
- (17.2) Satisfactory: 20% 3
- (17.3) Good: 80% 12

3. Free time

Number of question respondents: 15 (avg: 1.8)

- (18.1) Too little: 26.7% 4
- (18.2) Adequate: 80% 12
- (18.3) Too much: 0% 0

Comments

1. The organisers did a really good job. (-17247737)
2. We are coming from thousands miles away from Finlands. There must be at least “half day” free time for people for sight seeing, shopping etc. (-17247730)
3. All this was excellently organized. (-17247735)
4. very pleased with the sightseeing excursion and Finish evening (-17247738)
5. It is the best organised workshop I have attended in terms of administrative aspects. Congratulations to Opeko and Thank you very much. (-17247739)
6. It would be better to start earlier in the morning and have some time to go around meeting the locals (-17248098)

C. MISCELLANEA

1. Are there any further comments you would like to make about this workshop?

1. The workshop was generally well conducted. Organisation was very good. There were flexibility in reaching the objective of the programme. (-17247740)
2. I’ll recommend it to my colleagues. (-17247737)
3. Nice planned, everything was good. Except for weather :) (-17247730)
4. We did not met students from different cultures, the focus must be more in the global education not the common arrangements of Finnish vocational education (-17247722)
5. This was an excellent possibility to become familiar with the professionals of other countries and develop own “Intercultural competencies” in practise! (-17247735)
6. I’d like to discuss more practical questions, not so much theoretical. (-17248035)
7. We need this kind of workshops to offered more often. (-17248092)
8. In general I am quite satisfied, but more intergroup discussions would always help to have more information about other peoples’ countries, and gathering ideas about problem solving in multl. education (-17247738)
9. Workshops of this kind promote common actions to be taken and approaches to follow in order to eliminate the problems and difficulties encountered by foreign students at schools all over the world (-17247732)
10. no (-17248098)
2. Do you have any suggestions to make for improving the quality of similar workshops in the future?

1. The same workload with 4 or 5 days would be great. (-17247730)
2. If possible also comments from the students own viewpoint and foreign lecturers aims, Finns are not very expeiced in this theme (-17247722)
3. More practical solutions to the cases at hand. (-17248092)
4. having more practical Ideas and no so much theoretical and statistic information (-17247738)
5. The participants lectures could be based on a common research or project conducted in different countries and environments (-17247732)
6. Give more time to practical aspects than to theory. (-17248104)