

Cerasmus+ Training Curricula Report Template

Partner: Finland

Dates of implementation: 3-10-2019

Place of implementation: Forssa Vocational Institute,FAI

Topic chosen (e.g. Urban environment): Urban environment

Target group chosen (e.g. IVET): I-VET

Feedback from teachers:

Teachers find it prominent to give students solid and strong training in basic professional studies so that students have common understanding about ceramics and it's possibilities. All project training curricula themes (Tradition and innovation, Urban environment, Business start-ups) could be included and combined in the training by our current national qualification requirements.

When basic competence is strong it opens path to C-VET and further innovative work in ceramic sector and fields related.



Challenges for developing WBL -projects: shortened studying times, short periods reduce adopting time for skills to develop, create new resources and co-operating WBL -projects.

Urban environment is chosen here for testing how it appears in ceramic training and how it shows in our environment. It is combined with unit “Design and manufacture of product, space or service”. It is one two compulsory units in national curricula for qualification of craft and design I-VET, Artisan. It is the largest, 45 points out of 145 points of professional studies.

Unit consists of main basic subjects needed in pottery working: materials, techniques, tools, object functions etc. Tradition, art & design, internal entrepreneurship pass along daily.

Urban environment gives training base to catch topical and relevant matter of sustainability and good living environment. Craft sector is essential sector for people’s well-being.

Feedback from pupils: Participating students for feedback were second year students (I-VET) who had just finished their practical training period (8-10 weeks). Students represented wide age range and many different backgrounds. They share common high motivation for studies in ceramic craft section.

Students brought out ideas how to get more visibility for ceramics in the city and environment. For example one is taking contact to city authorities and it’s departments which are responsible for city environment.

Students raised up, for both I-VET and C-VET, supporting idea of active shop maintained by student co-operative (all departments). That get’s lot support. There



students can sell their own products, get feedback and learn business from many aspects.

Sustainability comes out strongly in students' speaking turns as well. That is environmental and ethical question. They are aware of environment and circulation economy. *"You have to know where materials and products come from and where they end up."* *"As professional you have to know whole process and product life cycle."* *"Know what you are doing"*.

Students create suggestion to reuse ceramic waste by co-operation with building construction materials, architecture, rural mosaic etc. Or study and utilize local, national materials in co-operation with material production industry and suppliers. That may occur in environmental art and building the landscape as well.

Comments and suggestions:

Common comments and suggestions can be found inside the feedback. Three training curricula topics are important and give a subject on which we can mirror our national and local curricula.

All agree that there must be time enough time to embrace solid, firm basic and same time versatile knowledge of ceramics. That helps to find one's place in multiform working life typical to ceramic craft sector, since in E.g. Finland ceramic industry in minimum as an employer. This status also creates new ways to influence, pass tradition, innovate, network, start-up and – get employ yourself.