
TITLE OF THESIS

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KEMFON EKWERE



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Author

Kemfon Ekwere

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Subject of Bachelor's thesis How can HAMK integrate its international students?

ABSTRACT

The purpose of this study was to find out the difficulties that new international students face in integrating into HAMK Valkeakoski's study environment. The methods used were interviews with some students and a questionnaire in HAMK Valkeakoski. Three hundred questionnaires were completed and the results were analyzed with the SPSS and Webropol programs.

The main part of the thesis was the in-depth research and study that was carried out in HAMK Valkeakoski to identify HAMK's study environment, HAMK's integration practices, expectations of international students, and expectations from international students. It also made sure that the system in HAMK Valkeakoski was benchmarked with many other Universities around the world.

The thesis went on to identify the decision processes of international students, the reasons why they choose to study in Finland and how they came to make that decision. The Thesis concludes by making suggestions and recommendations for HAMK Valkeakoski to carry out in order to succeed in integrating its international students

Keywords integration, international students, educational environment, international, education.

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1 INTRODUCTION

1.1 Background

Life could be called a line, in which we all have to walk, while we are alive here, in order to learn more, we usually have to step out of our lines, even in these recent years we continue to see this trend as man strives for more intelligence and knowledge, leave his or her home to seek the required knowledge, This brings about change in many aspects of our day to day lives, and in a lot of ways these changes are not only felt or experienced by one single individual, usually it is felt in the educational institutions that offer an opportunity to study, the societies in which these individuals are coming from and in the communities, in which they stay while studying .

In a dynamic world, change is certain, it alters all aspects of life, businesses, trends, and societies, many thinkers have tried to comment on the fact of change, but if we look at the words of Charles Darwin on change which says: ` It is not the strongest species that survives, nor the most intelligent, but the one most responsive to change that survives´. So therefore this thesis is to give HAMK University of Applied Sciences the tools to help international students to integrate, and tools that HAMK Valkeakoski will need to face this change process.

This thesis will use a pro active system in which it will look at the issues that affects HAMK's students and HAMK University of Applied Sciences over a period of time. Therefore trying to solve the problems that the international students might encounter before they even begin to set out on their educational journey, and how these difficulties might make it harder for them to integrate into their new study environment. It will also look at the factors that the different stake holder's demand from one another, here the stakeholders are the new international students, the staff of HAMK University of Applied sciences, and sometimes, the societies in which these new international students reside, how those requirements are meet, and how satisfied are the stakeholders.

1.1.1 General information

In 2010 all the educational programs in HAMK Valkeakoski will be in English, this furthermore internationalizes the institution.

In order to fully understand the challenges facing HAMK University of Applied Sciences, it is essential to understand the theory of international education and how much it affects HAMK Valkeakoski. One issue that has affected the institutions has been the projected reduction in the numbers of Finnish high school graduates in Finland, therefore for Universities

to continue to receive support from the Finnish Government and keep their student numbers, the Universities in Finland have had to increase their international marketing activities, and from all indication it seems like this re-intensified marketing for international students will continue for a while.

Therefore HAMK's international marketing duties have been stepped up in order to attract more international students, be it full time or exchange students to its doorsteps. The trend of having fewer Finnish high school graduates is also compounded by the fact that all the educational programs in HAMK Valkeakoski are in English, given that most of the Finnish high school graduates, even though willing to study in English, do have limited English skills, thus making the task of attracting them a bit harder, all these issues and many more have caused HAMK to focus more on attracting international students.

The writer wants this thesis to be able to provide HAMK with the tools to achieve a pathway or track in order to reach a common ground between the new international students and HAMK in order to reduce or even better, eliminate the loss of resources, the mistakes made through misconceptions, and many other issues that this new process might come with. This thesis will also take into consideration how the economic development of many countries has affected the perception of International education This is a very important point as over the past years, developing nations have experienced economic growth, the decision making of the international students from these countries have also changed, normally becoming more demanding. In other words the international students have become more sophisticated in their decisions about international education. Also nowadays the international students have become more sophisticated in reception to marketing and advertising; therefore, even though this thesis will not focus directly on the marketing and advertisement for international students, it will give an insight into the issues that these international students have to think about before making the decision about international education.

1.1.2 Facts about HAMK

HAMK university of applied science is a multi-disciplinary university, it has 25 bachelor degree programs, like forestry, nursing, international business, automation engineering, just to mention a few, and five masters programs, the number of students that study in HAMK university of applied sciences is about 7000. As its core competences, the University offers high quality and broad based education, in a way that enhances the internalization and development of its students. HAMK Vealkeakoski is situated in the industrial city of Valkeakoski.

The city of Valkeakoski is located 35 kilometres (22 miles) south of Tampere and 150 km (93 miles) north of Helsinki and it is situated in the prov-

ince of western Finland. The municipality has a population of 20,541 (as of 31 December 2008). It boasts paper industries, like UPM, and Metsä that provide a vital resource for practicals and projects, which enhance the international development of the students. All the educational programs in HAMK Valkeakoski from 2010 will be conducted in English; these programs include International business, industrial management, and automation engineering.

HAMK Valkeakoski is involved in many international activities, that include international education, research and development projects, and many mobility projects, these play a huge role in HAMK Valkeakoski and are all used to develop the students to their highest potential, with an up to date, net based library, and vast information tools, HAMK Valkeakoski is at the for front of international education in Finland and the world as a whole.

1.1.3 Topic Frame

HAMK Valkeakoski, has always been in the fore front when it comes to attracting international students who might be residing in any part of the world, to come and study in Finland. It has never been easy, considering all the aspects that need to be covered, while making sure that the student has all the tools to integrate easily into the study system and into their new society.

The relationship among HAMK Valkeakoski , the city of Valkeakoski itself, and the students that might reside in the city for more than three or sometimes four years, is also very important. HAMK in Finland continues to invite students to come and studying, work and reside in Valkeakoski in Finland for 3 or more years, therefore there should be more information on both parties, so that it could enhance social and educational integration. In other words, what we should seek to achieve, is a situation that all stake holders, do have as much information as possible on expectations, demands and ideals of each other so that a middle ground could be attend. And as result, reduce the problems that might arise through miss-expectations, and miss-conceptions. At the moment this is not the case and as such might result in poor relationship, as well as poor integration, which would hamper the duties of HAMK Valkeakoski and the studies of the students in HAMK Valkeakoski.

Usually all the potential students will get to know about HAMK, might be through a website, word of mouth, a fair, and what HAMK Valkeakoski should understand is that these students, might not have a lot of facts on the numerous issues that they might encounter while they are studying in HAMK. What this thesis will try to accomplish, is to describe the process in which both parties will be able to have as much factual and helpful information on each other in order to enhance a more integrating relationship with all the parties involved.

1.2 Topic Motivation

Studying for a BBA (Bachelor of Business Administration) with international Management as my major, I have been able to acquire the tools and stepping stones which makes me understand that organizational skills are very vital in any organization or co-operation, and must be applied in a well managed manner in order to achieve good results. Also I have been able to acquire a lot of experience as an international student, and have learnt a lot about integration due to personal travels and journeys. Therefore these have given me a double perspective as an international student and as an integrated resident in Europe. As an international student of HAMK University of Applied Sciences in Valkeakoski and a staff member of the above mentioned institution it has not been hard to notice the issues and difficulties that many new international students had to pass through, the misconceptions and mistakes that has hampered their integration into the study life in HAMK, and the challenges that the staff of HAMK face in trying to deal with either ill prepared or ill informed students. As a resident in Europe, it is always worrying when I come across new students that do not have enough information, or have not been well equipped for a particular place, thus leaving them ill-equipped. Therefore as a result of these I decided to use the skills that I have acquired as a student of International Management in HAMK Valkeakoski and in my personal experiences, to write this thesis, so as to ensure that HAMK Valkeakoski is able to integrate its international students into their new educational environment.

1.2.1 Research Question and Objectives

The Objective of this Thesis is:

1. To find out the expectations of those international students interested in studying in HAMK University of Applied Sciences.
2. To find out current experiences of the International Students
3. To analyze the expectations of HAMK University of Applied Sciences, her staff, and other stake holders, in terms of international students
4. To suggest and recommend tactics that HAMK University of Applied Sciences could use to integrate its International Students,

To find out the expectations of international students: This is a very essential point to take into strong consideration when attempting to find a common ground between international students and HAMK Valkeakoski, and to make integration easy for international students. As such this will give the stake holders of HAMK the tools that will aid this integration process, this thesis will suggest that HAMK use a pro-active method of assessing the situation of integration, it will strive to figure out why international students might want to come to study in Finland, and to HAMK in particular, what shapes their expectations, how those expectations affects their studying attitudes, and career decisions, and many other factors that might be needed in order to understand the international education of international students .

Secondly this thesis will also find out the current experiences of International Students in HAMK Valkeakoski. It would be educating to see how their current experiences matched up to their expectations. This will give an insight at the present situation, and help us know their present satisfaction levels, which will make us understand their motivation levels and possible future prospects.

To analyze the expectations of HAMK's stakeholders, as that would allow HAMK Valkeakoski to know what they demand and expect of and from international students as they come to study in HAMK and in Finland. It might be argued that the expectations of HAMK stakeholders could sometimes be very general and many times might not take the differences of the international students into consideration, therefore before suggestions are made, it would be helpful to know before-hand the expectations of HAMK.

Finally this thesis will provide suggestions and recommendations on the kind of actions that need to be taken in order to achieve the integration of its international students. And possibly develop a pathway which would allow for international students to be integrated into the educational facility, the study environment, and the Finnish society as a whole. These suggestions are made in terms of models, recommendations and suggested actions that might need to be taken.

1.2.2 Purpose and Objectives

The phenomenon of international students is still in a lot of ways very new to Finland and its numerous institutions. That is also compounded by the problems that Finnish institutions have been experiencing with international students. HAMK University of Applied Sciences has not escaped these issues, therefore this thesis looks at those problems and identifies models and suggestions that will attempt to solve them. In order to give

HAMK Valkeakoski the tools and models that it needs to integrate its international students into their new educational environment.

HAMK Valkeakoski has been at the fore front of the attracting international Students to come and study in Finland, but in the past few years there has been a spike in the number of universities vowing for international students. This has brought about a lot of competition which nationally will allow the best institutions to stand out. Therefore this thesis will also give HAMK the tools that it needs to be the best university in terms of offering international education, marketing and advertisement, and in keeping the promise that is made in advertisement to its international students.

This thesis will not only give an insight to the issues that are most important to international students when they make the hard decision about international education. It will also describe how these decisions relate to their terms of studies in Finland, their study environment, their new society, and their expectations.

2 Market of International Education

International education is a growing phenomenon; most of the participants are normally from developing nations, students that are willing to study in the universities in advanced countries. This in a lot of ways is not a very new issue, as it could be traced back to the days of merchant trade. From the times of Scholars, individuals have been noted and recorded to have traveled from a particular place to the other in order to gain some form of education. Therefore the modern day case has been that the national education of countries and societies has been designed to benefit and improve the literacy level, economy and development of a particular state or nation. Contrast that fact with the fact that developing nations in recent times have been noted to be developing economically at a faster rate than other times, the companies and organizations in these areas prefer certificates from western or more developed societies. The phenomenon of international education is further strengthened in developing nations because of the huge population growth in the developing world. This therefore causes a strong demand for international education in these developing nations. The perception being that it allows the holders of an international certificate to stand out from the multitude.

The diagram below shows the projected amount of students that will be embarking on international education. And it is projected that by the year 2025, 8 million students will be studying outside their country of origin.

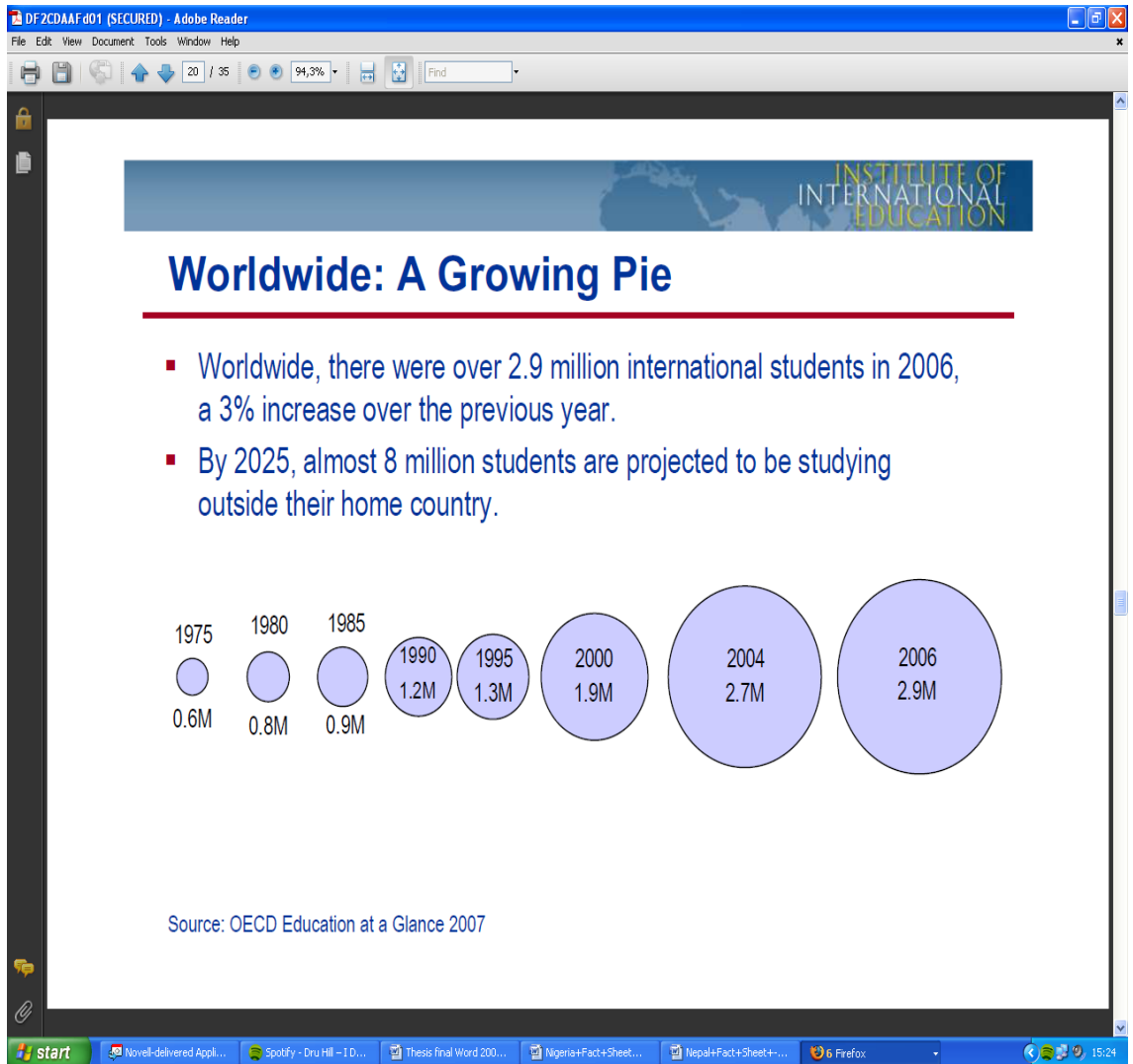


Figure 1: Describing the growth in the number of students that will be studying outside their country of origin. (OECD. 2007. Educational at a Glance. Web Retrieved on 13th of October 2009).

Multinational companies as they have expanded over the past few years, nowadays value a job seeker with some sort of international or diverse education, in this sense making the somewhat international education more desirable to be internationally educated. With the coming of the Internet, education nowadays can be conducted across borders, creating a new kind of educational system, as online studies and long distance studies, these and many more are how the writer chooses to describes the concept of international education.

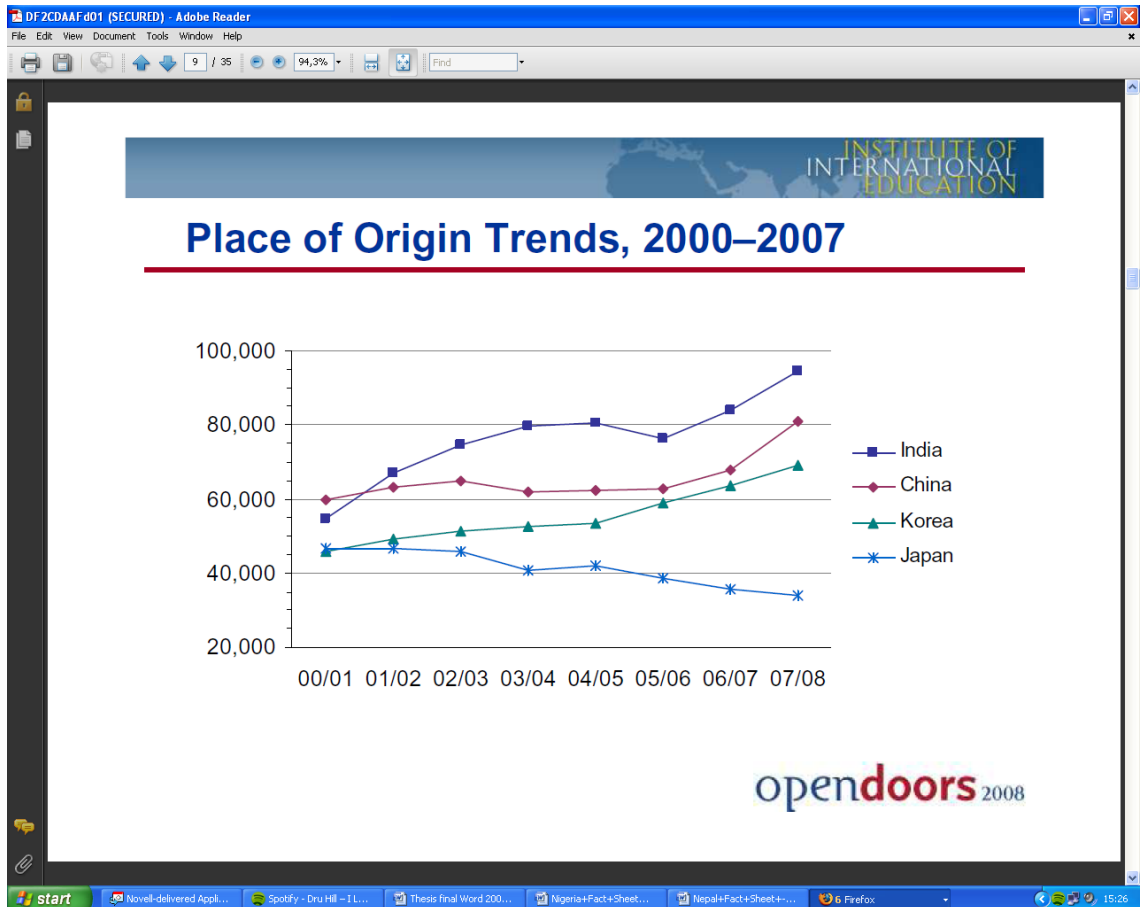


Figure 2: This shows the steady growth in the number of international students and their countries of origin. (Institute of international education. 2008. Web retrieved on 13th of October 2009).

2.1 The macro reasons for international education

2.1.1 The population factor

The development of international education has been on huge dive over the past few decades, according to the Universities and Colleges Admissions Services of the UK which is a body that is vested with the task of the admission process of the Universities in the UK, according to its data it stated that the number of Chinese students applying to study in the UK over the last year has risen by 14.7% from 4,337 of last year to 4,976, also the number of Singaporean students is up by 30%, Indian students up by 18% and Hong Kong students by 4% and the total number of International students in the UK have risen by 4% in general.. (<http://www.ucas.com/> Web retrieved on 24th February 2009).

This trend will continue and will be encouraged by the fact that the population growth in developing countries are growing very fast according to the CIA Fact book, the developing Nations rate of population is growing so fast and at a rate that would propel the world's population to peak in 2011.

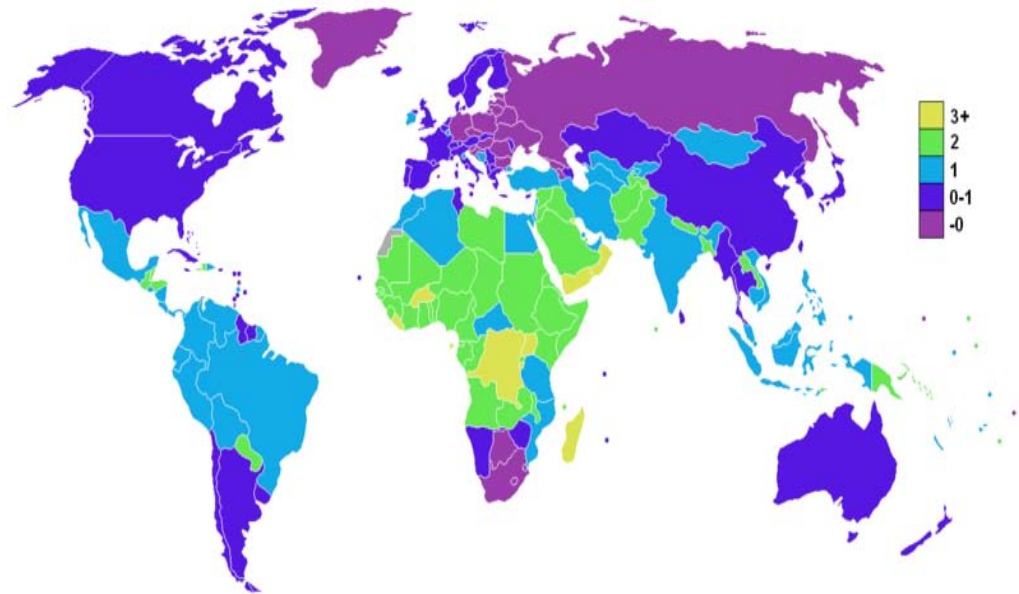


Figure 3: Shows the changes expected in World's Population. (Central Intelligence Agency. Web retrieved on 24th February 2009).

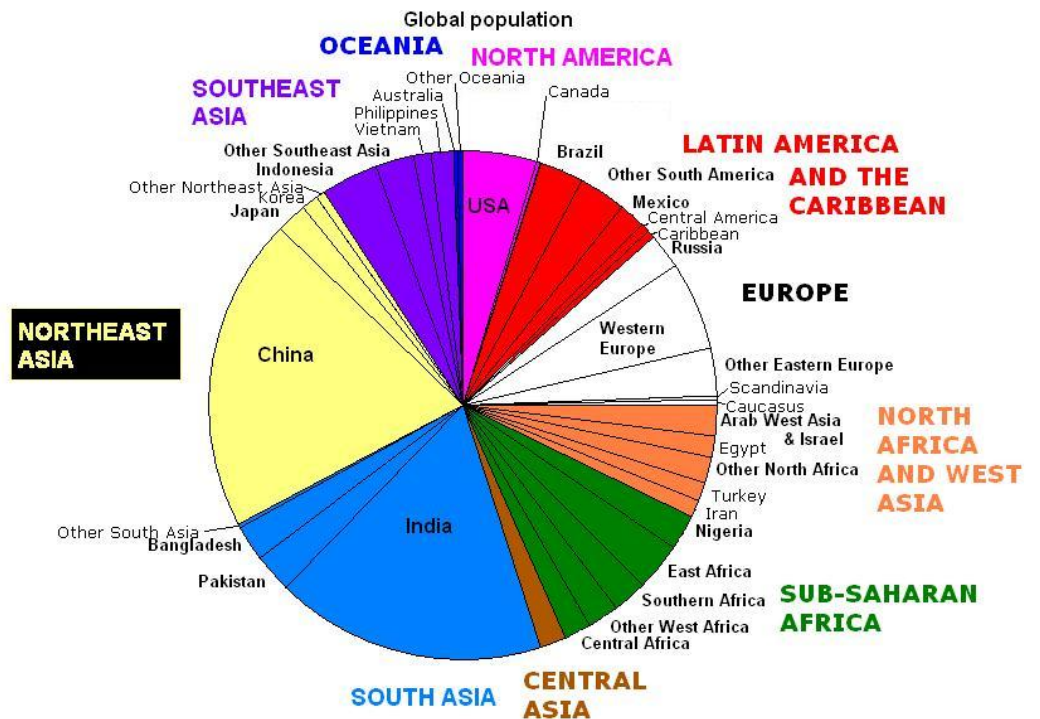


Figure 4: Shows the number of students studying outside their country of origin and their nationalities. (<http://www.ucas.com/> Web retrieved on 24th February 2009).

Looking at these figures, you would notice the contrast among the nations that are known to be developing and the nations that are developed, for instance most of Central Europe is in the blue category which show that its birth rate is at the rate of 0 or -1, while many of the developing nations are mostly in the light blue or green and in a few cases amber colour category, in which their population rate is among the 1 and 3 area of the chat. This forces the citizens in the regions with high population to compete strongly amongst themselves. In trying to acquire an education that allows them to stand out from the masses, a distinction and in a lot of cases the ability to stand out educationally would entail having what might be considered rare in those areas, which is normally an international certificate, a world-wide acknowledged degree, which will enhance their chances of securing a well paying job in a developing society that poverty might be rampant, therefore standing out from the bunch. In other words this would make the competition to stand out from the vast number of individuals that might be entering the job markets in that particular country much stronger, we should not forget that in these countries a lot of the people compete for the few high paying jobs. In these regions it is essential to see the relationship between international education and better jobs; in most of the cases it is also good to note the difference in the importance of recognition factor in the regions. It is also very essential to understand the factors of economic balance in its relation to the concept of international education and the decision making process.

2.1.2 The Development Factor

Over the past years, it could be argued that with the emergence of globalization it has enhanced the development of many Nations. Also over the past years the emergence of these developing markets have attracted multi-national companies to expand to these nations, Example: Citigroup to Nigeria in 2005, Songa Offshore to Ghana in 2007, UPM to Guanghou China 2008, these examples and more have over a very short period of time, expanded to these fast developing countries. These companies will normally prefer to hire expatriates from their home countries, but that comes at a high price, therefore forcing these companies to seek skilled locals in these local locations. In most cases these companies are will to train the locals but would prefer an already well skilled or trained one, which would normally transcend into meaning an international degree, or certification, thus in a situation that seeking to have a good job and recognition an applicant must be more trained or educated, most preferably internationally . Individuals like these would stand a much greater chance of getting the post than an individual that lacks those qualifications.

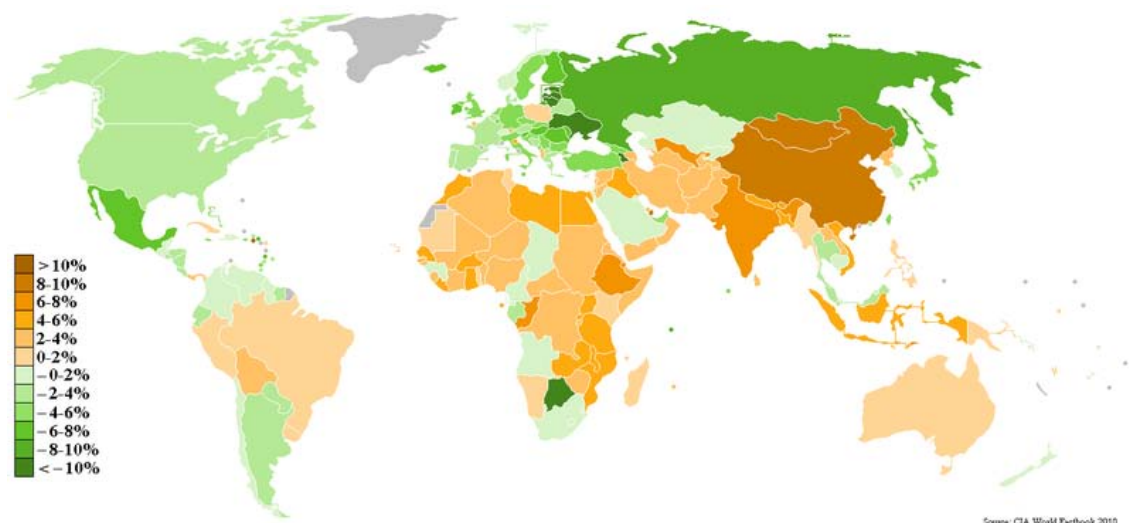


Figure 5: The 2007 GDP real growth rate: 2007 CIA Fact book. (Central Intelligence Agency. Web retrieved on 24th February 2009).

In light of these issues, more information is needed in order to understand the many issues that students that want to have international education face.

The decisions that many of these individuals take as concerning international education is usually influenced by a few factors. Below the writer mentions them:

Language, Educational Structure and Geography these three factors play a large part in the decisions that individuals must face when thinking of International Education. The trend of international education is normally as follows.

Nevertheless a careful study is what is needed to show the core effects that these factors have on individuals that are thinking of international education. These are the issues that they take into consideration before embarking on an international educational trip. Below the writer explains these facts in details:

2.1.3 Language

In the past many universities have underestimated the part in which languages play when individuals decide to travel abroad to study. The writer is keen on showing the relationship between an individual and his educational options.

To many individuals the sense of speaking the language of their supposed educational home is very important as it encourages and fastens integration. To a young Asian student, the language is more like a cushion of shy comfort, as the individual would automatically assume that life would indeed be easier, 'because we speak the same language'. This is a fact that has been repeated all over the world, The fact is that this issue however little, might be very essential and should be taken into consideration in developing the necessary tools that will allow for easy assimilation into the new study societies of these individuals. Looking across the linguistic map of the world, it will be striking to see how many languages are spoken, either Internationally or as a national dialect, but there is always a strong tendency that an individual that is about to embark on international educational program will most likely to choose a country or destination in which he would feel like he can be able to share the language, so in more than many cases the Nigerian student, would opt for an English speaking country, or in the case of an Angolan citizen, he might tend to explore more the option of studying in a Portuguese speaking Nation, as this in the eyes of a lot of students, makes the impact of the cultural shock, less noticeable and allows for easier integration.

2.1.4 Geography and accessibility

This has always also played a huge role in the decision making process that international students have to make before going abroad for study, this

is also buttressed by the fact that since many of the people who might be interested in the process of international education, do normally and in most cases try to choose the nearest westernized country, as this might be where the said individual tends to know most, this mainly is a notion that could be interpreted as the more information about the place, the better changes that people will consider the nation as an international education destination.

The proximity of a westernized nation to the location of the country of the individual that is interested in travelling to study, is a very strong tool that influences the decisions that these individuals end up making, normally when people begin to entertain the thought of travelling to study, it has always possibly been inspired by an acquaintance, and it is in most cases true that these individuals had travelled to study and is settled or is back in his or her home country, working or doing well, this picture is what powers the engine of migration, in this case educational migration, from the nations that don't have a lot to the places that there might be an availability of jobs, prospect and better living standards. Therefore in most cases an individual from South America is more likely to choose United States of America, or Canada as his educational destination, as this is closer to his home, and the influence of these nations are being felt strongly at his or her home nation say ; Brazil.

In some of these cases the individual might not mind the language barrier, if there is a more enticing item, example: tuition free education, job availability, and the writer would want to argue that as much as the language is a strong determinant factor, normally international students are normally willing to compromise as being bi lingual is seen as a plus rather than a minus, but the trend to study in the nearest westernized country is much stronger. Also the fact that many companies that invest in the developing nations are normally from the westernized country most close to it, in this case, the individuals that embark on international study, would want to acquire certifications that would allow them to possibly get employed by these western companies that operate in their nations, so in a lot of ways this could be referred to as the combination of location in terms of geography and influence.

We tend to see individuals move in a certain pattern, and in some patterns there is a tendency to follow the pattern of influence much more than proximity. This is more likely to be the case in African nations, in which there is almost an equivalent trend of both the proximity, and influence. These two factors are both used by many people to come up with decisions concerning their international education.

2.1.5 Educational Structure

The next most common issue would be the case of educational structure, which would cover the question if it the offered international education is free, or not, if it is expensive or not, the writer wishes to make sure that it

shows the sense of appeal, in reference to societies or nations. HAMK and other Finnish institutions at this particular moment are tuition free, and education offered are not in any way less than other westernized International Institutions. Therefore as the rush to acquire to an international certification tends to be higher in the developing Nations than the developed Nations, keeping in mind that many in these developing Nations might not be afford the expensive school fees, Therefore that will force them to ignore the other matters of influences and opt to study in an institutions that would not charge them tuition. In the minds of these students that might be thinking of an international education, the cost factors do play a huge and important role, in many cases these individuals may not prepare very much for their financial issues as they go to study, but the message that an education is tuition free would to these individuals in the developing Nations a very appealing message, in many cases, the unique combination of these issues, would allow the institution to be able to tailor the right message to the individuals in these Nations, and in many cases help them to prepare much more before the people that would be interested in international education embark on the part to acquire the education that they seek.

The message of a tuition free education would appeal much more to people of the developing Nations, much more than the students from developed nations. The writer would suggest that as much as this might be the case, more effort should be put to preparing these individuals before the arrive and begin their education.

2.2 The micro reasons for international education

The motives and decision making criteria of international students are usually made based on which learning tribe they come from, In a project called the Learning Tribes; a study that was conducted by I- graduate International Organization of the United Kingdom. In this report the writers noted that there are various reasons that make international students embark on international Education. Grouping them into the various groups: 1 The Surfers, 2 The Seekers, 3 The Gekkos, The Bonos, and The Kids, this will be explained more below.

The Surfers: According to the Paper by the I-Graduate, these are individuals that are interested in studying and in the terms of doing this for themselves only, in this bracket the individuals will mostly follow their heart careers, not studying things for material purposes, they also believe that living life to the full is more important that working, in this category the individuals covered by the definition of the surfers, will usually try to go into careers that offer them as much enjoyment and fun as much as possible, as stated before, the individuals in these sections do not work for money, the embark on international education for the experience, and hoping to develop themselves while working at the same time, but the least thing on their minds, would be wealth and money through work or career.

The Seekers: Are Individuals according to this report, enter a career in order to attain a good paying job and as such a better pay, here the individuals normally have a strong parental influence on them and in their day to day decisions, Also normally they are very conservative in their observations and not in anything to be noticed or to make a difference, these individuals are not pay a lot of attention to personal development and just would study to get a job, this group will indeed give us a lot of insight about the individuals that might be from areas where their parents have a lot of influence in their decisions.

The Gekkos: This group is made up of individuals that are driven to study by the huge desire of Money, Status, and Recognition. In this group the individuals would want to study what pays the most or acquire an education that would make them much higher in terms of pay or recognition, and probably influence their job postings, they will also be individuals that are interested in making sure that they are into an educational program for the money and the notification, in these cases their personal lives are not as important to them, in other words they do believe that with the money and recognition more things will come, they are not really interested in making a difference in the world but are really impressed with the getting a very good job, with high pay and great recognition.

The Bonos: The core vocal point of the members on this group would be for a greater good of the world, they believe that there is a greater purpose for them in this world and in humanity; they do try to have a strong balance with their private life with their work life, these individuals would not necessarily care much about job security, recognition is more approached than money, and would want to change the world and also make a difference in their lifetimes, in hoping that in the process of all that, they do attain development in the process,

The Kids: In this segment the individuals that belong with this group, do not have a particular thing that motivates them strongly, they sort of go with the wind, they have a lot of unfocused enthusiasm, in a lot of sense everything matters, normally they tend to be mostly insecure and could be secluded, and in this group the individuals might be less matured and normally take what comes, development, money, recognition is also okay, they never seem to mind too much, therefore subject to indiscriminate ambition.

The article below will farther explain this phenomena as it would analyze the assumptions that the citizens of Valkeakoski might have on if International students stay or leave Valkeakoski after their studies:

It will defiantly be interesting and informative to see how our target markets and international students fit into these learning tribes and how they perceive education, and what parties do influence their decisions and where they would want to take their education too, this would be important as this writer intends to give HAMK the tools to attain a common

ground, between the international students and HAMK, with its educational environs.

Also another theoretical material that the writer is considering is the thesis material on retaining students in the Supply Chain Management in forssa, written by Ms. Suvi Hokkanen. (Hokkanen, Suvi. 2007. Retaining students in the supply chain management program) In which she tries to tackle the issues that a new educational program will face in trying to retain her students, and in why the writer would want to take this into consideration is because it would allow us to understand that challenges faced by HAMK in term of retention of new students all together.

Therefore taking all these factors into considerations, and analyzing them it gives us the factors, the issues and insight into the issues that an International institution like HAMK would and is facing in its recruitment and integrating of its International Students in their new study and work society.

2.3 International Students Mobility

In the most current publication from the Atlas of student mobility, this is depicted in the picture below:

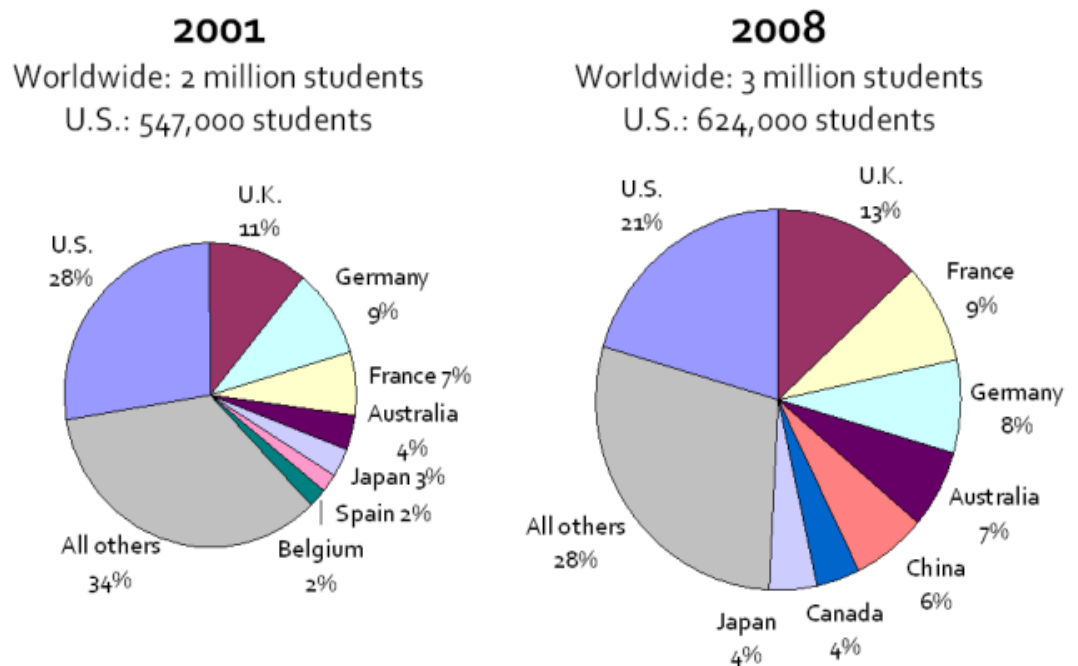


Figure 6: This figure shows the amount of international students and which countries attract them. Humfrey, C. 1999. Managing International Students. Buckingham: Open University Press

It shows us in details, the changes that have occurred in student mobility, between the periods of 2001 and 2008, the question that begs to be answered from this diagram is what happened to some of the countries that are no longer playing a significant role in attracting international students to their countries, Notable among the chart would be also the raising stars and competitors for international students: China. China has of now established itself as a strong contender for international students, Japan and Canada have also emerged and Australia ,France and The United Kingdom, have all increased their share, while the United States have lost a few international students over the years. This information is essential for university bodies and government organizations that are interested in the enduring that there is a continuous development in international student mobility as it might concern them. And some of the macro plans that affects this trend could be use in a micro level; in the universities, to continue attracting international students.

To give a more in-depth analyzes of the diagram above, the writer will analyze the trends that have affected each of the nations specifically.

2.3.1 The United States

The United States has always attracted a lot of international students from all over the world, this has not only because of good marketing, but rather the United States possesses all the dynamics of professional education educational: The market for graduates, the schools, the fame, the adventure, it attracted students from all parts of the globe, either for all or any of the above mentioned reasons, ultimately for the American adventure or package. But over the last decade other parts of the world have seen a lot of development and in that case the American educational structure has faced competition, from other fronts, would be international students now where faced with two or even more choices: either study at home, go abroad, but maybe somewhere a bit closer to home, or then go to the United States to study, therefore instead of the international Students having only one option which would be only going to the United States, they are now faced with many other options.

The United States is still attracting a lot of International Students but these days it does have contenders and that has caused its amount of International Student numbers to decrease.

2.3.2 Spain and Belgium

The next country that the writer wants to analyze is Spain. During the 90s Spain was a contender in the market for International Students, it was not because it had what the United States had; the adventure, the market or any of the others, but most of its international students where from its former colonies, so it would be right to say that Spain was having most of her international students due to contacts and enhanced relationships with either their former colonized home countries or institutions.

This would go to strengthen the fact that only contacts may not hold in the face of serious competition. As competition has increased from the other

institutions in other countries, and the number of students applying for international study places has also increased from countries that Spain did not have contacts in, and the result has been it losing its stand amongst international students.

The same issue could be said of Belgium, most of the international student coming in to Belgium where coming in from the countries that it had the most contacts with, but again we have seen time and time again that change is constant and as always there would be new competitors and definitely new demands that contact and contacts alone is not always enough to make it pull through tough times, and this can be said of both Belgium and Spain, as over the span of the eight years they have both fallen from being serious contenders in attracting international students.

2.3.3 Germany and France

Germany and France have both lost some percentages when it came to attracting international students. The reasons for this phenomenon can be explained by the fact that over those numbers of years, their significance has diminished. For Germany its mechanical education and prestige still stands after all these years but there has also been many other institutions in many other countries competing for international students too, therefore this would cause the amount of international students going to Germany to reduce. For France it would also be said that its contacts still make it a strong contender in the demand by international students, but competition and global development has reduced its numbers. Another issue that worked in favour of France was that it still maintained a strong relationship with its former colonized countries and over the years has forged strong partnerships and co-operations that resulted in students coming to France to study.

2.3.4 Japan and Australia

The next countries that the writer will be analyzing from the chart will be Japan and Australia; this is a unique situation that can be explained by the countries proximity to nations that have been enjoying strong economic growth, Japan is very close to the developing nations like China, India and many other fast developing countries in the south eastern part of Asia: Singapore, Vietnam to mention a few. As these countries continue to develop, the demand for internationally trained personnel will increase driving individuals looking for an international education and in order to have a better life, will try to go abroad to study or train, often some of them will make these decisions with the resources that they have at hand, which would be: money, proximity to home and how strong those countries have relations with the countries that they students are coming from. Therefore countries like Japan and Australia will benefit from being close to these fast developing nations in the south eastern part of Asia

The figure below explains this phenomenon in detail:

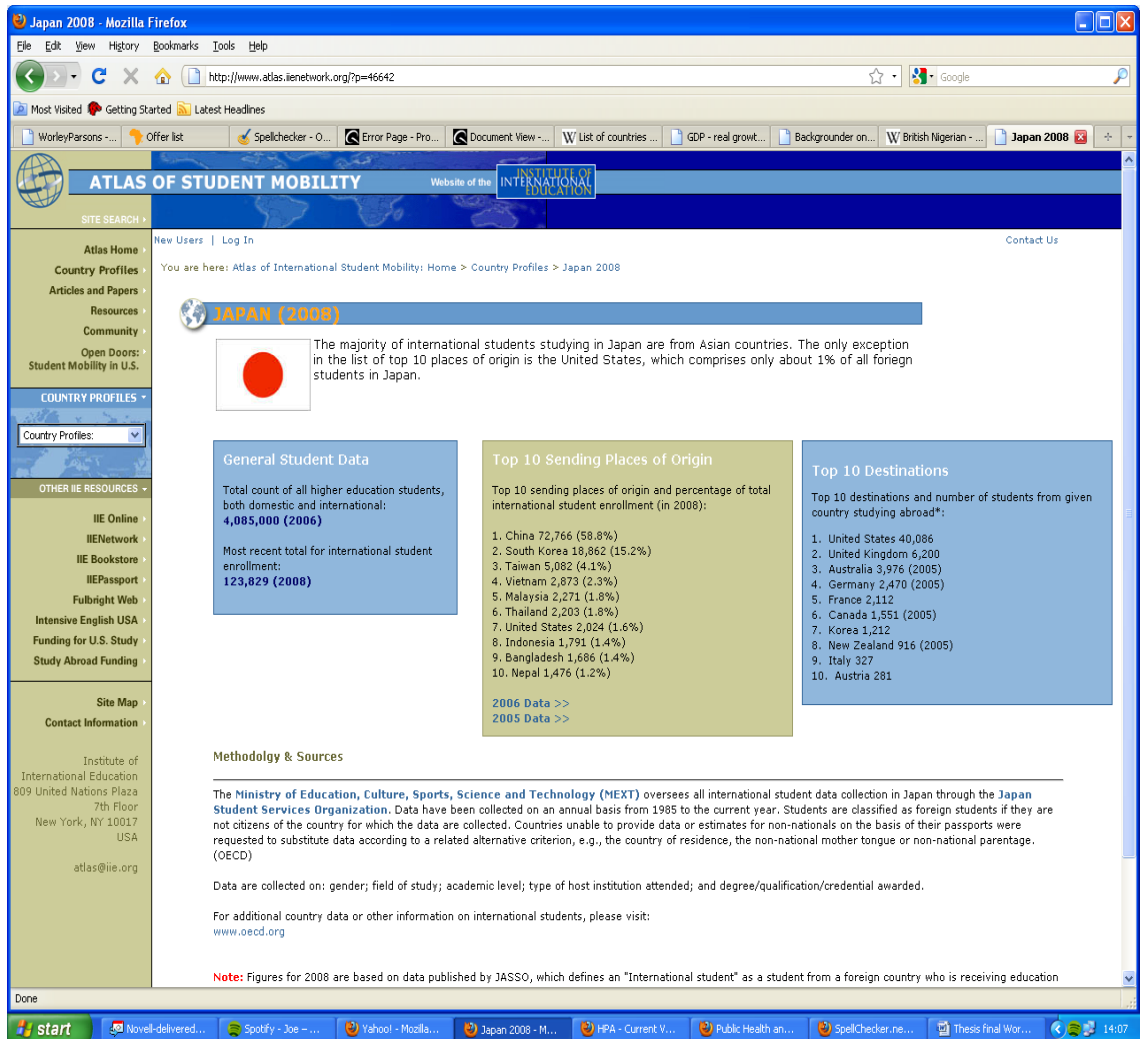


Figure 7: This figure shows the origin of international students that are attracted to study in Japan. (Institute of international education. 2008. Web retrieved on 13th of October 2009).



Figure 8: This figure shows the origin of international students that are attracted to study in Australia. (Institute of international education. 2008. Web retrieved on 13th of October 2009).

These both diagrams show that in the case of Japan and Australia many of their international students come from fast developing countries that surround it, Japan enjoys its highest amount of international students from China, South Korea, Taiwan and Vietnam, all these countries are all fast developing and are close to Japan. The same can be said about Australia as it also enjoys majority of its international students from countries like: China, India, Malaysia and Hong Kong, all of them in close proximity to Australia and enjoying a strong economic upswing.

2.3.5 Canada and China

Two of the new comers to the international student mobility circle are Canada and China, the reasons why international students have over the past few years began to consider the above mentioned countries is because for Canada its proximity to the United States makes it a strong attraction to students who would want to consider international education in that region of the world, so it is right to argue that: It could either be the United States or Canada. For example if a student in Brazil wants to have an international education, that is close to home, he or she could choose between the United States of America or Canada, therefore as the countries in those areas develop economically, Canada would always enjoy a strong consideration from international students not only in that region, but these days all over the world. Also Canada also has the right atmosphere for international students, a strong economy, that has demand for workers both domestic and international. Therefore this has a strong attraction for International students. For China it has seen a strong growth in its economy and international students are beginning to take strong interest in studying in China, to acquire the skills that have reformed the Chinese economy. China has also begun to extend its political influence around the world, this also helps it attracts international students to its country. China gets its international students from students in the countries surrounding it and from western countries that are interested in studying their economic structure.

2.3.6 United Kingdom

The next and last country that the writer wants to analyze is the United Kingdom, over the years, its attraction of international students is still very strong, from the 11th century the United Kingdom has established itself as being a strong contender in offering education to international students, over the years that has not changed, the United Kingdom still has some of the best institutions in the world, and it enjoys a strong contact with many other countries due to its past relationships with its former colonies. The United Kingdom has been able to combine all three factors that make it possible for a country to enjoy and develop a strong relationship with international students. First it enjoys the opportunity of being situated just a small distance from mainland Europe, combining that to the fact that it has been able to create a strong image of itself as being a country that has offers quality education. Also over the years it has created the image of itself as a society that any individual can obtain quality education that would benefit any student, or business. Whichever the case might be, the UK will continue to benefit from the combination of all these factors, as international students will continue to apply to study in UK's Universities based on its proximity, the reputation of its Universities and from the contacts that its state has created with many other countries over the past decade.

3 Present Situations in HAMK Valkeakoski

3.1 Degree Programs

Automation Engineering; Automation engineering is a field of engineering which enables the effective and economical operations of both production equipment and processes. Automation engineering applications are used example in paper, chemical and food industries, in real estate heating processes, means of conveyance and traffic control, production of electricity , just to mention a few. Automation is widely used and new innovative automation applications are continually being launched. This program allows the students studying it to earn a University of Applied Sciences Bachelor's Degree, and their career titles would include terms like: Design Engineer, Program Designer, Factory Services Manager, Project Engineer, Sales Engineer, Testing Engineer, Quality Manager, Entrepreneur, Operating Engineer, Training Engineer, Maintenance Engineer, Electronics Design Engineer and Electronics Supervisor, just to mention a few.

International Business: This is a field of International Business education that focuses on the broad aspect of International trade, and global business. The list of companies that are involved in International trade activities, continue to increase. As such this is a vital aspect of modern day business transaction. In this program the students will learn the needed skills like: Entrepreneurship, Cross-cultural Management, Economics, Business Law, Marketing, Financial Accounting, Organizing and Project Management, like just to mention a few, which are essential to excel in businesses and co-operations. This program also leads to a University Of Applied Sciences Bachelor degree, which would allow the holder to apply for career positions with the following titles: Marketing Assistant, Assistant Controller, HRD Coordinator, Project Manager, Sales Manager, Key Account Manager, Department Manager, Business Controller, Regional Manager, Category Manager as well as becoming an Entrepreneur

Industrial Management and Engineering: There is a growing need for industrial management engineers in all industrial fields. Whereas the education and training of other engineers are traditionally focused on a specific field of technology, the industrial management undergraduates explore business and engineering in a more diverse, extensive and integrated manner. The student will gain qualified and valued technical and economic skills as an industrial expert in a managerial field. Our key areas are industrial services and industrial production, which will give the student the necessary skills to apply for jobs with the following career in the following departments: manufacturing, production and quality control, maintenance, marketing, purchasing, logistics, supply chain, project management, and economic activities.

3.2 Student Interviews

3.2.1 Interview with Tony Missokia

When interviewed Mr Missokia was a fourth year student in HAMK Valkeakoski, he was in the process of finishing his studies in International Business. In his interview Mr Missokia stated that his educational experience in Finland has been very good, he went on to say that he hoped and wished that he had studied more Finnish, as he has come to understand that he needs it if he wants to stay in Finland, Mr Missokia went on to say that learning Finnish is very important in order to be integrated in Finland. And that it would help in securing jobs and work placements in Finland too. He went on to say that his social life had been low as it was hard for him to make friends in Finland and wished that HAMK Valkeakoski could work on that. He continued by saying that the winters in Finland were long, cold and lonely and wished that he had improved his inter-communication skills more in order to be able to have more friends. He stated that his experiences in Finland are positive. (Missokia, Tony. 2008 personal interview).

3.2.2 Interview with Rajesh Agrawal

Rajesh Agrawal is a Nepalese international student in HAMK Valkeakoski, in HAMK he studies International Business and had been in Finland for about a year when he gave this interview. He stated that Finland although nice, has been very cold, it has been hard for him to make friends in Finland and in school, but he hopes to pull through. He went on to say that finding a job in Finland has been very hard, and he thinks that this is because of him not being able to speak the language and the fact that Finns are sceptical of foreigners. He also stressed the fact that teachers in HAMK are good and have been helpful and friendly, but he wished that HAMK Valkeakoski would help its students to have part-time jobs in around the University and therefore would not have to move to either Helsinki or Tampere just to find a job. He concluded that so far he has had a positive experience in Finland. (Agrawal, Rajesh. 2008 personal interview)

3.2.3 Interview with Khalid Ghafoor

Khalid Ghafoor is a Pakistani student who is studying in HAMK Valkeakoski. He came to Finland in 2008 and the writer of this thesis conducted an interview with him after he had spent a year studying in Finland. When asked why he decided to study in Finland, he answered that it was a much more affordable place to study, since education in Finland is free. Mr Ghafoor stated that in order for international students to integrate into Finland faster, they need to study the Finnish language much more, and that HAMK should make it important for international students to learn Finnish, he also went on to suggest that HAMK Valkeakoski should create mediums that would allow its students to spend more time together, as this will encourage and allow students to integrate with each other more. Mr Ghafoor stated that HAMK Valkeakoski should understand that international students ask them for jobs as a result of it being the last option and

if HAMK would start a small business, it would go a long way to help the students that might need a job. He concluded by saying that HAMK should not miss the fact that money or acquiring money is a strong motivational tool for a lot of its students. (Ghafoor Khalid. 2008 personal interview)

4 Questionnaire

In a questionnaire, that was sent to over 300 HAMK students, and got response from 38 students, the writer has been able to further research many aspects of integration as it affects HAMK's international students, their expectations are taken into strong consideration in order for HAMK to develop and improve certain aspects of its integration process, tailor the HAMK's message much more, and finally the thing that HAMK will get from this research questions, is to answer the question: where HAMK is now?

Many of the respondents to the questionnaire were new International students, but it did generate a lot of interest from the BNI08 International students of HAMK Valkeakoski, the reason for this interest would be as a result of the desire for the students to tell about their experiences and an expectation of change, this is very vital that we in HAMK be the first to hear these comments and try to either explain or correct some of the perceptions that might have been acquired during this time of international transition. If these perceptions are not explained or sometimes corrected, these students might believe that the particular event might be the norm or what should be expected and thus pass this unwarranted information to another aspiring International Students, thus making the process of integrating another International student hampered by a pre-existing information, over time the snow ball effect would take place and over time the wrong information or perception becomes a secret accepted topic translating to wrong normality. The research conducted is to make sure HAMK understands these factors and as such develop the tools to ensure that its integration process is made right in all aspects and fronts.

We did get answers from most of the International students in Automation and International Business programs, these programs do have a sizeable proportion of its students as International Students, we would have gotten more responses from International Students in Industrial Management program, but up till now we are still waiting for Visas to be issued out for them. The answers came from International Students mainly from: Vietnam, Nigeria, China and Ghana, we did also have respondents from students from Canada, Iran Germany, Russia, Finland, Nepal, Estonia, Mozambique, just to mention a few. Therefore it can be stated that this Questionnaire has had responds from persons that represent many of the groups that HAMK has its international students from.

Also when asked, all the students that answered the questionnaire stated that they were all degree students, this is very vital as it shows that all the respondents have or will be staying in Finland for an extended period of time, most likely more than a year. This is an ideal group for HAMK to develop its integration process more efficiently for. It has been known that exchange students do also need integration but the fact remains that they do not spend as much time in Finland, and might not at be interested in staying much longer than required, (Harri Tuomela) but many a times it is normally noted that a sizeable number of these students might change their minds to spend more time and that is why the writer would solicit integration for all students, both degree and exchange students.

The next question was directed at finding out the reasons for choosing to study in Finland, in this question the writer was trying to find out what made the impact of our international marketing on the international students that we now have in HAMK, so for the question of Reasons for Choosing to study in Finland: the answers were very revealing as 69% of the respondents stated that getting a worldwide degree was the reason for choosing to studying in Finland. 66.7% noted that it was because of the free education that Finland offers, the third was the option of getting an international experience, with 63.9%. That was followed by the quality of education that Finnish Institutions offer 58.3% and the second to the least option was the getting a better career with 52.8% and the least reason for International students to come to Finland was by the good marketing and fair presentations at a low 13.9%. What this goes to prove is that most probably the three things that do appeal to International students about studying in Finland would be the following; getting a worldwide education, getting and International Experience, and the option of studying free. But that draws our attention to the aspects that HAMK should improve: marketing and presentation for international students that intend to come here to HAMK to study. The writer of the thesis will analyze and expand this more in a paper that he has written, on the fact that by developing International Co-operations HAMK stands to benefit more and as such conduct good marketing and presentations to its would be International students.

On the question of if the students conducted further individual research on Finland before arrive to study here: majority of them did, many of them conducted further researches on the weather, the people, the country , job opportunities and the courses offered by HAMK. In trying to ensure that the integration of students is perfected HAMK should ensure that there is ample amount of information and it should be readily available in other for the students to get the true sense of the situation at hand. In order words develop the information system that we now have and will make it available for International Students that might be conducting further research on HAMK.

The next question was to find out how the existing means of information in HAMK now and how an intending International Student has benefitted from it: Where did you get this information from? And kindly indicate its level of importance, in which 1 would be the lowest and 5 would be the highest.

HAMK Fairs: Even though this is a phenomenon that has been started recently, it is in full force in the Valkeakoski unit, and enforced by the International Business part of the Unit, in terms importance, its highest score was 15.4% and its median score was 23.1% and 50% of the respondents thought that the process of HAMK fair did not affect them in any way: To further analyze this it would mean that since this a phenomenon that is practiced by a small part of the HAMK establishment and in a small area, it would be good to develop this phenomenon more in other for it to operate at its full maximum and for HAMK to be able to exploit it to its full potential. Therefore with the resources and other factors, this seems to be an event that would work more efficiently in the communities close to HAMK.

Friends: This was the option by which International Students where getting information about HAMK from their friends did perform quite averagely, 25.8% of the respondents said that they did get important information did perform quite averagely, 25.8% of the respondents said that they did get important information from friends, 25.8% of the respondents also noted that friends did give important information and its median performance was 22.6%. With only 16.1% of the respondent noted that they did not get any information from Friends. In our International marketing, HAMK should understand that in many cultures a good word from a friend might be the determinate factor, in burnishing HAMK's credentials. Therefore while marketing and developing International co-operations HAMK must understand that this might be a very vital means of passing information.

The Internet is nowadays playing a more and more important role in marketing and in passing information across borders, for a relatively small cost, by creating groups on online sites like Facebook and Twitter, HAMK has reached many new students both domestic and international, that is why it did record a substantial number of nods from our respondents: 30.8 of the respondents noted that they did get vital information about HAMK on or through the above mentioned Internet groups, 22.7% noted that these Internet groups had given them some kind of information on HAMK, while 30.8% noted that they did not get any information on from these internet groups. What HAMK can gain from this information is that there is a great room for expansion in these online groups; it can be able to reach a lot of potentially new students domestically or internationally.

For our international students that had to do business with an embassy, they might not have gotten as much information as they might have wanted, only a small fraction of the respondents 11.5% did note that they got some information from the embassy, and 57.7% indicated that they did not get any information. The embassy might not necessarily be the right apparatus to pass more information to students about a particular school in Finland, but it might be a good apparatus in other to let would be students know a lot more about Finland before arriving in Finland.

The next option was search sites, like Google and the likes, to the respondents this was a very usual means of getting information about HAMK, this would be a very critical means of informing would be students about all aspects of HAMK, both formal and informal, these days everything about anything can be found by using search machines. A sizeable number of respondents: 37.9% noted that they had used search machines to find information about HAMK; altogether a total of 58% of the respondents noted that they had used the Internet to find vital information about HAMK, the median percentage was 20.7%, while 13.8% of the respondents said that they did not do that. Therefore it is essential for HAMK's internet image to be well adjusted and managed, in other for it to contain all the needed and vital information that would ensure that an international student that might be searching Google or other search sites to find information on HAMK, and to make sure that there are vital and mainly directed in Integrating new students and conferring other necessary and important information to the would be new students.

The HAMK website did also play a strong role in informing would be new students, according to the survey a total of 62.1 noted that they did get adequate vital information from HAMK's own website, this is good news as it is an established act to go to HAMK's website in search of vital Information, the next step would be possibly to continue to develop it and position HAMK's website to enhance its full potential. It's attracted 15.6% as its median score and only 15.6% of the respondents noted that they did not go to the HAMK website to seek information.

The last option was the to find out how many of them did find or get information from their Home Institutions, this category was very similar to how many of the respondents did get information through HAMK fairs, only 12.5% noted that they had received information from their home schools and 54.2 noted that they did not get any information about HAMK in their home institutions, This will be further explained in the paper that the writer is writing on International Co-operations and how they would benefit HAMK, but in a nutshell this aspect of passing information to would be students through their home institutions or schools can be made

better by improving and developing our existing educational co-operations and expanding them to include new ones.

When asked, on arrival how relevant and important was the information that the new students had gotten: 20.6% of the respondents stated that it was very vital, 20.6% gave it equally positive nods while its median score was 35.3% and overall many of the students did benefit from the information that they did get before arrival. Nevertheless it would be essential for HAMK to continue to engage in the act of ensuring that there is readily available information on it, and it should cover all the aspects that would be International students would be interested in getting acquainted with certain or all aspects of the Educational Environment that HAMK covers.

The next question was to state which other information would these International Students be willing to be more informed on? 87.9% of the respondents wanted to know more about the careers and job. This seems to solidify the notion that many a times international students are more likely to be interested in the career prospects in a particular country, before moving there. Therefore HAMK might want to consider partnership and co-operations that would bring the much needed career opportunities so that these would be made available to the international students that are in interested in HAMK.

The following question was to find out what the students thought about their integration process; how has the transition to your new study environment been? 60.2% gave a positive response, 36.1% gave a median score and 2.8% gave a low score to how they were able to transit to their new educational environment. In analyzing this it is clear to see that a transition process thus benefit the new students in HAMK, amongst the numerous benefits that developing a transitional process for new HAMK students brings would be the fact that it allows for a better integration of students to their new educational environment, it allows for the students to develop a stronger sense of culture with the institution. Therefore for HAMK it does have a transitional process, that encourages its students to be integrated, but it does need to update it, plan it and develop it more for it to achieve the needed results.

When asked to list the problems that you might have encountered in HAMK and its environs: Many of them that responded indicated that they did have inter-cultural problems in terms of either Finns understanding International students or International students finding it hard to make Finnish friends and the other thing stated by International students was the difficulty that many of them experienced in trying to find a job in their new educational environment. There were references about the weather being too cold. In the case of the weather this would mean that HAMK still needs to continually update the information system, and develop a

much more detailed way of passing the needed information to International students. In the case of cultural problems HAMK must continue to develop its integration programs and processes, in other to encourage and establish mediums that allows Finnish and international students to communicate, discuss and get to know each other cultures more; The event in Papilaniemi is always a good example.

The next question was for respondents to state if their process of transition was smooth? 77.1% said it, was while 22.9% said that it was not, for those that stated that the transitional process was not smooth, the researcher asked them to explain more, the comments included statements like: Cultural shock, could not find books, high cost of living, and no employment for foreign students. To respond to these problems HAMK needs to internally plan and address these problems, one way would be developing a stronger relationship with our stake-holders in other to be able to solve these situations with their help.

The next question was to find out what motivates them the most: What drives your motivation to study? The provided options where: To have the experience, 66.7% of the respondents noted that this was a motivational factor. The next option: To get a job was noted by 41.7% of the respondents, the next option was: To get a high paying job and recognition, the option attracted was noted by 55.6% of the respondents, making it a strong point that International students consider while trying to study. The option of making the world a better place was noted by 41.7% of the respondents. The option to get whatever comes was only chosen by 2.8% and the last option attracted a high amount responses, which was the option to develop personally; attracted 80.6% of respondents, therefore it would be right for HAMK to understand that this is an essential option that International students do consider before making the choice to embark on International education.

The next question was to find out what other things did help their transition to their new educational environment, most of the respondents mentioned that their peers and friends did help them achieve a smooth transition. The other thing that was mentioned was the fact that the friendly teachers in HAMK did help their transition. And to conclude the added suggestions and comments were very positive and supportive of the part that HAMK should continue to develop and plan integration process for its International students.

5 The scripted arguments

5.1 The gains of stake-holders in international education

The trend these days are that co-operations and businesses get bigger in other to compete, in the news we see more and more companies buying out other companies and numerous business takeovers, partnerships are being formed. It would be right to state that this is and might be called the era of co-operate takeovers. This is why the writer would use this medium to navigate the advantages that partnership and co-operations that can happens among businesses, institutions with HAMK university of Applied Sciences. Partnerships that have gone on to make many of the world's major businesses have began in school and educational institutions like HAMK, normally the story would take a part like the following: During a brainstorming session two or three individuals come with a unique idea and decide to put it to test, therefore starting in a small business that grows rapidly, after a short while a much bigger co-operation decides to come to invest or buy the business outright. Or in other cases the story might begin the same way but differ in that these individuals would rise to manage their businesses, develop their ideas and reach their fullest potential.

Nevertheless many of these individuals will have had the possibility of generating and perfecting their ideas, experimenting with them, reaching on them, but for various reasons many of these individuals might not venture into starting their businesses, or propelling their ideas farther than the brainstorming sessions among classes or while gathering with other students over a few bottles of drinks, my argument is that business, co-operations and institutions should be engaging with students on the school and educational grounds much more than they are doing now, we should note that strategically the best way to outperform your competitor is to acquire and implement fresh ideas and exploit them to your full advantage, therefore one of the most resourceful place to begin your search for idea and developmental suggestions is and should be the educational premises. In many situations an educational environment holds the future of many businesses and co-operations, in its students will hold the keys that will propel many businesses to greater heights and bigger margins. The question is: Is it all going like that?

It is not hard to see the vision of the pioneers that, by looking at the map of Finland and how its higher institutions are situated, any individual would see that all the institutions are positioned in a way that it will allow businesses, co-operations, and entrepreneurs at any location to benefit from the resources that having an educational institution in their mist would brings, but to answer the question in the last paragraph, It is not going as it was meant to be, nowadays the institutions chuck out students and companies, businesses and co-operations just wait to hire whoever fits or probably works through the door, or fits a particular needed profile, therefore what HAMK is offering is the opportunity for businesses and co-operations to come in through its doors to source for ideas, concepts and developments that will definitely ensure that their businesses will sure ahead of its competitors, expand its market margin, and possibly establish in international markets, which in the these times, would mean bigger profit margins and wider markets.

Therefore HAMK, is restating together we can make those visions reality, that business and any co-operations could and should work through its doors, and in HAMK you will find the tools and all necessary assistance to conduct brainstorming sessions for new business ideas that will surely benefit your businesses, HAMK does not stop there, it has in its premises a fully functional and well equipped developmental centre, that will research, document and work with you to analyze the results of these research done, plan and work with you in building the business idea and ensuring that you have the tools and techniques, both in person power and know-how in other to advance and excel. This is a proven method that has benefitted a-lot of businesses around the globe, it is time for businesses, co-operations in Finland to strengthen the relationships that they currently have with higher institutions in Finland and HAMK University of Applied Sciences is in the fore-front of bring this vision to light, this was the vision of the individuals that laid the foundation of the Finnish Higher Educational system and it has been tested and proven to work, therefore let businesses, co-operations regard this as an invitation to meet, as we in HAMK believe that together we can both make it work.

5.2 Reason why students might depart after studying in Finland

One major question that many individuals have always asked if the international students that do study in HAMK, do stay after their studies of they just pack up and leave, in this third article I will be exploring the facts, options and factors that in one hand would give the tools to the necessary authorities in other to answer this particular question, and on the other hand educates stake-holders on the certain issues that the students in question do consider in trying to answer the question that they normally over a period of time will have to pose to themselves: Do I Stay or Do I Leave?

In the world that we live in today, humanity is always striving to reach greater heights, this is not an as result of a particular group of people having a unified goal or prospect, instead of the opposite, which is the fact that a lot of individuals to have a goal, and come together in other to harness their potential and to reach their goal, this is the same mindset that an international student has, in many ways as a single individual he or she wants to reach greater heights and cross far-horizons.

In recent years the has been a lot of development across the world, this means that the competition for international graduates are much higher, this is the case in both Finnish and International students alike, the picture these days are that students could easily move to location a or b, this means that not only should the relationship between the stake-holders of HAMK be only to educate but to create and enable the students to find

jobs in Valkeakoski and its surrounding, as educating can almost be called the investment and the ability for students to work in Valkeakoski can be termed the profit, therefore the relationship between the stake-holders is supposed to extend more than just the formative educational years or terms as the case might be; Imagine giving a craftsperson the tools and knowledge to make pottery, but yet stop short of giving him the chance to practice and perfect his or her technique.

It would be a matter of time for two things to either happen: 1 the individual in question becomes redundant and over time losses the technique and knowledge to be skilled in pottery or 2 will not stop longing for when he or she will be able to use his or her techniques and capabilities to earn a living and thus accomplish a dream, a wish list. It cannot be said that this only happens to only International students, but rather it is a part of why we and humanity have excelled in life, it is the same zeal that propels a young Finnish entrepreneur to setup his or her own business, or to switch jobs or careers, or to seek a promotion. It must be stated that they are not in any way different, in many ways I am not sure there is any sense in investing and not reaping that I am sure would not be the result the stakeholders would be looking for. Therefore there must be a slight change in the relationship that the stake-holders have with their clients- the students in HAMK,

HAMK itself has been able to expand its programs and relationship with its students that in the nearest future will be able to make more of the students stay and therefore develop their relationship with the new community that the study in: 1 by developing an educational environment, by having international days, open days, work placement for students; both international and local, even though there is still a lot to do, this is a summon of calls to all other HAMK stakeholders, the citizens of Valkeakoski, the businesses in Southern prikanmaan, the students of HAMK, a call of summons, we have something here, we can make it much better than what it is now, a summons of ideas and discussions, an actualization of visions, a solidification of partnerships, a joyous reunion of achievement, so therefore we can be able to create a unified educational environment that allows HAMK's students to develop a long lasting relationship with its educational environment and therefore ensure that Valkeakoski, Southern Prikanmaa region and Finland as a whole can benefit from its investments in not only HAMK, but its International Polytechnics and Universities.

6 Adapted Backups

6.1 Adapted Backup – Peter Hanami. (Hanami Peter: '5 Steps of to Student Integration.' Institute of International Edition, Web retrieved on the 12th of January 2010).

Also another strong reference point that the writer is willing to explore in giving a strong backbone to his thesis would be the 5 Steps to Student Integration by Peter Hanami, in which he analyzes the process of integration that focuses specifically on the transition that Japanese Students make while studying in Australia. In it he spots five steps that are essential to encouraging or enhancing the integration of Japanese students in Australian Educational Institutions. The first being: The Respect of the Student's Culture. Second: Quantify your institution's expectations of International Students. Third analyze your culture and consider the best way to share it. Fourth: Make available all relevant study information in the student's native language. Fifth: Is to Increase student opportunities for participation.

In order to understand these proposals more we have to explain and analyze them and see how it applies in the case of HAMK Valkeakoski. The first point that the writer will analyze is the concept of Respecting the Students Culture, in the report from Mr Hanami, he wrote that Universities should see their students as clients rather than students, then there would be room to develop and enhance a stronger relationship with these individuals. I would want to stress the fact that if HAMK continues to see its students as just students without redefining its relationship with her students as her clients, it will continue to hamper the relationship that HAMK has with her international students, and thus make integration much harder than what it could be.

The second point is quantifying your institutions expectations of International Students. The writer has always asked the question what does HAMK expects from its students and international students, and normally the answer has been that HAMK expects her students to study hard, but these attributes have not been quantified as such cannot be easily seen and discussed, in the report by Mr. Hanami he states that we should quantify the attributes and be able to communicate them in various forms to the International Students and I would add as well as all HAMK students.

The next ideal point made by Mr. Hanami is that the home institutions should analyze its home culture and consider the best way to share it. Mr. Hanami did note that often this is the area that the least attention is paid to in many institutions, at it can be said of HAMK, we also do not pay a lot of attention to this suggestion, it can be noted that the only time this had been done was during the orientation of 2009, in which Mr. Joyce and Mr. Tuomela gave a joint presentation on the culture in Finland, it was helpful, noting that there is always a tendency for other individuals to tell their stories, sometimes it might be wrong, sometimes it might be right, but nevertheless the stories do stick and might give the new international student a poor or misguided image of a particular culture and thus make it difficult to achieve a smooth achievement.

The next recommendation was that, institutions should make available all study information in the students native language, according to Mr. Hanami, this would make it easier for Japanese students studying in Australia. In HAMK, it would be good to note that this has already been in practice for many years, but it would be good to pay more attention to this suggestion as it might help some International Asian students, or help with having discussion groups in other to help student practice English and Finnish.

In the report by Mr. Hananmi, the last suggestion was that institutions should increase the opportunities for International students to be able to participate and the many activities that might be happening in the educational environment. In this suggestion he stated that normally individuals do share their anguish in groups and normally they speak the same language. In the case of HAMK, we have a situation in which individuals share their problems, worries and anguish with the people that they identify most with, often these might be individuals that have the same problems, therefore there is shared understanding that, this particular individual will understand what I am going through, because he is going through the same thing. This is where we in HAMK, must be able to take this suggestion into strong consideration as this would help us increase the participation of International students, not necessarily only in educational situations but also in situations that surround the wider school environment and activities.

He finally concluded that integration is an ongoing challenge in all institutions and must be planned carefully, monitored and continuously reviewed, he did also state that the school should develop a program that would allow staffs to participate in full time in this process, Ultimately the more comfortable students are in their new international educational environment, the more integrated they will be.

6.1.2 Changes that HAMK Valkeakoski should make based on the Mr Hanami's report

1. HAMK should respect the culture of its international students, it should also understand that its students will not be able to integrate 100% into the Finnish society, and therefore cease to be who they are.
2. HAMK needs to allow its international and domestic students to spend time with each other, in order to increase their level of participation in curricular and extra-curricular activities.

3. HAMK should continue to present its culture to its new students, both international and domestic. This as stated above is necessary in order to allow the new students in HAMK to have a detailed picture of HAMK rather than getting it from rumours and side comments.

6.2 Adapted backup – Susana Eisenchlas and Sue Trevaskes. (Eisenchlas and Trevaskes. 2003. Developing Intercultural Communication Skills)

The next backup is a report on the Developing Intercultural Communication skills through intergroup interaction, written by Susana Eisenchlas and Sue Trevaskes, for the Griffith University of Australia. In this paper the writers were able to put in detailed terms how it necessary it is to develop the intercultural and international environment based on intergroup interaction. The writer of this thesis has always seen the process of intergroup interaction and development of an international environment, therefore the report by Sue and Susana are indeed very detailed on how these do help integration of international student.

In the report by Ms. Susana and Sue, they stated that there are very few concrete examples of these processes, as the concept of international educational environments is new and still in many circles unexplored, they also stated that even though the process of Internationalization is widely accepted, often it's normally hard to know what Internationalization means, is it a sales word, or a concept of education? Therefore the means of achieving internationalization is normally unclear, in the discussed report the writers stated that an unclear means of achieving internationalization through making changes in the curriculum might lead to it being difficult because often the internationalization of the curriculum would be constructing without a clearly defined set of goals and targets.

6.2.1 Steps that HAMK should take based on the Ms Susanna and Ms Sue's report

1. Develop a concrete system of extracurricular activities. This should be a system that is scientific and can be monitored.
2. Allow the many integration programs to be operated from one work station. This would be very helpful in helping monitoring and documenting the achievements and difficulties that the integration process would be experiencing.

3. HAMK should define its internationalization, its boundaries, its achievements and its process of internationalization. This process is analyzed more in the appendix.

In the article below the writer analyzes the relationship between the citizens of Valkeakoski in terms of their financial commitment to HAMK and its International students.

6.3 Adapted Backup – Renata Pogioli. (Pogioli Renata. 2003 Integrating foreign students into the International business program of HAMK Valkeakoski)

In the thesis written for HAMK, in 2003 by Renata Pogioli, she looked at the problem of Integrating Foreign Students into the International Business program, an in-depth thesis, but after analyzing it, the writer discovered that some things might have changed, and HAMK is still facing some of the many problems identified by Ms Pogioli this can also be said of the foreign students. For instance Ms. Pogioli wrote her thesis when the only international program in HAMK was International Business, now HAMK Valkeakoski has five international programs, by common reasoning, it would be essential to understand that if there had being some difficulties and challenges that had not been solved in 2003, then those challenges would by now become bigger, more delicate and in need of urgent attention, as the number of international students in HAMK had increased across the degrees programmes, and the international degrees themselves have increased.

In 2003 HAMK Valkeakoski had only one international degree programme in HAMK Valkeakoski, now it's five, the same would also apply in the opposite direction in which if there had been any challenge that had been solved in 2003, it would be worthwhile to analyze how that solution might be still apply to the current situation now, and if needed possibly adjust and update its status.

6.4 Adapted Backup – Need and Experiences of International students in Australia. (Hellsten Meeri 2002, Student in Transition: Needs and Experiences of International students in Australia)

Another interesting paper was the report on students' transition, titled: Students in transition: Needs and Experiences of International Students in Australia. This was a paper presented to provide insights into ways of understanding various implications of International students' transition into their new Australian study environment. It also takes time to explore many aspects of enculturation, socio cultural adaptation, adjustment, language, communication and learning difficulties encountered by the international students, exploring these situations will give us an ample amount of insight on the questions and transitions problems that the international stu-

dents might encounter and in many cases how to interpret the signs that might show us what the student might be passing through at that particular transition time. The writer: Dr Meeri Helsten went on to explain that international students normally have a dream, in this report she refers to it as 'Dreaming the dream' she explains that students do have dreams and in terms of international education it does mean acquiring an internationally recognized education that allows for these individuals to have better career opportunities nationally and internationally. She went on to identify several expectations that international students normally have: Culture bound expectations, Language based and intercultural contacts based expectations, quality of life expectations, cost and reputational expectations, expectations based on resources, attitudinal expectations, quality of life expectations, expectations based on change. Below the writer explains each of the expectations.

Cultural bound expectations: According to Dr Helsten, cultural bound expectations are those expectations that the students have based on the desires of either family members, friends, peers and other national desires. For example: when an international student sets out to acquire international education in order to make his or herself better and also satisfy the cultural expectations of his or her peers, family members and friends. These cultural bound expectations differ among cultures, and the learning tribe of students also affects their cultural bound expectations. HAMK needs to pay attention to the cultural bound expectations of its international and domestic students in order to understand their demands and expectations and therefore enhance their integration.

Language based and intercultural expectations: These are expectations that students have that are mainly language and intercultural experiences related. Many times we do hear Finnish exchange students say that they intend to go to a particular place to do their exchange and study the language too in the process. Also many students do want to gain intercultural experiences, and therefore HAMK needs to pay close attention to the language and intercultural expectations of its students, both domestic and international.

Quality of life expectations: When international students come to Finland they have expectations on the quality of life to expect, those that don't come from Europe normally have a view of a country that has been compounded by the perceptions that these students have, which have been hyped by many miss-information. Therefore HAMK needs to keep a keen eye on the quality of life expectation that its international students have, questions like career and job opportunities and quality of life are normally quality of life questions.

Cost and reputational expectations: When students embark on international education they choose a university for various reasons but one of the main reasons would be the university's reputation. HAMK therefore has to pay a strong attention to the reputation of its university. As a bad reputa-

tion would defiantly create a dent on how international students perceive HAMK Valkeakoski. In terms of cost expectations, students normally plan their international education taking cost and expenditures into perspective, as we have discovered in HAMK, the cost expectations of many of our international students vary from each other.

Quality of life expectations: In cases where students from developing nations travel to developed nations to school, many of them expect that the quality of lives in the developed nation will be better than what they left at home. Universities hardly take this into consideration as it is normally very easy to assume that the particular quality of life in a particular region is much better than the other one. Therefore educational amenities have to be provided and HAMK needs to keep a keen eye on the expectations of its students both internationally and domestic and continue to improve its quality.

Change expectations: International students normally have expectations about the change that they will experience when they go abroad to study, normally positively, but this is normally the first thing that changes when they arrive at the new country. The either begin to enjoy the country and in this case the change is positive, or in order cases begin to dislike the country thus making the change negative. This is another important expectation that HAMK needs to keep in keen observation, because HAMK should work hard to ensure that the change expectations of its students are positive and remain positive even after arriving in Finland or starting school.

Attitudinal expectations: Students both domestic and international judge the attitude of an educational facility very carefully, when they arrive in a university their expectations are generally positive, but like change expectation, attitudinal expectations can change very fast, and it is HAMK's duty to maintain the positive attitudinal expectations of its students, and ensure that any negative attitude is corrected.

6.5 My taxes, what is in it for me?

HAMK University of Applied Sciences is a Finnish University, in the many years that it has existed, the Finnish stake holders of this institution being the Government of Finland, its citizens and notably the citizens of Valkeakoski have made many sacrifices in numerous forms like taxes and contributions to make and build the institution of HAMK to its current state. It would be right to state that without these numerous sacrifices and commitments we would not be where we are today. Therefore it would be right to answer the question; after all this, what is in it for us? How does the existence of HAMK Valkeakoski benefit the city of Valkeakoski?

How do HAMK's current plans benefit its home city? These and many more questions are going to be addressed in this article.

Without any doubt the sacrifices that have been made and a continuously made by our numerous stake holders are very important to HAMK, as in any other business relationship the stake holders are in it for their own benefits, so therefore the citizens of Valkeakoski must know that in this symbiotic relationship it indeed benefits from HAMK too. HAMK often offers employment to citizens of Valkeakoski, and many others that commute to and fro Valkeakoski daily, in the case of people that commute to Valkeakoski daily, often they get to spend time and money in the city of Valkeakoski, and this has a direct impact on the citizens of Valkeakoski and their businesses, as without a doubt these are considered an additional cash inflow into the city that HAMK is situated in. Also it would be right to argue that there is a constant cycle of students – fulltime or exchange, and staffs – fulltime or visiting or exchange, all bring with it and influx of cash and revenue that again impacts businesses resident in Valkeakoski and that is to the city of Valkeakoski a benefit. As HAMK is continuously encouraging these kinds of activities, we are sure that the benefits that these kinds of activities bring to the city of Valkeakoski will continue for as long as HAMK exists.

There are many ways that the surrounding community benefits from having HAMK University of Applied Sciences in their midst, often the money invested in HAMK is normally re-invested in the businesses in the communities that it resides, ensuring that the trickle-down effect of funds and resources to the businesses in its local community continues, with the increase demand in international education HAMK is sure to continue its job in offering international education and many other services that complement this goal.

Therefore with the continuous support of its stake-holders HAMK Valkeakoski will not only be here for a long time but continue to get better at what it does, In doing this Valkeakoski has another business that it can boost of as truly being International as HAMK does not only compete in Finland but Worldwide, with clients spreading from one side of the globe to the other; Chinese students and businesses, American contacts, Irish partners, English co-operations, African Prospects to German contacts and initiatives.

In many ways Valkeakoski has in its midst a huge pool of resources, contacts, and connections that are readily available to its citizens and businesses. Therefore the when we see a HAMK student it would be right to understand that he or she is the face of a big and huge International organization that is always evolving and ever dynamic in order to compete worldwide and yet represent its roots and origin; Valkeakoski. That representation and worldwide acknowledgment is something that the citizens of Valkeakoski should be proud of, as HAMK is the work of their hands.

Furthermore the current plans of HAMK Valkeakoski is to continue this partnership with the city of Valkeakoski, nature and continue to develop the relationship that has existed for decades in order for it to reach greater

heights in developing and delivering international education that is tailored to meet the demands of the international industrial business environment worldwide.

Therefore Valkeakoski as HAMK's partner has a lot to gain in terms of employment, recognition, inflows of various forms including both economically and intellectually, its citizens can boost of seeing the fruits of their labour and thus as we end another decade again of profitable partnership we must look ahead to the future still knowing that there is a lot to gain and benefit from this investment.

And often it leaves institutions to only work on introducing international courses and programs, the writer of the discussed report, stated is normally a valuable thing to do, but it is only a first step and if not followed up might lead to what we experience in HAMK a relapse in which the progress made in the past is not backed up therefore everything tends to go back to the uncomfortable usual. In the discussed report the authors also stated that it has been acknowledged that the lack of social integration of international students are a source of their dissatisfaction, furthermore it went on to say that this is a common experience and that in many cases it goes on to create an atmosphere of frustration and disappointment also the writers of the discussed article stated that the lack of social engagements between international and local students create resentment, goes on to hinder in-class interaction and reinforces stereotypical views.

Therefore the writers of the discussed article suggested that one thing that would be good to do would be rather than only concentrate in introducing new programs, it is also essential to make sure that group work, and cooperation is discussed and that these give them the chance to address very intellectual, social and cultural challenges that may concern international and local students at the university. Furthermore the writers stated that in cases where local students are made to help international students either in extracurricular activities or other assistance, the local students most gain, rather than be made to sacrifice, this would allow local students to see helping and spending time with international students beneficial and enjoyable.

7 Benefits of studying international student mobility

It is very helpful for HAMK to analyze and study this trend as it contains vital information that can help its marketing team tailor their message much more clearly, in order to help international students integrate into their new educational environment and create an image of HAMK that would appeal much more to its international Students. It is also vital to take a look at the pie chart as it contains information that shows an analyst what international Students might be looking for in a country and in an institution in other to make the choice of where to go to study.

Also it helps the marketing department to determine the right marketing tools and what to expect in terms of results and have a long term plan, here HAMK would have the tools to develop its marketing message and long term plans that go far in solidifying HAMK's image as a viable contender in offer International Students excellent education.

It also gives HAMK the tools to understand the expectations of International students, based on the countries that apply to study in specific countries, we can be able to see from where they apply to study what they expect, therefore it would be vital for HAMK to study and analyze this pie chart more in other to have that information.

HAMK can use these observations to make the following changes

7.1 Benefits to changing the current situation in HAMK Valkeakoski

In HAMK, we have to develop a scientific time duration in which we can be able to observe the transition of our international students from even before the arrive and when we think that they are fully integrated into their new educational environment, there are several advantages to studying and developing this process, they are listed below:

1. Studying this process will allow HAMK to develop its counselling process, in which HAMK will have all the tools to be able to counsel its International Students and in the right ways in other to ease the integration of International Students.
2. Another advantage of understanding and studying this process is that it would give HAMK, a lot of information on the expectations of the international students that are studying in HAMK, HAMK must keep in mind that they do come from a diverse background and often they do have different expectations, and for HAMK to be able to develop a stronger relationship with her international students, HAMK would need to develop the tools that will ensure that the expectations of International students are met.
3. In studying the transition process of its international students HAMK would get the essential information that it would need to face the problems that HAMK faces in integrating the international students in their new study environment, HAMK.

The information that HAMK will get from this study is, that this process will give essential information to its marketing department which will help in allowing HAMK, to pass the right message to its would be students, both international and domestic.

These and many other advantages are things that HAMK would gain in order to develop its educational environment to be able to tackle the demands and changes that internationalization of its institution could bring.

7.1.2 Recommendations and Suggestions

The actions that HAMK University of Applied Sciences must take in order for it to ensure that its international students are integrated into their new educational environment are:

- 1 HAMK should always keep it in mind that it cannot integrate students 100 percent, because that is not achievable, as that demand would be asking the international students to stop being who they really are, but rather HAMK should try to ensure that its international students are as comfortable as the domestic students in their new educational environment. This would mean that the domestic students do not feel left aside, as this would generate discontent and unpleasant feelings that might hamper the assimilation process of both parties.
- 2 The next step would be to ensure that there is a staff member that plans, develops and implements the integration process and also be able to ensure that the feedback of the students are analyzed and worked on in order to ensure that there is a continuous process of developing and improving the integration process of its students.
- 3 It is essential for HAMK to respect the culture of its numerous students, both International and domestic. It is essential for HAMK to understand that its domestic students do matter as much as its International Students and that the integration in HAMK should not only be to include only its International Students into HAMKs educational environment, but to rather ensure that all groups of its students are comfortable and fully integrated into its educational environment and with one another. (follow up with the circles theory)
- 4 HAMK University of Applied Sciences take adequate amount of time to analyze its own culture and that of its educational environment and develop the best way to communicate this to its new International Students. This is essential as this would ensure that HAMK gives a positive though rational image of its Educational Environment to its new inhabitants.

- 5 HAMK should increase the opportunities for student participation in its Educational Environment. In the many comments that have left on the questionnaire, it essential that domestic and International students to learn from one another: This can be achieved by encouraging extracurricular activities, which might include; Team works, basket ball teams, football teams and other group activities, in order to encourage interaction and the students to learn from one another.

- 6 It is also essential for HAMK to develop an image that would allow HAMK to be seen as the gateway to the International Community, rather than only an International School, as all Educational Facilities are creating the image of being an International School, HAMK therefore has the rare opportunity of redefining itself, but develop short time educational exchange programs, that would encourage International mobility and cultural exposure. (follow up with through the prism image)

- 7 HAMK should be able to define its contexts of Internationalization. It must answer the question of what Internationalization means to it, and the steps it needs to take in other to achieve a true International University status.

- 8 Work with various stake holders to ensure that the demands and needs of all students (International and Domestic) are achieved, and a sustainable relationship would be created among the students, the university and the stakeholders.

- 9 Develop a long term relationship with its students both international and domestic

- 10 Establish an integration process that can be trusted to integrate one student, and then multiply the process in integrating large amounts of students. The mistake that HAMK's integration process has always had has been the fact that it tries to integrate a group of students, always missing the fact that integration is personal, private and in many cases singular.

APPENDIX 1

TITLE OF APPENDIX

Introduction

I salute. As a student and staff of HAMK University of applied Science, I have always asked myself: what is the bigger and wider role a student or the institution that I work for has to play in its Educational Environment in this case; the city of Valkeakoski. There are many benefits and advantages to developing this relationship, enhancing the potential of all the international students, business concepts and ideas that abound in this perimeter and the advantages that it could bring to not only the city of Valkeakoski, but the whole of southern prikanmaa.

The citizens of Valkeakoski have asked numerous questions, it is possible that many of them do have concerns; Therefore the following series of articles would be to answer any justified question and in many cases the individuals asking them do have all the right to ask, keeping in mind that we are referring to an International University: HAMK University of Applied Sciences, which is situated in the unique city of Valkeakoski. In the year HAMK began its relationship with the city of Valkeakoski, we should not forget that the A building that houses part of the University has had a much longer relationship, therefore it would be right to say that the relationship between HAMK and Valkeakoski has evolved over time.

Today Valkeakoski has in its center an International Institution that the citizens of Valkeakoski can be proud of. Therefore over the years, Valkeakoski has played host and still continues to host many visitors, managers, business and technological guest from all over the world, who over the years have stopped by HAMK.

As the relationship between HAMK and the city of Valkeakoski continues to evolve, the citizens of Valkeakoski must understand that knowing or unknowingly they are all stake holders in HAMK, and might be right to ask questions like: What benefits does the community get from HAMK?, What benefits does HAMK have on the businesses and economy of Valkeakoski?, How about the International Students?, Do they stay?, Do they leave? These are some of the many questions that come to the minds of individuals that are stakeholders in the community of Valkeakoski and in HAMK.

In the following series the writer will explore all the aspects of these questions answer then and argue for the benefits and advantages that abound in this blossoming relationship between the many aspects of HAMK and the ever developing city of Valkeakoski. And in many ways how the City of Valkeakoski can set example for many other cities around Finland and the world in developing and contributing to the enhancement of an International educational environment.

APPENDIX 2

Do They Stay? Or do they leave?

One of the major questions that many individuals have always asked if the international students that do study in HAMK, do stay after their studies of they just pack up and leave, in this third article I will be exploring the facts, options and factors that in one hand would give the tools to the necessary authorities in other to answer this particular question, and on the other hand educate stake-holders on the certain issues that the students in question do consider in trying to answer the question that they normally over a period of time will have to pose to themselves: Do I Stay or Do I Leave?

In the world that we live in today, humanity is always striving to reach greater heights, this is not a as result of a particular group of people having a unified goal or prospect, but rather the opposite, which is the fact that a lot of individuals to have a goal, and come together in other to harness their potential and to reach their goal, this is the same mindset that an international student has, in many way as a single individual he or she wants to reach greater heights and cross far-horizons.

In recent years the has been a lot of development across the world, this means that the competition for international graduates is much higher, this is the case in both Finnish and International students alike, the picture these days is that students could easily move to location a or b, this means that not only should the relationship between the stake-holders of HAMK be only to educate but to create and enable the students to find jobs in Valkeakoski and its surrounding, as educating can almost be called the investment and the ability for students to work in Valkeakoski can be termed as the profit, therefore the relationship between the stake-holders is suppose to extend more than just the formative educational years or terms as the case might be; Imagine giving a craftsman the tools and knowledge to make pottery, but yet stop short of giving him the chance to practice and perfect his or her technique. It would be a matter of time for two things to either happen: 1 the individual in question becomes redundant and over time losses the technique and knowledge to be skilled in pottery or 2 will not stop longing for when he or she will be able to use his or her techniques and capabilities to earn a living and thus accomplish a dream, a wish list. It cannot be said that this only happens to only International students, but rather it is a part of why we and mankind have excelled in life, it is the same zeal that propels a young Finnish entrepreneur to set up his or her own business, or to switch jobs or careers, or to seek a promotion. It must be stated that they are not in any way different, in many ways I am not sure there is any sense in investing and not reaping that I am sure would not be the result the stake-holders would be looking for. Therefore there must be a slight change in the relationship that the stake-holders have with their clients- the students in HAMK.

HAMK itself has been able to expand its programs and relationship with its students that in the nearest future will be able to make more of the students stay and therefore develop their relationship with the new community that the study in: 1 by developing an educational environment, by having international days, open days, work placement for students; both international and local, even though there is still a lot to do, this is a summons of calls to all other HAMK stakeholders, the citizens of Valkeakoski, the businesses in Southern prikanmaan, the students of HAMK, a call of summons, we have something here, we can make it much better than what it is now, a summons of ideas and discussions, an actualization of visions, a solidification of partnerships, a joyous reunion of achievement, so therefore we can be able to create a unified educational environment that allows HAMK's students to develop a long lasting relationship with its educational environment and therefore ensure that Valkeakoski, Southern Prikanmaa region and Finland as a whole can benefit from its investments in not only HAMK, but its International Polytechnics and Universities.

APPENDIX 3

My taxes. What is in it for me?

HAMK University of Applied Sciences is a Finnish University, in the many years that it has existed, the Finnish stake holders of this institution being the Government of Finland, its citizens and notably the citizens of Valkeakoski have made many sacrifices in numerous forms like taxes and contributions to make and build the institution of HAMK to its current state. It would be right to state that without these numerous sacrifices and commitments we would not be where we are today. Therefore it would be right to answer the question; after all this, what's in it for us? How does the existence of HAMK Valkeakoski benefit the city of Valkeakoski? How do HAMK's current plans benefit its home city? These and many more questions are going to be addressed in this article.

Without any doubt the sacrifices that have been made and a continually made by our numerous stake holders are very important to HAMK, as in any other business relationship the stake holders are in it for their own benefits, so therefore the citizens of Valkeakoski must know that in this symbiotic relationship it indeed benefits from HAMK too. HAMK in many cases offers employment to citizens of Valkeakoski, and many others that commute to and fro Valkeakoski daily, in the case of people that commute to Valkeakoski daily, in many cases they get to spend time and money in the city of Valkeakoski, and this has a direct impact on the citizens of Valkeakoski and their businesses, as without a doubt these are considered an additional cash inflow into the city that HAMK is situated in. Also it would be right to argue that there is a constant cycle of students – fulltime or exchange, and staffs – fulltime or visiting or exchange, all bring with it and influx of cash and revenue that again impacts businesses resident in Valkeakoski and that is to the city of Valkeakoski a benefit. As HAMK is continually encouraging these kind of activities, we are sure that

the benefits that these kind of activities bring to the city of Valkeakoski will continue for as long as HAMK exists.

There are many ways that the surrounding community benefits from having HAMK University of Applied Sciences in their midst, in many cases the money invested in HAMK is normally re-invested in the businesses in the communities that it resides, ensuring that the trickle-down effect of funds and resources to the businesses in its local community continues, with the increase in demand in International Education HAMK is sure to continue its job in offering International Education and many other services that complement this goal. Therefore with the continual support of its stakeholders HAMK Valkeakoski will not only be here for a long time but continue to get better at what it does. In doing this Valkeakoski has another business that it can boast of as truly being International as HAMK does not only compete in Finland but Worldwide, with clients spreading from one side of the globe to the other; Chinese students and businesses, American contacts, Irish partners, English co-operations, African Prospects to German contacts and initiatives. In many ways Valkeakoski has in its midst a huge pool of resources, contacts, and connections that are readily available to its citizens and businesses. Therefore when we see a HAMK student it would be right to understand that he or she is the face of a big and huge International organization that is always evolving and ever dynamic in order to compete worldwide and yet represent its roots and origin; Valkeakoski. That representation and worldwide acknowledgment is something that the citizens of Valkeakoski should be proud of, as HAMK is the work of their hands.

Furthermore the current plans of HAMK Valkeakoski is to continue this partnership with the city of Valkeakoski, nature and continue to develop the relationship that has existed for decades in order for it to reach greater heights in developing and delivering International Education that is tailored to meet the demands of the International industrial Business Environment worldwide. Therefore Valkeakoski as HAMK's partner has a lot to gain in terms of employment, recognition, inflows of various forms including both economically and intellectually, its citizens can boast of seeing the fruits of their labour and thus as we end another decade again of profitable partnership we must look ahead to the future still knowing that there is a lot to gain and benefit from this investment.

APPENDIX 4

Together The Advantages

The trend these days is that things get bigger in order to compete, in the news we see more and more company buy outs, company takeovers, partnerships are being formed. It would be right to state that this is and might be called the era of co-operate takeovers. This is why the writer would use

this medium to navigate the advantages that partnerships and co-operations that can happen between businesses, institutions with HAMK university of Applied Sciences. Partnerships that have gone on to make many of the world's major businesses have began in school and educational institutions like HAMK, normally the story would take a part like the following: During a brainstorming session two or three individuals come with a unique idea and decide to put it to test, therefore starting in a small business that grows rapidly, after a short while a much bigger co-operation decides to come to invest or buy the business outright. Or in other cases the story might begin the same way but differ in that these individuals would rise to manage their businesses, develop their ideas and reach their fullest potential.

Nevertheless many of these individuals will have had the possibility of generating and perfecting their ideas, experimenting with them, reaching on them, but for various reasons many of these individuals might not venture into starting their businesses, or propelling their ideas further than the brainstorming sessions between classes or while gathering with other students over a few bottles of drinks, my argument is that business, co-operations and institutions should be engaging with students on the school and educational grounds much more than they are doing now, we should note that strategically the best way to outperform your competitor is to acquire and implement fresh ideas and exploit them to your full advantage, therefore one of the most resourceful place to begin your search for idea and developmental suggestions is and should be the educational premises. In many situations an educational environment holds the future of many businesses and co-operations, in its students will hold the keys that will propel many businesses to greater heights and bigger margins. The question is: Is it all going like that?

It is not hard to see the vision of the pioneers that, by looking at the map of Finland and how its higher institutions are situated, any individual would see that all the institutions are positioned in a way that it will allow businesses, co-operations, and entrepreneurs at any location to benefit from the resources that having an educational institution in their mist would brings, but to answer the question in the last paragraph, It is not going as it was meant to be, nowadays the institutions chuck out students and companies, businesses and co-operations just wait to hire whoever fits or probably works through the door, or fits a particular needed profile, therefore what HAMK is offering is the opportunity for businesses and co-operations to come in through its doors to source for ideas, concepts and developments that will definitely ensure that their businesses will sure ahead of its competitors, expand its market margin, and possibly establish in international markets, which in the these times, would mean bigger profit margins and wider markets.

Therefore HAMK, is restating together we can make those visions reality, that businesses and any co-operations could and should work through its doors, and in HAMK you will find the tools and all necessary assistance to conduct brainstorming sessions for new business ideas that will surely

benefit your businesses, HAMK does not stop there, it has in its premises a fully functional and well equipped developmental center, that will research, document and work with you to analyze the results of these research done, plan and work with you in implementing the business idea and ensuring that you have the tools and techniques, both in manpower and know-how in order to advance and excel. This is a proven method that has benefitted a-lot of businesses around the globe, it is time for businesses, co-operations in Finland to strengthen the relationships that they currently have with higher institutions in Finland and HAMK University of Applied Sciences is in the fore-front of bring this vision to light, this was the vision of the individuals that laid the foundation of the Finnish Higher Educational system and it has been tested and proven to work, therefore let businesses, co-operations regard this as an invitation to meet, as we in HAMK believe that together we can both make it work.

The article below is the concluding parts the articles written by the writer in order to illustrate his point when it comes to HAMK integrating its students in their new Educational Environment.

APPENDIX 5

In conclusion

in conclusion, I would like to leave you with the refined statement that together we can make achieve these objectives, the message on the articles before, have been that HAMK, do need and will always appreciate partners, that the partners of HAMKS, do have a lot to benefit, the city of Valkeakoski could and should continue to develop its partnership with the higher educational institution in its midst, and that the businesses in southern Prikanmaan and Finland as a whole will stand to benefit continually by taking advantage of the services that HAMK provides, its intellectual community, its ever developing students.

The next step, after the summer of calls, summons of negotiations, is to begin a process that allows for discussions, ideas and brain storming sessions that will bring the many parties and stake holders to hold certain goal driven meetings and seminars that will be result driven to make sure that both parties can find ways to build the kind of resourceful relationships that will not only ensure that a defined relationship is established, but also that discuss how the relationships would be sustainable and ensured to continue and produce the desired results.

In HAMK's perspectives, the writer could state that in a meeting or seminar like the one proposed in the last paragraph HAMK, would defiantly want to partner with the businesses in and numerous co-operations in southern Prikanmaan region and Finland as a whole, what HAMK should bring to the table would be a strong and well tested research and development department, that will defiantly ensure that businesses that it co-

operates with have the correct market research results and as such be able to make the right decisions that will increase the profits in the day to day activities of the business. The co-operation with HAMK, would also be very essential for new businesses and entrepreneurs as this would ensure that the new businesses will be able to conduct research and initial developmental plans on their new projects at a reasonable cost, this would indeed bring more businesses to the city of Valkeakoski, much needed jobs and many other advantages that the stake-holders in question would definitely see.

In this era of International trade HAMK, has vast amount of resources at its disposal that can support any business that is interested in doing business internationally, expanding its market or purchasing resources and materials, HAMK has contacts and resources that can make the achievement of those tasks ever possible. Imagine the amount of consultation that can happen in HAMK, and information that a business can get from HAMK's international students, and for new businesses imagine the benefits that one can get from these co-operations.

For the city of Valkeakoski and its surroundings, the benefits of co-operating with HAMK abound, not only will HAMK partner with the city for things like the Housing Fair, but it can work with the city of Valkeakoski in conducting specific studies that would give the city much need information on many issues that might interest the city of Valkeakoski and in its continual development, HAMK in many ways can always help the city on implement some of the studies that have been carried out, for example the concept of developing an educational environment.

The benefits that cities would gain from partnering with HAMK are indeed much, therefore after reading this article we should be thinking ahead already, towards the direction of how all the stake-holders can create and develop its relationship with this important institution.

Questionnaire:

1 Study Group

2 Country of Origin

3 Study Type

4 Reasons for choosing to study in Finland

5 After choosing to study in HAMK, what research did you conduct about Finland?

6 State 4 things that you knew about HAMK University of Applied Sciences in your home country?

7 Where did you get this information from? And kindly indicate its level of importance in which 1 is the lowest and 5 is the highest.

8 On arrival how much of this information was relevant or important (1 being less relevant and 5 is the most relevant)?

9 What other information would you have wanted to know about Finland and HAMK in general?

10 How has the transition to your new study environment been? Where 1 is the most negative and 5 is the most positive.

11 Kindly list the problems that you might have encountered in HAMK and its environs

12 Has this transition been smooth? If no explain below

13 What drives your motivation to study? (Pick 3 options only)

14 List and describe the things that have helped your transition

15 Other suggestions and comments?

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1.1 Level 2 heading

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1.1.1 Level 3 heading

The style used for the body of the text is Base Text. The font is 12-point Times New Roman. The line spacing is 1. Headings have automatically formed spacing: two empty lines before a heading and one after. You may not hyphenate or space the lines manually.

- Lists can be formed using the List style which automatically indents the list.

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