

Next Level Project

Recruitment Challenges for International
University Students and Answering Them in
Satakunta

Marja Tomberg, Mona Elo, Teppo Lundell

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INTRODUCTION

The starting point of the Next Level –project has been that the students in Satakunta University of Applied Sciences (SAMK) international programs have little interest studying in Finland during their studies. International students don't take root to the extent desired for the place of study. At the same time, companies have recognized, that they need more skilled labor in the future, and are concerned about where the labor will come from. The declining domestic birth rate and the aging of the population are increasing the need for foreign international labor in both productive function and staff position.

In the Next Level –project, the preliminary study has been made of what means are available and can be developed in urban and business co-operation and within the educational organization in order to make the employment of SAMK's international students easier, more flexible and goal-oriented in the future. The project is aimed at SAMK's Rauma campus and the companies in the Rauma region, but the results serve the entire SAMK organization.

The project first examines what already exists: what kind of data, research, and projects there are on the subject and what is the state of mind. During the project, both the people in charge of the city of Rauma and the companies of the Rauma region were interviewed and their experiences and suggestions for increasing co-operation were listened to. The project created an annual clock for networking events that aim to increase and facilitate opportunities for companies and students to meet. A survey was commissioned from international students to map their thoughts and expectations about supporting their stay in the area.

The conclusions are proposal for actions that can be implemented and further developed in SAMK and through co-operation with stakeholders, as long as the actors engaged and determined work is made of these actions. The preliminary study report serves a basis for the development of SAMK's international degree programs and e.g. as an introduction to the Pre SIMHE Satakunta project. It seems that the challenges of the future have been recognized and are already showing in a concrete way - the state of mind is positive in order to establish the employment of international student in Satakunta.

JOHDANTO

Next Level –esiselvityshankkeen lähtökohtana on ollut huoli siitä, että Satakunnan ammattikorkeakoulun (SAMK) kansainvälisissä tutkinto-ohjelmissa opiskelevien kiinnittyminen Suomeen opiskelun aikana on vähäistä. Kansainväliset opiskelijat eivät juuru opiskelupaikkakunnalle toivotussa määrin. Samaan aikaan yritykset ovat tunnistaneet, että tarvitsevat tulevaisuudessa yhä enemmän osaavaa työvoimaa, ja ovat huolissaan siitä, mistä työvoimaa saadaan. Kotimainen syntyvyyden lasku ja väestön ikääntyminen lisäävät ulkomaisen kansainvälisen työvoiman tarvetta sekä tuotannollisissa että toimihenkilötehtävissä.

Next Level -hankkeessa on tehty esiselvitys siitä, mitä keinoja kaupunki- ja yritys yhteistyössä sekä koulutusorganisaation sisällä on käytettävissä ja kehitettävissä, jotta SAMKin kansainvälisten opiskelijoiden työllistyminen olisi jatkossa helpompaa, joustavampaa ja tavoitteellisempaa. Hanke on kohdentunut SAMKin Rauman kampukseen ja Rauman seudun yrityksiin, mutta tulokset palvelevat koko SAMKin organisaatiota.

Hankkeessa on selvitetty aluksi, mitä asioita on jo olemassa: minkälaista dataa, tutkimuksia ja hankkeita alueella on aiheesta ja mikä on tahtotila. Hankkeen aikana haastateltiin sekä Rauman kaupungin vastuuhenkilöitä että Rauman seudun yrityksiä ja kuunneltiin heidän kokemuksiaan ja ehdotuksiaan yhteistyön lisäämiseksi. Hankkeessa luotiin vuosikello verkostoitumistapahtumille, joiden avulla pyritään lisäämään ja helpottamaan yritysten ja opiskelijoiden kohtaamisen mahdollisuuksia. Kansainvälisille opiskelijoille teetettiin kysely, jolla kartoitettiin heidän ajatuksiaan ja odotuksiaan alueelle jäämisen tukemisesta.

Johtopäätöksinä esitellään ehdotuksia toimista, joita pystytään toteuttamaan ja edelleen kehittämään SAMKissa sekä sidosryhmien kanssa tehtävän yhteistyön kautta, kunhan sitoutetaan tekijöitä ja tehdään määrätietoista työtä näiden toimien eteen.

Tämä esiselvitysraportti toimii SAMKin kansainvälisten koulutusohjelmien kehittämispohjana sekä mm. Pre SIMHE Satakunta –hankkeen johdantona. Näyttää siltä, että tulevaisuuden haasteet on tiedostettu ja ne näyttävät myös jo konkreettisesti - asenne- ja tahtotila on positiivinen kansainvälisten opiskelijoiden Satakuntaan työllistymisen juurruttamiseksi opiskelupaikkakunnalleen Satakuntaan.

1 INTERNATIONAL STUDENTS AND EMPLOYMENT IN FINLAND

Author: Mona Elo

The Finnish government with prime-minister Sanna Marin in front, plans to strengthen the international competition within the Finnish higher education, as well as finding solutions and support for international graduates to find employment in Finland (Valtioneuvosto, 2019).

According to calculations done in 2014 (Garam et. al, 2014) it costs Finland 50,000 euros in investment for every international graduate student who leaves Finland and less than half (45%) of the international students who graduates in Finland found employment in Finland within a year after graduation (Villa et al, 2016), in addition official numbers from the government in 2021 shows that 36% of international graduates leave Finland within a year of graduation (Website of New York Times, 2021). These numbers are making it evident that there may be a profound financial loss for Finland and the financial loss is even larger when considering loss of tax income generated by employed citizens, although the financial loss alone is large it is also important to consider the loss of highly educated and able-bodied young people in the Finnish work market, which is undergoing increasing pressure as the bigger generation of the so-called baby-boomers are leaving the workforce.

Cultural and Social challenges

Social and cultural challenges are important factors for successful integration of international students into Finnish society, which is very likely to increase the motivation to stay (Juusola et. al. p, 13). Except for employment, cultural and social connections are the second most important element international residents express is a determining factor for weather they would like to stay.

In the survey A Foreigners Experience of Rauma (AFOER) conducted by the independent organization International Rauma, showed a large need for cultural and social activities as the 2020 survey showed that 43% of the participants answered there was a need for more social and cultural activities for international citizens in general in Rauma (Elo, p. 10, 2020), the following year (2021) 51,1% expressed a need for more social and cultural activities (Elo, p. 25, 2021).

International students often keep to their own social circle which is limited to mostly other international students, meaning that they gain few or no friends at all from the host country. Introducing and encouraging international students and native students to form social connections, can help improve integration and the wellbeing of the student (Arthur, 2017). Therefore, support of social interactions between international students and native students, should be encouraged in a robust and consistent way from the start of the studies, as good communication and social connections may contribute to the student's decision to remain in Finland after graduation (Juusola et. al, p. 15, 2021).

Social connections both privately and academically are very important for finding employment in the future, as Alho (p.7, 2020) explains Finland has a "hidden" job market, that is heavily reliant on social ties, as many jobs are found by a "you have to know someone" basis. Alho discovered through interviews, that people who had used the informal channels and existing connections had a higher success rate of finding employment, than those using the more formal channels such as applying through job advertisements posted online (Alho, p. 11, 2020).

Expectations of Finnish language skills

International students are also hindered in employment due to a demand for a high proficiency in Finnish, put forth by the companies and organizations when advertising open positions. While international students do get Finnish language classes, it is often inadequate, in comparison to what is requested by the employers (Juusola et. al. p 17, 2021). This is also the case at the SAMK campus in Rauma where the mandatory Finnish classes only cover the absolute basics which on the Common European Framework Reference (CEFR) which is level A1-A2, which is far from sufficient, this level is not enough for conversating. The language expectation gap is unrealistic from both sides, as the organizations usually require fluency (CEFR C1-C2). It is important to note that from 2022 SAMK will begin to offer courses aimed at level B1. This addition gives the students the opportunity to have 19 weeks of Finnish language studies from "Finnish 1" (A1) to "Finnish 5" (B1), as well as having more vocabulary building connected to the field of study. It is problematic that the learning of Finnish is not built into the compulsory studies of the degree programs, as these are optional studies for the student to choose by themselves.

Studying Finnish should also be more structured not only in Finnish courses but in cooperation with Finnish students and during internships in Finnish companies as language learning in large takes place through interaction. Increasing multi-culturalism and interaction between Finnish and international students will also be one target in SAMK's curriculum reform during year 2022.

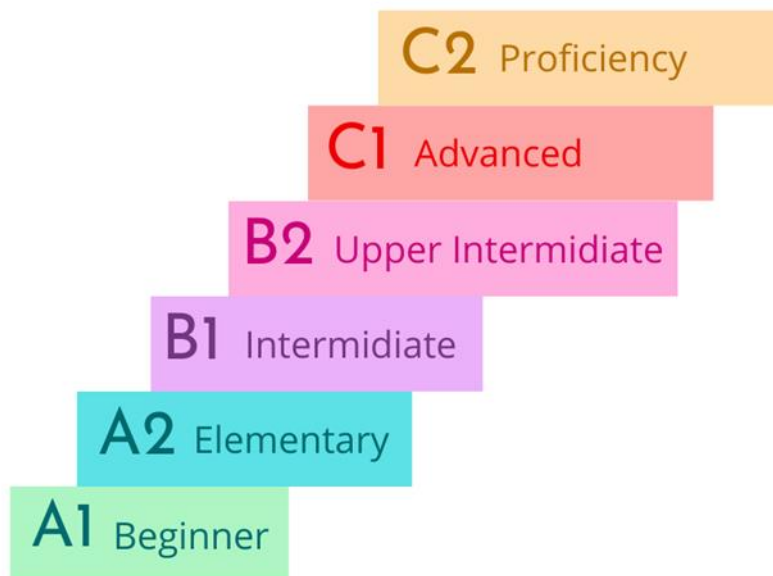


Figure 1 CEFR Model (Elo, 2021)

There are other places one can go to get Finnish language courses such as kansalaisopisto, the courses offered by kansalaisopisto are not free as they have a course price, and the participants has to own their own copy of the teaching book. They offer a wide range of beginner courses (A1-A2) and a limited amount of intermediate courses (B1). Though they offer a step higher on the CEFR scale it still does not meet the requirement of fluency in Finnish. The courses may exclude students as the courses and the learning book which has to be purchased is a big expense for a student with limited funds.

A survey conducted by Finland's Chamber of Commerce, showed that three out of four companies are experiencing a shortage of employees. In the same survey only 8% of the companies responded that applicants' fluency was a recruitment challenge (YLE, 2021). Lowering the language expectations is estimated to solve the employee shortage for a large number of Finnish companies, while getting more international citizens into the work market (YLE, 2021).

2 SAMK AND INTERNATIONALIZATION

Author: Mona Elo

Satakunta University of Applied Sciences has around 6000 students enrolled annually, across its four campuses located in Pori, Rauma, Huittinen and Kankaanpää and more than 400 of these students are international students. The majority of the international students are studying at the campus in Pori (66%), the campus with the second highest amount of international students is the campus in Rauma (33%), The campus in Huittinen has less than 1% (one international student) and Kankaanpää has three (1%) of the total of international students (fig 2, 2021). In addition to the full-time degree students SAMK also participates in the Erasmus program from which exchange students are studying at SAMK, at a semester basis.

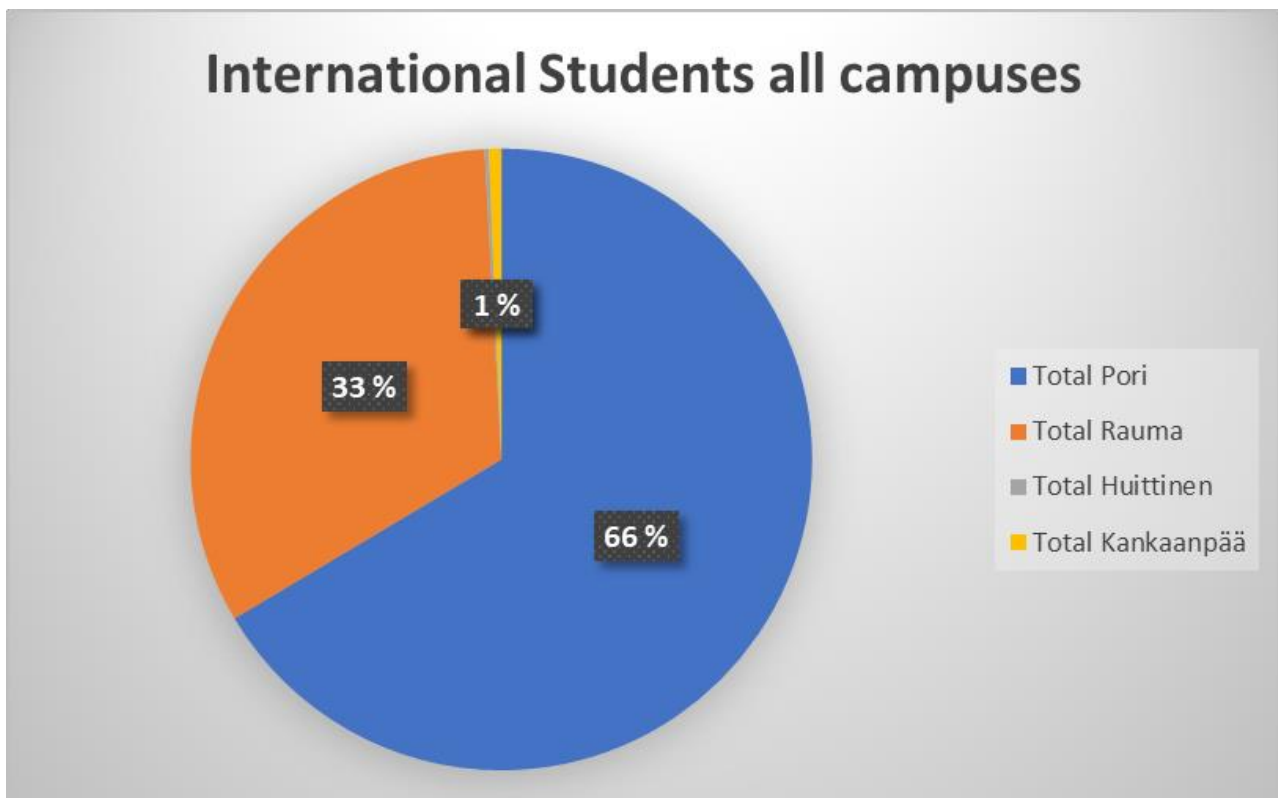


Figure 2 International Students total, by Campus (SAMK, Kansainväliset tutkinto-opiskelijat, 14.9.2021)

SAMK offers 12 degrees taught in English of which nine are bachelor's degrees and three are master's degrees, during 2020 a total of 94 international students graduated with a degree from SAMK. It is important to note that not all international students study the English taught degree programs exclusively, some do take degrees taught in Finnish.

There are slightly fewer students who pay tuition to study at SAMK (46%, fig 3) than students who do not pay tuition to study (54%, fig 3) any of the degrees offered. Those who pay tuition are nationalities from outside of the EU/EEA-Schengen area.

SAMK has a higher amount of students from outside of the European Union as 314 of its international students enrolled for the autumn term of 2021 are not from countries who are EU members, whereas 142 of the enrolled students in the same period were from within the European Union-EEA and the Schengen area (Fig 4). This shows that SAMK does attract a larger amount of students from countries outside of the EU-EEA and Schengen area.

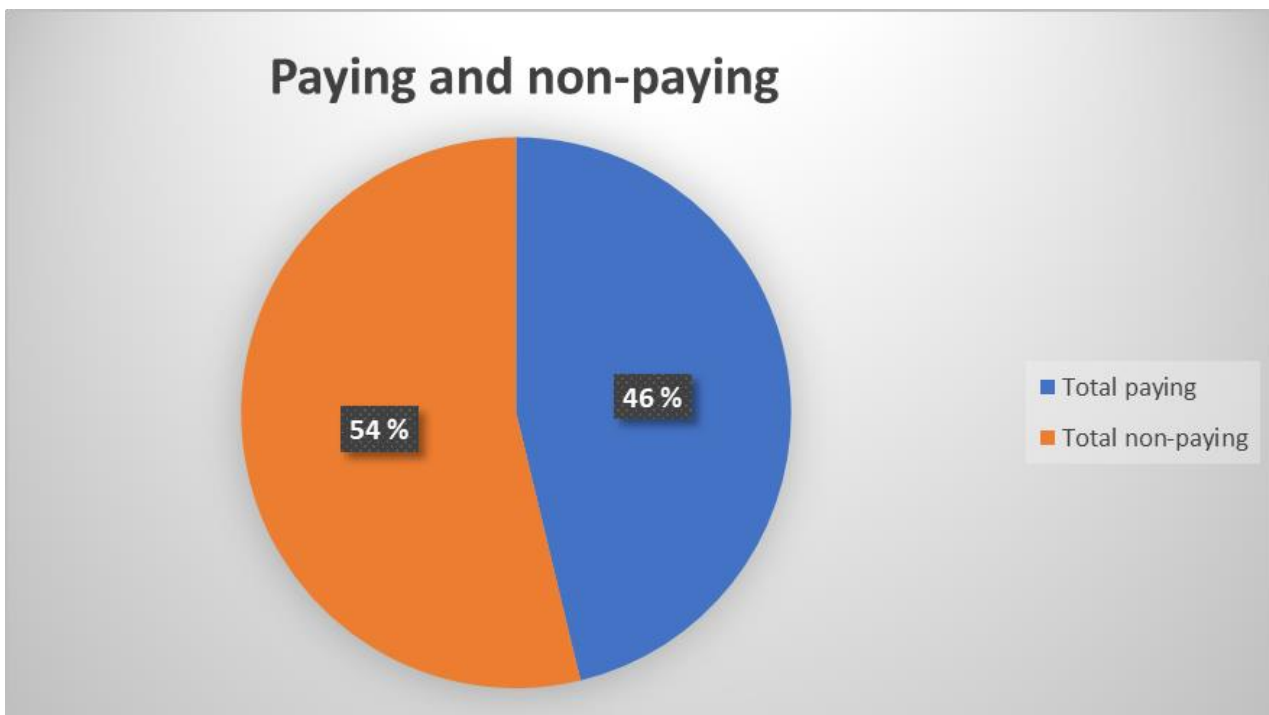


Figure 3 Tuition paying students, (SAMK, Kansainväliset tutkinto-opiskelijat, 14.9.2021)

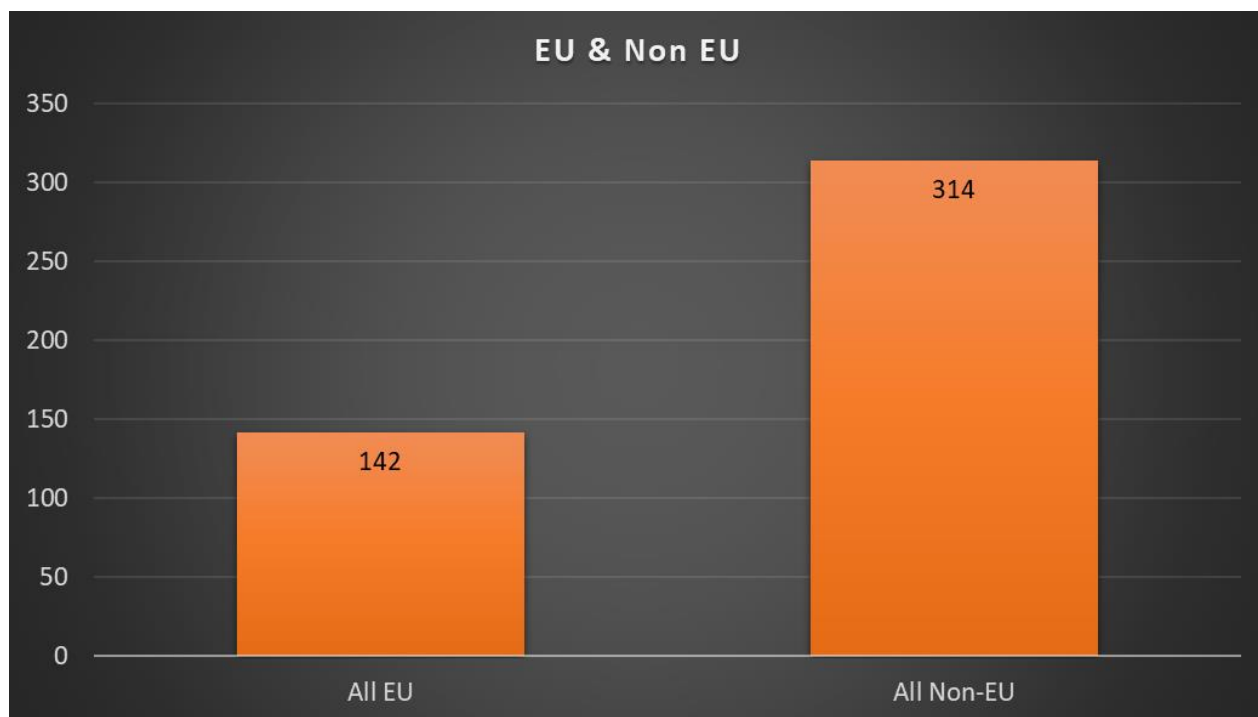


Figure 4 EU and non-EU students (SAMK, Kansainväliset tutkinto-opiskelijat, 14.9.2021)

3 METHODOLOGY

Author: Mona Elo

Research Design and Method

This research design is exploratory research model, as the project aims to discover ideas, tools and actions that can help and support the international students' success in finding employment after graduation from SAMK. To gain this knowledge both literature, interviews and surveys has been used.

The method is qualitative as the research is analyzing both literary works and personal experiences from people affected by the problems surrounding employment of international students, while aiming to discover meanings and experiences.

Data Collection

This project was reliant on a diverse use of data collection, both secondary and preliminary data has been obtained. The secondary data used is obtained from journals, articles, and research reports. The material came from both higher education institutions, government press releases and previous studies on the topic.

Preliminary data was gained through personal interviews with organizational representatives who are local to Rauma. A few International students who were studying various English taught degrees at the campus in Rauma were interviewed and/or surveyed. Though the intent was to interview and survey a larger group of students, but due to the pandemic situation it was limited, as only few students were available. The information collected from the students were nonetheless very important to the project and helped determine the core challenges and solutions presented in the recommendations of the report.

4 TOOLS TO AID EMPLOYMENT

Author: Marja Tomberg & Mona Elo

Networking Events

Rolle Alto's study titled "You need to know someone who knows someone" which was conducted in 2016 to 2017 and the findings were published as an article in June of 2020 in the Nordic journal of working life studies. The article discusses the importance of social ties in connection with searching for employment within Finland and other Nordic countries (Alho, 2020, p. 7).

Alho goes on to explain that, gaining knowledge about open employment in the so called "hidden" job market boosts the individual's chances of finding employment (Alho, 2020, p. 7). Such knowledge can be gained by having either weak or strong social ties to other people, such ties can be classified as social capital of an individual. Through the study it was determined that, when an informal job search strategy was used by the seeker, the success of finding employment was far better than going through more formal strategies, such as applying through job advertisements (Alho, 2020, p. 11).

These findings support the activities and measures considered in the Next Level research, using events and dialogue as means to create connections between the international students of Satakunnan Ammattikorkeakoulu (SAMK) and the local companies. These suggest on the preliminary agenda in an effort to aid the employment of SAMK's international students into the local community and field of their studies.

Some of the events planned to bridge connections are the Nordic Business Forum Studio Rauma, International Talent Week, and the international networking event Thonkathon. These are all events aimed at creating meaningful connections between the International Students and the established local companies. It is worth noting that these events favor those who study international business which may to some extent exclude sea captain and engineering students. Note that, due to the challenges of the Covid-19 Pandemic these live networking events has either been arranged to be smaller than what would be ideal, postponed or entirely cancelled.

Nordic Business Forum – Studio Rauma

The Nordic Business forum is an annual event held in Helsinki, which attracts thousands of business minded people, who participate to network and learn, the event has been held every year since 2010 with the exception of 2020 and 2021 due to the covid-19 pandemic, though a live streaming event was held from Oslo instead in the autumn of 2021 (Website of the Nordic Business Forum, 2021).

SAMK and the city of Rauma collaborated on the first streaming event called Nordic Business Forum Studio Rauma in 2017. Since then, the streaming event has been an annual occurrence and occasionally arranged in partnership between SAMK and the vocational school WinNova. The event before 2020 attracted city representatives and people from local business life and the surrounding areas, which made for an excellent networking opportunity for students and local businesses. The event is mainly focused on the direct live stream from Helsinki during the two-day conference. In addition to the Studio Rauma streaming event, an evening gathering where local companies and city representatives are invited to discuss the local challenges in business and network was offered.

The future of the event going forward post pandemic could be to incorporate structured Networking opportunities between the students, local businesses, and city representatives which will make it easier for the international students to get in contact and network with the local businesses and the city of Rauma.

International Talent Week

The International Talent Week is an opportunity for international students to get to connect with local companies and network for an entire week, as a part of the event international students are matched with the participating companies, the students then get to visit the companies for one afternoon in an effort to get them introduced to Finnish work life and for the companies to gain an insight into the talents and strengths the international students from SAMK can bring to their business.

This event is arranged by Rauma's own division of the Chamber of Commerce, the city of Rauma and SAMK, it was scheduled to launch in the beginning of 2022, unfortunately the event was postponed with an unknown date due to the development of the pandemic during the autumn and winter.

Thonkathon

In the autumn of 2019, a group of students who would later be known as International Rauma began to plan an annual networking event for international students and local businesses. The forum was given the name Thonkathon, the day of the first forum was set for the 20th of March 2020. The forum was meant as a space for idea sharing and networking between international students from SAMK and local businesses. It was planned to last one afternoon, and the schedule was packed with presentations and talks from both local business representatives and students, as well as networking sessions in between. As Covid-19 made its way into Finland it was decided that the event would have to be cancelled due to health risks.

In connection to the Next Level project the Thonkathon forum is being arranged to take place on the 25th of March 2022, at a smaller scale than what was originally intended in 2020, as a precaution to the development of the covid-19 pandemic. The original idea of the forum as a networking and idea sharing opportunity for international students and local companies remains to be the goal, with the theme of 2022 being "Finding Common ground". The Thonkathon is arranged in corporation with the International Rauma.

UraStartti

UraStartti is a summer job and recruitment fair organized by Rauma Youth Chamber of Commerce, the first fair was held in 2008 and has grown to become the largest of its kind in Satakunta (Website of Urastartti, 2022).

The fair is an opportunity for the companies from Rauma and the neighboring area to present themselves and what they can offer, in terms of employment, either for summer trainee or for people looking for a permanent job. Every year there are more than 50 organization exhibitors, and as many as a thousand visitors, making it an excellent opportunity for companies and students to find one another.

To further the connection opportunities between international students specifically and local companies, new ideas was proposed for the fair taking place in 2022, unfortunately the fair was suspended due to the development of Covid-19.

Career guidance

Planning the future career opportunities is an important part of the students journey to joining working life. One such plan is best made by the student together with a career guide or advisor, the plan should be followed up continuously throughout the students' studies, until they graduate (Villa et. al p. 24, 2016). Such a plan could contain the direction of the students' own curriculum to best suit the individual students' career aspirations and it may also include help with writing a CV and creating a portfolio if such is needed.

Another method is for companies and educational institutions to collaborate on general career guidance to be offered to the international students. This can be arranged as a mentoring service where an experienced mentor from the local business life who guides the student in the direction of the student's career goals (Villa et. al, p. 25, 2016).

Unfortunately, it has been reported that international students in Finland have found the career services as they are offered as of now, to be inadequate, in some instances or unavailable. It is important to note that there are differences in the universities career guidance opportunities (Villa et al, 2016).

At the moment SAMK does not offer focused career guidance for their international students and there is no career advisor available to specifically help planning personal career plan. Before a student graduates a final meeting is arranged with the class mentor who has helped the student create their study plan throughout their studies. The final meeting shortly takes up the matter of career and job search but rarely goes into details on the process of finding employment in Finland as an international graduate. Though SAMK is planning to do a statement with Diakonia university of applied sciences for such services to be built, it is also important to note that there are a few lecturers at the campus in Rauma who are now working on creating a guide system for all students on the campus.

Work-life Certificate

Introduction to the Finnish work culture while studying could be an important part of preparing international students to working life in Finland. This would help the student getting used to the Finnish culture and how the work environment is structured in the majority of Finnish corporations. A report which findings were published in the journal *Faktaa Express* in 2014, recommended to implement a Work-life Certificate as a part of their best practice recommendations (Opetushallitus website, 2021).

The certificate is granted when the student has reached a satisfactory level of knowledge and/or experience about the Finnish culture, society and working life in Finland. This would be further confirmed by the student passing a separate test on the topics in question. The certificate can be used as a part of the students CV documentation to show motivation and competences acquired for working in a Finland.

There are courses at SAMK aimed to prepare students for Finnish organizational structures, work culture, communication, and society. These are not passed based on a test and does not have a larger impact in regard to the students' future career planning or orientation. In regard to working experience the students have to complete the training periods required by their curriculum, though there are no requirements for any of the trainings to have been completed in Finland.

Language Support

At the moment the international students at SAMK are not required to have any Finnish language abilities, prior to beginning their studies at any of the English-language degree programs offered, but students can study Finnish from level 0 as, the instructions are provided to them in English. Until now SAMK's goal and wish has been for students to participate in Finnish studies as optional studies, all which grant the student 18 ECT credits and for the student to develop their language skills in their own spare time, for example with the help of kansalaisopisto or voluntary organizations.

The 18 credit Finnish studies are offered to the students during their first year and a half of their studies. The goal of proficiency in these Finnish studies is for the student to reach the CEFR standard proficiency level A2.2 at the end of the course, which is the equivalent of very basic language skills at best (See Satakunta University of Applied Sciences' website 2021; National Board of Education 2021.) From 2022 Finnish 4 and 5 courses (together 8 credits) will also be

offered as elective studies. The aim of Finnish 4 is for the student strengthen the CEFR level A2, while Finnish 5 studies are designed for the student to reach the CEFR level B1. With these two additional elective studies in Finnish will grant the student 18 ECT credits in total.

In the beginning of the academic year 2021, the introduction to Finnish language and culture course (3 credits) has begun, which has the objective to introduce the students to the Finnish language and culture, before they begin their Finnish language studies.

Summer school-type language training, which is offered against payment, begins shortly before the start of studies. This type of language training is also being offered to partners of SAMK. The summer school includes intensive studies in both English and Finnish language and culture. (Look Satakunta University of Applied Sciences website 2021.)

Since the autumn of 2021, SAMK has also been the organizer of the Finnish Language Intermediate Test for the Finnish Language (YKI). The intermediate level YKI test tests the B1 level in accordance with the European Framework of Reference, i.e., a fluent basic language proficiency level, which e.g., Valvira obliges nurses who would like to work as a nurse in Finland (Valvira, 2015). Hopefully, the YKI test will also encourage students in other international degree programs to challenge the development of their language skills.

During 2021, SAMK has also launched incentive scholarships for non-Finnish-speaking students who are studying for international degrees. The aim of the scholarship is to motivate students to develop the Finnish language. Those students who have completed the A2 level, i.e., passing all Finnish study courses offered by SAMK (10 credits) with a minimum grade of 4, can apply for a scholarship worth € 1,500. The scholarship also encourages you to continue studying Finnish: With a general language degree, also known as a YKI 3 certificate (skill level B1), a student can apply for a scholarship of € 3,000. (Satakunta University of Applied Sciences website 2021.)

5 INTERNATIONAL STUDENTS AND COMPANY CORPORATION

Author: Teppo Lundell

The initial idea for this project comes from discussions with international students in SAMK. The experiences they have when searching for work placement and summer jobs from local companies and the barriers between students and companies. The international students are highly motivated to stay in the Satakunta region where they are completing their studies. Moreover, they have shown their competence and active participation during their studies. In short, they are that kind of future experts' local companies are looking for and still they have problems in finding their place in the local community after graduation.

At the same time companies in Satakunta and in this case in Rauma have recognized a growing need for a skilled work force. Many of the companies located in Satakunta operate in the field of export and therefore they work with clients from a variety of countries and there are plenty of International Students from SAMK who are native to the same countries in which these companies have their clients.

It is understandable that certain jobs and tasks require communication in the Finnish language. But there is also great need for competent experts who can work and negotiate in various languages.

During this project we have had discussions and interviewed companies in Rauma about how they see the requirements of internationalization and what possibilities they have by recruiting international graduates in their companies, especially to expert tasks.

The initial purpose of the interviews was to form a general level vision on how local companies relate to international job seeker and what kind of interaction or cooperation they expect from SAMK and other partners of the local network. The intention has not been statistical coverage or proof. With interviews we have been looking for information, but with the meetings and discussions we have opened the door as a first step to enable more cooperation between international students and local companies. We wanted to show to the companies, that cooperation between organizations needs people and faces with whom we can continue right after this project has ended.

In other words, we have already started planning the actions with companies so that we can start with various actions in the beginning of 2022. With these actions and experiments we intend to connect international students with the operations of local companies. Along these experiments and based on the feedback from them, we can build a cooperation model between SAMK and local companies and help international students during their studies and after graduation.

Based on the discussions and interviews it is clear, that the companies are willing and ready to recruit international graduates from SAMK. What slows or sets hurdles for recruitment is the randomness of cooperation between the companies and local educational institutes. There is cooperation and it has gradually increased, but it is still based on projects. Educational institutes and companies are still too distant, and they may have set the expectations of the projects too high, and therefore they might not have a realistic picture of what goes on during an ordinary workday or week.

Most of the companies we interviewed have intentions to create growth in their export as a part of their turnover, and at the same time they have noticed and recognized the need for international know-how in their own organization. Especially in quality management, sales, purchasing and documentation. In their answers it was highlighted that the need of generic skills and competences: The ability to learn and embrace new methods and to further develop the organization, as well as the skills to work in a digitalized environment.

The company representatives who we interviewed (managing directors, chief business directors had good experiences with international experts in their own organization it is sometimes challenging for organizations who has previously relied on local Finnish workers to have new international employees join the workforce. The challenge is bigger in production positions where one must have more Finnish language skills. The companies even want more international experts as part of their working community to increase their own knowledge and cultural skills and interactive ways of working.

In regard to recruitment most of the companies cannot get skilled workers for their open positions. Either there are not enough applicants or there are no applications at all. To get help with this situation companies wanted personal connections with international students during their studies. Suggested means and tools to increase the interaction were company visits and personal marketing which is targeted to international students from SAMK in addition small development projects from the companies with international students as participants and more targeted work placements and thesis topics for the international students has been suggested.

The companies were very open to intensify cooperation with SAMK and other educational institutes in the field of internationalization. International students and experts are seen as a possibility to develop the companies' own processes and communication culture. At the same time international experts are seen as a possibility to increase plausibility when dealing with foreign client or customer.

SAMK already has ready-to-use models and tools with which we can help international students in recruitment challenges. To further develop these models, we need to create personal contacts between all the actors and clear vision from all participants of the network (companies, students, SAMK, City of Rauma, Chamber of Commerce). All parties have made lots of plans and to implement them will require a lot of continuous work and research into the requirements and needs of the international students and companies.

6 RECOMMENDATIONS

Author: Marja Tomberg & Mona Elo

SAMK Career Guiding

As discussed in this report and throughout the projects research, SAMK does not currently have any focused career guidance. Having a person or department focused on career building and networking for the students could improve the opportunities of the student's job search, not only could it make it easier for the students, but also the companies as it would be a direct contact point to SAMK and its job seeking students. In figure 6 that is seen in the chapter "Finnish Language Studies and Support" the guiding and career services has been described as a cross-cutting education service.

The department or career guidance would help the students create their career plan from the beginning of their studies and this plan would be revised or discussed throughout the student's studies. They would also help the students with CV advice and direct them to summer jobs that would match their career plan.

While helping the students they would also be a point of contact for companies who are looking for new employees and summer trainee's, the career guidance could then help the companies find the right match with a student, if there were no specific match right away, they would distribute the job advert to the students, so that they may apply for the position. The career guidance would become an expert in the field of job searching giving the students and local companies a professional to contact.

Having a career guide could benefit not only the international students, but also the Finnish students and further SAMK's goal to have every graduated student employed after their studies. SAMK could draw inspiration and experience from the vocational school WinNova, where they already have established a career guide service. The service is available to all of the students attending education there.

It is important that we acknowledge that, efforts to make the career guide or coaching service, was begun in the end of 2021, at the campus in Rauma. The initiative was begun by a core group of lecturers and the service would be available to all degree students. The inspiration to make the service a reality was partially due to the findings of the next level project.

Work-life Certificate

Work-life certificates would be a physical tool, that could be easily recognized by the local companies and show the students' motivation to work in Finland as well, as their knowledge of working life and Finnish culture. To acquire a work-life certificate the student has to complete either a course in Finnish working life and culture module and/or have gained work experience in Finland.

Making the certificate a reality would not require a lot of work, as SAMK already do have lectures on Finnish culture and working life during the students' studies, though they are not graded or used any further, so only minor changes would have to be made for the modules to function as intended for the Work-life certificate. In terms of previous work in Finland it may either be from previous work experience or by completing one of their mandatory work trainings in Finland. An example of how a work-life certificate can be seen in figure 5 above.

Valid from __/__/20__

Work-life certificate

First name, Last name

Participation and completion of SAMK's Finnish work ethics course

and/or

Has worked in a Finnish company in Finland in at least one of their internships

and/or

Has been employed in a Finnish company in Finland prior to/during studies

This certificate shows the international student's understanding, motivation and experience with Finnish working life, while studying at SAMK in Pori/Rauma/Huittinen or Kankaanpää.

This certificate is issued by Satakunta University Of Applied Sciences.

Lecturer's signature

Student's signature




Figure 5 Worklife certificate (Elo, 2021)

Finnish Language Studies and Support

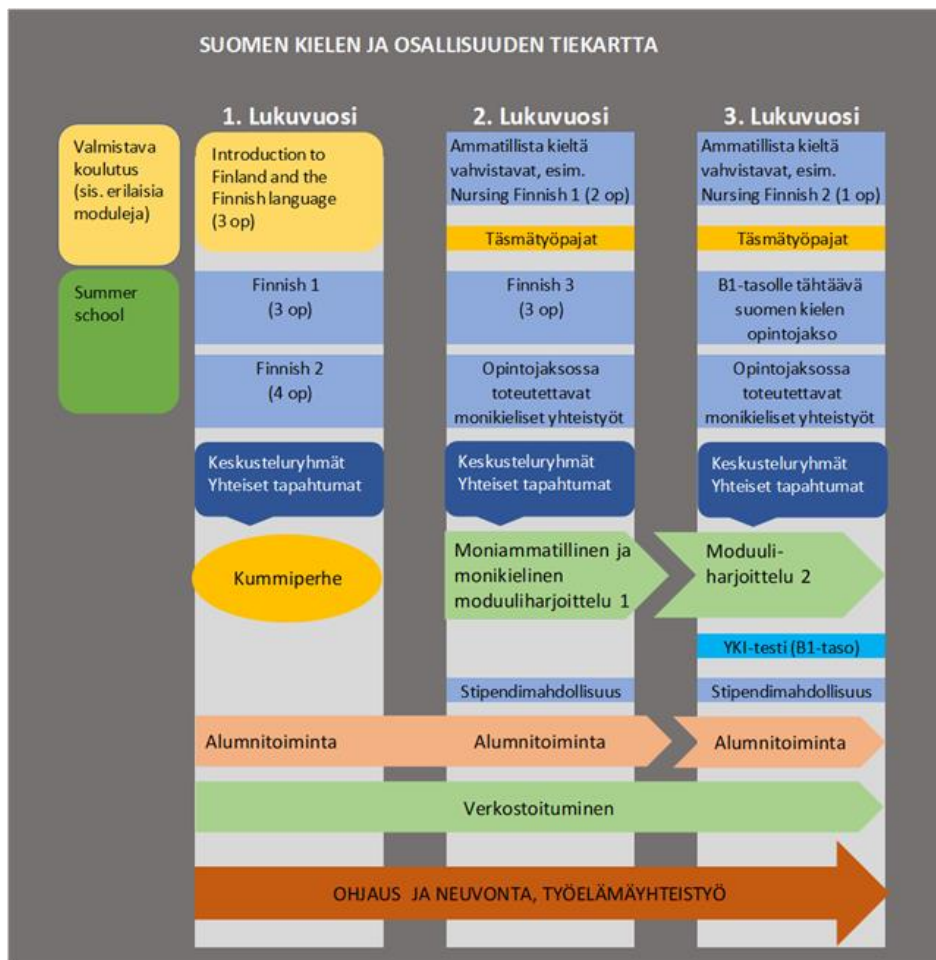


Figure 6. Roadmap for the Finnish language and integration (Tomberg 2021)

This picture shows the steps in Finnish language and integration which is already in use as well as pilot projects, the illustrative roadmap covers the English degree programs lasting three years. The focus is on supporting the development of the student's Finnish language interaction skills as well as the professional language competences through diverse means in addition to the Finnish language studies (The courses at SAMK is called Finnish courses). From 2022 Finnish studies will be offered throughout the entirety of the education. The goal is that third-year students will reach level B1 (effective basic language skills) prior to graduating.

Finnish 4 and 5 courses which are meant to help the student reach the level of B1, will also be offered in 2022 to third-year students and those who have already acquired level A2. Finnish 4 will strengthen the student's skills in level A2.2 and prepare them for level B1, the Finnish 5 course develops and strengthens the student's language skills at the CEFR level B1. Thereby making the Finnish studies at SAMK grant the student a total of 18 ECT Credits.

In addition to Finnish studies the path of language development also requires the development of a professional vocabulary and interaction. All of this can be done in a diverse and varied way, for example in joint activities between Finnish and English students or activities developing the Professional Finnish language in connection to the courses, and by implementing various "targeted workshops" which could be connected to searching for a job. All of these multilingual collaborative activities require a collaborative planning and implementation by the teaching staff, bringing forward new types of experimentation and the establishment of good practices. The integration of Finnish language teaching in the courses could for example be to use co-teaching as an opportunity and educating the staff on language awareness, multilingualism and the use of plain language is important.

An example of the development of the professional Finnish language can be found in the Nursing degree program, where Nursing Finnish 1 and 2 courses are registered as a part of the curriculum. This implementation has been added to the curriculum after it had previously been piloted through the project - Opin portailta työelämään Satakunnassa. The course is carried out with the model of co-teaching, as a nursing teacher and a Finnish language teacher is assigned to run the course together, this way of teaching creates support and strengthens the Finnish vocabulary. This type of courses would benefit other degree programs and it is recommended to plan similar co-teaching language courses, directed specifically at the degrees field of study.

Guidance, counseling services, co-operation with working life, alumni activities and networking should be cross-cutting elements that runs throughout the entirety of the studies. Of course, these areas are already being implemented at SAMK, though further development is needed to meet the needs specially and centrally of the international degrees. The SIMHE services, which Metropolia University of Applied Sciences started in 2016 and which still operating today in several areas in Finland, could also be a goal for SAMK to offer as a service to their international students. SIMHE services are designed to identify the students' skills and guide them into the education and career paths that matches the individual, the SIMHE services aims to guide the students and provide tools to promote the employment of international degree students in Finland. The SIMHE services are not only offered at Metropolia the universities of Helsinki, Jyväskylä, Turku and the Tampere University Association also offer SIMHE services (website of Metropolia, 2021).

There is also a need for better tools to support the learning of the Finnish language during internships. The increase in use of Finnish language by interacting, aids the learning of professional language and jargon, as well as practicing everyday talk which is motivating and helps the strengthening of the Finnish language skills, this is best used and practiced during

internships. Training workplace counselors in language awareness and the use of simple Finnish is important to further the advantages of strengthening the Finnish language during students' internships in Finland. The *Opin portailta työelämään Satakunnassa* -project piloted a multidisciplinary and multilingual module where Nursing and Physiotherapy students had internships as teams. This type of internship model confirmed that supporting the development of the Finnish language while studying English is very important during internships, though it needs to be well planned and structured. Another important component for success is for the companies to receive more direct training about the challenges of working with a multicultural workforce.

The General Language Examinations of the Board of Education (YKI-tests) and scholarships are already in use at SAMK, which are a part of the incentives and motivation for studying Finnish. Other initiatives at the start of the studies could be introduced such as use of sponsor families, social events, discussion groups and other joint activities could be offered as needed.

Before the actual studies a preparatory training as seen in the figure above could be offered depending on individual needs. The introduction to Finland and the Finnish language course which is currently offered at SAMK could be included as a part of this preparatory study package, in which the student would have the opportunity to choose which modules they need before they begin their degree studies, familiarity with the Finnish higher education practices and society could be offered as well. The preparatory training could also be incorporated directly into the curriculum.

It would also be recommended start activities to promote student integration at an early stage and create a path of integration within the English taught degree programs.

Social and Academic Networking

The importance of networking both for social and academic reasons as found during the research can be an incredibly important tool for international students in terms of finding employment and a sense of belonging. Therefore, it would be beneficial to create more opportunities for international students to network throughout their studies and in various ways. Currently there are a lot of academic networking opportunities that has or will be put into motion in the coming months, creating a wheel of re-occurring opportunities for the international students to network with local companies and other students from SAMK.

Face-to-face conversation opportunities between students and local companies would also be a good idea, as it would create more personal and valuable connections. Such conversations could be put in place through the career guide or coach.

8 SUOSITUKSET SUOMEKSI

Author: Marja Tomberg

Ura- ja rekrytointiohjauspalvelut

Kuten tässä raportissa ja läpi projektitutkimuksen on todettu, SAMKilla ei tällä hetkellä ole kansainvälisille opiskelijoille erikseen kohdennettua uraohjausta tai valmennusta. Opiskelijoiden urakehitykseen ja verkostoitumiseen keskittyvä henkilö tai osasto voisi parantaa opiskelijan työnhaun mahdollisuuksia Suomeen. Samalla se helpottaisi myös yritysten toimintaa, koska se olisi suora yhteys SAMKin ja yritysten välillä. Luvun "Suomen kielen opetus ja tuki" kuvassa 6 ja 7 näkyy Ohjauspalvelut kuvattuna opintojen läpileikkaavana toimintona.

Osasto tai uravalmentaja auttaisi opiskelijoita urasuunnitelman laatimisessa opintojensa alusta lähtien ja tätä suunnitelmaa tarkistettaisiin koko opiskelijan opintojen ajan. Uraohjauspalvelut auttaisivat opiskelijoita myös CV-neuvoilla ja ohjaisivat heidät kesätöihin, jotka sopivat heidän urasuunnitelmaansa.

Opiskelijoita auttaessaan nämä urapalvelut olisivat myös kontaktipiste yrityksille, jotka etsivät uusia työntekijöitä ja kesäharjoittelijoita. Palvelut voisivat auttaa yrityksiä löytämään oikean parin opiskelijan kanssa. . Uraoppaasta/valmentajasta tulisi työnhaun asiantuntija ja ammattilainen, johon ottaa yhteyttä.

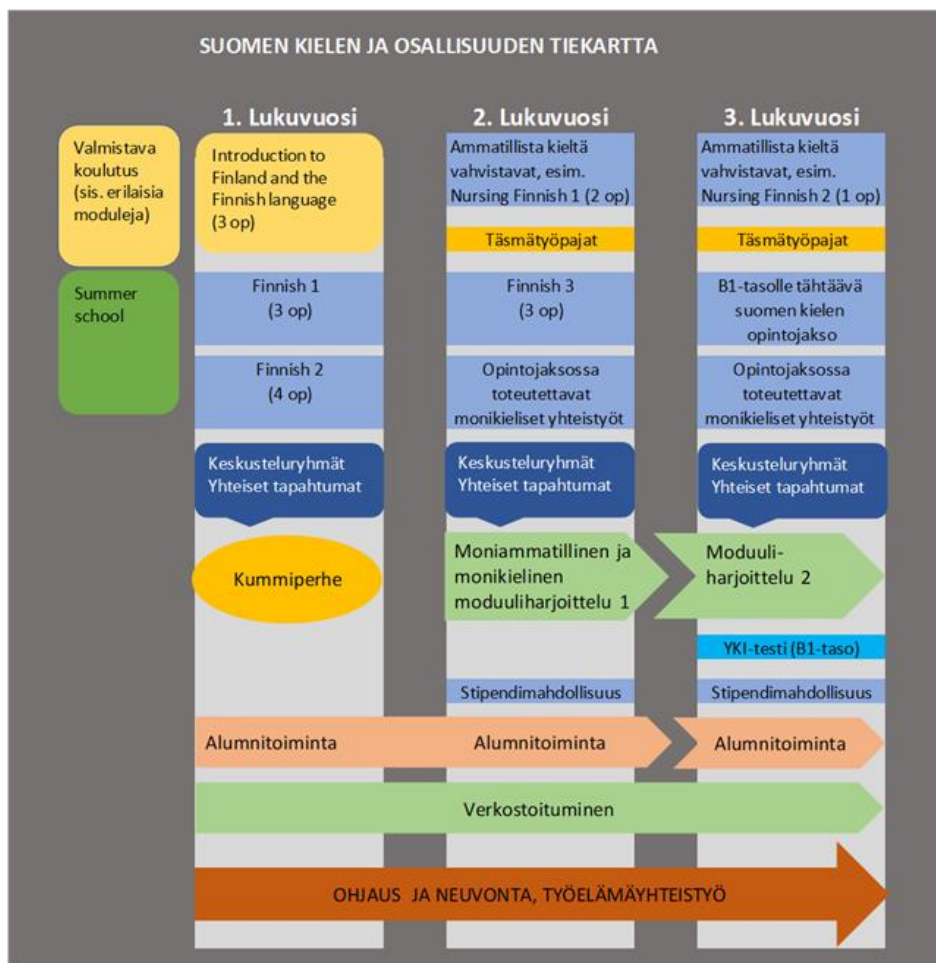
Uraohjauspalvelut tarjottaisiin paitsi ulkomaisille opiskelijoille, myös suomalaisille opiskelijoille. Näin vahvistettaisiin edelleen SAMKin tavoitetta, että jokainen valmistuva opiskelija työllistyy opintojensa jälkeen.

Työelämä-sertifikaatti

Työelämätodistukset olisivat näkyvä työkalu, jonka paikalliset yritykset voisivat helposti tunnistaa ja jotka osoittaisivat opiskelijoiden motivaation työskennellä myös Suomessa sekä heidän tuntemuksensa työelämästä ja suomalaisesta kulttuurista. Työelämätodistuksen saamiseksi opiskelijan tulisi suorittaa joko suomalaisen työelämän ja kulttuurin kurssi sekä työharjoittelu Suomessa tai vaihtoehtoisesti vain toinen edellä mainituista.

Todistuksen toteuttaminen ei vaatisi paljoo työtä, sillä SAMKissa on jo opiskelijoiden opintojen aikana luentoja suomalaisesta kulttuurista ja työelämästä, mutta niitä ei arvosteta tai käytetä enempää, joten vain pieniä muutoksia jouduttaisiin tekemään, jotta moduulit toimisivat työelämätodistukselle tarkoitetulla tavalla. Aiempi työskentely Suomessa voisi olla joko aikaisempaa työkokemusta tai jonkin pakollisen työharjoittelun suorittaminen Suomessa. Esimerkki siitä, miltä työelämätodistus voisi näyttää, löytyy liitteestä (Liite 1).

Suomen kielen opinnot ja tuki



Kuva 7. Suomen kielen ja osallisuuden tiekartta (Tomberg 2021).

Kuviossa näkyy SAMKissa kolmen vuoden tutkinnon aikana jo olemassa olevia ja hankkeissa pilotoituja sekä suunnitelmassa olevia suomen kielen ja osallisuuden askelia, jotka on nivottu havainnollistavaksi tiekartaksi. Keskiössä ovat suomen kielen vuorovaikutustaitojen ja ammatillisen kielen kehittymisen tukeminen erilaisin keinoin suomen kielen opintojen (SAMKissa opintojaksot nimetty Finnish-opintojaksoksi) lisäksi. Finnish-opintoja tarjotaan ensi vuodesta lähtien koko koulutuksen ajan. Tavoitteena on, että kolmannen vuoden opiskelija saavuttaa B1-

tason (toimiva peruskielitaito). Vuonna 2022 vapaasti valittavien opintojen tarjontaan kolmannen vuoden opiskelijoille (tai niille, jotka ovat jo tasolla A2) tulevat nyt selkeämmin B1-tasolle tähtäävät opintojaksot Finnish 4 ja Finnish 5 –opintojaksot. Finnish 4 –opintojakson tavoite on vielä vahvistaa A2.2-tasoa ja esitellä myös B1-tason asioita, Finnish 5 –opintojakso kehittää taitoja B1-tasolle. Tällöin SAMKissa on voi kaikkiaan opiskella Finnish-opintoja 18 opintopisteen verran.

Kielen kehittymisen polulla tarvitaan Finnish-opintojen lisäksi myös ammatillisen sanaston ja vuorovaikutuksen kehittämistä. Tätä kaikkea voidaan tehdä monimuotoisesti ja monipuolisesti esimerkiksi suomenkielisten ja englanninkielisten opintojen yhteisissä toiminnoissa tai opintojaksoihin nivoutuissa ammatillista suomen kieltä kehittävässä toimissa sekä toteuttamalla erilaisia "täsmäpajoja", esimerkiksi työnhakuun liittyen. Kaikki nämä monikieliset yhteistyötoimet edellyttävät opetushenkilöstöltä yhteistä suunnittelua ja toteuttamista, uudenlaisia kokeiluja ja hyvien käytäntöjen vakiinnuttamista. Suomen kielen opetuksen integrointi ammatillisiin opintojaksoihin esim. yhteisopettajuutta käyttäen voisi olla mahdollisuus. Opetushenkilöstön kouluttaminen kielitietoisuuteen, monikielisyyteen ja selkokielen käyttöön on tärkeää.

Esimerkkinä ammatillisen suomen kielen kehittämisestä Nursing-koulutusohjelmassa aloitetaan vuonna 2022 Opin portailta työelämään Satakunnassa –hankkeessa pilotoitujen toimintojen jälkeen opetussuunnitelmaan kirjatut Nursing Finnish 1 ja 2 –opintojaksot. Opintojaksot toteutetaan hoitotyön ja suomen kielen opettajan yhteisopettajuutena, ja näissä tuetaan suomen kielen ammattisanaston vahvistamista. Tämän tyyppisiä, opintojen sisään kirjattuja ja suunniteltuja toimia tarvitaan myös muihin koulutusohjelmiin.

Läpileikkaavana, koko koulutuksen ajan toimivana elementtinä tulisi olla ohjaus- ja neuvontapalvelut, työelämäyhteistyö, alumnitoiminta sekä verkostoituminen. Näitä kaikkia osia alueita tietysti jo toteutetaan SAMKissa, mutta niitä on edelleen kehitettävä vastaamaan erityisesti ja keskitetysti kansainvälisten koulutusohjelmien tarpeita SAMKissa. SIMHE-palvelut, jotka Metropolia-ammattikorkeakoulu on aloittanut vuonna 2016 ja jonka vastuukorkeakouluna se edelleen toimii, on palvelumuotona tavoiteltava asia myös SAMKiin. SIMHE-palvelut on tarkoitettu maahanmuuttajien osaamisen tunnistamiseksi ja ohjaamiseksi tarkoituksenmukaisille koulutus- ja urapoluille. SIMHE-palveluissa kehitetään ohjausta ja työkaluja kansainvälisten tutkinto-opiskelijoidemme Suomeen työllistymisen edistämiseksi. SIMHE-palveluja tarjoavat Metropolian lisäksi Arcada-, Karelia-, Savonia- ja Oulun ammattikorkeakoulut, Helsingin, Jyväskylän ja Turun yliopistot sekä Tampereen korkeakoulu yhteisö. (Metropolian www-sivut 2021.)

Työharjoittelun aikana suomen kielen oppimisen tukemiseen tarvitaan parempia työkaluja. Vuorovaikutustilanteissa suomen kielen käytön lisääminen, ammattisanaston ja ammattislangin oppiminen, arkipäivään liittyvien dialogien harjoittelu on motivoivaa ja mahdollista työharjoittelussa. Työpaikkaohjaajien kouluttaminen kielitietoisuuteen ja selkokielen käyttöön on tärkeää. Opin portailta työelämään Satakunnassa -hankkeen pilottina Nursing ja Physiotherapy -opiskelijat toteuttivat moniammatillista ja monikielistä (moduuli)työharjoittelua tiiminä. Tämän tyyppinen harjoittelumalli antoi vahvistusta siitä, että englannin kielellä opiskelevan suomen kielen kehittymisen tukeminen on erittäin tärkeää harjoittelun aikana. Sen pitää olla suunniteltua ja strukturoitua. Myös työyhteisöjä on koulutettava monikulttuurisen työyhteisön haasteisiin.

Kannustimina ja motivaattoreina suomen kielen opiskeluun toimivat jo nyt SAMKissa järjestettävät opetushallituksen Yleisen kielitutkinnon tutkintopäivät (YKI-testit) sekä stipendit. Lisämausteina koulutuksen alkuvaiheessa (ainakin!) voisivat toimia esim. kummiperhe sekä erilaiset tarpeen mukaan tarjottavat tapahtumat, keskusteluryhmät ja muu yhteinen tekeminen. Ennen varsinaisia opintoja kuviossa esitelty valmistava koulutus on idea erilaisia yksilöllisiin tarpeisiin tarjottavia moduuleja sisältävästä koulutuskokonaisuudesta. Tällä hetkellä SAMKissa tarjottava Introduction to Finland and Finnish language -opintojakso voisi olla yksi osa tätä valmentavan koulutuksen pakettia, jossa opiskelijan olisi mahdollisuus valita tarvitsemansa moduulit ennen koulutusohjelmaopintojen alkua. Tarjolla voisi olla suomalaisiin korkeakouluopiskelukäytäntöihin ja yhteiskuntaan perehtymistä. Valmentavan koulutuksen paketin voisi liittää sitten osaksi opintoja.

Tärkeää olisi aloittaa opiskelijan kotoutumista edistävät toimet jo varhaisessa vaiheessa ja luoda englanninkielisiin koulutusohjelmiin kotouttamisen polku.

Sosiaalinen ja akateeminen verkostoituminen

Esiselvitys näyttää, että verkostoituminen on sekä sosiaalisessa että akateemisessa merkityksessä tärkeä työkalu. Hyödyllistä olisi luoda opiskelijoille nykyistä enemmän verkostoitumismahdollisuuksia. Erilaisia tapahtumia jo toteutetaankin, mutta toistuvien tapahtumien vuosikello rakentaa koordinoitumman verkostoitumisrakenteen opiskelijoiden ja työnantajien kohtaamiselle. Myös opiskelijoiden ja paikallisten yritysten välisiä keskustelumahdollisuuksia voisi lisätä, sillä se loisi henkilökohtaisempia ja arvokkaampia yhteyksiä. Tällaiset keskustelut voisi järjestää esim. uraohjauksen kautta.

9 FINAL WORDS

Author: Marja Tomberg & Teppo Lundell

Finnish government's publication Roadmap for education and employment migration 2035 opens the government's goal of doubling labor migration from current levels by 2030, the total increase of at least 50, 000 working immigrants. The goal is that by 2030 the increase will be at least 10,000 per year. The aim is to triple the number of foreign degree students to 15,000 at 2030. At the same time the aim is to increase the employment and stay of foreign students in Finland to 75 percent. (Valtioneuvosto 2021.)

In the Next Level –project, a preliminary study has been made of what measures should be taken at Satakunta University of Applied Sciences to develop international degree programs so that students have better conditions to stay in Satakunta. The project first mapped the general atmosphere and labor needs, the existing expectations of the city of Rauma and the Rauma region about the needs and opportunities for co-operation, also students' thoughts and wishes about, how SAMK could develop general education training and guidance services to support student employment in Satakunta.

The vision of Satakunta University of Applied Sciences is defined as follows: Each of our students is employed. However, the increase in the number of international students has led to a situation in which international students graduating from SAMK either move to work in Finnish growth centers or return to their home country after obtaining a degree from SAMK.

The recommendations for action in the Next Level –project is aimed specifically at this group of international students. Comprehensive counseling and career guidance services should be built to support their studies, so that attachment to the place of study starts right at the beginning of their studies. In addition, networking opportunities for international students should be significantly improved. These measures will also help Finnish students to network with local employers in Satakunta, increase their employment opportunities and enable employers to have access to skilled labor in the future as well. As further work, it would be good to find out the organization of counseling and career guidance services as a common function of Satakunta's higher education. Co-operation between higher education organizations would strengthen a common and parallel, more coordinated counseling and guiding model in

Satakunta. In addition to career guidance services could include counseling services related to applying for and starting studies, as well as activities arising indirectly from these matters.

The Next Level –project responds to Government's challenge by presenting an operating model developed in the Rauma region that can be utilized more widely throughout SAMK's organization. This Next Level preliminary study serves as an introduction and proposer for the development of international students and business co-operation.

10 LOPPUSANAT

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Valtioneuvoston Koulutus- ja työperäisen maahanmuuton tiekartta 2035 – julkaisussa avataan hallituksen tavoite työperäisen maahanmuuton kaksinkertaistamisesta nykystasosta vuoteen 2030 mennessä, vähintään 50 000 työperäiseen maahanmuuttajaan. Tavoitteena on, että vuoden 2030 jälkeen lisäys on vähintään 10 000 vuositasolla. Uusien ulkomaalaisten tutkinto-opiskelijoiden määrä pyritään kolminkertaistamaan 15 000:een vuoteen 2030 mennessä. Samalla ulkomaalaisten opiskelijoiden Suomeen työllistyminen ja jääminen pyritään nostamaan 75 prosenttiin. (Valtioneuvosto 2021.)

Next Level –hankkeessa on tehty esiselvitys siitä, mitä toimia Satakunnan ammattikorkeakoulussa pitäisi tehdä kansainvälisten koulutusohjelmien kehittämiseksi, jotta opiskelijat saisivat paremmat edellytykset jäädä työhön Satakuntaan. Hankkeessa on kartoitettu ensin yleistä ilmapiiriä ja työvoimatarvetta, Rauman kaupungin ja Rauman seudun yrityskentän olemassa olevia odotuksia yhteistyön tarpeesta ja mahdollisuuksista sekä opiskelijoiden ajatuksia ja toiveita siitä, miten SAMK voisi kehittää koulutuksen sisältöä ja ohjauspalveluja tukemaan opiskelijan työllistymistä Satakuntaan.

Satakunnan ammattikorkeakoulun visio on määritelty seuraavasti: Jokainen opiskelijamme työllistyy. Kansainvälisten opiskelijoiden määrän lisääntyminen on johtanut kuitenkin tilanteeseen, jossa erityisesti SAMKista valmistuvat kansainväliset opiskelijat joko siirtyvät työelämään Suomen kasvukeskuksiin tai palaavat kotimaahansa saatuaan tutkinnon SAMKista.

Next Level-hankkeen toimintasuositukset kohdistuvat erityisesti tähän kansainvälisten opiskelijoiden joukkoon. Heidän opintojensa tueksi tulisi rakentaa kattavat neuvonta- ja uraohjauspalvelut, joiden avulla kiinnittyminen opiskelupaikkakuntaan käynnistyy heti opintojen alkuvaiheessa. Lisäksi kansainvälisten opiskelijoiden verkostoitumismahdollisuuksia tulisi merkittävästi parantaa. Nämä toimenpiteet auttavat myös suomalaisten opiskelijoiden verkostoitumista paikallisten työnantajien kanssa, lisäävät heidän työllistymismahdollisuuksiaan ja mahdollistavat satakuntalaisille työnantajille osaavan työvoiman saannin myös tulevaisuudessa.

Jatkotyöskentelynä olisi hyvä selvittää neuvonta- ja uraohjauspalvelujen järjestämistä Satakunnan korkeakoulujen yhteisenä toimintona. Korkeakoulujen yhteistyö vahvistaisi yhteistä

ja samansuuntaista, koordinoitumpaa ohjausmallia Satakunnassa. Ohjauspalveluihin voisi liittää uraohjauksen lisäksi opintojen hakeutumiseen ja aloittamiseen liittyvää neuvontapalvelua sekä välillisesti näistä asioista kumpuavaa toimintaa.

Next Level –hanke vastaa Valtioneuvoston haasteeseen esittelemällä Rauman alueella kehitetyn toimintamallin, joka on hyödynnettävissä laajemminkin koko SAMKin organisaation alueella. Esiselvitys toimii johdantona ja ehdotuksen tekijänä kansainvälisten opiskelijoiden ja yritysyhteistyön kehittämiseksi.

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