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UNIVERSITY OF APPLIED SCIENCES

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# Developing International Exchange Program: Laurea UAS and Partner Universities in Japan

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## Developing International Exchange Program: Laurea UAS and Partner Universities in Japan

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This thesis examines the student exchange program between Laurea University of Applied Sciences and Japanese partner universities. The research's major priorities are student exchange, culture and development work. The topic was developed from the researcher's own personal exchange experience and the desire to develop student exchange program between Laurea UAS and Japanese Universities. The Research problem was an outcome from the conversations with other former Finnish exchange students who have been in Japan. Based on the conversations the research problem moulded itself into the form of: How to develop international student exchange between Laurea UAS and partner Universities in Japan more student friendly? The research was designed to produce a development proposals consisting guide to Finland and Japan's international coordinators, which they can use to develop international student exchange program and the orientations contained therein.

The research problem was approached through a qualitative research method. The theme interview was send in an electric form to seven Finnish students who have previously studied in Japan and for two Japanese students who study at Laurea UAS. The data was collected during June 2011. When theme interview is chosen as a method for collecting data, students can freely tell about the student exchanges pre-orientations. Nine theme interviews were seen as a sufficient amount of theme interviews after the accumulated amount of data evaluation. Typecasting was used as a data analysis method.

Students' most significant topic before the exchange was that orientation information content turned out to be minor. Lack of information got the students to wish that in the orientations more information about the culture and former exchange students' experiences and views on matters should be given. Students are often forced to seek the answers to their questions by themselves, which many respondents felt difficult. Answers to the students' questions were received only at the exchange destination and many of the respondents experienced that the information came too late.

Common issue with the respondents was hunger of knowledge of Finnish and Japanese daily practical matters. None of the respondents had a previous experience of living in Finland or Japan. Three Finnish students had visited Japan before, but as tourists. Previous experiences of living, local study system and general practical matters in Japan or Finland was a little difficult to find. All the respondents felt that the information on general matters would have significantly reduced their stress level and slightly broadened the understanding of living in the destination.

The answer to the research problem was achieved. Students gave open responses and suggestions of how the exchange orientations could be developed to be more student friendly. Orientation is one of the main part of the exchange program and affects students both negatively as positively. The research did not go as fluently as was expected and often problems were caused by communicational issues. This matter was affected by researchers' inexperience as a research interviewer.

Key words: Japan, student exchange, culture, applying process, student mobility

Kiia Lehtinen

Laurea-ammattikorkeakoulun ja Japanin yhteistyökoulujen kansainvälisen opiskelijavaihto-ohjelman kehittäminen

Vuosi

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Tämä opinnäytetyö tarkastelee Laurea-ammattikorkeakoulun ja Japanin yhteistyökoulujen välistä kansainvälistä opiskelijavaihto-ohjelmaa. Työssä suurimmat painopisteet ovat opiskelijavaihto, kulttuuri ja kehitystyö. Aihe kehittyi tutkijan omasta henkilökohtaisesta vaihtokokemuksesta sekä halusta kehittää Laurean ja Japanin välistä opiskelijavaihtoa. Tutkimusongelma kehittyi muiden suomalaisten Japanissa vaihdossa olleiden kanssa käytyjen keskusteluiden lopputuloksena. Keskusteluiden perusteella tutkimusongelmaksi muodostui: Kuinka Laurea-ammattikorkeakoulun ja Japanin yhteistyökoulujen välistä opiskelijavaihto-ohjelmaa voitaisiin kehittää opiskelijaystävällisemmäksi? Tutkimuksen tarkoituksena oli tuottaa Suomen ja Japanin kansainvälisyys koordinaattoreille kehittämisehdotuksista koostuva opas, jota he voivat käyttää kehittämään opiskelijavaihto-ohjelmaa ja siihen sisältyviä orientaatioita.

Tutkimusongelmaa lähestyttiin kvalitatiivisella tutkimusmenetelmällä. Seitsemälle suomalaiselle Japanissa opiskelleelle Laurean opiskelijalle ja kahdelle japanilaiselle Laureassa opiskelevalle opiskelijalle lähetettiin sähköinen teemahaastattelu. Aineisto kerättiin kesäkuun 2011 aikana. Teemahaastattelun ollessa aineistonkeruumenetelmänä opiskelijat saavat vapaamuotoisesti kertoa vaihtoa edeltävistä orientaatioista. Yhdeksän kyselyä nähtiin riittäväksi määräksi kyselyistä kertyneen aineiston määrän arvioinnin jälkeen. Aineiston analyysimenetelmänä käytettiin teemoittelua.

Opiskelijoille suurimmaksi murheen aiheeksi ennen vaihtoa osoittautui orientaatioiden vähäinen tietosisältö. Tiedon vähyys sai opiskelijat toivomaan, että orientaatioissa jaettaisiin enemmän kulttuuritietoa ja aiempien vaihto-opiskelijoiden kokemuksia ja näkemyksiä asioihin. Opiskelijat joutuvat usein itse etsimään vastaukset kysymyksiinsä, minkä useat vastaajat kokivat vaikeaksi. Kysymyksiin saatiin vastauksia vasta kun vaihtokohteeseen oli saavuttu, mutta monet vastaajista kokivat tiedon tulleen liian myöhään.

Yhteistä vastaajilla oli tahto tietää Japanin tai Suomen päivittäisistä käytännön asioista. Vastaajilla kyllään ei ollut aikaisempaa kokemusta Japanissa tai Suomessa asumisesta. Suomalaisista vastaajista kolmella on aikaisempaa kokemusta Japanista, mutta turistina. Tietoa asumisesta, paikallisesta opiskelusta eikä yleisistä käytännön asioista kuten laskujen maksusta ollut saatavilla missään. Kaikki vastaajat kokivatkin, että informaatio yleisistä asioista olisi huomattavasti vähentänyt stressiä ja avartanut hieman tietämystä kohteessa elämisestä.

Tutkimusongelmaan saatiin vastaus. Opiskelijat antoivat avoimia vastauksia ja ehdotuksia kuinka vaihto-orientaatioita voitaisiin kehittää opiskelijaystävällisemmiksi. Orientaatio on tärkeä osa vaihto-ohjelmaa ja se voi vaikuttaa opiskelijoihin niin negatiivisesti kuin positiivisestikin. Tutkimus ei mennyt niin hyvin kuin odotettiin ja usein ongelmat johtuivat kommunikaatio-ongelmista. Tähän vaikutti tutkijan kokemattomuus tutkimushaastattelijana.

Avainsanat: Japani, opiskelijavaihto, kulttuuri, hakuprosessi, opiskelijaliikkuvuus

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## 1 INTRODUCTION

Internationalization, which is higher education's one of the main objectives, is part of globalization. In higher education internationalization is measured among other things international student and teacher exchanges, foreign work experience and in numbers of international publications. At the moment international education seems to be separate from the internationalization practices. International education's main objectives are based on the United Nations (UN) Declaration of Human Rights and other documents' recommendations, which Finland has also committed through the signed agreements. International education's main objectives have emphasized peaceful coexistence, human rights, equality and foreign language learning among nations (Lasonen & Halonen 2009, 86-87).

International exchange is a part of young students' cultural education, which should not be denied in any circumstances. It is almost the same as you would deny education from a human being. Cultural education is a big part of young students' psychological and social growth. It helps them to understand different cultures and their values; it also helps the young person to grow as a human being. Getting in touch with many different cultures in young age prevents many conflicts and gives them the understanding they need in the future.

The object of this thesis is to develop exchange programs applying process in order to the exchange experience to be more student friendly for Finnish and Japanese students. The purpose of this thesis is to develop universities exchange programs applying process for the Laurea UAS and partner Universities in Japan. With the thesis it is wished to inspire Japanese and Finnish students apply more for exchange to each other's countries by giving more knowledge to the coordinators who are responsible of organizing orientations for the outgoing and incoming students. This thesis gives the possibility for the Universities to see exchange process from the student's point of view. This thesis is commissioned by Laurea UAS who has partner Universities in Japan.

The thesis was started in the beginning of January 2011. I myself have been an exchange student in Japan Spring 2010 for 6 months at Momoyama Gakuin University in Osaka. I have personal experience of the applying process. The subject for this thesis was decided from the interest I have towards international exchanges and Japanese culture. While working as an International Coordinator Assistant at Laurea UAS I became more interested in international exchanges and the processes that had to be done before students could leave for exchange. When I came back from Japan, I noticed that most of the Finnish students were very disappointed of the information and orientation given before departure. There is not much theoretical information of student exchanges, and the little information you can find is almost the same each time.

Laurea UAS arranges "Going Abroad" sessions and separate orientations for outgoing students who apply for Asian countries, which give advice and information for students applying for the exchange. In these sessions, students try to get all the important information of their target universities abroad. Unfortunately most of the important details and information are unreachable for students. Either the coordinator who is responsible for the session is too occupied with other students to give all the information needed or destination universities web-page does not have enough information. Students have to get information needed elsewhere which it is not always very reliable.

These issues provided me a subject for the thesis. This thesis is planned to be a frame start for the international coordinators who guide students going abroad to Japan: What kind of information should be given to the student and when? Thesis works on the topic has been done for students, *Cultures Collide - Finnish Exchange Student's Adaptation to Japanese Culture*, by Ikonen Johanna (2010). This guidebook is very helpful for students going abroad to Japan. There has also been done a research of *Why Some Students in the Degree Programme in Tourism of Laurea Decide Not to participate in a Student Exchange Programme?* By Keinonen & Vehniäinen (2011). That greatly describes the main reasons why students do not apply for student exchange.

Literature sources for this thesis's theoretical part were mainly in Finnish so I had to translate most of the library books and online publications. Online publications were mainly from International Personnel Exchange Center (CIMO) and Ministry of Education and Culture (MEC).



## 2 RESEARCH BACKGROUND AND DEFINITION

### 2.1 Purpose of the research

Subject of this thesis is to develop international exchange program between Laurea UAS and partner University's in Japan. The purpose of this research is to help the coordinators to develop more student friendly orientation and information sessions. Where student can receive all the important information considered gives understanding and facilitates the culture shock.

The main reason this thesis is conducted is because there are number of students who go to a Japan for an exchange without any form of knowledge about the receiving country. This matter usually causes many practical problems between the student and the universities. Students mostly have positive experiences from exchanges but still some students are a little unhappy because lack of the information given before the exchange. Many coordinators do not have enough information of all the practicalities and formalities that has to be done when going to Japan. Students have to find most of the information by themselves and rely on the information searched in the Internet.

Thesis deals with student exchange, culture and development work. It is important matter for the coordinators to understand the different phases when going to exchange to Japan. By opening Japanese culture a little for the coordinators, they can be helped to understand the partner university a lot better. What students have to go through and why is it important that students' get all the information needed before they depart from home country? Researcher Mirja Talib (2004) has written an article about teachers' new need for skills that she calls multicultural knowledge. She writes that teachers require a multicultural competence at their work (Lasonen & Halonen 2009, 9-13). As Mirja Talib describes in her article it is important that teachers and coordinators have more knowledge of multiply destinations so all the students can receive necessary information needed of culture and local lifestyles before deciding to go for exchange.

### 2.2 Research problems and questions

Before my own exchange to Japan in spring 2010, I went to a compulsory Going Abroad- study period. In these periods there is not much discussion of the receiving countries. The content is mainly; what paper work has to be done before you can receive Laurea UAS funding, where to find these important documents and forms and investigating the receiving university's web pages. We who went to Japan had an orientation meeting with coordinator from Laurea UAS Leppävaara Unit. With the help of the coordinator we got all the information we needed to

fill in the application documents to Japan. But all the rest we had to figure out ourselves for example living, if the apartments have rent and how much? Does the University have study fees? What the students had to do to apply a visa and where? These are the few of the many questions that students have before leaving and we did not receive answers to any of them until we heard about them from another student. Students feel more confident when they hear the information needed from the coordinators because they are the student exchange specialists in students eyes, they expect to get all the answers from a person who works with these sorts of matters.

The main research problem developed through these matters is:

- 1) How to develop international student exchange more student friendly? The goal is to see how much and what kind of information students received from Finnish orientations before leaving and from Japanese orientations.

While they are at the destination:

- 2) What kind of information they have wished to receive and
- 3) What where the main reasons they applied for an exchange to a country different from ours?

### 3 STUDENT EXCHANGE

Student exchange means, a student carries out part of their studies in a foreign University. Student exchange usually occurs with partner Universities concluded with student exchange agreements framework and takes practically semester 3 to 5 months or academic year 12 months (Helsinki University 2006). University students can apply for exchange through their own universities or arrange the exchange place themselves. After the exchange the student returns back to home university to complete their degree (CIMO 2011).

University students are required generally to have two to three years of study and a certain amount of credits before leaving for the exchange. Going for the exchange requires that your university has a bilateral contract with a Japanese university. In university exchange programs, student selection is influenced by both Japanese and Finnish criteria set by the universities. Practically exchange programs refer that University or UAS has agreed in advance of the student exchange with the foreign partner University. They have agreed the number of students and the direction, alias how many can go and where (Geography 2010; Myllykoski 1997, 13).

Exchange agreements are either through exchange program agreements entered for example Erasmus, Nordplus, ISEP or bilateral agreements a student can also find the student exchange University independently. The key principle of student exchange is that students who have taken part of the exchange program get their study periods abroad fully approved as part of their degree. The purpose of the exchange is not to carry out additional courses, but to carry out part of the degrees minimum extent belonging studies in the exchange University (Helsinki University 2006).

Going for exchange should be considered and planned carefully in advance. It is easy to apply for exchange program; the most difficult part in the entire process to obtain all the necessary information of the courses in host University and trying to get then suited for own study program. Because the exchange has been arranged in advance, it is easy for the own University and the host University to give advice and guidance for the exchange student. In Japanese Universities and Laurea UAS there are tutors to help the students to get started. They will pick up the students from airports and escorts them to their apartments. In exchange programs most of the host universities have an accommodation possibility for the students or at least help students to find accommodation (Myllykoski 1997, 88-90).

International capabilities and multi-cultural skills are needed for today's working life significantly compared to previous years. Internationalization is today an essential part of professional competence. Nowadays universities of applied sciences invest much more in

student exchange and recommend students to apply for exchange or internship abroad. International experience develops students' language skills, cultural understanding and develops professionally. Almost every year Laurea UAS sends about 200 outgoing students abroad and receives yearly the same amount of incoming exchange students. Laurea has at the moment about 180 partner organizations all over the world. (Laurea 2011) Student exchange to Japan is still very new, cooperation with Japanese University started in 2003. At the moment Laurea UAS has a bilateral agreement with six Universities in Japan, which are Aoyama Gakuin in Tokyo, Kansai Gaidai, Momoyama Gakuin and Osaka Gakuin in Osaka, Tohoku Fukushi University in Sendai and Ritsumeikan Asia Pacific University in Beppu (Laurea 2011, Sole Move program).

### 3.1 Historical development of student exchange

Student exchange has far to the past reaching roots. Already around 1100 - onwards of Christianity and antiques, especially Aristotle, teachings face of became scholasticism, a new way of thinking. The scholars went on to join each other forming gradually more stable communities called Universities. Students began to apply from far away to new schools (Kostiainen, Ahola, Koivunen, Korpela & Syrjämaa 2004, 27-28).

In the early 1500's student exchange was known as the Grand Tour. What was the Grand Tour? The Grand Tour is stereotypically defined the English upper-class youth, young men, student exchanges, therefore as a kind of training to the diplomat's tasks. According to John Tower Grand Tour- trips to a certain significant cities or to places in the Western and Southern Europe, purposes were mainly learning and having fun. The Grand Tour is usually placed in the 1700s but already in the late 1500 has been a similar kind of tourism. The rail transport's development in the early 1800s changed the way of travel to become more comfortable and faster (Kostiainen & al. 2004, 49-50).

Grand Tour did not only limit to the United Kingdom, it appeared more widely in the West. It deviated from its nature from other tourism's historical phenomena's, even though at the same time we have to note that the tourism has almost always included some degree of learning concept. In general, we can refer Grand Tours connections to concept of learning. Mid-1700's mental flow, educational philosophy emphasized rationality, thinking and learning (Kostiainen & al. 2004, 50-51).

Naturally it was thought that Grand Tour would change over time. What kind of changes would these be? Superficially viewed Grand Tour is in common features clear and simple: it was called elite educational tourism. But later on middle-class of tourism forms underwent changes. Participants, duration of the trip and the trip's motives changed over the decades.

Motives diversified: Besides learning journeys other reasons could be for example scientific interest, business, and healthcare, religious, political or personal reasons (Kostiainen & al. 2004, 51-52).

In the late 1900 Grant Tour was changed to student exchange. Since 1990's Finnish Universities and Universities of Applied Sciences international cooperation has increased strongly. In the end of 1980's the Ministry of Education set quantitative objectives for Universities student exchanges. The objective was, by the end of 1990's at least 5000 Finnish university students' studies every year abroad and that the studies completed abroad are read fully exploited to domestic degree (Ministry of Education and Culture 2001, 22-28).

Increasing student mobility also pursued to improve the quality of education and educational opportunities expand. The practical internationalization meant however in the early stages student exchanges radical increase. Universities International activities conditions were improved in the end of 1980s and in the beginning of 1990s by showing all universities dedicated funding to arrange teaching in English, International affairs for administrative development and to build more International contacts. Dedicated funding was dropped in 1995 as part of the general Universities corporate development (Ministry of Education and Culture 2001, 22-28).

In the early 2000s student exchanges quantitative objectives still have been increased: in the 1999s was approved education, and research development objective was set. That at least 6000 University students and 8000 University of Applied Science students study half of their degree abroad. In the early years of internationalization student exchange was based on Universities bilateral or multilateral contracts. New information and communication technology has revolutionized International interactions forms. To implement mutual student exchanges Finnish Universities and Universities of Applied Sciences have created more than 300 English language study modules. Very soon from starting of the internationalization policy Universities started to develop especially 10 - 40 study weeks modules directed for exchange students (Ministry of Education and Culture 2001, 22-28).

### 3.2 Marketing the unique experience

CIMO enhanced together with the Universities Finnish expertise's marketing in Europe and other target areas. Particular attention is given to cooperation increasing with Russia, Middle and East Europe and Asian countries. CIMO will establish in cooperation marketing strategy. It will be as part of the strategy Finnish education, training opportunities and - programs' marketing is improved in the target areas (Ministry of Education and Culture 2001, 51-52).

Industry, public authorities and Universities will establish international personnel exchange center CIMO's context a foundation or fund. The task is to promote Finnish Universities International activities conditions and provide scholarships for foreign students in Finland (Ministry of Education and Culture 2001, 51-52).

To market the possibility of student exchange, students need to tell more about the experiences and not only about the funding opportunities. Rather than telling about the funding opportunities students should rather tell the benefits and experiences of the exchange. The interest wakes and product will be marketed more (CIMO 2009, 5-6).

#### 4 INTERNATIONAL STUDENT MOBILITY

International mobility is an essential part of the internationalization. The importance of mobility in higher education emphasizes the application of the national objectives of higher education's internationalization strategy 2009- 2015 by the Ministry of Education and Culture. International mobility is one of higher education's effectiveness indicators, which is followed as a result of meetings held between the Universities and the Ministry of Education and Culture. Information of the international mobility trends and distribution are important for the development (CIMO 2011).

International mobility of students is divided into long-and short-term. Long-term student mobility is at least 3 months lasting abroad periods. Short-term student mobility is all less than 3 months, but at least a week's periods abroad. In 2010, 10 123 students went for a long-term abroad period and 4812 were from Universities of Applied Sciences. In 2010, 8990 foreign students arrived to Finland for a long-term period and 3578 of them went to Universities of Applied Sciences. Finnish outgoing students increased by nearly 10 percent from last year. Particularly high increase was in sector of University of Applied Sciences. Finnish incoming exchange students have increased steadily since year 2000 and nowadays incoming exchange students their number seems to have stabilized at just fewer than 9000 students per year (CIMO 2011).

In the international community exchanges are an essential relevance. Its affects are undisputed reaching for deepened cooperation and extension and interactions diversify both from Finland to other countries and from other countries to Finland orientated student mobility is still very Europe centered. Asian countries have been increasing their popularity almost by two per cent according to International exchange center CIMO's 2004 statistics (Ministry of Education and Culture 2005).

From Finland to Asian countries oriented student mobility has been staying very stable with the exception in year 2004 occurred pull upwards. Universities of Applied Sciences are little more active in Asia collaboration than regular Universities or Colleges. In year 2004 University student exchanges 8% was directed to Asia, Universities of Applied Sciences was 11%. These past years interest to study abroad in Asian countries has been increasing, but the interest hasn't yet actualized increasing mobility quantities to Asia (Ministry of Education and Culture 2005).

From Asian countries to Finland directed student mobility has these past years steadily increased. The same trend applies from foreign countries to Finland directed mobility generally; Asia in this relation is no exception. Despite the growing trend student exchange

with Asian countries is clearly deficit: From Finland there are more outgoing than incoming student. Inbound mobility to Asian countries is accounted 6 % in the University sector and University of Applied Sciences sector, 4 % (Ministry of Education and Culture 2005).

In these past ten years the change in student mobility has been outstanding. As you can see from the statistics (Table 1) made by CIMO, student mobility from Finland to Japan has increased rapidly. From the second statistic (Table 2) can be seen how many outgoing students left for exchange by UAS and how many incoming students came to Laurea in year 2010. In third statistic (Table 3) we can see most common destination countries and see specifically how many students left entirety from Universities of Applied Sciences. From fourth statistic (Table 4) we can find student mobility's development from year 2000 to year 2010.

#### 4.1 Japanese exchange students in Finland

Relations between Japan and Finland have been very close since diplomatic relations was established on 23 May 1919. The reason to the close relations has been said to be people's nature's similarities such as music, literature, design and relationship to nature. Interactions between the countries have increased because of the number of visits from both sides: both the imperial family members, heads of state to student and youth exchanges (Embassy of Japan in Finland 2009).

To Japanese people Finland's education system is much more informal than their local system. Japanese students are used to tight study rhythm. Finnish more free style to study is a totally new dimension for Japanese students. Most of the Japanese are very confused and surprised by our free education system. It is very hard to understand for them because they do not have a similar system in Japan. In Japan, students pay for their own education. Japanese students are also very interested on Finland's policy and equality of women's rights. In Japan unfortunately equality between men and women is still not fulfilled nearly as well as in Finland. Women in Japan take care of the household and children and men earn salaries and support the family (Embassy of Finland 2010).

Based on the discussion had with the Japanese exchange student in Laurea UAS, when the Japanese exchange students' arrived to Finland the biggest obstacle was language. Japanese do not usually speak fluent English and will hardly ever understand Finnish and not many Finnish speak Japanese. Language is the main reason why Japanese students do not get inside the Finnish community so easily. Simply shopping in Finnish supermarkets can also be complicated, because most of the products are in Finnish. For the Japanese people Finland is not so expensive as many say, Japan's biggest city Tokyo is known as the most expensive city



in the world. In the eyes of the Japanese food and clothes are much cheaper here than in Japan. Apartments are also lot cheaper and bigger than in Japan.

#### 4.2 Finnish exchange students in Japan

When measured in flight time, Finland is the European Union's member country that is closest to Japan. Measured on the world map Finland and Japan are very far away from each others, even though they are only separated by one country. Even if we live so far apart Finns and Japanese have usually find a mutual feeling of closeness. People say the reason for such closeness is our common understanding towards nature and quietness. It is really difficult to say when exactly the relationship between Japan and Finland started. The first Finn that visited Japan must have been Lieutenant Adam Laxman that was send by Russian Empress Catharine the Great to study the possibilities for trading between them and this far away and isolated country in the late 1700-century. In Japan Finland is well known as home of Santa Claus and Moomin characters. Finland is also known as the birthplace of sauna culture. The traditional image of Finland has however become more comprehensive. Finland has also gained recognition in Japan because of our high technology such as Nokia. The Japanese have also taken interest to our education system. At the moment there are about 600 Finns living in Japan. The reason for leaving and staying in Japan are individual: People stay for work or study reasons or have even found a loved-one and moved to Japan permanently, some stay just because of the love towards this unique culture (Embassy of Finland 2008).

Many young Finnish students see Japan as an exotic and weird little country with lots of people that are very friendly and polite. The Japanese people have also nowadays shown interest towards western way of life and its culture and have started to take inspiration from it. The change can be seen in many ways, such as weddings, living and design. Many students describe that their exchange experience in Japan have been an eye-opening and most educational experience. During the exchange students get the change to be part of Japanese everyday life and get to know the Japanese way of life in families. Japanese Universities also organize many cultural events for exchange students that give them the possibility to get to know Japanese traditions. In the beginning of exchange students are challenged by many obstacles such as language barrier and Japanese bureaucracy when visiting to different kind of offices trying to get simple things such as bank account. The Japanese are people who do not easily give up, even though the language barrier they very willing to help because of their friendly nature. Even though the Japanese are friendly and seem open towards western students the Japanese really rarely express their true feelings directly. According to students, Japanese people are very interested on Finland's culture, people and clean nature (Embassy of Finland 2010).

Living in Japan can be hard for a student, who's never been in Japan before or even for most open-minded students too. Japanese cities are very crowded and busy and to most a labyrinth like mazes where you can get lost easily without a guide. Japanese people have generally a very strong sense of hospitality and responsibility for guests. But that does not always mean that it is easy to get inside the Japanese community. Local people in smaller towns are easier to meet and approach. In any situation the best way to get to know the Japanese and their culture is to learn the way to think and act like it is done in Japan. It will not be easy because Japans many traditions and customs that are totally new and unknown even learning Japanese is not easy, especially for a student who have not visited Japan or studied Japanese before. Japanese people appreciate foreign people's efforts and makes then more willing to approach and accept a person into their communities (Roberts 2008, 15-20).

## 5 STUDENT'S MOTIVES FOR EXCHANGE

Motivation is mostly about feelings and emotions. Emotions force to take action, and they cause informational phenomena such as thoughts and revisions detection. Matti Taajamo (1999) made a research of why do students desire to apply for the exchange. In his report the main motivation to go to study in to a foreign country is the desire to "Go". It consists of intuition, dream and the obviousness of different combinations. Desire to leave for exchange to elsewhere and the desire to get some variation of home countries study rhythm, language skills development is only the basic motivation. Language skills development in addition aims to invest for own personal growth and diversified cultural sensations and experiences with all the other exchange students. Students wish to get experiences from different cultures. They go to get life experience and - skill and to experiment survival in the new environment. Their main goal is self-development and expanding world view. Some students wish to go for the exchange to get a good experience that will help them in the future when they apply for the future profession (Taajamo 1999, 28-36).

When applying for the exchange every student needs to fill out a motivation letter. Through this letter teachers will see the students' true motivation and potential to study abroad. In motivation letters students need to tell why they should be the ones picked to the target University abroad and why do they want to study in that certain University. From this first question teachers can already conclude the students' real motivation for the exchange. Many students' main motivations usually are:

- To get new experiences
- To learn languages
- To meet different people
- To share and learn cultural knowledge
- To experience first time traveling
- To improve learning
- To wider possibilities in the work market
- To meet uniqueness, "once in a life time experience"

When students go for exchange for linguistic reasons they usually want to learn a totally new and different language or improve their language skills. When the main reason is the people, student wishes to get to know new people and make new friends from around the world. The cultural motive usually is based on wanting to get to know target countries culture and manners. Many students who use the love for travel as motive for the exchange they wish to see many places in the receiving country and get some variation of the home environment. When leaving for exchange in learning reasons the students wish is to see the country

differently not only with "tourist" eyes, that way many students see that they will learn to respect and be more open towards other cultures and its people. Learning as motive develops person's spiritual growth and self-confidence. Possibilities are motive to a student who sees that the exchange experience could help getting his/hers future job or maybe help when applying for international job. Uniqueness is the biggest motive for many students who go for abroad during studies. It is a unique opportunity and it would give something to remember when you are old (Fährnich 2009).

### 5.1 Motivation psychology

Motivation psychology attempts to explain, why people act or think precisely in a certain way and not some other way, alternative way. Motivation is seen in individual act in a certain situation. Life changes are usually based on motives and their accordance with decisions, although usually motivation develops for such changes implications. Motivation is not always conscious. If you find yourself repeatedly the same persons company, the matter usually has a reason - its motive (Salmela-Aro & Nurmi 2002, 10).

Salmela-Aro and Nurmi (2002) have developed a theory of one's life guiding and self perceptions modifying. Motivation may be based on the past experience, for example earlier hobbies can create a base for people's interests. Motivation can also be based on physiological temperamental differences. Some of us are interested in everything new and exciting, while some sticks to the familiar and secure. This phenomenon can be noticed in students' behavior when choosing their exchange destination. Students who are insecure and have only traveled in Europe usually choose EU-union country. Students, who are eager to see and try something new, will choose a destination that is completely new and unknown to them. When developing an objective in a certain life situation calls for such motivational preferences comparing available opportunities and challenges (Salmela-Aro & Nurmi 2002, 59-60).

There are several theories of motivation, but mainly they all the same answer to question. Why people set certain objectives? People can't themselves decide or choose their needs, but they can be aware of them. Theories' core idea is encapsulated like this: When a student has chosen the objective, he/she can achieve it, and when the objective is achieved he/she get the feeling of cohesion. These needs effects individuals inner- and outer motivation. Inner motivated students' goals are objectives are such that he/she wishes. Inner motivation usually includes curiosity, spontaneity and interest. Outer motivated acts are based on what others want (Salmela-Aro & Nurmi 2002, 128-129).

## 5.2 Motivation theories

There are five basic motivation theories: Freud's, Maslow's, Herzberg's, Alderfer's and Adam's. Viewing angle is disparate in all of them. I will mainly concentrate on Freud's, Maslow's and Adam's theories of motivation, because we need to understand why students act the way they do. In these three theories actions are explained from psychological point of view and explained how a basic human need turns into a motivation "to do things". From these theories we can understand why students apply for exchanges? Why do they travel? What gives them the final "push" to leave? If we ask from students why they want to travel to a particular destination, they will offer a variety of reasons. For example "It's somewhere where I always wanted to visit" or "I'm interested of the country's culture and language". Still we might not get the real motivation. People often talk about their 'needing' a holiday, just as they might say that they need new carpet. Are they in fact need or a want? (Holloway 2009, 60).

Most knowable theory of need and motivation is Abraham Maslow's hierarchy of needs alias orders of precedence is based in following expectations. What do we mean by need? People have certain physiological needs and satisfying them is essential to their survival. Abraham Maslow conveniently grouped these needs into a hierarchy (Figure 1). Maslow suggests that the fundamental needs have to be satisfied before we seek to satisfy the higher-level ones. When one of the lower levels need is fulfilled, the structure changes and some other need starts to control behavior. In Maslow's conclusion humans need to fulfill their physiological, safety, connection, valuation and self realization needs (Human resource management 2011; Holloway 2009, 61).

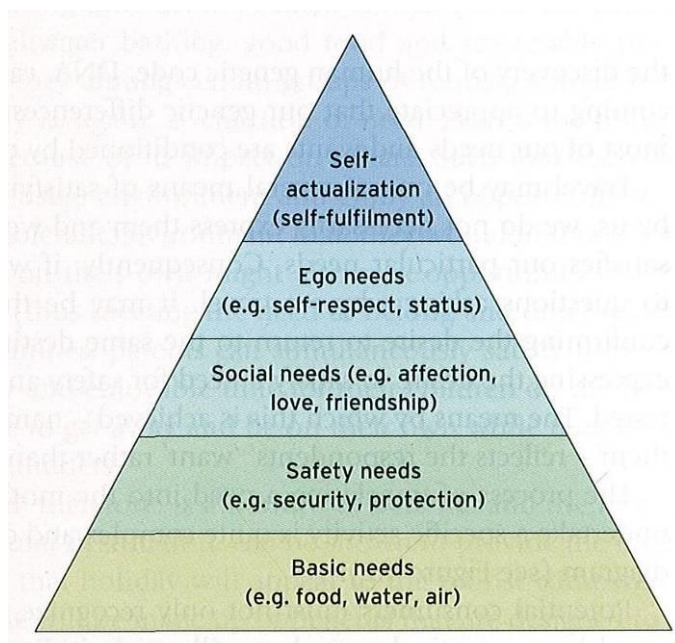


Figure 1, Maslow's hierarchy of needs (Holloway 2009, 61).

Maslow's hierarchy works in connection with motivation. The process of translating a need into the motivation to visit or study in specific destination can be demonstrated by means of a diagram (Figure 2). Potential consumers must not only recognize that they have a need, but also understand how a particular product will satisfy it. If the student finds the destination and need matching the student will be motivated to apply for the exchange (Holloway 2009, 62).

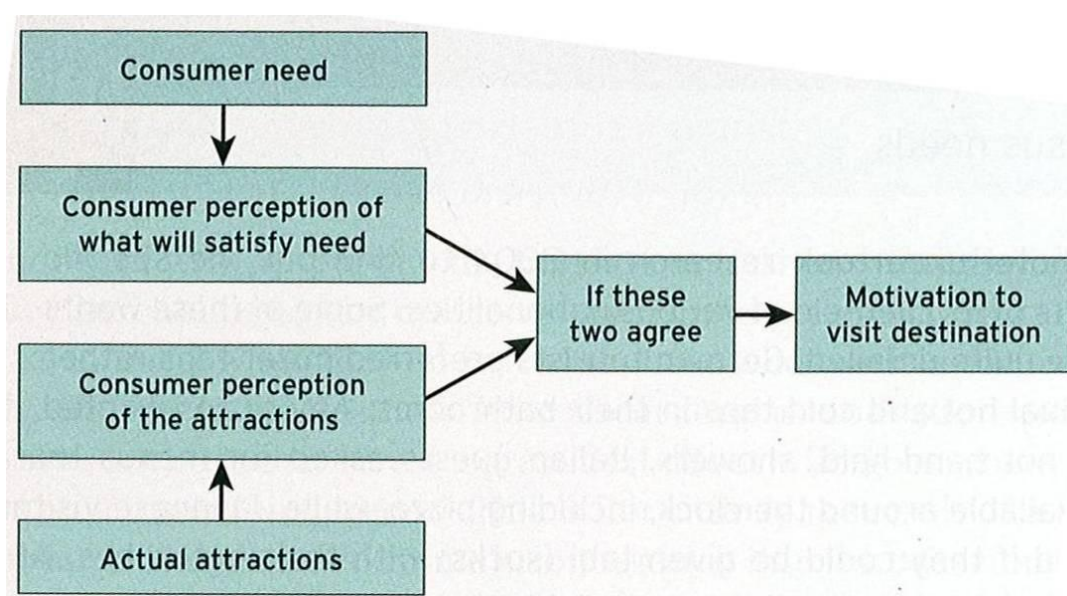


Figure 2, the motivation process (Holloway 2009, 62).

In Adam's reasonableness theory of motivation (1963) people seek reasonableness into place relative to other people. Motivation however depends on many reasons. Individual carries elements for motivation mostly in themselves. Too hard or too insignificant experienced duties can weaken the motivation, organizations culture and atmosphere can also weaken it. On the other hand, inner combustion to new challenges, desire to develop themselves and interest on traveling can motivate without any influence from any direction (Human resource management 2011).

According to Sigmund Freud's motivation theory, human actions are shaped by psychological powers that are mainly unconscious. In Freud's theory people suffocate their urges when growing up and learning to accept rules of the community. People can not fully understand their own motives. When a person wants to do something, they simply can give any reason for their motive. For example students' who want to go abroad usually say their motive is a wish to develop their language skills. In the deeper level of motivation the main reason might actually be desire to get to travel or get more life experience in some other non-familiar place (Human resource management 2011).

## 6 CULTURE AS A PART OF EDUCATION

Culture is a very ambiguous concept. It can be understood narrowly as 'culture' or widely 'culture'. In daily magazines there are cultural columns, where a reader gets information for inter alia theater, music and literature. The issue is then high culture and its products. In a widely understood 'culture' is also certain group of people's way to live and behave. Attention is attached in this case group linking characteristics and their daily activities and habits that give these certain group its own identity and makes it unique (Salo-Lee, Malmberg & Halinoja 1998, 6-11).

Culture occurs in human life and actions in many different ways. Like an iceberg in culture you can also see only fractions of it. Generally known cultures forms are for example food, language, clothing and manners. Still most of the culture is however hidden beneath the surface - are often also cultures members unconscious. In this area belongs for example communications style or values, norms and beliefs. This might cause problems in intercultural communication. Against our general conceptions humans are not also only in one culture's members. We belong concurrently in multiple cultures and we work daily in different cultures: at home, at work, at hobby circuits. Intercultural communication happens already within our own national culture (Salo-Lee & al. 1998, 6-11).

The concept of culture has many definitions, and they are used in different contexts in everyday language to scientific publications. We understand culture extensively. It can refer to entire populations or group's collaborative culture or more focused learning culture of the institution or the workplaces working culture. We conceive it as open, changing, blending, social and collaborative. As Stuart Hall (1995) sees, that concept of culture is mainly entangled together with place and often with the concept of the nation; that's how we can use phrases like Russian culture or Japanese culture. Hall (1995) defines culture with the help of five cultural phenomenons:

- Action like production of goods or raising a child
- Values, schemas, meanings and definitions like welfare and youth
- Physical artefacts like tools and books
- Psychological phenomenon like feelings, attitudes and observing
- Agency, which means that people actively build and shape cultural phenomenon

In interculturalism includes multilingualism, religions, ethnicity and other cultural specificity. Some people's differences are seen positively forward pulling element, when others specificity seems to be obstacle welfares equal division of access to benefits. Human actions and looks differences or similarities and familiarity and strangeness compared to the majority

population seems to be elements which are considered consciously or unconsciously positive, neutral or negative. Interculturality can be seen as a field, time, zone, and space between different cultures and humans. Interculturality as a term gives a positive feelings, curiosity and expectations of the interaction. Intercultural competence brings association of multilingual and open, unprejudiced attitude towards other cultures religions and with their representatives. From who is expected interculturality and associated knowledge? Intercultural competence and its development affect people in different life phases and situations and education as in work life. Interculturalism is needed in institutions, daycares, workplaces and in public and private service facilities (Lasonen & Halonen 2009, 9-13).

### 6.1 Cultural identity and values

Identity has been an active subject within the social theory. As the writer Stuart Hall describes; this phenomenon means that old identities that have very long stabilized the social truth are deteriorating. They give way for the new identities and shatter the modern specimens as individual subject. This so called "identical crisis" is seen as part of a wider process of change, that transfers the modern communities key structures and processes and destabilize the frameworks which gave specimens stable anchor points in their social world (Hall 2002, 19).

Cultural identity can be understood in two different ways. First one of these two defines cultural identity of a single, common culture, through the sort of collective and "true self". This minus hides inside many others, superficially or artificially-defined minuses, that are common to those people that have same ancestors and history. According to this definition, cultural identities reflects from those common historical events and cultural codes, that equip people in their real history's variable borders and behind the phases founded stable, unchangeable and constant reference frameworks and meanings, that makes them experience themselves "single community" (Hall 2002, 227).

Cultural identity can also be seen in a related to previous, but different way. From this point of view is recognized, in addition to many similarities can also be found deep and remarkable differences formed important details, that lay foundation to that "who we really are" or rather because history takes part of the game "who have we become". We cannot very long or appropriately talk about "one experience" or "common identity" unless we recognize its reverse side: the cracks and discontinuities that specifically formulate "uniqueness". In this other mind of cultural identity is also all about "becoming someone" rather than "being someone". It belongs to the same great extent in the future as well as in the past. It is not something, that already exists or that crosses the place, time, histories and cultures borders. Cultural identities come somewhere, they have their history. But along with all the other



historical they go through continuing changes. They do not attach eternally to some essentially held past, but are histories, cultures, and controls continuing subject of "game". Identities are not certainly based only to their founder's pasts "reveal". Past that has been found, guarantees us forever information of who we are. Identities are names given by us to those different habits that past's tales will set us and those we set ourselves (Hall 2002, 227).

Cultural identity is not any kind of solid essence that would stay unchangeable out of reach of history and culture. It is not a universal and transcendental spirit inside of us that history would not have left essential tracks. It is not a firm origin, where there could be possible to return finally and absolutely. Cultural identities are identification or closing instability points that are shaped from histories and cultures discourses. They are not essences, but positioning. There for there will always be identities politic that does not have absolute guarantee for any non-existing, transcendental "law of the origin" (Hall 2002, 228-229).

Furthermore one of the most important functions of belief and attitude systems is that they are based on values. Values are big part of cultures' cultural identity; they both are small part of defining of culture. Values are ideas about what is true, right, and beautiful that underlies cultural patterns and guide society in response to the physical and social environment. Value system represents what is expected or hoped for, required or forbidden. While each of us has unique values, there also are values that tend to permeate culture. These are called cultural values. Cultural values are derived from the large philosophical issues that are part of culture's milieu. Cultural values generally are normative and evaluative in that they inform member of a culture what is good and bad, and right and wrong (Samovar & Porter 2001, 57-58).

Cultural values define what is worthwhile to die for, what is worth protecting, what frightens people, and what are proper subjects to study and which derive ridicule. An understanding of cultural values helps people to appreciate the behavior of other people. Knowing, for instance, that the Japanese value detail and politeness might cause you to examine carefully proffered Japanese business card, as the Japanese do, rather than immediately relegating it to a coat pocket or purse. An awareness of cultural values also helps peoples' own behavior. Impatience, for example, can be associated with your value of time, aggressiveness with your value of competition, and self-disclosure with your twin values of friendship and sociability (Samovar & Porter 2001, 57-58).

## 6.2 Cultural language and communication

Intercultural communication is the circumstance in which people from diverse cultural backgrounds are engaged in communication. The crucial element in this form of communication

is culture and the impact it has on your communicative behaviour. Culture helps determine your beliefs, values, and world view; your use of language; your nonverbal behaviour; and how you relate to others. Intercultural communication will have two major points of contact: international and domestic. International contacts are those between people from different countries and cultures (Samovar & Porter 2001, 2-3).

The importance of language to study intercultural communication is clearly captured in filmmaker Federico Fellini's simple sentence "A different language is a different view of life". His notion takes on added significance when you realize that one of the major characteristics identifying you as human is your ability to use language (Samovar & Porter 2001, 136).

Language is extremely important to human interaction because of its labelling, interaction and transmission functions. Labelling function helps to identify or name a person, object, or act, so that he, she, or it may be referred in communication. Interaction function applies for communication and sharing of ideas and emotions. Although these functions are generally considered the primary purposes of communication, there are other functions and purposes that nevertheless are equally important. In many instances of social interaction, the communication of ideas is a marginal or irrelevant consideration. Here, communication serves additional purposes that facilitate and maintain social and individual needs. These functions are: emotive expression, thinking, interaction, control of reality, the keeping of history, and identity expression (Samovar & Porter 2001, 137-139).

Language is the key to the heart of a culture. Language and culture are so related that language holds the power to maintain national or cultural identity. Language serves to maintain and enhance appropriate social status and relationships between and among members of the culture. This is an instance where language functions to preserve the deep structure values of culture. The use of language to communicate social status is perhaps the most significant difference between Japanese and western communication styles. In Japan, the very structure of the language requires the speaker to focus primarily on human relationships and social status in all aspects of life (Samovar & Porter 2001, 137-139).

In the Japanese language, a number of words take different forms for different situations, sometimes depending on relationships between the speaker and the listener or the person being discussed. For example in Japan there are multiple words for you: omae, kimi, kisama and anata. In addition, words that men and women use differ in Japanese. Certain words are used only between a husband and wife to express their delicate conjugal relationship (Samovar & Porter 2001, 137-139).

### 6.3 Stereotypes and prejudices

Stereotyping is a form of categorization that mentally guides your behaviour toward particular groups of people or people we met the first time. Stereotyping is found nearly in every intercultural situation. The reason for the pervasive nature of stereotypes is that human beings have a psychological need to categorize and classify. Stereotyping keeps us from being successful as communicators because they are oversimplified, over generalized, and exaggerated. They are based on a half-truths, distortions, and often untrue premises. Stereotyping also tend to impede intercultural communications in that they repeat and reinforce beliefs until they often become taken for "truth" (Samovar & Porter 2001, 267-268).

Prejudices, like stereotypes are learned. For some people, prejudices offer rewards ranging from feeling of superiority to feeling of power. Prejudice is expressed in a variety of ways - at times subtle and other occasions overt. Prejudice can be expressed through as antilocution. This level of prejudice involves talking about a member of the target group in negative and stereotypic terms. People act out prejudice when they avoid or withdraw from contact with the disliked group. The problems associated with this form of prejudice are obvious. How to interact, solve problems, and resolve serious conflicts when you are separated from other people? You can no longer learn from, support, or persuade people if you avoid them and close all the channels of communication (Samovar & Porter 2001, 260).

Stereotyping and prejudices usually cause conflicts and misunderstandings between cultures. As Liisa Salo-Lee (1997) describes in her article, this sorts of matters can be reduced by an awareness of the hidden communicative cultural differences. Cultural knowledge sensitizes people to realize how cultural differences are linguistically and non-linguistically marked to interpret these signs. For example there are several samples of linguistically and non-linguistically hints which construction in different cultures varies and which in intercultural communication situations can lead to misunderstanding. When comes to stereotyping Japanese almost every western visitors view Japanese people as somehow the same, with the same values and opinions, experiences and aspirations. This unfortunate tendency prevents foreign visitors from getting to know Japanese people as individuals. In a country the size of Japan, there are obviously millions of different personalities and experiences (Syrjänen & Westermarck 1997, 45-48; Roberts 2008, 248).

## 7 RESEARCH PLAN AND THE CONDUCT OF THE RESEARCH

### 7.1 Data collection

Research done by using qualitative research method has a possibility also to reach for experienced meaningful chains of events of humans, like the course of own life or own lives matter placed in the further period. The main goal is description of person's experienced reality. The descriptions are expected include things that are meaningful and important for the person researched. In qualitative research based research must always include question: what meanings of the research investigates? The researcher has to specify who this research is made meanings associated based on experiences or perceptions. This question makes the researcher always to clarify, research regarding the experience or perceptions. The relationship between experience and perceptions is very complicated. Experience is always personal. Perceptions rather tell communities traditional and typical ways to think in community (Vilkka 2005, 97-100).

A qualitative research method is suitable for situations where you want to find out many people's opinion on a specific issue or understand human behaviour and reasons. Such situations include as public surveys, personal surveys, data collection for scientific purposes. (Eskola & Suoranta 1999, 13-16) Interview is one of the basic shapes of data acquisition. When we wish to; gather information, people's opinions, conceptions and believes. Theme interview is the most used form of interview. In theme interview, research problems most key topics or theme areas are picked from the base which would be necessary to process the answer the research problem of the research interviews. The main point of theme interview is that the interviewees can give their own descriptions of the theme areas (Hirsjärvi & Hurme 2001, 11; Vilkka 2005, 101-104). I personally use this method because my idea is to develop the universities international programs, and I need many people's perspective of the present situation and possible ideas for improvements.

Part of theme interview is focus interview that mean in practice that the theme interview is not build around questions and themes. The topic of the research problem is discussed with the interviewee multiply times and interviewee can freely discuss of the interviews themes from any view he/she wishes. To get more specific and deeper answers of the subject, the interviewer has to develop a follow-up questions based on the interviewees answers and descriptions (Vilkka 2005, 104).

Based on the theoretical framework I interviewed Laurea UAS students who have been to Japan in exchange or are at the moment and Japanese students who have been to Laurea Kerava Unit in exchange or study there at the moment. I chose theme interview for Finnish

students, because the purpose of the research is to determine the needs of the students leaving for exchange. Theme interview gave the students change to answer more truthfully and were able to give their own opinion what information students need before going to Japan. For the Japanese students, I chose focus interview because of the low number of Japanese exchange students at Laurea Kerava Unit. The answers had to be more specific and detailed.

Almost in every interview it cannot be done and collected without any problems. I themed the interview questions based in the order thesis theories themes. Questions were organized based on the theoretical framework. The order of the questions had to be in the logical order, so the questions would be clear and understandable for the interviewees. For the interview there were developed 10 questions the purpose of which was to gather specific answers as possible. This way it was easier for the interviewees to stay in the spoken subject.

In the original plan the plan was to interview students' from Laurea UAS Kerava and Leppävaara unit. Theme interview was sent in the end of June 2011 by e-mail to 7 Finnish students, 2 from Leppävaara unit and 5 from Kerava unit who had been exchange students in Japan. The theme interview was meant to be sent many students but from several conflicts on the way the theme interview was only send to these 7 Finnish students. From these students only 5/7 answered my theme interview. The purpose was also to send the theme interview to multiple Japanese students but, the same issues came in front when I was planning to send the theme interview to the Finnish students. In the end I did focus interview to 1 Japanese student. She arrived to Finland in autumn 2011.

From my point of view the interview was half successful, because I did not receive as many answers as I had hoped for. Even though I did not receive so many answers as originally was planned respondents answered for the questions very truthfully and honestly. All the questions were open, so the students could answer the questions as openly as possible and could freely move from theme to theme.

## 7.2 Interview themes

When planning a frame for the theme interview we do not prepare detailed list of questions but a theme area list. Then the theme areas present theoretical main concepts specified sub concepts or classes. They are more specific than problems. They are those areas that the interview questions actually focus on. Typecasting requires theories and empirical interactions to work. Basic rule is that one interview questions is asked only from one substance. With the help of typecasting we can receive a multiple collection of different

results from the text material or answers for the questions presented (Hirsjärvi & Hurme 2001, 66; Eskola & Suoranta 1999, 176-180; Vilkki 2005, 109).

Theme of the interview frame is based on the theoretical proportions structuring and personal experience. Themes for the interview were developed from my own personal experience of being an exchange student in Japan. The themes for the interview were designed so that they would suite the theoretical base of the thesis. Questions added to the theme interview frame were all open questions so that the interviewee could answer the questions more openly and more extensively. All the interviewees answered the questions extensively, not all answered very openly.

The first part of the interview addresses theme student exchange. Student exchange is the main theme of the entire research. Interview's open questions focused on the reasons why student's apply for the exchange and were they satisfied on the quality of the current orientations. The second part of the interview addresses Culture theme, which is one of the most important themes of the theory, because student exchange is completely based on cultural education. The second part's open questions concentrate on the orientation received in Japan and what kind of cultural information/knowledge they received. The final theme of the interview was development work; development work was chosen to be one of these three main themes because the meaning of this research is to receive usable development ideas and suggestions from the interviewed students. Two final questions focused on receiving development suggestions. Theme interview frame can be found from (attachment 6 & 7).

### 7.3 Data analysis method and transcripts

To be able to analyze data, the text has to be produced in a format that can be easily analyzed. The method used will depend of the research topic, personal preferences and the time, equipment and finances available. (Dawson 2006, 114-115) Qualitative data analysis purpose is to develop clarity to the material and thereby produce new information of the topic examined. With the analysis the material is aimed to intensify without losing the information it contains (Eskola & Suoranta 1999, 138).

The analysis method was chosen after research was completed. Typecasting was chosen as the main data analysis method. With typecasting is meant that, in the analysis phase examines emerging features that can be found from the material that are common to all of the interviewees or if there are only one interviewee to him/her. They can be based on the theme interviews themes and starting point for the themes come up (Hirsjärvi & Hurme 2001, 173). For solving a practical issue, typecasting is the most recommended data analysis

method. Then it is easier to pick up the stories practical research problems essential information (Eskola & Suoranta 1999, 176-179).

When research data is collected, it has to be transformed to a form so it can be examined. Transcription can be achieved for example according to research's theme areas. Research materials' transcription is not just straight dissolution of the text. If many persons have answered the same way in the same theme area question they can be gathered together. Researcher has to be able to achieve the main contents of the interview (Vilkkki 2005, 115-116; Hirsjärvi & Hurme 2001, 142).

Research materials transcription is not only direct text dismantling. It requires use of the transcript symbols. Depending on the analysis method used and objectives wanted accuracy, it specifies to the researcher are only few symbols enough or does it need more. Transcript symbols should always be mentioned in the text. For example interviewee's names can be presented as A, B and C (Vilkkka 2005, 115-119). In this thesis I will only use few symbols to present the interviewees, because interviewees wanted to be shown without names. The symbols used to this thesis can be found from (attachment 9). The text is being transcript from word to word but partial cleaning of the texts had to be done, because some of the respondent's misspellings.

## 8 THE RESULTS AND DEVELOPMENT IDEAS: FINNISH STUDENTS IN JAPAN

All the interviewees have studied in different universities in Japan. Respondents A & B have been in Kansai Gaidai in Osaka for academic year 2010-2011 and spring semester 2010. Respondent C has been in Osaka Gakuin in Osaka for academic year 2010-2011. Respondents D and E have been in Momoyama Gakuin in Osaka for half a year since spring 2010, from March to August.

### 8.1 Before student exchange: Orientation & Preparations

The decision to go to Japan was very clear for respondents A, B and C, who have been in Japan before. To respondents D and E the decision was not as clear as to the others respondents because they have not visited Japan earlier. For respondents E's main reason to go to Japan was to have a different exchange experience. He wanted to challenge himself and go further than Europe. Respondent D did not have any specific reason whatsoever. For respondent A, B and C the major reason was love towards the culture and language. A and C wished to develop their language skills so in the future they can have a Japan related work. Respondent C has also been interested in Japanese culture through his hobby Kendo. That is known as the bamboo sword martial art being trained by samurais in the early history of Japan. All these reasons mentioned reflect on the theory developed by Salmela-Aro and Nurmi (2002), that motivation to go may be based on past experience, hobbies, interest in everything new and exciting.

Before departure every student takes part to an orientation session to get information and advices for the upcoming exchange. For all of the respondents the orientations did not go as they had expected and all of them saw the orientations necessity differently. Respondent A took part in the orientation session hoping to get information from the earlier exchange students and coordinator. Unfortunately she ended up giving information for other students going to Japan because of her earlier visiting experience in Japan. Respondent A thinks that orientation sessions are necessary for those who do not know anything about Japan.

Respondent B was happy to get some information before leaving and meeting with the other students leaving to Japan. But in the end was left with more questions than answers for example how to fill the application forms was left open and was not explained. For respondent C orientations was not useful from his point of view because of the earlier experiences in Japan and saw that the orientation session was mostly meant for those who go to exchange in western countries. For respondents D and E the orientation was only helpful to fill the application forms. They saw that they did not receive much information of the host country but instead got huge amount of application to be filled out. Respondent D thinks that without co-



ordinators help it would have been impossible for student to fill the applications without any help, so she thought that the orientation session was helpful in some degree. For respondent E the help for filling the applications was also a big relief, because he had to check the information many times afterward.

All the respondents would have liked to receive some kind of help even though some of them had already been in Japan. The main information all of the respondent would have wished to receive was general information of living Japan because every Japanese University have different system for example own apartments are not available option in all universities, they only have family stay or shared apartment. Respondent A wished to receive information of travelling in Japan with trains and busses, school policies: how the overall orientations go and how much more strict system in Japanese universities is. A also wished that she would have received information of living in family or in dorms with other students and all the other important information of moving to different country.

Respondent B would have liked to have a second meeting with the coordinator or tutors and receive more help on filling the application forms. Respondent C had stayed in Japan earlier and lived at that moment at his friend's apartment so he would have hoped to get more information of the daily practicalities like how much is average apartments rent and how much would living in a own apartment cost. He had to ask information from his friend and e-mailed to some of the earlier exchange students to receive information, in the end he also had to rely on the information found in Google.

Respondent D was very unhappy in the information received from the orientation session and would have hoped to receive information in multiple sections. For example, the main facts would have been nice, like information of that Visa electron cards does not mostly work in Japan. She would have also likes to have updated list of the selectable courses, the list that she received was old and at the destination she had to change most of the previously selected courses because they were not available anymore. Information of the accommodation would have been much appreciated also. The major problem was the lack of information of daily practicalities for example it takes more than a month to get a citizenship card and you can not get a bank account without it.

Many students were not aware of this and did not know to take enough cash for the first months. Many students had financial issues in the beginning of the exchange, because they didn't receive this information already in their home countries. Respondent E would have wished to receive more information of the culture generally and how difficult it is to transfer money to Japan so he would have taken a lot more cash with him.

All the respondents agreed together that the only help they received from the coordinators was filling the application forms, where to apply for Visa and push to get things sorted before the exchange.

## 8.2 At the exchange destination: Orientation to culture and everyday life

The orientation sessions arranged in the Japan were more thorough. In Kansai Gaidai respondents A and B were very happy for the orientations. Orientation session started in the first week lasted from 3 to 4 days and had a general information of safety and living. Week long orientation included a lot of information of women safety, bike and traffic safety, living in home stay or seminar house, opening a bank account, paying rent and earthquake survival training. They also gave a general introduction around campus, cultural places and houses and surroundings. Both respondents A and B thought that the orientations in Kansai Gaidai were very well organized and had loads of good information.

In Osaka Gakuin Respondent C received general information of daily life in Japan, classes and alien registration. Orientation lasted for 3 days and every day had a different subject. One of the sessions dealt with housing and told students about living in host family or in apartment. In Osaka Gakuin there was also someone from the bank to help with opening a bank account and school had prepared rental phones for those who wanted to take one. In Momoyama Gakuin the session lasted for few days and gave only general information. Respondents D and E did not think that they received enough information of any section.

Respondent A and B received lot of help with the practicalities such as getting a bank account from university's tutors and coordinators. The university arranged more than one meeting so all the students got a chance to participate. Kansai Gaidai also has a Center of International office where students can go and ask for help when ever to need to. Respondent C missed bank account presentation in Osaka Gakuin but he received a lot of help from other students and was able to get a bank account on his own. Respondent C also received lot of information where to pay the bills and where to get national health insurance. Respondent D and E received the same information like the other respondents in Momoyama Gakuin but would have hoped to get the exact date when the students get their citizenship cards. Momoyama Gakuin also had an international center where students could go to ask anything.

Living in Japan was probably the most concern of the respondents. Many of them was shocked how expensive Japan was, but all the respondents also were aware that Euro was not doing well at the time of their exchange. Respondent A was very happy about the information received; she got all the information needed and more. She thinks that it was great that the university encouraged the students to choose home stay instead of shared apartment. Kansai

Gaidai University gave lot of information what students can and can do at host families. The university also gave a map and other kind of information papers where they could check information again. They also had a guide how to use an ATM. Respondent B agreed with A and was very happy that the university told about living in the shared apartment and living in a host family. This way student could choose which one they saw more interesting way to live. Respondent C also thought that he received all the important information for the stay. D and E were also quite happy of the information of living in the apartments. Momoyama Gakuin only has an option of living in an apartment of one's own in a rented flat, but the university arranges a weekend home stay in a Japanese family and all the students who wished to take part could do so. The tutor students gave a small presentation of the apartments and how everything works for example washing machine and rice cooker. The apartments also had an inside phone that could be used for inside the flat made calls.

In the end of part at the destination all the respondents thought if they had suggestions for the Japanese coordinators how to improve their orientations. Respondent A did not have any suggestions she was very satisfied in the quality of the orientation sessions in Japan. They were well organized, but maybe a bit too long. Respondent A thinks that a week is a bit too long time for orientation but in a way it was good time to survive from the jetlag and get to use to the life in Japan and make new friends.

Respondent B thought that there was a little too much paper work during the orientation and paying the bills was a bit difficult if you did not have enough cash with you or scholarship to exploit. B thought that it would be development if it would be possible to pay the accommodation and fees in advance, but she believes that it would make the university's work more difficult with the currencies and all.

Respondent C is doing an internship in June 2011 for 6 months at Osaka Gakuin where he was also as an exchange student for a year. Osaka Gakuin has noticed itself that the international program needs to be developed to be more student friendly and they have asked respondent C to do a handbook for international students that has all the basic information of what students need for their studies and daily life in Japan. With the handbook C hopes that it answers most of the basic questions everyone is asking at the international center.

Respondent D only wished that the coordinators would tell about the citizenship cards importance earlier. E wished to get more information of the Japanese culture and way of life, he suggested that the coordinators should make sure that students contact who have been in Japan before, to get real experiences.

### 8.3 After the exchange: How to develop the process

In the end I asked: How could the universities make exchange programs applying process more student friendly in their opinion? They all had many suggestions and all of them had a very different point of view to this matter. Respondent A did not have any problem during the process. A thinks that all the students should always be aware of that if you decide to go for exchange in a foreign country, students should be aware that it needs some work and money. Like in A's situation she had heard before that the process would be long and little difficult so she was well prepared in advance. Respondent A also says how important it is to share information and wishes that the earlier exchange students would understand how important it is to share information to those who are going after you and the coordinators should always remind people for better knowledge sharing. To take those experienced people in the meetings just to ready to ask questions and help if needed.

Respondent B mostly agrees with A. She did not say much because Kansai Gaidai's orientations and help were very good and well organized. But in Finland they should definitely organize second meeting for those students who go to Japan and go through the application forms with time, before sending them to Japan. Respondent B opinion of the information sessions was that they were useless. B tells that it was basically surfing on the internet to find information, which could have been done at home as well. B thinks that the information session at Laurea UAS should not be mandatory, but optional for students if they wanted to find information in groups.

In respondent C's occasion he thinks that the orientations were very friendly and easy. C could fill the applications in the internet and he got the results in email and then filled rest of the papers for the exchange. C thinks it was very easy. For some students the application forms are very easy and for some they would have wished to get more help filling them. C would have wanted to have more specific information of the exchange students' life during the study exchange. Like how expensive living in Japan was and how did they live there and how was the classes. C wishes that every student been in Japan should do a small summary or report of the exchange experience and life in there, so they can be shown to the next students who want to go abroad.

Respondent D suggests that finding partner universities should be made easier. C thinks that the new SoleMove system is not really what you would call students friendly. The program is complicated and time consuming. Also D sees that it would be very important to give more help on filling the application forms and get some fact sheets of the important information before leaving. D also thinks that it would be great if the earlier students should take part of the info sessions and share their knowledge about the country to the next going student and

most importantly D wishes that Laurea would have fresh and correct information to give to the next leaving exchange students.

Respondent E did not have much to say. E thought that the process was easy and the only thing that the coordinators should develop is to give more new information about the accommodation, the city and daily life in Japan.

## 9 THE RESULTS AND DEVELOPMENT IDEAS: JAPANESE STUDENTS IN FINLAND

Respondent F is a Japanese student, who has just started her academic year 2011-2012 at Laurea University of Applied Sciences, Kerava unit.

### 9.1 Before student exchange: Orientation & preparations

In the beginning of going to exchange respondent F wished to broaden her international horizon by exchanging opinions and interacting with people from all over the world. Finland was very renowned for its high level of education. Respondent F wished to have a good learning environment and place where she could improve her English skills but also learn something new and exciting language. Before arriving to Finland respondent F received information of the accommodation and learning course. F received also an event schedule for the first few days. From the event schedule F could see the exact time of the orientation day, survival Finnish and freshman's party which all made her interested in coming to Finland.

Before coming to Finland respondent F would have wished to receive more information of the clothing that should be taken with so that students from warmer countries would be well prepared in advance for the cold weather.

Respondent F did not take directly contact to the Finnish coordinators. All the applications and forms were first send to the home University's coordinator and home university's coordinator send them, to Finland. Respondent F was not in any contact with Finnish coordinator at anytime. All the formalities were done only between the coordinators.

### 9.2 At the exchange destination: Orientation to culture and everyday life

In the beginning of respondent F's exchange the host university had arranged tour around the university and information session where they checked their learning agreements. At that time students received their own personal schedules. Laureas own student Union LAUREAMKO arranged orientation day in Porvoo. At the orientation student got a chance to get to know other exchange students from different units of Laurea and eat traditional Finnish food and sweets. Respondent F saw that the most exciting part of the orientation was Märkiö that was arranged for the first year Tourism degree students. Exchange students were allowed to take part if wanted. Märkiö is a cottage near forest and Märkiö Lake where respondent F could also experience Finnish sauna. Respondent F though that Märkiö camp was a great opportunity to get to know Finnish students and Finnish culture.

The greatest help for respondent F was her tutor. Laurea has international tutors that help new exchange students with their apartments and pick them up from the airport. Respondent F was very happy that her tutor picked her up from the airport and helped with the apartment's internet connection. A tutor also helped to receive a Finnish cell phone, buy some Finnish food for the first week, open a bank account and told how public transportation works. Respondent F was grateful for the tutor for all the help and thinks that the Finnish tutor system is great and worked very well.

Before the classes started respondent F was struggling with the course choices. F recommended that Laurea should make an experimental week where all the exchange students could go and attend any course of their liking or interest, so they could see the contents of the class and teachers. After the week F thinks it would be easier to decide which courses to take.

### 9.3 After the exchange: How to develop the process

For development of the process respondent F had few suggestions. In the beginning of respondent F's exchange all the most difficult parts of applying were done by the coordinators. But, F thinks that Japanese students aren't familiar with the Finnish study system and do not have enough materials of how the systems in Laurea UAS works. She suggested that there should be a book or report with experiences of the previous students, by that Laurea would seem more interesting place to study and would achieve more international students. When it comes to the orientation sessions, respondent F thinks that it would be wiser to combine Finnish students and exchange students' orientations to make it more exciting. She thinks that orientations only with exchange students was okay also, but still wished to get more contact with the Finnish students so the exchange students could get more contact with the Finnish students and achieve more knowledge of the local culture. Respondent wishes that in the future all the exchange students could always have the possibility take part of Märkiö camp.

## 10 SUMMARY OF THE RESEARCH RESULTS

### 10.1 Applying and going abroad to Japan

To apply for exchange students must go through a long application process of filling forms, going for orientations, applying for Visa, funding issues, insurance and the paper work after leaving Finland and at the plane arriving to the destination. Those who apply for exchange are required to possess a good language and social skills, initiative and the ability to cope with the unexpected and to accept diversity, interest in international affairs, and in the different approaches to the student's own field and Completion of the recommended preparatory studies before exchange. The exchange students first start by deciding the destination where to go for exchange and for how long period. When the destination is decided students start writing applications and motivation letters for home institution, to show students language skills and motivation for going to exchange. After home institutions acceptance students can start writing application forms for host institutions. Students also need to make ECTS Learning Agreement to define the courses being planned to study in host Institution (Laurea, International student mobility guidelines 2011).

From my own personal experience when applying to Japan, it is important to have some knowledge of the destination in advance. In Japan there are a huge amount of different visible and invisible rules and manners that are very important for the culture. If they're not respected the Japanese feel themselves insulted. It is also very important that students know that Japanese don't show their feelings and emotions so it will be very difficult to understand their intentions. Japan is also known as a very expensive country, especially when Euro's rate is low. Students need to save great amount of money before leaving, because round-trip flight tickets can't be found cheaper than 600€.

When the decisions of going to exchange to Japan is made students start filling first their own university's application forms and after selection student needs to fill applications for Japanese ID (Alien registration card), Japanese buddy and student card (attachment 1 - 5). Student needs 8 ID photos and a certificate of the received vaccines necessary to Japan. After filling the schools applications student need to apply for a student Visa. Visa can be applied from Japanese Embassy in Helsinki. For Visa, student needs recently taken photos, ID and certificate from University of the exchange. Students get insurance from Laurea UAS that is an accident insurance and valid when going to University and back to apartment. Students are recommended to get travel insurance for luggage and life. When leaving to Japan, in the plane student needs to fill forms concerning the length and purpose of staying in Japan. Doing this part student must remember the address where he/she is staying and the phone number of the schools contact person. The Japanese need to know all the foreign travelers'



whereabouts in case if something happens to the traveler or the country for example natural disasters and terrorism.

Based on my own personal knowledge and as a result of general discussion with other exchange students, because of the high security system against terrorism in Japan all the students and foreign travelers must give their fingerprints and photo taken before entering Japan. In the host university students will have to fill applications for family stay if they wish to visit Japanese family for a weekend, apartment and insurance all students have to take Japanese insurance even if they have insurance from their home country. All these matters are slightly different in every University. For example In Momoyama Gakuin students have their own apartment and do not have possibility to live in a host family, but in Kansai Gaidai and Osaka Gakuin students can choose to live in a flat with other students as roommates or stay the entire duration time in a host family.

After having a discussion of our experiences with other Finnish exchange students' almost every student needs a bank account in Japan, because most of the foreign debit cards do not work in Japan for example Visa electron. When applying for a bank account student first needs a paper part of the Japanese ID, apartment address and a Japanese name stamp. Japanese people do not have bank account applications in English so they have to be done fully in Japanese. The applications are done in the bank with the help of the bank attendant and possible Japanese student who helps to translate. The same routine applies for getting a Japanese cell phone. For paying bills the Japanese do not use internet bank like we do here in Finland. Japanese pay their bills in a small 24 hour convenience stores or at the post office. In the end of the exchange, students have to take their insurance back to the place where they received it, pay final bills of gas, water and electricity and hand over their Japanese ID to the airport check in.

## 10.2 Development from students' point of view

Based on the gathered material can be said, that all the respondents would like to have some type of changes to the current orientations. This is mainly because, many the students applying to Japan do not have the information needed when going to Japan. Some students have visited Japan before, but still it is completely different to visit Japan with travel reason than living and studying in there. The same applies for the Japanese students who come to Finland.

Just knowing for example how the daily practicalities work in Japan or Finland would give more confident to the incoming and outgoing students. Doing simple things like paying the bills can be hard for Finnish students who do not know the system and same applies for the

Japanese students. The language barrier is also one of the biggest obstacles that gives even bigger reason for the coordinators to make orientation more specific and detailed, because all the students can not speak chosen country's native language at all. In the end the respondents gave me very open answers and pointed out some very interesting ideas for programs development:

- Finnish respondents were all happy of the orientations quality in Japan, except for some minor issues that were pointed out.
- Finnish respondents think that orientations received in home country lack of information and assistance.
- Before leaving students should receive some kind of info package, hand- or guidebook or presentation of the host University in Japan.
- Respondents wished that both Universities should share some cultural knowledge of daily practicalities etc. for students before they leave. Hearing them in the destination might cause stress and even misunderstandings for the lack of language skills.
- Respondents wished that coordinators help more with the applications and courses.
- Japanese respondents would also wish more general information of Finland before departure.
- All the respondents agreed together that Laureas SoleMove system can not be called student friendly, it is complicated and very unclear. For Japanese respondent she had her coordinator fill it for that reason.
- Respondents suggested that previous exchange students should take part of the orientations, to share their own personal experiences or write a small summary of experiences that other students can go and read.
- More than one meeting with the coordinator
- Newest available material of the host universities would be appreciated
- Japanese respondent wished more contact with the Finnish students in the beginning of the studies. For example arrange orientation suitable for both exchange students and degree students and have them at the same time.

### 10.3 Development from researchers' point of view

From my own personal point of view all the responses and suggestions given to the theme interview should be taken to consideration. If the coordinators don not see any reason to change their methods I highly recommend that every Laurea library buys a new book called 'Vuosi Japanissa, opas arkeen ja elämään vieraassa kulttuurissa' by Liisa Stenberg developed just for outgoing students who apply for an internship or exchange for a year to Japan. This book could be recommended for the students before they go abroad to Japan.

There is also another possibility to develop the orientation. As an example respondent C is doing an Internship in Japan after his exchange and was asked to do a handbook for international students. This handbook's meaning is to help international students get used to the life of Japan and the students can find answer to all their questions from it. My suggestion is that Laurea could do their own handbook for international students that would guide them how to live in Finland. After the handbooks are done we could exchange the handbooks with the partner universities. To specify my own personal development suggestions, I divide them in smaller clear sections.

To make the orientation quality better the coordinators should:

- Share more cultural knowledge of the chosen destination
- Ask previous exchange students take part of the orientations and give a small Power point presentation of the daily practicalities, studying and living at the destination
- Ask every pervious exchange student do a small summary of living and studying in Japan or Finland.
- Exchange newest material of the universities' current courses
- Divide student who go to EU in their own group and student who go to Asia in another group
- Some information given in Japan should be already being given in Finland, for example information of living causes, how long does getting a bank account lasts etc.
- Send every year newest info package of Laurea and Finland to Japan's universities

If the coordinators do not think that the orientations should be changed then the library should:

- Get books of student exchange programs for example Kanagy, R. 2004 'Living abroad in Japan' or Hansel, B. 2007 'The exchange student survival kit'.
- More handbooks done by previous exchange students, guidebooks for travelling and books of living and studying in the chosen destination.

## 11 PROCESS EVALUATIONS

The reasons for long duration of the thesis process were mainly communicational and re-search's workflow problems. According to the original plan, the theme interview was planned to send much wider quantity of students. But unfortunately it collapsed to communicational issues; also students' motivation to answer for the interview delayed the progress of the work, which hampered the flow of the thesis process. Sometimes challenges were caused by own lack of motivation, which led to the fact that were done in illogical sequence.

### 11.1 Success of the data collection and interviews

Before the theme interview I familiarized myself on the literature of different Interview methods. So the Interview would be clear and extensively addresses the issue. Forming the questions consumed too much time. Small maintains had to be done in several times and questions needed constantly small but important corrections, mainly searching for correct words. This might also be one of the main issues why the interview did not go as expected. Framing the questions would have been sensible to start from the very beginning of the thesis, in order to get higher amount of responses.

My own personal experience of student exchange process helped to develop the questions. Because of my own personal knowledge I was able to think issues from respondents' point of view and empathize on certain matters. When I started thesis project I decided to refrain from giving too much my own personal view of the issue, so I could gather and concentrate on personal experiences of other exchange students who have been in different Japanese Universities than I.

Even though there were not so great amount of respondents and originally was planned, all the minor alterations of respondents answered to the interview just as I had expected. Respondents' answers were extensive, but still stayed on the main themes. Typecasting helped my work as well as answering for the respondents'. For the first theme 'student exchange' students answered by telling their own experiences of time before departure and preparing for going to abroad to Japan. What kind of work they had to do before leaving and from who or what kind of help they received. The cultural theme was the biggest theme, because giving and receiving cultural education before leaving is in a major role in student exchange. There are many students who go to a country where their never been before in their life, so they wish to receive some type of cultural knowledge from the coordinators, so they can go abroad with ease. If you leave too much open it might even cause panic in the students and cause the students to retreat from the program. Respondents answered to culture theme with their experiences of the orientations in Japan and how easy it was to understand Japanese way of

life and get inside Japanese community, which showed me that some of the respondents would have appreciated to get the same information that was given in Japan already in Finland. The theme interviews questions were very detailed, which led to that the Interviews were send straight to the students, so they could answer as detailed and openly as possible, without any external distractions.

On the whole even though there were so few of answers received, the interview went well. The respondents gave answers for the main issue and from the base of the text now coordinators can start developing their exchange programs.

## 11.2 Evaluation reliability

An interview's reliability depends on its quality. If only half of the interviewees have been interviewed or if the recordings reception is bad or transcription comply with different rules at the beginning and in the end or if the classification is arbitrary, the interview material cannot be said to be reliable. Quality can be pursued in advance by the fact that if we make good interview frame for the interview. The fact that the questions are planned as open as possible is a high benefit. You can never overemphasize that theme interview is not only main theme's presentation (Hirsjärvi & Hurme 2001, 184-185).

Research done with the qualitative research method, the conduct of investigations and the reliability of the research cannot be considered as separate events. The researcher must investigate reliability on each choice made in the case. This way reliability evaluation is made all the time in relation to the theory, analysis method, research data grouping, classification, testing, interpretation and conclusions. Many issues can affect on the research's reliability during the research. For example, a respondent remembers some things differently when answering or understands the matter differently than researcher (Vilkka 2005, 158-159; 160).

The most reliable research result for the research could be achieved with an few years' research, which would follow every Finnish and Japanese exchange students' point of view and position of the orientation they received. This would identify better what area should be developed in orientation and adaptation. An exchange process is a long process with a lot of different sections, this thesis deals with only part of the process. Orientation is one of the main pillars that affects on students decision to go and satisfaction for the exchange. I had multiple conversations with our Kerava units Japanese exchange students and Finnish exchange students been in Japan. All of them were affected somehow negatively from the lack of information given in the orientations. With this thesis coordinators get a small picture of what the students really think of the quality of the current orientations and what information they would wish to get more. But bigger modification would need every unit's

cooperation. Changing the entire program just for students going to Asia is a time consuming process. But if the student going to Japan or any Asian country could have their own orientations with people who have knowledge of living in Asia it would help many in need. From this base I believe, that the answers are very reliable.

### 11.3 Further research suggestions

With this theme interview I was able to get partly answer to the research issue. One of the main matters that the students with to be developed is orientation and its quality. If the students think that orientation is a failure then the exchange might also feel like a failure. For the future I suggest that this type of interview or survey would be done in every Laurea unit to Finnish outgoing students and to all the Japanese incoming students. From one of the respondents I received a very good model of a Japanese survey of 'Home stay program evaluation' (Attachment 8) that is send to student after their exchange, it would be a great model base for yearly surveys done to Laureas outgoing students. Now that the orientation part is done the next researcher could concentrate more on the marketing side. Coordinators now know how to develop their orientations. Based on this the next research issue could be how to marketed Finland/Japan more to the students? With right type or orientation and right type of marketing we can develop exchanges between Laurea UAS and Universities in Japan so that the interest among students would rise.

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Attachment 1 Application for Admission to Momoyama Gakuin University 2010

Application for Admission to Momoyama Gakuin University (2010)

Personal Details (志願者データ)

Full Name	First Name	Middle Name	Family Name		
日本語での読み方 In Katakana					

PHOTO  
(3cm x 4cm)  
Recent photo  
full-face  
without hat

Nationality	Date of Birth			
		Month	Day	Year
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Marital Status	<input type="checkbox"/> Married	<input type="checkbox"/> Single	

Institution		Faculty	
Year		Major	

Present Address	C/O	City	Country	Postal Code
E-mail				
Phone number		Fax		

Emergency Contact (an immediate family member or guardian in your home country) (緊急連絡先)

Parent or Guardian	First Name	Family Name		
Age	Relationship	E-mail		
Address in Home Country	C/O	City	Country	Postal Code
Phone / Fax Number				

I plan to study:  One Semester  Full Year  
 Starting Semester:  Spring (April - July)  Fall (September - March)  
 Year: \_\_\_\_\_  
 Language Preference:  Japanese  English  
 Japanese Ability:  
 On a scale from 0 to 5, how would you rate your Japanese ability?

Speaking & Listening: (Almost none at all) 0 1 2 3 4 5 (Very good)  
 Reading & Writing: (Almost none at all) 0 1 2 3 4 5 (Very good)

Academic Career (list, in chronological order, all the schools you have attended) (学歴)

Name of School	City, Country	Period of Course	Period of Attendance			
			From		To	
		Year	Month	Year	Month	Year
Elementary						
Junior High						
Senior High						
University or College						
Graduate School						



Attachment 2 Japanese class questionnaire

日本語クラス アンケート Japanese class Questionnaire

氏名／姓名 Name		年齢 Age	
国籍 Nationality		性別 Sex	<input type="checkbox"/> 男 <input type="checkbox"/> 女 Male Female

1. 今までに日本語を学んだことがありますか。 YES NO  
Have you ever studied Japanese before ?

2. どのように勉強しましたか。  
How have you studied Japanese?

	期間 Period (週／時間) Years months (hours／weeks)	使用テキスト／使用教材 Text books used
高校 High school	年 ヶ月 (週 時間)	
大学 College, University	年 ヶ月 (週 時間)	
母国の日本語学校 Japanese Language school in your country	年 ヶ月 (週 時間)	
日本の日本語学校 Japanese Language school in Japan	年 ヶ月 (週 時間)	
その他／Other ( )	年 ヶ月 (週 時間)	
その他／Other ( )	年 ヶ月 (週 時間)	

3. あなたの今の日本語レベルはどのくらいだと思いますか？  
Which would you say your current level of Japanese proficiency is?

- 未履修 Novice  初級 Elementary  
 初中級 Upper Elementary  中級 Intermediate  
 上級 Advanced

4. 日本語で得意なことは何ですか。 (読む、書く、聞く、話す)  
苦手なことは何ですか。 (読む、書く、聞く、話す)

Which Japanese skills are your?

Strengths? ( Reading, Writing, Listening, Speaking )  
Weaknesses? ( Reading, Writing, Listening, Speaking )

5. 会話のレベルはどのくらいだと思いますか (チェックを入れる)。  
How do you evaluate your Japanese speaking skills?

- 全然できない (Zero)  
 簡単な単語と文法を使って話せる  
(Able to speak using basic words with little grammar)  
 日常会話ができる (Able to have daily conversation)  
 日本語授業で行われるディスカッションについていける。  
(Able to participate in discussions at classes given in Japanese.)

Attachment 2 Japanese class questionnaire

6. 日本語クラスを受講する目的は何ですか？

- 日常会話     能力試験受験予定     学部聴講

What is your purpose of taking our Japanese Language Class?

- To learn daily conversation  
 To prepare for a Japanese Proficiency Test  
 To follow academic classes given in Japanese

7. 将来日本語を使ってどんなことをしたいですか。可能な限り日本語で書いてください。(What would you like to do with your Japanese skills in your future? Preferably in Japanese.)

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8. (中国・台湾以外の学生のみ) 漢字を勉強したことがありますか。  
(Answer if you are not from China or Taiwan) Have you ever studied KANJI before?

- YES     NO

「Yes」と答えた人のみ、(If you answered "Yes")

- ・ 使用したテキスト名(Name of the textbook(s))  
\_\_\_\_\_
- ・ 何字くらい読めますか(How many KANJI can you read?)  
\_\_\_\_\_
- ・ 何字くらい書けますか(How many KANJI can you write?)  
\_\_\_\_\_

9. 日本語クラスに対する要望があれば書いてください。  
If you have any request regarding our Japanese classes, please write them down and let us know. (Preferably in Japanese.)

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## Attachment 3 Administrative procedures for enrolling in the exchange students program

**Administrative procedures for enrolling in the exchange students program****1. Posting acceptance documents:**

From MGU, guides and reference materials will be sent to your institution for students who wish to come to our university as the exchange students from your institution.

## • Period:

- ① For Fall semester: March/April
- ② For Spring semester: September/October

## • Contents:

- ① Application for admission to Momoyama Gakuin University
- ② Information sheet for "Application for Certificate of Eligibility"
- ③ Exchange student nomination (Nomination letter)
- ④ Immunization record
- ⑤ Application for BUDDY

## • Address:

All the documents are to be sent to the section (person) in charge of the exchange program at your institution. Please forward a copy of application form, information sheet, immunization record and application for BUDDY to applicants at local institutions. The Nomination Letter should be completed by the person in charge of the exchange program, and the rest of the documents should be completed by applicants.

**2. Application package:**

Please send required documents by the date listed below:

## • Application due date:

- ① For Fall semester: around the end of May
- ② For Spring semester: around the end of October

**\* For Spring semester 2010, due date for submission of application package is  
October 31st, 2009\***

## • Contents:

- ① List of application package:
  1. Nomination Letter
  2. Application form
  3. Eight (8) photographs (Size: 3 cm x 4 cm)
  4. Copy of passport
  5. Transcript in English
  6. Information sheet for "Application for Certificate of Eligibility"  
(Should be submitted via E-mail ([kokusai@andrew.ac.jp](mailto:kokusai@andrew.ac.jp)) with an attached file.)
  7. Immunization record
  8. Application for BUDDY PROGRAM (Optional)  
(Should be submitted via E-mail ([kokusai@andrew.ac.jp](mailto:kokusai@andrew.ac.jp)) with an attached file.)
- ② Other information to be submitted:
  1. Travel schedule (including flight schedules)
  2. Internship schedules and other arrangements.

International Centre, Momoyama Gakuin University

## Attachment 3 Administrative procedures for enrolling in the exchange students program

- Submission of documents:
    - ① The person/section in charge at your institution should collect all application materials
    - ② Send them to International Centre, Momoyama Gakuin University via postal mail
  - Note:
    - ① If exchange students enter Japan with a visa other than “Student” visa, for example, by being engaged in internship activities prior to commencement of their studies at MGU, they will need to apply for the ‘Student’ visa at a local immigration office in Japan.
- <MGU applies for the “Certificate of Eligibility” at the local immigration bureau after receiving the application package from your institution.>**
3. Posting documents for immigration:
- For your study abroad students, documents required for the visa are sent to your institution from MGU.
- Period:
    - ① For Fall semester: July / August
    - ② For Spring semester: January / February
  - Contents:
    - ① Certificate of Eligibility
    - ② Admission Acceptance
  - Address:
    - ① All documents will be sent to the section (person) in charge at your institution. Please forward them to applicants at your local institution.
  - Note:
    - ① For a student engaging in an internship activity prior to arrival to Momoyama, we request that he / she informs us a mailing address (in Japan or elsewhere) so that we can directly send the documents (certificate of eligibility and admission permission) to him / her.
- <Student visa issue and other procedures should be taken on the spot by applicants themselves once they obtain “Certificate of Eligibility” and “Admission Acceptance” from us.>**
4. Arrival period:
- In order to begin a studying-abroad life smoothly for your students, it is adjusted.
- Period:
    - ① For Fall semester: Around beginning of September
    - ② For Spring semester: Around middle to end of March
    - ③ Note:
      - 1. Students will be advised by MGU of an arrival period.
      - 2. If there is more than one student, all the students should arrive together.
      - 3. Students will be picked up at Kansai International Airport by RA (Resident Assistant) or MGU staff.
  - Contents:
    - ① Flight schedule, airport pickup, and schedule for arriving on campus etc.

Attachment 3 Administrative procedures for enrolling in the exchange students program

**5. Information on issuing period of an official transcript**

At Momoyama Gakuin University, an official transcript for an exchange student is issued as shown below:

**For Spring semester: Middle of September**

**For Fall semester: Middle of March**

If your student needs to receive the transcript earlier than above period due to administrative procedures for her / his graduation, please arrange an official request letter including a specific date you wish to receive at your side with a signature (a person in charge) on it.

Then, please send the original to us along with other application materials.

Other than aforementioned reason, our transcript is issued at designated period above..

## Attachment 4 Information Sheet for "Application for Certificate Eligibility"

## Information sheet for "Application for Certificate of Eligibility" 1/3

1	国籍 Nationality			
2-1	氏名 (アルファベット) Name in Alphabet	名 Family name	姓 Given names	
2-2	氏名(漢字) Name in Kanji	姓	名	
3	性別 Sex	男 女 Male / Female		
4	生年月日 Date of Birth	年	月	日 Day
5-1	国籍の属する国における住所又(英語) Address in the country of your nationality (in English) (e.g. 1-1 Manabino Izumi Osaka, Japan)			
5-2	国籍の属する国における住所又(漢字) Address in the country of your nationality (in Knanji), if any (例: 大阪府和泉市まなび野1-1)			
6-1	出生地(英語) Place of birth (e.g. Izumi, Osaka)			
6-2	出生地(漢字) Place of birth in kanji, if any (例: 大阪、和泉)			
7	配偶者の有無 Marital status	有 無 Married / Single		
8	職業 Occupation			
9	本国における居住地 Home town / city			
10	旅券 Passport (1) 番号 Number			
	(2) 有効期限 Date of expiration	年	月	日 Month

Attachment 4 Information Sheet for "Application for Certificate Eligibility"

Information sheet for "Application for Certificate of Eligibility" 2/2

13	過去の出入国歴 Past entry into / stay in Japan	有 (回数 回 / 直近の出入国歴 年 月 日から 年 月 日) . 無 Yes Time (S) (The latest entry Year Month Day to Year Month Day) / No					
14	犯罪を理由とする処分を受けたことの有無 (日本国外におけるものも含む) Criminal record (in Japan or overseas)	有 (具体的内容) . 無 Yes (Details: ) . No					
在日親族 (父・母・配偶者・子・兄弟姉妹など) 及び同居者 Family in Japan (Father, Mother, Spouse, Son, Daughter, Brother, Sister or others) or co-residents							
15	続柄 Relationship	氏名 Name	生年月日 Date of birth	国籍 Nationality	同居予定 Residing with applicant or not	通勤先・通学先 Place of employment/school	在留資格 Status of residence
					はい・いいえ Yes/No		
					はい・いいえ Yes/No		
					はい・いいえ Yes/No		
					はい・いいえ Yes/No		
16	卒業までの所要年数 Period of education until graduation						
17	修学年数 (小学校～最終学歴) Total period of education (from elementary school to last institution)						年 Years
18	学校名 (出身校) Name of the school (Home instiyuyion)						
19	卒業又は卒業見込み年月日 Date of graduation or expected graduation		年 月 日 Year Month Day				
20	滞在費の支弁方法及び月平均支弁額 Method of support to meet expenses while in Japan and an amount of support per month (average) <input type="checkbox"/> 本人負担 円 Self Yen <input type="checkbox"/> 奨学金 円 Scholarship						



## Attachment 5 Application for BUDDY PROGRAM at Momoyama Gakuin University

その他、バディに知らせたいことがあれば  
記入  
Special Information for your buddy (if any)

---

\* 自己紹介  
Self Introduction

---

**About BUDDY PROGRAM:**

留学生に、ひとりずつ桃山の学生がついて、マンツーマンでその留学生のサポートをするシステムです。原則として、同性のバディが割り当てられます。ただし、人数比率によっては、異性のバディが割り当てられることがあります。異性のバディ割り当てを望まない場合は、チェックしてください。  
【異性のバディを希望しない 】  
バディは、アプリケーションの内容に基づき、桃山学院大学国際センターがマッチングを行います。マッチング完了後、あなたのバディの申込書が送付（桃山の学生については国際センターにて配布）されます。バディが渡日する前から、Emailで連絡を取っても構いません。バディ到着後、国際センターにて対面の機会を設けます。

One Momoyama student is allocated to one international student to support actively.  
Your buddy will generally be the same sex as you. However, if proportion of male & female applicants is extremely imbalance, an opposite sex might be your buddy. If you do not like, please tick in the blank bracket here. [  ]

We, the International Centre, will determine your buddy on the base of your application. After the completion of matching, your application form will be sent out to your buddy's instituion. (Momoyama students will receive it directly from the International Centre)

The International Centre will arrange the first meeting together with your buddy after his/her arrival. Although you can send emails to your buddy before this arrangement.

**Rules and Regulations for BUDDY PROGRAM:**

バディプログラムに参加するにあたり、以下の規則を遵守してください。

1. 国際センター主催のオリエンテーションには必ず出席すること
2. 週に1回は会う機会を設けること
3. 相手のバディとの十分な信頼関係が築かれるまでは、公共の場所で会うこと
4. バディプログラムを通じて得た個人情報は安全に管理すること
5. バディとトラブルが発生した場合は、速やかに国際センターに報告、相談すること

After you entry for this "BUDDY PROGRAM" is accepted, please abide by the following rules & regulations:

1. Participation in every orientation organized by the International Centre is obligatory.
2. Meet your buddy once a week.
3. Meeting your buddy at pubic places is preferable until you and your buddy establish a relationship of complete confidence.
4. Your buddy's personal information should be kept confidential.
5. Any trouble with your buddy must immediately be reported to the International Centre.

**Acceptance Form:**

私は、上記プログラム趣旨および規則を十分に理解し、遵守することを誓約のうえ、ここに参加を申し込みます。  
I apply and participate "BUDDY PROGRAMME" with full understanding of every purpose and regulation of this programme.

日付：  
Date:

---

署名：  
Signature:

---

Attachment 6 Theme interview framefor Finnish students

Theme Interview questions:

Before student exchange: Student exchange

- What were the main reasons why you applied for student exchange in Japan?
  
- What kind of information did you receive from the coordinators before departing? How useful and necessary the session was? (orientation sessions)
  
- What kind of information would you have requested or needed?
  
- Did you get any help with the applying process from the coordinators? What kind of assistance did you receive?

At the exchange destination: Culture

- What kind of orientation/information session did the local coordinators arrange?
  
- What kind of help did you receive with the daily practicalities? (Opening bank account, paying rent and bills etc.)
  
- Did you get all the information you needed for your stay? What kind of information did you receive?
  
- Do you have any suggestions for the coordinators how to improve the orientation/information sessions in Japan?

After the exchange: Development work

- How could the UAS/universities make the exchange applying process more student friendly in your opinion?



Attachment 6 Theme interview frame for Finnish students

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- What kind of suggestions for the coordinators how to improve the orientation/information sessions?

Attachment 7 Theme interview frame for Japanese students

Theme Interview questions:

Before student exchange: Student exchange

- What were the main reasons why you applied for student exchange in Finland?
  
- What kind of information did you receive from the coordinators before departing? How useful and necessary the session was? (orientation sessions)
  
- What kind of information would you have requested or needed?
  
- Did you get any help with the applying process from the coordinators? What kind of assistance did you receive?

At the exchange destination: Culture

- What kind of orientation/information session did the local coordinators arrange?
  
- What kind of help did you receive with the daily practicalities? (Opening bank account, paying rent and bills etc.)
  
- Did you get all the information you needed for your stay? What kind of information did you receive?
  
- Do you have any suggestions for the coordinators how to improve the orientation/information sessions in Finland?

After the exchange: Development work

- How could the UAS/universities make the exchange applying process more student friendly in your opinion?

Attachment 7 Theme interview frame for Japanese students

- What kind of suggestions for the coordinators how to improve the orientation/information sessions?

## Attachment 8 Homestay Program Evaluation Kansai Gaidai Spring 2011

**Homestay Program Evaluation Spring 2011**

We would appreciate your frank comments on your homestay experience. Anything you write on this form will be strictly confidential. Please return this form to [misako@kansaigaidai.ac.jp](mailto:misako@kansaigaidai.ac.jp) by June 30, 2011.

Kansai Gaidai ID Number	
Your Name	
Host family's Name	

1. Your overall comments on the homestay program. Please put your answer [here](#):

- A. very helpful to a better understanding of Japanese life.
- B. helpful
- C. helpful, but too many difficulties
- D. not helpful

2. Your overall comments on your host family. Please put your answer [here](#):

- A. excellent
- B. good
- C. fair
- D. poor

3. Any comments on the following items. Also, if you had difficulties in any of those areas, put number (1- 3) [next to each category](#) according to the level of difficulty. (1= most difficult, 2= difficult, 3= a little difficult)

**Meals:**

**Language (communication):**

**Life Style:**

**Schedule ( eg. Curfew):**

**Teaching English to the family:**

Attachment 8 Homestay Program Evaluation Kansai Gaidai Spring 2011

**Relationship:**

**Others:**

4. List things you feel we should have explained more in the homestay orientation.

5. List some things you enjoyed the most in the homestay program.

6. Are there any things which are different from what you had expected?

7. Any advice for future homestay program participants.

8. Please write any comments.

Attachment 9 Transcription Symbols

A	Respondent A
B	Respondent B
C	Respondent C
D	Respondent D
E	Respondent E
F	Respondent F

Table 1 Finnish outgoing students, which have left to Japan 2000-2010 (CIMO 2011)

1 / 9


**Vaihto-opiskelu Suomesta kohde- ja lähtömaittain 2000–2010 (Lähde: CIMO)**

Suomesta											
Vuosi	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>Kaikki yhteensä</b>	<b>6880</b>	<b>7475</b>	<b>7434</b>	<b>7555</b>	<b>8241</b>	<b>8487</b>	<b>8610</b>	<b>8232</b>	<b>8667</b>	<b>9388</b>	<b>10123</b>
<b>Aasia</b>	<b>515</b>	<b>524</b>	<b>574</b>	<b>512</b>	<b>773</b>	<b>885</b>	<b>1019</b>	<b>1088</b>	<b>1256</b>	<b>1552</b>	<b>1790</b>
Afganistan	3	-	2	2	1	-	-	-	-	-	1
Arabiemiirikunnat	2	3	-	1	-	2	4	4	3	7	6
Armenia	-	-	1	-	-	-	-	-	-	-	-
Azerbaidžan	-	-	-	-	1	1	-	-	1	-	2
Bangladesh	2	-	4	4	4	-	5	5	3	7	7
Filippiinit	5	1	5	1	2	3	8	3	9	6	6
Georgia	-	-	1	-	-	1	-	1	1	-	-
Hongkong	13	8	6	4	23	29	32	35	49	34	27
Indonesia	6	11	3	5	4	1	2	4	10	51	127
Intia	20	25	26	22	30	61	43	42	48	74	83
Irak	-	-	-	-	1	-	3	-	-	1	3
Iran	-	2	1	1	3	4	3	-	1	3	5
Israel	9	9	5	5	9	7	8	12	14	15	12
Itä-Timor	-	-	1	-	-	-	-	-	-	-	-
Japani	41	45	47	47	73	77	112	125	132	142	169
Jemen	-	-	-	-	1	-	-	-	-	-	-
Jordania	-	2	-	1	4	3	1	-	-	-	-
Kambodža	1	3	-	1	2	1	-	2	-	2	3
Kazakstan	-	-	-	1	-	-	2	-	2	1	2
Kiina	125	121	154	85	193	265	287	340	320	343	404
Kirgisia	-	-	-	-	-	-	-	1	2	-	1
Korean demokr. kansantasav.	-	-	1	-	3	-	1	-	1	-	2
Korean tasavalta	18	21	23	21	18	37	41	75	75	105	167
Kuwait	-	-	-	-	1	-	-	-	-	-	-
Kypros	6	13	16	12	24	17	34	27	27	27	37
Laos	-	-	-	-	1	-	-	2	4	2	-
Libanon	-	-	-	-	-	1	-	-	1	5	-
Macao	3	1	12	7	-	2	8	3	-	3	-
Malediivit	-	-	-	2	-	-	-	-	-	-	-
Malesia	121	98	66	108	118	139	142	100	137	153	97
Mongolia	-	-	-	-	1	1	2	1	-	2	1
Myanmar	-	-	-	1	1	-	-	-	-	1	-

Table 2 Student exchange and internship 2010 (CIMO 2011)

	Suomesta			Suomeen		
	Vaihto- opiskelu	Harjoittelu	Harjoittelun osuus koko liikkuvuu- desta %	Vaihto- opiskelu	Harjoittelu	Harjoittelun osuus koko liikkuvuu- desta %
<b>Kaikki korkeakoulut yhteensä</b>	<b>7358</b>	<b>2765</b>	<b>27,3</b>	<b>8584</b>	<b>406</b>	<b>4,5</b>
<b>Yliopistot yhteensä</b>	<b>4586</b>	<b>725</b>	<b>13,7</b>	<b>5353</b>	<b>59</b>	<b>1,1</b>
Helsingin yo	828	179	17,8	968	1	0,1
Jyväskylän yo	420	82	16,3	378	6	1,6
Oulun yo	292	50	14,6	412	0	0,0
Tampereen yo	377	71	15,8	446	0	0,0
Åbo Akademi	164	27	14,1	250	4	1,6
Vaasan yo	204	11	5,1	204	0	0,0
Lapin yo	136	17	11,1	215	6	2,7
Tampereen teknillinen yo	270	21	7,2	378	15	3,8
Lappeenrannan teknillinen yo	162	20	11,0	180	4	2,2
Svenska hhs	131	22	14,4	102	0	0,0
Sibelius-Akatemia	53	2	3,6	60	0	0,0
Teatterikorkeakoulu	7	3	30,0	9	2	18,2
Kuvataideakatemia	14	2	12,5	23	0	0,0
Aalto-yo	784	103	11,6	869	0	0,0
Itä-Suomen yo	249	57	18,6	439	21	4,6
Turun yo	495	58	10,5	420	0	0,0
<b>Ammattikorkeakoulut yhteensä</b>	<b>2772</b>	<b>2040</b>	<b>42,4</b>	<b>3231</b>	<b>347</b>	<b>9,7</b>
Arcada - Nylands Svenska Yhs	54	17	23,9	41	7	14,6
Diakonia-amk	24	106	81,5	22	10	31,3
Humanistinen amk	26	37	58,7	39	1	2,5
Hämeen amk	83	111	57,2	143	13	8,3
Jyväskylän amk	122	118	49,2	197	28	12,4



Table 2 Student exchange and internship 2010 (CIMO 2011)

Kajaanin amk	33	30	47,6	57	2	3,4
Kemi-Tornion amk	28	17	37,8	47	21	30,9
Keski-Pohjanmaan amk	80	48	37,5	71	12	14,5
Kymenlaakson amk	78	70	47,3	111	2	1,8
Lahden amk	150	54	26,5	136	11	7,5
Laurea-amk	178	108	37,8	207	21	9,2
Mikkelin amk	73	65	47,1	74	5	6,3
Oulun seudun amk	112	76	40,4	170	28	14,1
Pohjois-Karjalan amk	47	63	57,3	59	15	20,3
Savonia-amk	120	110	47,8	154	10	6,1
Rovaniemen amk	56	59	51,3	77	11	12,5
Saimaan amk	88	116	56,9	155	8	4,9
Satakunnan amk	101	100	49,8	129	11	7,9
Seinäjoen amk	104	41	28,3	144	10	6,5
Tampereen amk	214	133	38,3	220	53	19,4
Turun amk	269	121	31,0	243	12	4,7
Vaasan amk	71	42	37,2	63	10	13,7
Haaga-Helia amk	365	159	30,3	329	0	0,0
Metropolia-amk	260	183	41,3	288	37	11,4
Yhs Novia	36	56	60,9	55	9	14,1

Taulukko 11. Vaihto-opiskelu ja harjoittelu 2010 korkeakouluittain

Table 3 Most common destination &amp; origin countries (CIMO 2011)

Suomesta	Amk	Yo	Yhteensä	Suomesta	Amk	Yo	Yhteensä
Saksa	344	554	898	Saksa	447	788	1235
Espanja	448	375	823	Ranska	452	756	1208
Britannia	329	333	662	Espanja	395	501	896
Ruotsi	180	391	571	Italia	165	357	522
Yhdysvallat	186	350	536	Venäjä	239	186	425
Ranska	157	358	515	Puola	139	233	372
Kiina	274	130	404	Tseki	175	174	349
Alankomaat	237	166	403	Alankomaat	206	135	341
Thaimaa	230	93	323	Itävalta	114	161	275
Itävalta	115	197	312	Belgia	141	114	255
Venäjä	131	118	249	Kiina	96	141	237
Kanada	114	130	244	Britannia	95	123	218
Belgia	103	108	211	Liettua	93	110	203
Australia	66	144	210	Unkari	84	106	190
Italia	85	122	207	Yhdysvallat	31	151	182
Tanska	64	139	203	Korean tasavalta	85	85	170
Tseki	74	96	170	Viro	44	119	163
Japani	68	101	169	Turkki	50	94	144
Korean tasavalta	78	89	167	Portugali	68	62	130
Portugali	103	56	159	Kreikka	46	72	118

Taulukko 18. Yleisimmät kohde- ja lähtömaat 2010

Table 4 Student mobility (over 3 months' periods) development 2000-2010 (CIMO 2011)



Kuvio 1. Opiskelijaliikkuvuuden (yli 3 kk jaksot) kehitys 2000-2010