

# How to integrate exchange students into Finnish social life

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## How to integrate exchange students into Finnish social life

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The subject of this thesis project is the integration of exchange students into Finnish social life; the aim is to clarify how foreign students can use their free time when they are in Finland. The author's main focus in this research was on exchange students at Omnia vocational college. The thesis report includes information about Omnia vocational college and the reasons for students to come to Finland and the problems that they face in terms of time, age, money and integration.

The theoretical section discusses culture, intercultural communication, team work in a multicultural environment, culture shock and how these relate to this case.

The research focused on two groups of students (Finnish students and exchange students). A qualitative method was used to collect data. There is an interview with Finnish students and a brainstorming session was held with exchange students. Also, a case organization (Omnia) was used, because the researcher was working there as an intern.

The results show that even though these students come in a group they have different interests and in order for these students to be integrated they need the right person to host them and help them around. This person should have the same interests as them.

Keywords      integration, exchange students,

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## 1 Introduction

This thesis is about how to help exchange student from Omnia to manage their free time. During this research the question “how to integrate exchange students in to Finnish social life?” will be answered. in order to get results of this research the researcher need to identify all the challenges that exchange students are facing trying to fit in to Finnish social life. The case study of this thesis case is exchange students from Ominia.

Most of these students they come here under 18 years which requires supervision. It is important to make sure that they are staying occupied with activities that will prevent them from doing thing things that are above the age limit. Time and money are other issues with these student, they have very short time when they come to Finland which is difficult for them to start learn all about Finnish social life when they get here. Since most of them are young it's obvious that they don't have much earning or they don't have earning at all. This thesis will help them to know how to prepare themselves before coming to Finland.

The idea came from working with students from outside Finland that are coming to Omnia for short period as my internship. In my time working there with Different groups the researcher was able to experience what both the stuff and students are going through during the process. Omnia is spending time to plan the staying of the students and also planning activities for their free time, Which I'm not sure is what students at least most of the programs.

In this research qualitative method will be used to collect data. Interview and brain storming will be applied. Interview is for the Finnish students in order to find out the inside about Finnish social life. The workshop (brainstorm) will be for exchange students which will bring out many ideas that can help solving these problems that they are having. With both part involved it will help to figure out what is suitable way for them be socially engaged in Finland.

## 2 Theoretical background

### 2.1 Culture

For exchange students to be intergraded in to Finnish social life they have to get familiar with Finnish culture. Culture is the custom, beliefs art of a certain society, group, place or time. They way of living is what defines people's culture; it can also be passed down for generations. Culture can have life of its own which means that it can evolve according to time. For example technology introduced to a certain society that didn't have technology, through that they get to learn new things. They learn and adopt but keep their values.

According to (Rapaille 2006); Cultures created and evolving over the time, though the rate of change is logical. He continue saying that culture might not experience a significant change for generations, but when culture do change the same change to occur our brains via powerful imprint. This creates a reference system of the culture and the information is passed down to the following generation.

Every person has a certain way of thinking, feeling and possibilities of acting to what he/she learned throughout their lifetime. Most of this knowledge was obtained in their childhood, because in this period the person is vulnerable to learning and assimilating. After the person has acquired these ways of thinking, feeling and acting, must unlearn them in order to learn something new which is not easy. The mind programing starts from our families to the neighbourhood, schools, and youth groups to work places and it continues in the living community. This means that culture is learned not inherited (Hofstede 1991). Culture should be differentiated from human nature, individual and personality on the other side because culture influence social environment. (See Figure 1.)

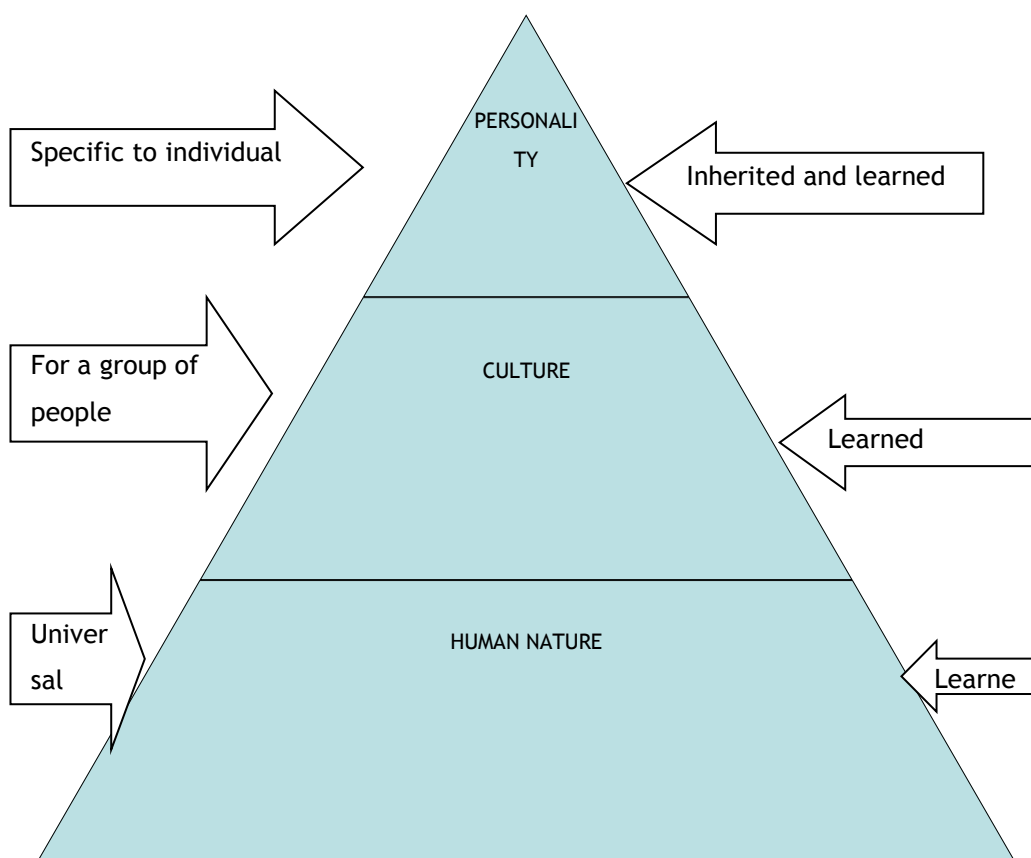


Figure 1. Three levels of human mental programming. ( Hofstede 1991)

According to Hofstede 1991 human nature is all about the human beings, it presents the universal level in one's mental software. It is inherited with one's genes. The human ability to feel fear, anger, joy, sadness, the need to associate with other, to play and exercise oneself, the facility to observe the environment and talk about it with other people all this belong to human nature level of mental programming. With all that said, how the person expresses these feelings is driven by culture.

Personality every person has his/her own unique personal set of mental program that does not share with anyone. Part of this is inherited which it means that it comes from individual unique set of genes and the other part is which he/she learned in life time or life experience.

## 2.2 Intercultural communication

Intercultural happens when two cultures practiced at the same time.

Intercultural communication is the sort of communication that allows an intercultural encounter to share experience or information with a different culture, this is also known as cross culture communication (Hofstede 1991). It can also define as communication between individuals or groups from different culture (Pinto 2000). Modern communication technology and means of travel has made it easier for an intercultural encounter. Communication technology (internet) helps to find the information about the place and learn about the foreign country's culture before experiencing it. For example it is impressive to learn how to greet, in this case when coming to Finland it is important to know that a Finnish greeting should include a hand shake and eye contact. Not anything like touching a shoulder or kissing. Hand kissing is rare but friends can hug and kiss on a cheek.

Omnia exchange students are intercultural encounters (intercultural encounter is between a foreign individual and a new environment. (Hofstede, 1991, 209.) Like any guest in a new society there are things that you should avoid things that can be offensive toward the natives. Usually this has to do with communication, regardless the fact that we are from different backgrounds with different cultures it is important to show the respect towards other culture.

For anyone who wants to engage him/herself into Finnish social life should at least have the knowledge of little ice breaker conversation. It's impressive when you show your knowledge in sports that Finns are doing well, for example the stars of Finnish rally and formula 1 and if you are a football fan they want to know if you are aware of Jari Litmanen and Sami Hyypiä. To Finns it's a good thing that visitors want to see the Sibelius and they are also familiar to the contemporary composer Kaija Saariaho and Magnus Lindberg and orchestral conductors Esa-Pekka Salonen, Jukka-Pekka Saraste, Sakari Oramo and Osmo Vänskä. Foreigners should be ready to answer the question:

"What do you think about Finland?"

"Why are you in Finland?"

When you answer these questions you have to be conscious not to criticize Finland although Finns might criticize their own country. They don't want to hear a foreigner speaking negatively about Finland.

Some books describe Finnish national as shy, quiet, unresponsive, somewhat humourless, but refreshingly down to earth and easy to do business with. Finns are more than what these books although there is some truth in it but they are less predictable and not plain like they describe them (T. Bird 2011). These qualities can have their advantages and disadvantages. Finnish people they are independent and individualist although they are very cautious to the law even the small laws such as talking on the phone while driving. Finns also love to have good time this has been witnessed during festival seasons. Finland also has the pioneer in sexual equality (Bird 2011)

### 2.3 Team working multicultural environment

In C-culture structure people are viewed as individuals with great personal freedom and thus personal responsibility, the involvement in his or her society it's based on personal decision. Meanwhile in F-culture structure people consider themselves as group members, the individuals in this structure share the decision with the group. Things can be done individually but should be under the rules formed by general group norm. The position of a group and an individual are different in F and C culture structure. One is group dependant and the other is individualism, respectively, to denote these cultures. (Pinto, 2000). F-culture structure is more of group dependant and C-culture structure is individualism.

Multicultural teams can be challenging especially when all team members have to use a second language, often generate frustrating dilemmas. These differences can affect team work but might not been seen until the damage is done. The challenge in managing multicultural teams effectively is to figure out those things that cause conflict and solve them in a way that the group can come back on track. Also give the group member capability to face the challenges by themselves if the similar problem happens again. According to (Hofstede, 1991) "the key to working in multicultural environment is to understand first one's own cultural values and then the cultural value of those you work with".

Communication is the key to working together in a group. In multicultural group we need on language that we all can communicate and understand each other. Sometime how we form our speech is important also, for example in western cultures is typically direct and explicit, what is said is exactly what it means. The listener can get the message right away he or she doesn't have to know the speaker or the core of the conversation to understand. Unlike other cultures is not about what you said is about how you say it. In a group of non-westerns and westerns can be challenging, it might come across as rude when giving a direct speech. (Pinto, 2000) for those emphases on how something is said rather than what is said belong to F-culture structure and those prefer direct approach belong to C-culture structure.

In order for the group to work every member of the group much participate effectively. For example, if the exchange student wants to get experience that he or she was hopping they need to involve themselves with people with same internets. This way it will help to reduce misunderstandings or conflicts. Majority of people in our world lives in societies in which the interest of an individual prevails over the interest of the group (Hofstede 1991. 50). Combining individuals that have common interest serves time solving conflicts.

## 2.4 Culture shock

A foreigner is expected to experience some sort of culture shock. This has to do with our mental software, as it said in the beginning of this chapter: the way we react to our emotions and feelings has to do with how we were groomed in our childhoods. Being in a new environment can make a person to feel pressured to learn in order to cope in order to survive. Because of what we grew up knowing in this point in new environment we must allow ourselves to learn new things. We can make this happen by letting go of all that we have learned in our early life and start afresh. A foreigner can learn simple things like words to use, how to greet and when to bring a gift, although he or she might not know the value of these things in the beginning it's important that he/she learn them (Sleelye. Sleelye- James 1995).

In Hofstede's books he has explained Culture shock phases that are experienced by different types of foreigners, which are: Euphoria, this is for those who are staying in a foreign land in a short time (three months), it can also be called the honeymoon, normally are excited to see new country. Then there is culture shock, this is when the real life starts. Another one is Acculturation; this is when the visitor has learned how to function in new environment and he/she has adopted values of the new land. In this stage the foreigner is becoming more confident and integrated in new social network.

The stable state of mind reached. It might remain negative compared to home e.g. if the visitor still feels discriminated against, it might be just good as before where by the visitor can be considered bicultural adapted. Last phase is when the visitor has completely adopted the culture (gone native) she or he has become Roman than the Romans.

Exchange students that are coming to Omnia fall in first phase (euphoria), despite the fact that they are coming to study but they are also tourists. Because of the short time they have in Finland, they want to experience the social life as much as they can. In this time frame the visitors are most likely to have positive experience in a new land. Omnia exchange student should be excited to be in Finland which is a good thing because in the short time they can learn a lot about Finland as Rapaille said "emotion is the energy required to learn anything". The shock is not only for the visitors but also for the host. In this time frame the host will be curious about the visitor. (Hofstede. 1991)

## 2.5 Surviving culture shock

An intercultural encounter should have an open mind to new experiences. There isn't really a way to know what exactly will happen in a new environment, we are only wishing to find what we hope to find. For the students that are staying in Finland for a short time they should not worry much about mastering everything. These students have their work reduced because already they have people that expect them and they have been prepare themselves for guests. Although they have read the information about the school and Finland/ Helsinki in general, it's not enough because they are yet to encounter individuals ( Sleelye. Sleelye-James 1995).

We live in the world that technology has taken almost everything which has made things easier. This helps a student to access the school page Facebook page and make friends before coming to Finland. This good for this age group because regardless what they read from international page they need to how people of the same age live. Through this new friend he/she can learn the do and don't when is in Helsinki. Apart from that he can meet more people because through this friend he/she can meet more people. This will work if the person is willing to open up to meeting new people ( Sleelye. Sleelye- James 1995).

Show that you are glad to be where you are; although people come to new places with different perspectives it is respectful to show appreciation for to be in their home. When you appreciate being where you are it will make it easy for you to cope and your host to help settle in. by showing your appreciation to every appropriate thing/event this shows that you are interested in their culture. Show your appreciation but be honest about it, it is advised not to be brutally honest in other words "fake until you make". The guest should be careful because it might come out as mockery. The visitor can go with the flow at the beginning but after some time he/she will get to know the host and understand him/her ( Sleelye. A. Sleelye- James 1995).

Learn how they do their things the way they do them. For example Finnish eating style; they use both hands while dinning which can be different from those who are coming from Africa. Also try to adjust to the eating schedules, normally in Finland lunch is served at 11am to 13 pm and dinner from 17 pm to 18 pm and they use both hands to eat holding a folk and a knife, Pay attention to table manners. Learn at least the offensive words so that you can avoid them while associating with the locals. In addition a visitor should learn greeting word in most languages they are easy to pronounce ( Sleelye. A. Sleelye- James 1995).

In a new society there are things that a visitor should try to avoid, things like judging other people's life in comparison to your own. You have to accept the new culture so that you can enjoy the beaut that it brings. Each culture has its own way of satisfying its people physically and psychologically, it might be total opposite to what other culture believe in but it's

expected to be respected. For example some cultures they prefer to be quiet in public transport while others they prefer to talk loud ( Sleelye. A. Sleelye- James 1995).

### 3 Methodology / data collection

The purpose of this research is to find how exchange students can be intergraded in Finnish social life in short time. These students also have other obstacles such as money and age limits. In this research qualitative methods will be used to collect data. Qualitative research is the ways of collecting non numerical data; this method is used to collect ideas, opinions and suggestions. Qualitative data gathering seeks to help to bring out the life experience and it gives clarity to the questions that the researcher is having. There is the placement of a strong importance in qualitative data gathering on the ability to understand the real human life experiences; hence providing tools to document the view of the people studied from the point of the view of the world ( Silverman 2000, 8).

The title of the research or the problem can determine which method to use whether qualitative or quantitative ( Silverman 2000, 1). For example my case is more of a social survey in which qualitative is suitable, unlike quantitative method which works better with numerical data. Facing a problem using qualitative research can be like knot which contain ideas, experiences, behaviours. (Schostak 2006, 9). This is the kind of knot that makes the case sociology case.

This method is suitable for this research topic. Knowing what they have in mind will help to solve the problems that they are facing now. There are many methods to choose from qualitative research but only some of them have been used. Some of the methods that have been used are; participant observation, study case and unstructured interview. Data will be collected from exchange students and Finnish students.

#### 3.1 Study case

Omnia's exchange students are used as the study case. Working with Omnia international office for two and a half months gave the researcher enough time to observe the reaction of exchange students to Finnish social life. Although there were different groups to work with but they were going through the same situations. The group members had different age; they also had different periods to be in Finland.

Omnia was established in 1974 and it operates in three municipalities which are Espoo, Kaunianen and Kirkonumi. Omnia vocational school provides education and training in 11 locations, they have over 10000 students that are in vocational education and 40000 in non-

formal adult education. . Omnia gives vocational training to young people and adults; they offer 40 basic trainings and specialist vocational qualifications. Omnia has the best innovative studying environment for national and international student education development projects.

Omnia give vocational training to young students that have complete basic upper secondary level. Mostly youth of age of 17-21, as for the adults they offer vocation qualification, further vocational qualifications, special vocational qualification and tailor made courses. They provide courses such as culture, natural sciences, tourism, catering and domestic services. They also offer social sciences, business economics and administrations, social health and sport, technology and transport. The studies take two and half years to three years. The learning language is Finnish and English.

Internship that the researcher did was about helping planning tours around Helsinki area and showing them around the town. She also had office hours that that she spends them planning and developing a package for student and teachers that explains what Omnia can offer and what they can arrange for them to visit. The package explains attractions, historical sites and amusement that can be found in Helsinki area. It also shows places that student can get their accommodation including the price for rent. A short version of the package that can be attached in the applications of exchange program.

International office in Omnia which is in Espoo brunch is the one that responsible for exchange students, this office offers supports services to all Omnia brunches. They send abroad and receive hundreds of students each year; students can stay from one week to several months. The aim of sending students abroad is for them to experience other cultures, to test their language skills also acknowledgment of their learning outcomes. Apart from assembling students to different Omnia unities according to their classes, Omnia international office also is in charge of planning activities for the students' free time since some of them come here under age.

### 3.2 Participant observation

Observation is a fundamental way of finding out about the world around us. As human beings, we are very well equipped to pick up detailed information about our environment through our senses. However, as a method of data collection for research purposes, observation is more than just looking or listening. Research, simply defined, is "systematic enquiry made public" ( Stenhouse, 1975). When observing it's common to get a lot of information so it's important for the observer to take is useful to him or her. Participant observation is the type of observation that the observer has to participate.

This method requires the researcher to be participating in the process. During time of the internship in Omnia while doing one of the tasks (spent time with the students during their free time) was able to observe them. This method will be explaining what was observed while participating, how data was collected and the analysis of the data collected. This method happens to be important because as it was mentioned before the researcher was working as an intern in Omnia so it's convenient. It wasn't hard to become a participant because most of foreign students go through the same process when they are new in Finland and the researcher belongs to the same group (foreign students).

While working in Omnia some things were observed. Most of them were young age 17-21. It was noticed that students that they don't have English language skills they were more conservative than those with English knowledge. These students were comfortable in their own group (non English speaker). Most of these students are from Estonia, they speak mostly Russian and Estonian. Most of them they like to stay indoors go for sauna and shopping. Those who old enough to drink like to have their beer and have fun in the town, those that can speak English they find it easy to engage and asking questions if they want something different.

It was clear that most of them wish to do something more, they had the program planned for them already and most of the activities were offered by the school. Limited time was an obstacle for them, there more things that they could do if they were staying longer (more than one season). Short time did give them the chance to engage with Finnish people and experience more. Just like any other teenagers or young adults they want to have fun when they want to which most of the time it doesn't vary with the timetable they have. Most of them enjoyed one or two visits to the museums not more than that. They seem to enjoy the sites that they went to visit.

### 3.3 Unstructured interview

Interview can be described in terms of individuals directing their attention toward each other with the intention of opening up the possibility of gaining an insight into the experience, interest, concern, values, beliefs, knowledge and ways of seeing, thinking and acting of the others (Schostak 2006. 10).

In this method questions will be asked directly to the students. This method was chosen because it will help to understand their experiences and feelings about Finnish society. This is

different from the tradition way of interview (structured interview). In this method questions can be asked without following the formal structure despite the fact that there is the core concept of the interview. Also questions can be navigated according to the conversation or where the interest is shifting to. With this method more information can be found than in formal interview because people can be free to give answers as they feel. Since there is no structure in this kind of interview it is expected to be difficult to analyse data but it is different in this research because the aim is to get different ideas.

Some of the Finnish students that were interviewed had some of their own opinions in the matter so different interviews will be used because they didn't have same answers. First one was a 21 years old she likes to drive a lot during her free time, doing kick boxing, going to cultural theatres and stand-up comics. She has been outside Finland couple of times last year she went to Croatia. Her experience there was good; in her opinion people there were more social than Finland. Time was not enough for her during her visit she with she could stay longer. She suggests that exchange students can have good time if they have right people to host them because even night life can be miserable if you don't have the right company.

Second was 20 years old she likes to go for wall climbing, laser tagging, going to the zoo, seuresari and night life. She knows how hard it is to fit in a new environment because she has been outside Finland too. She has visited Rome and Vietnam last year. The experience she had was good although she had to use money but the cost was cheap compare to some to Finland. In her opinion there are no many things to do in Finland it's just same things over and over.

### 3.4 Brainstorming

Brainstorming is a method of solving a problem using a group of people. This method helps to create information, stimulating creative thinking and develop new ideas. Every member of the group should participate in idea generating. During conducting brainstorm first the clarifications of the purpose of this exercise which in this case is to get ideas from foreign student that can help me figure out how to integrate exchange students into Finnish social life. They will work on the problems that they are facing which are time, money and age. Omnia's exchange students helped to do this exercise. The group used 10-15 minutes to finish this exercise and find out how we can do to solve the problems that they are having.

(Figure 2) shows how the topics that we will be working on, there is no format on how to get the information.

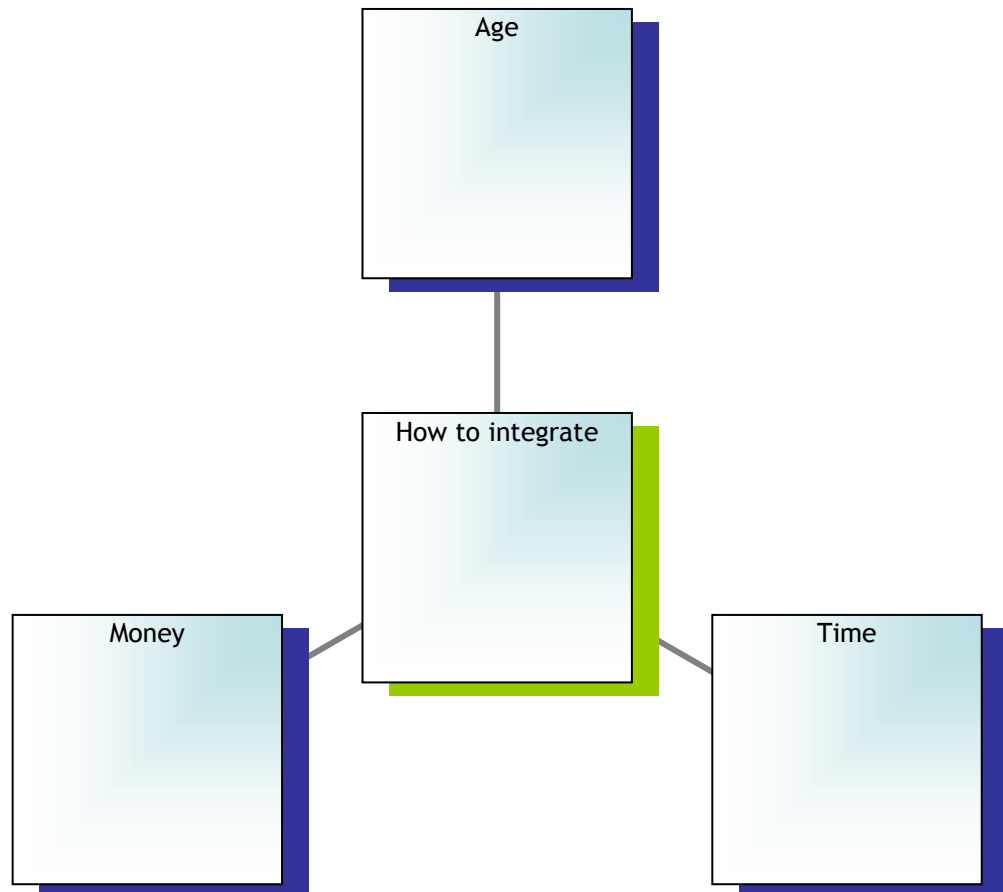


Figure2 brainstorm structure 1

When we were brainstorming we used colour codes to differentiate Ideas of how to solve time, problem, money, age and how to integrate. The blue colour is for the money problem, yellow is for the age, green time and purple how to integrate. Three students participated in this exercise. The workshop was successful, many ideas were found that are very useful. The figure 2.2 below shows some of the ideas that were mentioned repeatedly. Some of the things that were mentioned are indoor actives, sports, cultural events, public events and going to the zoo. Some of the ideas appeared in three of the four problems (integrating, age and money). This happened because these problems depend on each other to work.



Figure 3 results of brainstorm

## 4 Research analysis

### 4.1 Age

Majority of the students thinks that having a local to help during their stay it will help them to integrate. Having a person of the same age can help to give an Intel of how things work. This can be archived by reaching out to the locals before coming to Finland; they can reach out by using school's Facebook page. They are many that they can do some of them are sports tournaments. They don't have to be professionals, the main purpose is to blend them with Finnish students, and they can create teams with mixture of exchange students and Finnish. Having them blended together the tournament will be more of fun rather that competition.

There other activities that they can attend or do, for example public activities, most of them they don't have age limits. The information about events in Helsinki can be found in web sites that the school can put the information on their school page. They can get the information in twelve different languages. Most of the vents that are held in Helsinki are cultural event which gives them opportunity to meet the locals and interact also experiencing Finnish culture. They can also create some games in the evening in their dormitories that can keep them busy and give them chance to bond among themselves. There are places that they can

go and learn more about Finnish history or culture, Seuresaari open museum is one of the best places to visit.

#### 4.2 Time

Time seems to be not enough for exchange students, they spend much time figuring they are way around their hostels to school and the time they have to spend in Finland is little. The solution is to do research, having already list of the things that they want to do beforehand. If the school is not having all the information about the places then the mentor (student who will be hosting) can help. If the students contact the local before and get the list of the interesting places that are possible to visit. This will save time and will not feel like they haven't done much. Having a time table of what they want to do can help them to speed up some the things that they want to do and add other activities.

#### 4.3 Communication

Just like any stranger in a new land language is a problem that they face. Most of these students they are supposed to speak at least English language. Because they have different groups coming from different country they need a common language to communicate. Some of them they don't speak English or Finnish so it is challenging for them to communicate. For those who don't use English in their studies it is advised that they take a short course before they come. Some of them they can understand but they are shy, to help them the locals should meet them in the middle. Make them comfortable when they are trying to explain themselves.

#### 4.4 Money

For many students money is a problem that many students face, because of shortage of money most of them feels that they cannot go or visit many places. Many suggested that once they know that they have to come to Finland they should start saving for the trip. This makes a good point in a sense that they can find everything that they want to do online and plan for it. Another suggestion is for the schools to organize program that they can get discounts. If the school can organize for example a tournament in a sport centre and get a discount for but inform these students before coming here so that they prepare themselves financially.

Another thing that they can do to minimise expenses is participating in public events. Most of the public events are and the information can be found online. If the school can find families to host students will be helpful. Normally the family provides two meals per day and accommodation, the school can take care of one meal (lunch) which will give students more

money to spend in their free time. The money that they serve can be used to pay for the places they wanted to visit or things they wanted to do that require money.

#### 4.5 Integrating

In this research all the methods that have been used in this research came to same solution when it comes to integrating exchange student in to Finnish social life. When the researcher was doing observation on the case study it was discovered that students were not satisfy with the programs they had. It's not because all of them they were boring but it was because they were not connecting. The group of students had a tutor from the office that was helping them to get the experience of Helsinki / Finland. This is good for the disciplinary reasons and safety, but it was clear that they could use someone of the same age. Having someone of the same age could help them to integrate easily. A person that is in the same level could make them more comfortable to ask about things they found interesting.

It is very easy for a person who is 18 years old and above to be integrated in social life. He or she can go to a pub and after few drinks will loosen up and start to interact with people. Night life might be the easiest way to meet people and interact. But for those who are not of age to go to pubs and clubs it's a little bit challenging. Finnish student are willing to help exchange students to integrate in to Finnish social life. What the school can do is to include them in the program which can be easy for exchange students to contact them.

When exchange students from Finland go other counties such France and England they get families to host them. This is the best way of integrating them in to new culture because they get to experience it for the whole time that they are there. If this can be applied to exchange students that are coming to Finland it will a good thing. The family should have a child of the same age so that he or she can be comfortable. During the stay the guest has to live under the rule of the family. This means that he or she will have the same curfew and activities at the child of that family. This way they learn most things about Finnish life without any obstacles. This will help them to understand Finnish culture and make it easy to understand why people behave the way they do when the meet them outside the house.

#### 5 Conclusion

Culture can be defined in many different words and ways, as it has been explained in the beginning our cultures can be reflected in the way we react toward our feelings and action. BUT it doesn't mean that everything we do is culturally detained. In order to understand behaviour of the society in every culture it's wise to analyse each culture separately (Pinto, 2000, 35). Adolescents or young adults across the globe might not have many differences regardless of the difference of their gender, social-economic position, education background, religion, ethnic background and sexual orientation. The common thing they all have is having fun but individually it is different because every person has his/her own way of enjoying.

The qualitative method was able to reveal how these students feel about their experiences. Exchange students feel that there is not much to do that can help them to integrate around Helsinki while Finnish students they think that there is enough for the exchange students to do. They should feeling that there is a lot to do because of the time that they have. If they get a good time table and right person to show them what they like. The researcher agrees with the result because it is clear that people connect when they have common interest.

It is common to have different interest even though we are all coming from the same culture background. This shows that individuality should be considered when we encounter new culture. Most of these students they are looking for different experience when they come to Finland so this should be bared in mind that we can't put all of them in one category. Let them choose what they want to do as long they don't get in to trouble doing t it is a good idea. If they choose beforehand it makes it easy for the stuff at Omnia International office and both sides will be happy with result of the visit.

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## Appendixes

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- What do you think about Finnish social life?
- What do you do in your free time?
- Do you think foreigners can have fun in Finland?
- Have you been outside Finland?
- What did you do to cope with the changes?
- Do you think it's easy to cope with Finnish social life?