

**DIVERSITY IN DIAK JÄRVENPÄÄ
CAMPUS UNIT**

**Diversity and Relation among Different Institutions
Located Within the Campus Premises**

Sadin Kumar Singh and Samasty Shakya

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ABSTRACT

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The primary purpose of this research was to find the biggest issue of diversity in the campus area. All three educational institutions operating from the campus premises, namely; Diaconia University of Applied Science, Church Training College and Center for Church Training were included in the study. Views and ideas of all the institution received through representatives of the respected institutions were assembled and explored to distinguish communalities. These ideas were later analyzed to make suggestions regarding strengthening the relation among the different above mentioned institutions.

The research was conducted in the spring of 2011, and deals with the issue of diversity and its view based on the perception of the interviewees. Alongside it generate ideas aimed at sharing manpower and knowledge with other institutions aimed towards providing students with an environment to excel in their education.

The research was conducted on qualitative basis, where interviews and observation were used as primary method of data collection. A field diary and digital voice recorder were used as the tools in data gathering process. Analysis of the data was conducted on thematic analysis method.

Proposal for partner institutions include initializing programs that can kick start the students into developing programs by themselves. Work with one another based on idea that their work will facilitate in learning and development. Institutions should make the first efforts into addressing issues such as diversity and facilitate and monitor activities aimed at building the campus unit into a discriminatory free territory. Seeking new and innovative ideas which when implicated can have positive feedback creating a fresh new learning environment for all students would be an important issue to be addressed in the future studies.

Key words: diversity, inclusion, internationalism, multiculturalism

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1 INTRODUCTION

The world is being more diverse with the influence of modernization and the global economy. People no longer migrate to foreign land for employment only; education is growing as a contributor for such movement of the people. With the movement of people ascend circumstances where people with different cultures and beliefs encounter, interact and conflict.

The campus area, located by the bank of Lake Tuusula is shared by three primary educational institutions namely, Diaconia University of Applied Science, Church Training College and Center for Church Training. Just the institutions alone have made this location quiet diverse in the sense of its service users.

The rationale of this study was to conduct a research in order to comprehend the multiple dimensions of diversity and its influence on the campus and its different organizations. It also facilitated us to analyse the relation and cooperation between these different organizations. Consequently it was important to analyse the structural diversity, the psychological climate in the campus unit alongside the behavioural patterns within the campus unit.

1.1 Starting Point of the Thesis

During spring 2011 the thesis process started with the project placement as required by the sixth semester study module. It was during this six weeks of placement of which initial four weeks were spent on making the project plan, proposal, organizing interviews, gathering materials. Interacting with the students and staff members within the campus area and analyzing the collected data and planning for further process were also conducted during this time framework. Subsequent two weeks of the placement was conducted in the 15 day program, 'The Erasmus Intensive Program on Diversity Inclusion and Social Cohesion' (IP-DISCO).

The choice of area or topic can relate to a number of things, such as previous interest or concerns or even elements deep in the biography of the researcher (Holliday 2007, 26). In the course of this placement we had to design a project as per our field of interest and as demanded by the study module.

During the course of planning for the placement along with the placement supervisors, ideas were shared and many possible topics were created. With further planning and discussions the topic of diversity was selected as it was appropriate with the IP-DISCO program's curriculum. The biggest obstacle the thesis workers had in the commencement was to understand the desire the placement supervisors had from them. The thesis started off with confusion in the heart of the thesis workers, and only with time and intense meetings with the supervisors, the thesis workers got a clear idea about their task. Although a lot of time was spent in understanding the concept, it made us work more on the planning phase which in turn prepared the researchers to face the obstacles in later stages of the thesis.

Diversity signifies different things to different people. The researchers during their planning phase of the research had their own preconceived idea of what diversity meant, which adversely affected their agenda for the thesis. On the other hand, during the research and material gathering phase of the thesis, the researchers encountered various other forms of diversity that they had not accounted for. A different institution at the campus area assesses diversity in different perspective, either with personal reflection or by institutionalized concept of diversity. For example, in Diak diversity was viewed in the context of students from different race and nations, but in Church Training College diversity was based more on asylum seekers who came to Finland. The Center for Church Training viewed it on the basis of native people and Sami people. This directed the thesis workers to reconsider their concept of diversity and focus on the issue on a comprehensive basis, rather than a restricted marginalizes perspective the researchers had subsequently planned for.

1.2 The Erasmus Intensive Program on Diversity Inclusion and Social Cohesion

The Erasmus Intensive Program on Diversity Inclusion and Social Cohesion (IP-DISCO) is a program that brings about 25 students from different countries comprising of various ethnic backgrounds together for a fifteen day learning session where issues relating to race, culture, religion, sexuality and disability were discussed with reference to anti-discriminatory principles incorporated in European Law (Evangelische Hochschule 2011). This program comprises of students who are into the field of social work and have an attitude towards changing the world to be a more cohesive state. The program is supported by highly qualified expert and scholars from the related field, as well as from organizations and communities dealing on the issues of diversity and social cohesion. Equality of opportunity, cultural diversity and social inclusion are all variations on the terms of equality and social justice (Banks 2003, 136), which are also the core of Christian values at Diak.

IP-DISCO has been organized in foreign soil so far and Diak has been participating in the program by sending its students and teachers to participate in it. For the first time in the spring of 2011, it was being organized in Finland by Diak. During this period Diak intended to provide the participating students with an elite learning environment that they could offer. As this program is constructed upon the values of accepting diversity and learning to live together, the participants will live and learn together throughout this process. The program was planned to ensure that the students not only learn in the class but also through social interaction and extracurricular activities in the spare time.

It was during the period of IP-DISCO that the researchers started to work on a project that intended to help in understanding the current situation of diversity in the campus area. This project aimed to conduct research within the campus area, i.e., along with other partner organizations in developing a summary of diversity in the campus area. This work was later elongated and elaborated thus transforming it into a thesis by the researchers.

2 SIGNIFICANCE OF THE STUDY

As globalization has been playing a more influential role in the people's lives, migration has been a massive component in today's world. People choose to migrate in pursuit for job, education, peace and many other intentions. With this clashes of cultures are inevitable. 21st century world is extremely diverse and there ascends a need to identify effective methods and approach towards diversification. As service users of an institution of such high degree, the thesis workers sensed the need to address the issue of diversity that has been observed in the campus area.

This study is significant for the reason that it addresses the climate of diversity and its consequences on the different student groups. It is conducted during a phase where diversity is not only an issue in the campus unit, but also to Finland with a great deal of international migration in the last few decades. On the other hand this study also tries to comprehend the degree of understanding and cooperation between the different institutions at the campus area. The three primary educational institutions do not necessarily share only its structural assets but also have a deep and friendly relation between each other. This study is also significant in trying to build the relationship between the different institutions and to commence a period where this organization can start collaborating and working together which will only hold benefits of all the factions involved.

This study also attempts to address the different form of diversity in view of the institution's concept of diversity as well as to overlook on the issues of racial diversity. At a phase where diversity in sense of race is quiet new in Finland, it is important to address the agenda of the minority group rather than to serve the agenda formed for the native (Teranishi 2007, 40).

The outcome of the research is quiet significant in sense it elaborates a picture where three institutions working in their respective fields can find common ground to share their expertise to benefit all. It also helps to portray the different forms of new diverse

groups of people in Finland as well as addressing minority groups that have been part of the Finnish society for years.

On the other hand, this study also draws attention to the prospect of the institutions working together. Suggestions on the institutions working together and sharing more than just infrastructure were brought up by the interviewees. Sharing the knowledge and expertise of one institution with other would only create a warmer learning environment which would benefit all concerned parties. All the institutions wanted to be more than just neighbor with one another, and hope to collaborate with each other.

As this thesis is based upon the diversity in the campus area, it will help as a reference point for the institutions to refer to in times it needs to work on issue of diversity. The research will provide a well-defined depiction of diversity, such as how inclusive foreign students feel in the campus. Its conclusions like this that the research desire to limelight in order to bring such issues in the administrative agenda.

2.1 Participatory Planning

Each and every person living in a society must have the right for his or her voice to be heard, participate in development of the society as well as to try creating changes in it. Only with participations of people from all walks of life development can be essentially achieved. Absence of coordination among the different groups in the society will adversely result to communication breakdown and immobilize the development process as a whole. Organizations working for the improvement of the lives of people must promote the opinion of the unprivileged and marginalized people of the society.

Participatory planning ought to be accessible for all. The stakeholders should represent each and every part of the society and must all be actively participating in the working and functioning of the community. The information regarding the meeting of such groups should be accessible to all and must be done to ensure that no one is being left absent. However, the people representing different parts of the society do not constantly require the same attention to a problem. This might be factors caused by personal habits, education and previous immersion in relevant field of interest nonetheless it's

important for the people to find a common interest while working together. (McCollum 2009, 26.)

2.2 Capacity Building

Capacity building is the process of strengthening the skills, competency and abilities of the people and communities. It strives to help the people excel in the abilities that they already possess or to create new ones that can be exploited for the benefit of their own. The goal of capacity building is to exploit the potential to create an environment where all can prosper.

The process can take place in three different levels.

Individual level- Capacity-building on an individual level requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the process of learning and adapting to change.

Institutional level- Capacity building on an institutional level should involve aiding pre-existing institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control.

Societal level- Capacity building at the societal level should support the establishment of a more “interactive public administration that learns equally from its actions and from feedback it receives from the population at large.” Capacity building must be used to develop public administrators that are responsive and accountable.

Capacity building helps the people of a community to start tackling their problems themselves and makes them a part of the solution rather than that of a problem. It gives the people the fluidity, flexibility and functionality to adapt to the changing need of the society. (United Nations 2006).

2.3 Campus Climate for Diversity

Institutional dimensions can greatly influence the climate of diversity,(Hurtado 2001, 187-203,) and the four institutional dimensions are (1) historical legacy where historical background includes the heritage of race and religions, (2) psychological climates includes the perception and attitudes related to diversity, (3) structural diversity could be defined as the proportional diversification of student groups and (4) behavior which includes the interaction and the involvement in diverse activities in the campus. (Goodman 2011, 6.)

An indispensable element at any campus is state where different student bodies influenced by their race or ethnicity often view campus differently, a fact that has been confirmed by numerous studies (Hurtado, Milem, Clayton-Pedersen & Allen 1999. 6), thus the climate for diversity framework provide inside into the campus climate to elaborate how the students of minority groups are viewed and whether diversity indeed does create an environment fit for sharing and exchange of cultures where different groups can learn from each other's cultures and traditions.

Students from assorted race and background can be observed within the campus premises. These students could very well be from any of the institutions in the campus unit, as all institutions have service users from different walks of life. Although diversity as seen in the sense of color it cannot portray the full picture and the dimension of campus tolerance towards diversity. Rather close attention must be paid to the curriculum, activities and the support that the respected institutions provide to their students. It is only with the interaction and the effective learning programs started in the administrative level that can turn an educational institute into a learning environment free from all racial discrimination and providing equal opportunity to all.

This thesis aims to research the situation of diversity in the campus area or how diversity is defined and visible in these three different institutions. All three educational institutions are unique in respect to the work they perform. So will be the definition of diversity through the perspective of the different institutions. The fundamental target is to view how diversity is valued and perceived by these three institutions.

The word diversity is itself diverse; it has various definitions to different people according to the work performed by them. For instance in global context we can say our world is diverse because here we can find different species like human, animals, plants and many other. On the other hand while looking at one particular subject it has diversity in itself, plants have many different species and so do us human beings.

Likewise, in the campus area the meaning of diversity differs from one institution to another according to the nature of work they are performing. From our standpoint, Diak is diverse as there are students from different countries around the world. In short we can say Diak has multicultural diversity.

2.4 Target Group of the Thesis

An inclusive thesis could only be obtained when each and every institution within the campus area were surveyed. It was important to address each and every institution's opinion in the thesis as the interest of the thesis was attached to all the institution. The campus being comprised of various different institutions, one particular target group was inadequate in addressing the overall issue of diversity. Hence, the target group was divided into two larger blocks which were subdivided later on. Classification of the target group is portrayed in the diagram below:

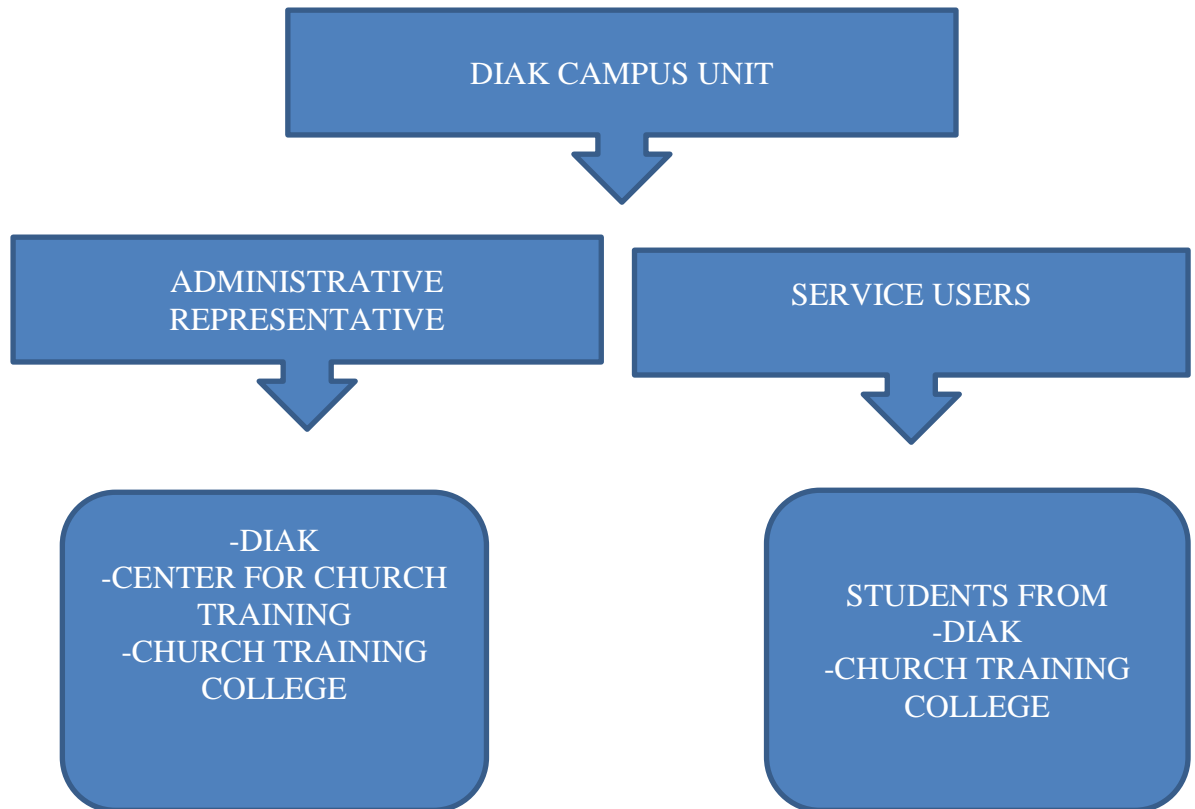


Fig: 1.1

Classifying the target group as shown in the above mentioned figure, made the thesis appear lot more simpler as the method of approach for each group were fashioned to meet the expectation and need. The research material gathered from the administrative officials of different institutions were based on formal interviews, held in their respected offices, whereas the material with the students were collected through informal talks, questionnaires, observation and interviews. With two different target groups and more than one approach of methodology used the thesis workers were able to accumulate the required data with affluence.

The administrative representatives of the institutions were officials who had in the past worked with Diak in some form or the other. These people were well informed about the other institution they share premises with and all showed optimistic views regarding the position of diversity in the campus area. On the other hand, the students were

approached in informal manner yet with intent to extract quality feedback regarding the issue. In some cases, work was even delegated outside the thesis workers in order to gather the required information.

2.4.1 Diaconia University of Applied Sciences

Diaconia University of Applied Sciences (DIAK) is an educational institution that offers degree program in social service, media studies, nursing, sign language interpretation and youth work. It focuses its education on the basis of learning by experiencing method. It is based in four different units that include a total of seven campuses in different regions of Finland. The value at Diak is rooted in Christianity and comprises of human dignity of each individual. It is an organization that works on social justice, solidarity and empowerment of people. It aims to train people to influence social change, work for multicultural society and fight social exclusion. (Diak 2011.)

2.4.2 Church Training College

The CTC is a private educational campus, specializing in social and health care education as well as in the humanities and various church professions. Throughout its history, CTC has been a path setter in its field, innovating and starting new forms of training. The college has long traditions in youth and children's work as well as in the area of social services. CTC also provides general education along several different lines. CTC arranges apprenticeship training and maintains a private day care center. The work life development services of CTC respond to the various needs for education and development in work life. Work groups and teams are offered educational services which range from short meetings for updating vocational skills to examinations and long term project co-operation, new ideas and experience meet here.

The fundamental idea behind the activity of CTC is to develop know-how, expertise and professional skills in those fields which aim to make the world a better place to live and work in and which, at the same time promote the realization of Christian values in the society and in the lives of individuals. It seeks to be a meeting point between church and

society offering an opportunity for dialogue between different ideas and an arena for new discoveries. (Church Training College 2012.)

2.4.3 Center for Church Training

Center for Church Training, located in Järvenpää serves community by organizing and coordinating staff training as well as participation in the church's educational program. The aim of the organization is to support the church and parish staff in their professional work. These programs are often long-term educational process in which training such as managing church supplies, moderate pilot trainings and provide financial management training programs. (Evangelical Lutheran Church of Finland 2012.)

3 LITERAL REVIEWS

Diversity as a term is effortlessly comprehended by many people. Diversity in simple term could mean showing a great deal of variety (Oxford 2012), but the idea and the concept behind diversity are influenced by people's environment and identity. Identity is a complex phenomenon to understand as it exists deep within human in small fragments (Addy 2011). Consequently, diversity as a concept means different things to different people.

An unprecedented obstacle was confronted by the researchers during their placement period during IP-Disco. It came into their attention that the term diversity signified different things to people and to different institutions as well. Each institution had their specific concept of diversity, which was due to the fact that their work was focused slightly from the norm, and at times along with the marginalized or the segregated groups.

Diversity could also mean difference. Diversity could exist in form of race, ethnicity, gender, sexual orientation, socio-economic status, culture, age, physical ability, religion, politics or other beliefs (National Association of Social Workers 2008), yet it is not confined to these categories as it could vary on people's individual personality and acceptance (United Nation's 2001).

As observed in the campus, diversity exists in forms such as ethnicity, race, religion, interest and so on. All people have their own individual concept about diversity and all people are diverse in one sense or the other. The campus unit also has its institutional concept of diversity, meaning that the people affiliated to a particular institution views the issue of diversity which is up to a degree influenced by the institution and its work in the field.

Diversity has evolved in its meaning over the past few decades. In the early 1960's diversity based on minority based on ethnicity, but overtime this definition has grown to include ethnicity, gender, religion, race and sexual orientation (Levien 1993, 333). As mentioned above the campus area is quiet diverse in itself. Even all the organizations held within the campus area have their own unique understanding of diversity. Nonetheless, diversity growing as a huge issue in the globalized world, each and every sector has been a subject to growing diversity. As witnessed in the campus, it has been no exception. There are some aspects of diversity that is clearly visible and some that are hidden.

Homogenous societies are quickly becoming relic of the past (Essed 2006, 1). People have commenced to travel and migrate into foreign lands in search for job, education, leisure or any other purposes. These visible aspects are clear indication of the world transferring itself to a diverse place. On one hand societies with different ethnical background can be a war field for people bringing out their difference. On the other hand, it provides the opportunity to learn and share ideas, cultures and ways of life.

Diversity, although a word commonly used and understood by many, is a complex phenomenon to understand. Diversity means different things to different people and their opinion on the matter is influenced by their personality, characteristics and other

personal factors. Here, we look briefly into the definitions of these words in put into simple terms,

3.1 Key Concepts

Diversity has multiple meaning as mentioned above. To fully comprehend the denotation of this research it is important to first understand a few rudimentary concepts of diversity that has been mentioned and elaborated in this study. These few definitions explained below will help the reader to fully comprehend the scope and illustration made by the given study.

3.1.1 Inclusion

Oxford's dictionary defines inclusion as an action of including or the state of being included. Inclusion in simple text can be understood as a state of being included. Inclusion is based upon the idea of a person feeling the sense of belonging to a certain group which could be based upon race, gender, ethnicity or other attributes. Inclusion is a sense of belonging: feeling respected, valued for who you are, feeling a level of supportive energy and commitment from others so that you can do your best (Miller and Katz 2002, 18-43). It is based on the fundamental ideology that all people are equal and are entitled to the same opportunity, respect and access to their needs just as anyone else.

Inclusion in the context of education can denote valuing each student and staff equally. Increasing the participation of students by reducing exclusion while restructuring the cultures, policies and practices in schools so that they respond to diversity helps the students learn and get familiar with one another. By diminishing the barrier between the different groups of students an environment can be created where participation of all students is possible. The difference between the students should be viewed as a resource rather than a problem to be overcome. The school should focus on building community and developing values and recognize inclusion in education is one aspect of inclusion into society. (Centre for Studies on Inclusive Education 2012.)

In reference to the research, minority groups within the campus felt alienated. It could be due to the fact Finland has not had much interaction with people from different race and creed and the concept of minority groups existing within the society is quite new. It is important for these groups to feel accepted and comfortable in to a foreign society where they plan to live. Support and help needs to flow from the locals towards the new groups to help them settle down and start living as part of the society.

3.1.2 Internationalism

Internationalism is a concept that ascends when people of many different national identities come and start settling down in common premises. It is impossible to think of the values of freedom, equality, national independence and social justice as principles valid for one country alone and limited exclusively to the national area (Levine 1993, 333). The world has now been a mixing bowl, and people have started to come across new and different cultures and traditions that they have not been familiar yet.

In the campus unit internationalism is one of the easiest diversity aspects that can be distinguished. Students, faculty and employees of various different countries and continents are easily noticeable. This does complement to the excitement and joy of being within premises that consists of people from different walks of life, with different cultures and with everyone that has at least something to share with everyone else.

All the great revolutionary movements, such as Liberal, Democratic, National and Socialist, since the end of the eighteenth century, in other words from the French Revolution onwards, have asserted new models of political life and have been characterized by a strong internationalist component. The word internationalism above all expresses the idea that it is impossible to think of the values of freedom, equality, national independence and social justice as principles valid for one country only and limited exclusively to the national area. The quality of universality is inherent in these values. As a result, their realization within the national ambit could only be seen as a necessary stage towards opening the way to their extension to Europe and the world.

3.1.3 Multiculturalism

Multiculturalism can be an intimidating term to define as it is heavily dependent upon the content on which it is discussed. On the other hand, it is a concept that doesn't have any static form as all people have their own opinion about it. In the United States, multiculturalism is considered a social and political movement and position that holds difference between individual and groups to be potential source of strength and renewal. It values the diverse perspectives people develop and maintain through varieties of experience and background stemming from racial, ethnic, gender, sexual orientation and class difference in our society. (Carson 1999). Whereas the South Australian Multicultural and Ethnic Affairs Commission Act, defines multiculturalism as policies and practices that recognize and respond to the ethnic diversity of a community that have primary objective under which all groups of the community can live and work together. Each member fully and effectively participates by reemploying their skills and talents for the benefit of the other while they maintain and give expression to their distinctive cultural heritage. (Government of South Australia 1980.)

Multicultural is a society where various different cultural groups co-exist harmoniously, free to maintain their distinctive religious, linguistic or social customs, equal as individuals (Marsh 1997, 121). A society can only function effortlessly when each member of the society feels free and secure in their daily life. Practicing ones religion or culture of choice should not in any manner should create a hurdle in the person's life. Only with the freedom to choose the best possible practice an individual can make best out of the opportunities laid out in front of him.

3.2 The Meaning of Diversity

The concept of diversity is an ever altering one. Throughout its existence it has taken on different meanings (Levine 1993, 333-338). In the context of the thesis, the original concept was the presence of international students in the campus. The concept of diversity was later prolonged to comprise race, ethnicity, nationality, religion and so

forth. The concept of diversity has shifted from finding the visible aspect of diversity into including the small groups of people within the campus premises.

Diversity in its supplementary appearance can represent integration. The focus now shifts towards representing the various minority groups rather than just acknowledging their presence. This concept allows the institution and the target group to work mutually in formulating plans and ideas which is targeted towards integrating the minority with the local population. Bringing in new curriculum, organizing activities and starting programs bringing the different groups together can help the groups integrate with each other.

The recent trend in diversity has to be multiculturalism and pluralism. This trend has been caused due to the recent mobility of the people induced by globalization. The need of action to address this form of diversity is to create an atmosphere where the different cultures can mix. Diversity is an aspect that the institutions need to address in order to prevent small groups of people feeling neglected and out casted form the society.

3.3 How Diversity Works

The world has undeniably developed into a melting pot. As witnessed in the recent times people from different background and cultures are mixing, sharing and adapting to new cultures and unconsciously giving birth to new cultures in the process. Experience with racial diversity creates a discontinuity and disequilibrium that facilitates learning outcome such as active thinking, intellectual engagement and motivation and academic skill. (Piaget 1964, 9.)

Educational institutions should construct a diverse environment where the students are challenged into adapting and thus facilitating them in learning new cultures and improving their knowledge on issues related to the world. Young people should have confrontation with diversity, which in evidently helps them to make commitments based on their past events and experience, rather than make decisions based one new and more complex perspectives and relations (Gurin 2002, 330).

In the context of an educational institution, diversity will challenge the students to learn from each other. At the same time it gives them the opportunity to learn about tolerance and accepting foreign cultures not native to that of their culture. Situations such as these will only direct the students into learning and gaining experiences. It is such experiences that ultimately lead to shaping their mind and personality, enabling them to play a greater role in their community. According to the social theories presented by Erikson racial diversity leads to enhance learning for all students and helps in the cognitive development between the students

3.4 Importance of Diversity

In this ever changing world where diversity has become a norm, no individual can avoid to become heterogeneous in some aspects (Agars and Kottke 2006, 55). In our present day society it is important to be able to adapt whereas at the same time learn to respect and learn from different cultures. Diversity has positive as well as negative aspect to contribute towards the society, but the issue lies within an individual, which aspect of diversity is s/he interested in applying; the positive or the negative.

Countries are no longer an island, where people only interact with each other. On an economic scale, virtually all nations are bond to each other. Rise or fall in the share prices in New York can have prompt and huge effect in Asian countries and vice versa. At present day scenario, the ancient lifestyles of being self-sufficient for nations are quiet impossible and all are interdependent on each other.

Diversity can enrich the educational experience that the students face. It has been long established that we can learn a great deal form people with different experiences, belief and perspective than that of our own. These lessons can be taught in a diverse intellectual and social environment in order to gain the best possible outcome. Diversity promotes personal growth and helps in the establishment of a healthy society. It possesses challenges to stereotype perceptions and it also challenges people to think critically. It enriches the student and his ability to communicate better with people of different background preparing them for the professional working life.

Diversity has the capability to enrich any work place, institutions and communities. Education within diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society and fosters mutual respect and team work. It helps to build communities and relation among the concerned parties.

4 PREVIOUS RESEARCHES

Diversity in campus is a phenomenon that is not limited to the campus in Järvenpää. There are many other educational institutions that have the same circumstances. Research on the influence of diversity in a campus location has been researched in educational institutions all over the world. Some of these researches were helpful for the production of this thesis. This study on diversity in different universities was a great deal of aspiration and at the same time it provided guidance for our research. In the sections below, we have given cited summary for these researches.

4.1 University of Iowa

A research conducted by Kathleen M Goodman in the year 2011 titled, *The Influence of the Campus Climate for Diversity on College Students need for Cognition* was a research aimed towards examining the influence diversity has in learning of the different student groups. It was a research conducted in the University of Iowa, United States of America. It focused on structural diversity, the psychological climate for diversity and behavioral influence of learning within four major groups of diverse population of students. These groups were African Americans, Asian-Americans, Latin-Americans and the local White population studying in their first year of the college.

The research was aimed to test the hypothesis that diversity improves learning for all students while taking account the problems that arise along with diversity. The thesis was based on the campus climate for diversity framework. The framework guided the research to represent racial diversity and perspective diversity. This framework more

importantly helped to create an environment that supports the new diverse and marginalized student groups to learn and feel accepted in a new environment.

This research addressed the tension and hurdles related to the diversity and the effect diversity has at a time when diversity has become a huge phenomenon witnessed in a large number of educational institutions. By using the climate for diversity framework the research was able to address the individual problems faced by the respected groups in the institutions. The study also aimed to examine the effect of diversity and the need for cognition for students from different background that are part of first generation college student.

The result for this study indicated that the campus climate for diversity has positive influence the education of different groups of students. Only by valuing the culture, religion and diverse aspects of life of new student groups can an environment of learning be achieved. All the groups of people do not necessarily need to be influence by diversity in the same manner. As all groups and individuals are unique, the influence diversity has in their learning pattern varies accordingly, thus creating a unique challenge that needs to be addressed beforehand. Without the support and the pre planning by management the success of sharing from one another cannot be achieved. The research showed that the teachers should create atmosphere where the students can interact and share ideas. As the knowledge of teachers are limited, the students must be allowed to interact and learn from one another. This activity of sharing should not be limited to classroom only but should be practiced outside the class and with students of different class as well.

4.2 Association of American Colleges and Universities

Making Diversity Work on Campus is a research based perspective on the importance of diversity in a learning environment. It was conducted by Jeffrey Milem, Mitchell Chang and Anthony Lising Antonia. The aim of this research was to synthesize the existing empirical evidence about the educational benefit of racial and ethnic diversity on campus and to use this evidence, to create a conceptual map of key practices that

help to maximize the benefits for all students. The research outlined the types of processes that the management can implement to benefit from diversity. They hoped to create an environment where the demographic concepts of diversity are processed to influence the educational outcomes.

The research was carried out by gaining a multi-dimensional approach to diversity. It was not possible to conduct the same form of research on all groups as different groups of people behave and react differently to different situations. Almost all the students of the university were accounted for on this research making it inclusive as well and was focused on particular outcomes. On this paper the researchers showed that engaging diversity to improved educational outcome is an ever changing and demanding process that must account for multiple facts of campus community.

As no single form of intervention could be used to penetrate all groups of the college, multiple action plans need to be carried out in order to account all the dynamic groups of the campus.

The research showed that the history of the campus can also influence the process of including the marginalized groups as part of the mainstream society. In reference to the campus in Järvenpää, as most of the institution has the history of working with marginalized people, it creates a platform for the students to accept diversity in a greater aspect. The research also shows that diversity in a classroom is a great advantage when it comes to learning of different cultures and students benefiting from each other. This same principle applies to faculty with different ethnical or racial background.

Curriculums that involve diversity are more suited for diverse study environment. Failure on this aspect can lead to psychic disequilibrium which in turn leads to social exclusion. The other key finding for this research was that diversity can be beneficial for all if the student to student interactions are encouraged. The development of inter racial friendship is likely to represent equal status among the students. The role of the institution here is to create opportunity for these students to start to interact and create friendships. The educational institutes need to assess the rules and policies that can assist or harm the relation between the students.

The key to enhancing the student's opportunity to learn is based on creating maximum interaction between different groups of people. Factors such as commuting to campus, the common ground and student organizations should all be considered. The basic task of the campus at this time is to create opportunities and let the students carry on from there. Results cannot be seen without giving a boost to the process by the management.

5 METHODOLOGIES

The fundamental rationale for the thesis was to analyze and to research into the issue of diversity in the campus area. This study focuses on the need, addressing the climate of diversity and its effects on the different student groups during a phase where diversity is not only an issue in the campus unit, but also to Finland with a great deal of international migration in the last few decades.

To accomplish the above mentioned statements, the researchers undertook task of analyzing diversity in the campus area. All throughout this phase the questions that guided the outcome of the study were:

- 1) How do you see diversity in the campus?
- 2) How would you like the different institutions in the campus unit work together?
- 3) Advantages and Disadvantages of diversity in the campus area.

A questionnaire was developed, which was used as the blue print for the formation of the above mentioned questions. All the questions asked during the interviews were based on these three questions. This allowed the researchers to obtain best possible material from their interviewees.

Qualitative research settings are difficult to control and we have to capitalize on those that are available to us. It will rarely be possible to predesign research condition or even to find the conditions we want. Opportunism is therefore of the essence of qualitative research. (Holliday 2007, 22.) Throughout this research the researchers had limited

number of interviews, so it was essential to gather significant data from the limited resources.

5.1 Data Collection

Various different data collection methods were used during the process of gathering information for the research. As diversity is an issue that is complicated and has great deal of dimensions, no single data collection method could adequately provide sufficient resources for the research. It was essential for the researches to use multiple forms of data gathering material for the purpose of this thesis. It allowed the material gathered to be inclusive and cover a greater scope, inclusive of greater number of people.

As the researchers also divided the research subject in to groups, this allowed the researchers to formulate questions accordingly. It facilitated in formulation of the questions accordance to the scope of the interviewees. Interviews devised with the interviewee in mind ensured the best possible outcomes for each interview. These methods of material gathering process have been classified in the following paragraphs according to the impact and their influence towards the final conclusion of the thesis.

5.1.1 Primary Data Source

In order to attain the required data and information that the researchers desired for the research, qualitative methodology was used. A proportional number of representatives were selected form all the different institutions and interviewed. Interviews formed the primary source of material for the research and helped give the perspective not only on the individual but also on the institution's views on diversity. This form of material gathering method was used largely for the administrative members of the institutions. It allowed the researchers to gather concrete information on a short time as well as an opportunity to interact personally with the people that the research would later be useful for.

More than one particular form of methodology was used to acquire quality data from our interviews. Asking questions and getting answer is much harder task than it may seem at first. The spoken or written word has always a residue of ambiguity, no matter how carefully we word the question and report the answer. (Denzin and Lincoln 1998, 47.)

Interviews had been held with the administrative representatives of the institutions. These sessions with the representatives were all held separately and their opinion will hugely influence the material on the thesis. The idea of diversity differing from institutions to institution was generated during these sessions. Each institution seems to have their stand as far as diversity is concerned. This has also created a problem as there is no universal or one definition of diversity in these institutions. This means the concept of diversity will have to change with the context. Nonetheless it does give the researchers some challenge in producing a thesis that is inclusive and diverse in it.

5.1.2 Secondary Data Source

Need for supplementary information was fulfilled by informal interactions with students and service users of the institutions. This method assisted the researchers to gather material on a rather fast pace and according to the requirement of the time in hand. As Diak students have been conducting their practical placement with Church Training College, they were the students who were approached for their opinion on the issues. It allowed the study to accumulate opinion of one student with knowledge and understanding of the two different institutions. This supplementary method used unknowingly prompted the study to include the service user's ideas and opinion on the issues of diversity and their campus as interview method that had previously been implemented was exclusive done with the administrative employees. This act made turned the study into an inclusive study comprised with the ideas and opinions of both the parties that play the hugest role in the campus.

On the other hand, some informal sessions have been held with the students of the institutions. These are the same who at some point had interaction among the different

organizations either through practical placement period or other ties they had with the institution.

5.1.3 Additional Data Source

Questionnaire were also circulated, which were done on a purely interest basis but later on did help in analyzing the issues related to diversity in the campus. These questionnaires were also modified and circulated with the participants with the IP-DISCO which gave additional and international perspective to the issues of diversity. Although this was not included as the integral part of the thesis, it did provide the framework for the researchers to follow in conducting interviews and informal interviews.

Although the influence of questionnaire was minimal in the study, it was an integral part of the research. It helped in the formulation of the questions and planning of the interviews. It was during the development of this questionnaire that the researcher acquired the concept for the thesis.

5.2 Reaching the Target Group

During the initial planning phase of the thesis, the contact resources of the IP-DISCO were exploited in accumulating contacts for the research phase. The placement supervisors for the placement had either personal or professional relation with these contact people either in the past or the present. This was the first stage in building a communication bridge to the other institution. Appointments were scheduled with these people and during the process of research gathering period, i.e., interviews, these contacts helped us to generate more contact by suggesting us people we should meet and try to hold interview with. It was this snowball effect that helped in reaching out to people who could be potential interviewees.

Although, we were not able to secure appointment with all of these latter contacts we got, we were able to interview most of these people later on. This snowball effect on gathering the target group was used for the administrative officials who the thesis workers did not have access to earlier. The interviewees were extremely cooperative in sense of helping the researchers get the required material for the thesis.

On the other hand, the students and service users were readily disposed to the thesis workers from the beginning. They used their own personal contacts, such as friend and colleagues to gather information. At a certain stage of the thesis, work was even delegated to a junior classmate of the thesis workers who distrusted and collected the questionnaire prepared for the thesis. This part was based on informal and social resources that the thesis workers had on their own disposal.

5.3 Data Analysis

The data for the study consisted for three different form of methodology. It possessed a unique challenge as well as an opportunity for the researchers as they had there different sources to refer to, whereas at the same time they had to ensure that the research done were all inter-related. It was quite a challenge to ensure that all the material gathered was directed towards the researchers' primary goal and objective.

With multiple forms of material gathering methods used, thematic approach to material analysis was the most suitable form of data analyzing method. The themes that were repetitive in nature in the different interviews that were conducted and the answers of the questionnaires were created into themes. These themes were then used to group similar topic together and find the common aspect between them.

On the other hand, during the planning for the interviews and the formulation of the questions for interviews, the researchers had already planned few themes they were interested in searching. Questions were aimed towards answering few preplanned themes and helped in organizing, conducting and accessing the interviews.

The material gathered was first analyzed independently. This process required for the extraction of the most significant points of the interview. Doing so, the significant ideas were collected. Subsequently all the significant material from the various interviews was used to formulate the basis of the thesis. These materials were extracted on the basis of the researchers own personal interpretation of the interview.

6 FINDINGS OF THE RESEARCH

The world is changing and at recent times we have seen an increase in internationalization and introduction of different cultures and traditions in the world. If cultural diversity is not properly managed and represented in a society, the marginalized people stand chance of facing racial discrimination, prejudice and oppression. The society needs to pay special attention to diversity in order to create a society free of social problems that arise with lack of management of diversity. Diversity should not be analyzed and viewed only on surface level. The deeper aspect of diversity such as religion and culture should also be considered while working on diversity.

Some ideas generated during the research that was acknowledged and accepted by all the interviewee and representatives of the organizations were that it is important that there is cooperation between the different organizations in the campus area. A great deal could be achieved if plans were formulated so that the students from different organizations could work together and learn and share ideas. It would give the students a new platform to learn from different cultures as well as to bridge the gap between the majority and minority groups.

6.1 Forms of Diversity

During the initial phase of the research the research's had their, own idea of what diversity was meant in the campus area. It was during the interview sessions and material gathering phase that the researcher encountered the diverse meaning of diversity in the campus area. Diak considered diversity in references to race and multicultural and this was the predominant idea of the research's but in Church Training College too diversity was in reference to race but to them it was the students who came to Finland as refugee. So the same group of people was viewed differently by two institutions. In the church school, diversity was people following different religion and the native Sami people while Eteva considered differently able people as diverse factors in the campus area.

Thus one of the first finding that the research's came across was the fact that diversity can mean different things to different people. This perception of diversity can be generated through their own personal experience or the institution they are affiliated to. This caused the research's to broaden their views on diversity as there could be no single ground that diversity could be defined in a specific term. During the research a factor that seemed to pop up every now and then was that, the majority group felt that the minority groups were well adjusted into the system and they had nothing to fear.

Major forms of diversity the researchers came across are explained below,

6.1.1 Multicultural diversity

One of the clear indications if diversity has to be the multicultural diversity seen in the campus area as it is the most visible aspect that can be clearly seen as the international students of DSS program can easily be differentiated from the local people.

These international students have been in the campus area for everyone to recognize them and have been a part of the campus area for some years now. With people from different countries, they have brought their own cultures with them and have somehow shared it with everyone else. In certain cases, clashes between two cultures have been

seen in the past, but in the campus area this phenomena has not happened. The different cultures have learned to live together either by completely avoiding the other group of people or befriending them. Nonetheless, racial conflicts have not been witnessed in the campus area so far. Simply putting people of different background in a certain campus is not adequate enough to ensure understanding and sharing between the two groups.

6.1.2 International Students and Teachers

DSS (Degree in Social Service) has been the most outstanding and the most visible aspect of diversity in the campus. A large majority of the students of DSS are international students representing many different countries. It is most likely that any person from a different race than that of the native is a fellow DSS member. This has created a group within the campus area that represents a large number of international students.

If the students are to attain educational benefits of diversity, and then the administration must pay a close attention to broaden the campus climate and create situations where these groups can come together and share their cultures. Else than the students, teachers too play an important part as giving the campus area a more diverse feeling. Visiting teachers from different institutions and countries have at times given the campus area a more international feel and created harmony between the two groups.

As seen with in the campus unit, the number of diversity within the student or the service users outnumbered that within the faculty and staff. Compared to situation in the past, on today's date the faculty of Diak and Church Training Center are more diverse in sense of hiring people of different background. It is important for the faculty to see diversity within their circle of colleagues if they are to perform any good with the people they intend to serve. Although the institutions are making progress with hiring and expanding diversity within the faculty there still seems a lot more to be done.

Simply hiring people representing different groups is not enough. The institutions need to take the initiative of developing the competence of their staff while dealing with diversity. A person working whole life with one particular group cannot be expected to

perform the same when asked to work with a diverse group. The need to address and to rectify this problem as seen was common in all the institution.

6.1.3 Majority and Minority Groups

These majority group felt that the presence of the minority group made the learning environment quiet friendly and provided the opportunity to learn more from different cultures, on the other hand, the minority group felt threatened and their position not secure. As the minority groups all claimed that they have never encountered a direct act of racism or exclusion, they all somehow felt the presence of them being there not accepted. It was a feeling generated within themselves and had no concrete explanation to define them or the establish proof of its existence.

It was this fear of not belonging that caused the minority groups to find shelter and security among their own kind, and avoid as much as interaction with the majority groups. It has been clearly seen that the group membership has influenced ones perception of racial diversity and relation in the campus (Dillinger and Landrum 2002, 73). In the other hand, both the parties have been complaining about lack of interaction between the two campuses. Both the groups have the sense of need for interaction but seem to do nothing about bridging the gap between them. The majority seems to wait for the minority group to come forward whereas the minority groups has an antiestablishment sentiment that prevents them from joining hands with the larger more dominant group.

Conflict among the majority and minority groups in campus area has so far not been witnessed. It has not had any major incident that indicate violence or negligence been seen in the campus. So far the campus has been spared of any sort violence, but this does not indicate that there have been no tensions between the different established groups. The students of DSS and other minority groups have faced abuses in the past either on their way to the campus, in the public transportation system or outside the campus area. This act has not been witnessed within the campus area, so university premises have been a safe haven for the minority.

6.1.4 Age

Age has been another factor in creating groups and diversity within the campus area. There has been no age limit to enroll in a degree program, which has led to include people from various age groups in a single class. Although age might not seem as a great deal to generate conflict, it does create grounds of intellectual understanding, maturity and experiences which can at times lead to conflict among the different age groups. As no violence has been seen cause due to age, it does in some aspect create friction among the different age groups. Usually, the younger consider the older one of an old generation, whereas the old consider the young ones reckless and immature.

Identifying people by categorizing them into different age group is an easy form of assessing one's ability. People with their own perspective view children, youth, adults and elderly with different abilities and capacity to function in society. This assumptions are based on age can lead to discrimination (Memom 2010).

Age usually contributed to diversity in a big way. With age people generally become wiser and the experiences in their life give them a better perspective of their environment. Growing up people comes across different cultures and people tend to learn from these interactions. As diversity is a social phenomenon it affects the lives of the people willingly or unwillingly. Young people tend to make hasty decisions regarding their life whereas older people use their maturity and experience to think twice before making decision. Growing up and having a family makes you take up responsibility for your action. With it comes the knowledge that your actions are directly affecting your family who are dependent on you.

6.2 Diversity is Poorly Defined on the Campus Premises

As seen within the campus, diversity is poorly defined. Visible factors of diversity such as race and ethnicity are seen to be the predominant aspect of diversity. As being visible, it is recognized the first, but the people have a neglecting attitude towards the other forms of diversity. Other aspects of diversity such as religion and the native inhabitants of Finland are not much of a concern. With so much of diversity on the

campus premises its quiet remarkable that different groups of people have learned to co-exist. There have been no conflicts and major incidents on the campus which is a sign of acceptance up to a certain degree.

Although so many aspects of diversity are present on the campus, the goals and views that institutions have towards diversity is unclear. As researchers we were able to answer the definition of diversity in context to the institution. The fact, what did this meaning of diversity portray in the daily activity of the institution and the role it played in the functioning of the institution was unclear. Although a lot of work has been conducted on the issue such as helping the marginalized communities to enter the mainstream culture of the campus there still seems a long way to go. A period where diversity is not an issue and is accepted in the campus is still a long way off.

6.3 Division within Student Groups

Analyzing the material on hand we could verify that the students in the campus are divided. On a general scale this divisions are created on basis of the institution that the student is affiliated to. Students are not seen readily interacting with students from other institutions. This division further can be seen present within the students of the same institutions as well. A student group of a particular class has limited or in cases absolutely no interaction with students of other classes. The few contacts that these students have are limited to personal friendship. Institutions have been neglected the importance of these students interacting and working together. With very little support and programs being developed by the management, this problem seems to exist with almost every groups of students. The student union has been a major actor in establishing a link for these different groups of people to interact but seems inadequate in establishing a healthy relationship between all the students on the campus premises.

The representation of diverse population with the management and student bodies is quiet poor and at times even absent. If these groups of people are to be included and part of the mainstream culture, it is important to have representatives of these groups working alongside the management and the student groups in planning and formulating programs to bring these students together. As most of the interviewees for this research

mentioned that these interactive programs are missing and the management needs to start programs that are aimed towards getting students interacting with one another. With initiative of institutions the students can progress the momentum into actions that are beneficial for all.

6.4 Euro Centric Curriculum

The curriculum of the institutes were also a factor that were found to have an effect on diversity and the slow progress it is making towards being accepted on the campus. Diversity is not a part of most study modules and it is limited to only a few classes. Need of diversity as a course can help the students to understand its concepts as well as the advantages. With such classes diversity in the future will cease to be a problem on the campus. These classes are not limited to the students but also a need to the teachers. As most of the faculty staff is not competent in teaching to international students, they too must be given opportunity to enhance their skills. Doing so, the teacher can with their own effort, address the diversity on the campus as well as help their students. Diversity as part of the curriculum can no longer be neglected. It needs to be a focus for the benefit of all the groups on the campus.

Students from different part of the globe comes to Finland for their education and plan to go back home after their studies are over. The education in most institutions are Euro Centric and incapable in addressing the world wider scenario and problems. The ability of students to perform on an international level is limited. With an inclusive educational program that is based on the world wide social work environment, the students can gain more appetences to work on an international level.

6.5 Ideas and Concepts

One of the significance of this study was to enhance the existing relation among the different institutions on the campus premises. Some ideas generated during the research that was acknowledged and accepted by all the interviewee and representatives of the organizations were that it is important that there is cooperation between the different

organizations in the campus area. A great deal could be achieved if plans were formulated so that the students from different organizations could work together and learn and share ideas. It would give the students a new platform to learn from different cultures as well as to bridge the gap between the majority and minority groups.

Some innovative ideas generated during this phase were for the different organizations to hold classes together. Each of the institutions can benefit from these programs as they help to reduce the cost as well as to give their services users a wider perspective and a compact learning environment where they can share and learn from each other. This idea seemed to come from almost all the people we surveyed. This program would in turn help to make the school free from racial discrimination and help to bridge the gap between the local and the people from minority. All participants in the interview acknowledged the fact that interaction among different groups are minimum, but with such programs the administration hoped to kick start interaction among the students and service users. The concept behind this was to help facilitate and initiate interaction which the students in turn can turn into productive work by carrying out further actions and programs to help expand this work beyond just knowing each other.

Diak has been running a course in English as well as in Finnish, but as seen by the research's the interaction between the students of the two groups were limited to personal friendships between very few students. If interaction between different organizations is to be formed, it is noted that the initiative should be taken to first start interaction among their own students. This would not only provide a platform to test the strengths and weakness but also to foretell further complications that could arise with the facilitating and taking the idea into the whole campus unit.

Classes could be conducted with the Finnish students from DSS program with the international students. It is not possible for all the classes but the teachers from the respective study programs could at least figure a way to put the students from these programs in a single class. Language which could be a potential problem could be overcome by dividing the students into groups with students helping each other, which would give the students also a learning opportunity where they need to work with people with whom they do not necessarily speak the same language. This interaction can later on be implemented with the Church Training College students as well. Diak

students have already been conducting their placements at Church Training College and Eteva. These students can formulate projects that are aimed at bringing these institutions together and create a learning environment for all.

One of the best ways of getting people together and getting them to interact is to organize programs such as cultural programs. It provides a great platform for the students to portray their culture and share it with other fellow students. Learning about different cultures is a great way to learn about the people and to appreciate and get to know them. Such programs provide the students with a platform to interact. It is this interaction that will eventually help them generate comfort zone with people with different background.

6.6 Advantages and Disadvantages of Diversity

An important concern that the research focused on was the positive and the negative aspects that diversity has on the campus area. Diversity is a social phenomenon and thus it does influence the society and culture it thrives in. As the study focused on the existence of diversity in the campus area, it was just as important to portray the opinion of the people regarding the advantages and disadvantages of diversity.

As part of the interview process each candidate were asked about the advantages and disadvantages of diversity in the campus area. As difference is observed so are the conflicts and cooperation between different groups. It is the interaction between the people that can be observed to conclude the aspect of influence diversity has in the campus.

The information received from the interviewees collectively showed that the people think diversity helps and enables us to learn about different society and cultures. This in turn helps the people to tolerate to alien cultures. It could very well be the instinct within people to disown things they are not familiar with or embrace alien culture and learn from it. Diversity can indeed create an atmosphere where learning can be achieved and also build a platform for competition.

Although diversity has huge impact on the society, it does possess challenges and problems unique to its characteristics. Problems such as language barrier, social conflict and disorder can be outcomes of diversity having negative effect on the society.

Although diversity is not free from problems, it should not be used as a medium to prevent diversity, but rather as guidelines and factors to keep in mind towards dealing with diversity in future.

Language barrier can be observed as an immediate problem while dealing with diversity, which can lead towards communication breakdown. When communication is at minimum it has adverse effect on the relation between two human beings. Language barrier is a problem which can be overcome with time but the segregation it creates during the initial phase can carry on in the future as well. Linguistic difference can also cause social tension. When entire communities are not able to communicate with the local bodies, they eventually form a society among themselves and keep to it, which in adverse decreased their social interaction with the other groups. (Ehow 2012).

As seen in the campus, international students coming from abroad are not able to interact with the other local inhabitants at the time of their arrival. This can cause the international students to keep distance from their Finnish counterparts. It is this distance maintained during the initial phase that carries on to later stages, even up to the time when language problem is not an issue anymore. Distance created between people can carry on involuntarily between the two different parties.

Observation and interviews conducted during the research showed that issues such as racial abuse have not been seen within the campus premises. As seen, the youth in Finland are open to the concept of an International Finland rather than to live alone. Campus area being a place of education, such act does not have any place there. The statement that racism does not exist in Finland will be an extremely bold statement to make. Racial abuse doesn't necessarily have to be verbally or physically provoked. It can exist as an opinion within the people, yet it is an incredible achievement to see that racism is not of a great issue at least within the campus premises.

6.7 Suggestions

Bringing students from different background is a huge step forward in creating the first few stages of learning from diversity, but the situation has to be created where it is possible for such activities can be conducted. If we are to maximize opportunities and minimize negative outcomes that may emerge from campus diversity, it is important that we understand more completely the forces that interact to create the often contested conditions under which students can successfully learn from diversity. (Milem and Antonio 2005, 14.) As we have mentioned above multiple times, diversity needs to be viewed as an opportunity to learn and to share rather than a problem.

Diversity is not limited to the visible aspects such as race. Diversity has multiple meaning and all of these aspects of diversity should be considered in order to make the campus premises a place of where people are given equal respect and opportunity. Diversity can exist even within the local population, so categorizing people as local or outsider is not enough.

Promoting campus diversity has many benefits and can be used a tool in understanding and learning new cultures. It is important to make all groups feel comfortable in a diverse situation. It is only with this peace of mind can these different groups come together and start interaction that will eventually lead them to sharing ideas and culture. Institutions need to take more active role in acting as a catalyst in bringing these groups together.

First the different aspects of diversity should be considered and similar communities should be grouped together. This can be done through the institutions that the groups are affiliated to and further groups can be divided on basis of race and the class they belong to. After this stage bodies such as student union and the faculty staff along with the management can formulate plans of action in bringing these groups together. These activities can help build relations and help the new groups adjust to a new and alien environment.

The campus has an excellent facility for sports. Students must be encouraged to use these facilities. Sports can bring different people together and also give opportunity to

these different groups of people to interact. The institutions do not have to spend any capital for these sorts of programs. All that is required is to facilitate and encourage the use of the already existing resources. These activities definitely will show fruitful outcomes in reference to diversity on the campus premises.

7 FUTURE RESEARCHES

This study on campus diversity and the relation between the different institutions on the premises was an initiative to develop the relation between the students and also of the institutions. It aimed at giving the people a practical view point on the topic of diversity and the benefits that come along with working together. Since multiple aspects of campus work together to create a climate that has the potential to influence learning of all the students (Hurtado 1998, 302), diversity is an important issue and work on it must be done to enhance its effectiveness.

This study was aimed at demonstrating the different aspect of diversity on the campus area. Future research should contain the aspects of psychological behavior and relation enhancement among the different diverse population. By categorizing our findings by the different factors of diversity, we have created a blue print for the future research to use in order to plan and formulate actions based on targeting the specific groups. We have answered the question of beneficiaries of diversity in the campus, and these parties need to be incorporated within the plan of action.

Given the racial diversity in educational institutes the number of students from different backgrounds will increase in the few coming decades (Prescott 2008). Work on building a friendly environment should be started if any conflicts are to be avoided in the past. The future research can have programs aimed at bringing these students and faculty together and build an environment for them to interact. The research needs to be action based where concrete action should be planned and carried out.

As the news has spread, Diaconia University will be moving very soon to a new location in Helsinki, work within the current premises must be done as soon as possible. Even so, the outcome of these actions may take time to be seen. On the other hand, Diaconia will have new neighbors in the new campus. With this situation, the entire Diak students will be new to an unknown environment. These students will come across students with different background and educational fields. Then diversity can be seen in a different form that what we have been used to in the current Järvenpää campus premises. The future research can then focus on how the students studying different subjects can find common ground and exchange their knowledge.

8 CONCLUSION

Diversity can no longer be regarded a problem in the modern society influenced by globalization. It needs to be addressed as an opportunity for different people to work together and live in social cohesion. There are advantages and disadvantages of diversity. The fear of diversity and its negative influence on the society should not be reason for societies and government to prevent diversity in a country. The benefits of diversity are over whelming and must be initiated in all societies to help the society grow.

The world is changing and countries are facing new situations that were none existent few decades ago. Countries need to react and adapt to new change in demand and the situations that arise with introduction of diversity in their society. Failure to attend to issues of diversity will promote marginalized communities to face discrimination, prejudices and social exclusion. Nonetheless, societies must search out common ground to keep their culture and values at the same time respecting that of the other new cultures.

The research address the questions related to diversity and the relation between the different institutions operating within the campus premises. The campus area has been

diverse in sense of ethnicity, race, religion, interest and so on, but it has not grown to be a problematic issue as witnessed researching into the issue. Different values and ideas within people can learn to co-exist and live alongside one another. At the same time students can benefit from the process of exchanging ones culture with another.

When two or more educational institutions share the same premises, the institutions need to construct ways to share their expertise for the betterment of all. These institutes need to work together and figure out plans to get their students to interact and learn from one another. Diversity can enhance the capacity of the students to gain knowledge that classroom activities are inadequate to supply. These experiences make the students capable of performing well in their professional and personal lives on later stages of life.

9 PROFESSIONAL DEVELOPMENT

This research process has vastly widened the knowledge on the subject diversity and increased the level of professionalism in different levels. During the process of gathering material we had to conduct several interviews, which acquainted us with the process of interview and the necessary tools for instance a very good set of questionnaire, recording tools, a focused mind map. Being a student in the field of social service we encounter different people from different fields, background, interest, ideas, values and the list continues. It has formulated and prepared us to explore the outside world, and to accept as well as cope with the difficulties we encounter. Working in pair has given us opportunity to experience how would be our working life, sometimes we need to make important decisions and other time compromise our decisions which has built our confidence level and the maturity level.

The field of social service is where we work with service users hand in hand; it intensifies responsibility towards service user and the job to be performed. This research process has developed the capacity to make decision and to be responsible as when certain task is to be performed by us even a simple mistake can ruin our whole process

or it delays our task. The value of punctuality and labor division has been realized throughout the process.

One of the foremost ethics of social work is confidentiality and this research process has realized us on this sensitive issue and to be practical on this issue. Few people we interviewed did not have any obligation on publishing their identity while others showed obligation, hence keeping this on mind we decided not to publish any of our interviewee's identity. These seem to be a small issues but it can later on create problem which can force us to change our direction or lose one of our material to the research data.

Furthermore, during the process researchers changed values and aims of the thesis many times not because we were confused but as our research got into deep the ideas generated from the interviewees influenced the previous idea we had. Instead of creating problem it always created better idea on the related subject matter and it shaped the product on what it is today and this skilled us to be decisive. During the entire process from the day we decided this to be our thesis and till date we are earning experiences few are mentioned above and selective within us.

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