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Partnerships

TAKK HANDBOOK FOR INTERNATIONAL STUDENT RECRUITMENT

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Introduction

This handbook provides practical guidance for organisations acting as country partners in international student recruitment for Tampere Adult Education Centre (TAKK).

The purpose of this handbook is to support country partners in performing their role effectively, to ensure consistent and accurate communication, and to reduce risks related to misinformation, unrealistic expectations, unsuitable candidate selection, and unclear process responsibilities.

International student recruitment requires a high level of trust, transparency, and consistency. Country partners are often the first point of contact for prospective students and therefore play a central role in how TAKK, Finnish vocational education, and studying in Finland are presented in international markets.

This handbook is designed to help country partners understand the principles, process, and communication standards that guide TAKK's international student recruitment. It provides practical instructions on how to present TAKK programmes, how to guide students, and how to support the recruitment process in a responsible and structured way.

This document serves as a practical guidebook. It does not replace or override any formal agreement between TAKK and the country partner. The detailed roles, responsibilities, financial terms, and contractual obligations of each country partner are defined separately in an official agreement between TAKK and the country partner. In case of any discrepancy between this handbook and the official agreement, the terms of the official agreement prevail.

Definition of Country Partner

In this handbook, the term *country partner* refers to an authorised organisation or representative operating in selected region(s), responsible for promoting TAKK programmes, conducting marketing activities, identifying and pre-screening potential applicants, and supporting students throughout the application process in alignment with TAKK guidelines.

Country partners support student recruitment by helping prospective students understand the study opportunities, application process, requirements, timelines, and expectations. Country partners may also coordinate local recruitment activities, support communication with applicants, and assist in organising practical arrangements such as recruitment events or entrance assessment arrangements.

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Country partners act as local representatives of TAKK in their agreed region(s), but they do not make decisions on admissions, residence permits, student selection outcomes, or official fee status. These matters are determined by TAKK and the relevant Finnish authorities according to applicable rules and processes.

2. National Framework and Key Stakeholders

International student recruitment at TAKK operates within the Finnish education and immigration system. Country partners must understand the key actors involved, the basic logic of tuition fees, and the importance of relying on official and up-to-date information.

This chapter provides a short overview of the national framework. More detailed compliance and ethical recruitment practices may be defined in a separate annex and in the official agreement between TAKK and the country partner.

2.1 Key Stakeholders and Roles

TAKK is responsible for providing vocational education, defining admission criteria, organising the student selection process, and ensuring the quality of training. TAKK provides official programme information, confirms available study programmes, issues official acceptance documents after required steps have been completed, and delivers the education.

The Finnish National Agency for Education (EDUFI) supports and develops the Finnish education system and provides national-level information about the education system, qualifications, and vocational education framework.

The Finnish Immigration Service (Migri) is responsible for residence permits and immigration-related decisions. TAKK and country partners do not decide whether a student receives a residence permit. Students must follow the official residence permit process and submit the required documentation to the Finnish authorities.

The Ministry of Education and Culture is responsible for the legal and policy framework of the Finnish education system, including vocational education. It defines the broader legislative and policy environment in which education providers operate.

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The Ministry of the Interior is responsible for the national migration policy framework and legislation related to immigration. Immigration-related decisions are implemented by the relevant authorities, especially the Finnish Immigration Service.

The country partner is responsible for marketing TAKK programmes in the agreed region(s), identifying potential candidates, pre-screening applicants, supporting students in understanding the recruitment process, and ensuring that all information shared with students is aligned with TAKK's official guidance.

The student is responsible for meeting admission requirements, submitting required application information, managing their own residence permit process, arranging required documents, and ensuring that they understand the financial, educational, language, and personal requirements related to studying in Finland.

2.2 Tuition Fee Logic

From 1 August 2026 onwards, Finland introduces tuition fees for students coming from outside the EU and EEA who begin their studies on vocational education or upper secondary school, after this date. The obligation to pay tuition fees is not based solely on nationality, but primarily on the type of residence permit the student holds at the time of starting their studies.

This means that two applicants from the same country may have different fee statuses depending on their legal residence situation in Finland. Certain residence permit categories may exempt a student from paying tuition fees, while others require full payment.

In practice, country partners are primarily expected to engage with and recruit students who are subject to tuition fees. Cases where a student may fall under an exemption category are less common and may require case-specific clarification.

Country partners must communicate that tuition fees are conditional and dependent on the student's official status, rather than a fixed or guaranteed matter based only on nationality. Partners must avoid making assumptions, estimates, or promises regarding fee status.

If there is any uncertainty regarding a student's tuition fee status, the country partner is strongly advised to consult directly with TAKK before providing guidance to the student.

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2.3 Official Information Sources

Country partners must always rely on official and up-to-date sources when communicating with students.

The main official sources include TAKK's official programme and admission information, the Finnish Immigration Service for residence permits and immigration requirements, and the Finnish National Agency for Education for information about the Finnish education system and vocational education framework.

Country partners are responsible for ensuring that all shared information is aligned with official sources. Information that is outdated, unofficial, incomplete, or based on assumptions must not be used in student communication.

3. Finnish Vocational Education – Positioning and Key Principles

Finnish vocational education is designed to develop practical skills that directly match labour market needs. It combines theoretical understanding with hands-on learning and workplace-based training, preparing students for specific professions and trade careers.

In international contexts, vocational education is often referred to as *trade skills* or *trade professions*. These terms can be used when communicating with prospective students, especially in markets where they are more widely recognised. However, it is important to emphasise that the Finnish system combines these practical skills with structured, high-quality education and recognised qualifications.

For country partners, it is essential to position vocational education in Finland accurately and consistently.

3.1 Competence-Based and Work-Oriented Learning

Vocational education in Finland is competence-based. This means that the focus is on what a student can do in practice, rather than only on completing courses or passing exams.

Studies are closely linked to real working life. A significant part of learning takes place in practical environments, such as workshops, simulated settings, or directly at workplaces.

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Country partners should communicate clearly that:

- students are expected to actively demonstrate skills
- learning includes practical tasks and real work situations
- the goal is employment readiness in a specific profession or trade

3.2 Pathways After Graduation and Recognition

Vocational education in Finland primarily leads to employment. Graduates are trained for roles where there is demand for skilled workers across sectors such as healthcare, logistics, technical industries, and services.

At the same time, vocational education is not a dead end. It provides pathways for further development both within vocational education and into higher education. Graduates may continue their studies in advanced vocational qualifications or apply to universities of applied sciences and, in some cases, academic universities.

Finnish vocational qualifications are aligned with the European Qualifications Framework, which supports recognition and comparability of qualifications across Europe. This increases transparency and can support mobility and further study opportunities within the EU.

Country partners should present vocational education as:

- a professional qualification leading to employment
- a flexible pathway that allows progression
- part of a recognised European qualification framework
- Possible pathway to apply on tertiary education (may vary per program)
- Students holding a vocational qualification and good command of Finnish language are able to apply on higher education programs in Finnish language allows them to study without tuition fees.

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3.3 Language, Internationalisation, and Integration

Finland is becoming increasingly international, and workplaces are gradually diversifying. However, Finnish language skills remain essential for full participation in working life and society, particularly in sectors such as healthcare, services, and customer-facing roles. The importance of language may vary by industry, but it remains a key factor for long-term integration.

Students are expected to take an active role in their own integration process. This includes learning the language, understanding workplace culture, and adapting to everyday life in Finland.

At the same time, Tampere Adult Education Centre provide support throughout the learning journey. This includes guidance, language learning opportunities, and practical support related to studies and integration.

Country partners must communicate a balanced message:

- integration requires personal initiative and commitment
- language learning is essential for long-term success
- students are supported, but not carried, through the process
- Finnish language can shorten the time of gaining permanent residence permit or it can provide possibility to study in tertiary education without tuition fees.

3.4 Setting Realistic Expectations

Finnish vocational education offers strong opportunities, but it also requires commitment and responsibility from the student.

Country partners must communicate clearly that:

- studies are demanding and require active participation
- employment is not guaranteed, but depends on skills, language level, and individual effort
- adapting to life in Finland requires independence and motivation

Presenting vocational education as an easy pathway or guaranteed outcome creates risks for the student, the partner, and Tampere Adult Education Centre.



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3.5 Key Message for Country Partners

When presenting Finnish vocational education, the core message should be:

Vocational education in Finland is a practical, work-oriented pathway that prepares students for real professions and trade careers. It offers recognised qualifications and opportunities for further development, but success requires commitment, active learning, and willingness to integrate into Finnish society and working life.

4. Tampere Adult Education Centre (TAKK)

Tampere Adult Education Centre is a Finnish vocational education provider specialising in adult education and working life-oriented training. TAKK operates within the national education system of Finland and delivers qualifications that are aligned with national standards and European frameworks.

TAKK focuses on developing practical skills that respond directly to labour market needs. Its training is designed in close cooperation with employers and industry partners, ensuring that students gain competencies that are relevant in real working environments.

4.1 Focus on Adult and Workforce-Oriented Education

TAKK primarily serves adult learners, including both domestic and international students. The training approach is tailored to individuals who are entering a profession, changing careers, or upgrading their skills.

This means that:

- studies are goal-oriented and practical
- students are expected to take responsibility for their learning
- training is closely linked to employment pathways

Country partners should emphasise that TAKK programmes are designed for individuals who are motivated to enter specific professions and commit to skill development.

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4.2 Learning and Competence Demonstration in Practice

A key characteristic of TAKK's approach is that learning is closely integrated with real working life, and student competence is assessed through practical demonstrations.

Students are required to demonstrate their skills in authentic or simulated work environments by performing real tasks related to their profession. These demonstrations are not theoretical exams, but practical assessments of what the student can do in practice.

The evaluation is carried out by vocational trainers together with industry representatives, ensuring that the assessment reflects actual workplace expectations and standards. This model strengthens the relevance and credibility of the qualification, as the student's competence is validated both from an educational and an industry perspective.

For country partners, it is important to communicate that:

- assessment is based on practical performance, not only classroom testing
- students must be able to apply their skills in real work situations
- professional standards are defined together with working life

4.3 A Stable and Multidisciplinary Institution

TAKK is a well-established vocational education provider with a long history in delivering workforce-oriented training in Finland. Over time, it has developed into a multidisciplinary institution offering education across several sectors, including technical fields, services, logistics, and health-related professions.

Its strength lies in combining:

- broad expertise across multiple industries
- close cooperation with employers and regional stakeholders
- the ability to respond to changing labour market needs

This multidisciplinary structure allows TAKK to operate flexibly and maintain relevance across different sectors, while ensuring consistent quality in education delivery.

For country partners, this means that TAKK represents:

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- a stable and experienced education provider
- an institution with strong links to working life
- a reliable partner in delivering vocational qualifications aligned with labour market demand

4.4 Key Message for Country Partners

When presenting TAKK, the core message should be:

TAKK is a stable and experienced vocational education provider that delivers practical, work-life-oriented training across multiple fields. Its education is closely connected to industry and based on real competence, preparing students for professional roles in Finland.

5. Study Programmes for International Recruitment

TAKK offers a selected range of vocational programmes for international recruitment. These programmes are aligned with labour market needs in Finland and are designed to prepare students for specific professions and trade careers.

Each programme combines theoretical learning with practical training and workplace-based learning. A significant share of studies takes place in real work environments, where students demonstrate their competence in practice.

Availability of programmes may vary throughout the year based on demand, labour market needs, and operational considerations. Country partners will receive up-to-date information directly from TAKK regarding available programmes, confirmed details, and intake schedules. The confirmation process is described in more detail in the student recruitment model in Chapter 6.

Country partners must ensure that students understand both the content of the studies and the real nature of the profession. Correct positioning and candidate selection are critical for student success.

The information provided in this handbook regarding study programmes is indicative and intended for guidance purposes only. Official and up-to-date programme details, including availability, duration, tuition fees, study structure, industry involvement, and admission requirements, are recommended to be confirmed directly with TAKK before being communicated to students.

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5.1. Food Service

- Education field (FI): Matkailu- ja ravitsemisala
- Education field (EN): Hotel Restaurant and Catering
- Qualification (FI): Ruokapalvelujen ammattitutkinto
- Qualification (EN): Further Vocational Qualifications in Food Services
- Competence points: 140 cpts
- Qualified to apply on tertiary education: Yes
- Expected graduation time: 18 months
- Possible language extension: 6 months
- Study fees:
 - 1st year: 10 700 EUR
 - 2nd year: 1 500 EUR
 - Language extension: 1 500 EUR

Programme Description

The Food Service Program prepares students for careers in Finland's hospitality, restaurant, and catering industry. The qualification focuses on practical kitchen work and develops the professional skills required to work in restaurants, institutional kitchens, cafés, catering services, and other food service environments.

Students learn food preparation techniques, cooking methods, food safety and hygiene, customer-oriented service, teamwork, and efficient kitchen operations. The studies combine classroom instruction, practical training in professional kitchens, Finnish language studies, and workplace learning in real working environments.

Depending on individual interests and workplace opportunities, students may also develop competencies in special diets, vegetarian and plant-based cooking, catering services, cold kitchen products, buffet production, and modern food preparation methods.

The programme aims to prepare graduates for employment in Finland's food service sector.

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Candidate Requirements

Suitable applicants should:

- Be able to communicate in English
- Have an interest in food preparation and hospitality services
- Be willing to learn Finnish alongside vocational studies
- Be prepared for physically active work involving standing, lifting, and moving throughout the workday
- Be capable of working in fast-paced environments
- Show motivation to work evenings, weekends, and varying shifts when required
- Be committed to maintaining high standards of hygiene, cleanliness, and food safety

Working Life in Finland

Food service professionals typically work in restaurants, cafés, hotels, catering companies, schools, hospitals, and institutional kitchens. Work is often team-based and may include evening, weekend, and holiday shifts. Employers value reliability, efficiency, customer service skills, and the ability to work under pressure.

Career Examples

- Cook, Restaurant Cook, Institutional Kitchen Cook, Catering Worker, Kitchen Assistant, Café Worker, Food Service Worker

Typical Salary Level

- Entry-level positions: approximately €2,200–2,600/month
- Experienced cooks: approximately €2,600–3,300/month

Additional compensation may be paid for evening, night, weekend, and holiday work.

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5.2. Practical Nurse (Elderly care)

- Education field (FI): Sosiaali- ja terveystieteiden ala
- Education field (EN): Social and Health Care
- Qualification (FI): Sosiaali- ja terveystieteiden perustutkinto, Lähihoitaja
- Qualification (EN): Vocational qualification in Social and Health Care, Practical Nurse
- Competence points: 180 cpts
- Qualified to apply on tertiary education: Yes
- Expected graduation time: 24 months
- Possible language extension: 6 months
- Study fees:
 - 1st year: 10 700 EUR
 - 2nd year: 10 700 EUR
 - Language extension: 1 500 EUR

Programme Description

The Practical Nurse Programme specializing in Elderly Care and Rehabilitation prepares students for careers in Finland's social and healthcare sector. Practical Nurses are regulated professionals whose qualification is officially recognized within the Finnish healthcare system.

The programme develops broad competencies in health promotion, rehabilitation, elderly care, client interaction, medication administration within the practical nurse's scope of responsibility, and supporting the daily functioning and wellbeing of older adults.

Students learn how to work professionally with elderly clients in residential care, assisted living facilities, rehabilitation services, and home care environments. Studies combine theoretical instruction, simulation-based learning, Finnish language studies, and extensive workplace learning periods in healthcare settings.

The programme emphasizes compassionate care, responsibility, professional ethics, teamwork, and supporting the independence and quality of life of elderly clients.



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Candidate Requirements

Applicants should:

- Meet the health requirements defined under Finnish SORA legislation
- Be physically and mentally capable of performing healthcare duties
- Have no criminal background that would prevent working with vulnerable groups
- Demonstrate strong motivation to learn Finnish
- Possess good study skills and readiness for both practical and theoretical learning
- Be willing to study medication management and medication calculations
- Demonstrate empathy, patience, and strong interpersonal skills
- Be comfortable working with elderly people from different backgrounds
- Be prepared for shift work, including evenings, nights, and weekends
- Show initiative and commitment to independent learning
- Be able to receive feedback and continuously improve professional performance

Conditions that may restrict admission include certain physical disabilities, untreated mental health conditions, substance abuse issues, severe communication limitations, or other factors specified under Finnish SORA regulations. If candidate has some doubts of eligibility of SORA regulations, it is recommend to contact TAKK trainers for consultation.

Working Life in Finland

Practical Nurses work in nursing homes, assisted living facilities, home care services, rehabilitation units, healthcare centres, and hospitals. The work is highly people-oriented and requires responsibility, teamwork, emotional resilience, and professional communication. Shift work is common throughout the sector.

Career Examples

- Practical Nurse, Elderly Care Worker, Home Care Worker, Rehabilitation Assistant, Residential Care Worker

Typical Salary Level

- Newly qualified Practical Nurses: approximately €2,700–3,200/month
- Experienced Practical Nurses: approximately €3,200–4,000/month

Additional compensation is commonly paid for evening, night, weekend, and holiday shifts.

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5.3. Logistic (Bus Driver)

- Education field (FI): Kuljetus ja Logistiikka
- Education field (EN): Vehicles and Logistics
- Qualification (FI): Kuljetusalan ammattitutkinto, henkilökuljetusten osaamisala
- Qualification (EN): Further Vocational Qualification in Transport Services, Specialisation in Passenger Transport
- Competence points: 110 cpts
- Qualified to apply on tertiary education: No
- Expected graduation time: 18 months
- Possible language extension: 6 months
- Study fees:
 - 1st year: 15 600 EUR
 - 2nd year: 10 400 EUR
 - Language extension: 1 500 EUR

Programme Description

The Bus Driver Programme prepares students for professional careers in Finland's public transport sector. The qualification combines professional driving skills, customer service, traffic safety, and practical workplace learning with transport companies.

Students learn safe and economical driving techniques, passenger transport regulations, customer interaction, route operations, vehicle technology, workplace safety, and professional responsibilities associated with public transport services.

The programme consists of an initial school-based learning period followed by extensive workplace learning and practical training with bus operators. This allows students to develop professional competence in real passenger transport environments while building familiarity with Finnish working life and transport regulations.

The qualification aims to prepare graduates for employment in Finland's growing public transportation sector.

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Candidate Requirements

Applicants should:

- Meet Finnish Group 2 driver health requirements*
- Possess sufficient driving skills and confidence in traffic
- Be able to communicate in English
- Be motivated to learn Finnish
- Demonstrate a responsible and safety-oriented attitude
- Be comfortable working independently
- Have strong customer service skills
- Be prepared for shift work, early mornings, evenings, weekends, and public holidays
- Be willing to work in all weather conditions

Group 2 Driver health in brief:

- Be physically and mentally fit to safely operate a passenger transport vehicle.
- Have adequate vision, hearing, concentration, and reaction capability for professional driving.
- Be free from medical conditions that may cause sudden loss of consciousness, impaired judgment, or reduced driving safety.
- Have no substance abuse or dependency issues that would prevent obtaining professional driving qualifications.
- Demonstrate responsible behaviour and a strong safety mindset.
- Be able to communicate in English and be motivated to learn Finnish.
- Be prepared for customer-facing work and shift-based schedules.

Examples of Conditions That May Affect Eligibility

The following conditions may require further medical assessment and can prevent approval for professional driving duties in Finland:

- Certain cardiovascular diseases that may cause sudden incapacity
- Epilepsy or recurrent seizures
- Uncontrolled diabetes causing severe hypoglycaemia
- Serious neurological disorders

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- Significant visual impairments not correctable with glasses or contact lenses
- Untreated sleep disorders causing excessive daytime sleepiness
- Severe psychiatric disorders affecting judgement or concentration
- Alcohol or drug dependency
- Physical disabilities that prevent safe control of the vehicle

These driver qualifications in Finland is maintained by the Finnish Transport and Communications Agency (Traficom). As these requirements may be updated from time to time, applicants should refer to Traficom's official website for the most current and detailed information regarding medical fitness for professional drivers or consult with the TAKK education program trainers if there are some healthy concern that my influence on applicant eligibility.

Working Life in Finland

Bus drivers provide essential public transportation services and interact with passengers daily. The work requires professionalism, punctuality, safety awareness, and customer service skills. Working hours vary and often include early mornings, evenings, weekends, and holidays.

Career Examples

- Bus Driver, Public Transport Driver, Charter Coach Driver, Passenger Transport Driver

Typical Salary Level

- Newly qualified drivers: approximately €2,800–3,000/month
- Experienced drivers: approximately €3,000–3,500/month

Actual earnings may be higher depending on working hours, shift supplements, overtime, and employer-specific agreements.

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5.3. CNC Machinist / Metalworks

- Education field (FI): Kone- ja Tuotantotekniikka
- Education field (EN): Machine Technology Production Technology
- Qualification (FI): Tuotantotekniikan ammattitutkinto, koneistuksen osaamisala
- Qualification (EN): Further Vocational Qualification in Production Technology, Specialisation in Machining
- Competence points: 150 cpts
- Qualified to apply on tertiary education: Yes
- Expected graduation time: 18 months
- Possible language extension: 6 months
- Study fees:
 - 1st year: 11 300 EUR
 - 2nd year: 5 600 EUR
 - Language extension: 1 500 EUR

Programme Description

The CNC Machinist Programme prepares students for careers in Finland's advanced manufacturing and engineering industries. The qualification focuses on modern machining technologies, precision manufacturing, production processes, and quality assurance used in industrial environments.

Students learn to operate manual and CNC-controlled machine tools, interpret technical drawings, perform precision measurements, use modern CAM software, manufacture machine components, and apply quality control procedures required in industrial production.

The studies combine workshop-based practical training, Finnish language studies, and workplace learning in manufacturing companies. Through cooperation with the Tampere Region Industrial Academy network, students gain exposure to modern industrial environments and employer expectations.

The programme prepares graduates for employment in Finland's metal, engineering, manufacturing, and industrial production sectors.

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Candidate Requirements

Suitable applicants should:

- Be able to communicate in English
- Have an interest in technology, engineering, and manufacturing
- Be willing to learn Finnish
- Demonstrate attention to detail and precision
- Possess basic mathematical and problem-solving skills
- Be comfortable working with machinery and technical equipment
- Be capable of following safety procedures and quality standards
- Show motivation for practical learning and workplace-based training

Previous manufacturing experience is beneficial but not required.

Working Life in Finland

Machinists work in engineering workshops, manufacturing companies, subcontracting industries, and industrial production facilities. The work combines technical knowledge, precision, problem-solving, and teamwork. Many employers operate in international industrial environments where technical competence and reliability are highly valued.

Career Examples

- CNC Machinist, CNC Operator, Machine Operator, Production Technician, Manufacturing Technician, Precision Machinist

Typical Salary Level

- Entry-level positions: approximately €2,600–3,200/month
- Experienced CNC professionals: approximately €3,200–4,000/month

Shift work and specialized technical skills may increase earnings.

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5.4. Cleaning and Property Services

- Education field (FI): Puhtaus- ja yrittäjyysala
- Education field (EN): Cleaning Services and Entrepreneurship Sector
- Qualification (FI): Toimitilahuoltaja (AT)
- Qualification (EN): Further Vocational Qualification in Cleaning and Property Services
- Competence points: 150 cpts
- Qualified to apply on tertiary education: Yes
- Expected graduation time: 12 months
- Possible language extension: Yes
- Study fees:
 - 1st year: 10 700 EUR
 - 2nd year: N/A
 - Language extension: 1 500 EUR

Programme Description

The Cleaning and Property Services Programme prepares students for careers in Finland's professional cleaning and facility services sector. The qualification develops practical competencies required to maintain clean, safe, and healthy environments across a wide range of workplaces.

Students learn maintenance cleaning, deep cleaning methods, hygiene standards, customer service, workplace safety, waste management, sustainable working practices, and the use of professional cleaning equipment and materials.

Workplace learning takes place in authentic service environments such as schools, offices, hotels, shopping centres, healthcare facilities, and residential properties. Students also become familiar with Finnish workplace practices and customer service expectations.

The programme aims to prepare graduates for employment in one of Finland's largest service sectors.



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Candidate Requirements

Suitable applicants should:

- Demonstrate strong motivation for vocational studies
- Have good study skills and readiness for independent learning
- Be willing to learn Finnish
- Possess a customer-oriented attitude
- Be physically fit for active work involving walking, lifting, bending, and repetitive movements
- Be reliable, responsible, and punctual
- Be capable of working both independently and as part of a team
- Follow hygiene, safety, and quality requirements consistently

Previous experience in cleaning services is beneficial but not required.

Working Life in Finland

Cleaning and facility service professionals work in a variety of environments including offices, hotels, schools, hospitals, shopping centres, industrial facilities, and residential properties. The work is practical, independent, and customer-focused. Employers value reliability, efficiency, and attention to detail.

Career Examples

- Cleaner, Facility Service Worker, Housekeeper, Hotel Cleaner, Property Services Worker, Environmental Services Worker

Typical Salary Level

- Entry-level positions: approximately €1,900–2,100/month
- Experienced professionals: approximately €2,100–2,500/month

Additional earnings may be available through evening, night, or weekend work depending on the employer.

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5.7 SORA Legislation

Certain vocational fields in Finland fall under SORA legislation, which refers to legislation on suitability for studies and professions. This applies particularly to fields where student capability, health, functional capacity, or behaviour may directly impact the safety of clients, patients, children, or other people.

In programmes under SORA legislation, such as Practical Nursing pathways, students may be required to meet specific health and functional capacity requirements. They may also be required to provide documentation related to their suitability or undergo background checks where relevant.

Admission and continuation in studies may be restricted if a student does not meet the requirements. This can apply if a health condition, functional limitation, safety risk, or other suitability issue prevents the student from completing studies or working safely in the profession.

Country partners must clearly communicate that additional requirements apply to SORA-regulated fields. Candidates must understand the seriousness of these requirements before applying.

Country partners must avoid promoting SORA-regulated programmes to unsuitable candidates. If there is uncertainty about suitability, TAKK should be consulted before the candidate proceeds further in the process.

5.8 Extended Language Module

Qualification / degree: N/A

Duration: approximately 6 months

Tuition fee: 1500 EUR

In all programmes at Tampere Adult Education Centre, students are expected to complete their studies within the planned duration and reach the required level of professional competence within that timeframe.

As part of TAKK's English-to-Finnish training model, students begin their studies with support in English, but are expected to gradually develop their Finnish language skills. Final competence demonstrations and graduation are completed in Finnish, as required for working life in Finland.

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If, at the end of the standard study period, a student has not yet reached the required Finnish language level, an extended language module of up to six (6) months may be offered to support progression to the expected level.

This extension:

- is designed as a self-driven learning period
- provides access to TAKK's online learning materials and study structures
- may include varying levels of guidance and contact hours, depending on demand and the overall situation

Students are expected to take active responsibility for their learning during this period.

Participation in the extended language module is subject to an additional fee, which the student is responsible for covering.

Country partners must clearly communicate that:

- graduation requires sufficient Finnish language skills
- additional time may be needed to reach this level
- the extension is not automatic progression, but a support mechanism
- the extension involves additional cost

5.9 Key Guidance for Country Partners

When presenting programmes, country partners must ensure that students understand the real nature of the work in each field. The physical, mental, professional, ethical, and language requirements must be clearly communicated.

Only suitable and motivated candidates should be encouraged to apply. Incorrect positioning or weak candidate matching increases the risk of student drop-out, dissatisfaction, poor performance, and unsuccessful outcomes.

Country partners should avoid presenting programmes only as opportunities to move to Finland. Programmes must be presented as professional education pathways leading to specific occupations that require real commitment and competence.

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6. Student Recruitment Model – 12–9–3

TAKK applies a structured and repeatable recruitment model known as the 12–9–3 model for international student recruitment.

The purpose of the model is to ensure consistent quality of student intake, clear timelines and responsibilities, predictable planning for all stakeholders, and efficient use of resources.

The model is based on a 12-month operational cycle, an about 9-month recruitment process per intake, and three active recruitment processes running continuously.

The purpose is to create a clear and repeatable operating model that enables TAKK to recruit motivated students and forecast the resources needed for recruitment, selection, orientation, and programme delivery.

This table indicates for the country partner which months of the year approximately different phases are taking place to easier to plan ahead. Note that These times are subject to change and need to be confirmed and communicated with TAKK.

Process	New program openings for partners information	Confirming need of f2f event / test-day	Time window for recruitment events & assessments	Deadline for students to complete payments	Students start their studies	Commission is paid for the partner
Cycle 1	January	March	April - May	June	October	November
Cycle 2	May	July	August	October	February	March
Cycle 3	July	September	November	December	Mid-April	May
	<i>Student interviews can be done continuously as rolling bases in groups of 2-3 students applying in same.</i>					

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6.1 Annual Cycle and Intake Structure

TAKK organises programme starts multiple times per year. Typical intake months are around February / April / October. There might be little variations +/- 2 weeks on year depending.

Not all programmes need to start in every intake. The number of starts per year may vary by programme. However, regardless of the programme, the same recruitment cycle and process logic are used.

The start date of studies defines the zero point of the process. From that zero point, the recruitment process is calculated backwards over approximately nine months. This ensures that marketing, student assessments, interviews, selections, tuition fee payments, residence permit processes, and arrival preparations are completed in a structured way before studies begin.

This model allows TAKK and country partners to work with predictable timelines and clear deadlines.

6.2 Overview of the 9-Month Recruitment Process

The 9-month recruitment process can be divided into four main phases.

The first phase is marketing and recruitment. During this phase, TAKK confirms which programmes will be opened, and country partners begin marketing and candidate identification.

The second phase is selection and commitment. During this phase, student assessments, interviews, student selections, and tuition fee payments take place. Students are required to process their tuition fee for the first full year, and after it is done on 6 months installments.

The third phase is pre-arrival preparation. During this phase, students receive guidance, attend information activities, complete practical preparations, and prepare for travel to Finland.

The fourth phase is the start of studies. During this phase, students arrive in Finland, begin orientation, participate in intensive Finnish language learning, and transition into their programme-specific studies.



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Each phase includes specific actions and responsibilities for TAKK and country partners. The process depends on timely communication, accurate information, and strict adherence to deadlines.

Phase 1: Marketing and Recruitment – Approximately 9 to 6 Months Before Studies Begin

Approximately 9 months before studies begin, TAKK confirms which programmes are planned to start in the upcoming intake or intakes. The relevant education fields inform which programmes are intended to be launched.

After this confirmation, country partner should latest take up to marketing programmes in their regions. Marketing activities should be based only on confirmed information provided by TAKK.

At this stage, country partners identify potential applicants, inform them about the study opportunities, communicate the requirements, and build an initial candidate pipeline. Interviews are organized in rolling bases whenever there are 2-3 candidates for the same study program.

Approximately seven months before the start of studies, country partners inform TAKK where there is a need to organise student assessments. As a general principle, some form of assessment as entry requirement is expected for all programmes.

Student assessments are organised only if there is sufficient applicant interest. The planning material indicates that student assessments are held if there are sufficient amount of TAKK-interested applicants have registered for assessments across the education fields combined. The sufficient amount can vary and it is agreed by a country partner and TAKK.

Based on this information, TAKK prepares the Roadshow schedule together with the country partner network to coordinate visit dates.

Approximately 6 months before the start of studies, TAKK Roadshow activities take place. The Roadshow usually lasts around one month and combines TAKK's visibility in international markets with student assessments and recruitment activities.

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The Roadshow increases transparency and trust because applicants are met directly and practical promotional activities are organised in the local market. The country partner is responsible for organising the local arrangements for marketing and student assessment events.

The Roadshow may include both physical and online elements. Interviews are suggested to hold remotely on rolling bases, meaning that trainers or TAKK staff do not necessarily need to be physically travelling for the full month.

6.4 Rolling Interviews

Interviews are conducted continuously during the recruitment phase. This means that suitable candidates can be interviewed as they progress through the process, rather than waiting for one fixed interview date.

Interviews are organised in batches. The standard format is two or three candidates per 30-minute interview session.

The country partner coordinates suitable interview times with TAKK. This requires timely communication, clear candidate lists, and proper scheduling.

Rolling interviews allow TAKK and the country partner to evaluate candidates efficiently, move suitable candidates forward, and maintain a continuous recruitment flow. This model also helps prevent bottlenecks at the end of the process.

Interviews may take place during the Roadshow period or through online meetings. Student assessments are held as part of the Roadshow process.

Phase 2: Selection and Commitment – Approximately 5 to 4 Months Before Studies Begin

Student selections are confirmed shortly after completed assessments. Selection decisions may begin already during the Roadshow period if suitable candidates have completed the required steps which are passing the interview and assessment.

Student selection is conditional until the tuition fee has been paid. Study places are confirmed in order of payment. If a programme becomes full, a selected student may be offered the option of automatic transfer to the next intake.



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The tuition fee deadline is approximately four months before the start of studies. After tuition fees have been paid, official acceptance letters are issued, which is needed for residence permit application process.

TAKK intends to manage tuition fee payments through a dedicated digital platform that enables individual-level real-time monitoring of payment status. This phase is critical because it confirms which students are genuinely committed and ready to proceed.

Phase 3: Pre-Arrival Preparation – Approximately 2 Months to 1 Week Before Studies Begin

Approximately two months before the start of studies, TAKK organises an information webinar for selected students.

The webinar covers practical preparation topics such as housing, arrival schedules, study start dates, practical arrangements, and other matters needed before travelling to Finland.

Students are recommended to arrive in Finland during the week before studies begin. TAKK may organise arrival support, such as transport from Helsinki-Vantaa Airport to Tampere on selected dates and at selected times.

Students may arrive earlier if they choose, but all students must arrive before the official start date of studies.

Country partners should support students in understanding the importance of timely arrival, housing arrangements, documents, financial preparation, and realistic travel planning.

Phase 4: Start of Studies – Zero Point and First Month

The official start of studies is the zero point of the recruitment process.

If a student does not arrive by the start of studies, they are not allowed to start late. Instead, they may be offered possibility to be transferred to the next intake. This also applies if the delay is caused by late residence permit approval.

At the beginning of studies, students participate in a common orientation period. This includes orientation to Finnish society, TAKK, study practices, and an intensive Finnish language period.

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After approximately one month, students move into their specific study programmes and continue according to their individual competence development plans.

This structure supports smoother integration and gives students a common foundation before entering programme-specific studies.

6.9 Continuous Three-Process Model

The 12–9–3 model operates continuously. At any given time, several intake processes may be active at different stages.

One intake may be in the marketing phase, another in the selection or payment phase, and another preparing to start studies.

This creates three active processes running in parallel. The benefit is that recruitment becomes systematic rather than ad hoc. TAKK and country partners can plan resources, communication, Roadshows, interviews, selections, and student arrivals more predictably.

The model also helps employers understand when new students and future workforce may become available from TAKK.

6.10 Role of Country Partners in the Recruitment Model

Country partners play a central role throughout the 12–9–3 model.

Their responsibilities include marketing programmes in the local market, identifying and pre-screening candidates, informing candidates about programme requirements, coordinating local arrangements for student assessments and Roadshow activities, supporting interview scheduling, and helping applicants understand the process and timeline.

Country partners are critical in ensuring correct positioning of programmes, realistic expectations among applicants, and a high-quality candidate pipeline.

The success of the recruitment model depends heavily on the country partner's ability to communicate accurately, coordinate efficiently, and identify suitable candidates early.

6.11 Key Operational Principles

The 12–9–3 model is based on clear rules.

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The process follows fixed timelines and deadlines. Students cannot join studies late. All programmes follow the same structured cycle even if programme availability and intake frequency vary. Transparency and consistency are prioritised.

This structured approach improves recruitment quality, reduces uncertainty and risks, supports long-term cooperation between TAKK and country partners, reduces manual adjustments, and makes resource planning more efficient.

6.12 Key Message for Country Partners

The recruitment process is structured, time-bound, and repeatable. Success depends on following the defined timeline, ensuring high-quality candidates, coordinating actively with TAKK, and maintaining clear and accurate communication throughout the process.

7. Step by step guideline for recruitment process

This chapter provides a practical overview of the recruitment process described in Chapter 6. The purpose is to help country partners understand the operational steps, responsibilities, and student journey from the initial prospect stage to official admission.

7.1 Admission steps

When a country partner identifies a prospective student, the student's information must be entered into the TAKK admission system using the designated application link provided by TAKK.

The admission link is intended exclusively for use by country partners and must not be shared directly with prospective students.

To support follow-up and communication, TAKK provides country partners with regular status updates regarding applicants and their progress within the admission system.

The admission process consists of the following steps:

Scheduling Interview

After the country partner has submitted the applicant's information into the admission system, the applicant is assigned the status *Waiting for Interview*.

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Interviews are organised on a rolling basis throughout the recruitment cycle. Once a sufficient number of applicants have been identified, together the country partner and TAKK will coordinate an online interview session with the relevant trainers. Interviews are normally organised in groups of approximately two to three candidates per study programme. One group interview length is normally 30 minutes.

The purpose of the interview is to assess the applicant's suitability, motivation, understanding of the profession, and readiness for vocational studies in Finland.

Conditional Letter of Acceptance

Applicants who successfully complete the interview stage will receive a Conditional Letter of Acceptance.

This document confirms that the applicant has successfully passed the initial assessment stage and may continue in the admission process, subject to the completion of all remaining requirements.

If the applicant wishes, they may begin the residence permit application process with the Finnish Immigration Service (Migri) at this stage. However, any such action is undertaken entirely at the applicant's own responsibility. Neither TAKK nor the country partner is responsible for any costs incurred if the applicant does not successfully complete the remaining admission stages.

To provide realistic guidance, experience has shown that the majority of applicants who successfully pass the interview stage also successfully complete the entrance assessment stage. However, successful completion of the interview does not guarantee final admission.

Terms of Reference (ToR)

Applicants receiving a Conditional Letter of Acceptance will also receive the Terms of Reference (ToR) document.

The ToR outlines key conditions related to the studies, tuition fees, student responsibilities, programme structure, and other important information. The applicant must review, sign, and return the document before proceeding further in the process.

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Entrance Assessment and Face-to-Face Study Information Session

All applicants are required to participate in the entrance assessment and face-to-face study information session as part of the admission process. In accordance with the TAKK recruitment schedule, the country partner shall assess local demand and confirm the need for organising the event with TAKK.

Events will only be organised when an agreed minimum number of applicants have successfully completed the interview stage. The required minimum number of candidates is determined jointly by TAKK and the country partner and may vary between countries, regions, and recruitment cycles.

For the purpose of calculating the minimum threshold, all eligible applicants across the study programmes included in the recruitment cycle are counted together.

The student assessment serves as an additional verification of the applicant's suitability and readiness for the selected programme. The study information session provides applicants with detailed information regarding studies, language expectations, student responsibilities, life in Finland, and practical arrangements related to studying in Finland.

Payment Information

Applicants who have successfully completed the required admission stages will receive tuition fee payment instructions. The study place remains conditional until the tuition fee has been paid according to the given instructions and deadlines. Country partners should ensure that applicants understand the payment schedule, payment conditions, and any applicable deadlines.

Official Admission Letter

The Official Admission Letter is issued after all admission requirements have been fulfilled. To receive the Official Admission Letter, the applicant must:

- successfully complete the admission process;
- return the signed Terms of Reference document; and
- complete payment of the first-year tuition fee.

The Official Admission Letter is required to complete the residence permit application process with the Finnish authorities. Students should ensure that all residence permit requirements and deadlines established by the authorities are met.

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7.2. Activity Table

Activity / Process	TAKK	Country Partner	Joint Responsibility
Programme planning and availability	Define programmes, intake schedules, tuition fees, admission criteria	Stay informed of current offerings	Ensure only confirmed programme information is used
Marketing materials	Provide official programme information and materials	Localize and distribute materials in accordance with TAKK guidance	Maintain accurate and consistent messaging
Marketing and promotion	Attend marketing activities actively both online and offline and support recruitment campaigns	Conduct local marketing and outreach activities	Promote programmes responsibly and consistently
Lead generation	Directs possible direct student contacts relevant country partner	Identify prospective students and build applicant pipeline	Ensure target groups match programme requirements
Initial candidate screening	Provide admission criteria and guidance	Assess candidate suitability, motivation, and expectations	Ensure suitable applicants proceed

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Interviews	Organise and conduct interviews with applicants	Coordinate interview schedules with TAKK and prospective students ensuring participation	Evaluate applicant readiness and suitability
Entrance assessments + f2f study info session	Define student assessment requirements and host/oversee assessment	Coordinate local arrangements and candidate participation	Ensure applicants receive proper information and complete required assessments
Student communication	Provide official study-related information	Guide applicants through the process	Ensure information remains consistent
Conditional admission decisions	Evaluate applicants and issue Conditional Letters of Acceptance	Support student understanding of next steps	Ensure student commitment and understanding of requirements
Terms of Reference (ToR) process	Issue ToR documentation and instructions	Support students in completing and returning documentation	Verify required documentation is completed correctly
Tuition fee process	Define tuition fees and issue payment instructions	Follow up with students regarding deadlines and completion	Ensure students understand payment obligations and complete it given time.

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Official admission	Issue Official Admission Letters after requirements have been fulfilled	Support student understanding of admission status	Ensure student readiness for next phase
Residence permit process	Provide required institutional documentation	Support students with general guidance where appropriate	Ensure students understand official requirements and timelines
Accommodation and arrival information	Provide study start and arrival guidance	Support students with practical preparation	Ensure students arrive on time
Orientation and study start	Organise orientation and commence studies	Encourage timely arrival and participation	Support smooth transition into studies
Communication of labour market opportunities	Provide information on workforce demand and programme rationale	Present opportunities accurately in the local market	Avoid unrealistic employment expectations
Ethical recruitment and compliance	Define standards, policies, and recruitment principles	Follow standards, policies, and agreed practices	Promote transparent and responsible recruitment
Ongoing cooperation	Provide updates, training, programme changes, and operational support	Participate actively and share market intelligence and feedback	Maintain regular communication and continuous improvement

8. Roles, Responsibilities and Communication Guidelines

This chapter defines the practical roles of country partners and provides guidance on how to operate and communicate in alignment with TAKK.

This chapter complements the formal agreement between TAKK and each country partner. While the agreement defines contractual responsibilities, this chapter focuses on day-to-day implementation and expected behaviour.

8.1 Role of the Country Partner

The country partner acts as the authorised representative of TAKK in selected region(s).

The role includes promoting TAKK programmes in the local market, conducting marketing activities in line with TAKK guidance, identifying and pre-screening suitable candidates, supporting applicants throughout the recruitment process, and coordinating local arrangements for recruitment activities such as Roadshow events and student assessment arrangements.

The country partner plays a key role in ensuring that only suitable and well-informed candidates enter the process.

The country partner must understand that the role is not only to generate applicant numbers. The purpose is to identify candidates who are genuinely motivated, properly informed, and realistic about the requirements of studying and living in Finland.

8.2 Role of TAKK

TAKK is responsible for defining programme content and admission criteria, making final student selection decisions, providing official communication and study-related information, delivering education, and ensuring the quality of training.

TAKK provides country partners with up-to-date information, materials, and guidance to support their work.

TAKK is also responsible for confirming which programmes are available for each intake and communicating the final programme-specific details to country partners.

Country partners must not use outdated or unconfirmed information in student communication.

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8.3 Communication Principles

All communication with prospective students must be accurate, consistent, realistic, and aligned with official TAKK information.

Country partners must ensure that students receive a clear and truthful understanding of the nature of studies, the profession they are applying for, language requirements, costs and timelines, life in Finland, and the responsibilities of the student.

Communication should create trust, not unrealistic expectations. It is better to explain requirements clearly at the beginning than to create disappointment or problems later in the process.

Country partners must avoid exaggeration, assumptions, or promises that cannot be guaranteed.

8.4 What Must Be Clearly Communicated to Students

Country partners must always ensure that students understand that studies are practical, demanding, and require active participation.

Students must understand that Finnish language skills are required for graduation and employment. Even when studies begin with support in English, students are expected to develop Finnish language skills actively during their studies.

Students must understand that employment is not guaranteed. TAKK provides education in fields where there is a recognised signal of workforce demand, but individual employment outcomes depend on the student's skills, language level, motivation, performance, and labour market conditions.

Students must understand that integration into Finnish society requires personal effort. This includes language learning, cultural adaptation, independence, and active participation in studies and everyday life.

Country partners must also clearly communicate the cost structure. Tuition fees are defined by TAKK. Proof of funds requirements are defined by the Finnish authorities. Any additional recruitment or service fees are defined solely by the country partner and must be communicated transparently to the student.

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Clear communication at an early stage reduces misunderstandings and supports student success.

8.5 Prohibited and Restricted Communication

- Country partners must not promise or guarantee employment in Finland.
- Country partners must not guarantee residence permits or immigration outcomes.
- Country partners must not present studies as a shortcut to migration.
- Country partners must not provide misleading or incomplete information about costs, studies, timelines, language requirements, residence permits, work opportunities, or expected outcomes.
- Country partners must not misrepresent TAKK programmes, qualifications, delivery models, or admission requirements.
- Country partners must avoid unrealistic salary expectations, simplified descriptions of working conditions, and downplaying Finnish language requirements.

Any unclear case must be verified with TAKK before communicating to students.

8.6 Candidate Pre-Screening Responsibility

Country partners are expected to ensure that candidates entering the process are suitable.

This includes evaluating the candidate's motivation for the chosen field, understanding of the profession, willingness to learn Finnish, ability to commit to the full study process, readiness for living and studying abroad, and general suitability for the profession.

Sending unsuitable candidates into the process increases risks for all parties and must be avoided.

Pre-screening should not focus only on whether the student can pay or wants to move to Finland. It must also consider whether the student understands the profession, is motivated for the field, and is likely to succeed in the Finnish vocational education model.

8.7 Coordination and Information Flow

Country partners must stay aligned with TAKK on programme availability, intake schedules, process timelines, interview arrangements, Roadshow planning, entrance assessment needs, tuition fee deadlines, and student communication.

TAKK will provide updated programme information, marketing and communication materials, and process-related instructions.



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Regular communication between TAKK and country partners is essential for smooth operations.

Country partners must ensure that only confirmed and updated information is used. If information is unclear, outdated, or not yet confirmed, the country partner must wait for TAKK confirmation before communicating it to students.

8.8 Key Principle for Country Partners

The role of the country partner is not only to recruit students, but to ensure that the right students enter the process with the correct expectations.

High-quality recruitment is based on accurate information, careful candidate selection, realistic communication, and consistent coordination with TAKK.

Right students with correct expectations create the foundation for successful studies, smoother integration, and stronger long-term outcomes.