

Saimaa University of Applied Sciences
Business Administration, Lappeenranta
Degree Programme in International Business Management

Evgenia Balbutskaya

DEMAND FOR FINNISH EDUCATION EXPORT IN RUSSIA

Case: Saimaa University of Applied Sciences

Master's Thesis 2015

Abstract

Evgenia Balbutskaya

Demand for Finnish Education Export in Russia, Case: Saimaa University of Applied Sciences, 101 pages, 7 appendices

Saimaa University of Applied Sciences

Business Administration, Lappeenranta

Degree Programme in International Business Management

Master's Thesis 2015

Instructor: International Services Manager Sari Jokimies, Saimaa University of Applied Sciences

The objectives of the study was to find out is there a demand for fee-based studies offered by Saimaa University of Applied Sciences to Russian customers. Education export is a growing phenomenon in Finland. It seems that education export activities could become a profitable business for Finnish higher education institutions. This is a worthwhile study because as yet there is extremely little practical research done relating education export from Finland to Russia.

Data for this study was collected by using a qualitative method. The theoretical part of the study defines service products, discusses Finnish education, legislation and opportunities for exporting education, describes several education export practices in Finland and worldwide as well as clarifies the Russian attitude to foreign educational expertise. Information was gathered from literature, articles and internet sources. Empirical part of the study was carried out by interviewing two groups of respondents – corporate clients and individual customers.

The results of the study show that Finland has a reputation as a country with high quality educational services. Finnish educational expertise is appreciated all over the world and there is demand for it in Russia as well. Nevertheless, further research is required as this study was done during an unstable political and economic situation between Russia and the European Union and the current situation might change. The outcomes of the research provided more transparent picture about how to design and develop fee-based educational services to be offered in the target market. The general objective of the study was achieved and the case organisation will derive benefits from this research.

Keywords: education export, fee-based educational services, higher education institutions

TABLE OF CONTENTS

1	Introduction.....	5
1.1	Background.....	5
1.2	Objectives and Delimitations.....	7
1.3	Research questions	8
1.4	Research method and Data collection	9
1.3	Overview of the Thesis	11
2	Service product	13
2.1	What is a service?	13
2.2	Exporting services across the borders.....	15
2.3	Education as an international service	17
2.4	Importance to invest in education	18
3	Education export in Finland.....	19
3.1	What is education export?	19
3.2	Finnish education system	20
3.2.1	Universities and Universities of applied sciences.....	21
3.3	Tuition fees and made-to-order education	23
3.4	Open Studies.....	25
3.5	Legislation brakes education export	26
3.6	Finnish education export strategy	27
3.7	Need of co-operation in education export between South-Karelia higher education institutions.....	30
4	Education export practices	31
4.1	Education export practices in Finland	31
4.1.1	Haaga-Helia University of Applied Sciences	31
4.1.2	Lahti University of Applied Sciences	33
4.1.3	University of Eastern Finland	34
4.1.4	EduCluster Finland Ltd.....	36
4.1.5	Karelia and Savonia Universities of Applied Sciences	37
4.1.6	Savonia University of Applied Sciences	37
4.1.7	Future Learning Finland	39
4.2	Education export practices worldwide.....	39
5	Russian attitude to foreign education and expertise	42
5.1	Problems of Russian Brain Drain abroad.....	44
5.2	Recognition of foreign qualifications in Russia.....	45
5.3	Education programs and reforms.....	47
5.3.1	Global Education Program	47
5.3.2	5/100 initiative program	49
5.3.3	International Higher Education Rankings	50
5.4	Russia needs objective assessment of HEIs	53
5.5	Opportunities for continuing education.....	53
6	Research design	55
6.1	Saimaa University of Applied Sciences.....	55

6.2 Research product	57
6.3 Target market	58
6.4 Target groups	60
6.5 Research instruments and conducting interviews	63
7 Research analysis and findings.....	65
7.1 First group of respondents	65
7.1.1 Corporate clients	65
7.1.2 Higher education institutions	77
7.2 Second group of respondents.....	79
7.3 Answer to research questions and main outcomes	84
8 Conclusions and recommendations	86
Figures.....	91
Charts	91
Tables.....	91
References	92

APPENDICES

Appendix 1	Examples of study module topics (in English and Russian)
Appendix 2	Interview questions / Companies
Appendix 3	Interview questions / Companies (in Russian)
Appendix 4	Interview questions / Higher education institution
Appendix 5	Interview questions / Higher education institution (in Russian)
Appendix 6	Questionnaire / Individuals
Appendix 7	Questionnaire / Individuals (in Russian)

1 Introduction

Nowadays education export is a growing phenomenon in Europe and the rest of the world. Education export is among the priorities of Finnish Ministry of Education and Culture. Therefore many higher education institutions of the country are interested in implementing education export, particularly Saimaa University of Applied Sciences for which this research is done.

The author of this study is positioned and motivated to research the topic of education export focusing on relations between South-Eastern Finland and North-Western Russia due to several reasons. First she has lived in Finland for several years but is originally from St. Petersburg. Working in an international higher education institution of Finland, the author is interested in developing beneficial relationships between these two countries. Finally, education export is a relevant and challenging topic which provokes an interest as it has not been researched thoroughly before.

This introduction chapter describes the background of the study in order to explain the importance of education export at present time and ideas behind the purpose of the research. The chapter also provides the objectives and delimitations of this study as well as the research questions. The research method is explained widely in this chapter. An overview of the whole study is outlined.

1.1 Background

Finland has a reputation as an ecologically favourable country with beautiful nature and safe living conditions as well as being a country of high technologies. Moreover some news about the acknowledgement of Finnish high quality education have appeared in media in the recent decade. According to the National education export programme 'Future Learning Finland' (2013), Finnish teacher training is extremely valuable internationally. In Finland teachers are seen as cornerstones of the society, having always contributed to the general development of the society and welfare. Therefore, their expertise and know-how are highly regarded. The Finnish teacher training system is in the K-12 system which outlines an education requirement for students between these grades. The Finnish vocational segment is of the highest quality in the world.

It seems that Finnish education expertise is appreciated all over the world. Furthermore Finland, along with Iceland and Norway, is among the top of three countries in funding higher educational institutions (HEI) from public sources (Cai & Kivistö 2011). In recent

years there have been many disputes about imposing tuition fees for non EU/EEA citizens and also a trial period of tuition fee-based degree programmes was being implemented during 2011-2014. Although the intention of future reforms in Finnish education legislation is apparent, the timing for the change is still under debate. Therefore, currently higher education institutions (HEIs) have to operate in existing legislative forms in implementing their education export activities.

Recently the Finnish government enabled higher education institutions to implement fee-based education that should have brought changes to the institutions' legal forms. Finnish HEIs now have more administrative and economic independence. Owing to changing the legal status the authorities of higher educational institutions started to think also about creating the fee-based educational programs focusing on short-term studies. The money from the fees can be used by the institution itself, and would not reduce basic state core funding. Collected fees may cover not only educational costs but also generate a surplus for HEIs. Probably this experience may become a significant financial resource for higher education institutions in the future; however, for the beginning the main aim of collecting fees is to cover at least education costs by a third party.

Education export is a part of the global service economy, and it is considered to be a sector broadly combining different industries (Ministry of Education and Culture 2010, p. 3). The need of Finland to find new industries and opportunities for extra income is an actual subject in the today's economic situation. International interest to traditional Finnish industries is decreasing under the unstable world economic situation and relations, and there are worries in the country about how to cope with the unemployment and increasing national debt. In particular, these worries motivate public organisations to develop innovative ways of doing business and increasing income. Export of education is seen one of the possibilities to recover volume of Finnish export.

Finland is a model country for education. The Finnish education system is known as one of the best performing systems in the world. It has raised significant international interest, making the export of the Finnish know-how in education a good business opportunity. Exporting Finnish expertise and knowledge is a progression for the country. It has a high potential. According to the Finnish export education strategy (2010) the demand for Finnish expertise is constant but there has not been enough effort in fulfilling this demand. According to Krista Kiuru, the Minister of Education, Finnish know-how is of high quality and should be exported more. The country has invested much to

developing know-how, and it has not sold properly so far. Education export can bring significant economic growth to Finland in future. (Helsingin Sanomat 2013a.)

Nowadays, the feature of free education makes Finland an attractive country to get a degree compared with some other European countries. There are thousands of applicants willing to apply to international degree programmes conducted in English, among them are many Russians. During the last decade, Finland has greatly promoted its high-quality higher education in Russia. Currently there are many Russian citizens with a Finnish degree employed in Russia. Furthermore Russia is a strategic country for Finland in export. Due to the shared border of the countries, implementing education export may be easier and more cost efficient than with Asian or Far-East countries.

Although there are many education export practices done by higher education institutions of Finland, concrete implementation strategies remain unclear so far. Similarly there is a lack of information about the relative demand for this kind of learning in the world, particularly in Russia. There are plenty of discussions and disputes on this matter but empirical researches are needed.

Therefore this research is going to be done in order to investigate whether or not there is a demand for fee-based educational programs, and if so, how might it contribute to the particular organisation.

1.2 Objectives and Delimitations

The first aim of this study is to find out if there is a demand for fee-based studies offered by the Finnish education provider, particularly Saimaa University of Applied Sciences, to a Russian customer. The outcomes of this research should provide a more transparent picture about how to design and develop fee-based educational services to be offered on the target market. This is also the second objective of this study.

Education export is a growing phenomenon in Finland. It seems to be thought that the commercial studies and imposing tuition fees could become profitable business for Finnish higher education institutions. Although the intention of future reforms in Finnish education legislation is apparent, concrete implementation strategies remain unclear.

This is a worthwhile study because as yet there are few practical researches done relating education export from Finland to Russia. Similarly, there is lack of empirical data about relative demand for fee-based educational services. Therefore the general

objective of this kind of study is to collect the data from potential customers and analyse the results in such a way that the case company will derive benefit from the research.

There is a product selected for this research. It is new curriculum of Degree Programme in International Business which will become effective in 2015-2016 academic year in Saimaa University of Applied Sciences. The curriculum consists of mainly courses requiring contact lessons as well as some fully virtual and partly virtual courses. This study should help with conclusions about the necessity to develop more fully virtual studies in order to use them with the purpose of education export and open studies.

The product was offered to two different target groups – a corporate customer and an individual one, and the product was introduced for each group of respondents in a different form.

The target market is Saint-Petersburg in North-Western Russia. Russia and particularly St. Petersburg looks an attractive market to Finnish export from its closeness and big market size. Also, there are few researches done on education export from Finland to Russia, and paying capabilities of Russians in terms of importing education remain unclear.

This study is structured in a way to provide with extensive reporting about education exports and forms of its development. Each chapter serves as an instrument to compose interview questions in that way to answer the research questions and finally achieve the research objectives.

1.3 Research questions

The researcher defined the main research question as it provokes personal interest to the topic. Sub-questions were deliberated during writing the theoretical part of this study. According to Maxwell (1996, p. 51) research questions have to be precisely framed to point to specific areas of theory, but not too focused to avoid tunnel vision. Also Maxwell (1996, pp. 51-52) advices to avoid smuggling unexamined assumptions into research questions and to pose questions with enough conceptual and experiential support.

The main research question that this study aims to provide an answer to is:

- What kind of demand there is for fee-based studies offered by Saimaa University of Applied Sciences to Russian customers?”

In order to be able to answer the main research question and achieve the second research objective, sub-questions were composed. Sub-questions are used to support the main research question and the overall idea of the study. These questions are the following:

1. Which group of respondents has more interest in the research product? (Is there a possibility to attract a second group to the product?)
2. What is the attitude of both groups of respondents to fee-based studies and a Finnish education provider? (Which group has more interest in it?)
3. What are common barriers for both groups of respondents to participate in the fee-based studies offered by a Finnish education provider?

First two sub-questions assume comparative analysis of two groups of respondents. Therefore accessory questions in the brackets were defined. However, the empirical part of this research does not contain a traditional comparative analysis as both groups of respondents are very different and the product can be sold in very different forms. Third sub-question combines both groups of respondents to define the barriers preventing the demand for education export.

1.4 Research method and Data collection

This research is qualitative in nature. The feature of qualitative approach to research is its flexibility, providing a kind of structure that enables the uncovering of unexpected results and the exploration of new ideas. A qualitative approach has been utilized in order to keep open the possibilities of finding new paths throughout the research process without the limitations of stringent concepts and theories developed early in the research process. (Marshall 1995, Silverman 1993.) The qualitative research method enables describing processes in identifiable contexts as well as allowing the chronological flow of events and activities to be perceived. In a qualitative study, the researcher is in contact with the real-life situation in the organisation. It is possible to achieve an overview about the context and its logic, both explicit and implicit. (Gummesson 1988, p. 76.)

Using a qualitative approach, data is usually collected in the form of words and people are the main tools for acquiring the data. Perhaps interpreting and analysing this qualitative data is the most difficult task in qualitative research (Ghauri 2004, p. 116). Therefore in qualitative approach a researcher tries to fully understand the phenomenon

and the respondents, and then makes generalisations from data collected from respondents. This method was found for this research as the most suitable.

Data was collected both from secondary and primary sources. Secondary data was collected mainly from articles and materials about education export, internet sources and some theses exploring already implemented education export practices. Exploration of the target market's attitude was made according to observations of internet sources relating to the topic. Understanding service product was carried out through reviewing literature on this term. All this information comprises the theory part of this study. The theory part is not concentrating on literature review as the phenomenon was not researched much before. There are no scientific sources relating education export, educational services and the demand for them.

The empirical part includes analysing primary data collected from two groups of respondents – corporate clients and individual customers. Corporate clients were divided in two categories as companies and higher education institutions. A questionnaire and an interview were the two qualitative instruments used for primary data collection. The point of the interviews was to collect data from corporate clients, and the questionnaire from individuals. Finally both instruments were used to find out more information and details on how the educational service can be organised and developed in case there is a demand for it.

Electronic questionnaire was chosen because it is low-cost and easy way of primary data's collection. It covers a large target group. It also allowed more efficient and effective analysis of the collected data. Questionnaire was distributed through the Webropol survey platform. Questionnaire's questions were done in Russian.

Interviews were conducted by phone and email in the form of a questionnaire containing many open questions. Interview questions were tailor-made for both groups of corporate clients. All interviews were transcribed as this way of recording is the most comfortable for the researcher. Pertinent information from the interviews was selected and listed in the empirical part. The language of interviews was Russian.

Figure 1 describes logical network of each phase of this research.

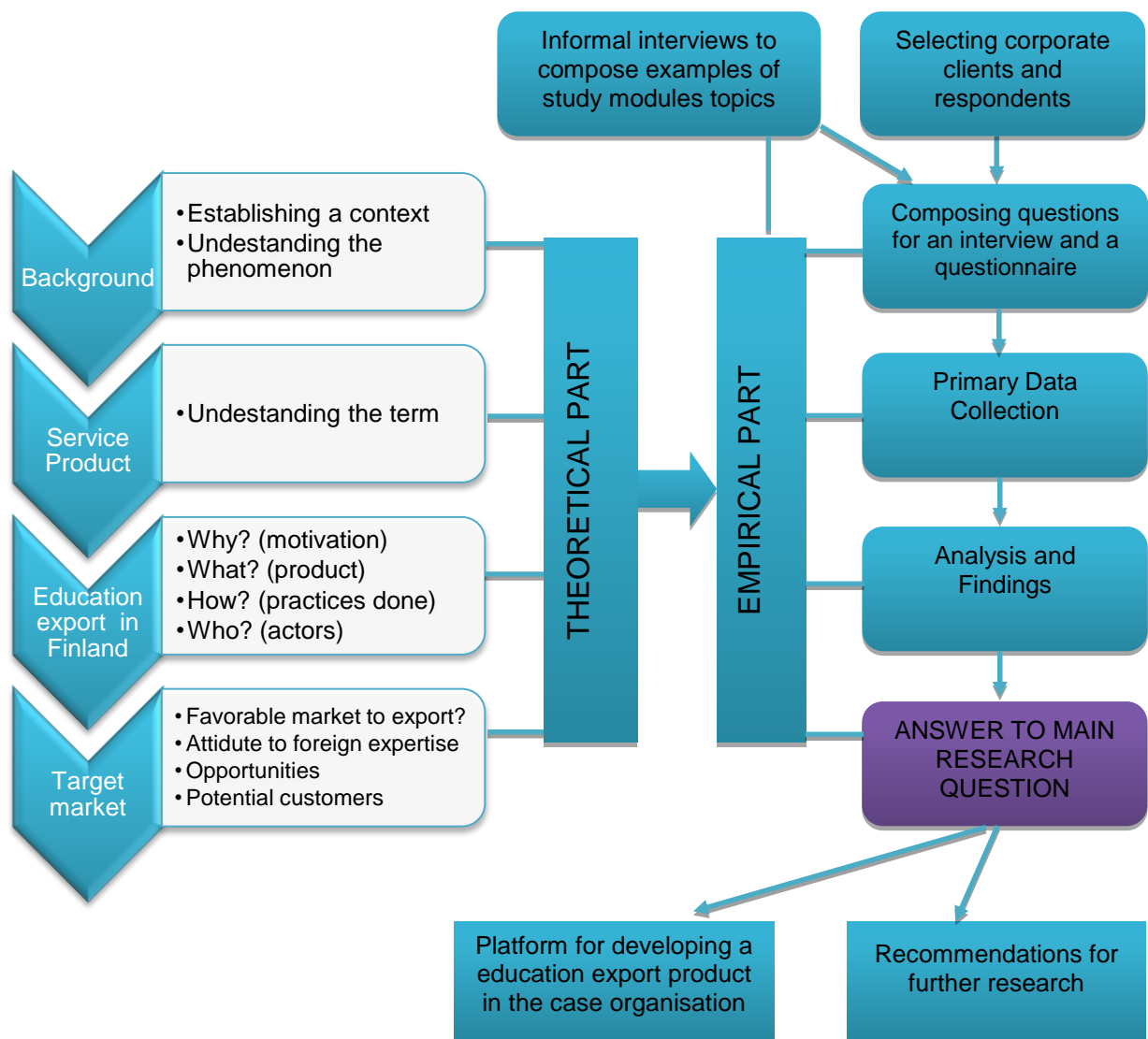


Figure 1. Stepwise research chain.

This figure demonstrates the step-by-step research process. It was drawn in the beginning of the research and then additional phases were added to make the research chain more complete and detailed.

1.3 Overview of the Thesis

This study is organised into 8 chapters, beginning with this introductory chapter. The aim of this study resulted in a decision to organise the research in a practical framework rather than a theoretical framework. Each chapter justifies the significance of researching the phenomenon.

Chapter 1 outlines the research objectives of the study by presenting the main research question along with 3 sub-questions. Delimitations of the study are highlighted in this chapter as well. The chapter also provides with justification for a qualitative method that

is exploratory in nature. Furthermore, the chapter clarifies the specific research instruments used, provides information on selected data sources and describes logical network of each phase of the research.

Chapter 2 gives definitions of service products as it is principal to define the nature of researching product. The research product is targeted to be exported therefore modes of cross-border trade of services are described in the chapter. Moreover this chapter defines education as an international service and the importance to invest in it.

Chapter 3 provides general information about Finnish education, legislation and the opportunities for exporting education. There is information about the education system and differences between Universities and Universities of Applied Sciences which both develop the education export practices, and hold a key position in educational exportation. This chapter described Finnish legislation and forms of education export. Main strategic lines and measures of Finnish education export strategy are summarized in this chapter as well as need of establishing partnership in implementing education export activities.

Several education export practices done in Finland and rest of the world are told about in chapter 4 to demonstrate demand for education export internationally as well as to outline some implementation strategies.

Chapter 5 provides the overview of Russian attitude to foreign educational expertise and striving for making significant efforts to make up for the loss in higher education sector for further prosperity of the country.

The empirical part with the results of the research is given in the remaining chapters. Research design is described in Chapter 6 in which the research product, the target market, the target groups and used research instruments are defined. The process of collecting the primary data is described there as well. Also the case company is presented in the beginning of this chapter.

Chapter 7 provides findings from the groups of respondents and the outcomes expected from each group. The answers to the research questions are given in the end of this chapter.

The conclusions of the research and suggestions for possible topics for future research on the education export phenomenon are outlined in Chapter 8.

2 Service product

Nowadays many products are partly tangible and partly intangible and it is significant to classify them as either goods or services. Service products are often not easy to identify because they are mainly intangible but at the same time are bought and consumed. However, customer participation is involved in services in an important way. Therefore it is important to understand what service as a product means.

This chapter provides several definitions of services and how services are exported across the borders. Education is defined as an international service as it is this research product. Also, importance to invest in education is discussed in the chapter.

2.1 What is a service?

According to Rissanen (2006, p. 18) the term 'services' can be hard to define. The definitions are usually short and condensed, but most are often described from the point of view of service company.

Grönroos (1991, p. 49; 2007, p. 54) defines 'services' as:

- "separately definable intangible acts that, when marketed to consumer or company, fulfil needs which are not necessarily related to sales of a product or another service."
- "something that can be bought and sold, but is impossible to drop on your toes."
- "a process consisting of a series of more or less intangible activities that normally, but not necessarily always, takes place in interactions between the customer and service provider, which are provided as solutions to customer problems."
- "an activity or series of activities of more or less intangible nature than normally, but not necessarily, take place in interactions between the customer and service employees and/or physical resources or goods and/or systems of the service provider, that are provided as solutions to the problems of customers".

Kotler & Armstrong (1999, p. 13) argue in their book that: "A service is any activity or benefit that one party can give to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product".

It seems that services are defined as products sold to a customer by a services provider and the main characteristic of services is its intangibility.

In spite of the fact that there is no precise definition of 'service' Grönroos (2000, p. 47) defines the following three main characteristics that can be identified in all kinds of services:

- Services are processes which consist of activities or series of activities rather than things.
- Services are to some extent produced and consumed simultaneously.
- A customer somewhat participates in the service production process at least to some extent.

There are also other ways to determine what a service is by separating it from physical goods. Generally services themselves differ by being intangible and heterogeneous. The services' ownership is usually not transferred. (Grönroos 2000, p. 47.) According to Lämsä and Uusitalo (2012, p. 19) any service is unique. It cannot be stored, returned or sold again as a physical good. It is important to understand that the consumption of services is a process consumption rather than outcome consumption. When a customer consumes a physical good, he/she makes use of it. So in this way a customer consumes the outcome of the production process. In consuming services the customer perceives the process of producing the service to some extent as well as taking part in the process. The process leads to the outcome for the customer and therefore consumption of the service process is a critical part of the whole service experience. (Grönroos 2000, p. 50.)

Table 1 demonstrates functional differences between services and physical goods.

Functional characteristics	Physical goods	Service
Unit definition	precise	general
Ability to measure	objective	subjective
Key process	manufacturing	delivery (buyer-seller interactions)
Distribution	separate from manufacturer	same as production
Personal selling	tangible	intangible
Flexibility of provider	limited	broad

Time intervals of producer	months to year	same day
----------------------------	----------------	----------

Table 1. Functional differences between services and physical goods (Grönroos 1982).

Therefore it can be said that a service is built up around an immaterial core which can be viewed as an abstract idea. A service is an activity related to the production and consumption processes which are often simultaneous. According to these characteristics the customer relation of the provider of the service becomes very broad in general. The customer encounters and is influenced by a wide range of human and other resources which are part of the production process of the service company. In this broad customer relation, interactions emerge between the customer and the various resources of the service company with which he becomes involved. These interactions can be called buyer-seller interactions. (Grönroos 1979.)

2.2 Exporting services across the borders

So far as a service product is defined it is significant to define the modes of supplying services to know how to carry out business transactions in services in cross-border trade.

The General Agreement on Trade in Services (GATS) Agreement covers four (4) modes of supply for the delivery of services in cross-border trade (World Trade Organization 2015):

1. Cross-border supply.

This standard is familiar to trade in goods where physical interaction of a buyer and a seller is not required (e.g. banking or architectural services transmitted via telecommunications or mail);

2. Consumption abroad

This standard refers to situations where a service consumer (e.g. tourists or patients) moves into another Member's territory to obtain a service;

3. Commercial presence

This standard implies that a service supplier of one Member establishes a territorial presence in another Member's territory to provide a service (e.g. domestic subsidiaries of foreign insurance companies or hotel chains);

4. Presence of natural persons

This standard consists of persons of one Member entering the territory of another Member to supply a service (e.g. accountants, doctors or teachers).

It is significant to note that in first two modes a service supplier is not present within the territory of the Member while in third and fourth modes a service provider is present within the territory of the Member.

Education export may potentially lie under each of these modes. Second mode has been the most traditional way to sell educational services. It covers a situation where a student goes to study abroad. Under first mode services are supplied in a territory without the presence of the supplier. Distant form of international education falls under this mode. Third mode covers the establishment of foreign campuses. And fourth mode reflects teacher exchanges, for instance. (Lim & Saner 2011.)

Reif et al. (1997, p. 5) categorized services export and defined the most typical ways of selling services across the borders as:

- International consulting

This way is termed transient service export occurring when a company or a person from one country provides a service for a foreign customer on a short-term basis.

- Direct exporting

It occurs when the value of a service is embedded in the tangible products associated with this service (e.g. software, books and pharmaceuticals).

- Telematic trading

This way involved means of telecommunication (e.g. telephone, electronic mail, Internet)

- Royalties and licensing agreements

The fees for these agreements include the payments for the use of patent technologies, copyrights, trademarks, franchises and other intangible rights.

- Franchising

It is a specific way of rights sale to use a brand name, trademark and a company's expertise.

- Providing services

Services provided for foreign visitor are performed and completed in an exporting country (e.g. tourism industry, education, health care).

2.3 Education as an international service

Education is a form of service which is widely sold internationally. Providing a proper definition of education is complicated because there is not a clear consensus about what is important about being and becoming educated. Generally education is the delivery of knowledge, skills, and information from teachers to students. Education is very important because for many people education gives better career opportunities and job prospects, for others education is quality of citizenship but others just want literacy, critical thinking and creativity. (Berg 2012.)

According to Business Dictionary (2015) education is defined as the 'wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects.

Another author states that educational and training services include not only public and private schools, colleges and universities whose main aim is education, but also the expenditure by governments to make provision for formal instructions and teach modern techniques in both manufacturing and services (Reif et al. 1997, pp. 3-14). Educational services include public and private educational institutions as well as an access to libraries and exchange programmes (Reif et al. 1997, p. 8).

In an international perspective education is one of the instruments to improve economic and social prosperity of the country in order to be globally competitive. Therefore exportation of education becomes more significant worldwide.

According to Bannel and Pearce (2003), the value of education exports for some developed industrial economies has grown exponentially. During the last decade education institutions as well as state authorities have increasingly recognised enormous potential of overseas markets for a range of education and training services. Many English speaking countries benefit greatly from exporting education. Education export is not well developed in Scandinavian countries yet compared with English

speaking ones, but they are actively on the path leading to education export development.

Education is a significant economic generator. Therefore it is significant to invest in education for any country. The president of the World Bank, James D. Wolfensohn said – “All agree that the single most important key to development and to poverty alleviation is education” (The World Bank 2011).

2.4 Importance to invest in education

Education opens doors and empowers. For people, education opens up a world of opportunities, reduces the burden of poverty and disease, as well as gives greater voice in society. For nations, education opens doors to economic and social prosperity, spurred by a dynamic workforce and well-informed citizenry able to cooperate and compete globally. (The World Bank 2011, p. 1.)

Education is a powerful lever for poverty reduction and economic growth. Therefore it is significant to invest in education. (The World Bank 2011, p. 2.)

The article published by the World Bank (2011) gives clear reasons why it is significant to invest in education. First, education gives empowerment to people so they are able to take charge of their lives and make informed choices, as well as giving voice to the disadvantaged which is crucial to constructing democratic societies. Education also encourages equity and social cohesion. An additional year of schooling is also said to increase possible income by about 10 percent on average (and by much more in low-income countries). There is no country that has ever achieved economic growth without reaching a critical threshold of about 40 percent in the adult literacy rate. Education builds a globally competitive economy by helping countries to develop a skilled, productive labour force and to create, apply, and spread new ideas and technologies in creating awareness for better health practices. Education promotes good health by encouraging children to practice healthy behaviours and avoid risky ones. Finally educating girls is a top-ranked social investment. Female education invariably increases women’s productivity and participation in the work force. (The World Bank 2011, pp. 2-3.)

This chapter defined what a service product means and how it is distinguished from a physical product. In order to know how to carry out business transactions in services in cross-border trade the chapter describes the modes of supplying services. This study

concentrates on educational services. Therefore meaning of education in general was defined in the context of international service because the aim of this study is exporting educational services to the target market. Next chapter describes the meaning of educational services and the existing kinds found in Finland.

3 Education export in Finland

This chapter begins by explaining what education export means in Finland and worldwide. Then the chapter briefly tells about the Finnish education system and differences between kinds of higher education institutions as they are main actors in implementing education export. The need of education export especially in South Karelia area is explained in this chapter, as well as the strong link between education and economic growth of the country. This chapter describes education export strategy, the characteristics of the Finnish education and discusses the motives for its export.

3.1 What is education export?

Education export means exporting educational services. The World Trade Organisation (WTO) divides educational services in 5 categories: (1) basic education, (2) secondary education, (3) higher education and vocational education, (4) adult education as well as (5) other educational services. Supporting education in different forms of training programs are included to 5th category, for example exchange programs. Education export narrowly refers to only first 4 categories, i.e. traditional export of educational services, while many fields of education like consulting or technological solutions of training and learning are ignored. (Suomen koulutuvientistrategia 2010, p. 7.)

In general the concept of education export is understood differently in many countries. For example in English speaking countries like Australia, USA, Canada and the United Kingdom, education export basically means recruiting foreign students to study in their higher education institutions and pay tuition fees. In Finland education export means exporting any kind of education conducted in the country or abroad. These kinds of education can be continuing education, short- and long-term study courses, teaching methods and any other educational expertise. Exporting degree studies is restricted by Finnish legislation thus far. (Immaisi 2014, p. 11.) Therefore, export of education expertise is the more accurate term for Finnish education export as it describes the nature of the Finnish education export business (Juntunen 2014).

'Export' refers to the concept that business customers are located abroad. These business customers can be individuals, representatives or organisations of private or public sectors. It is not necessarily that education itself takes place abroad. It can be conducted either in Finland or another country, but the customer is a foreign business customer. Conducting an education export project in Finland is considered to be extra income for Finland from an economical point of view as a foreign customer makes expenditures in the country during his/her stay. For example in the United Kingdom this kind of expenditure is indicated as a quarter more than revenue from tuition fees alone. (Suomen koulutuvientistrategia 2010, p. 7.)

3.2 Finnish education system

One of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. The key words in Finnish education policy are quality, efficiency, equity and internationalization. Decisions on the contents of legislation on education and research are made by the Parliament based on the government proposals. Ministry of Education and Culture is the highest education authority in Finland developing and implementing the educational policy and international cooperation. (Ministry of Education and Culture 2014a.)

In Finland everyone has a right to free basic education, including necessary equipment and text books, school transportation and meals. Post-compulsory education is also free: there are no tuition fees in general and vocational upper secondary education, in universities of applied sciences or in universities. Education is primarily co-financed by the Government and local authorities. (Ministry of Education and Culture 2014a.)

Finland has good education system, unique and attractive worldwide. According to PISA member states (OCDE 2010) Finnish education system is one of the best ones in the world. It is composed of (Ministry of Education and Culture 2014b):

- comprehensive school;
- upper secondary education, comprising general education and vocational education and training;
- higher education, provided by universities and universities of applied sciences (also known as polytechnics).

Adult education is provided at all levels of education. The Finnish education system is outlined in Figure 2. The figure demonstrates all levels of education in detail with age frames and requirements to pass on next level.

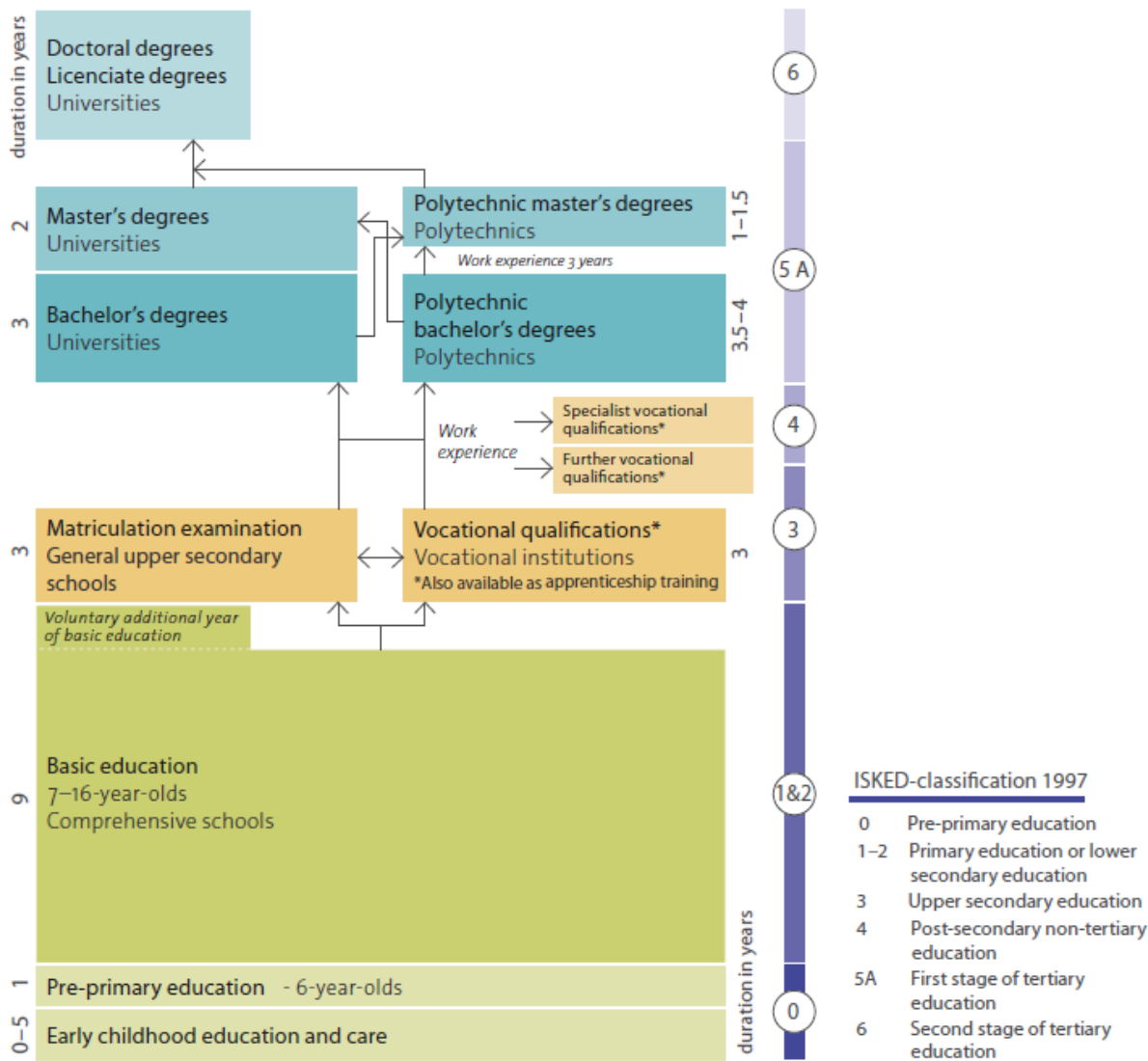


Figure 2. Education system of Finland (Ministry of Education and Culture 2015).

3.2.1 Universities and Universities of applied sciences

Higher education sector in Finland is represented by two higher education institutions (HEI), traditional universities and universities of applied sciences. Both sectors have their own profiles.

The mission of universities is to conduct scientific research and provide undergraduate and postgraduate education based on it. Universities provide higher education based on research mainly, and educate students to serve their country and humanity. In carrying

out this mission, universities must interact with the surrounding society and strengthen the impact of research findings and artistic activities on societies. Since 1 January 2010 all universities are independent corporations under public law or foundations under private law. Their operations are built on the freedom of education and research and university autonomy. Universities confer Bachelor's and Master's degrees, and Postgraduate Licentiate and Doctoral degrees. There are 14 universities in the Ministry of Education and Culture sector for 2014; two of them are foundation universities and the rest are public ones. (Ministry of Education and Culture 2014c.)

Universities of Applied Sciences (UAS) are practically oriented higher education institutions which train professionals in response to labour market needs, and conduct R&D which support instruction and promote regional development in particular. All UAS are multidisciplinary regional institutions focusing on contacts with working life and on regional development. UAS confer Bachelor's and Master's degrees. Universities of Applied Sciences are municipal or private institutions, which are authorized by the government. The authorization determines their educational mission, fields of education, student numbers and location, but they have autonomy in their internal affairs. The government and local authorities share the cost of UAS. Government allocates resources in the form of core funding, which is based on unit costs per student, project funding and performance-based funding. UAS also has external sources of funding as well as they are encouraged to improve their results through performance-based funding. Figure 3 shows Polytechnics' core funding from 2014. (Ministry of Education and Culture 2014d.)

Polytechnics core funding from 2014

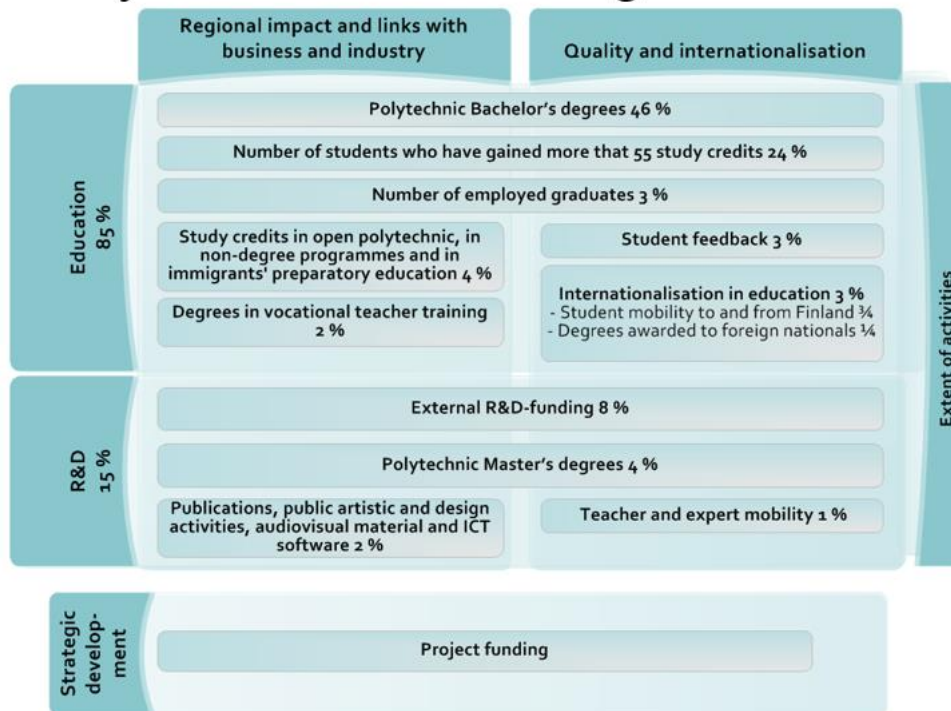


Figure 3. Polytechnic core funding from 2014 (Ministry of Education and Culture 2013).

Both HEIs are developing the education export practices and they held a key position in educational exportation. HEIs are encouraged to be active and assume a major role as education export operators and become engines of education exportation (Ministry of Education and Culture 2010, p.13). Education export activities of higher education institutions of Finland are significant for Finland as along many years a link between education and economic growth has been widely studied. Therefore investments in education have positive effects as it helps individuals and nations to develop themselves further. (OECD 2012.) According to Barro (1996) and Hanushek & Wössman (2010) education and especially education quality are contributors to economic growth.

3.3 Tuition fees and made-to-order education

According to Ministry of Education and Culture of Finland (2010) and the country's legislation, Finnish education is free at all levels from pre-primary to higher education. Adult education is the only form of education that may require payment.

Finland is one of the European countries having free education along with Norway and Iceland. The majority of Norwegian state universities and colleges normally have no tuition fees and financed with taxpayers' money; so foreign students along with native

students can get a degree free of charge. There is just a very small fee per semester (about 50-100 US dollars), but it is nothing comparing with tuition fee rates worldwide. (EasyUni 2014.) All other Scandinavian countries recently started to charge tuition fees from international students from outside the EU/EEA.

Concerning educational exportation, Finnish higher educational institutions are faced with challenges to implement education export practices because of legislation and limitation to collect payment for educational services. According to Ministry of Education and Culture (2010, p.3) the challenge of Finland consists of a relatively small amount of resources as well as legislation being an obstacle that sets certain restrictions on the education export activities run by higher education institutions.

Therefore, in 2008 the Government of Finland submitted an amendment to the Universities and Polytechnics Acts to give them a right to organise so called made-to-order education for students outside the EU/EEA. In turn, this kind of education can be arranged for a group like a company, a foundation, a state, an association or a municipality, but not for an individual student. It means that the education can be purchased by a legal person under private or public law, such as a limited company for instance. It is expected that made-to-order model helps to entry into the international education market, particularly in the Far East and Central Asia. Transnational education activities are also considered an important tool to increase networking with other developing HEIs worldwide. (Ministry of Education and Culture 2007.) This amendment facilitates implementation education exports and results a new source of income for higher education institutions of Finland. Many European countries are already implementing made-to-order education.

According to the strategy for internationalisation of higher education institutions in Finland 2009-2015, new tools for the internationalisation of HEIs are made-to-order education leading to a qualification and fee-based Master's degree programmes for students from outside the EU/EEA (Ministry of Education and Culture 2009, p. 23).

Since 2010 higher education institutions were allowed to pilot tuition fees for the purpose of enhancing the internationalisation of the institutions and create new opportunities for international actions. The fees could be charged only from international students outside the EU/EEA admitted to the Master's degree programmes given in a foreign language. HEIs can independently determine amount of the fees. It was a trial period which was over in the end of 2014. The Ministry of Education and Culture assigned a committee to monitor and evaluate the trial. The aim of monitoring was 'to

find out the effects of the transition of fee-charging study programmes on the internationalisation of HEIs, on the attractiveness of Finnish higher education, on student mobility and on the quality of foreign language higher education. There were also several fee-based bachelor's degree programmes in the HEIs of the capital region of Finland. (Ministry of Education and Culture 2014f.)

In autumn 2014 the government was planning to introduce tuition fees for higher education students coming from outside the EEA starting in 2016. According to the government's proposal, amount of minimum tuition fees was 4000 euros per academic year. This is a half of full costs for education of one student per year. A number of higher education institutions supported the implementation of tuition fees, but wished to keep the government to collect and determine the tuition amount themselves. Some HEIs opposed this proposal. (Yle Uutiset 2014a.) However in December 2014 the government has abandoned plans to introduce tuition fees which were initially promoted by some higher education institutions as well as the Federal of Finnish Enterprises and the Confederation of Finnish Industries. Student and lecturer unions opposed this plan. According to comments of Carl Haglung, Swedish People's Party leader and Defence Minister, The Swedish model showed that tuition fees do not work and education export can be promoted by other ways. Haglund said Finland needs international students and the problem is their unemployment after graduation, charging tuition fees won't solve the problem. Under half of all foreign students which studies in Finnish HEIs are working in the country within a year after graduation. (Yle Uutiset 2014b.) Currently there are around 20 000 international students studying at Finnish HEIs. Every year they contribute about 170 million euros to the Finnish economy each year. And Ministry of Education wants to increase this number to 60 000. (Yle Uutiset 2014c.)

3.4 Open Studies

Currently Open Studies (Open Polytechnic/Open University) is the only a way of collecting fees from individuals according to Finnish legislation.

Basically, Open University education started in Finland as a small-scale regional activity in the beginning of the 1970s, the mission of which was to provide courses for university students and young matriculated students during the summer, but at the same time the teaching was open to others as well. Later in the 1990s, Open University education was expanded because of the extra resources that were aimed at it in order to reduce youth unemployment. Then the ideology of Open University was changed. Now the Finnish

Open University is a complex network-like organisation. Open Studies exist in Universities and Universities of Applied Sciences. (Halttunen 2006.)

At the Open Studies a student can update or complete his/her skills, acquire knowledge and skills in new fields, get acquainted with studies at UAS as well as simply study for fun to expand general knowledge. Studying at the Open Studies does not automatically lead to a degree, but if a student later applies to study on a UAS degree programme in the same field the credits completed at the Open Studies will be transferred. (Saimaa UAS 2015a.)

There are small tuition fees collected from students. The tuition fee is 10 euro per 1 ECTS basically. For those who wish to study several courses there is a term and an annual study pass with which one student can take as many courses as possible in the Open Studies during the validity period. The cost of study pass varies among the HEI. In Saimaa UAS, one term study pass is 90 euro, annual study pass is 150 euro in 2015 (Saimaa UAS 2015a). In frames of Open Studies, HEI charges very small tuition fees from a student and the rest of funding is received from the state. The studies taken in Open Polytechnics consist of 4 percent of core funding (Figure 3).

The form of the Open Studies concerns education export in some measure. Basically there are not big obstacles to study in the Open Polytechnic as there are small tuition fees, equal rights for students of Open UAS and degree students, same possibilities to live in student dormitories as well as there are not entrance examinations to enter the Open Studies. However the biggest obstacle for international students from outside EU/EEA is a necessity to have a visa or a residence permit during a study period. Nevertheless there are many international students (local and foreign citizens) studying in the Open Studies of Saimaa UAS with the aim to continue the studies in the UAS' degree programmes. Among them there are many Russians as they have a possibility to get a multi-visa and to be in Finland 90 days per half a year. Therefore the Open Studies are considered as a one more form to develop education export with the target customer.

3.5 Legislation brakes education export

In spite of the fact that government has abandoned plans to introduce tuition fees from 2016, new reforms in legislation will be apparent in the future as numerous higher education institutions and organisations support this initiative.

Petri Raivo, Rector of Karelia University of Applied Sciences, believes that the legislation brakes education export. According to Raivo's calculations, Finland lost 47 million euros for 8000 non EU/EEA area students in 2012, taking into account the tuition fees per one student at 6000 euro. Raivo assumes that lack of tuition fees does not influence quality. There is much fee-based higher education in the world and there, the quality of education effects the price. It does not matter if it is free or fee-based education in Finland, there will be an interest in it among foreigners because of the relatively high quality and good education system. Furthermore, the required 3 years of work experience to apply for master's degree programmes in Universities of Applied Sciences is also an obstacle to recruit more students. (Siikanen 2014a, pp.16-17.)

According to Riina Siikanen (2014b, pp.18-19), project designer of Karelia UAS, the legislative obstacles make Finland less attractive for foreigners than the United Kingdom, for instance. United Kingdom and Australia have removed legislative barriers for education export and now they are acting in increasing the volume of foreign students.

Therefore, in the case of Finland, higher education institutions have to team up into clusters to strengthen their efforts on export. The biggest educational cluster is Future Learning Finland which was established by the Finnish governmental organisation Finpro. Future Learning Finland defines forms of education export in the frames of which Finnish education export providers can operate (Future Learning Finland 2015):

- Providing physical and virtual solutions for learning environment,
- Training for pedagogical personnel,
- Corporate vocational training,
- Educational clusters and common study programmes with foreign universities.

If the government of Finland would reduce obstacles for exporting education, more forms of education export would appear and existing ones would be developed.

3.6 Finnish education export strategy

Education commerce is a growing business providing many opportunities for Finland and particularly higher education institutions (Ministry of Education and Culture 2010, p. 3). Therefore, education export is a significant step for Finland to become more internationally recognized and valuable.

In 2010 Ministry of Education and Culture issued a publication related to Finnish education export strategy. In order to finalize the aim of Finnish education export and activities for the strategy's implementation, main strategic lines and measures are summarized in this study (Ministry of Education and Culture 2010, pp. 6-13):

1. Strong education system of Finland and its continuous development enable successful exportation of Finnish educational know-how.
2. This know-how will form a Finnish export cluster in the future. Forming this cluster is increasingly important part of industrial and service products which finally will contribute to development of other export sectors.
3. A cluster will speed up education exportation and facilitate developing solutions to meet the customer needs.
4. Networking and cooperation of Finnish educational exporters is required to bring added value and offer versatile solutions instead of single products and services.
5. In the beginning of education exportation it is necessary to define a goal and targets for financing.
6. Success in the international market entails careful productisation, an important precondition for international marketing. More knowledge and resources for it are needed for Finnish educational exporters.
7. Finland has a reputation of a country with high quality products and services. A quality certificate or a similar documentation attesting to quality work are significant for operation in the international market.
8. Main educational exporters are higher education institutions. The amendments to the legislation relating made-to-order education and tuition fees' trial period enable them to implement education exports more flexibly. HEIs are encouraged to be active and innovative.

In summary, the implementation of Finnish education export strategy includes networking, productisation, quality, marketing development, educational export cluster and higher education institutions as exporters. The education export strategy justifies the aim of education export for Finland - to increase the export of its education and knowledge and finally become one of the world's leading education-based economies that relies on the high quality of its education system. (Ministry of Education and Culture 2010, pp. 3-4.)

Table 2 describes SWOT analysis of Finnish education export.

	POSITIVE	NEGATIVE
INTERNAL	<p><u>STRENGTHS</u></p> <ul style="list-style-type: none"> • Recognized worldwide good reputation and high quality of Finnish education and know-how as well as valuable expertise and skills of Finnish teachers according to PISA and other rankings • Competitiveness of Finnish education system • Different forms of education conducted in English in HEIs • Shared mission of HEIs in education export 	<p><u>WEAKNESSES</u></p> <ul style="list-style-type: none"> • Lack of implementation skills in education export • Limitations of legislation for education export • Incoherence of national forms of financial support • Small number of players and experts in education export • Difficulty to remove from national strategy of implementation to international ones • Less attractiveness of Scandinavian countries
EXTERNAL	<p><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none"> • Global education market • Investments to higher education development in many countries, particularly in the target market • Fee-based education in Finnish HEIs • Wide range of educational services and facilities for students • Support services for international students • Innovative environment of Finland 	<p><u>THREATS</u></p> <ul style="list-style-type: none"> • Severe competition • Challenges of co-operation between HEI • Risk of failed education export projects -> harm reputation of Finnish educational services • Lack of quality management in education export

Table 2. SWOT analysis of Education export (Suomen koulutuvientistrategia 2010).

Main strengths of Finland in education export are the competitive education system and a good reputation internationally. Main opportunities for Finland in education export are growing and globalising education market deriving big investments for developing education and education systems; wide range of education and good services and facilities for international students conducted in English; and finally recent amendments towards current legislation to make education export more flexible to implement. (Ministry of Education and Culture 2010, pp. 14-15.)

3.7 Need of co-operation in education export between South-Karelia higher education institutions

Generally, education institutions do not have enough business skills and motivation to implement risky projects. Finns are used to develop educational services using public resources and funds having no big risks. However, now education institutions tend to develop effectively the educational services in order to sell them on an international market. Many higher education institutions have already developed the education export strategies and have some practices implemented. Nevertheless, some of institutions do not have any strategy yet, because of the lack of experience. Indeed, there are many challenges faced by HEIs. The key development challenges in education export relate to implementation, financing, sales and marketing. There is a lack of Finnish experts, who when faced with these kinds of practices and are able to implement educational services abroad. Still, some institutions implement education export and other activities in the frames of one department because of the lack of financing. Strategy for marketing and sales should be well thought-out to attract potential customers that might be scared off by high price of offered services. (Korhonen et al. 2014.)

According to these arguments, the education institutions of South-Eastern Finland started to build education export cooperation and networking. In partner relations, the companies can decentralize risks, facilitate bureaucracy, divide resources and achieve better competences. (Lahtinen 2010.) There is no sense to rival with each other on international market at the beginning of prospective activity, which can generate surplus for Finnish education institutions. The common efforts are needed to push ahead Finland in education export to succeed in the world. Indeed, failure of projects or disadvantages of non-quality implementation can harm reputation of Finnish educational services and deteriorate conditions to expand this kind of activity on the market. (Korhonen et al. 2014.)

Nowadays internationalisation and globalization are actual phenomenon and there is a huge demand for international education worldwide. Therefore, the amount of international students in Finland has increased rapidly last years. Promotion of internationalisation in Finnish higher education institutions influenced that. Furthermore the government of Finland encourages internationalisation of HEIs. Education export is one of the ways to increase internationalisation. The Finnish education system has an excellent reputation and it can be exploited for exporting abroad. There are legislative obstacles to implement education export in full measure like other countries do. However there are several ways to run education export. Interesting examples of already implemented education export practices are told in next chapter.

4 Education export practices

This chapter provides with some education export experiences in Finland and worldwide to show existing demand for education export activities at present. First of all, the information collected in the chapter gives a glance at how active Finnish higher education institutions are in exporting education and how successful education export projects can be. There are some detailed examples of education export program implementation to catch the ideas for further development of the research product in case of demand for it. Moreover there is some general information about education export progress in other countries and Finnish programs promoting education export worldwide.

4.1 Education export practices in Finland

Finland aims to education export actively and there are already many successful practices. Here there are described some examples of already completed projects as well as those which just started recently.

4.1.1 Haaga-Helia University of Applied Sciences

Haaga-Helia University of Applied Sciences established a focus on an education export subsidiary called Haaga-Helia Global Education Services in 2011. The subsidiary's purpose is to commercialize Haaga-Helia's competences and sell them globally. The strategic goal of Haaga-Helia UAS is to be an international higher education institution. The subsidiary helps local schools and organisations to develop their local education

system further. Also it aims to create international growth and competences for companies, offer the best high-quality solutions and services of education and provides a motivating and forward moving environment for personnel. Haaga-Helia co-operates with Malaysia, Peru, Chile, Oman and other states. (Haaga-Helia 2014a.)

In 2010 Haaga-Helia founded a study program called Leadership Excellence in Education together with the Finnish Education & Training Group, EduCluster Finland Ltd, and Saudi Technical and Vocational Training Corporate (TVTC). The program was aimed at Saudi-Arabian high level educational leaders, like assistant deans, directors and vice governors. There were 64 male participants. The program was implemented during one month divided in two intensive periods lasting 2 weeks. One week was conducted in Helsinki and a second one in Haaga-Helia in Jyväskylä. The program comprised approximately 60 hours workload for the participants. The topic was called 'The Secrets of the Finnish Success - Excellence in Educational Management' which included Finnish competitiveness, leadership tools, supervision, business and working life, entrepreneurship and working with business from different industries. The study methods were lectures, workshops, team works, individual learning and company visits (Nokia Siemens Networks, Wärtsilä, Metropolia UAS). All practicalities were divided equally between Haaga-Helia and EduCluster, but the contract was concluded only between Haaga-Helia and TVTC. The payment was fulfilled in two stages: 75 percent in the beginning and 25 percent after implementation of the program. (Huovinen 2011.)

One more of Haaga-Helia's experiences in education export is a pilot program organised by Haaga-Helia's School of Vocational Teacher education and Swedish partner MKFC Stockholm Fölkhögskola running from January 2010 to March 2011. This training was aimed at students with educational background in order to work as a teacher after the program's completion. There were seven participants recruited with the help of Haaga-Helia's Swedish partner university. The program included four competence areas: introduction to pedagogy, counselling and teaching studies, community and networking studies, and R&D studies. In addition the learning was supported by two customised development plans - a personal and a team plan. The study methods were personal and team counselling via Skype, Connect Pro and WizIQ, assignments, email consulting, feedback, peer discussions in a shared blog. The two-hour counselling meetings were conducted twice a week. The program's workload was 60 ECTS. (Huovinen 2011.)

Recently Haaga-Helia signed a Memorandum of Understanding with the Bahrain Ministry of Culture and the Bahrain Polytechnic to initiate collaborative activities in developing and improving hospitality and tourism education in Bahrain and to collaborate on projects related to the country's further development of its tourism industry (Haaga-Helia 2014b).

4.1.2 Lahti University of Applied Sciences

Lahti University of Applied Sciences (LUAS) is one of the largest and multidisciplinary higher education institutions in Southern Finland. In 2010 LUAS implemented a pilot project in the field of business administration called 'Focus on Finland'. The project's aim was to increase internationalisation of LUAS by offering an educational program to Indian students from Manav Rachna International University (MRIU). MRIU's motivation to this project was to give their students an opportunity to get familiar with new culture and European trading methods through this exchange. (Sevostjanov 2011.)

'Focus on Finland' program last about 3 months or 1 period in Lahti University of Applied Sciences. It consisted of four courses chosen according to MRIU's preferences: Strategic management (3 ECTS), Responsible business (5 ECTS), Basic of internationalisation (3 ECTS), and Project works in Finnish enterprises. In the last course all students were divided in four teams. They made a project work in four enterprises in the fields of planning, furnishing, timber and technology. The aim of these courses was to learn trading methods of Northern countries and the European way of business thinking. The aim of the project work was to be integrated into real working life. (Sevostjanov 2011.)

Nine second year master's students participated in the program. All of them had bachelor's degrees of business administration. The aim was to get a group of students which are competent in business cooperation. One tutor teacher arrived together with the group of students. (Sevostjanov 2011.)

In the beginning of the project an information package was sent to MRIU. The package consisted of a guide about Finland which contained information about cultural aspects of Finland and being Finnish as well as information about Lahti and LUAS. In addition Lahti's restaurant guide, Kick-off day's program, arriving instructions and the contacts of three tutors were sent. The students arrived in October 2010 and returned to India in December 2010. According to the MRIU's wishes this exchange program was all-inclusive, including meals, accommodation, transfers, tutoring, orientation with culture

and practical issues. Every student was provided with a meal card with a sufficient amount of money for everyday eating in LUAS' restaurants for the whole duration of the program. In addition the students got enough cash every two weeks for buying food. The students were accommodated in three private apartments. In order to collect the students' feedback about the program's implementation and their knowledge about Finland and the program's content, two personal interviews in English were done via Webropol. (Sevostjanov 2011.)

4.1.3 University of Eastern Finland

In University of Eastern Finland there is a Centre for Training and Development 'Aducate'. The Centre strengthens the regional competitiveness and expertise base of eastern Finland by engaging in close cooperation with public organisations and private companies. It carries out education and development projects and provides export services supporting the university's societal mission. (University of Eastern Finland 2014.)

In 2012 a group of Chinese health care managers arrived to University of Eastern Finland to study Finnish health care management to become familiar with the country's health care system. Aducate was responsible for education and visit coordination. First group was 20 doctors and nurses from Shanghai Pudong's different hospitals. Second group of 25 people arrived in June 2013. The program was being conducted in the University during 2 weeks. The study methods were lectures, team discussions on core problems of management, theoretical studies, analysing research results as well as visits in the University's hospital and different departments of Health care centres. In addition the participants got acquainted with University Pharmacy (Yliopistoapteekki), Unit of Nursing Education, Well-being kiosk project (Hyvinvointikioski-hanke) and Public Health Centre of Northern Karelia (Pohjois-Karjalan Kansanterveyden keskus). (Olkkonen 2014.)

Some essential tips relating education export activity generated by University of Eastern Finland are shown in Table 3.

PLANNING	IMPLEMENTATION
<ul style="list-style-type: none"> • Offer education service/program to a customer even it is not completed 	<ul style="list-style-type: none"> • Be ready to take care for a group of customers 24 hours • Clarify what a city where a

<ul style="list-style-type: none"> • Offer comprehensive service package • Reserve enough time to make the contract, e.g. it is not rational to book the trip if the contract is not concluded yet • Reserve minimum 2 months for preparations • Ask a customer's wishes about a program's content and free time activities • Get a customer's approval of a program's draft • Pay attention to possible public holidays and so on 	<p>program is conducted can offer</p> <ul style="list-style-type: none"> • Prepare all materials translated into a customer's native language or English and take translation expenses into account • Ask managing persons to welcome a group of customers and get them familiar with management in the beginning • Reserve enough time for all discussions if a translator is used in a project • Book permanent room for everyday activities and make it enjoyable • Prepare feedback • Be in the contact with a customer after completion of a program and so on
<p>CULTURE</p> <ul style="list-style-type: none"> • Get familiar with culture and national traditions of a customers and how it can influence on a program's implementation • Clarify food preferences of habits of a group of customers • Prepare small gifts • Be open and unprejudiced 	<p>FINANCE</p> <ul style="list-style-type: none"> • Sketch a budget in the early beginning of a service's planning and pay attention to all small expenses • Clarify how a customer will fulfil a payment • Present whole price to a customer, e.g. price per person • Show all possible taxes in price offer • Take into account all working hours on a program's planning, implementation and after-work

Table 3. Education export tips generated by University of Eastern Finland (Olkkonen 2014).

4.1.4 EduCluster Finland Ltd

EduCluster Finland is an expert organisation creating educational excellence. The organisation focuses not only on exporting Finnish know-how in the field of all levels of education to the world but also on improving the quality of Finnish education system by introducing new teaching and learning practices and conducting quality assessment, performance evaluation and teacher training (Hadid 2013). This organisation is already operating in several countries in Europe, Asia, Africa and South Africa. University of Jyväskylä, Jyväskylä University of Applied Sciences and Jyväskylä Educational Consortium are its owners. (EduCluster Finland 2014a.)

In 2013 EduCluster Finland has made an agreement with Wadi Jeddah Company, a subsidiary of King Abdulaziz University of Saudi Arabia. They started a five-year Partnership Programme for Creating of Centre of Excellence in Education and Innovation in Jeddah. The project will develop primary education in Saudi Arabia in the fields of teacher training system, the teacher's pedagogical competence and educational innovations. The purpose of the project is to integrate Finnish best competences of primary education to match the needs and reform initiatives of Saudi Arabia. The program will focus on female primary education and the training of female teachers. (EduCluster Finland 2014b.)

In summer 2014 EduCluster Finland signed an extensive education export agreement with the Supreme Education Council of Qatar. It is five-year trade which includes an option to continue the agreement in two additional five-year periods. The purpose of this co-operation is to establish a Qatar-Finland International School in the capital of Qatar Doha which will operate according to similar model of University of Jyväskylä Teacher Training School. This school is intended for all children. In the beginning, 15 Finnish experts will work in the project, and later there will be 40 employees per year. The project's purpose is to combine the model and best practices of Finnish schools with the Qatari school system. Finnish Consulting Group (FCG) and Sanoma Oyj are also involved in the project under coordination of EduCluster Finland. In order to realize the project EduCluster Finland will establish a separate education company in Qatar. According to Jan-Markus Holm, CEO of EduCluster Finland, the project will create

Qatari-Finnish expert community which renews and innovates teaching practices. (University of Jyväskylä 2014.)

4.1.5 Karelia and Savonia Universities of Applied Sciences

Savonia UAS and Karelia UAS are higher education institutions operating in Eastern Finland which actively operate together in the field of education export. They carried out the project called 'To the forefront of education export together' with ISAT-EXPORT products. The timeframes of the project were from 1 October 2011 till 31 August 2014. The project was funded by the European Social Fund Programme together with the Regional Council of Northern Savo. The aims of the projects were to productise education products for export, to create internal processes in both universities of applied sciences as well as to train the staff. Productisation of the education export's products, education and processes relating to education export in Universities of Applied Sciences took shape in the project's focus area. In productisation was started a move together with selected focus areas: renewable energy, health care services and Russia expertise. There were about 20 products created by the end of the project, most part of it relates to focus areas. Marketing of created services was directed mainly to Russia, Eastern Europe and China. Crucial education export's aims and operations have been recorded to the exportation program of various higher education institutions. (Airola 2014, pp. 10-12; European Union 2014.)

4.1.6 Savonia University of Applied Sciences

Savonia University of Applied Sciences and University of Prishtina of Kosovo realized a project called TAGAK (Training of Agricultural Advisors in Kosovo) during 2 years in 2011-2013. It is an interesting project to read about even though is not an education export activity as the project was funded by Finnish Ministry for Foreign Affairs. However this project is considered as a good example of strengths and possibilities of Finnish knowledge transfer as such it also provided valuable lessons for education export. (Maskulainen et al. 2014.)

The main purpose of the project was to analyse training needs for agricultural advisors in Kosovo, implement trainings and develop sustainability for further training in future. During this project's implementation it was found out that there are no established proper Advisory Services - Extension Services in Kosovo, and there is no coordination of these services between private and public providers. According to Finnish experts'

findings, Kosovo farmers do not get regular advice and usually do not pay for advisory services. Advice is usually got from the advisors of Ministry of Agriculture, Forestry and Rural Development, Municipalities, Input Suppliers and private advisory consulting companies. Thereby in order to increase development possibilities of local agriculture, the aim of the project was to develop the capacity of agricultural advisory services in Kosovo. All project activities were based on needs for agriculture development in the country. (Maskulainen et al. 2014.)

The project was implemented with team working methodology during all implementation phases. In order to define the development needs Double Team Method (OPERA) methodology was used (Change the World). The TAGAK teacher team in the University of Prishtina was mentored by the TAGAK teacher team in Savonia UAS by using electronic tools like email and the Adobe Connect distant meeting tool. E-lectures for trainings were prepared by Savonia UAS' experts as well as the student team from Savonia Natural Resources. Three workshops took place with around 200 participants in total before starting to draft curricula for training the agricultural advisors. Then student recruitment was done according to following criteria: a bachelor's degree in agriculture or other applicable subject, work experience from the field as a benefit, good motivation for training and basic English language skills. There were 60 applicants and 32 trainees were selected. The studies consisted of theory and practice. After the studies were done an evaluation was made. (Maskulainen et al. 2014.)

Finally the Republic of Kosovo obtained 27 agricultural specialists. They attained skills and expertise in fields essential for their task for development of agriculture sector and food-chain of Kosovo. There were positive feedback of case enterprises (farms and processors). A considerable share of advisors were employed by case-enterprises, advisory bodies or other projects. After the project finalized, several clients have asked for similar services provided within the training. Long term effects and sustainability of TAGAK project is expected to be seen in future. Some new working methodologies were built about which some staff members were sceptical. However finally this project offered to Savonia UAS a valuable test bed for the methodologies in pedagogics and development. It was a successful project. Thereby the Finnish partners will further develop their agricultural development exports with pedagogical aspects added value in future. (Maskulainen et al. 2014.)

4.1.7 Future Learning Finland

Future Learning Finland (FLF) is a national education export programme, offering Finnish educational know-how and learning solutions globally. The fields of expertise of FLF are learning environments, teacher training, vocational training, and edutech solutions. FLF invents and offers the best solutions to organisations, institutions and companies all over the world who are interested in Finnish educational know-how. FLF finds the best players for the program and matches them with educational institutions. The programme is coordinated by Finpro and powered by Ministry of Education and Culture, Ministry of Employment and the Economy and Ministry of Foreign Affairs in Finland. FLF consists of over 70 members. (Future Learning Finland 2014.)

4.2 Education export practices worldwide

Education export activities in Finland are rather small compared with other countries. According to Statistics Finland (2011) volume of Finnish foreign trade was about 55 billion euros in 2011, the education export share being approximately 4-5 million euros. Leading countries for education export in the world are Australia, UAS, New Zealand and United Kingdom. All these countries are English speaking. Therefore it is easier to develop education export because they have wider supply of educational programs taught in English. Most part of education export is degree export, but language studies are also relevant. (Koulutusviennin selvityshanke 2011.)

Australia is a good example of successful education export practices. The country aimed at breaking legislative barriers in vocational education export development and nowadays succeeds in travel services education and other education services. Depending on the sources, the country's education export volume is 12-13 billion euros per year in which the main part of education is conducted in Australia. (Koulutusviennin selvityshanke 2011.) In 2012 the higher education sector generated 9.7 billion dollars in export income. Volume of total international education export activity was 14.5 billion dollars (AUD) in 2012 where over 4th part was generated by China. Australia concentrates its education export mainly in Asian countries. The country develops the programs in Chinese to attract more customers. (Australian Government 2013.)

Nowadays an estimated amount of higher education students in the world is approximately 200 million, though for the most part study in their home country. Only in United Kingdom were there over 300 000 students in 2013, however this amount was

decreased comparing with 2012. (BBC News 2014.) Volume of education export in UK was 17.4 billion pounds in 2011. This amount is generated from tuition fees for higher education and basic education, foreign students' expenses for life-hold, fees for English languages courses and sales of educational products and services. Volume of educational products and services' sales was 1.59 billion pounds. According to the UK Government's strategy 2013 the amount of foreign students should be increased by 15-20 percent during next 5 years. The strategy emphasizes development of the activities and quality control in higher education institutions located outside the country as well as supporting educational technologies and related services. (HM Government 2013, p. 22.) Strategic countries of UK for education export are China, India, Singapore, Malaysia and Hong Kong. About 60 percent of all education export of UK is directed to these countries. (Sevostjanov 2011.)

Nowadays there are ongoing large operations for development of vocational education in Middle East, China and Russia. Particularly in Middle East the government of Saudi Arabia is investing in establishment of business by foreign education organisations. It started in 2012 from a massive education intervention. The aim of this operation is to make Saudi Arabia's vocational education recognized in the world within 10 years. The goals are enormous: to increase the number of students in vocational institutions for 300 000 people during 10 years. Now there are 110 000 students. According to Colleges of Excellence's estimations (CoE), 40 billion euros are required from the government of Saudi Arabia to fulfil the project's aims until 2022. (Request for Proposal/CoE 2013.) Figures of foreign institutions network in Saudi Arabia are presented in Table 4 where dominance of American and UK institutions is evident. Spreading foreign institutions in Saudi Arabia is very active and volume of education export of those countries is increasing. First of all it occurs because they operate in the target country directly. (Mikkonen 2014.)

Country	Provider	Women institution	Men institution	All institutions
United Kingdom	6	8	7	15
Canada	2	1	3	4
Netherlands	1	2	1	3
Spain and New Zeeland	2	1	3	4
Germany	1		1	1
USA	1	6	4	10

Total	13	18	19	37
-------	----	----	----	----

Table 4. Foreign institutions network in Saudi Arabia (College of Excellence 2014).

Nowadays rivalry in education export in Europe is severe. Five leading countries in education export are Germany, France, Netherlands, Spain and United Kingdom where second one is one of the biggest education exporter in the world. There are over 100 higher education institutions in France and 5th part of them run education export activities. Most of education export of France is directed on Northern Africa. Strategic countries of Germany are China, Egypt and Jordan. It seems that European countries direct their education export towards Asian, Far Eastern and Caribbean countries. The common trend of education export in big European countries concerns the fields where exporting and importing countries are connected historically somehow. Volume of e-learning and blended-learning is increasing all the time and volume of education export in general as well. (Sevostjanov 2011.)

Germany is one of the leading European countries in education export. According to Lane & Kinser (2013) German education export has been mainly traditional for developing cooperation. Universities were opened for example in Egypt, Jordan, Vietnam and Turkey. Universities are not German satellite campuses as well as not degrees implemented by 'joint degree' model of cooperation. However these kind of projects improve German competitiveness and raise education system's transparency. In this respect German approach for education export is also unique, it is seen as a intermediary in development of national economy. According to von Der Leyen (The Economist 2013) dual model of German education makes its labour market attractive. Youth unemployment in Germany is rather low compared with other European countries. Youth is educated to meet the needs of working life and they find a job easily in target field after graduation. Nowadays an important actor in education export is German Academic Exchange Services called DAAD which funds German students' studies abroad as well as foreign students' studies in Germany. This organisation's members are mostly German higher education institutions. DAAD supports internationalisation of German HEIs, promotes German language learning and status abroad as well as offers support to developing countries and their decision makers for development of education and universities. DAAD is funded by different ministries and European Union as well as private companies and organisations and foreign authorities. (Siikanen 2014b, p. 23.)

In Scandinavia, Denmark is very active in marketing of education export. The country started to impose tuition fees in 2006-2007 academic year for non EU/EEA citizens. The number of foreign students came down fast and then increased when Denmark allowed to apply for financial support for foreign students. Also Denmark established a joint project on education and research between the eight Danish universities, the Danish Ministry of Sciences, Innovation and Higher Education, the University of the Chinese Academy of Sciences and the Chinese Academy of Sciences. The project is called the Sino-Danish Centre for Education and Research (SDC). Its overall aim is to promote and strengthen collaboration between Danish and Chinese learning environments and increase mobility of students and researches between Denmark and China. SDC offers seven different master's degree programmes in the fields of trade and natural sciences. The programmes are free of charges for EU citizens which are students of some Danish HEI, but there are tuition fees for Chinese students. Students get two degree certificates after graduation, Danish and Chinese. Study language is English. (Sino-Danish Centre for Education and Research 2015.)

The examples of international education export practices show that managing on competitive markets requires strategic choices, development of products and services, systematic promotion of export as well as long-term work. Local presence, especially in strategically significant areas add more opportunities for success. Players of many countries have combined education export services in one operation to enhance sufficient volume and reach a goal. (Lehikoinen 2014, p. 7.) Any cohesion of education export players is essential for success in education export activities.

In spite of well-going development of internationalisation in Finnish universities of applied sciences, their systems are not international and connected with each other as in many other developed countries. Finnish UAS still do not know how to benefit fully from their strengths and potential education export. So far there has not been developed an economically significant new business area in Finland. (Lehikoinen 2014, pp. 7-8.)

5 Russian attitude to foreign education and expertise

Nowadays Russia is making significant efforts to recoup losses in higher education sector that occurred during post-Soviet period. At present Russia has solid

governmental support for higher education development. The state expenditures on higher education as a percentage of GDP have increased over the recent years, but during 2005-2011 years investments in higher education doubled at 14.5 million US dollars. (IUNC 2013a.) By the way, further investments are continuing.

Education remains an important area that is crucial in solving world problems not just for our generation but also for next generations (IUNC 2013b). Currently the world aims to solidarity and mutual benefits. 'Iron curtain' and separateness as it was in Soviet Union should not be repeated. Therefore the concept 'internationalisation' remains significant in any country. The internationalisation of the world's economic, political and cultural life stipulates not only export and import of goods and capital but also knowledge exchange worldwide. (IUNC 2013b.) Higher education institutions must respond to the needs of employers and labour market and thereby provide the students with up-to-date education. Still many countries are interested not in one-way sending of students to get complete education, but rather in implementing student exchanges, joint degree programmes and short-term studies of continuing education. In such a way students get an opportunity to gain international experience and benefit from the best education practices abroad in order to use it then in professional occupation in home country.

However, the opportunity of student exchange attracts students to not return to the home country. Russia is trying to create more attractive working conditions and career opportunities preventing the Brain Drain to the West which started in the 1990s and still continues. It is not easy to impede the process of leaving talented Russians abroad, especially in the field of education and research while salaries in Russian education remain low. Indeed the competent and up-to-date professors are needed to foster highly qualified specialists for prosperity of the country. The president of Russia, Vladimir Putin, promised that the government will increase salary levels in the field of education in near future according to his speech at the rector's congress in October 2014 (Amic.ru 2014). In spite of some positive plans for big changes, still Russia requires much time to modernize its higher education directivity in order to drive to Europe.

This chapter provides an overview of Russian attitude to foreign higher education practices and striving for making significant efforts to make up for the loss in higher education sector in order to further country's prosperity.

5.1 Problems of Russian Brain Drain abroad

Over recent years there have been many discussions relating to labour migration in Russia on the internet and TV forums. The call to these discussions was based on the governmental decrees for modernization of educational legislation. This is the case that many Russian talented youth leave the country to study abroad and then work outside there after the graduation.

One reason for professional occupation of Russians abroad is complicated procedure to recognize foreign degree certificates in Russia. Thereby on 19 September 2013, Prime Minister of Russia Dmitry Medvedev signed an order No. 1694-p to approve the list of foreign higher education institutions issuing documents of education and qualification, which are recognized in the Russian Federation. This order has been drawn up by the Ministry of Education and Science of Russia in compliance with the Federal law No 660 of August 5th, 2013 approving criteria and rules of foreign education institution included in the list. It is expected that this order will attract Russian and foreign highly qualified specialists from abroad to work in the country. Moreover this decree simplifies professional occupation of state officers and the universities' professors as well as enabling their career progression. (Russian Government 2013.)

Undoubtedly employers of governmental organisations will mainly benefit from this law. Many internet reviewers dispute the fact that simplifying the procedure of foreign degrees' recognition may attract many foreign experts and Russian emigrants to professional occupations in Russia, particularly in state organisations. Nowadays already working in Russia highly qualified foreign experts are mainly employed in private Russian organisations because these companies do not require official recognition of their degrees. Still it seems doubtful that this order can change high brain drain abroad, but it absolutely contributes to decreasing the process.

It seems another reason of professional occupation of Russians abroad is lack of the working places. There should be created worthy places of work with sufficient wages to attract highly-qualified experts to return to Russia.

Certainly, there are many other reasons for labour migration and unwillingness of experts with Russian origin to go back to native land for occupation, for instance: lack of financing different projects particularly in the field of sciences, higher salary level, financial crisis, opening the border after the collapse of the Soviet Union and so on.

The fact remains evident that there is a necessity for new reforms to attract experts with foreign qualifications as well as to improve the conditions of their professional occupations in Russia.

5.2 Recognition of foreign qualifications in Russia

The order No. 1694-p approved by Russian government in September 2013 includes 201 foreign education institutions from 23 countries (The Russian Government 2013). There is only one Finnish higher education institution presented in this list - University of Helsinki. However there are many Russian graduates from other Finnish HEIs which are consequently employed in Russian private organisations. For instance, some graduates of Saimaa University of Applied Sciences work in Russia without passing the procedure of recognizing their degree certificates. In spite of the fact that a foreign diploma is not recognized in Russia, Finnish and other international companies hire qualified specialists abroad with a good grace. It seems that recognizing foreign degree procedure is a formality for most of the graduates educated abroad, and mainly state officers benefit from it.

There is quite positive employment of specialists with Finnish degree in Russia. This is primarily because of reputation of Finland by its high quality, efficient and practically oriented education. According to American weekly news magazine Newsweek (2010) Finland was ranked the best country in the world based on five criteria: health, economic dynamism, political environment, quality of life and education. According to more fresh news about the favourable Finnish education the country has the world's most cost-efficient education system (Figure 4). This study ranked Finnish schools the most efficient education system among 30 OECD countries in terms of their return on expenses. Over the last 15 years Finland has achieved the best educational results for each dollar invested. The country won because of its large class sizes and reasonable teacher wages. (Yle Uutiset 2014d.) The fact of efficiency of Finnish education system remains evident although this was a study of secondary education, it is reflected in higher education sector as well. These facts justify the state of being relevant of educated in Finland specialists on Russian labour market.

MOST EFFICIENT EDUCATION SYSTEMS		EFFICIENCY SCORES	PISA RANK (2012 Maths)
Source: GEMS Education Solutions			
1	FINLAND	87,8	5
2	KOREA	86,7	1
3	CZECH REPUBLIC	84,4	14
4	HUNGARY	84,1	24
5	JAPAN	83,9	2
6	NEW ZEALAND	83,3	12
7	SLOVENIA	83,3	10
8	AUSTRALIA	81,2	9
9	SWEDEN	80,6	23
10	ICELAND	79,4	17

Figure 4. Most efficient education systems (Yle Uutiset 2014d).

Though some Russian politics and rectors of famous Russian universities assert that Russian higher education meet own labour market's needs and there is no necessity in foreign qualifications, there are some surveys done proving otherwise. For example according to the survey done towards trendy MBA programmes, 56.6 percent of respondents (mainly managers) think that quality of education and teaching personnel are the most significant factors to MBA programme but not the country where to study; however 37.5 percent of them prefer obtaining MBA degree abroad rather in Russian HEIs. Only 8.2 percent of responders replied in support of Russian education, but 6.2 percent of them prefer Russian business school using western methods. Chart 1 shows the results of the survey. (E-xecutive.ru 2005.)

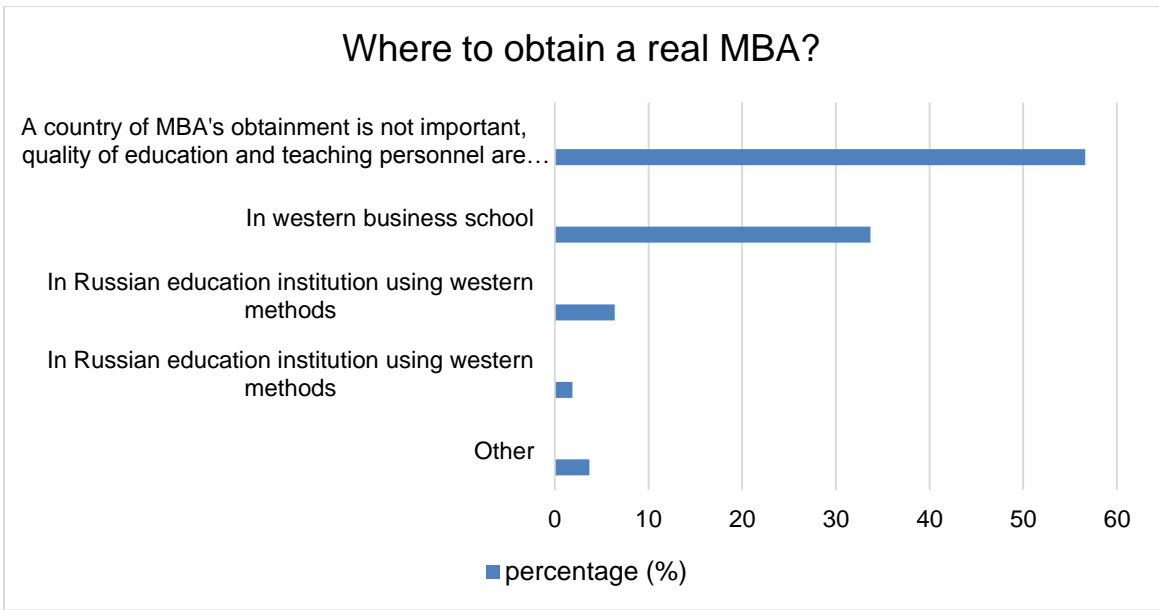


Chart 1. Where to obtain a real MBA? (E-xecutive.ru 2005).

Obviously Russian government demonstrates an interest to foreign qualifications and practices to modernize national economy.

5.3 Education programs and reforms

During the last years, the Russian government launched several projects to modernize and enrich its education system for improving higher education quality. Some of these projects are very ambitious and challenging, but Russian economy should benefit according to its promising results.

Overall, positive changes in Russian education such as the creation of new federal universities, the designation of certain higher education institutions as national research universities, the awarding of academic mobility grants, particularly targeting to bring leading foreign researchers to Russia, and a greater focus on deeper internationalization are already taking place. Moreover, nowadays there is a strong focus on developing R&D. According to University World News (2014) a number of universities launched innovative research projects in a partnership with an industry, opened their first R&D departments sponsored by commercial organisations, started deeper integration with research institutes of Russian Academy of Science, and finally established new laboratories for fundamental and applied research. Many higher education institutions pay much more attention to foreign languages so the lectures can be given in English by foreign professors. Also the universities were required to develop the degree programmes taught in English to attract more foreign students to study in Russia in degree and exchange programs.

It seems that the pressure of Russian government to higher education institutions to be moving towards internationalisation remains evident and very active. Further, there are presented some education programs that were launched by the Ministry of Education and Science to show the tendency of the country to obtain foreign know-how for developing the national economy.

5.3.1 Global Education Program

Russia is making huge efforts to climb to top world university ranking and bring the best international education practices to its higher education institutions.

In May 2014, the Prime Minister of Russia, Dmitry Medvedev announced about approving the Global Education program in frames of which the government is going to

support financially education of Russians in the world's leading universities. Any candidate with a bachelor's degree admitted to a specified foreign higher education institution to a master's or PhD programme can study at the expense of the Russian government; however he/she must return to Russia and work there at least three years according to the agreement. There is a penalty sanction in the amount of triple expired cost for education in the event of non-compliance with the requirement. This measure is meant to avoid non-serious candidates or those who do not plan to return to Russia, and ensure successful implementation of the decree. This program is going to be implemented during 2014-2016 with investments around 4.4 billion roubles. However the benefits of this program are expected for long-term perspective. (Izvestia 2014.)

The Russian government was helped start the initiative by common efforts of the Russian Agency for Strategic Initiatives (ASI) and the Alumni Club of Harvard University. There is also a possibility that several Russian state-owned organisations and private businesses might participate in this project. It would help to train the specialists of the future that they will be looking to recruit. (IUNC 2014.)

It should be mentioned that even Russian education, for instance in engineering, physics, and science is considered to be one of the best in the world, the opportunities of doing research in the leading foreign universities are much more abundant and diverse. Therefore Master's and Postgraduate students can get invaluable experience that can be used in their future professional occupations in Russia. (IUNC 2014.)

According to Mr Andrei Nikitin, the head of ASI, the aim of this program for Russia is to adopt the best foreign practices in the field of education (Social map of Russian Federation 2014). This opportunity is promising and valuable for Russian science, particularly regional ones. For instance the regional universities' professors of physics and chemistry can upgrade their level of proficiency abroad and then use new skills in the work and collaborate with local business in the field of R&D. Thank to this the university is able to become a more valuable centre of science and research in the region. (Social map of Russian Federation 2014.)

The Global Education program has foreign prototypes. Similar programs are being realised in Brazil and Kazakhstan, but a similar regional program exists in Republic of Tatarstan of Russian Federation.

There were three tasks in developing this program in Russia (Social map of Russian Federation 2014):

- to make the graduates be returned to professional occupation in Russia,
- to make so they will contribute to Russian economy by being educated in best universities of the world,
- to avoid corruption.

The huge penalty sanction in case of failure to return to Russia should become a good motivator for the graduates. The corruption is going to be avoided by approving to the program only admitted to the HEIs candidates or the already studying abroad students. (Social map of Russian Federation 2014.)

Good motivator to return to Russia is successful employment after graduation. A list of organisations where the graduates can be employed is going to be made. It is expected that a half of the organisations are located in Siberia and the Far East of Russia. (Social map of Russian Federation 2014.) Realization of the program is going to be supported by a quite new project called 'Atlas of 100 professions' to create new industries and develop existing ones in Russia like aviation, cosmonautics, medicine and nanotechnologies (Atlas of new professions 2014).

5.3.2 5/100 initiative program

Russian universities are being continuously developed in terms of internationalization and global competitiveness when the so-called '5/100 initiative' starts to be gradually implemented.

On 7 May 2012 according to presidential decree, Russian government launched a project to enhance global competitiveness of Russian universities, also known as the '5/100 initiative'. The project's aim is to enable five Russian universities to enter the top 100 world university rankings by 2020. (University World News 2014.)

Several bodies have been established in order to implement this program, for example a special Council on Global Competitiveness Enhancement of Russian Universities. The Council consists of 12 members, six representing Russia and other six representing the international academic community. It helps leading Russian universities to maximize their competitive capacity in the global academic environment and ensure the goal of '5/100 initiative'. Moreover the Ministry of Education and Science of Russia is supervising the project and responsible for state funds' management. (University World News 2014.)

The universities participating in the program are mainly from big cities, like Moscow, St. Petersburg, Tomsk and Novosibirsk from Siberia, Kazan, Samara and Ekaterinburg. According to Oleg Alekseev (University World News 2014), in order to participate in the program the universities are committed to meet many criteria. For that they need to regain their balance by engaging the most creative and active administrators, faculties and students into the process. This process is very complicated, but gathering such people together is essential for the project. (University World News 2014.)

The universities of the capital region will benefit from the reform the most as they will be given the highest funding from the state. According to Moscow Times, Moscow's government should have distributed 10.15 billion roubles among 14 key universities to help improve their standards in 2014. The grants should be distributed as a part of the governmental program called "Development of Education". The 2013 year's funding of 253 million US dollars was divided among 15 universities that successfully applied for subsidies in an open competition. (The Moscow Times 2014.) According to a governmental decree, the Moscow Institute of Physics and Technology, the Higher School of Economics and the National Research Nuclear University of Moscow will each be given 950 million roubles (Vecherniaia Moskva 2014). Moreover Novosibirsk State University, the St. Petersburg National Research University of Information Technologies, Mechanics and Optics, the Moscow Institute for Steel and Alloys, and the Ural Federal University in Ekaterinburg will be granted by 775 million roubles in 2014 (The Moscow Times 2014).

5.3.3 International Higher Education Rankings

Along with above-mentioned projects, at the same time Russia aims to produce its own international ranking of higher education institutions by June 2015. According to Russian government the new ranking tables will include universities in the Commonwealth of Independent States (CIS), BRIC (Brazil, Russia, India and China), and Shanghai Cooperation Organisation (SCO) countries. (RIA Novosti 2014.)

The call for the rankings was based on Prime Minister Dmitry Medvedev's instructions given during a State Council meeting in May 2014. Medvedev also told about the importance of ensuring the international competitiveness of Russian education institutions. His speech is obviously connected with '5/100 initiative' project. Medvedev highlighted that it is not a simple objective, but Russia will attempt to fulfil it. (RIA Novosti 2014.)

Furthermore Russia is currently striving to promote both internal and external student mobility to raise its position in international university rankings. However, local mobility faces some challenges like regional inequality or lack of English language knowledge. Some scientists believe that Russia should simplify visa procedures for foreign students coming to study in Russia as well as consider their demographics. Still, academic mobility remains relatively low mainly because of insufficient English language skills, complicated visa procedures, and financial constraints. (IUNC 2013a.)

It is no wonder that Russia is going to produce its own international ranking as well as launch new educational programs with a focus on internationalisation. Currently only 21 Russian universities got into the most famous international rankings according to the latest publications of international QS World University Rankings (September 2014). However it cannot go unnoticed that there are 6 universities more than in 2013, and 3 universities made the rating for the first time: the Moscow Engineering Physics Institute (481-490th in the QS Rankings), the Saratov National Research State University (601-650) and the National University of Science and Technology MISIS (701). Usually only most famous and the oldest HEIs of Russia assess better positions in International HE Rankings. For example the Lomonosov Moscow State University occupied 114th position in QS World University Rankings as usual, and it is the best result among all Russian universities. Nevertheless for many Russian universities international ratings are still a novelty. (Russia beyond the Headlines 2014.) Therefore the aims of '5/100 initiative' project to enable five Russian universities to enter the top 100 world university rankings by 2020 looks very ambitious.

In spite of this there are some adequate reasons why Russia does not succeed well in international HE Rankings, and it is not a reason of lower quality of education than offered by western education institutions. According to Irina Abankina, Director of the Institute of the Development of Education at the Higher Schools of Economics, the problem is that the ratings evaluate only Russian Bachelor degree programmes, but traditional Soviet model of 5-year education (specialist degree) and 3-year PhD program (post-graduate study) are not considered. However most of Russian universities moved to the bachelor-master model only in 2011 and just small percent of them switched to the model earlier. The Moscow's Higher School of Economics occupies just 550th position in the QS Rankings even though it is one of the recognized leaders of humanitarian education in Russia today which was founded not more than 30 years ago and operates according to the western education model. Higher School of Economics

operates using western model, but it does not succeed in international rankings. (Russia beyond the Headlines 2014.)

In spite of last failures of Russia to compete on international education market, there are many opinions that Russian education is very fundamental and thus one of the best in some fields. According to the world rankings the Russian universities are most well-known for natural sciences faculties. (Intelligence unit 2013.) Also Russians are the most well educated people in the world according to an OECD report. In their rankings Russia are ahead of Canada and Japan while Israel and the United States rounded up the top five. This statement was based on the percentage of adults in a country who hold a college degree and the amount of funding directed toward the national education system. According to OECD Russian authorities put a lot of investments into education. However, the country also has many imperfections including corruption in education system with fake theses, cheating on state tests, the sales of degrees to state officers and rich men, and so on. (The Moscow Times 2013.)

Russia does succeed in some international rankings. According to the global research of well-known US education firm Pearson, Russia occupies 20th position of the best countries for education in the world. The list of 20 top countries is the following: Finland, South Korea, Hong Kong, Japan, Singapore, UK, Netherlands, New Zealand, Switzerland, Canada, Ireland, Denmark, Australia, Poland, Germany, Belgium, USA, Hungary, Slovakia, Russia. The rankings were based on various measures like international test scores, the prevalence of higher education seekers and graduation rates between 2006 and 2010. Also many other factors were taken into account such as literacy data, school entrance age, figures in government spending on education, teacher salaries and degrees, GDP, life expectancy, population and national unemployment rates. It is remarkable that Russia is also in top 20 as one of the best study destinations in the world. (BBC 2012.)

Even though there are opinions that these international rankings are invented to promote most expensive and advanced education, and Russia should not take its cue from it. It seems that the rankings do stimulate Russian higher education institutions to develop and modernize education to become more attractive and competitive on the education market. According to President Vladimir Putin (Natsionalnaia Sluzhba Novostei 2014), Russia should not be segregated from international rankings, indeed it should have its own criteria. The country should take into account international rankings, but evaluate them soberly.

5.4 Russia needs objective assessment of HEIs

The Congress of Russian Union of Rectors took place in the Moscow State University on 30 October 2014. There were the discussions about necessity to improve higher education quality and formation of objective assessment of HEIs. According to Vladimir Putin, nowadays many universities have forgotten why they were founded. The task is not to earn money, but to train and make good specialists. Some HEIs accept students with very low scores for Unified State Exam to fee-based education. It decreases higher education quality in general. Indeed, a big number of students does not increase the education quality. Still there are many problems in higher education sector of Russia. A graduate should not get only a diploma after graduation. Currently not every HEI is ready to work contemporarily and teach so that the graduate has the required knowledge and professional skills which can be used in work. The basic criteria to the objective assessment of HEI is demand for Russian graduates in the labour market. Therefore higher education institutions are encouraged to get in close contact with future employers of their graduates, especially as it is an essential requirement for the universities which train engineers. Furthermore it was discussed at the Congress that Russia acutely needs experts in hi-tech fields of economics. It is not possible to get rid of raw dependence. (Pervii kanal 2014.)

5.5 Opportunities for continuing education

Current education reforms usually affect degree education or long-term studies but short-term continuing education (adult education) mainly remains untouched.

It seems that degree education in Russia gives only a basis for developing a career, but continuing education in different forms (short-term studies, language courses, participation in seminars and conferences and so on) keep an opportunity to be developed and move forward in current work place or especially to be hired by desired companies. Nowadays, a look on the Internet shows that there are plenty of commercial organisations promoting and organising continuing education abroad, as well as foreign language courses offered to Russian experts.

Trainings in foreign institutions have many advantages like getting first-hand skills about new methods and technologies, experience exchange with foreign colleagues, more efficient foreign language training as well as sightseeing. There are some fields in which

foreign trainings are essential for managers, for example banking sector and other fields.

According to Päivärinne (2012) Russia is currently lacking expertise in many sectors. For example a deficiency of vocational education is an adversity to education sector, healthcare sector does not have enough employee-proficiency or funding, as well as other parts of service sector facing a severe lack of motivated and competent employees. Currently some service sectors are growing in Russia, and because of the lack of proper vocational education, private institutions are controlling the situation and educating employees for a number of industries. It is evident that the greatest demand of education can be seen in vocational institutions and universities of applied sciences. Finland has an opportunity to provide expertise in different areas of Russian industries. Furthermore there will be an increased need of external know-how if more Russian businesses want to internationalize. Russian businesses need international know-how and practices as the domestic knowledge on the subject is insufficient, especially in terms of services and service-chain concepts. (Päivärinne 2012.)

There are many opportunities for continuing professional education in the target market of this research – St. Petersburg. The main aims of St. Petersburg in the field of current adult education are providing continuing training of highly skilled specialists for regional labour market with a glance at the current and future needs of real economy sector and municipality as well as retention of the status of the biggest centre of education and retraining professionals for other regions of Russian and foreign countries as a part of the city's export economy. (Strategy of economic and social development of St. Petersburg till 2030 2014.)

Nowadays Russia is establishing ambitious and extensive plans for modernization of its education system. Hopefully these aims will be achieved. However in order to fulfil all goals the country still needs foreign practices and highly qualified foreign experts now. There is no time to wait while current higher education institutions will foster modern updated specialists.

According to the latest decrees made by Russian government, the country requires foreign know-how and wants to have experts with foreign qualifications on the national labour market. Especially foreign qualifications are needed in higher education sector. Foreign professors can share their skills with students, or future national labour force.

Eventually this will influence on favourable economic progress of the country. Now, the main task for Russia is to attract internationally acknowledged scientists of Russian origin living abroad to start their professional occupation in Russia and not leave the country.

The new reforms should promote competitiveness in the recovery of higher education sector particularly from point of view of internationalization. Russian education system is definitely going through a series of positive changes. This should offer multiple opportunities for establishing fruitful long-term cooperation with foreign institutions to share experience and practices.

Nevertheless Russia is at the beginning of challenging changes while Europe has got through many of them. Particularly Finnish education system has gone through changes with focus on internationalisation in the past several years. When Russia begins to attain the already achieved goals by Europe, the priorities can be changed. It is significant to not forget about strong influence of political situation to the economy of all countries.

It seems that still Russia is an appropriate and an opportune market for education export to be conquered by international education institutions, particularly Finnish ones. Certainly current economic situation of Russia may change the priorities and stop planned initiatives for uncertain period of time.

6 Research design

This study is done for Saimaa University of Applied Sciences. The case organisation is briefly introduced in this chapter to show its focus on internationalization and Russian expertise. Research design is described in this chapter as well.

6.1 Saimaa University of Applied Sciences

The case company for this research is Saimaa University of Applied Sciences (Saimaa UASb). According to Ministry of Education and Culture (2010, p.9) only an international higher education institution is mature to apply for commercial business opportunities in addition to normal international activities. According to Saimaa UAS' strategy for 2010-2015 "Together we are more" it is a truly international higher education institution with a focus on Russian relations.

The background written in this paragraph is based on the organization's website observation, presentation about the school and the author's knowledge as an employee of SUAS (Saimaa UAS 2015b).

Saimaa University of Applied Sciences is a higher education institution in South-Eastern Finland operating in two cities, Lappeenranta and Imatra. Saimaa UAS is a community of 3200 students and 300 experts providing education leading to a higher education degree, second cycle UAS degrees, continuing education, R&D services and Open Studies. It provides education on the bachelor and master level in five fields of studies: technology, health care and social services, business administration, tourism and hospitality, and fine arts. The education is conducted in Finnish and English.

The purpose of Saimaa University of Applied Sciences is to offer education and an expert workforce primarily for the needs of local business and industry. Saimaa UAS supports local businesses, industry and the public sector through research, development and innovation (RDI) during a time of structural change.

Approximately 500 students are foreigners (2/3 degree students and 1/3 exchange students). Most foreign students are from Russia; others are from Asia, Europe and Africa. The number of applicants is increasing from year to year. In 2014, 1357 applicants applied for degree programmes conducted in English, among them 484 applicants were from Russia (Statistics of admissions office 2014).

Saimaa UAS has around 100 partner institutions all over the world. In the international co-operation, Saimaa UAS places an emphasis on Western Europe, Nordic countries, Russia and the new EU member states, as well as China and Malaysia in Asia.

In addition, Saimaa UAS wants to emphasize its international dimension, specializing in Russian business, society, language and cultural skills. Saimaa UAS has partnership agreements with 14 Russian higher educational institutions (for 2014), and the contacts with several language centres, secondary schools and other organizations operating in Russia.

In 2011, the new Skinnarila Campus in Lappeenranta was built. The campus is located next to the Lappeenranta University of Technology. Both HEIs form joint campuses having strong, competitive and financially efficient centre of higher education.

Saimaa UAS has not achieved success in education export yet, but it strives for implementing education export practices. The author hopes that the case company will derive benefits from this research, regardless of the results.

6.2 Research product

The product of this research is the new curriculum of the degree programme in International Business which will become effective in 2015-2016 academic year.

The curriculum was not completely ready at the stage of writing the empirical part, however the names of the study modules and the courses were defined.

All study modules of the curriculum were not presented to the first group of respondents – corporate clients. Only several examples of study module topics were shown for consideration. In order to define the topics which can provoke an interest in the target group the author briefly informally interviewed her classmates employed in St. Petersburg, as well as the general manager of the Centre of Foreign Trade Development Ruspro. The author's ideas were carefully thought out before the discussions to provide a basis for the informal discussions. Moreover the author interviewed the Degree Programme Manager of the Degree programme in International Business, Heli Korpinen, to share collected ideas and discuss the possible topics. If there will be demand for some of these topics Saimaa UAS can create a study module for a corporate client.

The examples of study module topics:

1. Global Business Strategies (Start-up how to enter new market)
2. Working in EU / Finland
3. Optimizing Global Supply Chain Management
4. Global Sourcing and Purchasing
5. Business to Business
6. Business to Customer
7. Corporate Social Responsibility
8. Personal Leadership Skills

New curriculum was not presented to the second group of the respondents as it was not completely done, however old curriculum of degree programme in International Business was published on the website of Saimaa UAS. There are not fundamental changes between the new and old curriculums, so this group of respondents knew what product the research questions concerned.

6.3 Target market

Target market is Saint-Petersburg in North-Western Russia. This market was chosen because of several reasons. First is its closeness to South-Eastern Finland. The city is located just 200 kilometres from Lappeenranta and Imatra where Saimaa UAS operates. These Finnish cities are very famous among citizens of St. Petersburg. Lappeenranta ranked the first position among Finnish cities by tax-free sales, particularly 93.3 million euros in Lappeenranta and 20.6 million euros were spent in 2012 (Yle Uutiset 2013). Second, St. Petersburg is a huge market with population of almost 5 million inhabitants (Russian Federal State Statistics Service 2011). The market is full of great talents willing to get a job in successful international and local organisations operating there. In particular local Russian companies could be interested to develop its international contacts to compete with international players. Finally according to Saimaa UAS' strategy 2010-2015 "Together we are more", the university has a focus on Russian relations and Saimaa UAS has close partnerships with the higher education institutions of this city.

St. Petersburg is more self-sufficient and competitive educational market than other cities of North-Western Russia. Nevertheless it is more complicated to enter this market as the supply of educational services and programs offered by local higher education institutions and Moscow Universities' subsidiaries is wide. However there are many commercial institutions which are not as highly valued as state universities. It can be a competitive advantage for a Finnish higher education institution like Saimaa UAS. Table 5 demonstrates SWOT analysis of the target market.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • Huge market with big number of potential customers (companies, individuals) • Finnish HEIs have good reputation of providing with high qualitative education and relevant professional competences comparing with local private HEIs 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Economic crisis in Russia, particularly St. Petersburg • Reduction of expenses in companies • Money savings in average family • Financial barrier
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Growth of interest to fee-based 	<p>THREATS</p> <ul style="list-style-type: none"> • Local state higher education

<p>education offered in Finnish HEIs</p> <ul style="list-style-type: none"> • Need of European know-how for development of Russian industries • Governmental initiatives and programs towards obtaining European expertise • Distant forms of education • Short-term studies on business plant 	<p>institution offering different kind of competitive educational services and programs for companies and individuals</p> <ul style="list-style-type: none"> • Pressure of the authorities to buy educational services from local HEIs • Corruption concerned with previous two statements
--	--

Table 5. SWOT analysis of Russian market, particularly St. Petersburg.

In 2013 inhabitants of St. Petersburg had an average month salary 25 percent more than average in Russia (Russian Federation Federal Statistics Service 2014). St. Petersburg is ranked number one among Russian regions in summary of financial rates such as income, debts, income structure and so on (Bobrovnikov & Tepaev 2013).

Gross Regional Product of St. Petersburg accounts for 3.6 times as big as average GRP in whole country. GRP per capita in St. Petersburg is 30 percent more than average in Russia. (Russian Federation Federal Statistics Service 2014.)

St. Petersburg has extremely low unemployment rate, high concentration of economically active population and high level of inbound working force migration. (Russian Federation Federal Statistics Service 2014.) The city is very attractive place for living, working and studying. According to the government of St. Petersburg the city's attractiveness is increasing among the inhabitants from other Russian cities and the countries of Commonwealth of Independent States. In 2012 the difference between incoming and outgoing people was 74 000, in 2011 - 58 000, and in 2010 – 37 000, but in 2005 it was 145 000. (Strategy of economic and social development of St. Petersburg till 2030 2014.)

Russia was also chosen as a target country because there is a lack of information relating to exportation of education from Finland to this country. Paying capabilities of Russians are not obvious as well. Some researches were done but implementation strategies and key success factors remain unclear. Undoubtedly there is a demand for Finnish expertise in Asia and African countries as well, as the countries of these

continents want to invest money to get Finnish know-how. But still Russia is an interesting market for the author as she was born and lived most of her life in St. Petersburg. Therefore St. Petersburg was also chosen as the target market.

6.4 Target groups

Two groups of respondents were chosen for this research – corporate clients and individual customers. Although education export activities in Finland are normally associated with a corporate customer rather than an individual one, the researcher chose an individual customer to get more data for opportunities of education export implementation in Saimaa UAS.

Definitely, a corporate client is a more purposeful customer because of perspectives for developing education export activities in case of positive results of this research. Organisations can benefit from educating employees abroad by developing a company's strategy on European orientation and consequently succeeding in international market. Finnish organisations operating in Russia could have an interest to educate its Russian managers as well. Moreover fees for commissioned-paid studies should be paid by organisations rather than individuals in the frames of “made-to-order” models established by the Ministry of Education and Culture of Finland.

Nevertheless, an individual is also a relevant potential customer as this kind of customer can be attracted to obtain a degree at Saimaa UAS later on. In connection with the latest news about imposing tuition fees for students from outside EU/EEA area in 2016 year (Yle Uutiset 2014e), they can be interviewed relating their opinion to this legislative proposal. Individuals are the applicants who have already applied or are going to apply to the Degree programme in International Business in Saimaa University of Applied Sciences. The majority of individuals are young upper secondary school graduates. In total, 54 individual respondents took part in the research, and comprise the second group of respondents.

First group of respondents is corporate clients. Two categories of corporate clients were selected for this research – companies and higher education institutions. The case of Lahti University of Applied Sciences described in the fourth chapter inspired the author to consider some of St. Petersburg's HEIs to take part in the research. HEI is an organisation and it concerns the “made-to-order model” as well. Furthermore the author's bachelor's degree was done in Russia, giving knowledge of how many fee-

based educational programs are offered to students in Russian higher education institutions. Russia legislation allows HEIs to collect fees for studies from students.

Two higher education institutions took part in the research. These are old state universities of St. Petersburg founded in 1800-1900. All universities are very big and multidisciplinary with up to 25 000 students. In spite of having over 10 different faculties in each university, the main profile of both higher education institutions is engineering. These universities were selected because of size, high reputation among applicants and corporate clients, as well as big state funding. The respondents were the head of international departments of one university and the vice rector for international relations of the other one. The author knows the respondents personally, therefore it was easy to organise the interviews.

Mainly big companies in 10 fields were selected for this research: automobile industry, forest and pulp & paper industries, welding and cutting, energy, shipping, construction, logistics, IT, real estate, pharmaceuticals. Most of the companies are industrial organisations which deal with manufacturing, logistics, sales and consulting. The author chose such different fields to get more explicit views on possible opportunities of the case organisation to sell educational services. Furthermore, Saimaa UAS is interested more in management training rather than staff trainings. Management training is more possible to be organised in big companies.

Half of the organisations are Finnish companies working in St. Petersburg. The contacts were taken from the database of Saimaa UAS. Other companies are international companies working in St. Petersburg and local Russian big organisations.

53 companies were contacted by email to take part in the research. The author explained in the email who she is, where the contacts were taken, the research aims as well as current interview is confidential and not official.

14 companies responded and took part in the research. Mainly one respondent was from each company, but there were two respondents in one automobile company.

In the author's opinion, many companies did not respond to the request sent by email due to being too busy, lack of interest, as well as unwillingness to release internal information of the company.

Table 6 reveals taking in the research companies and its field. All companies were categorized. In spite of the fact the pharmaceutical company is also manufacturing organisation, it was categorized differently from other manufacturing companies as it

operates in a principally different industry. Three automobile companies were placed to a different category as well as two forest companies. Other manufacturing companies were placed to a separate category as they operate in different industries.

Company	Number of companies	Field of each company	Number of employees
Automobile companies	3	Manufacturing and sales of cars and car equipment and components	over 251
		Manufacturing and sales of cars and car equipment and components	over 251
		Wholesale distribution of car equipment and components, equipment installation for car manufacturing	16 - 100
Forest companies	2	Manufacturing of pulp and paper	over 251
		Provider of renewable solutions in packaging, biomaterials, wood and paper on global markets	over 251
Other manufacturing companies	3	Manufacturing of welding and cutting equipment and materials for many different industries such as automotive, shipbuilding, construction, repair and maintenance, power generations, process industry and so on.	101 – 250
		Manufacturing and sales of insulation materials for construction	101-250
		Manufacturing of marine equipment, electrical power engineering, producing engines of new generation	16-100
Logistic companies	2	Customer-developer of sea merchant port, consultation	Over 251
		Delivering responsible energy solutions and life cycle services.	101-250
Construction	1	Construction, property development and	Over 251

company		infrastructure company	
IT company	1	Financial software provider of higher-effective professional software systems for on-line brokerage, exchange and financial activities. Development, implementation and support upscale financial systems intended to handle business activities.	Over 251
Development company	1	Property for lease and sale, property and facility management, investment projects, brokerage, consulting, marketing.	101-250
Pharmaceutical company	1	Multinational pharmaceutical company manufacturing innovative, high-quality and affordable medicine and therapies to patients	Over 251

Table 6. Companies taking part in the research.

6.5 Research instruments and conducting interviews

Two qualitative instruments for data collection were utilized: a questionnaire and an interview. Bearing in mind the fact that a questionnaire is not ideal instrument for a study that is exploratory in nature, nevertheless it was chosen because of its convenience.

Second group of respondents (individuals) was interviewed only by the questionnaire in a popular social network, “Vkontakte” (www.vk.com). The questionnaire was published on the wall of the official group of Saimaa UAS as well as messages with an invitation to take part in the research were sent to the members of the group. These members were mainly the applicants who contacted the group’s administrator with questions relating application procedure in autumn 2014. In spite of the questionnaire being targeted only for applicants of Degree programme in International Business, there were a couple of the respondents interested in other fields of study. Moreover the respondents were from different cities in Russia even though the target market for this research was St. Petersburg. The author decided to not limit this questionnaire by only St. Petersburg because it is complicated to validate that a respondent lives in the city in fact. For

instance some of the respondents were originally from St. Petersburg but now live in Lappeenranta as they have been already admitted to study in Saimaa UAS. The post was published in Vkontakte during two weeks in the last week of February – first week of March 2015, before the entrance examinations in Saimaa UAS.

The questionnaire was made in Webropol and had fresh spring style to arouse a sunny mood in young respondents as the questionnaire was conducted in the end of the winter. The aims of this questionnaire were to find out the respondents' opinion about possibly imposing tuition fees on international degree programmes in Finnish higher education institutions as well as if there is an interest to the Open Studies of Applied Sciences as the Open Studies is a form to collect fees for the studies from an individual customer. Basically there were multiple-choice questions, however a respondent was asked to explain his point of view by giving open answer to many questions. All questions in the questionnaire were obligatory to reply.

Both instruments for data collection were selected for the first group of respondents (corporate clients). The respondents were asked about the most convenient form to reply to the questions. Most of the respondents chose a form of a questionnaire as they did not have enough time to talk by phone. The questionnaire contained mainly open questions, but there were some multiple-choice questions which had a field to write an open answer and explain why the responder gave a negative reply. All questions were non-obligatory so the respondents could ignore some questions, but they did not do it. Also there were some multiple-choice questions so the respondents can choose several answers. Some of respondents preferred to be interviewed by phone. There were interesting discussions. The aim of the interview of the companies was to find out if there is a demand for fee-based trainings in the company, particularly staff or management training. The respondents were asked to tell which kind of training the company has already had, as well as which kind of training it needs. Then, examples of the topics were presented. The questions for the companies were designed in such a way to reveal an interest in the concrete topics of the research product as well as to collect the details on conducting any kind of training. The aim of the interview of the higher education institutions was to find out if there is a demand for fee-based study programs offered by Finnish HEI to Russian students. The interview questions were similar to the questions asked in the companies, however they were tailor-made to the field of education. Both higher education institutions were interviewed by phone. First there was intent to audio record the interviews, however the answers were finally written

by hand as it was the most convenient way for the researcher. This group of respondents was interviewed during the last week of February and first two weeks of March.

In general all questions were composed by the author. Theoretical part of this study served to compose the questions. Then the questions were evaluated by the supervisor. A couple of extra questions were added and the order was a little bit changed in the way to get deeper and deeper data after each question was answered.

Webropol is a suitable instrument for data collection. It gives different kinds of analysis of collected data. The individual responses and open answers were analysed summarily. A questionnaire of each company was printed out and analysed separately as some companies were interviewed personally or by phone.

7 Research analysis and findings

This chapter provides the findings from the interviews and the questionnaires of both groups of respondents. The findings are analysed and compared to answer the research questions. Main outcomes expected from each group of respondents are described in this chapter as well.

7.1 First group of respondents

7.1.1 Corporate clients

The author was apprehensive about interviewing some corporate clients in the form of questionnaire because replies can be not fully detailed as it is usually expected from a traditional interview done by phone or face-to-face, as well as respondents could ignore some questions as all were not compulsory to answer. However, there were not very specific questions in this interview requiring very detailed replies, therefore this form of interview was applied. Furthermore all respondents showed an interest in the interview in the form of questionnaire and replied to all questions, and some of them gave substantial and constructive comments.

There was some negative feedback. For instance there were no explanations where the results will be used as well as from the opinion of a couple respondents the research aim was described too briefly. Also there were the comments that some questions were incorrectly composed. For example a question about how much a company is able to

pay for a training as it depends on the type of training, its duration and place of conduct, amount of participating employees, a training purpose and desired outcome. Five companies did not select a particular price for a training but chose the option, “other”. Nevertheless many respondents replied this to question. Chart 2 displays the results about how much a company is able to pay for training.

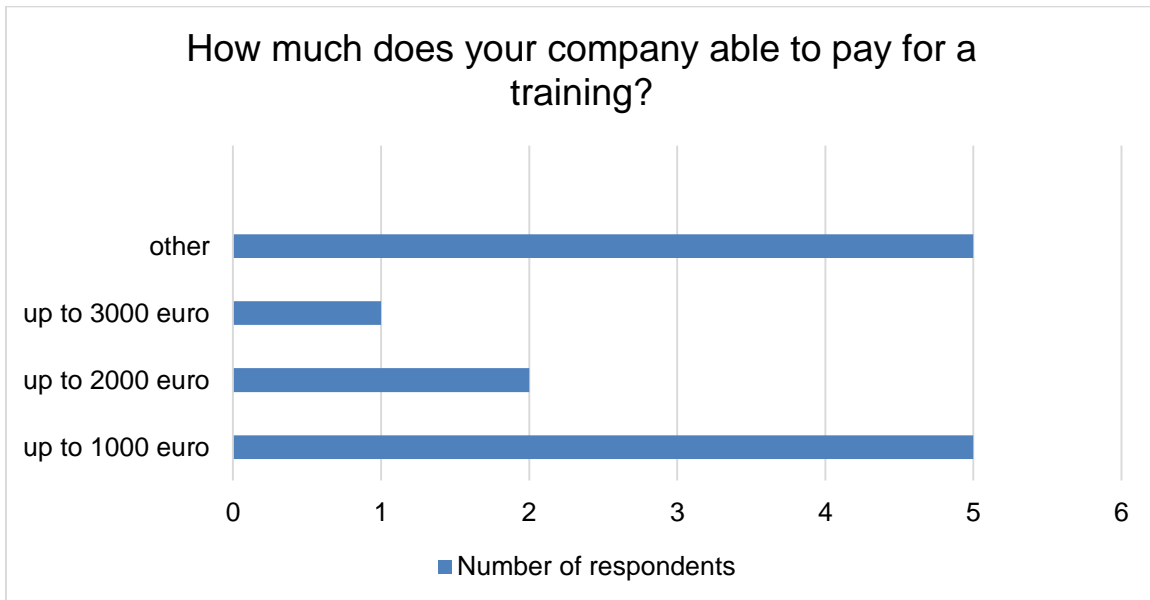


Chart 2. Cost of a training the companies are able to pay.

In general the interview results were good. The collected data is reliable because the interviewees were competent employees such as a Human Resource Director and Manager, Senior Training Specialist, Specialist for corporate communications and staff development, Managing Director, Management Assistant, Project Manager. There are staff and management training sessions organised in all companies and quite frequently. Half of the companies conduct training sessions for employees every month. Chart 3 displays frequency of training sessions organised in all companies.

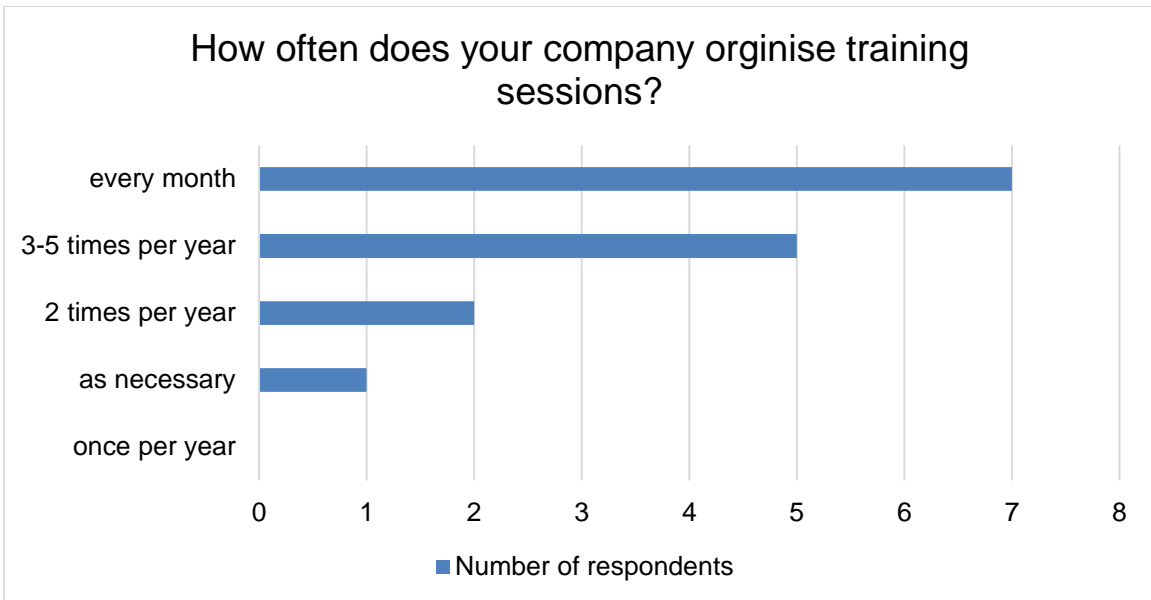


Chart 3. Frequency of training sessions organised in all interviewed companies.

Mostly management training sessions are organised in the companies. However the training sessions for general employees and workers (staff training) are also organised frequently (Chart 4).



Chart 4. Share of management training sessions and staff training sessions in the companies.

According to the interview results, managers and also staff are the main initiators to organise training sessions in the companies. One company replied that sometimes a training is organised on demand of partners and equipment distributors, and others said that a training is organised mainly according to the company's budget and needs. Chart 5 displays initiators to organise a training. Furthermore, according to all respondents'

replies, a training is paid for by the company and employees do not cover any costs during studies.

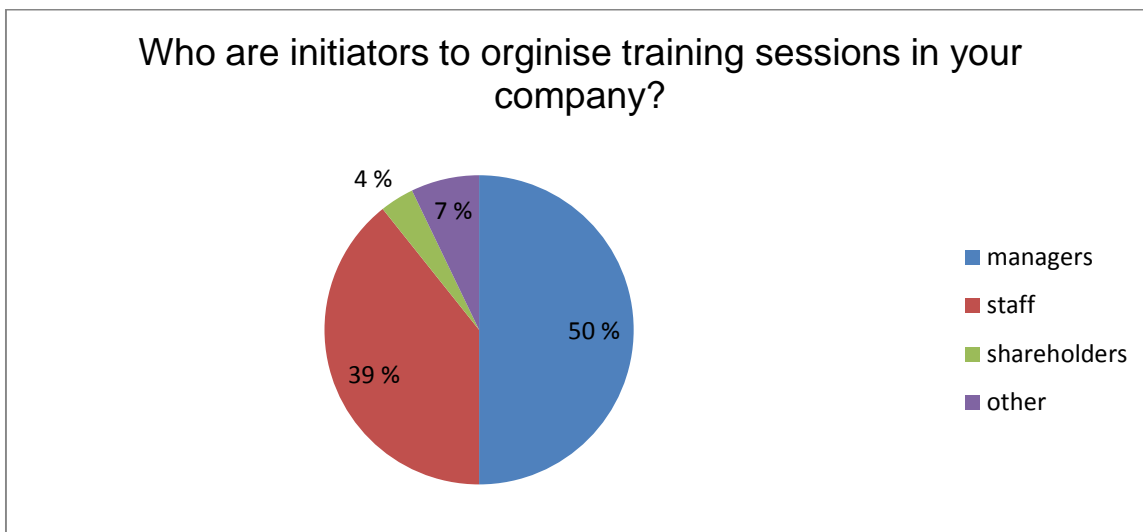


Chart 5. Initiators to organise training sessions in the companies.

To the questions about a company ordering training sessions offered by foreign providers, 50 % of respondents said 'yes' and 50 % said 'no'. High price of education is the main barrier to order training sessions from a foreign provider. The rest of the opinions were that the companies are satisfied with Russian education providers as well as there is no need to order a foreign training because the services are provided only in Russia. Chart 6 shows a share of providers with whom the companies operate.

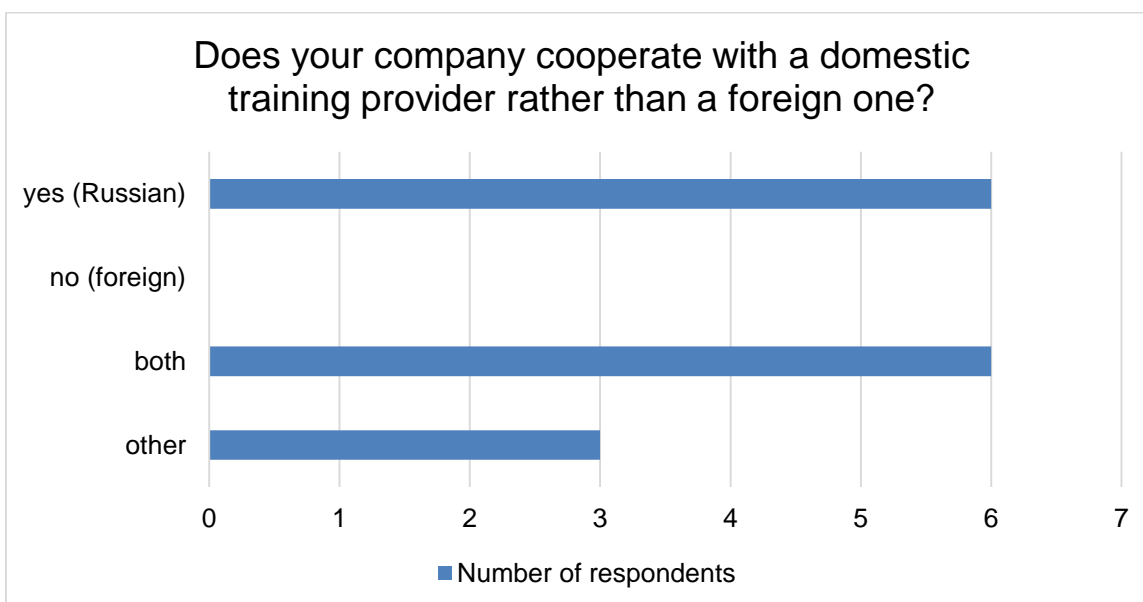


Chart 6. Share of Russian and foreign providers with whom the companies operate.

The main factor in choosing a training provider is cost of education. Field of education, reputation of a training provider and a possibility of conducting onsite training in the business plant are also significant for the companies. Moreover the respondents mentioned that quality of education and its adaptation to the company needs are also significant factors in choosing training providers (Chart 7).

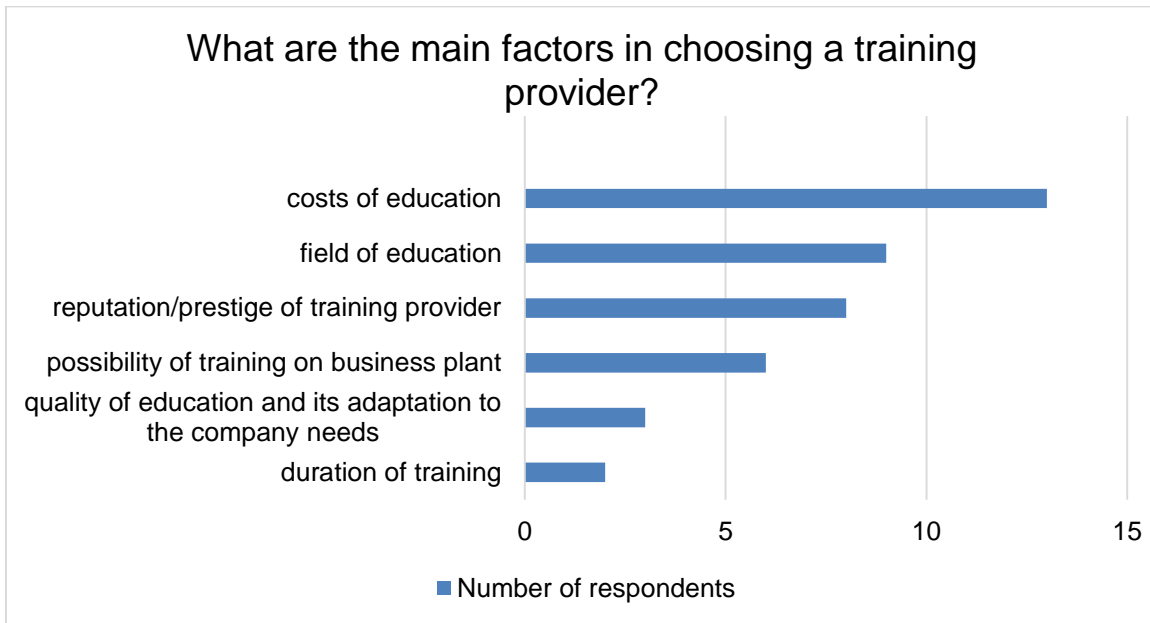


Chart 7. Main factors in choosing a training provider.

In spite of demand for training sessions in the companies, there are many barriers for employees to take part in training sessions. Main barriers are described in Chart 8.

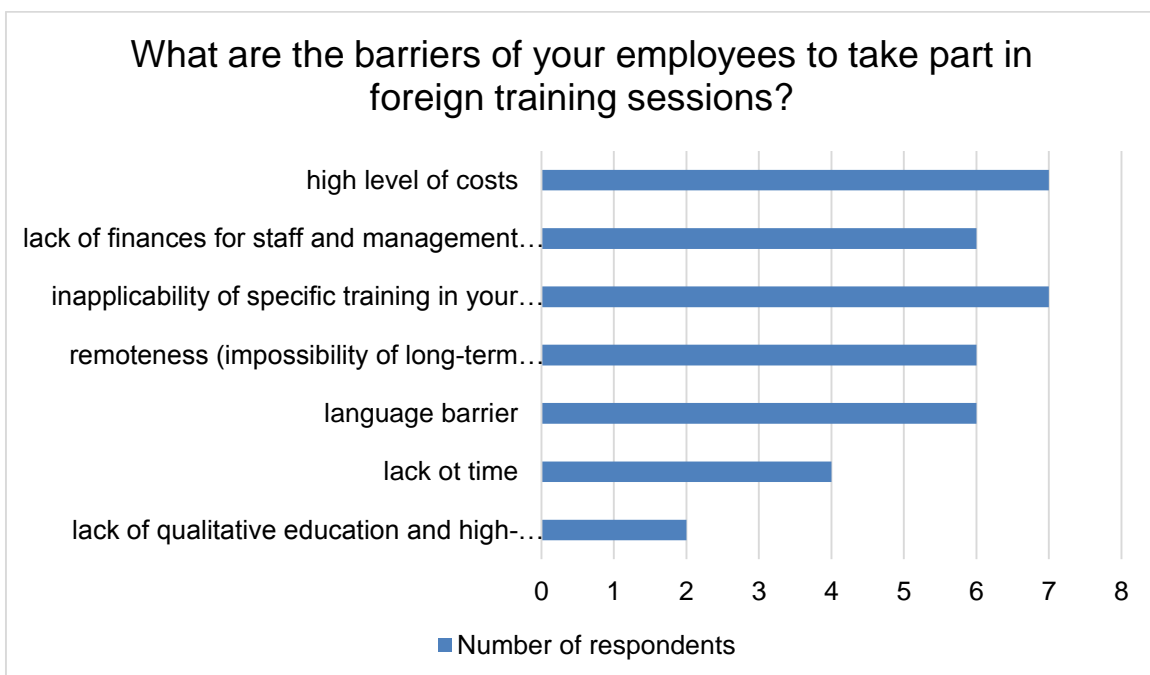


Chart 8. Barriers for employees to take part in foreign training sessions.

There were different kinds of management training sessions and staff training sessions organised in the companies. The respondents gave following examples of the types of training sessions done in their companies, particularly which field, duration and level of employees for which it was conducted:

- In the *automobile companies* there were organised staff training sessions in the fields of labour force, fire and industrial safety, financial documentation, MS Office and other computer technologies and resources. Duration of this kind of training session was approximately 1-2 hours. Management training sessions were organised in the fields of corporate strategy, defining objectives and goals, new product issue, business negotiations with duration of approximately 1 hour as well.
- According to the respondents' replies, all kinds of training were organised for all levels of employees in the *forest companies*. Mostly there were professional training sessions, developing leadership competences, language courses and other developing training sessions for management and staff. Duration of a training depended on its field and topic, for instance from a couple of hours to several days.
- In *other manufacturing companies* there were professional training sessions organised for staff and the training sessions according to particular competences for management like sales management training for sales managers. Duration of the training depended on the level of employees for whom they were conducted, for instance for accountants and lowers it last 1-2 days, for engineers – from 1 day to 1 week.
- In *logistic companies* there were long-term training sessions for directors in the fields of management and development. Staff training were organised in the fields of accounting and currency legislation for accountants, industrial and common safety for engineers and workers for example during transportation of dangerous substances, and labour protection for competent employees. Also all staff and management had to study different skills required by the government.
- In the *construction company* there were organised training sessions for leadership, safety, soft skills (negotiation, time management, feedback, communication and so on) with duration of 1-2 days, professional training sessions with duration from 1 week to 1 year depending on the specialty, and internal procedures training sessions (IT systems, compliance training, and laws)

with duration 2-4 hours. These training sessions were organised for different levels of employees depending on their competences.

- In *IT Company* there were training sessions for managing, communication and presentation skills with duration of 1-3 days organised for managers. Also professional training sessions for IT developers and testers were usually organised with duration from 1 day to 1 week depending on the kind of training.
- Management training sessions for internal communication and team building were organised in the *development company* as well as advanced professional training sessions organised for staff.
- The respondents gave many examples of the training sessions organised in the *pharmaceutical company*. There were training sessions for leadership skills for managers with duration of 5 days and then a 1 month break for applying learned skills, then 2 days of studies and again 1 month to apply the skills, finally 1 day of concluding studies. Top and mid-level managers have leadership training sessions every once in a while. For staff there were hard skills and soft skills training sessions with duration of 2-5 days. Managers also took part in hard skills training sessions. As in many big companies there were training sessions for safety and labour protection as well as different IT trainings. There were many professional training sessions organised for managers and staff in Russia and Europe as it is required to follow up-to-date standards and regulations for pharmaceutical company at every turn.

Before the research product was shown to the respondents for observation they were asked about which kinds/fields of training sessions their company usually needs. Some companies saw beyond the question and looked at the examples of study module topics. Therefore their replies are similar to the topics. Table 7 provides with the fields of training sessions the companies usually need and the study module topics which may be interesting to the companies.

Field of operation of the company	Fields of training sessions the company usually needs	Study module topics which may be interesting for the company
Automobile companies	Logistics, business operations, employee development.	Topic 1. Global Business Strategy Topic 3. Optimizing global

		<p>supply chain management</p> <p>Topic 4. Global Sourcing and Purchasing</p> <p>Topic 5. Business to Business</p> <p>Topic 6. Business to Customer</p> <p>Topic 7. CSR</p> <p>Topic 8. Personal Leadership Skills</p>
Forest companies	Any kind of training for all levels of employees depending from the business needs.	<p>Topic 3. Optimizing global supply chain management</p> <p>Topic 4. Global Sourcing and Purchasing</p> <p>Topic 5. Business to Business</p> <p>Topic 6. Business to Customer</p> <p>Topic 7. CSR</p> <p>Topic 8. Personal Leadership Skills</p>
Other manufacturing companies	Other manufacturing companies were not active answering this question, however manufacturing company of marine equipment said they need professional training sessions in the fields of electrics and engineering systems as well as training sessions in the fields of strategic management, quality management, corporate social responsibility, logistics, purchasing and human resource management.	<p>Topic 1. Global Business Strategy</p> <p>Topic 3. Optimizing global supply chain management</p> <p>Topic 6. Business to Customer</p> <p>Topic 7. CSR</p> <p>Topic 8. Personal Leadership Skills</p>
Logistic companies	Optimizing global supply chain management, business to customer and corporate social responsibility.	<p>Topic 3. Optimizing global supply chain management</p> <p>Topic 6. Business to Customer</p> <p>Topic 7. CSR</p> <p>Topic 8. Personal Leadership</p>

		Skills
Construction company	Soft skills (negotiation, feedback, communication, time management, sales). Professional training sessions. Internal processes. Follow up training sessions.	Topic 6. Business to Customer Topic 7. CSR Topic 8. Personal Leadership Skills
IT company	Professional training sessions such as engineering design, programming. All new competences in the fields of operation.	Topic 8. Personal Leadership Skills
Development company	Professional training sessions in different fields such development, urban planning and development, construction, real estate, legislation changes, sales technics, communication with customers and so on. Moreover advanced training sessions for accountants and lawyers.	None. Knowledge and skills given on these kinds of training sessions are theoretical in nature what does not give practical skills to run business in Russia
Pharmaceutical company	Hard skills professional training sessions in the field of pharmaceuticals. Soft skills training sessions (communication, coaching, change management). Industrial safety and labour protection. Training sessions conducted in Europe on industrial plants of the company	Topic 8. Personal Leadership Skills

Table 7. Fields of training sessions the companies usually need and the study module topics which may be of interest to the companies.

After making clear the fields of training sessions the companies usually need, and which topics of study module may be interesting for the companies, common details for conducting a training were collected.

During the interviews it was found out that it is difficult to define most appropriate duration of a training because it depends on the kind of training. Chart 9 shows the replies concerning duration of training.

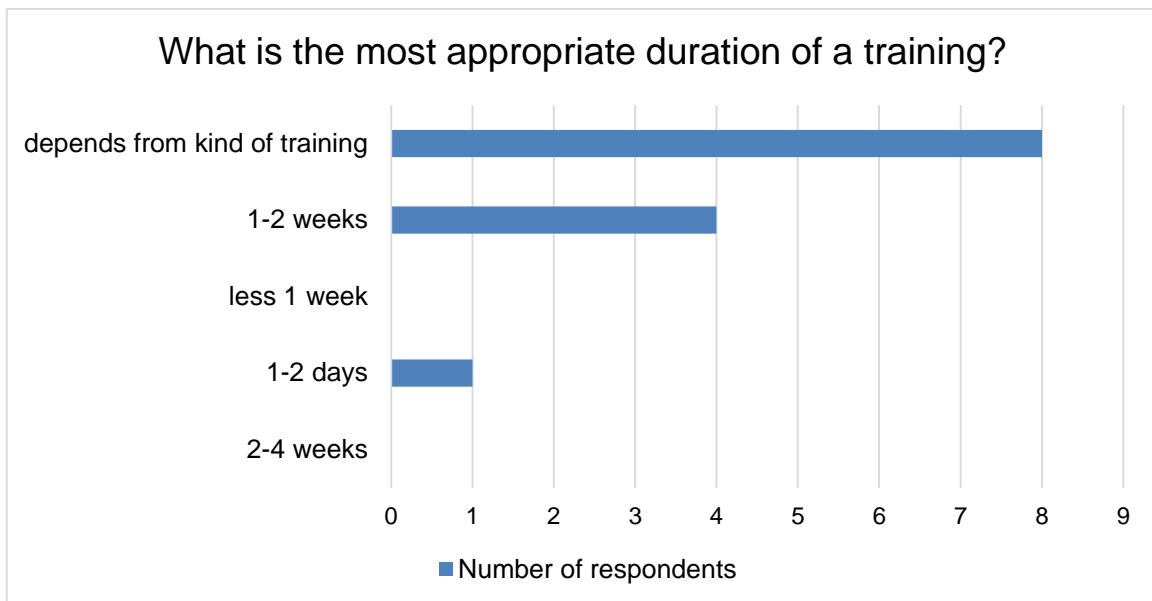


Chart 9. The most appropriate duration of a training.

Most appropriate form of studies is a combination of distance learning and contact lessons. However it also depends on a kind of training. 3 respondents prefer only distance learning because of lack of time for contact lessons. The opinions about how often it is better to conduct contact lessons were different. Most of the respondents replied that it depends on a kind of training and topic. Chart 10 displays the opinions relating to frequency of conducting contact lessons.



Chart 10. Frequency of conducting contact lessons.

Most of the respondents prefer to have contact lessons organised in a business plant or other study platform in Russia. Chart 11 shows desired place of contact lessons organised.

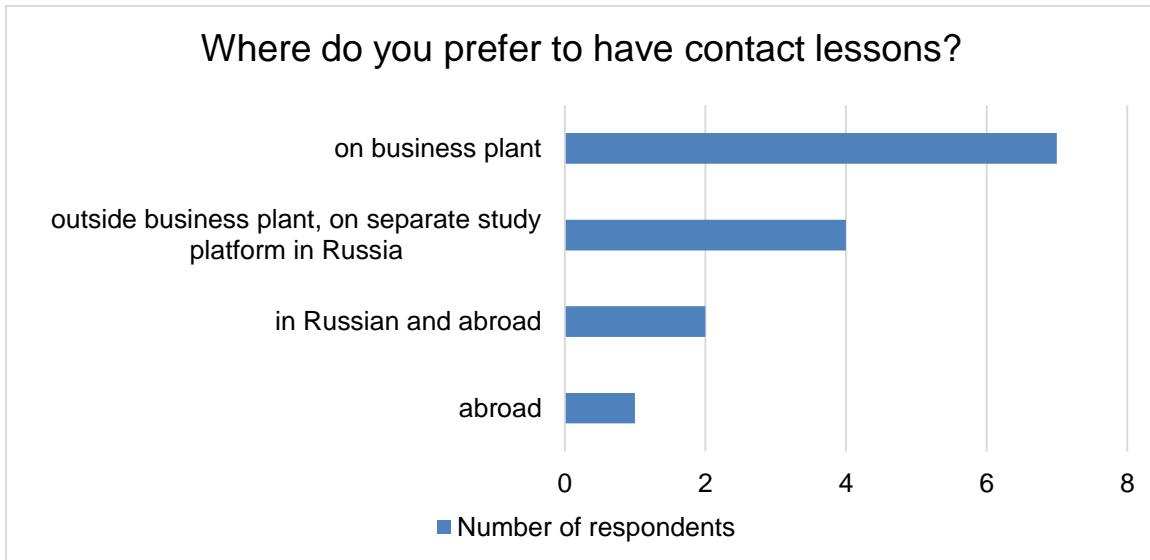


Chart 11. Preferred place of contact lessons organised.

Most preferred language of studies is Russian and combination of both languages (Russian and English).

Finally, most of the companies prefer to provide with a training individual employees rather than a group. Chart 12 displays whom the companies are able to send for study training.

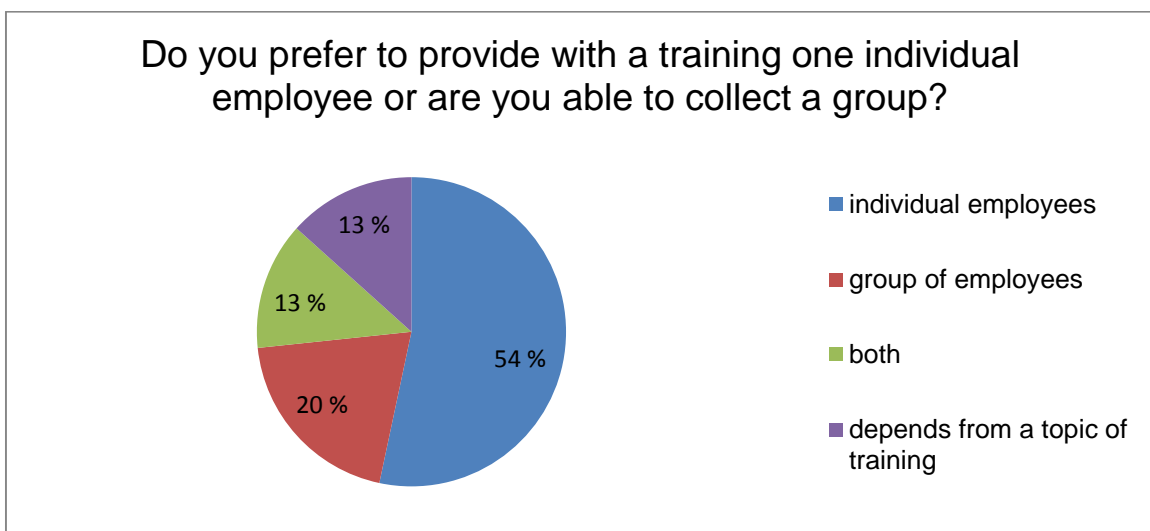


Chart 12. Share of an individual employee and a group of employees to take part in a training.

Summarizing the interview results of first category of the corporate clients there were different training sessions organised in the companies. Mostly there are management training sessions, however staff training sessions are also organised often. Managers and staff are the main initiators to organise training sessions in the companies. In most companies training sessions are organised every month and are paid for by the companies. It was incorrect to ask about how much a company is able to pay for a training, but it was decided to ask just for an experiment. Of course the cost of education depends from a kind and a field of training, duration and amount of participants. Half of the companies ordered training sessions offered by a foreign provider, but another half did not do it because there was not an appropriate training provider, there was no need in foreign education or those companies were simply satisfied with Russian education providers. The main factor in choosing a training provider is cost of educational service, but also field of education and reputation of a training provider are also significant. Even when there are training sessions organised in the companies, often there are many barriers for employees to take part in the training sessions such as financial barriers, language barriers, and remoteness and so on.

The training sessions done in the companies are mostly professional ones concerning the field of operation, however there were many general training sessions of soft and hard skills. The companies need different types of training, from professional studies to developing employees and the company itself. Therefore probably all study module topics of this research provoked an interest in the companies with the exception of the topic 2 Working in EU / Finland. Probably this topic is not interesting as most of interviewed companies are already international ones and in particular they are interested in developing operations in Russia. Therefore the topic 1 Global Business Strategy (Start-up how to enter new market) was interesting only to two companies. Most attractive topic is number 8 Personal Leadership Skills. Chart 13 demonstrates a share of the most attractive study module topics among the interviewed companies.

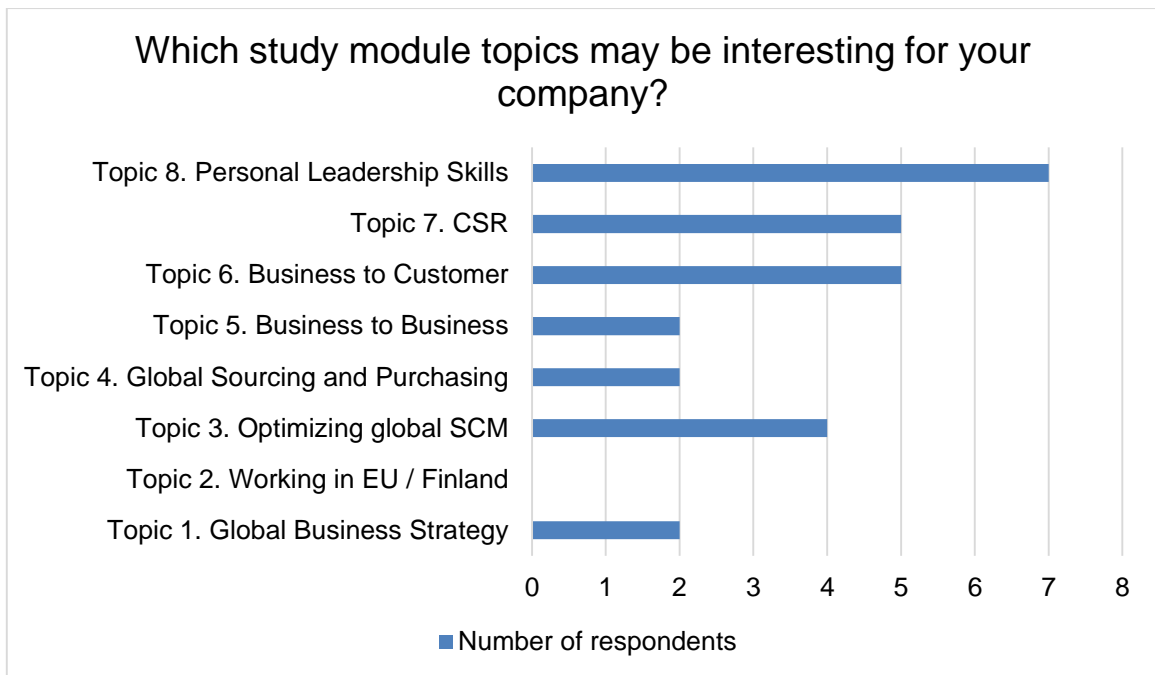


Chart 13. Share of the most attractive study module topics among the interviewed companies.

Summarizing details of the most appropriate training in general there were found the following details:

- duration depends on the kind of training,
- form of studies – combination of distance learning and contact lessons,
- frequency of conducting contact lessons depends on the kind of training, topic and need,
- best place of contacting lessons is a business plant,
- language of studies is Russian or combination of Russian and English,
- it is easier to send an individual employee for a training, than to collect a group of employees.

7.1.2 Higher education institutions

According to the interviews' results there are fee-based education programs organised in both higher education institutions for students and corporate clients. One university organises more local fee-based educational programs, but another university - more foreign programs as they are more popular among the students. The universities' authorities and corporate clients are main initiators to organise fee-based study programs.

The respondents gave several examples of fee-based programmes organised for students and corporate clients. There were many English and German courses and profile study programs organised for students as well as summer schools in partner universities in Finland, Poland and other European countries. Costs of any study program conducted abroad was up to 500 euros including accommodation. There were organised professional advanced training sessions in the fields of Management, Construction, Transport Safety, Ecology, Standardisation and certification for corporate clients with duration from 2 weeks to 12 months.

Internal marketing of fee-based study programs is done through websites, info boards, internet platforms, presentations and info-sessions. External marketing is usually done through website, Open Doors days and presentations, conferences, fairs, internet resources as well as through partnership with corporate clients. Outsiders can also take part in fee-based study programs. However most interested students to participate in these kinds of programs are bachelor's and master's students as well as graduates.

Main factors attracting students to take part in fee-based study programs are:

- more opportunities for employment,
- international experience,
- improving foreign language skills.

Main barriers to take part in fee-based study programs are:

- language barrier,
- high cost of education.

Participation of students in fee-based study programs is usually covered by students' parents or some grant.

Before collecting details on most appropriate study programs the respondents were shown the examples of study module topics. According to the respondents' opinion all topics can be interesting for students as its concern the universities' profile and there is not enough information given in basic lectures. However most attractive topic is the topic 8 Personal Leadership Skills.

Most appropriate fee-based study program has following characteristics:

- Duration: 1-2 weeks,

- Form of studies: combination of contact lessons and distance learning, more contact lessons,
- Language: English, combination of English and Russian,
- Cost: maximum 500 euros including all expenses.

Finally the respondents revealed the opinion that there can be demand for short-term fee-based study programs offered by Finnish higher education institutions among students of both universities.

7.2 Second group of respondents

On the whole there was a high interest to the questionnaire and positive feedback in the field for comments. 54 people responded the questionnaire. Most of the respondents were from St. Petersburg, however there were also single applicants from Vyborg, Petrozavodsk, Pskov, Moscow, Nizhniy Novgorod, Ufa, Chelyabinsk, other cities of Leningrad region as well as a couple of applicants from Kazakhstan. Some respondents are students from Russia already studying in Saimaa UAS and living in Lappeenranta currently. There were 50% more female respondents than male. It is justified by the field of International business where a majority of students are usually female. A half of respondents will get senior secondary education in 2015, 4 applicants in 2016, one in 2017 and one in 2023. 11 respondents completed the school in 2014 and others earlier. 80 percent of respondents have already applied to Degree Programme in International Business. A majority of them applied to it in winter 2015, others in 2011-2014. A majority of remaining 20 percent did not apply this Degree Programme because they are interested in other fields of studies. Only one of the respondents said that there is a narrow selection of degree programmes in Finland.

All respondents are interested to get a Finnish degree because it is a European degree which gives more perspectives to be employed in Finland and Europe than with a Russian degree. European degree is quite valuable in Russia as well. There were many positive comments about high quality of Finnish education and its recognition all over the world. Many respondents like Finnish education system and practically oriented studies as well as the country on the whole. Only 5 respondents highlighted an absence of tuition fees or so called free education as an attractive factor to get a degree in Finland.

Nevertheless over 90 percent of all respondents think negatively about the possible imposing of tuition fees on international degree programmes in Finnish HEIs. Most of them explained it as an impossibility to pay tuition fees and living costs. Some of them connected this financial barrier with the fall of Russian currency and others with low salary levels in Russia. There are many Russian schools graduates with a high potential who want to study in Finland but it won't be possible if tuition fees are imposed. There were a couple of points of view that everyone should have equal rights to get higher education, however it is irrelevant to hear from a Russian citizen in whose country there are tuition fees for foreign and local citizens. According to the point of view of a couple of respondents, tuition fees will decrease amount of foreign students dramatically, and that will affect the economic situation of Finland because foreign students spend quite a lot of money for living costs and thereby contribute to the country's economic growth. The remainder of respondents advocated imposing tuition fees because it is unreasonable to teach foreigners free of charge while most of them will leave the country after graduation.

According to the question about how much tuition fees per academic year an applicant is able to pay, 51 respondents replied less than 2000 euros, 2 respondents said 2000 euros, and only one is ready to pay 4000 euros per one academic year. Chart 14 demonstrates how much the respondents want to pay in tuition fees. All questions for second group of the respondents were compulsory to answer. Probably if there would be an option 'I want to pay nothing' most of respondents would choose this one. Evidently according to above mentioned findings it is very expensive for Russians to pay tuition fees and cover living costs as salary levels in Russia are lower than in Finland, but according to 80 percent of respondents, sponsors of their living costs in Finland are parents. About 15 percent replied that they can cover living costs by themselves, the rest said that first time parents will pay for living costs and then they are going to take a part-time job in Finland during studies in order to cover living costs themselves. Nevertheless 85 percent of respondents said that they need a financial support during studies. Most of them prefer a grant covering tuition fees, others – a grant covering living costs. 10 percent replied that they do not need any grant. The remaining 2 respondents said that it would be great if there would be a possibility to make a part-time job during studies and a student can cover living costs himself while tuition fees are covered by a grant. Nowadays it is impossible to be employed in Finland without local language, and that is a big challenge for a Russian student.

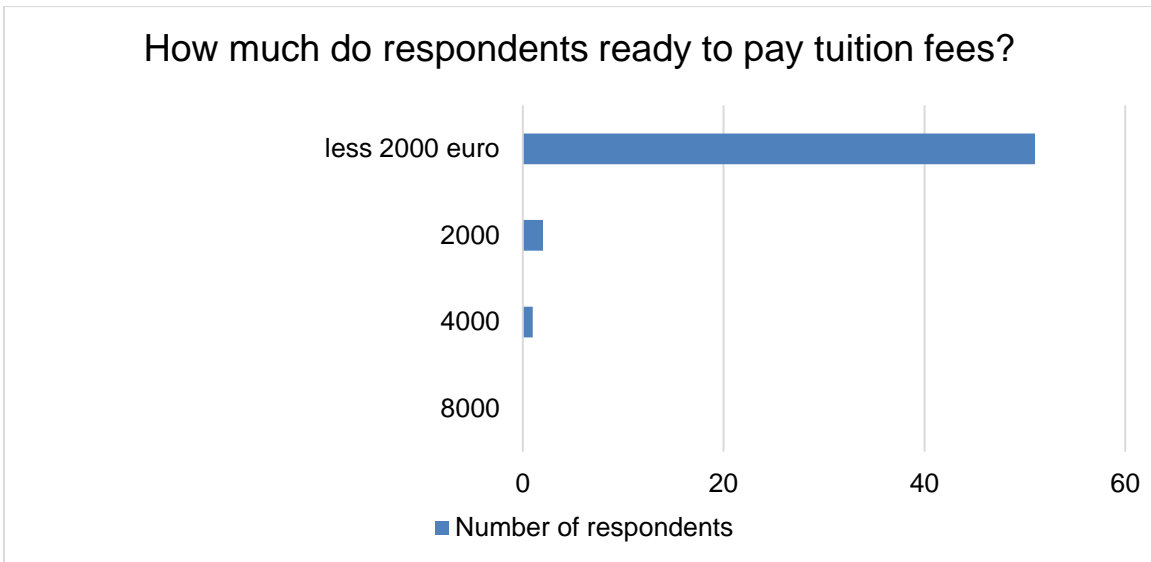


Chart 14. Cost of tuition fees the second group of the respondents is ready to pay.

Summing up first part of the questionnaire with a point about possible imposing tuition fees the biggest barrier to study in Saimaa UAS is the financial one. 60 percent of respondents have financial obstacles to study in Finland if tuition fees will be imposed. 5 percent of respondents face the language barrier. One said that his parents do not want that he studies abroad. And the remaining 35 percent have other barriers such as small selection of degree programmes conducted in English, high number of applicants and nationalism of some Finns. Chart 15 displays the barriers to study in Saimaa UAS.

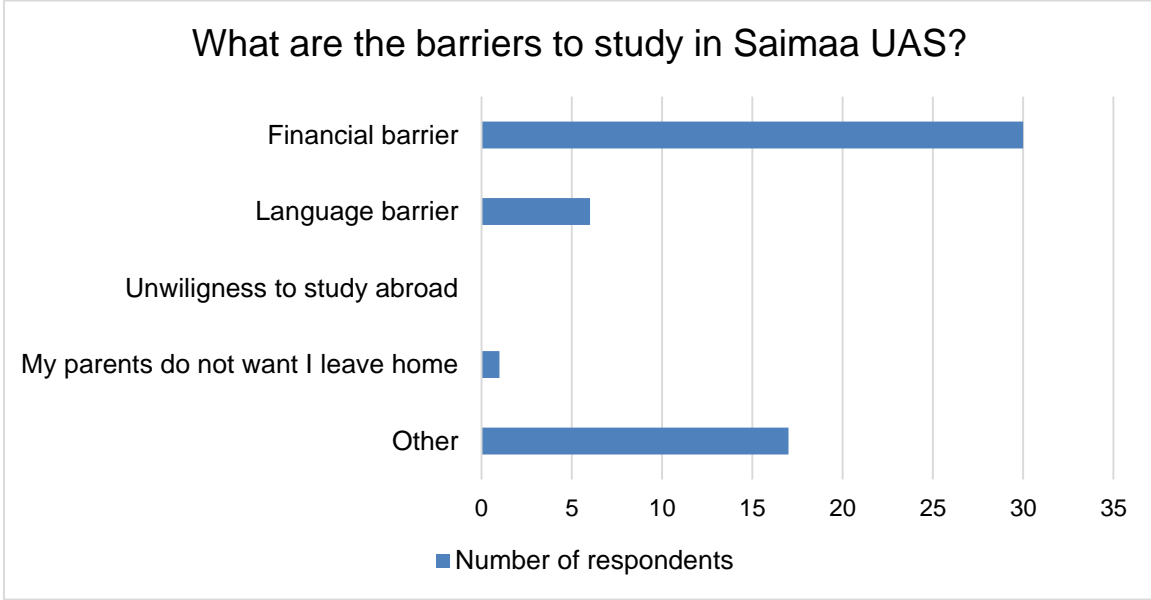


Chart 15. Barriers of applicants to study in Saimaa UAS.

Second part of the questionnaire was devoted to the Open Studies of Applied Sciences in Saimaa UAS and the respondents' familiarity about it. In order to find out how high

interest of the respondents to Saimaa UAS there was a specific question about the plans of the applicants in 2015 if they fail an entrance competition. A majority of respondents replied that they are going to apply Saimaa UAS next year while during a year they will intensively prepare to the entrance examination in SUAS or study a year in Russian higher education institution. About 10 percent of the respondents said that they will forget about studies abroad and will apply Russian HEI. 20 percent gave different replies among which there were plans to apply to other Finnish universities of applied sciences or a higher education institution in a European country with free education, for instance Germany. Two respondents will prefer to study a year in the Open Studies.

To the question about hearing about the Open Studies before, over 50 percent answered “yes” and approximately 50 percent – “no”. According to a majority of respondents it is easy to get information about the Open Studies in Saimaa UAS. However, not everybody was interested in it. In spite of this, about 70 percent of respondents are ready to pay tuition fees for the Open Studies, rest of applicants answered negatively because of additional financial obstacles as well as a student of the Open Studies does not have all student benefits. Summarizing the details of studies in the Open UAS through the questionnaire, most of respondents preferred contact lessons, one-third prefers a combination of distance learning and contact lessons, and less than one-third of respondents prefer only distance learning. Chart 16 demonstrates a share of each form of the Open Studies preferred by the respondents. It is justified as only 20 percent of respondents can visit studies every day while their tourist visa is valid. Others can visit contact studies only a couple times per week or several times per month. A possibility to get 60 ECTS in frames of the Open Studies and then be admitted to the Degree Programme in Saimaa UAS without an entrance examination looks attractive to 90 percent of the respondents. Others said that it might be very difficult to get 60 ECTS in the Open Studies as well as they expressed a view that it is absurd to study in this form of studies which is not leading to a degree.

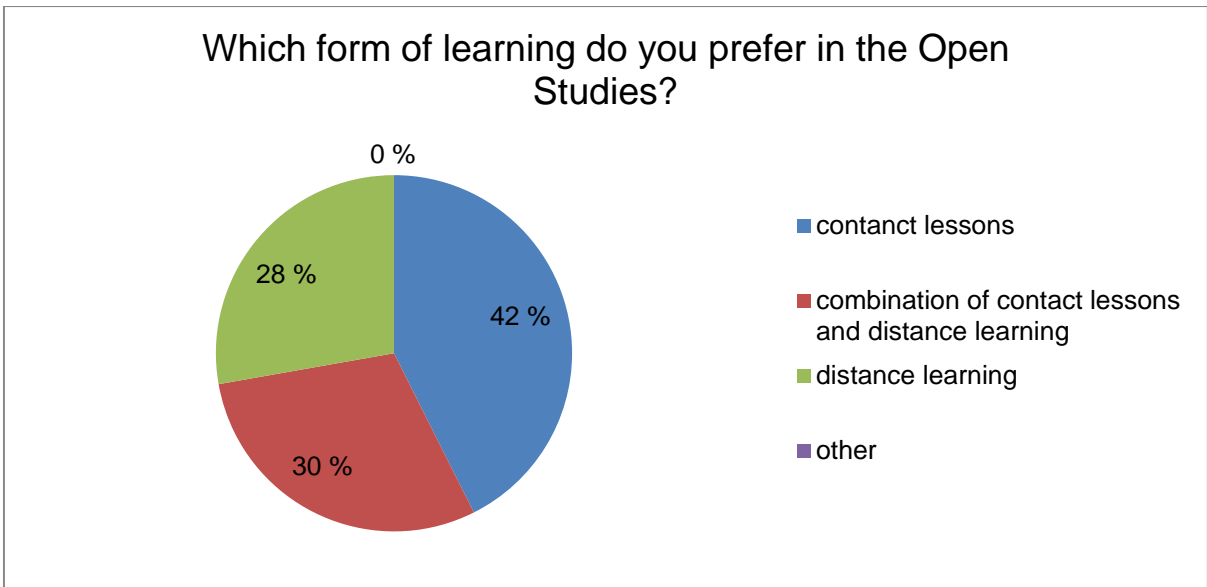


Chart 16. Forms of learning in the Open Studies preferred by applicants.

Summing up second part of the questionnaire, 75 percent of respondents are not interested in the Open Studies. Most of them are already our students or applicants with high motivation to be admitted to degree studies, therefore they do not think about the Open Studies yet. Others are sceptical of this form of studies as it does not give a right to get a residence permit, student benefits and finally there is not a guarantee that a respondent will be admitted to SUAS after a year spent in the Open Studies. Chart 17 shows main barriers of the respondents to study in the Open Studies.

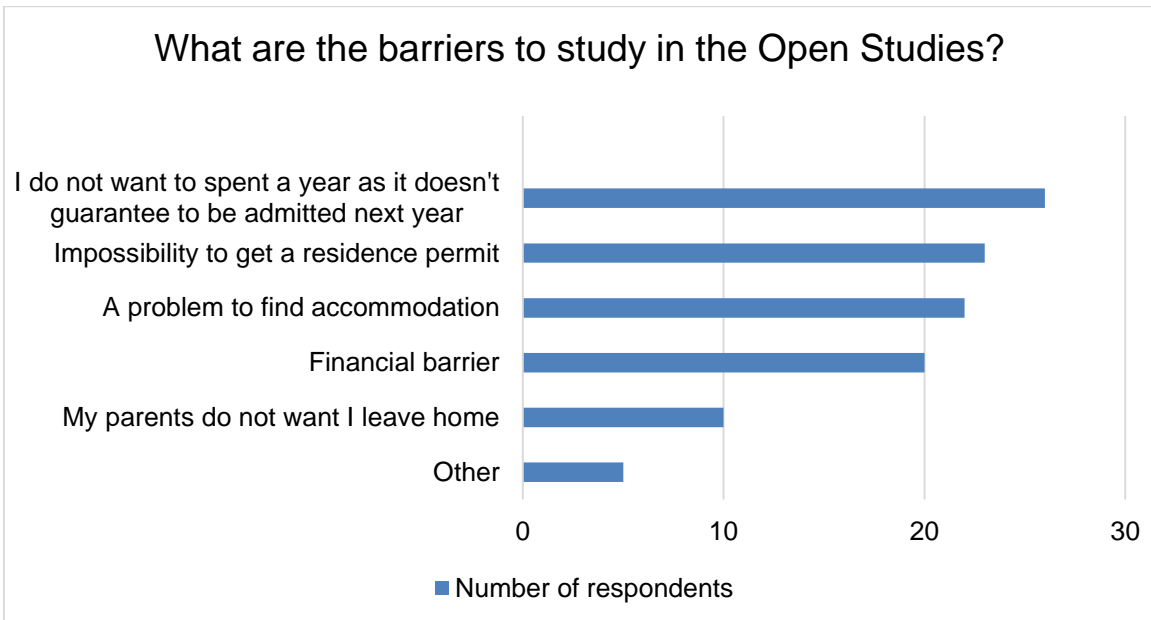


Chart 17. Barriers to study in the Open Studies of Saimaa UAS.

Summarizing interview results of this group of respondents there is a high interest to Finnish education but not to fee-based education because of the financial barrier. It is very expensive for Russians to pay tuition fees and cover living costs as salary levels in Russia are lower than in Finland, but main sponsors of this group are parents. If there would be financial support developed in case of imposing tuition fees for international degree programmes, the intention of this group of respondents would increase.

In the Open Studies most of respondents are ready to pay tuition fees as its amount is low. However there is low interest to this form of studies because of several barriers such as impossibility to get a residence permit, lack of student benefits and absence of a guarantee to be admitted to degree studies after the Open Studies.

7.3 Answer to research questions and main outcomes

Where there are at least two groups of respondents, a comparative analysis is usually done. However it was decided to not do a traditional comparative analysis in this research. It is complicated and irrational to compare these two groups of respondents because of several reasons. First, the research product was presented to both groups in a very different way. Second, both groups are absolutely different customers with various aims and intentions. And finally, the first group of respondents has its own financial resources and it is self-evident that they pay for educational services. Second group of respondents usually do not have their own financial resources as their sponsors are parents. Furthermore they are used to the fact of free education in Finland, therefore negative opinions are relevant in this case.

Nevertheless the sub-questions have a comparative nature in order to define in which group of respondents there is higher demand for fee-based studies.

Answers to the sub-questions:

1. Which group of respondents has more interest to the research product? (Is there a possibility to attract second group to the product?)

According to the research, the first group of respondents (corporate clients) has more interest to the research product. Quite all study module topics provoked interest in the interviewed companies, especially the topic 8 Personal Leadership Skills.

The Open Studies in the field of International Business as a form of education export is not so interesting for the second group of respondents. However it seems that it is

possible to attract this group of respondents to the product by stronger promotion of the Open Studies, placing an emphasis on advantages of this form of studies as well as widening of possibilities of students studying in the Open University of Applied Sciences. Currently the Open Studies seem an attractive form of studies only in theory, but in practice it requires development and widening of courses offered for students of Open UAS. Many students know about it and therefore promote it in bad ways to others.

2. What is an attitude of both group of the respondents to fee-based studies and a Finnish education provider? (Which group has more interest in it?)

Corporate clients have positive attitude to fee-based studies offered by Finnish education provider as they believe in the high quality of education and teachers. According to the interview results there is a lack of quality educational services in the target market, and competent teachers. The second group of respondents has a more negative attitude to fee-based studies in Finnish higher education institutions. According to the questionnaire results, 90 percent think negatively about imposing tuition fees on international degree programs, but in spite of this there are low tuition fees in the Open Studies. 75 percent of respondents are not interested in this form of studies still. So, the first group of respondents has more interest to fee-based studies offered by a Finnish education provider.

3. What are common barriers of both groups of respondents to participate in fee-based studies offered by a Finnish education provider?

Financial barrier is the main obstacle to participate in fee-based studies of Finnish higher education institution. This is no surprise as salary levels, living standards and taxation in Russia are lower than in Finland.

Answer to the main research question:

- What kind of demand there is for fee-based studies offered by Saimaa University of Applied Sciences to Russian customers?

There is demand for fee-based studies offered by Saimaa University of Applied Sciences to Russian customers. There is a high demand among corporate customers and a low demand among individual customers, but still the demand does exist.

Main outcomes expected from all groups of respondents satisfied the author's expectations. There were less positive expectations from corporate clients as it was believed that economic downturn in Russia could impact dramatically on demand for

European educational services, but the interview results of first group of respondents exceeded expectations. On the contrary there were more expectations from second group of respondents. The author believed that there would be high interest to the form of the Open Studies among applicants as it is an excellent opportunity to not lose one year waiting for next application period and study in the university and get ECTS. However, there is still an interest to Finnish education in spite of different obstacles.

8 Conclusions and recommendations

In general this research is considered successful. The aims of this study were achieved. It was found out that there is a demand for fee-based educational services in Russia among corporate clients and individual customers.

In the case of individual customers, the Open Studies are considered as fee-based studies. Exporting degree studies is restricted by Finnish legislation so far. Although the intention of future reforms is apparent, when those reforms will be done is still vague under much dispute. Therefore, the Open Studies is one form of collecting fees from individual customers. Nevertheless it seems that the idea of Open Studies is an interesting form of education export only from a theoretical point of view. The respondents were very sceptical about this form of studies as there are big obstacles to study in the Open UAS for international students from outside EU/EEA. Distance learning is not preferable form of studies according to the respondents' opinion. That is why there is no need to develop more fully virtual courses in Saimaa University of Applied Sciences, but more specific courses targeted mainly for the Open Studies could be developed. The results show that the Open Studies and study possibilities for students should be developed in the case organisation as this form of fee-based studies promises much in theory, but leaves something to be desired in practice. Unless these are developed, Saimaa UAS will not benefit enough from exporting this form of education.

However a majority of respondents were bachelor's degree applicants, but master's level applicants were not included in the research. The form of master's studies is more convenient for the Open Studies as the target group is mainly employed adults who are able to cover living and transportation costs. There is a combination of distance learning and contact lessons in master degree programmes of universities of applied sciences which is an appropriate form of studies for employed students. Therefore marketing of

the Open Studies should be directed more to this target group. Saimaa UAS does not take a risk of uncompleted degree studies, which is quite common among master's level students. Students can apply to degree studies only after they get some ECTS and prove themselves capable to complete a degree in Finland doing studies and work at the same time. However, the required 3 years of working experience is one more legislative barrier, and the removal of this barrier could attract more applicants to master's degree studies in Universities of Applied Sciences.

Certainly, the possible imposing of tuition fees could also generate a surplus for universities of applied sciences in the future, but a dramatic loss of Russian applicants would be expected because of it. According to this research, a majority of Russians are not able to cover tuition fees and living costs. The system of financial support in the form of a grant covering tuition fees might recover numbers of applicants from Russia in the case of imposing tuition fees for international students from outside EU/EEA. The grant scheme aimed at highly qualified students from countries Finland has development cooperation with seems reasonable in terms of introduction of tuition fees.

Currently higher education institutions of Finland have to operate in existing legislation forms in implementation of education export activities. Therefore, education export targeted for a corporate client is considered a more profitable and reasonable business. This research demonstrated that there is high demand for fee-based education services offered by a Finnish education provider among St. Petersburg's companies operating in different industries. Certainly, mainly big and middle size companies took part in the research; however, Russia is a huge country with lots of international corporations which need quality training. Finland has a reputation of a country with high quality products and services in many industries; the education field is not an exception. Finnish educational expertise is appreciated all over the world and there is demand for it in Russia as well.

In Finland, education export means exporting any kind of education conducted in the country or abroad. However, from an economical point of view it is more profitable to conduct education export in Finland than outside the country as a foreign customer makes expenditure in the country during his/her stay. For example, currently there are around 20 000 international students studying at Finnish HEIs and they contribute about 170 million euros to the Finnish economy every year. According to the interviews of corporate clients, most of respondents prefer to have contact lessons organised in business plants or other study platforms in Russia. However some respondents also

prefer to have a part of studies organised in Russia and another part organised abroad. Moreover, it is easier for the companies to send one employee to a training than to collect a group of employees. Therefore Saimaa UAS should develop a kind of training which can attract employees from companies operating in different industries having a part of studies organised in Finland and other part organised in an independent study platform in St. Petersburg, for instance.

The outcomes of this research provided more transparent details for designing fee-based services for Russian customers. According to the interviews it was found which kinds of trainings the companies need. All companies require professional training sessions corresponding to the field and specifics of operation. Hard skills and soft skills training sessions are also in demand. There is a need for training sessions developing competences of all levels of employees. In spite of this, Saimaa UAS is more interested in management training sessions rather than staff training sessions, but there is demand for both ones in the companies. So the case organisation should consider this opportunity as well. All the examples of the study module topics provoked an interest among the interviewed companies, but the topic 8, Personal Leadership Skills, is the most interesting for all companies. It seems that Russian competences of managing people are left behind the European levels. Probably there is a high demand for this topic in Russian companies. There had been training organised in the companies in this field but the respondents showed discontent of low quality of education. Finland has a competitive advantage compared with local education providers.

Nevertheless there is a lack of experience in education export, but concrete implementation strategies have not yet been done. There is a risk that failed education export projects may harm the reputation of Finland as a relevant education provider. Therefore higher education institutions of Finland should combine efforts and create education export clusters to push ahead Finland in education export to success in the world and provide future prosperity of the country. HEIs should support the aim of the education export strategy of Finland – to increase the export of its education and knowledge and finally become one of the world's leading education-based economies that relies on the high quality of its education system. Furthermore the government of Finland encourages internationalisation of higher education institutions but education export is one of the ways to increase internationalisation.

While writing this thesis, the author was faced with a problem – political disputes and economic crisis. Civil war in the Ukraine and sanctions against Russia imposed by EU

and the United States inevitably affected the Finnish-Russia trade in a negative way. The Russian rouble dramatically fell. The author had the fear that it was not the best time for conducting this research in Russia. Economic downturn in Russia was reflected in views of both groups of respondents as quite all of them highlighted it during the interviews. Nevertheless the respondents are waiting for positive dynamics of economic relationships between Russia and Europe. Probably that is why the research results are considered positive. Certainly still there is a danger that trade relations between Russia and European countries will break up if the political crisis is prolonged. However, Russia still seems an appropriate and an opportune market for education export to be conquered by international education institutions, especially Finnish ones.

Russia is trying to create more attractive working conditions and career opportunities, preventing the Brain Drain to the West which started already in the 1990s and still continues. In spite of positive plans for big changes Russia still requires much time to modernize its higher education effectively in order to catch up with Europe. Therefore nowadays Russian government and companies demonstrate an interest in foreign qualifications and expertise to modernize national economy. That is why for instance a model of Russian bachelor's degree plus European master's degree is highly appreciated in Russia. Pressure of Russian government for higher education institutions to move towards internationalisation remains evident and very active. The latest decrees and launched initiatives by the Ministry of Education in Russia showed the tendency to obtain foreign know-how and to have experts with foreign qualifications and competencies in the national labour market for developing the national economy. All this justifies a positive attitude of Russia to foreign education and expertise. Certainly current economic situation of the country may change the priorities and stop planned initiatives for an uncertain period of time. Let's hope it won't happen.

This study was structured in the way to provide the case organisation with an extensive report about education export and forms of its development as well as an attitude of the target market to importing educational services. This study describes several good examples of education export experiences in Finland and worldwide to show existing demand for education export activities at present. These practices and collected data from this research should provide to Saimaa University of Applied Sciences a platform for designing and developing the final research product. Even if the case organisation does not develop the research product in the field of international business, it should benefit from this research for developing other education export activities. This research

can be generally be taken into consideration not only by the case organisation but also other higher education institutions who are interested in entering the Russian education and training market.

Besides some recommendations already given in this concluding chapter there is a wish to add some topics for further investigation. The case organisation could find out what expertise of concrete study modules corporate clients are interested in. Service design might be examined in the theoretical part of this kind of research. The study how to make a good marketing campaign for the study module might be done as well. Russian legislation concerning education import could be investigated as well as which kind of education import practices were done in Russia. Finally similar kind of this research can be done later on after economic situation in Russia as well as political relationship between Russia and European Union & the United States will be stabilized. In spite of the demand for fee-based educational services, the significant issue of cost of education was not researched. This research showed that main barrier to obtain knowledge from a foreign provider is high cost of education, so more detailed research on this topic could be done as well.

Concluding this study, it must be said that despite some successful education export projects, Finnish education export is still far from thriving in the education market. Much effort from higher education institutions and legislation from the government are required. According to the president of Finland, Sauli Niinistö, Finnish educational services bend to meet many needs. The Finnish school model offers education to everyone without respect of gender, culture or language and this is still a challenge in many countries. Therefore, education export should be done in a flexible way. (Helsingin sanomat 2013b.) Finally, higher education institutions of Finland should not slow down in implementation of education export.

Figures

- Figure 1. Stepwise research chain.
- Figure 2. Education system of Finland
- Figure 3. Polytechnic core funding from 2014
- Figure 4. Most efficient education systems

Charts

- Chart 1. Where to obtain real MBA?
- Chart 2. Cost of training the companies are able to pay.
- Chart 3. Frequency of trainings organised in all interviewed companies.
- Chart 4. Share of management trainings and staff trainings in the companies.
- Chart 5. Initiators to organise trainings in the companies.
- Chart 6. Share of Russian and foreign providers which whom the companies operate.
- Chart 7. Main factors in choosing a training provider.
- Chart 8. Barriers for employees to take part in training.
- Chart 9. The most appropriate duration of a training.
- Chart 10. Frequency of conducting contact lessons.
- Chart 11. Preferred place of contact lessons organised.
- Chart 12. Share of individual employee and group of employees to take part in training.
- Chart 13. Share of the most attractive study module topics among the interviewed companies.
- Chart 14. Cost of tuition fees the second group of the respondents is ready to pay.
- Chart 15. Barriers of applicants to study in Saimaa UAS.
- Chart 16. Forms of learning in the Open Studies preferred by applicants.
- Chart 17. Barriers to study in the Open Studies of Saimaa UAS.

Tables

- Table 1. Functional differences between services and physical goods.
- Table 2. SWOT analysis of Education export.
- Table 3. Education export tips generated by University of Eastern Finland.
- Table 4. Foreign institutions network in Saudi Arabia.
- Table 5. SWOT analysis of Russian market, particularly St. Petersburg.
- Table 6. Companies taking part in the research.
- Table 7. Fields of training the companies usually need and the study module topics which may be interesting to the companies.

References

Airola, A. 2014. Tuotteistaminen ja oppiminen menestyksen rakentajina ISAT-EXPORT-koulutusvientihankkeessa. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. pp. 10-12. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed on 6 December 2014

Amic.ru 2014. Путин повысит зарплату педагогам. <http://www.amic.ru/news/285518>. Accessed on 25 November 2014 (*Putin will increase salaries of teachers*).

Атлас Новых Профессий 2014. <http://atlas100.ru>. Accessed on 25 October 2014. (*Atlas of new professions 2014*).

Australian Government 2013. Australian Education International. Export income to Australia from international education activity in 2012. Research Snapshot May 2013. <https://aei.gov.au/research/Research-Snapshots/Documents/Export%20Income%202012.pdf>. Accessed on 3 December 2014

Bannel, P. & Pearce, T. 2003. The internationalization of higher education: exporting education to developing and transitional economies. *International Journal of Educational Development*, Vol. 23, Issue 2, March 2003. pp. 215-232. <http://www.sciencedirect.com/science/article/pii/S073805930200024X>. Accessed on 15 February 2015

Barro, R. J. 1996. Determinants of economic growth: A cross-country empirical study. National Bureau of Economic Research Working Paper 5698. http://nber.org/papers/w5698.pdf?new_window=1. Accessed on 29 January 2015

BBC 2012. UK education sixth in global ranking. <http://www.bbc.com/news/education-20498356>. Accessed on 1 November 2014.

BBC News 2014. Decline of overseas students at England's universities. By Katherine Sellgren BBC News education reporter. <http://www.newsuk24.com/news/decline-of-overseas-students-at-england-s-universities>. Accessed on 20 April 2014

Berg, D. 2012. Definition of Education. Schools of Conscience. <http://www.teach-kids-attitude-1st.com/definition-of-education.html>. Accessed on 15 February 2015

Бобровников, А. & Тепаев, Э. 2013. Справочник по регионам России за 2013 год 11/2013. ООО АТОН. http://www.rcb.ru/data/analytics/27_11_13%20Aton%20Russian%20Regions%20Handbook%202013.pdf. Accessed on 14 February 2015 (*Bobrovnikov, A. & Tepaev, E. 2013. Russian regions directory for 2013 year. Aton Ltd*).

Business Dictionary 2015. <http://www.businessdictionary.com/definition/education.html>. Accessed on 15 February 2015

Cai, Y. & Kivistö, J. 2011. Tuition Fees for International Students in Finland: Where to Go From Here? *Journal of Studies in International Education*, Vol. 17, No. 1, pp. 55-78. <http://jsi.sagepub.com/content/early/2011/12/01/1028315311429001>. Accessed on 1 October 2013

College of Excellence 2014. <http://coe.com.sa/defaulte.aspx>. Accessed on 3 December 2014

E-xecutive.ru 2005. Нужен ли Российскому менеджеру диплом MBA? Мнение работодателей и кандидатов. <http://www.e-xecutive.ru/education/mbarus/344658>. Accessed on 22 September 2014 (*Do Russian managers need MBA degree? Opinion of employers and candidates*).

EasyUni 2014. Study Abroad at the World's Happiest Country, Tuition-Free! <https://www.easyuni.com/en/advice/547/study-abroad-at-the-worlds-happiest-country-tuition-free>. Accessed on 9 February 2015

EduCluster Finland 2014a. <http://www.educlusterfinland.fi/en>. Accessed on 6 December 2014

EduCluster Finland 2014b. ECF starts collaboration with King Abdulaziz University to develop education in Saudi Arabia. <http://www.educlusterfinland.fi/en/news/17-02-2013/ecf-starts-collaboration-king-abdulaziz-university-develop-education-saudi-arabia>. Accessed on 6 December 2014

European Union 2014. EU:n rakennerahastojen hallintajärjestelmä. Euroopan aluekehitysrahaston (EAKR) rahoittaman projektin kuvaus <https://www.eura2007.fi/rrtiepa/projekti.php?projekтикoodi=A31893>. Accessed on 7 December 2014

Future Learning Finland 2013. <http://www.futurelearningfinland.fi>. Accessed on 1 October 2013

Future Learning Finland 2014. What is Future Learning Finland? <http://www.futurelearningfinland.fi/what-is-future-learning-finland>. Accessed on 7 December 2014

Future Learning Finland 2015. Forms of education export. <http://www.futurelearningfinland.fi>. Accessed on 1 February 2015

Ghuri 2004. Designing and Conducting Case Studies in International Business Research. In R. Morschan-Pickker and C. Welch (eds), *Handbook of Qualitative Research Methods for International Business*. Cheltenham, UK and Northampton, MA, USA: Edward Elgar, pp. 109-124.

Grönroos, C. 1979. *Marketing Services. A Study of the Marketing Function of Service Firms*. Ann Arbor, Mich.: University Microfilms. p. 64.

Grönroos, C. 1982. Strategic Management and Marketing in the Service Sector. Swedish School of Economics and Business Administration. Research Reports. Helsinki. p. 222.

Grönroos, C. 1991. Nyt kilpaillaan palveluilla. Gummerus Kirjapaino Oy, Jyväskylä. p. 338.

Grönroos, C. 2000. Service Management and Marketing. A customer relationship management approach. Second edition. West Sussex, England: John Wiley & Sons. p. 404.

Grönroos, C. 2007. Service management and marketing. Third edition. John Wiley & Sons Ltd, Chichester. p. 483.

Gummesson, E. 1988. Qualitative Methods in Management Research. Studentlitteratur, Lund. p. 76.

Haaga-Helia 2014a. Export of Education. <http://www.haaga-helia.fi/en/services/export-education>. Accessed on 6 December 2014

Haaga-Helia 2014b. Finnish Education and GCC - A Winning Combination. <http://blogit.haaga-helia.fi/ges>. Accessed on 6 December 2014

Hadid, R. 2013. Socio-Cultural Contexts affecting the export of education: The case of Finnish primary school and The United Arab Emirates. Bachelor's thesis. pp. 11-13. <https://www.theseus.fi/handle/10024/59328>. Accessed on 6 December 2014

Halttunen, N. 2006. Changing Missions. The Role of Open University Education in the Field of Higher Education in Finland. Scandinavian Journal of Educational Research, Vol. 50, No. 5, pp. 503-517. EBSCO. <http://web.b.ebscohost.com/ehost/detail/detail?vid=2&sid=f08efe30-c702-491c-97b1-fa4df9b2da45%40sessionmgr113&hid=107&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=afh&AN=22523595>. Accessed on 9 February 2015

Hanushek, E. & Wössman, L. 2010. Education and economic growth. p. 9. <http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%2BWoesmann%202010%20IntEncEduc%202.pdf>. Accessed on 29 January 2015

Helsingin sanomat 2013a. Kiuru: Koulutuvienistä jopa satojen miljoonien tuotto. <http://www.hs.fi/politiikka/a1376533815692>. Accessed on 3 February 2015

Helsingin sanomat 2013b. Niinistö haluaa Suomen kehittävä koulutuvientä. <http://www.hs.fi/kotimaa/a1377308835795>. Accessed on 3 February 2015

HM Government 2013. International Education: Global Growth and Prosperity. (Iso-Britannian koulutuvientistrategia) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340600/bi

s-13-1081-international-education-global-growth-and-prosperity-revised.pdf. Accessed on 3 December 2014

Huovinen, S. 2011. Export of Education Case HAAGA-HELIA University of Applied Sciences. Master's thesis. pp. 11-13.

Immaisi, M. 2014. Productizing and marketing of educational services for export. Case Turku University of Applied Sciences. Master's thesis. p. 14

Intelligenceunit 2013. Direction of Russian Higher Education. <http://www.iu.qs.com/2013/05/direction-of-russian-higher-education>. Accessed on 1 November 2014

IUNC 2013a. Russian HE – challenges and strategies. http://www.iunc.net/Russian_HE_-_challenges_and_strategies.html. Accessed on 1 November 2014

IUNC 2013b. International education: Eurasian challenge. http://www.iunc.net/International_education:_Eurasian_challenge.html. Accessed on 5 November 2014

IUNC 2014. International Universities Networking Conference. State Grants for 100,000 Russian Students To Study Abroad. http://iunc.net/State_Grants_for_100,000_Russian_Students_To_Study_Abroad.html. Accessed on 1 November 2014

Известия 2014. Россияне могут учиться в Оксфорде и Кембридже за счет государства. <http://izvestia.ru/news/572786>. Accessed on 21 September 2014 (*Izvestia 2014. Russians can study in Oxford and Cambridge at expense of the government*).

Juntunen, T. 2014. Education export – what does it mean? Journal of Finnish Universities of Applied Sciences, No. 3. <http://www.uasjournal.fi/index.php/uasj/article/view/1611/1535>. Accessed on 3 February 2015

Korhonen, P., Dementjev, G., Kinnula, J., Obolmogiani, V., Saari, M., Ruutu, K. 2014. Kaakkoissuomalainen koulutusvienti kohteena Venäjän markkinat. Kouvola Innovation Oy. <http://www.kouvolainnovation.fi/sites/default/files/files/Koulutusvientiraportti.pdf>. Accessed on 30 July 2014

Kotler, P. & Armstrong, G. 1999. Principles of marketing. Eight edition. Upper Saddle River, N.J.; Prentice Hall International, London. p. 740.

Koulutusvienin selvityshanke 2011. Tampereen ammattikorkeakoulu & Pirkanmaan liitto. [http://www.tamk.fi/cms/hakumm.nsf/lupGraphics/koulutusviennin_selvitysraportti.pdf/\\$file/koulutusviennin_selvitysraportti.pdf](http://www.tamk.fi/cms/hakumm.nsf/lupGraphics/koulutusviennin_selvitysraportti.pdf/$file/koulutusviennin_selvitysraportti.pdf). Accessed on 3 December 2014

Lane, J. & Kinser, K. 2013. Solving the regulatory challenges of international campuses. The Chronicle of Higher Education. <http://chronicle.com/blogs/worldwise/solving-the-regulatory-challenges-of-international-campuses/32515>. Accessed 26 on March 2015

Lehikoinen, A. 2014. Koulutusviennin mahdollisuudet. pp. 6-9. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed on 6 December 2014

Lim, A. & Saner, R. 2011. Trade in educational services: Market opportunities and risks. Article in the magazine Lifelong Learning in Europe. Vol. 16, Issue 1, pp. 18-30.

Lämsä, A. & Uusitalo, O. 2012. Palvelujen markkinointi esimiestyön haasteena. Painos 1.-7. Helsinki: Edita Publishing Oy. pp. 196.

Marshall, C. & Rossman, G. 1995. Designing qualitative research. London: SAGE Publications.

Maskulainen, P., Partanen, K., Hoxha-Jahja, A., Muji, S., Juhola, J. 2014. TAGAK - Training of Agricultural Advisors in Kosovo. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. pp. 76-80. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed 6 December 2014

Maxwell, J. 1996. Qualitative research design. An interactive approach. London: SAGE Publications. pp. 232.

Mikkonen, H. 2014. Yhteistyökumppanuuden voima koulutusviennissä: esimerkkinä Saudi-Arabia. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. pp. 50-53. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed 6 December 2014

Ministry of Education and Culture 2007. Universities and polytechnics are granted the right to offer made-to-order education for a fee. Press releases. http://www.okm.fi/OPM/Tiedotteet/2007/10/yliopistojen_tilaukoulutus.html?lang=en. Accessed on 27 August 2014

Ministry of Education and Culture 2009. Strategy for internationalisation of higher education institutions in Finland 2009-2015. Electronic publications. pp. 1-60. <http://www.minedu.fi/OPM/Julkaisut/2009/liitteet/opm23.pdf>. Accessed on 27 August 2014

Ministry of Education and Culture 2010. Finnish education export strategy: summary of the strategic lines and measures. Based on the Decision-in-Principle by the Government of Finland on April 24, 2010. Publications of Ministry of Education and Culture 2010:12. Electronic publications. pp. 1-18. <http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2010/liitteet/okm12.pdf?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2013. Ehdotus ammattikorkeakoulujen rahoitusmalliksi vuodesta 2014 alkaen. http://www.okm.fi/export/sites/default/OPM/Koulutus/ammattikorkeakoulutus/ammattikorkeakoulu_uudistus/aineistot/liitteet/amk_rahoitusmalli.pdf. Accessed on 1 October 2013

English version of funding structure got by email from the Ministry of Education and Culture on 26 March 2013

Ministry of Education and Culture 2014a. Education policy in Finland. <http://www.okm.fi/OPM/Koulutus/koulutuspolitiikka/?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2014b. Education system in Finland. <http://www.okm.fi/OPM/Koulutus/koulutusjaerjestelmae/?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2014c. University Education in Finland. <http://www.okm.fi/OPM/Koulutus/yliopistokoulutus/?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2014d. Polytechnic Education in Finland. <http://www.okm.fi/OPM/Koulutus/ammattikorkeakoulutus/?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2014e. Tuition fee trial period in higher education. <http://www.okm.fi/OPM/Koulutus/artikkelit/lukukausimaksukokeilu/index.html?lang=en>. Accessed on 26 August 2014

Ministry of Education and Culture 2015. Education system of Finland. Picture x. http://www.minedu.fi/export/sites/default/OPM/Koulutus/koulutusjaerjestelmae/liitteet/finnish_education.pdf. Accessed on 29 January 2015

Национальная Служба Новостей 2014. Путин предложил разработать российский рейтинг вузов. <http://nsn.fm/hots/putin-predlozhil-razrabotat-rossiyskiy-reyting-vuzov.php>. Accessed on 31 October 2014. (*Natsionalnaia Sluzhba Novostei 2014. Putin suggested to develop Russian HEI ranking*).

Newsweek 2010. The best countries in the world. <http://www.newsweek.com/best-countries-world-71817>. Accessed on 21 September 2014

OECD 2010. Finland: Slow and Steady Reform for Consistently High Results. <http://www.oecd.org/pisa/pisaproducts/46581035.pdf>. Accessed on 29 January 2015

OECD 2012. Education at a Glance 2012: OECD Indicators. OECD Publishing. http://www.oecd.org/edu/EAG%202012_e-book_EN_200912.pdf. Accessed on 29 January 2015

Olkkonen, A. 2014. Kiina - yhteistyötä terveydenhuollon johtamisessa. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. pp. 50-53. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed on 6 December 2014

Первый канал 2014. О критерия оценки вузов и качестве высшего образования говорил Президент с ректорами. <https://www.1tv.ru/news/social/270827>. Accessed on 31 October 2014. (*Pervii kanal 2014. The president told with rectors about criteria of assessing higher education institutions and quality of higher education*).

Päivärinne, T. 2012. Interviewed by Petri Sosunov, November 2012. Bachelor's thesis 2012. Petri Sosunov. Prospects of Finnish Higher Education Export in BRIC Countries. Kymenlaakso University of Applied Sciences.

Reif, J., Ditterich, K., Larsen, M., Ostrea, R. 1997. Services-the export of the 21st century: a guidebook for US service exporters. World Trade Press. pp. 180.

Reif, J., Whittle, J., Thurmond, M. 1997. Services – the export of the 21st century: a guidebook for US service exporters. World Trade Press, Novato, CA, The USA.

Rissanen, T. 2006. Hyvän palvelyn kehittäminen. Vaasa: Kustannusyhtiö Pohjantähti.

Правительство Российской Федерации 2013. Распоряжение от 19 сентября 2013 г. № 1694-п, Москва. <http://government.ru/media/files/41d48f1a19f3af32323d.pdf>. Accessed on 20 September 2014. (*Russian Government, 2013. Order No. 1694-p. from September 19, 2013. Moscow*).

RIA Novosti 2014. Russia to Prepare International Higher Education Rankings by 2015. 27.05.2014 <http://en.ria.ru/russia/20140527/190164061/Russia-to-Prepare-International-Higher-Education-Rankings-by.html>. Accessed on 25 October 2014

Russia Beyond The Headlines 2014. Why are Russia's universities struggling in international ratings? Gleb Fedorov. http://rbth.co.uk/society/2014/10/14/why_are_russias_universities_struggling_in_international_ratings_40597.html. Accessed on 25 October 2014

Всероссийская перепись населения 2010 года. Том 1. http://www.gks.ru/free_doc/new_site/perepis2010/croc/perepis_itogi1612.htm. Accessed on 26 March 2015. (*Russian Federal State Statistics Service 2011. 2010 All-Russia Population Census*).

Russian Federation Federal Statistics Service 2014. <http://www.gks.ru>. Accessed on 14 February 2015

Sino-Danish Centre for Education and Research (SDC) 2015. <http://www.sinodanishcenter.com>. Accessed on 29 January 2015

Saimaa UAS 2015a. Open Studies. <http://www.saimia.fi/en-FI/studies/study-information/open-studies>. Accessed on 9 February 2015

Saimaa UAS 2015b. Strategy 2010-2015 "Together we are more". http://www.saimia.fi/docs/esittely/saimaan_amk_strategia_2011_2015.pdf. Accessed on 12 February 2015

Sevostjanov, A. 2011. Koulutuspalveluvienti. Case: Focus on Finland - Lahden ammattikorkeakoulun liiketalouden alan pilottihanke. Bachelor's thesis. pp. 29-36. <http://theseus32-kk.lib.helsinki.fi/handle/10024/29232>. Accessed on 7 December 2014

Siikanen, R. 2014a. Lainsäädäntö jarruttaa koulutuvientiä. pp. 16-17 Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed on 6 December 2014

Siikanen, R. 2014b. Koulutusviennin tila Suomessa ja maailmalla. Koulutusviennillä kansainvälisille markkinoille. Anneli Airola (toim.) Karelia Ammattikorkeakoulu. pp. 18-23. <https://www.theseus.fi/bitstream/handle/10024/80057/B23.pdf?sequence=1>. Accessed on 6 December 2014

Silverman, D. 1993. Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. London: SAGE Publications. pp. 428.

Социальная Карта Российской Федерации 2014. Глобальное образование для российской экономики и отечественных вузов. <http://sockart.ru/actual/5726592>. Accessed on 18 October 2014. (*Social map of Russian Federation 2014. Global education for Russian economy and national HEIs*).

Statistics of admission office 2014. Saimaa UAS. Got by email from admission office of Saimaa UAS on 12 December 2014

Statistics Finland (Tilastokeskus) 2011. Palvelujen ulkomaankauppa. http://www.stat.fi/til/pul/2011/pul_2011_2012-05-29_fi.pdf. Accessed on 3 December 2014

Стратегия экономического и социального развития Санкт-Петербурга на период до 2030 года 2014. <http://spbstrategy2030.ru>. Accessed on 14 February 2015. (*Strategy of economic and social development of St. Petersburg till 2030*).

Suomen koulutusvientistrategia 2010. Kiinnostuksesta kysynnäksi ja tuotteiksi. <http://www.minedu.fi/OPM/Koulutus/artikkelit/koulutusvienti/liitteet/koulutusvientistrategia.pdf>. Accessed on 9 February 2015

The Economist 2013. Germany's vaunted dual-education system is its latest export hit. <http://www.economist.com/news/europe/21578656-germanys-vaunted-dual-education-system-its-latest-export-hit-ein-neuer-deal>. Accessed on 26 March 2015

The Moscow Times 2013. Russians 'Most Well Educated' in the World. <http://www.themoscowtimes.com/article/488111.html>. Accessed on 26 October 2014

The Moscow Times 2014. State Gives \$295 Million to 14 Russian Universities to Boost Standards Amid Cull. <http://www.themoscowtimes.com/business/article/state-gives-295-million-to-14-russian-universities-to-boost-standards-amid-cull/502393.html>. Accessed on 25 October 2014

The World Bank 2011. Opening Doors. Education and the World Bank. <http://siteresources.worldbank.org/EDUCATION/Resources/OpenDoors.pdf>. Accessed on 26 March 2015

University of Eastern Finland 2014. Aducate - Centre for Training and Development. http://www.uef.fi/en/aducate/tutustu/-/asset_publisher/03uE/content/henkilos-1. Accessed on 6 December 2014

University of Jyväskylä 2014. EduCluster Finland signs extensive education export agreement in Qatar. <https://www.jyu.fi/en/news/archive/2014/06/tiedote-2014-06-09-15-14-08-477143>. Accessed on 6 December 2014

University World News 2014. Climbing the global university rankings. Oleg Alekseev. Issue No. 327. <http://www.universityworldnews.com/article.php?story=20140702115809236>. Accessed on 18 October 2014

Вечерняя Москва 2014. Трем московским вузам выделено по 950 миллионов рублей на повышение конкурентоспособности. <http://www.vm.ru/news/2014/06/23/trem-moskovskim-vuzam-videleno-po-950-millionov-rublej-na-povishenie-konkurentosposobnosti-254196.html>. Accessed on 25 October 2014. (*Vecherniaia Moskva 2014. Three Moscow HEIs were given 950 million roubles to raise their competitiveness*).

World Trade Organization 2015. The General Agreement on Trade in Services (GATS): objectives, coverage and disciplines. http://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm. Accessed on 15 February 2015

Yle Uutiset 2013. Lappeenranta on tax-free – kaupan ykkönen. http://yle.fi/uutiset/lappeenranta_on_tax_free_-kaupan_ykkonen/6714954. Näin venäläiset yöpyvät ja tekevät tax-free -ostoksia. http://yle.fi/uutiset/nain_venalaiset_yopyvat_ja_tekevat_tax_free_-ostoksia/6576944. Accessed on 26 March 2015

Yle Uutiset 2014a. Finnish Universities warily approve of tuition fees. http://yle.fi/uutiset/finnish_universities_warily_approve_of_tuition_fees/7652116. Accessed on 29 January 2015

Yle Uutiset 2014b. Government u-turn on tuition fees. http://yle.fi/uutiset/government_u-turn_on_tuition_fees/7673955. Accessed on 29 January 2015

Yle Uutiset 2014c. Foreign graduates struggle in Finnish labour market. http://yle.fi/uutiset/foreign_graduates_struggle_in_finnish_labour_market/7656719. Accessed on 29 January 2015

Yle Uutiset 2014d. Yet another study: Finland has world's most cost efficient education system. http://yle.fi/uutiset/yet_another_study_finland_has_worlds_most_cost_efficient_education_system/7454319. Accessed on 21 September 2014

Yle Uutiset 2014e. Hallitus suunnittelee lukuvuosimaksuja ETA-alueen ulkopuolisille opiskelijoille. http://yle.fi/uutiset/hallitus_suunnittelee_lukuvuosimaksuja_eta_alueen_ulkopuolisille_opiskelijoille/7573276. Accessed on 4 November 2014

EXAMPLES OF STUDY MODULE TOPICS

1. Global Business Strategies (Start-up how to enter new market)
Глобальные Бизнес Стратегии (Стартап к выходу на международный рынок)
2. Working in EU / Finland
Работать в ЕС / Финляндии
3. Optimizing Global Supply Chain Management
Оптимизация Управления Цепочек Поставок
4. Global Sourcing and Purchasing
Глобальная Логистическая Стратегия и Международные Закупки
5. Business to Business
Межкорпоративные Коммерческие Операции (взаимодействие бизнес-бизнес)
6. Business to Customer
Взаимодействие Бизнеса и Потребителя
7. Corporate Social Responsibility
Корпоративная Социальная Ответственность
8. Personal leadership skills
Развитие Навыков Руководителя

INTERVIEW / COMPANY

The aim of this interview is to find out is there demand to fee-based training sessions in your company.

1. Name of the company

2. What field of industry your company operates?

3. How many employees work in the company?

- under 15
- 16 – 100
- 101 – 250
- over 251

4. What is your name and position in the company?

5. Does your company organise staff/management training sessions?

- yes
- no, why? _____

6. How often your company organise training sessions?

- every month
- 3 – 5 times per year
- 2 times per year
- once per year
- more seldom, when? _____

7. What kinds of training sessions your company have already had (field, duration, level of employees and so on)?

8. Did your company use training sessions offered by a foreign provider?

- yes
- no, why? _____

9. Does your company cooperate with a domestic training provider rather with a foreign one?

- yes (domestic)
- no (foreign), why?
- both
- other, what? _____

10. What are the main factors in choosing a training provider?

- costs of education
- possibility of training on a business plant
- duration of training
- prestige of a training provider
- field of training
- other, what? _____

11. What are the barriers of your employees to take part in a foreign training?

- language barrier
- high level of costs
- lack of finances for staff and management training
- inapplicability of specific training in your company
- remoteness (impossibility of long-term absence of employees)
- other, what? _____

12. Which level of employees are offered to take part in training sessions?

- top managers
- mid-level managers
- general employees/officers
- workers
- other, what? _____

13. Who are initiators to organise training sessions?

- shareholders
- managers
- staff
- other, who? _____

14. Who pays for training sessions?

- company
- employee
- combination of both
- depends from kind of training
- other, what? _____

15. Which kinds/fields of training sessions your company usually needs?

LOOK EXAMPLES OF STUDY MODULE'S TOPICS

16. Is some of the topics interesting for your company?

- yes, which? _____
- no, why? _____

COLLECTING COMMON DETAILS FOR CONDUCTING TRAININGS

17. What is desired/appropriate duration of a training?

- under 1 week
- 1-2 weeks
- 2-4 weeks
- 1-2 months
- depends on the kind of training
- other, what? _____

18. What is the most suitable form of conducting studies?

- only distance learning without remoteness
- only contact lessons
- distance learning with combination of contact lessons
- other, what? _____

19. Where do you prefer to have contact lessons?

- on a business plant
- abroad
- combination of both
- other, where? _____

20. How often do you prefer to have contact lessons?

- 1-2 times
- every week
- once per two weeks
- once a month
- other, what? _____

21. Do you prefer to have studies conducted in Russian or English?

- Russian
- English
- Both
- other, what? _____

22. Do you prefer to provide with a training one individual employee or you are able to collect a group of employees?

- individual
- group
- other, what? _____

23. How much does your company able to pay for a training?

- up to 1000 euro
- up to 2000 euro
- up to 3000 euro
- other, what? _____

24. What are the comments of the respondent?

ИНТЕРВЬЮ / КОРПОРАТИВНЫЙ КЛИЕНТ

Целью данного опроса является выяснить есть ли спрос на платные образовательные услуги в вашей компании.

1. Название компании

2. Сфера деятельности компании?

3. Сколько сотрудников работает в компании?

- менее 15
- 16 – 100
- 101 – 250
- более 251

4. Ваше имя и должность в компании

5. Проводятся ли в вашей компании курсы повышения квалификации (тренинги)?

- да
- нет, почему? _____

6. Как часто в вашей компании проводятся тренинги?

- ежемесячно
- 3 – 5 раз в год
- 2 раза в год
- раз в год
- другое, когда? _____

7. Какие виды тренингов у вас уже проводились (в какой области, какой продолжительности, для какой категории сотрудников и т.п.)?

8. Заказывала ли ваша компания тренинги у зарубежных провайдеров?

- да
- нет, почему? _____

9. Работает ли ваша компания охотнее с российским провайдером тренингов, чем с зарубежным?

- да (российский)
- нет (зарубежный), почему? _____
- оба
- другое, что? _____

10. Какие главные факторы при выборе провайдера тренинга?

- стоимость обучения
- возможность проведения тренинга в компании
- продолжительность обучения
- репутация/престижность провайдера
- область обучения
- другое, что? _____

11. Какие существуют препятствия принять участие в тренинге для сотрудника?

- языковой барьер
- высокая стоимость обучения
- недостаток финансирования для обучения сотрудников
- отсутствие подходящего тренинга
- удаленность из-за учебы (невозможность длительного отсутствия на работе)
- другое, что? _____

12. Сотрудники какой категории участвуют в тренингах?

- топ менеджеры
- менеджеры среднего звена
- остальные категории сотрудников
- рабочие
- другие, кто? _____

13. Кто инициатор того, чтобы сотрудники принимали участие в тренингах?

- акционеры
- менеджеры
- сами сотрудники
- другие, кто? _____

14. Кто оплачивает тренинги?

- компания
- сотрудник
- часть расходов оплачивает компания, часть – сотрудник
- по-разному, зависит от вида тренинга
- другое, что? _____

15. Обучение в какой сфере/какого типа нуждается ваша компания?

ПОСМОТРЕТЬ ТЕМЫ УЧЕБНЫХ МОДУЛЕЙ

1. Global Business Strategies (Start-up how to enter new market)

Глобальные Бизнес Стратегии (Стартап к выходу на международный рынок)

2. Working in EU / Finland

Работать в ЕС / Финляндии

3. Optimizing Global Supply Chain Management

Оптимизация Управления Цепочек Поставок

4. Global Sourcing and Purchasing

Глобальная Логистическая Стратегия и Международные Закупки

5. Business to Business

Межкорпоративные Коммерческие Операции (взаимодействие бизнес-бизнес)

6. Business to Customer

Взаимодействие Бизнеса и Потребителя

7. Corporate Social Responsibility

Корпоративная Социальная Ответственность

8. Personal leadership skills

*Развитие Навыков Руководителя***16. По вашему мнению может ли какая-то из тем быть интересна вашей компании?**

- да, какая? _____
- нет, почему? _____

ВЫЯСНЕНИЯ ДЕТАЛЕЙ ПРОВЕДЕНИЯ ЛЮБОГО ТРЕНИНГА**17. Какая самая подходящая продолжительность тренинга?**

- менее 1 недели
- 1-2 недели
- 2-4 недели
- 1-2 месяца
- зависит от типа тренинга
- другое, что? _____

18. Какая самая подходящая форма обучения?

- только дистанционное обучение без удаленности от работы
- только очные занятия
- дистанционное обучение в сочетании с очными занятиями
- другое, что? _____

19. Где лучше проводить очные занятия?

- на предприятии
- за границей
- и там и там
- другое, что? _____

20. Как часто, по вашему мнению, нужно проводить очные занятия для сотрудников в рамках одного тренинга?

- 1-2 раза
- каждую неделю
- раз в две недели
- раз в месяц
- другое, что? _____

21. На каком языке лучше проводить обучение?

- на русском
- на английском
- на двух языках
- другое, что? _____

22. Как вы считаете, в состоянии ли компания отправить группу сотрудников на обучение или только индивидуальных сотрудников?

- индивидуальных
- группу
- другое, что? _____

23. Как много ваша компания готова заплатить за тренинг?

- до 1000 евро
- до 2000 евро
- до 3000 евро
- другое, что? _____

24. Комментарии респондента к данному интервью

INTERVIEW / HIGHER EDUCATION INSTITUTION

The aim of this interview is to find out can there be demand to fee-based study programs among the students of your university.

1. Name of the university, your name and position

2. Which fields of study your university offers?

3. How many students study in your university?

- under 5 000
- 5 000 - 10 000
- 10 000 – 20 000
- over 20 000

4. Does your university offer short-term fee-based study programs?

- yes
- no, why? _____

5. Does your company offer more domestic study programs rather international ones?

- yes (domestic)
- no (foreign), why? _____
- both
- other, what? _____

6. Does your university organise trainings for corporate clients?

- yes
- no, why? _____

7. Which kinds of trainings did your university organise for the companies (field, duration, price etc.)? Write several last programs or its field of study

8. What kinds of short-term fee-based study programs you have for students (name, field of study, duration, price, partnership etc.)?

9. Who is an initiator of fee-based study programs?

- university
- Ministry of Education and Culture
- companies
- other, what? _____

10. How do you make students informed about your fee-based study programs?

- website
- notice board in Moodle / in the campus
- presentations/info-sessions
- each faculty makes marketing itself
- other, what? _____

11. Can an outsider/an individual take part in this kind of program?

- yes
- no, why? _____

12. How do you advertise fee-based study programs outside the university?

- website
- specified newspapers/magazines
- companies
- presentations/info-sessions
- each faculty makes own marketing
- other, what? _____

13. Which kind of students have more interest to this kind of programs?

- bachelor
- master
- PhD
- exchange
- outsider
- other, what? _____

14. What are the main factors attracting students to take part international fee-based study programs?

- better career opportunities
- international experience
- language improvement
- just an interest
- other, what? _____

15. What are the barriers of students to take part in international fee-based study programs?

- language barrier
- high price
- unwillingness to study abroad
- impossibility of long-term absence from degree studies
- other, what? _____

16. Who is a sponsor of students to pay fees for an international study program?

- parents
- student
- grant/sponsor
- other, what? _____

LOOK EXAMPLES OF STUDY MODULE TOPICS

17. Is some topic of study modules look attractive for students from your point of view?

- yes, which? _____
- no, why? _____

18. Can there be demand to Finnish short-term study programs among students of your university?

19. What is appropriate duration of study program?

- 1 week
- 2 weeks

- 2-4 weeks
- 1-2 months
- other, what? _____

20. What is the most suitable form of conducting studies (what students prefer to have)?

- more distance learning
- more contact lessons
- distance learning with combination of contact lessons
- other, what? _____

21. Does a student prefer to have studies conducted in Russian or English?

- Russian
- English
- Both

22. How much does a student ready to pay for this kind of study program (e.g. according to the experience of already conducted study programs in your university)?

23. What are comments of the respondent?

ИНТЕРВЬЮ / ВЫСШЕЕ УЧЕБНОЕ ЗАВЕДЕНИЕ

Целью данного интервью является выяснить есть ли спрос на краткосрочные зарубежные платные образовательные программы среди студентов вашего университета.

1. Название университета, ваше имя и должность

2. По каким направлениям ведется обучение в вашем вузе?

3. Сколько студентов учиться в вашем университете?

- до 5 000
- 5 000 - 10 000
- 10 000 – 20 000
- более 20 000

4. Есть ли в вашем вузе краткосрочные платные образовательные программы?

- да
- нет, почему? _____

5. Предлагает ли ваш университет больше российские краткосрочные программы или зарубежные?

- да (российские)
- нет (зарубежные), и почему? _____
- и те и другие одинаково
- другое, что? _____

6. Организует ли ваш вуз образовательные программы для корпоративных клиентов?

- да
- нет, почему? _____

7. Какие программы ваш университет уже проводил для корпоративных клиентов (направление, продолжительность, стоимость и т.д.)? Перечислите несколько последних программ, или хотя бы их направления

8. Какие виды краткосрочных платных образовательных программ предлагаются студентам вашего университета? (название, направление обучения, продолжительность, стоимость, с какими вузами идет сотрудничество в рамках этих программ, если такое имеется)?

9. Кто является инициатором платных образовательных программ в вашем вузе?

- университет
- Министерство образования
- корпоративный клиент
- другой, кто? _____

10. Как вы информируете студентов о наличии платных образовательных программ?

- вебсайт университета
- доска объявлений и объявления в интернет платформе
- презентации/инфо-сессии
- каждый факультет ответственен за информирование студентов
- другое, что? _____

11. Может ли посторонний человек (не студент вашего вуза) принять участие в вашей платной образовательной программе?

- да
- нет, почему? _____

12. Как вы рекламируете платные образовательные программы за пределами университета?

- вебсайт
- специализированные печатные и интернет издания
- связь с компаниями
- презентации/дни открытых дверей
- другое, что? _____

13. Какие студенты больше всего заинтересованы в такого рода программах?

- бакалавры
- магистры
- аспиранты
- студенты по обмену
- посторонние лица
- другие, кто? _____

14. Какие главные факторы привлекают студентов принять участие в международной платной образовательной программе?

- больше возможностей для трудоустройства
- международный опыт
- совершенствование иностранного языка
- просто ради интереса
- другое, что? _____

15. Какие существуют препятствия студентам принять участие в международной платной образовательной программе?

- языковой барьер
- высокая стоимость обучения
- нежелание учиться за границей
- невозможность длительного отсутствия от основной учебы
- другое, что? _____

16. Кто обычно оплачивает участие студента в международной образовательной программе?

- родители
- студент
- грант
- другое, что? _____

ПОСМОТРЕТЬ ТЕМЫ УЧЕБНЫХ МОДУЛЕЙ

1. Global Business Strategies (Start-up how to enter new market)

Глобальные Бизнес Стратегии (Стартап к выходу на международный рынок)

2. Working in EU / Finland

Работать в ЕС / Финляндии

3. Optimizing Global Supply Chain Management

Оптимизация Управления Цепочек Поставок

4. Global Sourcing and Purchasing

Глобальная Логистическая Стратегия и Международные Закупки

5. Business to Business Межкорпоративные

Коммерческие Операции (взаимодействие бизнес-бизнес)

6. Business to Customer

Взаимодействие Бизнеса и Потребителя

7. Corporate Social Responsibility

Корпоративная Социальная Ответственность

8. Personal leadership skills

Развитие Навыков Руководителя

17. Как по вашему мнению какая-то из тем учебных модулей может быть интересна студентам вашего вуза в рамках краткосрочного учебного курса?

- да, какая? _____
- нет, почему? _____

18. Может ли быть спрос на финские краткосрочные образовательные программы среди студентов вашего университета?

- да
- нет, почему? _____

19. Какая подходящая продолжительность краткосрочной платной образовательной программы?

- 1 неделя
- 2 недели

- 2-4 недели
- 1-2 месяца
- другое, что? _____

20. На ваш взгляд какая самая подходящая форма обучения на такой программе?

- больше дистанционного обучения
- больше очных лекций
- дистанционное обучение в сочетании с лекциями
- другое, что? _____

21. Как по вашему мнению предпочитает ли студент обучение на английском или русском языке?

- на русском
- на английском
- на двух языках

22. Сколько по вашему мнению студент может заплатить за краткосрочную образовательную программу (например, по опыту программ, уже предлагаемых в вашем вузе)?

23. Ваши комментарии к опросу

QUESTIONNAIRE / INDIVIDUAL

This questionnaire is targeted for Russian citizens who have already applied for or are going to apply for Degree Programme in International Business in Saimaa University of Applied Sciences. The aims of the questionnaire are to find out the respondents' opinion about possible imposing tuition fees on international degree programmes in Finnish higher education institutions as well as is there an interest in the Open Studies of Applied Sciences.

1. What is your gender?

- male
- female

2. Which city do you live in?

3. Which year did you complete or will you complete senior secondary education?

- 2014
- 2015
- 2016
- other, when? _____

4. Are you interested to get a Finnish degree?

- yes, why? _____
- no, why? _____

5. Have you already applied or are you going to apply for Degree Programme in International Business in Saimaa UAS?

- yes, which year? _____
- no, why? _____

6. What is your opinion about possible introduction of tuition fees in Finnish higher education institutions?

- positive, why? _____
- negative, why? _____
- other, what? _____

7. If there will be tuition fees, would you like to apply to Saimaa UAS?

- yes
- no, why? _____

8. How much do you ready to pay tuition fees per an academic year?

- less 2000 euro
- 2000 euro
- 4000 euro
- 8000 euro
- over 8000 euro

9. Who is a sponsor of your living costs during the studies in Finland?

- parents
- myself
- other, who? _____

10. Do you need a financial support for degree studies in Finland and what kind of support?

- grant covered tuition fees
- grant covered living costs
- I do not need financial support
- other, what? _____

11. What are the barriers for you to study in Saimaa UAS?

- financial barrier
- language barrier
- unwillingness to study abroad
- parents do not want that I leave home
- other, what? _____

12. Question for those who have already applied to Saimaa UAS in 2015. What are you going to do if you'll fail an entrance examination?

- I will to apply to Saimaa UAS again while I will be admitted
- I will study one year in Russian HEI and then apply to Saimaa UAS next year
- I will apply to Russian HEI and forget about a possibility to study abroad

- I won't apply to any HEI and I'll improve my English language skills and prepare to entrance examinations during a year
- other, what? _____

13. Have you heard about the Open Studies of Saimaa UAS before?

(The Open Studies of Applied Sciences offers everyone regardless of age and basic education the opportunity to study at Saimaa UAS. There are courses in every field of study and the credits completed are parts of the degrees. Studying at the Open Studies does not automatically lead to a degree, but if you later apply to study on Saimaa UAS degree programme in the same field, the credits completed at the Open Studies will be transferred. At the Open Studies you can update or complete your skills, acquire knowledge and skills in new fields, get acquainted with studies at UAS, and simply study for fun to expand your general knowledge. Furthermore the Open Studies is a good opportunity to enter Saimaa UAS without entrance examination after completion of 60 ECTS at the Open Studies. Russian citizens may need a tourist visa for Open Studies as it is difficult to get a residence permit for studies which are not leading to a degree.)

- yes
- no

14. Do you want to pay tuition fees for the Open Studies?

(The tuition fee is 10 euro per 1 ECTS. 1 course is 3 ECTS in general. For those who wish to take several courses: One term study pass 90 euro. Annual study pass 150 euro.)

- yes
- no, why? _____

15. Which forms of the Open Studies do you prefer?

- distance learning
- contact lessons
- combination of distance learning with contact lessons
- other, what? _____

16. How often you can visit lectures in Lappeenranta during the Open Studies?

- every day
- a couple times per week
- several times per month

- I prefer only distant learning
- other, what? _____

17. Is an opportunity to get 60 ECTS in the Open Studies and then be admitted to Saimaa UAS without passing an entrance examination look interesting for you?

- yes
- no, why? _____

18. What are the barriers for you to study in the Open Studies of Saimaa UAS?

- financial barrier
- problem to find accommodation
- impossibility to get a residence permit
- I don't want to miss one year as there is not a guarantee that I will be admitted next year
- my parents think that it is not serious
- other, what? _____

19. Do you consider to study in the Open Studies of Saimaa UAS?

- yes
- no, why? _____

20. Is it easy to get detailed information about the Open Studies of Saimaa UAS?

- yes
- no, why? _____

21. Comments of the respondent

ОПРОС АБИТУРИЕНТА САЙМЕНСКОГО УНИВЕРСИТЕТА ПРИКЛАДНЫХ НАУК

Данный опрос предназначен для российского абитуриента, который когда-либо поступал или собирается поступать на программу Международный Бизнес в Сайменском университете прикладных наук. Цели опроса - выяснить мнение о возможном введении платы на обучение для иностранцев в высших учебных заведениях Финляндии, а также узнать есть ли интерес к обучению в Открытом Университете.

1. Какой ваш пол?

- мужской
- женский

2. В каком городе вы живете?
_____**3. В каком году вы получили или получите полное среднее образование?**

- 2014
- 2015
- 2016
- другой, когда? _____

4. Заинтересованы ли вы получить финский диплом/степень?

- да, почему? _____
- нет, почему? _____

5. Вы уже поступали или собираетесь поступать на программу Международный Бизнес в Сайменском университете прикладных наук?

- да, в каком году? _____
- нет, почему? _____

6. Как вы относитесь к возможному введению платного образования для иностранцев в высших учебных заведениях Финляндии?

- положительно, почему? _____
- отрицательно, почему? _____
- другое, что? _____

7. Вы станите поступать в Сайменский университет прикладных наук, если введут плату на обучение?

- да
- нет, почему? _____

8. Сколько вы готовы платить за обучение в Финляндии в год?

- менее 2000 евро
- 2000 евро
- 4000 евро
- 8000 евро
- более 8000 евро

9. Кто спонсор ваших расходов на проживание в Финляндии во время учебы?

- родители
- я лично
- другой, кто? _____

10. Нужна ли вам финансовая поддержка на время учебы в Финляндии, и если да, то какая?

- грант, покрывающий стоимость учебы
- грант, покрывающий расходы на проживание
- мне не нужен никакой грант
- другое, что? _____

11. Какие препятствия существуют для вас учиться в Сайменском университете прикладных наук?

- финансовые трудности
- языковой барьер
- нежелание учиться за границей
- родители не хотят, чтобы я учился за границей
- другое, что? _____

12. Вопрос для тех, кто поступает в Сайменский университет прикладных наук в 2015 году. Что вы будите делать, если не справитесь успешно с вступительным экзаменом?

- Я буду поступать в Сайменский УПН еще раз, пока не поступлю
- Я планирую учиться год в российском вузе и в следующем году снова пробовать поступать в Сайменский УПН
- Я планирую поступить в российский вуз и забыть об учебе за границей
- Я не планирую никуда поступать, а буду совершенствовать свое знание английского языка и готовиться к вступительному экзамену в Сайменский УПН в течении года
- другое, что? _____

13. Вы когда-нибудь слышали об Открытом Университете в Сайменском УПН?

(Открытый университет предлагает каждому, вне зависимости от возраста и образования, возможность учиться в Сайменском университете прикладных наук. В Открытом Университете предлагаются курсы в любой области обучения, которые являются частью специальности. Обучение в Открытом Университете автоматически не ведет к получению диплома, но если потом вы поступите в Сайменский УПН на специальность той же области, что и изучали в Открытом Университете, то полученные кредиты вам зачтут в диплом. В Открытом Университете вы можете получить новые знания и освежить уже имеющиеся навыки, ознакомиться с обучением в университете прикладных наук Финляндии, просто учиться для веселья и расширять свой кругозор. Более того, Открытый Университет – это хорошая возможность поступить в Сайменский УПН без вступительных экзаменов при условии, что вы получите 60 кредитов в рамках учебы в Открытом Университете. Для жителей России единственным препятствием для учебы в Открытом Университете является невозможность получить студенческое разрешение на пребывание в Финляндии, но существует возможность учиться по туристической мультивизе).

- да
- нет

14. Готовы ли вы платить за обучение в открытом университете?

(Плата за обучение составляет 10 евро за 1 кредит. Один предмет в среднем - 3 кредита. Для тех, кто желает изучать несколько предметов без ограничения, существуют скидки: Обучение за один семестр - 90 евро. Обучение в течении всего учебного года – 150 евро.)

- да
- нет, почему? _____

15. Какую форму обучения в Открытом Университете вы предпочитаете?

- дистанционное обучение
- очные занятия
- дистанционное обучение вместе с очными занятиями
- другое, что? _____

16. Как часто вы можете посещать очные занятия в Лаппеенранте во время учебы в Открытом Университете?

- каждый день
- пару раз в неделю
- несколько раз в месяц
- Я предпочитаю только дистанционную форму обучения
- другое, что? _____

17. Кажется ли вам привлекательной возможность получить 60 кредитов и поступить в Сайменский университет прикладных наук без вступительного экзамена?

- да
- нет, почему? _____

18. Какие существуют препятствия для обучения в Открытом Университете Сайменского УПН?

- финансовые трудности
- проблема найти жилье
- невозможность получить студенческое разрешение на пребывание
- Я не хочу терять год, обучаясь в Открытом Университете, так как нет гарантии того, что я поступлю на следующий год
- мои родители считают, что учеба в Открытом Университете - это не серьезно
- другое, что? _____

19. Рассматриваете ли вы для себя учебу в Открытом Университете Сайменского УПН?

- да
- нет, почему? _____

20. Легко ли получить подробную информацию об обучении в Открытом Университете в Сайменском УПН?

- да
- нет, почему? _____

21. Комментарии респондента к опросу
