



Education Mobility from India to Finland

Challenges and solutions to recruit students from India

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ABSTRACT

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Education Mobility from India to Finland: Challenges and Solutions to recruit students from India

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Jyväskylä University of Applied Sciences, Global education services commission the master's thesis. The thesis focuses on generating the additional revenue stream for the university through student recruitment from India. The research aims to establish a value addition based ethical business model. An innovative business model Nursery of OATS will be introduced and discussed, to refine it in the years to come.

The thesis examines the complex landscape of recruiting Indian students to JAMK from Indian senior secondary schools and higher education institutions. The challenges to contest in this endeavour are academic expectations and operational hurdles.

JAMK a pioneer in creation of tailor made Diploma Courses, seeks value addition based ethical business model to generate additional revenue by recruiting from India, but face stumbling blocks such as transparency, financial irregularities on part of Indian study abroad consultants, steering the complexity of Indian education system and redesigning educational programme to meet divergent learning styles.

The method used in the research is interview with the stakeholders, analysis is performed using qualitative data collection method, and findings were finally coded to answer the research questions.

The findings indicate Nursery of OATS business model, a tactical solution by establishing collaborations between JAMK, EduCluster Finland (an education export company promoted by JAMK) and private Indian educational institution be established. The evolution of personalised educational programs and bolstering up support matrix for Indian students can stimulate more comprehensive and embracing eco system. In the long run, the constructive recruitment of Indian students and the effectual value addition to Indian institutions depends on, inclusive understanding of both educational systems, collaborations of the educational institutions, and the execution of robust and flexible engagements. The thesis kicks off further research towards pragmatic, non theoretical drive to arch over the gap between Finnish and Indian education systems to establish Nursery of Oats.

Key words: collaboration, education, export, Finland, India.

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GLOSSARY or ABBREVIATIONS AND TERMS (choose one or other)

AAPS	Arranged, Advertised, Prepared, Spoilt
CBR	Country Brand Report
CBR	Community Based Rehabilitation
CBSE	Central Board for Secondary Education
CIMO	Centre for International Mobility
CISCE	Council for the Indian School Certificate Examinations
EU	European Union
EEA	European Economic Area
JAMK	Jyväskylä University of Applied Sciences
MOEC	Ministry of Education and Culture
OCED	The Organisation for Economic Cooperation and Development
OATS	Onsite Approachable Trustworthy and Transparent Source
PISA	Programme for International Student Assessment
UDISE	Unified District Information System for Education

1 INTRODUCTION

The research finds its roots to the need of having an additional revenue stream through student recruitment by expanding the Finnish education system to India. Education export exists in many forms but for the purpose of this research the author lays focus on JAMK and self financed private Indian education institutions which run both senior secondary schools and higher education institutions.

The thesis focuses on a value addition based ethical business model wherein the Indian students will be recruited to JAMK and there would be simultaneous value addition to Indian senior secondary schools and higher education institutions.

Finland is a welfare state with an estimated population of 5.5 million located between Russia and Sweden. Continuous high rankings over the years with exceptional results in the OECD PISA studies has made Finland famous for its educational system, and since the early 2000s, the country has been praised as a “superpower of education” (BBC, 2007).

Since the recent global paradigm shift in the governance of education towards business and marketing (cf. Baker & Wiseman, 2005; Martens et al., 2014; van der Wende, 2007), international education is increasingly considered an economic asset and source of income for governments. Therefore, governments have started to invest in education branding, and marketing their educational systems (Hemsley-Brown & Oplatka, 2006; Maringe & Gibbs, 2009).

Similarly, Finland's also appointed a Country Brand Delegation in 2008, a brain child of former Foreign Minister Alexander Stubb, with the intent to develop a national Finnish brand image. The Country Brand Delegation identified education as one of the key assets of Finnish society (CBR, 2010), and recommended that Finland capitalize on its internationally-competitive education system and disseminate Finnish education across the world (CBR, 2010)

The target of the Federal government was: Finland's capability in the field of education should be utilized and education as a successful article of export must be developed. Appropriate steps should be taken to establish the international competitiveness of the education system of Finland. The aim is that this Nordic country will be one of the world's leading education - based economy placed on the quality of the education system. By 2015 the proportion of education and knowledge exports will have grown significantly in overall exports. (MOEC, 2010).

Thereafter, Finnish higher education institutions were made to sit in the driver's seat and manoeuvre the strategy of education export. The government made amendments to the constitutional University Act in 2008, followed by the similar Act for Universities of Applied Sciences in 2009, which provided higher education institutions with more autonomy, in terms of gaining revenue and profiling the institutions on the educational market (Aarrevaara et al., 2009; Välimaa, 2014).

A working group on education export, set up in 2013, evaluated the challenges and opportunities of "Finnish education on the global market". The working group argued that international students create the Education as Finland's hottest export? 17 largest revenue for the world's leading education export industries (MOEC, 2013), and thus urged the government to introduce tuition fees for students from outside the European Union (EU) and the European Economic Area (EEA), which has now been implemented already.

Two networking organizations at the national level were created to promote education export and to create a link between universities, other higher education institutions in Finland and private sector across the world, namely, Future Learning Finland and Team Finland 2. Both networks, however, kept rather loose ties among the members and understood themselves as providing contacts rather than real national coordination.

Over a decade after, the goals of the strategy have not been achieved, as Finland is still far from being a prominent education exporter. Yet, several recent

developments in the Finnish education and economic sectors make education export seem more topical than ever.

India the target market is the 7th largest country by area and has the population of 1.44 billion people, its people have diverse background, culture, languages and hence diverse learning needs also. It is no hidden fact that India has huge income disparity. Education sector in India exists in the form of Government ownership; private ownership and many institutions function with the Government aid even if they are privately owned. The author or the purpose of creating a value addition based ethical business model focuses only on the private owned education institutions in India. The Indian education sector can broadly be categorised into two, First, the Pre Primary to Senior Secondary School education and Second, the Higher Education. Both the systems are discussed in the subsequent paragraphs.

The pre primary to senior secondary school system is complex. Right to Education Act, 2009 passed by the Indian Parliament provides for the free and mandatory education up to Grade 10 firstly, in the Government owned institution and if there is no government owned institution in the nearby village, town or city then free and mandatory education in private institution, this situation generally does not arise as all villages, towns and cities have number of Government institutions. It is generally the poor who send their children to the Government run institutions where education is free. The Indian middle class and the rich send their children to the private institution and pay for the education. There are set norms and standards fulfilling which the private institutions get approved and recognised by the Government of India. All the schools weather Government owned, privately owned or aided by the government are affiliated to an examination body to conduct examination at matriculation and senior secondary level. India has approximately 1,500,000 schools with 265235830 students and more than 9,700,000 teachers teaching in these schools. [UDISE+ \(udiseplus.gov.in\)](http://udiseplus.gov.in)

The Indian higher education system is regulated under the umbrella of University Grants Commission, a statutory body under Ministry of Education, Government of India. All the universities in India public or private are bound to take approval from this body. With different ownership styles India has 1172 universi-

ties, 43796 higher education colleges and 11296 stand alone higher education institution in India with 41400000 students in the year 2020-21 out of which 9540000 graduate every year. [Welcome to UGC, New Delhi, India](#)

1.1 Significance and goals

The significance of selecting this topic is discussed in this chapter.

The purpose of the study introduces a problem faced by JAMK and finds the solution. Research question that forms research, serves a practical problem. The solution to the research problem is developed from a data collection through interviews with stakeholders in Indian education industry and analysis thereafter. The thesis structure is briefly explained at the end of this chapter.

1.2 Topic significance and purpose of study

Education export or commercial education is relatively a new concept in Finland when compared to the English speaking countries United Kingdom, Canada, United States of America, New Zealand and Australia. Most of these countries have been capitalizing on higher education industry, with mushrooming private universities looking for fee paying students, issuing offer of admission letters to international students all around the academic year through tie ups and agreements with the education and study abroad consultants all over the world.

Finland on the other hand wishes to capitalize on its internationally-acclaimed success in PISA, hence Finnish education export is based on basic education. Finnish education export is also different on the grounds that its constitution promises free education or prohibits the charging tuition fee to the EU students which makes commercial education controversial and raises eyebrows when a public sector university has a tie up with education consultant or a study abroad consultant to recruit fee paying international students. Apart from this Finnish education is primarily delivered in Finnish which is in contrast with the dominant education exporters who operate in English at the same time it is pertinent to mention that there are no private universities in Finland and Finnish education export is a government initiative and is not a result of business practice. There-

fore Finnish education export does not benefit much from the experience of other education exporters, and has no concrete example to follow.

In the year 2017, the universities in Finland started charging tuition fee from the Non European Nationals the service which was one free of cost to students all over the world. This led to a decline in the number of students completing their degrees in Finland. During this year there was a sharp decline in the applications to the Master's degree programs.

However according to data sources by Vipunen-Education statistics Finland, this decline did not last long. The government's decision to charge fees reflected during autumn 2018, when the number of applicants and started increasing. Compared to 2016, the last year of free education, a significant rise of application was observed in 2018. (Vipunen Education Statistics Finland 2017)

Applicants applying to a program leading to a degree certification ranged from various continents. The following figure will highlight the percentage of how many applicants applied from the different continents. The nationality of a large number of students is unknown, which affects the numbers in the figure.

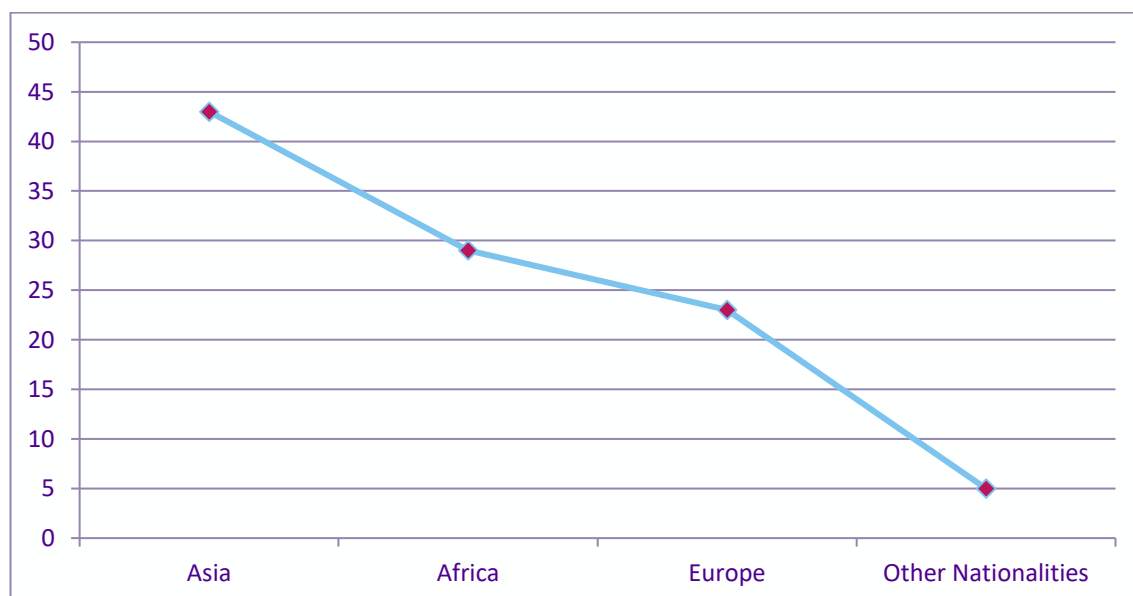


Figure 1. Comparison of continents

Given the statistics in Figure 1, it can be observed that Finland has a strong presence in Asian continent but at the same time it must be understood that

education export industry has cut throat competition with prominent players and their study abroad consultants devising new strategies to compete in profit oriented business.

The federal government formed in 2023 announced funding cuts for the education sector. Massive education budget cuts proposed in the government negotiations could lead to closure of over 100 educational institutions (helsinki.fi). In such conditions a new income stream in the form of education export would be welcomed.

The purpose of the study is to create a value addition based ethical business model through which additional revenue can be generated and student recruitment can be made smooth and long lasting. India, one of the emerging global economies has the willingness to pay for the foreign education which creates a conducive atmosphere to introduce Finnish education. The goal is to understand the Finnish higher education needs in India and simultaneously recruit fee paying international Indian students at JAMK.

The thesis aims to create a business model without participation of study abroad education consultants and companies that generally recruit international students for universities across the world. Here it is important to mention that such consultants promote the universities and countries which provide them with 6 W's –

1. Which pays them the maximum commission.
2. Which have maximum intake for the students.
3. Where there are no entrance exam and interviews for admission.
4. Where visa processing is fast and positive.
5. Where there is no language barrier.
6. Where there is an easy pathway to permanent residency and settlement through jobs.

Though it seems that universities work independently but they depend upon the study abroad consultants and companies for various activities, the consultants generally work upon AAPS model.

- A – Arranged by study abroad consultant companies (universities want good intelligent students who can pay the tuition fee)
- A – Advertised by study abroad consultant companies (courses are advertised on behalf of universities)
- P – Prepared by study abroad consultant companies (prepare students for interviews and entrance exams if required)
- S – Spoilt by study abroad consultants (universities do not want to spoil their hard earned reputation but it happens due to unethical activities of the consultants)

As disclosed by representative of Global Education Services, Jyväskylä University of Applied Sciences, JAMK has already worked with one such Indian company and has faced issues related to transparency and financial irregularities. Business Management course was tailor made according to the requirement of the consultant company and the consultant company had been sending students to JAMK through above mentioned tailor made course which was eventually stopped.

The issues of transparency and financial irregularities qua the students, were disclosed by representative of Global Education Services, Jyväskylä University of Applied Sciences in his interview with the author. The issues are mentioned below:-

- A. Creation of E Mail id's using phone number under company control to process the visa files and complete other formalities.
- B. Arranging money for students on their bank accounts as required for applying the student visa and charging interest on the borrowed money.

- C. Opening the bank account for the students and keeping them under company control with the consent of students to carry out the transactions as and when required.
- D. Charging money from students for filing visa application form and specifically mentioning the company address to deliver Residence Permit Cards and later using them for advertisement on social media and pretending to be a permit factory.
- E. Preparing students for interviews and writing the motivation letters for them.
- F. Charging margin money from the students to get their documents apostle and buying health insurance for them.

The transparency and financial irregularities issues qua JAMK, as disclosed in the interview are mentioned below:-

- A. Hiding all the activities mentioned in the preceding paragraph amounts to breaking the trust and contract which is taken very seriously in Finnish culture.
- B. Consultant company should not have charged the students with any money when it was being paid as commission by JAMK.

1.3 Research question

Jyväskylä University of Applied Sciences, Global Education Services commissions this research. The research questions is formulated and narrowed down to the following-

Finnish universities of Applied Sciences now depend more on fee paying international students. What would be the value addition based ethical business model to recruit students from India?

The following sub questions would also keep the focus of research on track:

- A. What changes and improvements are required to align the process of value addition to student recruitment efficiently?
- B. What value can Finish universities add to the Indian education system?
- C. What are the learning need of the Indian students and teachers?

The thesis will assess the opportunities to recruit students from India in an ethical way and will create the business model without the participation of the study abroad Indian consultants and companies. It would also report the checks and balances that are required to keep the model on track, its limitations and scope of future research.

When a student pays for the education, it is not just to get a degree or qualification. It is expected that education will lead to acquisition of knowledge and skills, employment and integration in a foreign culture and society. The above mentioned elements will be explained in the theoretical framework and the findings chapter to highlight the relevance and importance of value addition with Finnish education.

1.4 Structure

This thesis is a developmental project and is practical oriented for the following reasons:

- A. The thesis focuses on a specific challenge being faced by JAMK in recruiting students from India through tailor made courses.
- B. It analysis and evaluates the data collected through interviews to indentify the challenges and opportunities.
- C. It will propose a practical and feasible solution to address the challenge as mentioned above.

D. Thesis will provide an Implementation plan of the proposed solution.

The thesis consists of 6 chapters. Chapter 2 will discuss the theoretical framework and education in its existing forms. Chapter 3 will discuss the methodology, research approach, data collection method and its analysis. Chapter 4 will discuss the analysis. Chapter 5 of the study will introduce Nursery of OATS business model and the final chapter 6 will conclude the thesis.

2 THEORETICAL FRAMEWORK

To understand the specific challenges faced by JAMK while recruiting students through tailor made course ordered by the education export company it becomes important to understand the effects of student recruitment on the education exporting and importing country. The economic impact of education export in case Finland is sending country, leads to generation of revenue through consultancy services and through sale of education material and in case Finland is receiving country then it leads to generation of revenue through the contribution made by international students towards tuition fee, accommodation and other expenses which in turn leads to creation of jobs in an economy and stimulates growth.

Internationalisation of education leads to diversity in student populations, faculty and teaching programs. This diversity enhances critical thinking, innovation and creativity by exposing individuals to variety of ideas and thinking perspectives. It also promotes exchange of best practices, educational technologies and pedagogical approaches driving innovation and improvement in education system. Education export enhances the global reputation and competitiveness of the education institution and systems. It increases the mobility of the students, academics and professionals allowing them to gain global perspectives, networks and opportunities to their career advancement and personal development.

However, to ensure success of the education export activities, it needs to come out clean in the test of quality assurance and regulatory issues which have eventually become the root cause of the challenges faced by JAMK as discussed in preceding chapter.

Overall the effects of education export are complex and it's influenced by factors such as economic conditions, educational policies, cultural dynamics, and geographical and political trends. Balancing the opportunities and challenges associated with education export require careful consideration of equity, quality and sustainability in education systems worldwide.

Finland has variety of education export products like education training packages through number of education export companies, and education tourism to educational technology, policy counselling and teacher exchanges, involvement in school projects and universities across the world. Some of these export initiatives are individual actors based while others are institutionally based and are coordinated across institutions. EduCluster Finland is one of such education export companies that is promoted by JAMK and has operations in India.

In this thesis I seek to shed light on having a value addition based ethical business model to recruit students from India in order to open up new avenues for education export from India to Finland while standing the test of regulatory and ethical issues faced by JAMK. Hence it becomes important to discuss the target market and the theories like decision making theory, social exchange theory from the student's point of view and the education internationalization theory from the point of view of the managements of the private education sector in Indian.

2.1 India – The target market

India as discussed earlier, the target market has the population of 1.44 billion people. Education sector in India exists in the form of Government ownership; private ownership and many institutions function with the Government aid and monetary support even if they are privately owned. It is important for the purpose of research to understand that whole of the Indian education sector cannot be treated as the potential market for student recruitment; institutions affordability and income level of parent play a key role in choice of schools. Therefore it becomes important to identify the types of schools and students that form a potential pool for student recruitment at JAMK and hence find an answer to the research question.

The cost of education is a primary consideration for many Indian parents. They often choose schools that fit within their budget constraints. Affordability encompasses tuition fees, transportation costs, and additional expenses such as uniforms and textbooks. (Sharma, A., & Sinha, P. (2019)

Income level of parents directly impacts their ability to afford private schooling, tutoring services, or additional educational resources. Higher income families may opt for elite private schools, while lower income families might rely on government schools or low cost private schools. (Chavan, M.R., & Shinde, S.A. (2015).

The table below shows the number of pre primary to senior secondary schools in India with their ownership status, number of student enrolments and number of teacher in the year 2022.

Type of Schools	Number of Schools	Number of Students	Number of Teachers
Total number of schools	1489115	265235830	9507123
Total number of Kendriya Vidyalaya (Central Government School)	1252	1375151	39596
Total number of Jawahar Navodaya Vidyalaya (Central Government School)	643	287021	12270
Other central Government	272	170566	6324
State Government	1020219	138665980	4824238
Total State Government Schools	1022386	14049818	4882446
Total Government Aided Schools	82480	26647860	796631
Total Private Schools	335844	82450325	3540647
Total Other Schools	28440	6143720	287399

Table 1 Total number of schools in India and the student enrolments. Source - UDISE+ (udiseplus.gov.in) 2022

These schools are affiliated to one or the other examination body which awards the students the certificate of having passed the matriculation (Grade – 10 examination) and the senior secondary school examination (Grade10+2 examina-

tion). It is after successfully attaining this certificate students become eligible for recruitment at JAMK or any other foreign university. Central Board of Secondary Education (CBSE) a government of India examination body and Council for the Indian School Certificate Examination (CISCE) a private examination body, affiliates schools across India. Apart from these every state has its own examination body with different curriculum, own language of instructions and affiliates schools at state level. Therefore the levels of learning needs are diverse.

Parents prioritize schools with reputation or providing high quality education, often measured by academic result and performance in competitive exams like the Central Board of Secondary Education (CBSE) or Indian Certificate of Secondary Education (ICSE) board exams. (Times of India – “How to choose the Right School for your Child”).

For the purpose of this research the author focuses only on private CBSE and CISCE affiliated schools as they charge relatively high tuition fee from the schools affiliated to the State Boards and these are the schools which create a pool of students preferring higher education abroad. The table below shows the total number of schools affiliated to CBSE and CISCE.

Total Number of Schools affiliated to CBSE	Total Number of Schools affiliated to CISCE
24000	1036

Table 2 Source CBSE official website, CISCE Official website.

While finding a pool of potential students for recruitment at JAMK the Indian higher education system cannot be ignored in the research. As discussed in introduction higher education sector is regulated under the umbrella of University Grants Commission, a statutory body under Ministry of Education, Government of India. All the universities in India public or private are bound to take approval from this body. There are 1172 universities in India with different ownership styles.

The figure below shows the type of Universities in India.

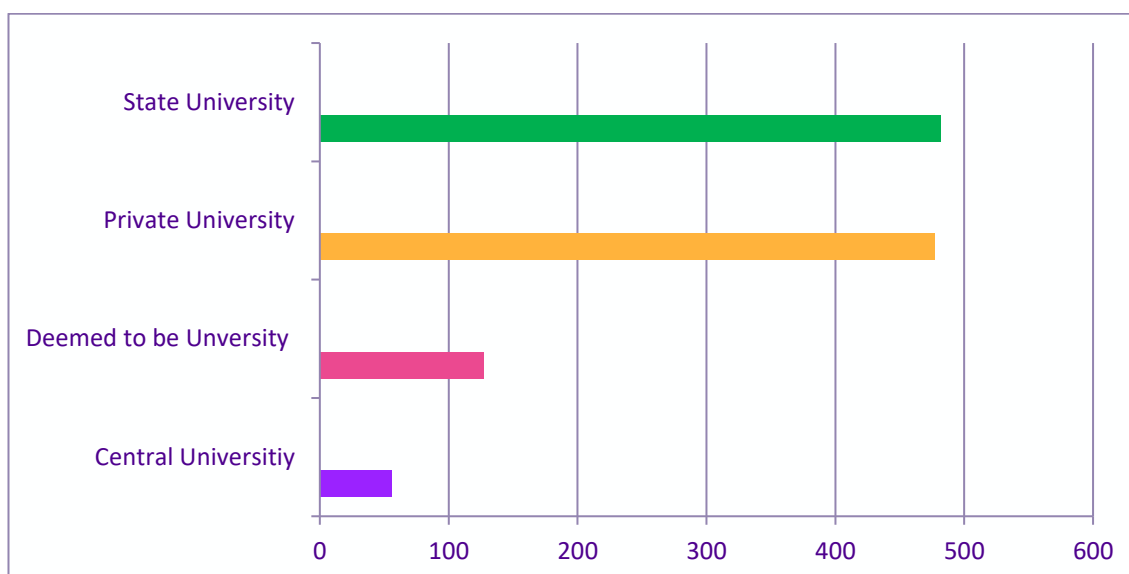


Table 3. Type and Number of Universities in India (Source - Welcome to UGC, New Delhi, India)

Apart from the universities India has 43796 higher education colleges and 11296 stand alone higher education institution in India with 41400000 students in the year 2020-21 out of which 9540000 graduate every year in various streams. The stream wise breakup of the students is as under:-

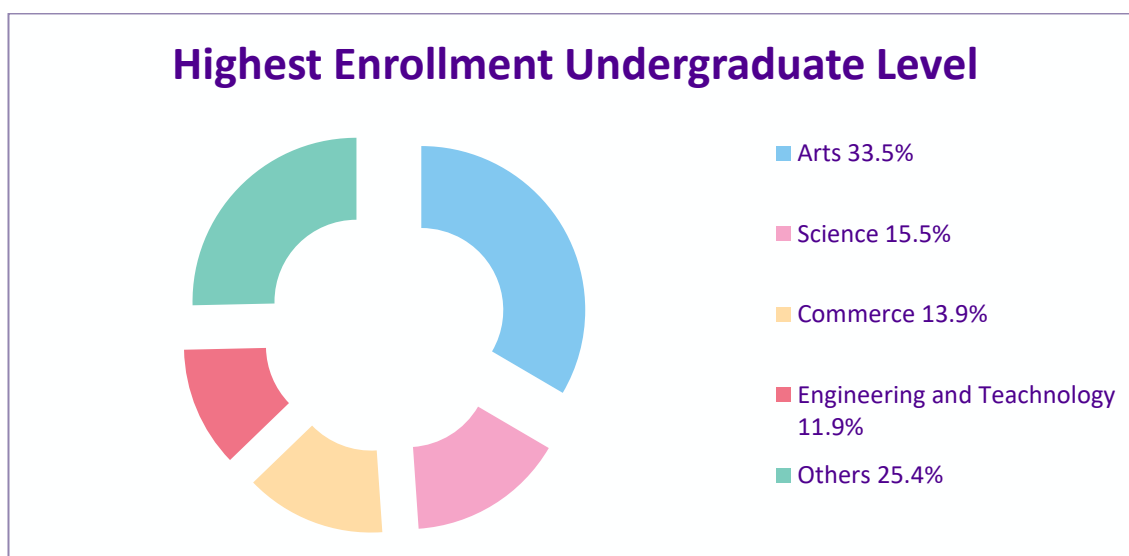


Figure 2. Discipline wise enrolment of students in higher education institutions in India. Source – www.pib.gov.in

The private sectors own the maximum number of the higher education institutions in India and hence it is actually the private education sector of India that forms the potential pool of students for recruitment at bachelors and masters level at JAMK. The figure below depicts the ownership of the higher education institutions in India.

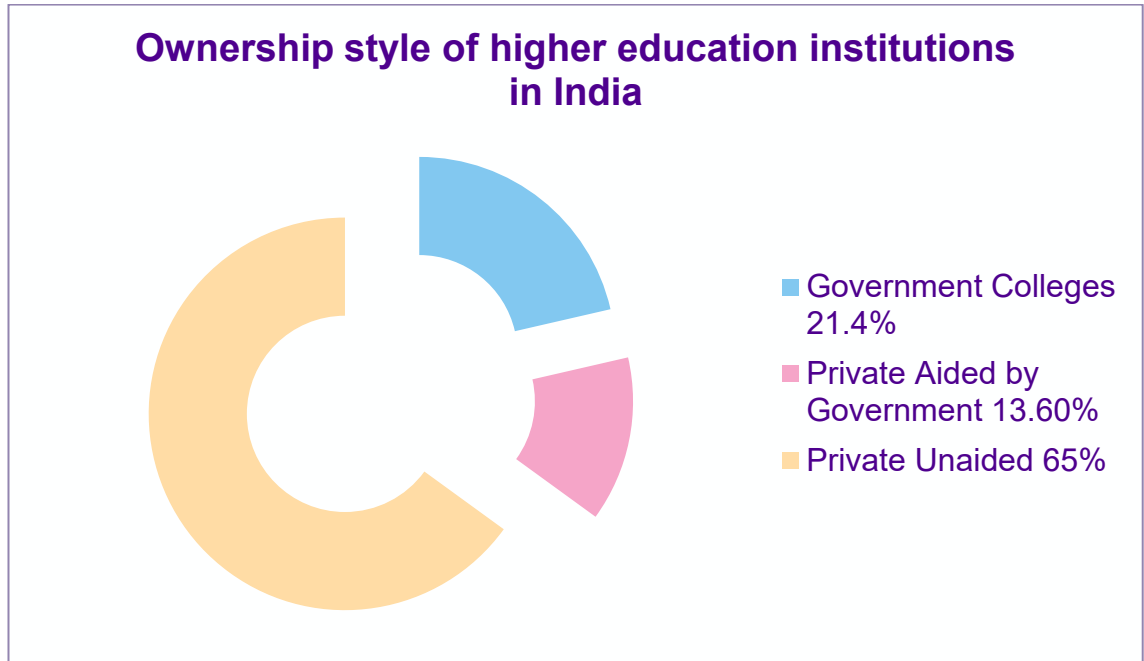


Figure 3. Ownership styles on higher education institutions in India. Source www.easyschooling.com

2.2 Decision making theory and social exchange theory from perspective of international students'

Decision making theory from student's point who wish to pursue higher education at JAMK in Finland, focuses on the cognitive processes students use to make choices, while the social exchange theory examines the social interactions and exchanges that influence decision making regarding their higher studies at JAMK Finland. The areas to be explored in generating the business model from the student's point of view are as under:-

- A. Awareness amongst the prospective students regarding Finland's performance in OCED – PISA rankings and their source of information. The decision making theory hence becomes important here as it explores

how an Indian student gather information and make decisions regarding their studies at JAMK in Finland based upon the available data.

- B. Delving in to academic qualifications and preferred destination country for higher education, the decision making theory helps understand the cognitive processes behind the choices and preferences of the prospective Indian international students to study abroad.
- C. Indian student's considerations of challenges, awareness to secure seat at JAMK and their knowledge about the study abroad consultants promoting Finnish education in India becomes important. The decision making theory helps to remove the curtains from the factors influencing their choice.
- D. Their views about the study abroad consultants and transparency can be found out by applying social exchange theory as it will examine the social interactions and exchanges between the individuals and consultants, influencing decision making.
- E. Views about the perceived professional value that JAMK can add to them, their need to skill improvement and willingness the study in Finland. The decision making theory will help understand student's motivations and consideration for skill enhancement as well as study abroad choices.
- F. Exploring the factors influencing the student's decision to study and stay in Finland or India after the skill improvement. Social exchange theory becomes relevant here as it examines the perceived benefits and costs of staying in each location, influencing their decision making process.

The author aims to employ the decision making theory and the social exchange theory to gather qualitative data on the cognitive processes, social interactions and exchanges that influence Indian bachelors and masters degree student's decisions regarding higher education destinations and skill enhancement opportunities.

2.3 Internationalization of education theory qua the private Indian education institutions

Education institutions all over the world get influenced by the broader institutional environment in which they operate, including the cultural, social and political actors. In order to understand the perspective of the private Indian education institutions it becomes important to explore how the private Indian education institutions manoeuvre and respond to the opportunities such as collaborations between Indian and Finnish education institutions and the potential benefits and challenges associated with such collaborations and partnerships within the global educational landscape as informed by the institutional theory and the following areas need to be explored:-

- A. Awareness of global education system and benchmarks to reflect their engagement with the global educational standards and how they influence the institution's practices and perceptions.
- B. Understanding the source from which the management gathers information will reveal not only their awareness of external institutional influence but also their engagement with all reliance on these sources to shape their organisational strategies and decision making processes.
- C. To explore the extent of the institution's organisational field within the larger institutional environment, reflecting its position and influence within the education sector and capacity to engage in international partnerships.
- D. Institutions openness to external collaborations with Finland and the integration of Finnish institutional practices into their own organisational framework will indicate the willingness to provide international exposure to their students, which align with the goals of education internationalisation.
- E. Institutions perception of the legitimacy and effectiveness of the external institutional practices, knowledge transfer and value that international in-

ternship students can bring such as cultural exchange, diverse perspectives, and potential enhancement of academic and professional competencies.

- F. Highlight the institutions embedded within the broader institutional network and its interaction with the external actors and to access the level of interest from Finnish entities in promoting their education system abroad and the potential for partnerships between Indian institutions and Finnish stakeholders.
- G. Exploring the extent to which the institution recognises and acknowledge the legitimacy and authority of Finland's institutional models and practices to have an access to the high quality education resources and expertise, knowledge exchange and research collaborations.
- H. Exploring the institutions willingness to formalize and institutionalize the external collaborations, signalling its responsiveness and commitment to long term collaborations and mutual benefit.
- I. Capacity and readiness to accommodate and integrate external institutional presence within its organizational environment, which demonstrate a commitment to facilitating international partnerships and promoting cross cultural exchange.

The author aims to employ the education internationalization theory to gather the qualitative data from the private institutions of the Indian education sector create the business model.

3. METHODOLOGY

The working method and the data collection process in this research are briefly summarised in this chapter.

3.1 Research approach

Qualitative research identifies and records underlying aspects that quantitative research methods cannot do. An interview with the participants in research allows deeper understanding and receives a comprehensive answer to the research question of the thesis. The qualitative research method was chosen for the research due to the nature of the data to be collected in interviews. The data collected in the interviews and later analysed presented different perspectives of the stakeholders relevant in creation of an alternative revenue stream through student recruitment for JAMK. The research objective was to gather multiple perspectives to create a revenue stream for JAMK through student recruitment, hence it was qualitative. Qualitative research observes and interviews participants as part of the research process. (Saldana. 2011.)

The thesis gathers perspectives to make OATS Business model successful in India and does not rely upon a single point of few, this is evident in the findings. The information is collected through interviews to gather deeper insights into OATS. The methodology relies upon collection and recording of data through interviews. Data recording and transcribing of interviews made way for accumulating required data that benefits the research.

Qualitative research allows the author to be primary tool in data collection and allows more room for evaluating the results from the interviews. The broad concept of education services benefits from qualitative research as it combines opinions from other the data collector and the participant (Saldana. 2011). The research evolves according to the progression of the result; new insights from the findings influence the conclusion and answer the problem. Qualitative research observes and interviews participants as part of research process. (Saldana. 2011.)

3.2 Data collection method

The objective is to collect data by interviewing the participants. The method used for collecting data in qualitative research includes the mechanical requirements to execute the process. The main instruments are the author's, the responses author can extract from the participants of the interview. The author of thesis uses interviews with the participants as the practical format of the data collection to answer the research question. Most quantitative research studies mainly rely on interviewing participants because it is a straightforward way of documenting an individual's perspectives, experiences, attitudes, and motivations. (Saldana. 2011.)

The questions that form the interview guide were derived from the research question and sub questions of the thesis and were designed to allow the participants to discuss the matter freely and express their views. The plan of the interview was semi structured for the participants. The participants included the students of the Indian institutions studying bachelor and master's degree in higher education institutions, teachers in the senior secondary schools and the representatives of the private Indian education institutions, all the above mentioned form the Indian education industry. An interview as also held with representative of JAMK, commissioner of the thesis.

The questions in Appendix 1, interview guide for the students studying bachelor and masters degree in higher education institutions in India and teachers in senior secondary schools was created to extract the qualitative data by employing the decision making theory and social exchange theory as discussed in Chapter 2. The questions were sent to the participants in advance and interviews were conducted through online mode. During the interview the participant's, author's objective was to extract and the understand the participants perspective and knowledge about the Finnish school and higher education system, mode of admission in Finnish university, their learning needs and willingness to enhance teaching skills, preferred destination for higher studies and the reasons. The participants were asked to share their opinion about the aspects mentioned above.

The question in Appendix 2, interview guide for the representatives of private Indian senior secondary schools and higher education institutions in India was created by employing educational internationalisation theory as discussed in chapter 2 and was sent in advance to them and interviews were conducted online. During the online interviews with the participants, author's intent was to extract and understand the perspective of private education industries about the Finnish education system, the learning needs of their institutions, their own perspective about the value addition for their institutions by having collaborated with the Finnish university and the logistical support to Finnish university.

3.3 Data analysis

Analyzing qualitative data involves a systematic examination of textual, visual, or auditory data to drive meaningful insights, patterns and themes. There are various approaches and techniques for conducting qualitative analysis, each with its own strength and limitations. They are outlined as under:

- A. Familiarization with data: Before delving into data analysis, researchers immerse themselves in the data to gain a understanding of the material. This involves repeated readings, viewing or listening to the data to identify patterns, nuances and emerging themes. (Creswell & Poth. 2018).
- B. Coding: Coding is a fundamental step in qualitative analysis where researchers categorize segment of data into meaningful units. This process can be done through open coding, where categories emerge from th data itself, or through pre existing theoretical frameworks in selective coding. (Charmaz, 2014)
- C. Theme development: After coding, researchers group related codes into overarching themes or categories. These themes capture the essence of the data and provide a structure for organizing finding. (Braun & Clarke, 2006).

- D. Constant comparison: Throughout the analysis process, researchers engage in the constant comparison, continually comparing data within and across themes to refine categories and ensure consistency and coherence in interpretation. (Glaser & Strauss, 1976)

- E. Reflexivity and interpretation: Qualitative analysis requires reflexivity, where researchers critically reflect on their assumptions, biases, and preconceptions that may influence the interpretation of data. This self-awareness enhances the rigor and trustworthiness of the finding. (Finlay, 2002).

- F. Triangulation: Triangulation involves the use of multiple data sources, methods or researchers to corroborate findings and enhance the credibility and validity of the analysis. (Denzin, 1978).

- G. Contextualization: it's crucial to situate the findings within the broader socio cultural, historical and theoretical context to understand the significance and implications of the research. (Getrz, 1973)

- H. Report writing: Finally, researchers present their findings in a clear, coherent, and compelling manner, ensuring transparency in the analytical process and providing rich descriptions and quotations to support interpretations. (Miles & Huberman, 1994)

The outcome of the qualitative research are infinite, hence there are above mentioned techniques to conduct the analysis of data collected. Data was analysed by author throughout its collection process and the new learning and deep insights also affected the outcome. The analysis aims to observe various patterns, connected relevant groups and place them into specific categories. Observing various patterns leads to a straightforward solution and answers to the significant concepts at the beginning of the research. (Saldana. 2011.)

The research evolves according to progression of the results; new insights from findings influence the conclusion and answer the problem. Qualitative research

observes and interviews participants as part of the research process. (Saldana. 2011.)

The researcher applies thematic analysis as it offers a flexible and systematic approach to understand complex qualitative data, allowing researcher to uncover underlying patterns and meaning that contribute to a deeper understanding for the phenomenon under investigation (Braun & Clarke, 2006). Thematic analysis is collecting a varied set of data and capturing the ideas that lie beneath the surface. Thematic analysis is flexible for the qualitative researcher as it allows to deal with interpretative framework that arise from interaction with participants and can answer different research question. (Liamouttong. 2019.)

One key step in the thematic analysis is familiarization with the data; here authors immerse themselves in the data to gain a comprehensive understanding of its content. Following this, codes are generated by systematically labelling segments of data that represents important or ideas. These codes are then organised into broader themes that encapsulate common patterns or concepts across the dataset. Finally, these themes are refined and defined, often through processes of reviewing and revising, to ensure they accurately represent the data and provide meaningful insights.

An inductive approach is applied to the data analysis as the author applies his partial knowledge about the topic and builds up a theory. The data collected from the interviews explore underlying themes that are familiarized and classified to draw a definitive answer to the research and sub questions. The analysis process start with collecting raw data, familiarising it, forming concepts and themes by comparing the similarities and differences of the findings. The goal of the analysis is to summarize the categories and the themes to highlights potential theoretical relationships. (Kyngas. 2019.)

The research is qualitative hence to formulate the answer to the research question, the information was collected into six excel sheets namely, Dalima and Durchee for the data collected from discussion with JAMK, Alpha and Beta for the information collected from the interview conducted with Indian students studying bachelor and masters degree in higher education institutions and

Spring and Summer for the information collected from the managements of the Indian education institutions.

Dalmia, Alpha and Spring collected multiple answers from the representative of JAMK and participants of the interview as per the interview guide in Appendix 1 and Appendix 2 respectively and Durchee, Beta and Summer further narrow down the answers to be ready for analysis. The responses were coloured in Dalima, Alpha and Spring and categorized into themes. The main themes were then copied to Durchee, Beta and Summer that form the basis to answer the research question and interpret the data.

4. ANALYSIS

This chapter will present the questions, the theoretical framework behind framing the questions and the way the questions were designed. The chapter will also present the findings of the interviews, the process of categorising and putting them into themes while maintaining focus on how the findings answer the research questions. Author employed the decision making theory and social exchange theory to gather qualitative information from the Indian students. The way and the reasons to design questions are mentioned below:-

1. Have you heard about OCED – PISA ranking and Finnish school education system?
This question aims to gauge and understand their familiarity with international education rankings and the Finnish education systems reputation.
2. Is Finland renowned for its higher education or school education system?
This helps in understanding whether they perceive Finland as a leader in either or both levels of education.
3. What is your source of information?
Understanding where they gather information about foreign education systems can reveal their level of engagement and reliability of their knowledge.
4. What is your academic qualification?
Knowing their academic background provides context for their opinion and aspirations.
5. What is you preferred destination country for higher education?
This questions explore their preferences and potential biases towards certain countries.
6. What the reasons for your choice?

Understanding their motivation behind choosing a particular destination can provide insights into their priorities and value in education.

7. Why do you not consider Finland as the preferred destination or higher education or what are the challenges?

This question explores any reservation or challenges they may have about studying in Finland.

8. Are you aware of the process to secure the seat in Finnish university?

Assessing their knowledge about the application processes indicates their level of preparedness and interest in studying in Finland.

9. Do you know any study abroad consultant or company promoting Finnish education or university?

The question evaluates their familiarity with resource available to assist with studying abroad in Finland.

10. What aspects do you consider are important while choosing a study abroad consultant?

This helps to understand their criteria for selecting guidance services, revealing their priorities and concerns.

11. Do you think they work in transparent manner?

Evaluating their perception of consultant transparency can provide insights into their trust in services.

12. What professional value do you think that Finnish universities can add in you?

This question explores their expectations and perception of the benefits of studying in Finland.

13. Do you think that you need to polish your skills to remain competitive in the industry?

Understating their awareness of the need for skill development shows their level of preparedness for the job market.

14. If given an opportunity and proper guidance would you like to study in Finland and gain a qualification to enhance your skills?

This assesses their openness to studying in Finland given the right circumstances.

15. What is the most important factor for you to consider staying in India or Finland after skill improvement?

The question delves into their considerations for their post education plans revealing their priorities and future goals.

As discussed in the previous chapter the author employed the education internationalization theory to gather qualitative information from the representatives of the private Indian education institutions. The way and the reasons to design questions are mentioned below:-

1. Have you heard about OCED – PISA ranking and Finnish education system?

This question assesses their familiarity with international rankings and the Finnish education systems reputation.

2. What is the source of your information?

Understanding where they gather information about foreign education systems can reveal their level of engagement and reliability of their knowledge.

3. What type and how many education institutions does your management run?

Knowing the scope of their management's operations provides context for their responses and potential opportunities for collaboration.

4. Would you like to have Finnish students for internships in your institutions?

This question explores their openness to international collaborations and the potential benefits of hosting Finnish students.

5. How do you think internship students can add value to your institution?
Assessing their perception of the value that international internship students can bring helps gauge their interest and expectations.
6. Have your institution been approached by any Finnish company for promoting Finnish education system in your institution?
The question explores any existing connections or opportunities for collaboration with Finnish entities.
7. What value do you think can Finnish universities add to your institution?
Understanding their perception of the benefits of collaboration with Finnish universities provides insights into their motivations and expectations.
8. What do you think about having memorandum of understanding with the Finnish university wherein you can introduce Finnish education system to your students and promote Finnish universities in your institutions?
This question assesses their openness to formalized partnerships and their willingness to integrate Finnish education into their curriculum.
9. Would you be able to provide the infrastructure to university to setup an office in your campus?
Assessing their capacity and willingness to support the establishment of a Finnish university office on their campus helps gauge the feasibility of collaboration and the level of commitment.

Participants in the interview as discussed in the preceding chapter belong to private Indian education sector: students studying bachelors and masters degree in higher education institutions in India and the representatives of the managements of the Indian education sector. The names of the participants have not been disclosed and they remain anonymous to maintain their privacy and allow an open room of discussion and answer the research question.

The table below shows the manner in which the interviews were conducted with the participants.

No	Background	Method – Discussion
Participant 1	Representative of Jyväskylä University of Applied Sciences, Finland	Face to Face

Table 4 Method of interview for representative of JAMK.

No	Background	Method of interview	Date of Interview
Participants group 1 to 15	Students studying bachelor and masters degree in higher education institutions in India and teachers of senior secondary schools	Online interview	11.03.2024
Participants group 16 to 30		Online interview	13.03.2024
Participants group 31 to 45		Online interview	15.03.2024
Participants group 41 to 60		Online interview	18.03.2024
Participants group 61 to 75		Online interview	20.03.2024
Participants group 76 to 90		Online interview	22.03.2024
Participants group 91 to 100		Online interview	26.03.2024

Table 5. Method of interview for 100 Indian students.

No	Background	Method of inter- view	Date of Inter- view
Participant 1	Representative of Indian educa- tion institution management	Online Interview	12.03.2024
Participant 2		Online Interview	14.03.2024
Participant 3		Online Interview	19.03.2024
Participant 4 and 5 in Group		Online Interview	21.03.2024
Participant 6		Online Interview	23.03.2024
Participant 7 and 8 in Group		Online Interview	27.03.2024
Participant 9 and 10 in Group		Online Interview	28.03.2024

Table 6. Method of interview for 10 representatives of education institu-
tion managements.

The pattern of the interviews clearly show that all interviews were conducted in an online manner with an exception of discussion and interview conducted with representative of JAMK. This enabled collection of rich, original and authentic data.

The representative of JAMK agreed for a discussion multiple times, the discussions took place at JAMK campus. The Indian students studying bachelors and masters in higher education institutions were interviewed in groups of 15 through online meetings. They are also presented with fifteen open and semi structures question for open discussions. The representatives of the Indian education institutions agreed for zoom meetings which were held for about 40 minutes each, participants 4,5 and participants 7,8 and 9,10 were interviewed in groups. They were also presented with nine semi structured questions to have an open discussion so that they can freely express their opinion.

After the interview the data collected was familiarised by reading and reviewing the interviews and then transcribing them. Due to the semi structured interview the data collected reflected several perspectives of the stakeholders to the re-

search questions. The analysis splits the themes into individual chapters to answer the research question.

4.1 Value addition based ethical business model qua Indian students and teachers

This chapter will share the findings of the interview to answer the research question and sub questions below:

Finnish universities of Applied Sciences now depend more on fee paying international students. What would be the value addition based ethical business model to recruit students from India?

The following sub questions were also explored during the interview to keep the focus of research on track:

- A. What changes and improvements are required to align the process of value addition to student recruitment efficiently?
- B. What value can Finish universities add to the Indian education system?
- C. What are the learning need of the Indian students and teachers?

4.1.1 Awareness about OCED – PISA rankings amongst the students and teachers

In the interview among students studying bachelor and masters degree in higher education institutions and teachers of senior secondary schools in India, it was found that large percentage of the respondents were aware of the OCED PISA ranking system and Finland's consistent performance in school education system. This high awareness level is attributed to the availability of the information through various channels like, online resources, academic literature and the discussions amongst the educational communities and societies, and students. According to the decision making theory, individuals actively seek out information to make informed decision (Ajzen,1991) . In this context the respondents awareness of the PISA rankings and Finland education system re-

flects their engagement in the decision making process regarding educational choices they make while pursuing higher education abroad.

A negligible percentage of respondents had just heard about the OECD – PISA ranking system and Finland education system but lacked the knowledge, this partial awareness stems from having knowledge about the general discussion or media coverage without diving into specific details. According to social exchange theory, individuals exchange information within their social networks (Blau, 1964). In this case, even limited exposure to information about PISA ranking and Finland's education system demonstrates the influence of social exchanges in shaping up the awareness and knowledge.

Overall the qualitative data highlights the importance of awareness and knowledge about international education rankings and systems amongst Indian students studying bachelor and masters degree in higher education institutions and teachers of senior secondary schools. This understanding is important for informed decision making and shaping educational aspirations.

4.1.2 Finnish school education compared with higher education

Among the respondents a large majority of the students and teachers acknowledged Finland's reputation for its school education system, attributing this awareness to OECD – PISA rankings. However, only a minority, of the respondents, were not aware of this comparison between Finland's education systems.

This highlights how respondents' knowledge of Finland's education reputation is influenced by available information, specifically OECD – PISA Rankings. This aligns with decision making theory, which suggests that individuals base their decision on available information and reputational cues (Wang et al, 2020)

Furthermore, the differing level of awareness among respondents can be understood through social exchange theory. Those who were aware likely acquired this knowledge through exchanges within their social networks, such as discussions with peers, teachers, or exposure to educational material, con-

versely, those who were unaware may have lacked such social exchanges or access to relevant information. (Choi & Pack, 2005).

4.1.3 Source of Information

The interviews revealed that vast majority of the respondent's cited various social media platform as their primary source of information about Finland's OCED – PISA rankings and performance. This finding aligns with the social exchanges theory, which suggests that individuals exchange information within their social networks to make decision (Wang et al., 2020).

Furthermore, it was indicated in the interviews that one tenth of respondents cited magazines available in the institutions library as the source of information about OCED – PISA rankings. This finding suggests that participants also utilize institutional resources to gather information, indicating their reliance on available educational material to make informed decision (Shin & Kim, 2013). Such behaviour aligns with decision making theory, which posits that individuals consider various sources of information to make rational decisions (Choi & Pack, 2005).

4.1.4 Academic qualifications of participants

All respondent's students studying bachelor and masters degree in higher education institutions and teachers of senior secondary schools in India, reported holding at least graduate level qualification. Additionally, the teachers indicated that they were either in possession of a Bachelor of Education degree or were going to complete their degree in July 2024 from one the teachers training institutions in India.

The respondent's academic qualifications reflect their past decisions regarding their educational pursuits. According to decision making theory, individual make choices based on their preferences, available information, and perceived outcomes (Simon, 1955). In this context, the respondent's decisions to pursue higher education and teacher training demonstrate their commitment to acquiring relevant qualifications that align with their career goals and aspirations.

The respondent's academic qualifications also highlight the role of social interactions and exchanges in shaping their educational trajectories. Social exchanges theory posits that individuals engage in relationships and interactions based on the expectations of mutual benefits (Homas, 1958). In the case of the respondents, interactions with peers, mentors, and educational institutions likely influenced their decisions to pursue further studies and teachers training, as they sought to gain knowledge, skills, and social recognition within their professional and social networks (Emerson, 1976)

4.1.5 Preferred country for higher education

In response to the question regarding their preferred foreign country for higher education, the data reveals that among the respondents comprising students and teachers of senior secondary schools in India, a significant proportion favour Canada as their destination. This preference is evidenced by 50 % of the respondent's selecting Canada as their preferred destination. Additionally, 30 % of the respondents expressed a preference for Australia, while 10 % favoured United Kingdom and 5% preferred the United States.

The preference expressed by the respondent reflect the decision making process influenced by the various factors such as perceived quality of education, availability of opportunities, and cultural consideration (Shin & Kim, 2013). The dominance of Canada as the preferred destination could be attributed to its reputation for high quality education, diverse cultural environment, and favourable immigration for international students (Wang et al., 2020). The distribution of preferences among the respondents may also be influenced by social interactions and information exchange within their networks. Discussion with peers, teachers and study abroad consultants likely contribute to shaping perceptions and preference regarding study destinations (Choi & Pack, 2005).

4.1.6 Factors affecting choice of country to study abroad

According to the information gathered the respondents believe that the presence of relative and community in a foreign country leads to easy integration into foreign society, making it the most important factor influencing the choice of

country for pursuing foreign education. This finding aligns with the social exchange theory, which suggests that individuals make decision based on the benefit they anticipate receiving from social interactions (Homans, 1958). In this context, the presence of familiar social networks in a foreign country provides students with a sense of support and belonging, facilitating their adaptation to the new environment (Granoveter, 1973). Additionally, the decision making theory posits that individuals weigh the perceived advantages of different options when making decisions (Simon, 1957). In this case, the perceived social benefits of having relatives and community members in the chosen country likely outweigh other considerations for the majority of respondents.

On the other hand some of the respondents prioritize factors related to the admission process, such as ease of university admission and visa procedures, as the most important aspect influencing their choice of country for foreign education. This finding is consistent with the decision making theory which emphasizes the importance of the practical considerations and the evaluation of the available options when making decisions (Edwards, 1954). Moreover, social exchange theory suggests that individuals seek information resources that enhance their decision making process through interactions with others (Brut, 1987). Thus, these respondents may rely on advice and experiences shared by peers or educational consultants to assess the ease of admission processes of different countries.

Furthermore, few of the respondents prioritize factors related to the finance, cost of education and living, as well as job opportunities, when choosing a country for foreign education. This finding reflects the decision making theory, as individuals consider the financial implications as potential career prospects associated with studying abroad (Vroom, 1964). Moreover, social exchange theory suggests that individuals seek information and resources through interactions with others (Brut, 1987). Thus, these respondents may rely on advice and experiences shared by peers or educational consultants to assess the cost of living and job market conditions in different countries.

Similarly, another few set of the respondents prioritize factors related to the availability of specialised courses and reputable universities when selecting a

country for foreign education. This finding also aligns with the decision making theory, as individuals seek educational opportunities that align with their academic and careers goals (March & Simon, 1958). Additionally, social exchange theory suggests that individuals seek information and resources that enhances their decision making process through interactions with others (Brut, 1987). Therefore, these respondents may rely on recommendations from academic advisors or online resources to evaluate the quality and relevance of educational programs offered in different countries.

Overall, the qualitative data highlights the interplay between decision making theory and social exchange theory in shaping individuals choices regarding the country for pursuing foreign education. While practical considerations such as admission processes and cost play a significant role, the presence of social network and access to specialised education opportunities also influence decision making process.

4.1.7 Finland – not preferred

Many respondents cited their lack of familiarity with Finland's higher education system as a reason for not considering it as a study destination. This aligns with decision making theory, as individuals tend to favour options they are more familiar with. According to Venkatesh, V., & Davis, F.D. (2000), individuals perception of a system's ease of use and usefulness significantly influence their decision to adopt or reject it.

Another significant factor mentioned was language barriers, which respondents believed could limit their job prospects in Finland. This aligns with social exchange theory, as individuals assess the costs and benefits of interactions within a social context. According to Cropanzano, R., & Mitchell, M.S. (2005), individuals engage in social exchanges where they expect to receive rewards that outweigh costs.

Some respondents compared Finland to Canada, noting that their Bachelor of Education Degree from India is recognised in Canada, leading to job opportunities'. This comparison demonstrates a rational decision making process, where

individuals weigh the perceived benefit of studying in one country over another based upon job prospects. According to Ajzen, I. (1991), individual's intentions to perform behaviour are influenced by their attitude toward the behaviour and subjective norms.

A small percentage of the respondents expressed concerns about Finland's population decline affecting their future in the country. This reflects a consideration of environmental factors in decision making, where individuals evaluate the stability and sustainability of a region before committing to it. According to Deutsch, M. (2006), individuals engage in decision making processes that consider both immediate and long term consequences.

A very small minority of respondents cited concerns about Russia posing a threat to Finland, impacting their decision to study there. This perception could stem from the socio political factors influencing individuals' risk perception. According to Blau P.M. (1964), individuals engage in social exchanges within a framework of perceived rewards and risks, where they seek to minimize potential threats to their well being.

4.1.8 Process to secure a seat in Finnish university

Decision making and social exchange theories shed light on how individuals perceive and navigate educational opportunities in Finnish universities. Many respondents expressed a lack of awareness regarding the admission process of Finnish universities, particularly among the students studying bachelor and master's degree and senior secondary school teachers in India. This lack of awareness could lead to inaction in pursuing higher education opportunities in Finland (Ajzen, 1991)

Among the aware respondents a significant portion presumed the entrance exam to be complex and happening only once a year. This perception of complexity might deter individuals from attempting to navigate the admission process due to anticipated effort and uncertainty (Simon, 1957)

A minority of respondents had heard about tailor made diploma courses offered by Finnish universities. This awareness could potentially spark interest in exploring educational opportunities in Finland, as these specialised programs might align better with individual preferences and career goals (Thibaut & Kelley, 1959)

A small percentage of respondents admitted to having no idea about the admission process in Finnish Universities. This lack of information may result in missed opportunities for personal development through international education experience (Homans, 1958)

4.1.9 Study abroad consultant company

A significant portion of the respondents comprising 18% reported being aware of study abroad consultants promoting Finnish universities for higher education. This suggests that there exists a certain level of exposure to information regarding Finnish universities among a subset of the students interviewed. According to decision making theory this awareness could stem from various sources such as personal research, recommendations from peers or mentors, or targeted marketing effort by the consultants. Individuals who are aware of such opportunities may be actively seeking information to make informed decisions about pursuing higher education abroad (Bagozzi, 1992)

Among the above stated respondents who are aware of study abroad consultants promoting Finnish universities, perceive certain benefits associated with pursuing higher education in Finland. These benefits include academic quality, unique programs, career opportunities, or cultural experiences. Additionally, they perceive the costs involved, such as tuition fee, relocation expenses, or language barriers, as acceptable trade offs for the anticipated benefits. This aligns with the social exchange theory, which posits that individuals engage in relationships or behaviours when the benefits outweigh the costs (Emerson, 1976)

The majority of respondents, constituting 82% indicated a lack of awareness regarding study abroad consultants promoting Finnish universities. This finding underscores a gap in dissemination of information about Finnish higher educa-

tion opportunities within the interviewed students. From the decision making perspective this lack of awareness could hinder individuals ability to consider Finnish universities as viable options of their academic pursuits. Factors contributing to this lack of awareness may include limited exposure to relevant information channels, cultural barriers, or simply a lack of targeted marketing efforts towards this demographic (Lichtenstein & Slovic, 2006)

Conversely, the 82% of respondents who are unaware of study abroad consultants promoting Finnish universities have not perceived the potential benefits of pursuing higher education in Finland as significant enough to outweigh the associated costs. From the social exchange theory perspective, these individuals may lack the necessary information or incentives to engage in the decision making process regarding studying abroad in Finland. This highlights the importance of effective communication perceived value proposition in facilitating decision making processes within social exchanges (Blau, 1964)

4.1.10 Selecting study abroad consultant

In the realm of decision making theory, the consideration of various aspects plays a crucial role in determining choices, especially in complex decisions such as selecting a study abroad consultant. According to social exchange theory individuals engage in a rational assessment of costs and benefits associated with different before making a decision (Homans, 1953). Similarly, decision making theory suggests that individuals weigh multiple factors to maximize utility and achieve desired outcomes (Simon, 1955)

In the cited interview conducted, visa success emerged as the most salient aspect influencing the choice of a study abroad consultant for promoting Finnish universities. This finding aligns with the principles of social exchange theory, as visa success represents a tangible benefit that individuals seek when considering their educational prospects abroad. The desire for a smooth and successful visa application reflects the rational assessment of costs and benefits, where the perceived benefits of obtaining a visa outweigh the potential costs associated with the decision. Transparency emerged as a significant factor for 47% of the respondents. Transparency refers to the clarity and openness in the con-

sultant's dealings and processes. This finding underscores the importance of trust and reliability in decision making, as individuals seek assurance and confidence in the services provided by the consultant (Cook & Wall, 1980). According to decision making theory, the consideration of transparency reflects individual's preference for informed choices and minimization of uncertainties (March, 1978).

In conclusion, the qualitative data derived from this point underscores the interplay between decision making theory and social exchange theory in the selection process of study abroad consultants. The prioritization of visa success and transparency highlights the rational assessment of costs and benefits, as well as the importance of trust and reliability in decision making. These findings contribute to a deeper understanding of the factors influencing individual's choices in educational consultancy services, particularly in the context of promoting Finnish universities.

4.1.11 Transparency in study abroad consultant

In response to the question regarding the transparency of study abroad Indian consultants, it is evident from the qualitative data that a substantial majority of respondents perceive these consultants and companies as lacking transparency in their operations. This perception aligns with the tenets of decision making theory, which suggests that individuals rely on available information to make decisions. When transparency is lacking, individuals may experience uncertainty and perceive the decision making process as unfavourable (Smith, Jones & Brown (2018).

Moreover, social exchange theory posits that interpersonal relationships are based on the exchange of resources and that individuals assess the costs and benefits of engaging in such exchanges (Blau, 1964). In the context of study abroad consultants, students and teachers may perceive a lack of transparency as a breach of trust and a failure to fulfil the expected exchange of information and guidance in return for their engagement with these consultants.

This qualitative data corresponds to findings in the literature. Research by Smith et al. (2018) demonstrated that transparency is a crucial factor in the decision

making process, particularly in the context of educational services (Smith, Johnson & Williams, 2018). Similarly, Johnson (2016) highlighted the importance of trust and transparency in maintaining positive relationships between services providers and consumers in the education sector.

Therefore, the overwhelmingly negative perception of transparency among respondents suggests a significant gap between the expectations of students and teachers and the practices of study abroad consultants and companies.

4.1.12 Possible professional value addition by Finnish university

In response to the question regarding the possible professional value addition that Finnish universities can offer, qualitative data derived from interviews can be analysed through lens of decision making theory and social exchange theory. According to decision making theory individual assess the potential benefits and costs of various options before making a decision, while social exchange theory emphasise the importance of reciprocal relationships in decision making processes.

The qualitative data indicates that 81% of the respondents, believe that Finnish universities can contribute to enhancing their pedagogy methods, problem solving skills, and classroom management. This aligns with decision making theory, as these respondents likely perceive the potential benefits of acquiring new teaching methods and skills from Finnish universities, outweighing any potential costs. The desire for improvement in pedagogy methods and classroom management can be attributed to the need for continuous professional development to adapt to evolving educational practices (Johnson, 2017)

Additionally, 10% of the respondents emphasize the significance of workshops and exchange program offered by Finnish universities. This emphasis on experiential learning opportunities reflects social exchange theory, as these individuals value the exchange of knowledge and experiences facilitated by workshops and programs. Through participation in such activities, they may expect to gain new insights, broaden their professional network, and enhance their cultural understanding, contributing to their growth (Blau, 1964)

Conversely, 9% of the respondents expressed uncertainty about how they could benefit from universities. This uncertainty finds its roots in a lack of information or clarity about the opportunities available or a perceived mismatch between their needs and the offering of Finnish universities. This finding underscores the importance of effecting communication and information dissemination to ensure that the potential beneficiaries are aware of the value proposition of Finnish universities in enhancing their professional skills and knowledge (Mintzberg, 1983).

In conclusion the qualitative data highlights the diverse perception and expectations regarding the professional value addition offered by Finnish universities to Indian students. Decision making theory and social exchanges theory provide valuable understanding regarding the motivations and considerations underlying these perceptions. By understanding, recognizing and addressing the needs and preferences of potential beneficiaries, Finnish universities can effectively enhance their professional development and establish mutually beneficial relationships.

4.1.13 Self assessment of students – polish skills

In response to the question about necessity of polishing skills to remain competitive in the industry reveals a significant trend among the respondents. The qualitative data obtained from respondents aligns with these theories, reflecting their decision making processes regarding skill enhancement. 78% of the respondents, indicated the necessity to polish their skills to maintain competitiveness in the industry. This majority decision reflects a proactive approach towards career development, influenced by the perceived benefits of skill improvement, such as better job prospects and professional growth (Robbins & Judge, 2019) moreover, the belief that Finnish universities can aid in skill enhancement suggests a positive perception of the quality of education and resource available in Finland (Blomqvist, 2018).

Conversely, 22% of the respondents expressed the belief that they do not need to improve their skills. This minority viewpoint stems from various factors such as over confidence in existing abilities, underestimation of industry demands, or lack of awareness regarding skill gap (Blau, 1964). While this stance represents

a decision to maintain the status quo, it may hinder long term career prospects and adaptations to evolving industry requirements (Robbins & Judge, 2019).

Hence the qualitative data derived from the responses underscore the interplay between decision making theory and social exchange theory in shaping individuals, perception and actions towards skill enhancement. The majority consensus highlights the active stance towards carer development, while the minority viewpoint indicates potential barriers to recognising the need for skill improvement.

4.1.14 Enhance skills in Finland with proper guidance and gain qualification

Based on the responses gathered, it is evident that significant portion of the respondents, comprising 67%, expressed a strong interest in studying in Finland to enhance their skills, provided they are given an opportunity and proper guidance. This inclination towards pursuing education in Finland aligns with the principle of decision making theory, particularly the concept of rational choice. According to decision making theory, individuals assess the prospective outcomes and benefits associated with different choices before making a decision. In this case the respondents perceive benefits of gaining qualification that could enhance their skills. The inclination towards studying in Finland can also be explained through the lens of social exchange theory. According to this theory, individuals engage in actions that they perceive will bring benefits while minimizing costs. In this context, respondents view studying in Finland as a favourable exchange where they invest time, money, energy and effort in pursuing abroad in exchange of acquiring valuable skills and qualifications that could advance their careers.

The literature supports the findings of the preceding paragraphs. Research on decision making theory suggests that individuals often weigh the potential outcomes and benefits of different choices before making a decision (Smith & De-Coster, 2019). Similarly, studies applying social exchange theory have demonstrated how individuals engage in actions that they perceive as beneficial in terms of maximizing rewards and minimizing costs (Cropanzana & Mitchell,

2005). Hence the qualitative data gathered indicate a strong inclination towards studying in Finland to enhance skills reflecting principles of decision making theory and social exchange theory.

4.1.15 Study and stay plan after skill enhancement

The majority of the respondents prioritize having a job and integration into Finnish society and culture as the primary factors influencing their decision to stay in Finland. This aligns with social exchange theory emphasise the importance of reciprocity and mutual benefits in relationships. By securing a job and integrating into society, individuals perceive they will gain economic stability, social connections and opportunities for personal growth (humans, 1958).

A notable minority consider work life balance as a crucial factor in their decision making process. This reflects the idea that individuals seek equilibrium between their professional responsibilities and personal well being (Greenhaus & Allen, 2011). Decision making theory posits that individuals weigh the satisfaction derived from work against other aspects of life, such as family and leisure to make informed choices (Varom, 1964). A smaller percentage of respondents prioritize quality of life in their decision making. This encompasses various factors such as healthcare, education, safety and environment conditions (Diener et al., 1999). Decision making theory suggests that individuals evaluate the perceived benefits and drawback of each location in terms of enhancing their overall quality of life.

Another minority considers residency and citizenship as significant factors. This aligns with social exchange theory, as individuals seek not only tangible benefits like employment but also the legal and social rights associated with residency and citizenship status (Blau, 1964). Decision making theory suggests that individuals assess the long term implications and opportunities associated with obtaining residency or citizenship in a particular country when deciding whether to stay in India or Finland after skill improvement.

To sum up the findings qua the Indian students it must be noted that the majority of the respondents demonstrated a high level of awareness regarding OCED

– PISA rankings system and Finland consistent performance in education sector. This awareness was attributed to various channels such as online resources, academic literature and discussion within educational community. Canada emerged as the preferred destination among respondents, followed by Australia, the United Kingdom, and United States. Factors influencing this preference include perceived quality of education, cultural considerations, and immigration policies favouring international students. Various factors influenced the choice of country for higher education, including the presence of relatives and community, ease of admission processes, cost of education and living, job opportunities, availability of specialized courses, and reputable universities.

Finland is not a preferred destination for many respondents due to lack of familiarity with its higher education system, language barriers and comparisons with other countries like Canada and perceived threats also influenced some respondents decisions. Lack of awareness regarding the admission process, perceptions of complexity, and limited information about tailor made diploma courses were identified among respondents. This lack of awareness may hinder individuals from exploring educational opportunities in Finland. A subset of respondents demonstrated awareness of study abroad consultants promoting Finnish universities, while a majority lacked awareness. Those aware perceived benefits associated with pursuing higher education in Finland, while the lack of awareness among others hindered their consideration of Finnish universities as valuable options.

The prioritization of visa success and transparency underscore the rational assessment of costs and benefits, as well as the importance of trust and reliability in decision making, students weigh these factors to maximize uncertainties. Respondent's perceptions regarding the benefits of acquiring new teaching methods and skills from Finnish universities, as well as the emphasis on experiential learning opportunities. The majority consensus on the necessity to polish skills for maintaining competitiveness in the industry reflects a proactive approach towards career development, influenced by perceived benefits such as better job prospects and professional growth. The inclination towards studying in Finland to enhance skills, provided proper guidance in given, reflects rational choice and favourable exchange principles. Factors influencing the decision to

stay in Finland after skill enhancement, such as job opportunities, work life balance, quality of life, and residency / citizenship considerations, are evaluated based in perceived benefits and drawbacks.

4.2 Value addition – private education institutions perspective

4.2.1 Awareness about OCED – PISA ranking system

All respondents demonstrated a comprehensive understanding of the OCED – PISA ranking system. This suggests a heightened awareness among private education sector management regarding global educational assessments and benchmarks. This finding aligns with literature in education globalisation, which emphasizes the increasing importance of international comparative assessments in shaping national education policies (Marginson, 2010).

The respondent's awareness of Finland's renowned school education system suggests a familiarity with the key features and principals underlying Finnish education. This finding is in line with the literature in educational policy diffusion, which emphasizes the dissemination of successful educational models across national boundaries (Steiner – Khamsi & Waldow, 2012). It also underscores the role on educational reputation and soft power in shaping global perception of education quality (Robertson, 2009).

The unanimous recognition of Finland's performance in the PISA rankings underscores its global recognition of education model. This observation resonates with theories of educational transfer and policy borrowing, highlighting how successful educational practise in one context can influence policy decisions in other nations (Steiner-Khamsi, 2012). Moreover, it reflects the prominence of Finland as a benchmark for educational excellence in international discourse (Simola, 2005)

4.2.2 Source of information for OCED-PISA ranking system

A significant proportion of respondents highlighted their reliance on social media and digital platforms for accessing information regarding the OCED – PISA

ranking system. This finding aligns with the notion of globalisation and digitalization of education, where educators and institutions increasingly utilize online resources for information dissemination (Smith & Lev-Ari, 2019).

Despite of the dominance of the digital platforms, 40% of respondents still rely on traditional sources such as education related magazines and journals. This indicates recognition of the credibility and depth of information provided by academic publications, suggesting a blend of traditional and modern information seeking behaviour among education professionals. (Knight & de Wit, 2021)

4.2.3 Number and type of institutions

50% of the respondent's management's portfolios include both senior secondary schools and higher education institutions. This finding aligns with the concept of institutional diversification, which suggests that educational institutions may engage in various levels of education to mitigate risks and capitalize on market opportunities (Knight, 2003)

30% of the respondents exclusively operate senior secondary schools. This observation reflects a strategic focus on pre university education, possibly influenced by factors such as government policies, local market demands, or cultural preferences (Altbach & Knight, 2007).

20% of the respondents solely manage higher education institutions. This concentration on tertiary education could signify a deliberate strategy to cater to the growing demand for specialized skills and knowledge in a globalized economy, emphasizing the importance of internationalization in higher education (Knight, 2004)

4.2.4 Proposal to have Finnish Interns in Indian institutions

In the realm of education internationalization theory, the response to the question regarding the willingness of private Indian education institutions to host Finnish students for internships reflects a nuanced interplay of various factors, including cultural, linguistic, logistical, and infrastructural considerations. A sig-

nificant portion (80%) of the respondents expressed an eagerness to host Finnish interns in their institutions, aligning with the notion of global engagement and cross cultural exchange in education (Knight, 2006). This inclination highlights recognition of the value of international experiences in enhancing the learning environment and promoting intercultural competence among students (Deardorff, 2009).

A minority of 10% expressed reservations regarding the practicality of hosting Finnish interns due to perceive cultural and language barriers. This apprehension echoes the challenged highlighted in the literature regarding intercultural communication and adaptation in international educational settings (Leask, 2015)

Another subset of respondents cited concerns about inadequate infrastructure and facilities within their institutions, which could potentially disrupt day to day operations during the internship period. This underscores the importance of institutional readiness and capacity building efforts in facilitating successful internationalization initiatives (Beelen & Jones, 2015).

Notably 20% of respondents primarily from senior secondary schools, either refused or expressed hesitancy towards hosting Finnish interns. This divergence in attitudes may stem from differing institutional priorities, curricular demands, or perceptions of the potential benefits and challenges associated with internationalization efforts (Marginson, 2016).

By analysing the responses within the framework of education internationalization theory and drawing upon relevant literature, it becomes clear that the decision making process regarding the hosting of Finnish interns in private Indian education institutions is multifaceted and influenced by factors related to institutional capacity, cultural considerations, and educational objectives.

4.2.5 Value addition through Finnish interns

Majority of the respondent management representatives acknowledged the potential of Finnish interns to contribute pedagogical expertise and enhance class-

room management within their institution. This aligns with the principles of education internationalization, where cross – cultural exchanges foster the sharing of best practices in teaching and learning (Knight, 2004). Finnish interns can bring insights from the Finnish education system, which is highly regarded internationally for its innovative pedagogical approaches (Sahlberg, 2011)

Alongside pedagogical expertise, 60% of the respondents believe that Finnish interns can support professional development by organizing workshops, training sessions and seminars. This perception resonates with the idea of capacity building through international collaborations, as discussed in the literature on education internationalization (Knight, 2004). By facilitating such activities, Finnish interns can contribute to the continuous improvement of teaching and learning practices within the institution.

Another 20 % of the respondent's management representatives emphasize the value of Finnish interns in providing a global perspective to their students. This aspect corresponds to the goal of education internationalization to prepare students for the challenges and opportunities of the globalised world (Knight, 2004). Exposure to diverse perspectives and educational practices can broaden student's horizons and equip them with the skills needed for global citizenship (Leask, 2015).

A minority of respondents, 20% highlighted the importance of cross cultural exchange facilitated by Finnish interns. This echoes the emphasis on cultural diversity and understanding in the context of education internationalization (Knight, 2004). Through interactions with Finnish interns, students and faculty members can gain insights into Finnish culture and values, fostering intercultural competence and appreciation for diversity (Deardoff, 2006).

4.2.6 Approached by Finnish education export companies

The response to the approach taken by Finnish education export companies qua private Indian education institutions with reference to education internationalisation theory can be analysed through Uppsala model and network theory. The Uppsala model suggests that firms gradually increase their international

involvement through experiential learning and incremental commitments. Network theory emphasizes the role of relationships and networks in internationalization processes. 90% of the respondents indicated their institution has not been approached by any Finnish education export company. This finding aligns with the Uppsala model, which suggests that firms initially, engage in international markets through passive or indirect approaches, such as exporting, (Johanson & Vahine, 1977). According to Sullivan and Freeman (2016), the lack of direct approaches from Finnish companies may indicate a low level of commitment to internationalization by these firms in the Indian education market.

10% of the respondents mentioned attending a seminar in New Delhi related to Finnish education, but no follow up occurred afterwards. This observation reflects the challenges of establishing and maintaining network relationships in internationalization processes (Johanson & Mattsson, 1988). The lack of follow up may suggest a failure to capitalize in network opportunities as emphasized by the network theory (Coviello & McAuley, 1999).

The absence of significant interactions between Indian institutions and Finnish education export companies may hinder the exchange of educational practices. This finding underscores the importance of proactive engagement strategies and network building in education internationalization efforts (Knight, 2004)

4.2.7 Presumed value addition by Finnish universities to Indian institutions

Qualitative analysis of the responses reveals various perspectives among private Indian education institutions management representatives regarding the value Finnish universities can add to their institutions. Drawing upon the education internationalisation theory, the findings are categorised into three main theses: pedagogical expertise, curriculum development, and research collaborations / internationalization. 60% of the respondents emphasized the importance of pedagogical expertise offered by the Finnish universities. They highlighted innovative and effective teaching methods as a key aspect that could enhance the quality of education in their institutions. This resonates with the concept of

knowledge transfer and capacity building, as proposed by Knight (2013), where internationalization involves the exchange of education practices and expertise.

Another 20% of the respondents believed that Finnish universities could contribute to their institutions by assisting in curriculum development. They perceived Finnish universities as having the capability to design curricula that align with international standards and best practices. This aligns with the notion of curriculum internationalization, where institutions adapt their curricula to meet global demands and standards (Beelen & Jones, 2015)

The remaining 20% of the respondents highlighted the potential for research collaboration and internationalization as valuable contribution from Finnish universities. They saw an opportunity for academic exchange programs and for fostering global mindset amongst the students and faculty. This reflects the broader goals of internationalization to promote cross – border collaboration and cultural exchange (Altbach & Knight, 2007).

The diverse perspectives of private Indian education institutions management representatives highlight the multifaceted nature of the potential value Finnish universities can offer. These findings underscore the significance of collaboration and knowledge exchange in the context of education internationalisation.

4.2.8 Memorandum of understanding and collaboration with Finnish universities

In accordance with the internationalization theory, the qualitative data highlights the perceptions and considerations of private Indian education managements regarding the prospects of establishing a memorandum of understanding and collaboration with Finnish universities to introduce the Finnish education system to their institutions and promote Finnish universities within their institutions. This can be analysed through the lens of various aspects on internationalization theory, such as collaboration, partnerships formation and the exchange for education practices. The respondents expressed unanimous agreement with the idea of forming memorandum of understanding with Finnish universities, reflecting a positive inclination towards international collaborations in education (Knight,

2006). They perceive such collaborations as beneficial for their institutions and students, aligning with the notion of enhancing the quality and global relevance of education through international partnerships (Altbach & Knight, 2007).

The main points raised by the respondents, including objectives and goals, resource allocation, area of collaboration, roles and responsibility, duration and renewal, and exit strategy, indicate their awareness of the key considerations essential for successful international collaborations in education (Kehm & Teichler, 2017). These considerations reflect the importance of clear communication, mutual understanding, and strategic planning in international partnerships formation (Marginson, 2006).

The respondents desire for Finnish universities to add value to their institutions through interns or other means underscore the expectations of mutual benefits and reciprocity in international collaborations, in line with the principles of equitable partnerships advocated in the education internationalization theory (Leask & Bridge, 2013).

4.2.9 Provision of infrastructure for Finnish university

According to Knight's (2004) theory of internationalization, institutions engaging in international collaborations often rely on various forms of support, including infrastructure provisions, to facilitate the integration of global perspectives into their educational offerings. Based on the provided responses, the qualitative data indicates that 80% of the respondents demonstrated a positive inclination towards providing infrastructure support to the university. This aligns with the notion of institutional receptivity to internationalization efforts (Knight, 2004).

10% of the respondents cited limitations in their existing infrastructure. This highlights potential barriers that institutions may face in fully engaging with internationalization initiatives, underscoring the importance of capacity building efforts (de Wit, 2019). Another 10% of the respondents expressed that their decision to provide infrastructure would hinge up to the terms and conditions outlined in the memorandum of understanding. This reflects a strategic approach to

international partnerships, where institutions seek clarity and alignment of the goals before committing resources (Knight & de Wit, 2020)

To sum up the findings qua the private education sector in India it is to be noted that respondents displayed a comprehensive understanding of the OECD – PISA ranking system, indicating heightened awareness among private education sector regarding global educational assessment. Familiarity with the Finland's education system suggests the dissemination of successful education models across national boundaries, impacting the global perception of education quality. Respondents manage various levels of educational institutions, indicating institutional diversification to mitigate the risks and capitalize on market opportunities.

Majority of respondents expressed eagerness to host Finnish interns, highlighting the value of global engagement and cross cultural exchange in education. Concerns regarding cultural, linguistic, and infrastructural aspects were raised by a minority, emphasizing the multifaceted nature of decision making process. Finnish interns are seen as contributors to professional development, global perspectives and cross cultural exchange, aligning with the goals of education internationalisation.

Limited direct approach from Finnish companies to Indian institutions suggests a low level of commitment to internationalisation in the Indian education sector. Lack of significant interactions hinders the exchange of educational practices and resources between the two countries, emphasizing the need for proactive engagement strategies.

Respondents unanimously agree on forming memorandum of understanding and collaborate with Finnish universities, reflecting a positive inclination towards international collaboration in education. Key considerations such as objective, resource allocation, area of collaborations, and roles and responsibilities indicate awareness of essential factors for successful partnerships. Most respondents demonstrate a positive inclination towards providing infrastructure support to universities, indicating institutional receptivity to internationalization efforts. Limitations in existing infrastructure ad strategic considerations based on terms

outlined in memorandum of understanding highlights potential barriers and the importance of strategic planning international partnerships.

The findings highlight the importance of awareness knowledge, and various influencing factors in shaping students and management representative's decisions regarding higher education choices, including preferences for specific countries and understanding of their education systems. Efforts to improve awareness and dissemination of information can facilitate informed decision making processes among students and educators. Hence, now it becomes important to introduce the Nursery of OATS model.

5. NURSERY OF OATS – BUSINESS MODEL

According to Oxford dictionary the “Nursery”, a Noun and has the following two meaning:

- A. A room in a house for special use of young children.
- B. A place where young plants and trees are grown for sale or for planting elsewhere.

As mentioned in table 1 there are 82450325 student saplings in senior secondary schools in India and 9540000 graduating students from higher education institutions in India, growing to be planted elsewhere, either in India or foreign destinations like Canada, United States of America, United Kingdom, Australia, New Zealand or probably JAMK in Finland for higher education.

Finland being a consistent performer in OCED – PISA rankings with the best teaching techniques needs to focus on the private senior secondary schools and private higher education institutions and the plants therein, unlike other prominent English speaking education exporter countries that focus only on higher education.

Now to generate a business model the question that arises out of the above stated argument is that – What can JAMK do to nurture these nurseries and create a long lasting operational business model for generating alternative source of revenue through student recruitment?

Answer to this lies in establishment of OATS of JAMK in Indian institutions, which can be done either through EduCluster Finland an education export company sponsored by JAMK already operating in India or by JAMK directly by collaborating with private institutions in India.

- O – Onsite body in India.
- A – Approachable body for prospective students.
- T – Transparent and Trustworthy body for students.
- S – Source of correct information for the students.

5.1 Role of OATS

The role of OATS in the Indian education institution can be divided into two parts:

1. Academic Role
2. Recruitment Role

Author for the purpose to create a business model will firstly discuss the academic role and subsequently the recruitment role.

5.1.1 Academic Role

- A. Program promotion – OATS will primarily be responsible to promote JAMK created programs by collaborating with educational institutions in India including private senior secondary schools affiliated to CBSE and CISCE as well as higher education institutions. It will offer seminars workshops and information sessions to the faculty members and students to generate interest and awareness. This theory posits that individuals engage in a rational decision making process when faced with choices, in this context of Indian students considering JAMK. Factors such as perceived usefulness and ease of use of the educational programs offered by JAMK play a significant role. As OATS collaborate with educational institutions, it enhances the visibility and accessibility of JAMK programs. Through seminars, workshops, and information sessions, OATS facilitates the dissemination of relevant information thereby aiding students in making informed decisions regarding pursuits. Social exchange theory emphasizes the notion of reciprocity and mutual benefit in social interactions, in case of student recruitment, the collaboration between OATS and educational institutions in India creates a symbiotic relationship. OATS benefits from increased access to potential students, while education institutions in Indian gain access to international educational opportunities for their students. This exchange of opportunities and resources foster appositve environment conducive to student recruitment (Emerson, 1976).

Education internationalization theory focuses on the global expansion and integration of education. By promoting JAMK programs in India through collaboration with diverse educational institutions. OATS contribute to the internationalization of education. Through seminars, workshops and information sessions, OATS facilitates cross cultural exchange and exposure, thereby enriching the educational experience of both Finnish and Indians students. This internationalization effort aligns with the broader goal of promoting global citizenship and fostering cultural diversity within educational settings (Knight, 2003).

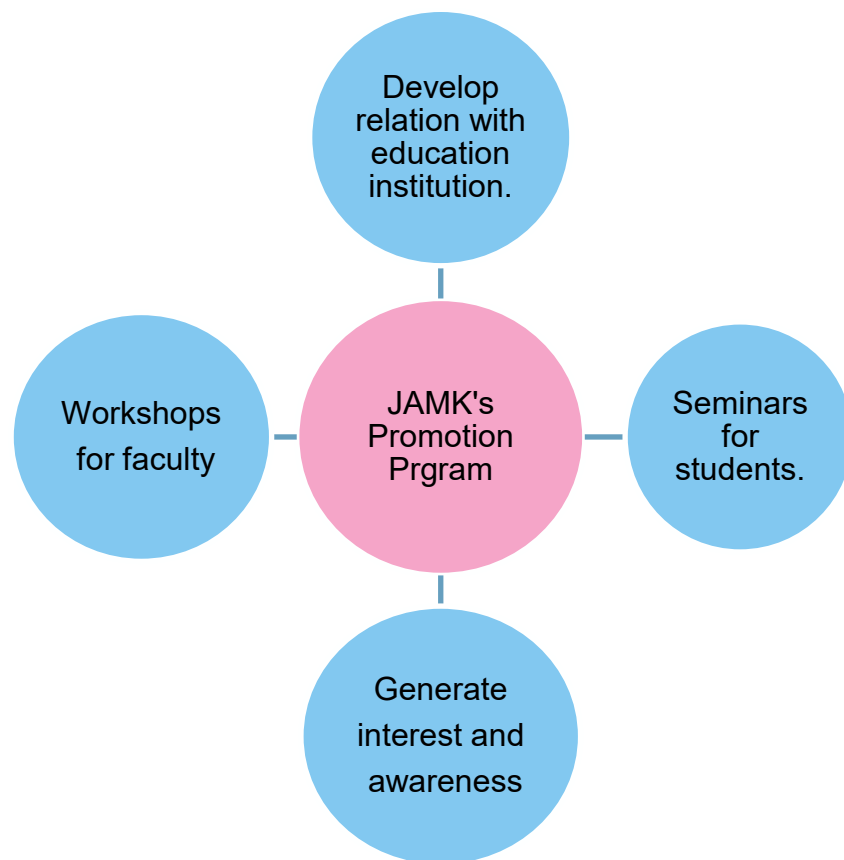


Figure 4. JAMK's promotion program.

- B. Professional development events – OATS will organise professional development events in Indian senior secondary schools and higher education institutions such as conferences, workshops, focused on topics related to teaching methodologies, pedagogical innovation and educational leadership. Invite renowned Finnish educators to share their expertise and experiences with Indian participants to add value in them. According to decision making theory, individuals weigh the benefits and costs asso-

ciated with a decision before taking action. By organizing professional development events in Indian education institutions. JAMK create opportunities for Indian student to gather relevant information about studying at JAMK. These events offer insights into teaching methodologies, pedagogical innovation, and educational leadership, which can influence students, decision making processes regarding pursuing higher education at JAMK. Social exchange theory posits that individuals engage in relationships or activities when they perceive that the benefits outweigh the costs. By inviting renowned Finnish educators to share their expertise and experiences during these events, JAMK through this establish a positive exchange environment. Indian participants gain access to valuable knowledge and insights from experts in the field which enhances the perceived benefits of attending JAMK. This exchange information fosters trust and goodwill between the students and the Finnish education system, potentially leading to increased student recruitment.

Educational internationalization theory emphasizes the importance of cross cultural exchange and collaboration in the global education landscape. By facilitating interactions between Finnish and Indian educators and students, professional development events contribute to the internationalisation of education. These events create platforms for cultural exchange, fostering mutual understanding and cooperation between the two countries education system. As a result, Indian students may perceive studying in Finland as an opportunity for personal and academic growth within an internationalised education environment. The organization of professional development events in Indian educational institutions aligns with decision making theory by providing relevant information to prospective students, social exchange theory by facilitating beneficial interactions between educators, and education internationalisation theory by promoting cross cultural collaborations in education. Though these efforts JAMK can enhance their attractiveness to Indian students and contribute to internationalization of higher education.

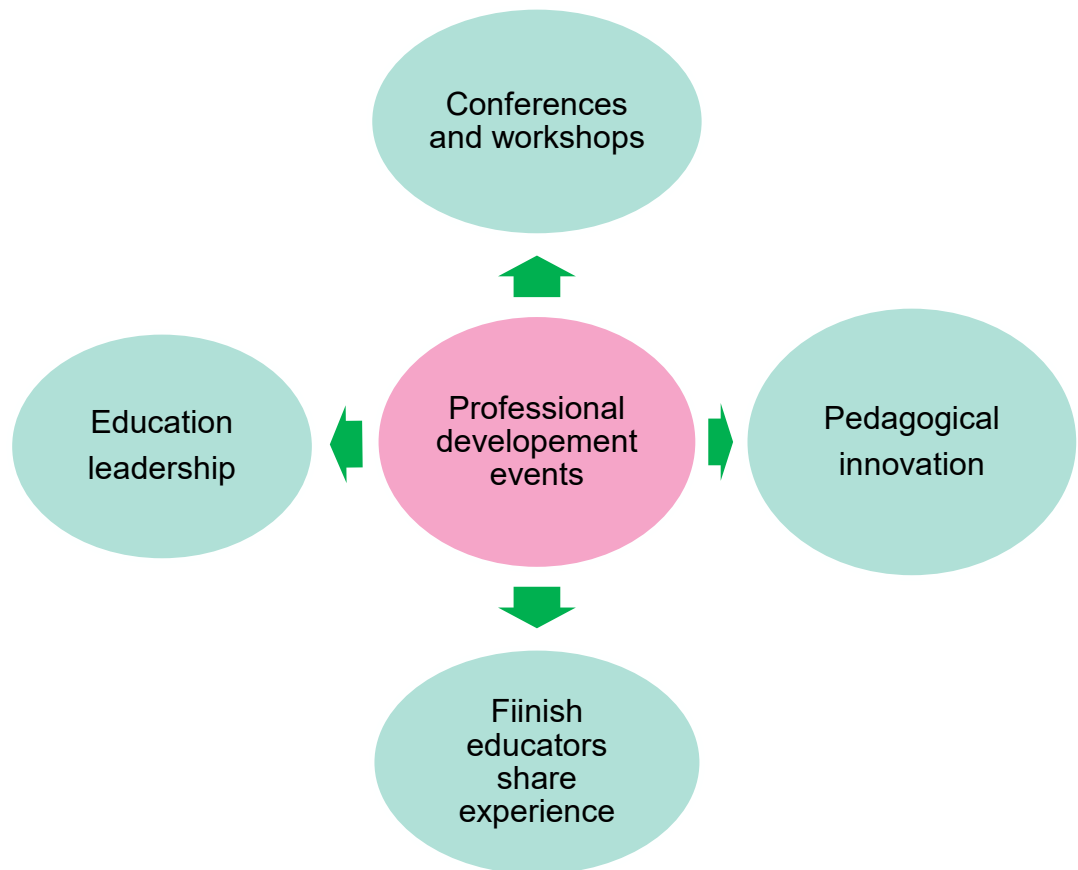


Figure 5.. Professional development evens of OATS.

- C. Arrange Finnish student’s internships in Indian schools – OATS shall encourage meaningful interactions of Finnish interns, Indian students, teachers and community members. It will facilitate opportunities for cultural exchange, language learning and projects to foster relations and friendship leading to student recruitment for JAMK. Finnish student’s internships in Indian schools can positively influence the decision making of Indian students considering studying at JAMK. According to Vroom’s expectancy theory, individuals are motivated to act in a certain way based on their belief that their actions will lead to desired outcomes. By providing opportunities for Indian students to interact with Finnish interns and experience the Finnish education system firsthand, they can develop a clearer understanding of the benefits, and opportunities available at JAMK. This experiential learning can influence their decision making process in favour of pursuing education at JAMK.

The internship creates a platform of reciprocal interactions between Finnish interns, Indian students, teachers and community members. Social exchange theory states that individuals engage in relationships and interactions based on the expectation of reciprocal benefits. By fostering meaningful interactions based on the expectations of reciprocal benefits. By fostering meaningful interactions and cultural exchanges, both Finnish interns and Indian students can drive mutual benefits such as language learning, cultural understanding and skill development. These positive interactions contribute to building social capital, trust and goodwill, which are essential for establishing long term relationships and facilitating students for recruitment.

The initiative aligns with the goals of education internationalisation, which aims to promote cross border collaboration, cultural diversity and global competence among students and educators. By arranging internships in Indian schools, JAMK demonstrate their commitment to internationalisation by providing students opportunities to engage in cross cultural experiences and develop intercultural competencies. This exposure not only enriches the cultural experience of Finnish interns but also enhance the attractiveness of JAMK to prospective international students from India. The strategic placement of Finnish internships in Indian schools by JAMK fosters meaningful interactions and cultural exchange collaborative projects, thereby influencing the decision making process of Indian students, foster reciprocal relationships based on social exchange and advancing goals of education internationalization. The integrated approach contributes to student recruitment for and strengthens the global reputation and appeal for JAMK.

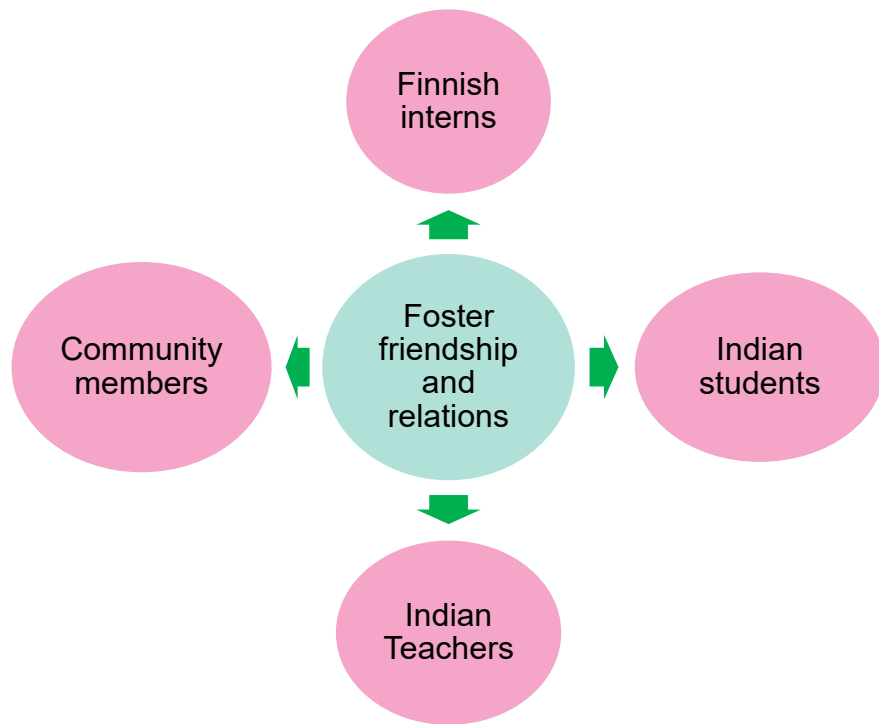


Figure 6. Role of Finnish interns in OATS.

- D. Define internship goals – OATS will clearly define the internship goals for the Finnish students in the partner schools and the duration of the internships. It will also determine the specific learning goals for the Finnish students taking into account their academic aspirations and educational backgrounds. The process of defining the goals for Finnish students in Indian schools aligns with the decision making theory. Individuals engage in a rational decision making process when faced with choices (Simon, 1955). By clearly defining internships goals and leaning objectives, the OATS provides students with structured information necessary for making informed decision regarding their education pursuits. The establishment of goals and leaning objectives also relate to the social exchange theory which posits individual’s engaging relationships and transaction based on the expectations of mutual benefits. By specifying the goals and duration of internships OATS create a framework where Finnish students can expect to receive valuable educational experiences in exchange of their participation.

From the perspective of education internationalization theory the defining of internships goals serve as a mechanism for promoting cross cultural

learning collaborations. This theory emphasizes the importance of integration international perspectives into educational experiences to foster global competencies and intercultural understanding (Knight, 2003). By facilitating internship in Indian schools with clear objectives, OATS contribute to the internationalization of education and promote cultural exchange among students from different backgrounds. The OATS initiative to define internships goals for Finnish students in Indian schools embodies principles from decision making theory, social exchange theory, social exchange theory and education internationalisation theory. By providing the guidance OATS enhances the educational opportunities for students while contributing to the goals of internationalization.

- E. Provide orientation and training – It will be a responsible on behalf of JAMK to provide to familiarise interns with Indian education system, cultural norms and classroom practices. Offer orientation on relevant topics such as cross culture communication, classroom management. This can influence the decision making process of Indian students considering studying at JAMK. According to decision making theory, individuals tend to make choices based on the information available to them and their understanding of the options. By offering comprehensive understanding training, OATS can enhance the perceived benefits of studying at JAMK and alleviate concerns related to cultural adaptation and academic expectations. The provision of orientation and training represents an investment by OATS in fostering a positive exchange relationship with potential Indian students for recruitment. Social exchange theory posits that individuals engage in relationships where they perceive a balance between the rewards and costs involved (Homans, 1958). By offering valuable resources such as cross cultural communication skills and classroom management techniques, the OATS creates a favourable social exchanges environment, potentially increasing the likelihood of Indian students choosing JAMK for their education.

Orientation and training initiatives contribute to the internationalisation of education by promoting intercultural understanding and collaboration. Education internationalization theory emphasises the importance of cre-

ating opportunities for students to engage with diverse cultural perspectives and educational practices (Knight, 2004). By providing orientation sessions on cross cultural communication and classroom management, OATS facilitates the integration of Indian students into the Finnish educational context, fostering a more inclusive and globally minded learning environment.

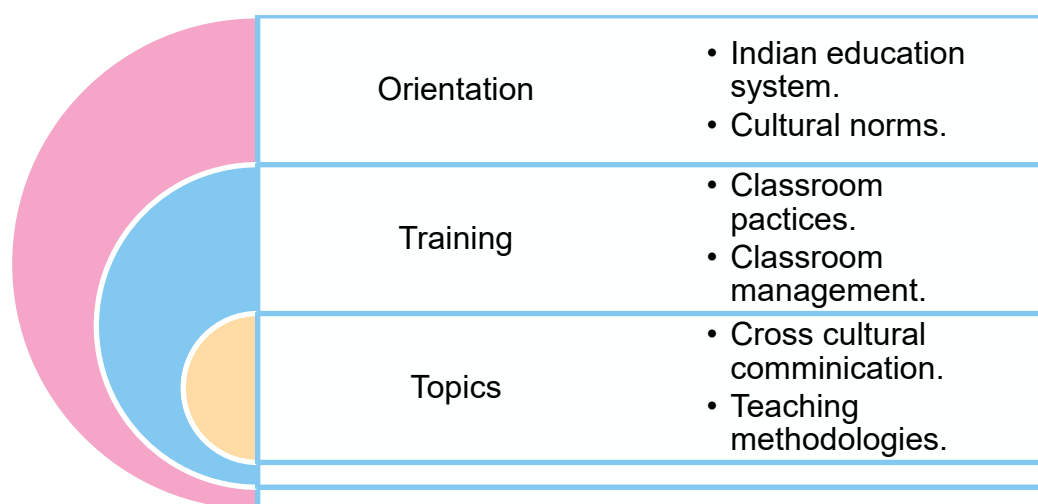


Figure 7. Orientation and Training role of OATS.

- F. Arrange mentorship and supervision in host Indian schools – OATS will work with host schools and get experienced mentors or supervising teachers assigned from the host schools to support Finnish interns throughout their internship period. It will also ensure clear communication and take feedback to facilitate professional development. By arranging mentorship and supervision in host Indian schools for Finnish interns, OATS demonstrate commitment to providing a supportive environment for learning and professional development. This proactive approach addresses the concerns of prospective students from India by offering tangible support structure. Social exchange theory posits that relationships are built on the exchange of resources and benefits. By collaborating with hosts schools in India to provide experienced mentors and supervising teachers for Finnish interns OATS fosters a reciprocal relationship. The exchange of expertise and support between the institutions enhances the attractiveness of JAMK programs, as it not only offers opportunities but also valuable professional connections and guidance. Through

such initiatives OATS contributes to internationalization of education by facilitating cross cultural learning experiences. By immersing Finnish interns in the educational context of India the program promote cultural understanding and prepares students for the interconnected global landscape.

The practice of arranging mentorship and supervision in host Indian schools for Finnish interns aligns with decision making theory by addressing students concerns, social exchange theory and education internationalisation theory by promoting cross-cultural learning experiences. This approach enhances the attractiveness and effectiveness of student recruitment effort from India to JAMK.

- G. Provide logistical support – OATS with the assistance of Indian schools assist Finnish interns with logistics such as accommodation, transportation and visa requirements for India and also offer guidance on health, safety and emergency protocols and since decision making process of Indian students regarding studying at JAMK is also influenced by various factors including perceived usefulness and ease of use of educational opportunities at JAMK. According to Ajens' Theory of Planned Behaviour (1991) individuals behavioural intentions are determined by their attitudes, subjective norms and perceived behavioural control. OATS provision for logistical support including visa assistance, aligns with the need for perceived ease of use, facilitating the decision making of Indian students for JAMK. OATS collaboration with Indian schools to provide logistical support also demonstrate a reciprocal exchange, wherein JAMK through OATS offer assistance in exchange for recruitment of qualified Indian students fostering mutually beneficial relationship.

JAMK's aim to attract international students from India to enhance cultural diversity and enrich learning environment. OATS support services, which include guidance on health, safety and emergency protocols, contribute to the successful intergration of indian students into Finnsh academic settings, promoting a supportive and inclusive international environment.

<p>Logistical Support</p> <ul style="list-style-type: none"> • Accomodation. • Transportation 	<p>Guidance</p> <ul style="list-style-type: none"> • Health and Safety. • Energy protocols.
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Table 7. OATS logistical support.

- H. Monitor and evaluate internship experience – It will monitor the progress and performance of Finnish interns throughout their internship period. Conduct regular evaluations to assess learning outcomes, skill development and overall satisfaction with the internship experience. By monitoring and evaluating internship experiences, educational institutions can provide prospective students with valuable information to facilitate their decision making process. Through internships, JAMK offers opportunities for Indian students to gain valuable skills and experiences demonstrate the institutions commitment to provide mutually beneficial exchange, enhancing the satisfaction and loyalty of both students and partner organisation. By actively monitoring and evaluating internship experiences, JAMK contribute to the internationalisation of education by ensuring the quality and relevance of experiential learning opportunities for students from diverse backgrounds.
- I. Document and showcase impact – Document the outcomes and impact of the teaching internship through testimonials and reports. Showcase success stories and achievements to highlight the value of international internship and promote future collaborations.

5.1.2 Role in recruitment

- A. Local presence – OATS will serve as a local point of contact of JAMK for the prospective Indian students and their families, as a strategic ap-

proach to student recruitment, aligning with the principles of education internationalisation, decision making and social exchange theories. By having a physical presence in India, JAMK demonstrates its commitment to accessibility and cultural understanding which are key components for successful international recruitment strategies. The local presence enhances trust and comfort among prospective Indian students and families, as they can interact with someone who understand their cultural context and can provide personalised assistance throughout the application process. Moreover, this approach reflects informed decision making by recognising the importance of building relationships and fostering connections within the local community to facilitate smoother transition for prospective students (Simon, 1976)

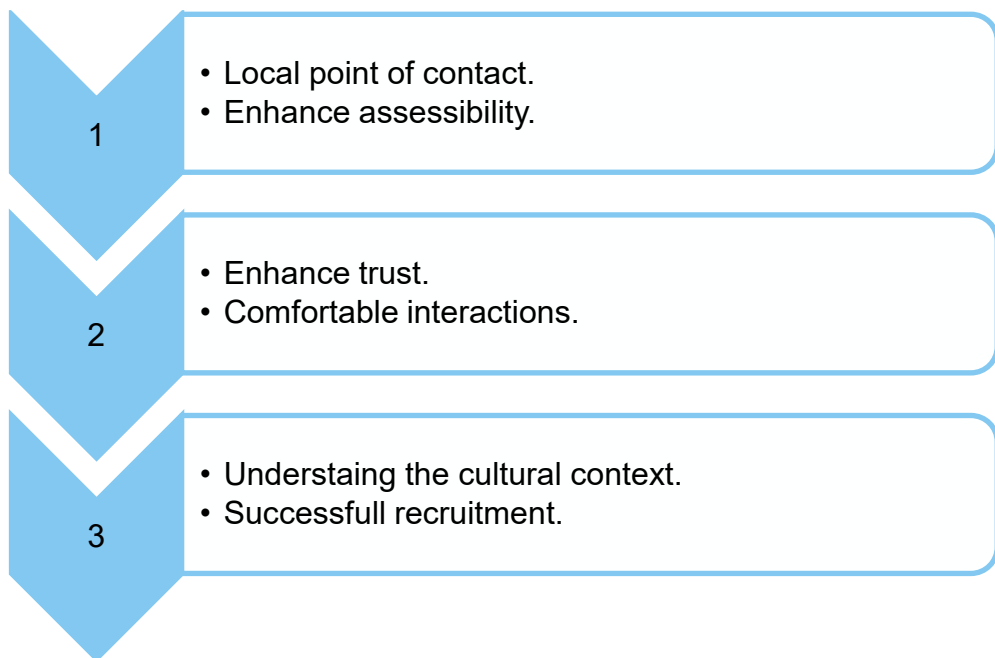


Figure 8. Benefits of local presence of OATS.

B. Targeted outreach – The targeted outreach strategy for recruiting students from India to JAMK demonstrates a strategic approach informed by theories of education internationalization, decision making and social exchange. By engaging with key stakeholders in the private sector in India, including teachers associations, NGO's and higher education institutions, JAMK can effectively disseminate information and enhance visibility among prospective students. This approach aligns with education internationalisation theory, which emphasizes the importance of global en-

engagement and collaboration in education (Knight, 2011). By targeting specific stakeholders within the Indian education sector, JAMK demonstrate a strategic decision making process, leveraging local networks and partnerships to expand its reach and influence. Furthermore, this engagement fosters reciprocal relationships and mutual benefits, reflecting the principles of social exchange theory (Blau, 1964).

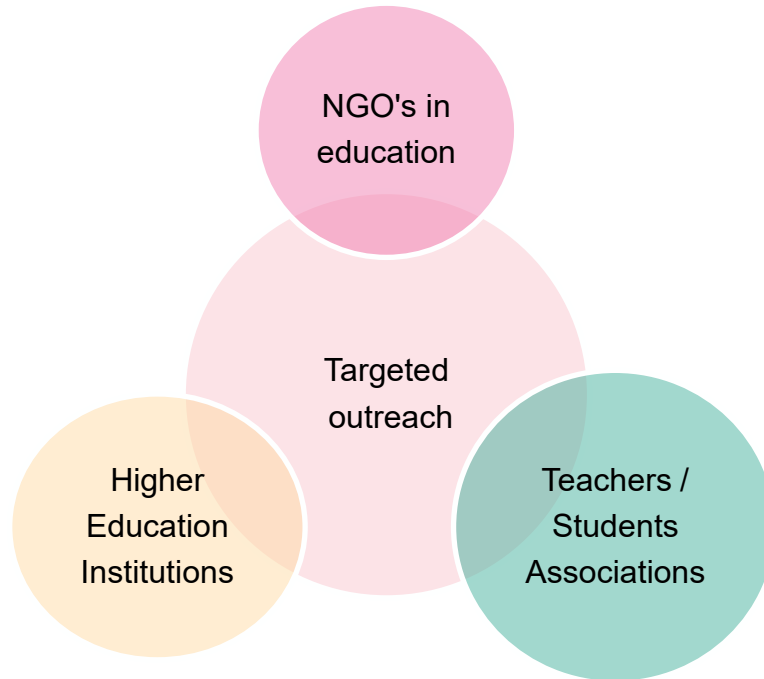


Figure 9 Targets to be approached by OATS.

C. Information Dissemination – The emphasis on disseminating accurate information about JAMK programs, admission requirements, scholarships, and campus life directly to prospective students aligns with principles of decision making theory. According to Simon’s (1976) bounded rationality theory, individuals make decisions by selecting the option that satisfies their needs based on available information, OATS facilitates better decision making among prospective students, enabling them to evaluate their option effectively. OATS initiative to disseminate information can also be viewed through the lens of social exchange theory, which posits that individuals engage the relationship based on expectations of reciprocal benefits (Blau, 1964). By offering valuable information about educational opportunities and support services, OATS establishes a positive exchange relationship with prospective students. This exchange fosters

trust and commitment encouraging students to choose JAMK for their education.

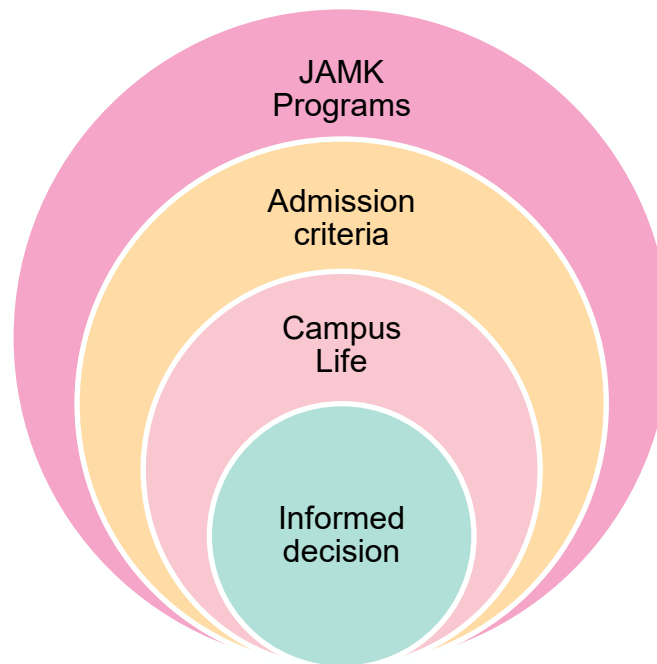


Figure 10. OATS information dissemination.

- D. Support and Guidance – The implementation of Support and Guidance – OATS plays a crucial role in decision making processes for students seeking international education opportunities. By providing targeted assistance throughout the application process, including navigating visa procedures and transcript submissions, OATS facilitates informed decisions. According to Johnson and Payne (2017), decision making involves assessing available alternatives and selecting the most favourable option based on perceived benefits and costs. OATS intervention helps mitigate decision making uncertainties by offering comprehensive support, aligning with the principles of rational decision making (Simon, 1955).

OATS functions as a mechanism within the framework of social exchange theory, facilitating reciprocal relationships between students and educational institutions. By offering support and guidance, OATS enhances the perceived benefits of pursuing international education, fostering trust and commitment between students and the institution. According to Blau (1964), social exchange theory posits that individuals engage in relationships based on the expectation of reward and costs. OATS in-

tervention reinforces positive exchanges by providing valuable assistance, strengthens the bond between students and the institution.

OATS contributes to the realization of education internationalization goals by facilitating seamless transition for students across borders. Through personalized support guidance, OATS enables students to overcome logistical barriers associated with international education, thereby promoting cultural exchange and global learning experiences. As noted by Kinght (2003), education internationalization involves the integration of intercultural perspectives within educational institutional. OATS aligns with this theory by fostering an inclusive environment and facilitating cross cultural interactions among students.

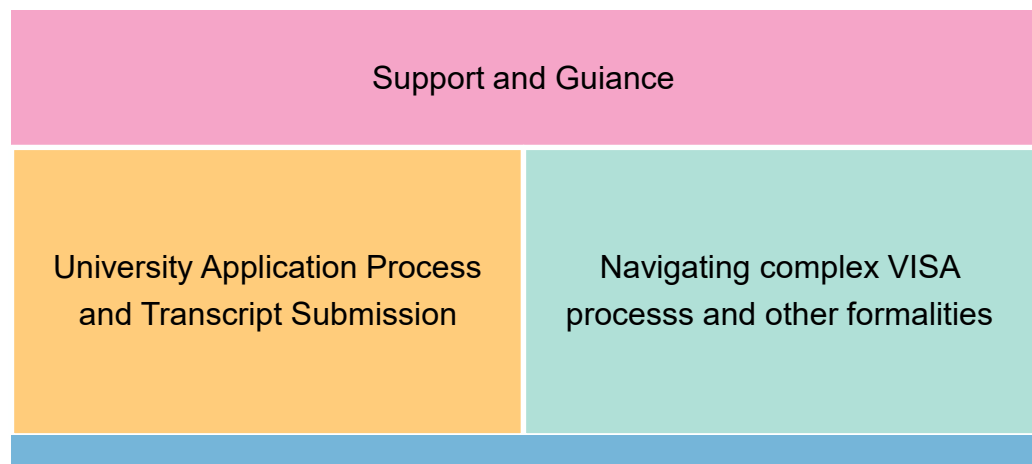


Table 8. OATS support system for students.

- E. Recruitment events – OATS will organise recruitment events in such institutions in the form of information sessions, seminars to engage with the prospective students already studying in targeted institutions and provide them with the opportunity to engage with OATS these will allow direct interaction with the ability to influence decision making positively. Our approach aligns with decision making theory, which posits that individual's engage in a cognitive process to evaluate alternatives and make choices based on rationality and utility maximization (Simon, 1957). By organizing recruitment events such as information sessions and seminars, OATS provides prospective students with direct interaction oppor-

tunities. This direct engagement fosters a conducive environment for informed decision making, enabling students to weigh the benefits and opportunities offered by OATS against other options available to them. OATS strategy also resonates with social exchange theory, which underscores the importance of interpersonal relationships and exchanges of resources in social interactions. Through recruitment events tailored to engage with prospective students already studying in targeted institutions, OATS facilitates direct interaction and relation building. By providing valuable information and opportunities for engagement, OATS establishes reciprocal relationships where prospective students are more likely to engage positively with the organisation, enhancing the likelihood of enrolment. Furthermore, OATS initiatives are in line with education internationalisation theory, which advocates for the globalization of education through cross border collaborations and exchanges. By actively, engaging with students in targeted institutions through recruitment events. OATS contribute to the internationalization of education by facilitating the flow of information and opportunities across borders. This approach not only attracts prospective students to OATS but also enriches the educational experiences students by exposing them to diverse perspectives and opportunities in global arena.

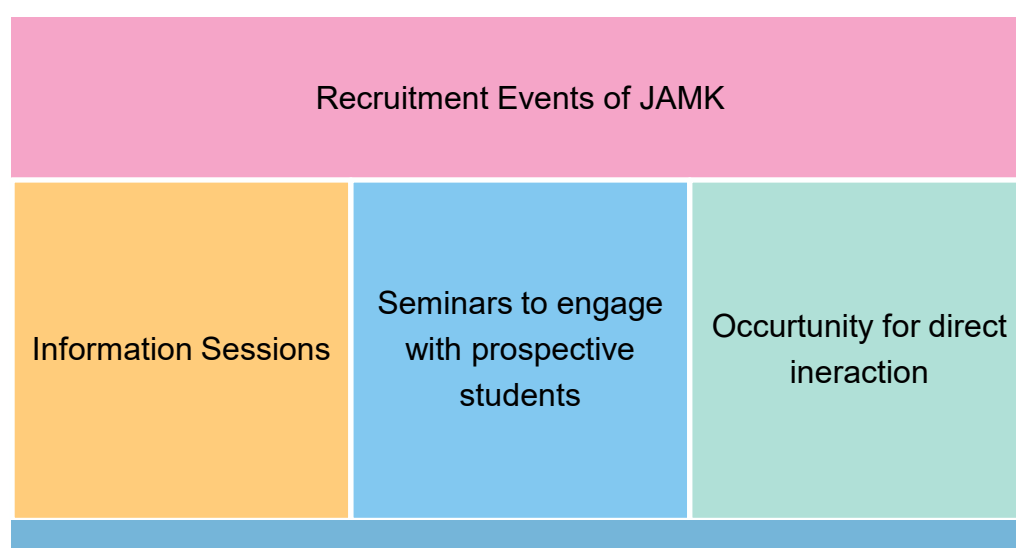


Table 9. Activities in OATS recruitment events.

- F. Relationship building – Effective relationship building with local players, community organizations is integral to expanding the reach of education-

al institutions like OATS and sustaining student recruitment efforts. This aligns with several theories in decision making, social exchange and education internationalization literature. The decision making process of perspective students is influenced not only by academic factors but also by social and relational consideration (Smith, 2018). By prioritizing relationship building OATS can tap into this aspect of decision making and enhance its attractiveness to potential students. According to social exchange theory, individuals engage in relationships that provide rewards and minimize costs (Blau, 1964). By nurturing relationships with local players and community organisations, OATS can offer reciprocal benefits, such as access to resources and support networks, which can enhance its recruitment efforts. Prioritizing relationship building with local players and community organisation is crucial for OATS to broaden its student recruitment base and ensure sustained success in the competitive educational landscape.

G. Cultural sensitivity – In the integration of decision making theory, social exchange theory, and education internationalization theory within the context of OATS presence in education institutions, a multifaceted approach emerges. Cultural sensitivity, as a pivotal aspect, is deeply intertwined with this theoretical framework. By establishing a presence in educational institution, OATS cultivates familiarity with cultural nuances and educational systems. This familiarity enables OATS to navigate and effectively address cultural barriers in decision making processes, aligning recruitment strategies with the diverse cultural fabric. OATS proactive engagement demonstrates JAMK's steadfast commitment to cultural diversity and inclusion. By integrating social exchange theory, OATS fosters reciprocal relationships within the educational ecosystem, leveraging cultural understanding as a currency for collaboration and mutual benefit. This reciprocal exchange not only enriches the educational environment but also amplifies the global footprint of JAMK through meaningful partnerships and alliances. Furthermore, within the realm of education internationalization theory, OATS cultural sensitivity underscores the institutions strategic endeavour to foster a globally competent student body and faculty. Through embracing diverse cultural perspectives, OATS en-

hances the internationalization agenda of JAMK, facilitating the exchange of knowledge and ideas across borders. This integration serves as a testament to JAMK's vision of creating a vibrant educational community that transcends geographical boundaries', fostering a culture of inclusivity and collaboration.

In summation, the synergy of decision making theory, social exchange theory and education internationalization theory underscores the significance of cultural sensitivity in OATS endeavours within educational institutions. This holistic approach not only reinforces JAMK's commitment to diversity but also propels its global engagement strategy, positioning it as a beacon of inclusive education in an interconnected world.

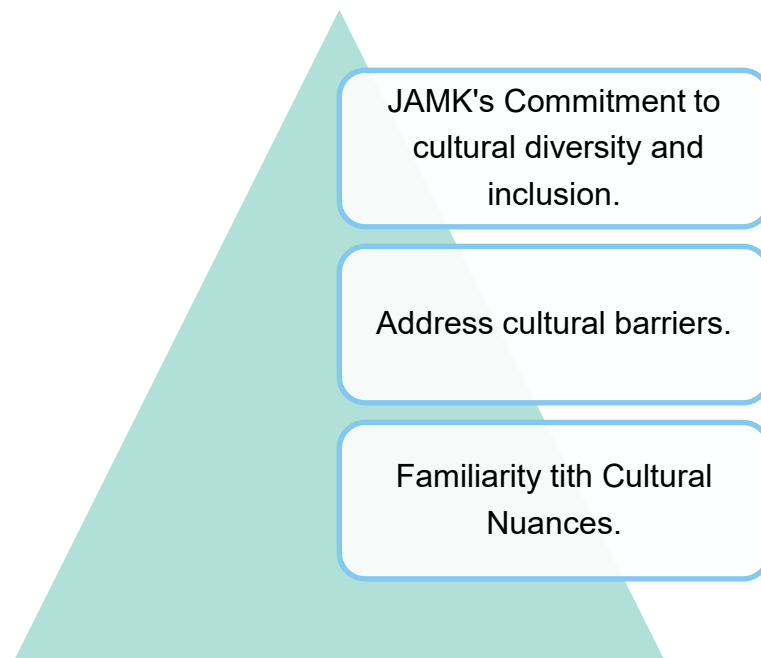


Figure 11. OATS commitment to cultural sensitivity.

- H. Brand building – By leveraging OATS for brand building, JAMK demonstrates a strategic decision aimed at enhancing reputation and visibility in the international education landscape. The decision to establish a visible presence of JAMK through OATS aligns with the tenets of decision making theory, emphasizing the rational assessment of options and the pursuit of goals. Through the OATS platform, JAMK engages in a reciprocal relationship with its stakeholders including students, faculty, and partner institution. By providing valuable educational resources and opportunities

via OATS, JAMK fosters goodwill and trust among its stakeholders, thus strengthening its brand image and reputation. The utilization of OATS as a tool for international outreach reflects JAMK's commitment to education internationalization. By participating in OATS, JAMK extends its educational offerings beyond geographical boundaries, facilitating cross-cultural exchanges and collaboration, contributing to JAMK's global presence and reputation. The integration of OATS into JAMK's brand building strategy underscores the institution's strategic decision making, its emphasis on fostering reciprocal relationships with stakeholders and its dedication to education internationalization, all of which contribute to enhancing JAMK's brand reputation and visibility in the global education arena.

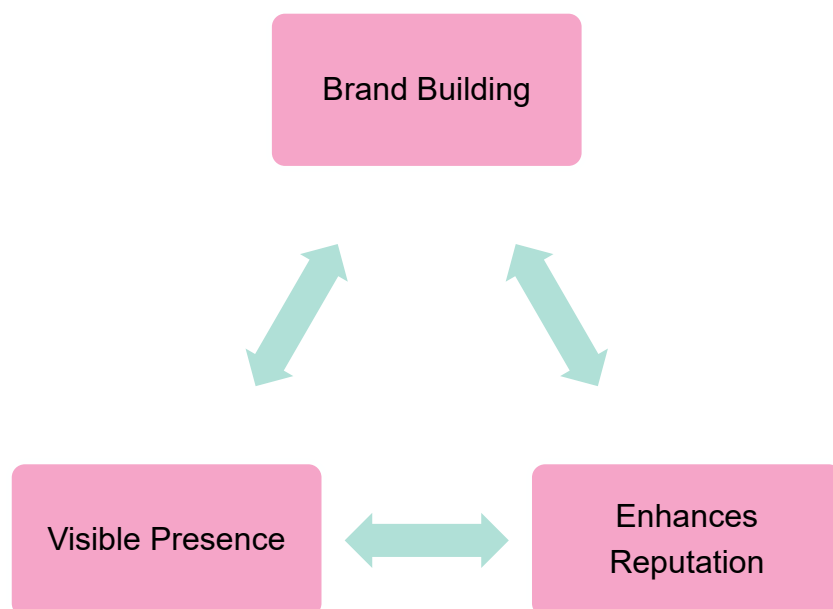


Figure 12. JAMK Brand building cycle.

- I. Troubleshooting – In case of any issue or problem faced by the student OATS will serve as a point of contact for addressing concern and providing assistance. It will work in coordination with the relevant department of JAMK to resolve any administrative or academic issue. The implementation of a local presence as a point of contact for trouble shooting aligns with decision making theory, particularly the bounded rationality perspective. By offering a local support system, students are provided with resources to make informed decision when faced with challenges, thereby reducing the cognitive burden associated with decision making. It also re-

flects the principles of social exchange theory emphasizing reciprocal relationships between individuals and institutions. By providing assistance and support, universities foster trust and commitment among students, promoting a positive exchange dynamic (Blau, 1964). This facilitates a mutually beneficial relationship where students receive assistance, while the institution gains loyalty and satisfaction from its students.

This also supports the goals of education internationalization theory. By recognising the diverse needs of international students and providing localized support, universities demonstrate a commitment to inclusivity and globalization in education (Marginson, 2006). This fosters a welcoming environment conducive to cross cultural learning and collaboration, enhancing the internationalization efforts of the institution. The incorporation of a local presence for troubleshooting within the JAMK system not only addresses immediate concerns but also resonates with key theoretical framework in decision making, social exchange, and education internationalization. By aligning practical initiatives with theoretical underpinnings, JAMK can enhance student support services and promote a more inclusive and globally oriented learning environment.

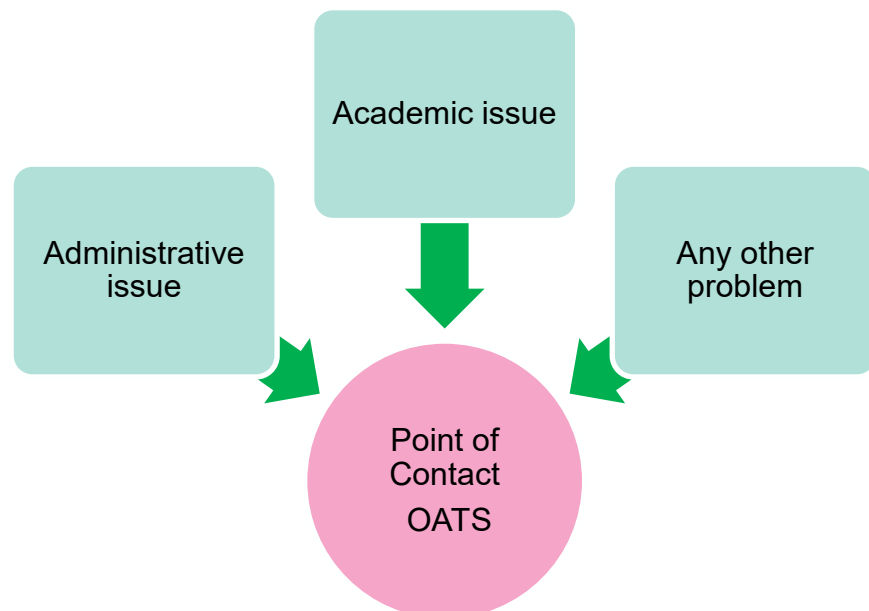


Figure 13. OATS as point of contact for troubleshooting.

J. Monitoring and Evaluation – OATS will be responsible for monitoring the progress of JAMK's program and evaluating the effectiveness. This feedback will be valuable to the process refined and ensure success. In context of decision making theory, the monitoring and evaluation process undertaken by OATS serves as a pivotal component. Decision making theory emphasizes the importance of informed decision based in data and feedback. By monitoring the process of JAMK's program and evaluating its effectiveness, OATS enables informed decision making regarding program refinement and success. This aligns with the principles of decision making theory, which advocates for the utilization of feedback mechanism to improve outcomes (Jones, 2010). Social exchange theory also sheds light on the significance of monitoring and evaluation in the partnership between Indian education institutions and JAMK. According to social exchange theory, interactions are governed by the exchange of resources and the expectation of reciprocity. In this context provides valuable feedback to JAMK, contributing resources in the form of evaluation expertise. In return, JAMK benefit from improved program effectiveness. This reciprocal exchange reinforces the partnership and promotes mutual benefit, aligning with the principles of social exchange theory (Emerson, 1976)

Furthermore, in the realm of education internationalization theory, the monitoring and evaluation activities facilitated by OATS contribute to the broader goal of enhancing global education initiatives. Education internationalization theory emphasizes the importance of expanding educational opportunities across borders and culture. By evaluating JAMK's program, OATS contribute to the quality assurance and enhancement of international education endeavours. This aligns with the overarching objectives of education internationalization theory, which seek to promote cross cultural understanding and collaboration in education (Knight, 2011)

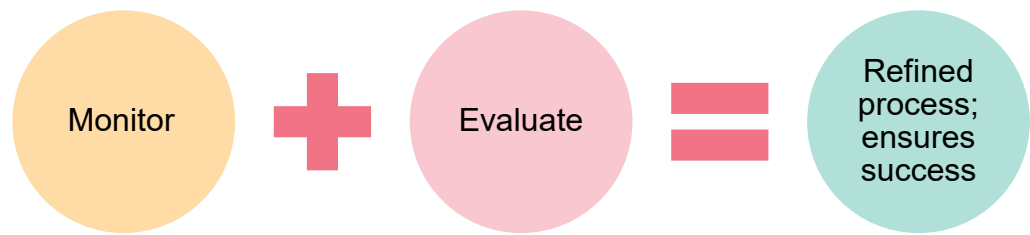


Figure 14. Refining process in OATS.

By playing both the above mentioned roles effectively and efficiently OATS would transfer the Indian education system to be better by adding value to it for the generations to come. Academic role of OATS will assist like a runway and recruitment role will ensure smooth take off and landing. With the value based relations being developed amongst the teaching community of India and JAMK, the recruitment would become easy and long lasting.

5.2 Limitations of OATS business model

It is important to acknowledge the limitations of OATS, while having a local point of contact can enhance trust and accessibility, there may still be challenges in fully understanding and addressing diverse needs and preferences of Indian students and institutions. Likewise engaging with stakeholders in private education sector in India is valuable but it may overlook potential students who are not affiliated with these organisations, limiting the reach of JAMK's recruitment efforts.

While OATS can provide assistance with the application process, visa procedures and other formalities, it may face limitations in providing personalised support to each student due to resource constraints. Similarly, OATS while disseminating information directly to prospective students, there may be challenges in ensuring the accuracy and comprehensiveness of the information provided, potentially leading to misconception or misunderstanding.

While building relationships with local players and community organisations is beneficial, it may take time to establish trust and credibility, and there's no guarantee for immediate results in terms of student recruitment. While OATS aims to address cultural barriers, there may be limitations in its ability to fully understand and navigate the diverse cultural landscape of India, potentially leading to unintentional misunderstanding and miscommunication.

OATS can contribute to brand building of JAMK, positive interactions may only not be sufficient to overcome other factors influencing recruitment. While serving as a point of contact for issue resolutions is valuable, there may be limitation in OATS's authority and capacity to address complex administrative or academic issues, requiring involvement from JAMK's central administration. OATS can provide feedback on program effectiveness; there may be challenges in objectively evaluating its own performance and identifying areas for improvement without external oversight.

OATS may contribute positively to the Indian education system; the extent of its impact may be limited by factors beyond its control such as institutional dynamics. While it may facilitate recruitment effort, its academic role may be overshadowed by its administrative responsibilities.

In addressing these limitations, JAMK can refine its strategies, allocate resources effectively, and continuously assess and adopt its approach to maximize the impact of OATS and enhance student recruitment from India.

5.3 Keeping OATS business model on track

The authors recommends to keep this body working in an effective manner over a long period of time JAMK needs to create a long term sustainability plan for OATS considering financial viability, scalability and community impact. OATS should foster long term relationship with stakeholders to support the growth and success of the student recruitment plan. The aspects to be considered to keep body working are as under:

- A. Clear objective and strategy - Establish clear objectives and long term strategy of JAMK in India. Define target market which would be senior secondary school and higher education institutions in present case, recruitment goals from these institutions and key performance indicators to measure success and progress over a period of time.

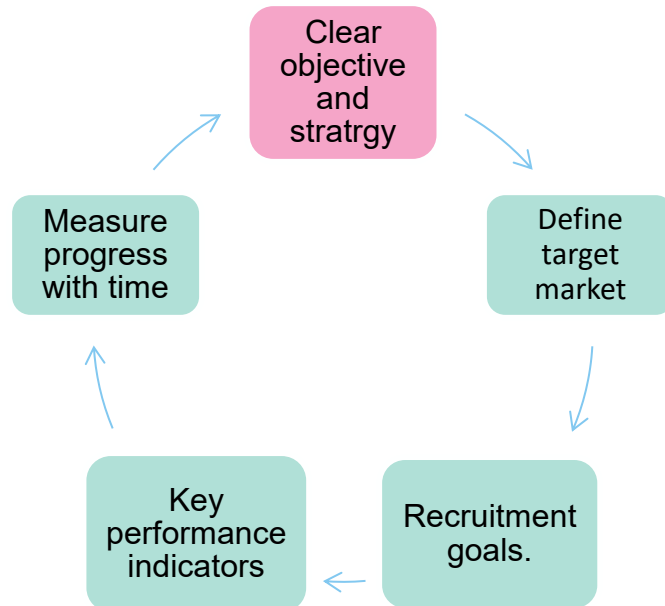


Figure 15. OATS performance measuring aspects

- B. Invest in training and development – JAMK should provide comprehensive training and ongoing professional development opportunities for OATS to enhance its skills, knowledge and effectiveness in student recruitment and relationship management with targeted institutions from time to time
- C. Build strong relationships – OATS should foster strong relations with local schools and higher education institutions and regularly engage with them through meetings and events to build credibility and trust.

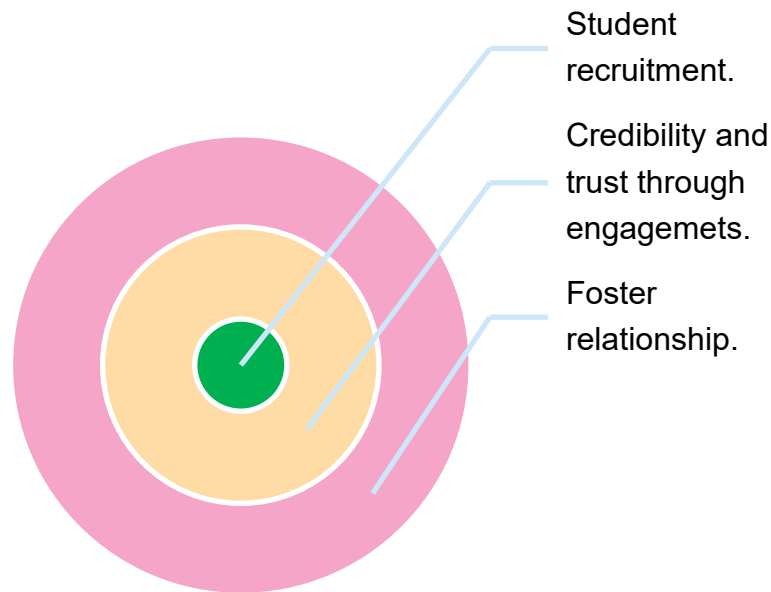


Figure 16. JAMK plan to foster relation leading to recruitment.

- D. Tailored marketing and recruitment strategies – OATS will tailor the recruitment and marketing strategies of JAMK that resonate with the culture and linguistic preferences of the target education institutions in India. It may utilise the mix of online and offline channels to reach prospective students and parents.
- E. Adequate resource and support – JAMK should ensure that OATS has adequate resource including financial support and technological tools and administrative assistance to perform their duties effectively and efficiently.
- F. Monitor and evaluate performance – JAMK should implement a system to monitor and evaluate the performance against pre defined academic and recruitment goals and benchmarks. It should provide regular feedback, guidance and support to help OATS improve and achieve success.
- G. Adapt to the changing market dynamics – OATS will need to stay informed about the changes in the local education landscape, economic conditions and immigration policies and other factors that may affect student recruitment. It will have to adapt strategies to remain competitive and relevant.

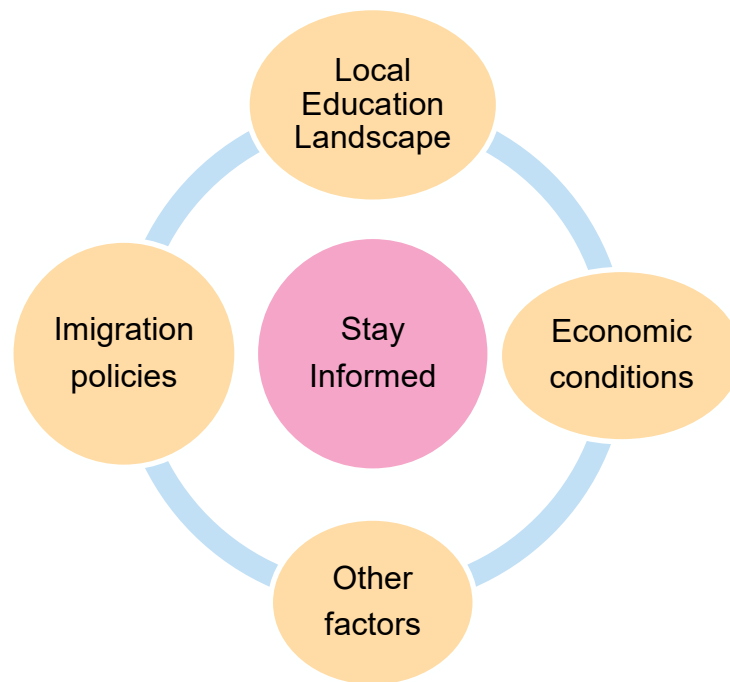


Figure 16. JAMK local markets watch components.

Promote brand visibility and reputation – OATS to enhance visibility and reputation of JAMK in India through strategic branding, public relations efforts and participation in relevant events and activities.

5.4 Suggestion for future research on OATS business model

Based on the comprehensive initiatives outlined for OATS business model in promoting Finnish education and recruiting Indian students for JAMK, several avenues for future research can be identified:

- A. Impact assessment of professional development events – conduct research to evaluate the impact of professional development events organised by OATS in Indian education institutions. This could include assessing changes in teaching methodologies, pedagogical innovations, and educational leadership practices post event.
- B. Long term effects of Finnish student internships in Indian schools - investigate the long term effects of Finnish students internship facilitated by OATS in Indian schools. The research could explore factors such as cultural exchange, language learning outcomes, and the extent to which

these internships contribute to fostering long lasting relations between JAMK and India.

- C. Efficacy of mentorship and supervision in internship programs – stud the effectiveness o mentorship and supervision provided to Finnish interns in Indian schools. This research could analyse the impact of mentorship on the intern’s professional development, as well as the role of supervising teachers in facilitating cross cultural learning experience.
- D. Evaluation of recruitment strategy in Indian education sector – research the effectiveness of AOTS recruitment strategies in the Indian education sector. This could involve assessing the impact of targeted outreach, support and guidance provided to prospective students, and the role cultural sensitivity in attracting Indian students to JAMK programs.
- E. Assessment of OATS role in cultural sensitivity and relationship building – investigate the role of OATS in promoting cultural sensitivity and building relations with stakeholders in the Indian education community. This research could explore the impact of cultural understanding on recruitment outcomes and the importance o relationship building for sustaining student recruitment efforts.
- F. Evaluation of OATS brand building efforts – assess the effectiveness of OATS efforts in brand building and enhancing JAMK’s reputation in India. This research could examine the perception of JAMK among students, families and educational institution following interactions with OATS representatives.
- G. Analysis of OATS troubleshooting mechanisms – study the efficiency of OATS troubleshooting mechanism in addressing issues faced by students during the application and enrolment process. This could involve analyzing response times, resolution rates, and overall satisfaction levels among students and families.

- H. Longitudinal study on OATS role in transforming Indian education - conduct a longitudinal study to assess the long term impact of OATS initiatives on the transformation of the Indian education system. This research could track changes in educational practices, cultural exchange, and international collaboration facilitated by OATS over time.

By exploring these research avenues, valuable insights can be gained to further enhance the effectiveness of OATS business model initiatives and contribute to the advancement of educational collaboration between JAMK and India.

5.5 Practical and ethical issues in research

This study took into account both practical and ethical considerations. The research objective was clearly outlined, emphasizing that participation was entirely voluntary and anonymous. To maintain confidentiality, all data and transcripts were coded to conceal the identity of participants. Ethical research practices were adhered to throughout to uphold academic integrity. Fortunately, practical challenges did not arise during the study, as participants were accessible and necessary equipment and information were readily available.

6 CONCLUSION

To conclude the finding presented in the preceding chapter regarding establishing OATS business model of JAMK in Indian educational institutions; it is evident that the proposed model holds significant potential for enhancing international student recruitment and fostering academic collaboration, cultural exchange between JAMK and Indian senior secondary schools and higher education institutions. This conclusion is drawn on basis of insights from literature, education internationalisation theory, decision making theory and social exchange theory.

Theoretical framework such as internationalisation theory emphasizes the importance of global engagement in education, highlighting the need for institutions to expand their reach beyond national boundaries to remain competitive and relevant in the global arena (Knight, 2011). Decision making theory underscores the role of strategic decision making in shaping organisation initiatives, such as international student recruitment and emphasizes the need for informed and effective decision making process (Simon, 1976). Additionally, social exchange theory provides insights into the dynamics of interpersonal relationships and reciprocal exchanges, suggesting that mutual benefits and trust are essential for successful collaborations (Blau, 1964).

The proposed OATS business model aligns with these theoretical perspectives by offering a strategic approach to international student recruitment that focus on building trust, providing accurate information and fostering meaningful collaboration. By establishing a presence in Indian educational institutions, JAMK can leverage the expertise of Finnish educators and EduCluster Finland the company it sponsors, to promote JAMK programs, offer professional development opportunities and facilitate student internships. This approach not only enhances the visibility and reputation of JAMK but also creates valuable learning experience for both Finnish and Indian students.

Furthermore, the academic and recruitment roles outlined for OATS demonstrate a comprehensive approach to engagement, encompassing program promotion, professional development, cultural exchange and logistical support. By

actively engaging with Indian education institutions and students, OATS business model can cultivate long term relationships and contribute to the sustainable growth of international student recruitment.

In conclusion the OATS represents a strategic initiative of JAMK to nurture the “nurseries” of talent in Indian educational institutions and create robust business model for international student recruitment. By embracing the principles of internationalisation, informed decision making and social exchange, JAMK can position itself as leader in global education and foster mutual understanding and collaboration between JAMK and Indian education institutions.

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Appendix 1.

Interview guide for Indian bachelor and masters degree students in higher education institutions and teachers in senior secondary schools.

Sr	Key interest	Question
1	To gauge their familiarity with international education rankings and the Finnish education systems reputation.	Have you heard about OCED – PISA ranking and Finnish school education system?
2	To understanding whether they perceive Finland as a leader in either or both levels of education.	Is Finland renowned for its higher education or school education system?
3	To understanding where they gather information about foreign education systems can reveal their level of engagement and reliability of their knowledge.	What is your source of information?
4	Knowing their academic background provides context for their opinion and aspirations	What is your academic qualification?
5	To explore their preferences and potential biases towards certain countries.	What is you preferred destination country for higher education?
6	To understanding their motivation behind choosing a particular destination can provide insights into their priorities and value in education.	What the reasons for your choice?
7	This question explores any reservation or challenges they may have about studying in Finland.	Why do you not consider Finland as the preferred destination or higher education or what are the challenges?

8	Assessing their knowledge about the application processes indicates their level of preparedness and interest in studying in Finland.	Are you aware of the process to secure the seat in Finnish university?
9	To evaluate their familiarity with resource available to assist with studying abroad in Finland.	Do you know any study abroad consultant or company promoting Finnish education or university?
10	To understand their criteria for selecting guidance services, revealing their priorities and concerns.	What aspects do you consider are important while choosing a study abroad consultant?
11	To evaluate their perception of consultant transparency can provide insights into their trust in services.	Do you think they work in transparent manner?
12	To explore their expectations and perception of the benefits of studying in Finland.	What professional value do you think that Finnish universities can add in you?
13	To understating their awareness of the need for skill development shows their level of preparedness for the job market	Do you think that you need to polish your skills to remain competitive in the industry?
14	This assesses their openness to studying in Finland given the right circumstances	If given an opportunity and proper guidance would you like to study in Finland and gain a qualification to enhance your skills?
15	The question delves into their considerations for their post education plans revealing their priorities and future goals.	What is the most important factor for you to consider staying in India or Finland after skill improvement?

Appendix 2.

Interview guide for private Indian education institutions managements.

Sr	Key interest	Question
1	To assesses their familiarity with international rankings and the Finnish education systems reputation.	Have you heard about OCED – PISA ranking and Finnish education system?
2	To understand where they gather information about foreign education systems can reveal their level of engagement and reliability of their knowledge.	What is the source of your information?
3	Knowing the scope of their management's operations provides context for their responses and potential opportunities for collaboration.	What type and how many education institution does your management run?
4	To explores their openness to international collaborations and the potential benefits of hosting Finnish students.	Would you like to have Finnish students for internships in your institutions?
5	To assess their perception of the value that international internship students can bring helps gauge their interest and expectations.	How do you think internship students can add value to your institution?
6	To explores any existing connections or opportunities for collaboration with Finnish entities	Have your institution been approached by any Finnish company for promoting Finnish education system in your institution?
7	To understand their perception of the benefits of collaboration with Finnish universities provides insights into their motivations and expectations	What value do you think can Finnish universities can add to your institution?

8	To assess their openness to formalized partnerships and their willingness to integrate Finnish education into their curriculum.	What do you think about having memorandum of understanding with the Finnish university wherein you can introduce Finnish education system to your students and promote Finnish universities in your institution?
9	To assess their capacity and willingness to support the establishment of a Finnish university office on their campus helps gauge the feasibility of collaboration and the level of commitment.	Would you be able to provide the infrastructure to university to setup a office in your campus