

How should Finnish camp school get ready for Chinese children?

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<p>The demands of international educational travel in Chinese market has been increasing during the recent years, Chinese are looking for new camp destination all over the world. Thanks to the reputation of Finnish education, Finland has become one of the camp destinations for Chinese kids. Therefore, the objective of this thesis was to discuss what should Finnish school camp providers take into consideration when prepare services for Chinese kids.</p> <p>In theoretical part, experiential learning as the base of educational travel was presented with description of definition and application in practical. In addition, Finnish education system and advantages were defined to understand the original motivation of Chinese customers to choose Finland as the travel destination.</p> <p>To support the main objectives, further research was executed. The research included what expectations Chinese parents have towards educational travel, what are the trends of Chinese international travel, what Finland can offer as a camp destination, and what could be the suggestion for Finnish suppliers to apply in the future.</p> <p>Multiple research methods were applied, including both qualitative and quantitative research. Two educational travel organizers in Finland and China were interviewed in autumn 2017 and 104 questionnaires were gathered through Chinese social media from the Chinese parents.</p> <p>Based on the research, new findings of travel expectation, demands and experience were provided. The Chinese market seems to be very promising for Finland and Finland is an ideal new destination for educational travel for Chinese customers as well, due to the Finnish education environment and social environment. However, two interviewees also shared the trends and challenges in educational travel industry based on their experience, and modified program and working procedure were the key issues that Finnish school camp providers need to improve based on Chinese customers' expectation and characteristics.</p>	
Keywords Educational Travel, Experiential learning, Finnish education, Finnish camp, Chinese market	

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1 Introduction

This chapter will provide the readers the general background information of this study, specifying the motivations of choosing this topic and the research question about the Finnish school camp providers' development in the future for Chinese children. There will also be a brief overview of the thesis structure and a description of the limitation will be included in the end.

1.1 Research background

Education, is always a big topic in China. Because of the one-child policy started 1982, parents would put all of their hopes on their child and try to provide all the best life and education resources to this only one child. (Zhang 2013, 5.) Due to the large number of population, the competition level is really high in Chinese society, and then, naturally, Elite Education has been the more favourable way of fostering talent. This is also an examination-oriented system from thousand years ago, so all the studies are conducted aiming to reach high grade and high rank among other fellow students, so that the students with better grade will be admitted to the better school and expected to gain a better future. However, as a result of elite education, students become better examiner than creator when they grow up, and lacking of 4C skill (Communication, Collaboration, Creative, Criticism) is the main problem when entering the real working life.

In order to solve this general problem among Chinese young people, some Chinese education pioneer propose a concept of "Camp Education", and combine school education and camp education. In this way, the children get the chance to learn social skill, leadership, living skill, and surviving skill in the camp school as a supplement to the traditional school education and family education. (Liu 2016,15.)

Traditional study tour or camp to for example US, UK, Australia, Singapore, Japan and so on has been very popular already many years ago, but there is a demand of new and attractive educational travel destination from these experienced children, therefore now it is a right timing for Finnish education concept and Finnish school camp product to enter the very promising Chinese market.

1.2 Research problem

Chinese children are definitely a new and different group type for the Finnish school camp providers, who are with different culture and way of thinking and learn, so the objective is to find out the main aspects that Finnish school camp providers could consider when offer services to Chinese children. The study is focusing on identifying the Chinese children's demands and expectations when they travel to Finland, the main research problem of this study – "How should Finnish school camp providers improve to get ready for Chinese children?", the authors will analyse the question from following aspects, which may affect the service and program for Chinese customers - learning pattern and Finnish education philosophy, and then try to understand their demands regards educational travel and expectation from Finland, at the same time, the development prospect of Finnish educational travel industry in China.

1.3 Research methodology

Based on the research problem and the objective of this study, the authors chose to use both quantitative research and qualitative research to reach the most valid and reliable result. The qualitative approach was used as the main research method for data collection regarding the Chinese customer demands and expectation of Finland as an educational travel destination, and qualitative approach as the second method regarding the insights of the industry in practical, the prospect for Finland, which will be an in-depth research interview conducted with two industry insiders.

The quantitative research questionnaire includes 13 questions, two of them are open-ended questions, and were sent to the Chinese in China to answer. The qualitative research interviews were conducted over the phone call with one industry personnel in Finland and one in China.

1.4 Thesis structure

This paper is structured in the following main chapters: Introduction, concept of Experimental learning and Finnish education system, China outbound educational travel industry and Finland as an educational travel destination, SWOT analysis of Finnish camp school, the research methodology and result analysis, then end with conclusion and suggestions.

Follow this logic, the authors will introduce the basic background of the whole study and illustrate the reasons why this topic is interested and how the industry could benefit from

the results, meanwhile, discuss about the structure of the thesis and the limitation of the study. After understanding the initial motivation and information, the concept of a few related topics will be explained and present the relationship with the research question.

Then it is the time to do the analysis about the market in both China and Finland, in order to understand the current development of the industry and future strategy. After the market analysis, it comes to the research methodology and analysis of the key findings from the survey. In the end, based on the theoretical study, market analysis and survey findings, the author will come to a conclusion and some recommendations for the industry.

1.5 Limitation

There are definitely limitations of this study, due to the time issue, length of the paper, research samples, and experience of the researcher etc. Since the educational travel concept is new in Finland, and many school camp providers are not familiar with the market demands and customer behaviour from Chinese children, therefore, hope the conclusion of this study can benefit some Finnish school camp providers who are willing to welcome Chinese children or make their camps in a more multicultural environment, even though there is no commissioner for this study.

First of all, in the period of one year, all the work related to this study were accomplished, including literature review, market analysis and two kinds of research approaches, however, the time is quite limited to arrive at an accurate research results on this research question. Additionally, the industry is developing rapidly in China, the same as the customers' demands and knowledge of educational travel, therefore the results shown from the survey represent only the currently opinion of the respondents based on their current information and needs, and this may change as time goes on.

Secondly, due to the limited length of this paper, the research question needs to be narrowed down in order to conduct a deeper study and present the results efficiently, which requires concentration, but the readers may not understand the result or discussion process well because of the limited information that are presented.

Thirdly, the limitation of the research sample may come from the regions of the respondents. As the main channel, the survey was sent out within our social circle in China, for example, friends, school mates, business partners, and friends social circle, thus, the respondent rate among our social circle is much higher than the ones from outside or public.

Although we attempted to collect more data from the target group in a wider region, still it has its own limitation inevitable.

Last but not the least, it is the researcher experience of doing research and their knowledge of the industry. Lacking the experience of doing research and industry insight may affect the methodology and control of the whole research process, regarding the depth of background introduction, market analysis angle, research approach, and data analysis, ultimately, have an effect on the final conclusion.

2 Experiential Learning

This chapter introduces the concept of experiential learning, which is closely related and applied in school camps and educational travel, and this is how educational travel differs from leisure travel. By understanding the learning method used in camp, Finnish school camp providers could improve the program design and process in order to provide a more memorable experience for Chinese children; moreover, facilitate the learning process during camp.

2.1 What is experiential learning?

Experiential learning, broadly, is any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor leads and encourages learning. In the 1970s and 1980s, experiential learning was identified as a learning theory that promotes active methods of learning, intentionally used by educators to enhance learning outcomes. (Wurdinger & Carlson 2010, 10-11.)

It is very necessary to have a general understanding about experiential learning theory and knowledge of the different learning styles that an individual has, so that to have a comprehensive learning experience. In the book *Experiential Learning Theory* (1984), Kolb set out a seminal learning styles model, which clarifies four distinct learning areas, based on a fourfold cycle of learning. Kolb says that ideally the learning process needs to cover each step of the cycle, which are “do and feel”, “watch and review”, “theorize and think”, and “plan and do”. (Hutchinson & Lawrence 2011, 10-11.)

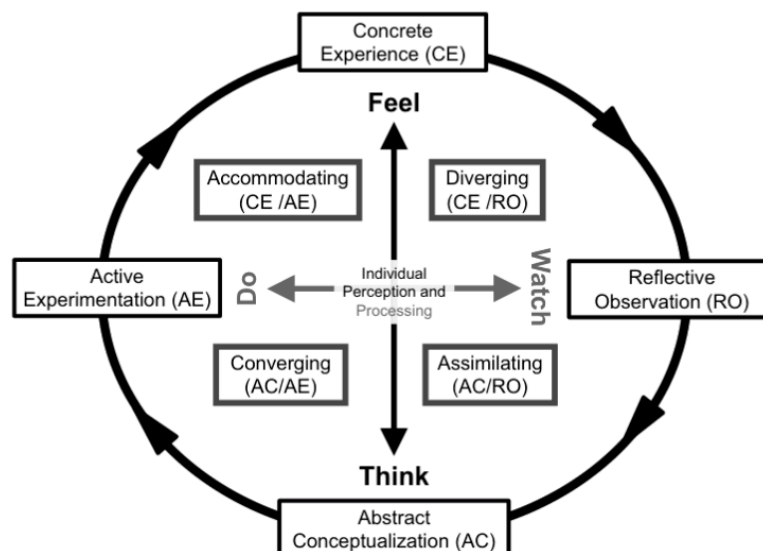


Figure 1. The experiential learning cycle (adapted from Kolb). (Hutchinson & Lawrence 2011, 11.)

While Kolb identified learning styles as personality features, which emphasize that active doing versus passive listening is a necessity for effective learning. (Drew & Arch 2007, 270.) It becomes clear that experiencing something is a linking process between action and thought. Kolb explained, Learning is the process whereby knowledge is created through the transformation of experience. (Beard & John 2006, 19.) It helps the student to learning the skills for real life, also motivate and support them to be a life-long learner.

2.2 Why experiential learning is essential in school camp?

Learning is grounded in experience. Using experiential learning as a teaching method is challenging but rewarding, especially when students become motivated and self-directed learners. (Wurdinger & Carlson 2010, 8.) Therefore, facilitators or teachers must try to create experiences that students can learn from. Challenge, success, failure, conflict and harmony can all offer valuable chances for experiential learning. (Hutchinson & Lawrence 2011, 3.)

Learning place is not necessary to be in the classroom during school camp. Experiential learning in the natural outdoors can also offer chances of reframing our thinking about the natural environment, by altering our inner scripts. Using the natural environment for environmental awareness teaching could be very powerful. (Beard & John 2006, 165.)

Experience is not what happens to you. It is what you do with what happens to you. - Aldous Huxley (Writer) (Hutchinson & Lawrence 2011, 27.)

Five teaching methods that promote experiential learning where students are actively engaged in the learning process are project-based learning, problem base learning, service learning, place-based education and active learning. These methods are not part of the traditional education and are creating new learning environments that are changing the way kids, educators and outsider view of learning. In camp education, experiential learning includes different principles. For instance, project-based learning has strong hands-on skills that kids might need to produce products with hands, for example, building bird-house; Problem-based learning focus on making students undergo a problem-solving process. Additional having students present their ideas afterwards helps solidify their learning and organize their thoughts and opinions and reflect on the important things they have learned during the process. (Wurdinger & Carlson 2010, 7-13.)

A different type of learning atmosphere needs to be created when applying these teaching methods. The goal is to make the students become active participants in learning process. Following you will see the different roles that teachers and students play in experiential learning:

Table 1. Teacher and student's role in experiential learning. (Wurdinger & Carlson 2010, 13.)

Teacher's role:	Student's role:
1. Act as a guide allowing mistake and learn from mistake. 2. Will provide kids freedom to experiment 3. Provide resource and information when kids get stuck	1. Be allowed freedom as they move forward in learning process. 2. May need to undergo trials and errors as they attempt to complete mission. 3. Should understand that the problem-solving process becomes as important as the content learned.

Activities and games are used in teaching because students learn from experience. Introducing a activity into a training session guarantees that everyone experience the same event, so the group has a common point of reference towards learning, at the same time, it is more convenient than using real-life experience as learning material. (Hutchinson & Lawrence 2011, 4.) How and why can they achieve the best performance, under a delightful atmosphere? The reason must come from experiential learning.

3 Finnish Education

This chapter will introduce the basic concept of Finnish education system and learning method, which applies in the school camp program as well from the pedagogical perspective. By learning this background knowledge, it is helpful to understand the competitive advantage of Finland as an educational travel destination and how Finnish school camp providers can take the advantage of the concept and practise of Finnish education for the Chinese market.

When it comes to Finnish education, people will firstly relate to Finland's high ranking in PISA (Programs for International Assessment) test in OECD comparison, which is an international survey. In this survey it aims to evaluate the education system by testing the skills and knowledge of 15-year-old students worldwide. (OECD 2017.). The exceptionally high attainment of Finnish students in PISA 2000, 2003 and 2006 in all three literacy domains has aroused continuous international interest toward the Finnish education system (Kupiainen, Hautamäki & Karjalainen 2009, 4.). The outstanding results from the test make other country's educators curious about the secrets in Finnish education that make their kids study efficiently and happily.

There are a few key words in Finnish education - quality, efficiency, equity and internationalisation, which has been seen as the key competitiveness and wellbeing of the society. Finnish education policy provides equal opportunities for all citizens to high-quality education and training as a long-term objective. (Finnish National Agency of Education 2017.). Among all the levels of education, Finnish basic education is the one that most been talked about. The fundamental policy of education is different between China and Finland, which drives the education system and philosophy into two different directions. Instead of elite education, Finnish education more interested in help pupil grow into a person who knows how to live and be able to live happily. As it stated in the Basic Education Act, the main purpose of education in Finland is to support pupils' growth into humanity and into ethically responsible membership of society and to provide them with knowledge and skills needed in life. (Basic Education Act, 1.).

3.1 Finnish education system

Finnish education system has no dead-ends, which designed for life-long learning, and in this ecosystem, everyone may come back to continue the education at any time. Compulsory education begins at the age of seven and last for nine years in basic education. Before the compulsory education, children can volunteering choose to attend pre-primary

school at 6-years-old. After the compulsory education, pupils have fulfilled their compulsory schooling and may continue with upper secondary school or vocational education and training. High education is followed right after, but students may choose whether to have some work experiences before entering University or Polytechnics or not, and both sector have their own profiles; university focus on scientific research and instruction, whereas polytechnics are professionally oriented higher education. (Hanhijok, Katajisto, Kimari & Savioja 2012, 10.) No matter which path people choose, it can always lead your education up to Master degree and Doctor degrees (Ministry of Education and Culture 2013, 9.). The Finnish education system is outlined in Figure 1.

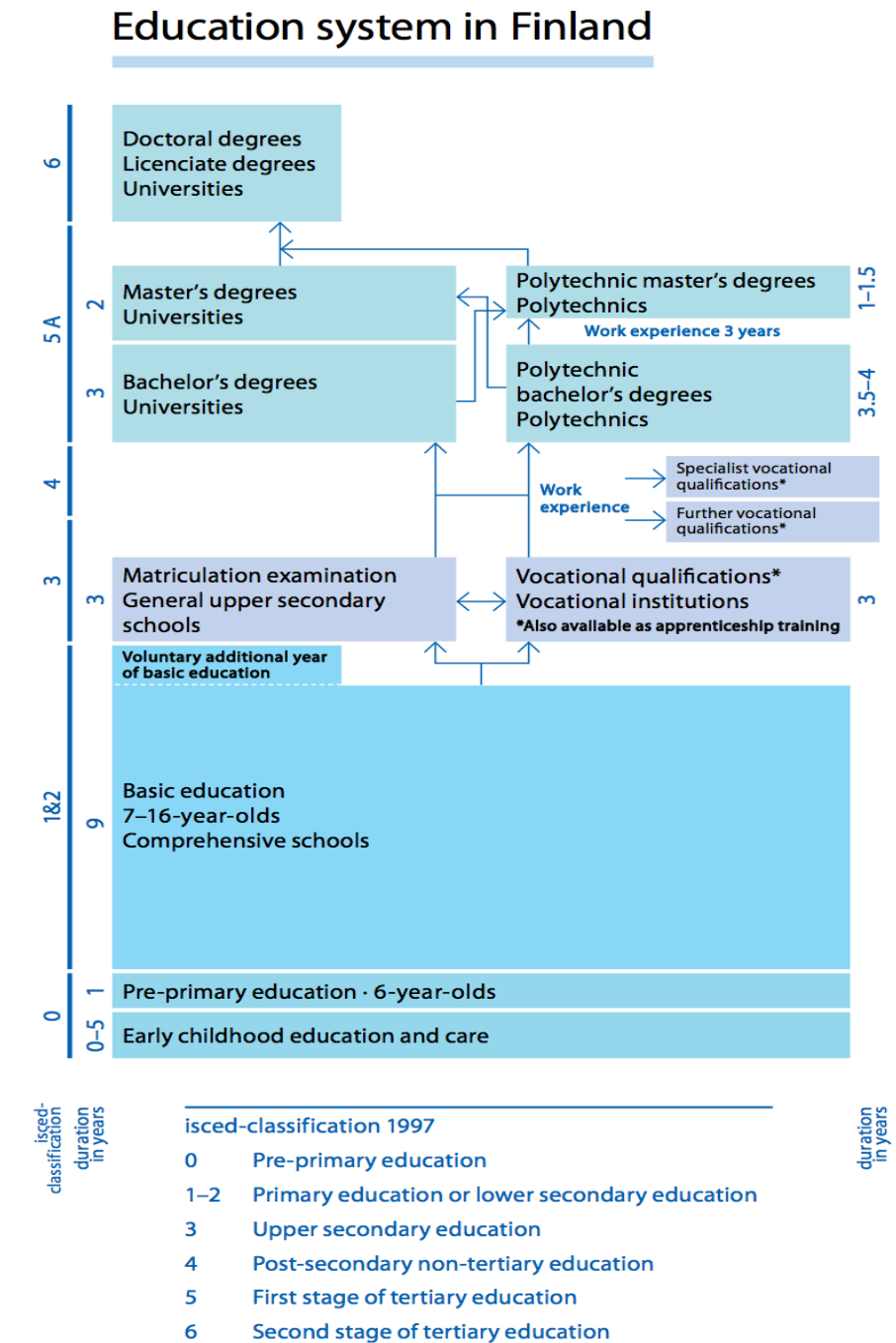


Figure 2. The Finnish Education System

As a no dead-ends system, learners can always continue their own studies at any time on all levels of education, therefore Finland has a long and strong tradition of adult education, and the participation rate is high in international terms as well. The provision has been made as flexible as possible to support adults to study alongside work, in order to extend working life, improve productivity, enhance multiculturalism, and help to raise the employment rate as well. In both general and vocational education, there are separate institutions for adults, for example, in higher education, adults can study in separate adult education programme in university of applied sciences; in vocational school, competence-based qualification are specifically intended for adults. These educational opportunities are provided to entire adult population, which strengthens the social cohesion and equity in a very positive and effective way. (Ministry of Education and Culture 2013, 9.)

3.2 Finnish education advantages

First of all, equity is one of the most important Finnish education. The equity is shown in a few different aspects. First of all, education is for everyone and is free. Constitution of Finland points out that everyone has the right to basic education free of charge and the public authorities shall guarantee the equal opportunity for everyone to receive educational services in accordance with their ability and special needs, as well as the chance of developing themselves without being prevented by economic hardship. Every child is unique and has the right to high-quality education. As a difference from China, special needs education is generally provided in conjunction with mainstream education, and this education is provided at regular schools wherever possible. If the pupil cannot be taught in a regular teaching group, he or she will have the access to special needs education. Meanwhile, the potential of every individual will be maximised (Finnish National Agency for Education 2017, 3.).

Secondly, Finnish education system is based on trust and responsibility. In Finland, the educational autonomy is high at all levels (Ministry of Education and Culture 2013, 12.). Finnish teachers have a lot of freedom and chance to influence their own work and also the development of the school. They could decide that what teaching method should be applied, what learning material should be use and the assessment of pupils. From the national or local authorities, they never evaluate the teachers through any external or formal measures, neither to the school, since the inspections were abolished in early 1990s. (Finnish National Board of Education 2012, 1.) In the same way, the school or teacher does not evaluate their pupils, only assessment or self-evaluation.

Most education is publicly funded, but private institutions do not differ from those publicly maintained, because they also follow the national core curricula and qualification requirements, and receive public funding (Ministry of Education and Culture 2013, 10.). Therefore Finland is the country that with the minimum difference between schools, no matter where is the location.

Thirdly, In Finland, teaching is an attractive career choice, although the salary is not the reason for becoming a teacher. Since the intake rate is only about 10% for the teacher education study, so schools usually can get the right people to become teachers and develop these people into effective instructors, because teachers are recognised as keys to quality in education, so that every child is ensured to benefit from the excellent teaching. (Finnish National Agency for Education 2017, 70.) All the class teachers and subject teachers are required a master's degree and pedagogical training, and the high level of training is very necessary, as the teachers in Finland are highly autonomous professionally. The school principal can make the decision of hiring a teacher who is qualified and suitable for both school community and the position (Ministry of Education and Culture 2013, 24.).

4 Chinese Outbound Market

Education travel for children is called study tour in China. Parents are trying to broaden children's mind via outbound travel. Outbound study tour is a new concept among Chinese young parents, hence, it needs standardization. With the development of sufficient disposable incomes, parents are willing to pay to seek for better education, learning while playing is the key. The following paragraphs are about to tell the general Chinese outbound market, Chinese overseas educational travel industry and what parents are expecting.

4.1 Chinese outbound market in general

China's outbound travel market has been growing rapidly to becoming the biggest source market for global tourism, both in wealth and numbers of outbound travellers. However, Chinese market growth will continue in the coming years, especially the growing Chinese middle class that their increased spending power will leave more room for leisure consumption, including travel. (Chinavia report 2013, 5.) iResearch indicated that the rising trend is also because of the relaxation of visas, increase of flight routes, improvement of the consumer environment and appreciation of the renminbi, etc. (iResearch 2016, 5.) The demands of travel experience from Chinese travellers are changing, and more of them are looking for more in-depth and experience-based travel solutions. Even though the group travel still dominates the market, more and more travellers request higher quality and better services. (Chinavia report 2013, 5.)

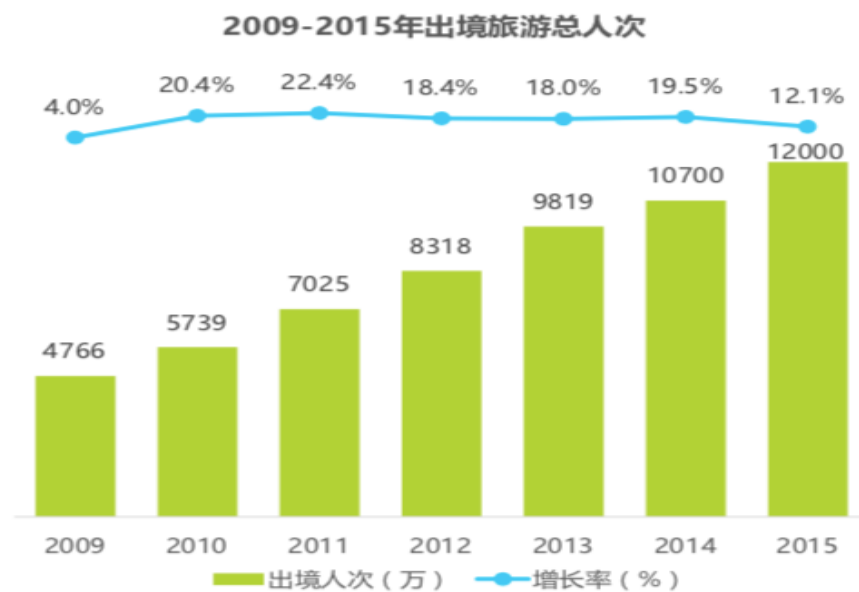


Figure 3. Total Number of Outbound Tourists 2009 to 2015, iResearch

According to iResearch, total number of outbound tourists 2009 to 2015 was gradually increased from 47,66 million to 120 million, the increase rate was tripled.



Figure 4. Total Consumption of Outbound Tourists 2009 to 2015, iResearch

Also, the Chinese tourists spending power is known as huge world widely, iResearch illustrated the outbound consumption was dramatically increased from 42 billion USD to 215 billion USD, 5 times increasing rate during 7 years.

More data from China Market Report showd that Chinese outbound travellers reached 62 million in first half year 2017; for the 1-3 Quarterly 2017, China's GDP growth around 6.9%. (China Market Report 2017, 6.)

iResearch also indicated the top 3 outbound countries that Chinese tourists are fond of: Thailand, Japan and Korean, both in year 2015 and 2016. Italy as the only one Western country in Top 10 in 2015, but not anymore in 2016, the main reason is maybe because of the terrorist attacks. (iResearch 2016, 7) With the development of Chinese One Belt One Road Strategy, more and more Mid Asian, Southeast Asian and Western countries are widen their policy for tourism. (iResearch 2016, 7) In the recent years, on average, Chinese travellers stay in Finland for 4.6 days. About 69% of the Chinese travellers visit Finland for the first time. 68% of the Chinese travellers visit Helsinki during their trip, but 20% Chinese travellers visit other part of Finland. (Visit Finland 2015, 10.)

4.2 Chinese overseas educational travel industry

Among various outbound tourism purposes, study tour is one of them, and is getting more trendy nowadays. However, the study tour market is comparatively young, there are no standard procedure or benchmark to follow and to evaluate. In order to standardize the service flow of study tours, improve service quality, and guide and promote the healthy development of study tours, the National Tourism Administration released the Industry Standard for Study Tourism Services at the beginning of this year. It has been officially implemented since May 1, 2017. (Peng 2017.)

Tuniu Corporation, one of the biggest Chinese travel agencies published one report called outbound study tour market consumption analyse 2017, indicated that more than 60% Chinese parents are willing to send their children to study tour abroad. With the improvement of disposable incomes, “education” plus “tourism” becomes popular tourism top option for young parents. In China, family income over 0,2 million RMB considered as mid-class range, and according to Tuniu Corporation report, these range parents are the most “willing to pay” group, and even incomes lower than 0,2 million RMB based family, also have the intension to send children abroad to learn.

Tuniu provides a wide range of learning products and services for teenagers and adults. The featured sections cover elite schools exchanges, all true classrooms, winter/summer camps, leader growth, cultural experiences, aviation technology, etc.



Figure 5. Overseas study clients' gender distribution 2016

According to 2017 analyses, girls who attend study tour takes up to 54% compared with boys 46%. In the light of the educational level, junior high school students accounted for 49% of the total, and high school students accounted for 24% of the total, accounting for

more than 73% of the total, indicating that young people are still the main force in the overseas study market. In addition to these two customer bases, overseas study groups are increasingly showing a trend of younger age, and many primary school students have begun to participate in overseas study tours, accounting for 11% of visitors. Because preschoolers are less able to adapt, parents are less likely to allow them to participate in study tours and summer camps. The proportion of outbound visitors is only 6%, and parents often choose to visit their children and swim with their children. College students have a low willingness to study, and only 3% of tourists visit. (Tuniu Corporation, 2017)

4.3 Customer behaviour and concern

When we talk about outbound tourism, where to go always comes first in mind. According to donkey mother's survey data, the key factors influencing tourists' choice of study destination are cultural atmosphere, prestigious schools, seasonal climate, visa facilities, security environment, and expenses. World famous universities, but also rich in tourism resources, has become a major destination for Chinese people to travel. Countries who have friendly relationship with China and provide good visa policy to China have also become the main choice for Chinese children to study.

On one hand, study tour is a new trend leading young parents in China, on the other hand, parents are concerning about whether the study tour can help to build child individuality; improve social skills and problem solving. If child is at their younger age, low ability to take care of themselves, to communicate, then, it may not a good idea to attend study tour.

Ministry of Education of the People's Republic of China has announced some precautions for outbound study tour. First, choose the right travel agency; Second, understand travel agency qualifications; Third, follow the children's willing; Fourth, rational consumption; last but not least, following the destination country's law. These precautions reflect concerns for unstandardized outbound tour market, and also the expectation from young Chinese parents' perspectives, how to organize a professional outbound study tour.

5 Finland as a travel destination

Finland is one of the world's most sparsely populated countries in the world, but most of the surface areas are covered by forest and lake, which percentage is higher than anywhere else in Europe. Finland as a travel destination is getting popular all the time in China, thanks to the clear images of Finland: pure nature, Aurora, Santa Claus, Finnish design, safety and the world No. 1 Finnish education system. With all of these features, people easily regard Finland as a child and family friendly country. (Visit Finland 2016, 4.)

In 2017, international travel to Finland hit the highest record of all the years. The number of foreign overnights increased by 17% (972 000 nights) compared with previous year and reached 6.7 million, which shows the positive growth from all the main markets – Russia, Germany, Sweden, United Kingdom and China. Among these main markets, overnight stays increased the most by visitors from China, which is 33%. (Visit Finland 2018, 3-4.) As it is shown in the following figures, Finland is becoming more and more popular for Chinese travellers. (Visit Finland 2018, 1.)



Figure 6. Overnights increase by China (incl. Hong Kong).

Finland is divided into four main areas for travellers by Visit Finland based on their specialties – Helsinki metropolitan area, Archipelago & the coastal area, Lakeland and Lapland. In 2017, the Helsinki area was the most popular travel area for all the foreign travellers with a 43% share of overnight spent in Finland and increased by 19% compared with

2016. Lapland is traveller's favourite destination in winter season. There has been strong growth in Lapland and continued in 2017 with a 22% increase in foreign overnights and the share was 24% of all overnight stays in Finland. For Lakeland and Archipelago/coastal area are less known by foreign travellers, but both areas experienced good growth compared to 2016. (Visit Finland 2018, 7.)



Figure 7. Main travel areas in Finland and overnights in 2017. (Visit Finland 2018, 7.)

5.1 Finnish travel package for Chinese market

There are three kinds of Finnish travel products existing for Chinese market. First one is the “Traditional travel package”, including Finland and other Nordic countries, for about 10 days; the second is “Travel product on business”, which will combine one to two countries

including Finland, for about 8-10 days, of course some leisure activities will be arranged during the trip; the third one is “Travel products to explore Finland”, which Finland will be the only destination during the trip. This kind of product usually come with certain theme, for example, Sport/winter activity, Educational or Healthcare, or let the traveller to go to Lapland as well to explore wider and deeper about Finland. (Xia 2013, 19-21.)

From these three types of travel product, Educational trip is only a small part of the whole cake, but this is going to be the most promising travel topic for Chinese in the near future. Study shows that only 2.3% of the families travel abroad with their children, because of the study burden, the only travel period with their children is summer or winter holiday, which are in Jan & Feb and July & August. (Xia 2013, 32.)

5.2 Finland as an educational travel destination

Educational travel differs from recreational travel in particular because the trips require co-operation with the public and private sectors as well as educational and travel industry operators. The demand is especially high for school visits to kindergartens, elementary schools, high schools and vocational schools. (Mantua-Kommonen, K. Nori, S. & Yuan, K. 2018, 5)

Finnish education system is known throughout the world for its considerable success in The Programme for International Student Assessment (PISA) studies and excellent learning results, thanks to the highly educated teachers, the high quality content of education system, the pedagogical way of managing schools, the trust within the school and within the society, and the philosophy of continuous learning throughout life. (Mantua-Kommonen, Nori & Yuan 2018, 5.) Therefore, more and more people from the world would like to learn from this country with educational superpower and also want to come to Finland to experience in person, which has resulted in increased educational travel. (Business Finland, 2018.)

“We believe in reciprocal learning and want to embrace new influences. Educational travel gives rise to services that create interesting educational content and international experiences for both Finns and visitors”, says Jouni Kangasniemi, Head of Development at the Ministry of Education and Culture. (Business Finland, 2018.)

The interest is often focused on a specific strength identified as something that differentiates the Finnish system; such as phenomenal and experimental learning and utilising nature as a learning environment. Based on the experimental learning approach, the teacher will provide possibilities for more leisured learning experiences, which facilitate the kids' concentration. Additionally, during the learning activity, more focus has been placed on the meaningfulness of the learning experience, on supporting parents in upbringing, and on the sustainable development of the society. (Mantua-Kommonen, Nori & al. 2018, 5-16.) Thanks to the four seasons, waterways, forests, and Arctic conditions, the Finnish nature provides an array of endless opportunities of learning in the nature. Moreover, the proximity of nature in urban environment with agriculture and forestry provide rich experiences for educational travel as well. Of course, there is also new learning environment designed for the new curricula at schools and universities. (Mantua-Kommonen, Nori & al. 2018, 24.)

5.3 Finnish school camp provider types

There are different kinds of providers in the Finnish educational travel industry, in regard of school camp, the main service providers are National Youth Centers, Sports institutes, science centers, education companies and local public schools, as shown in the following picture:

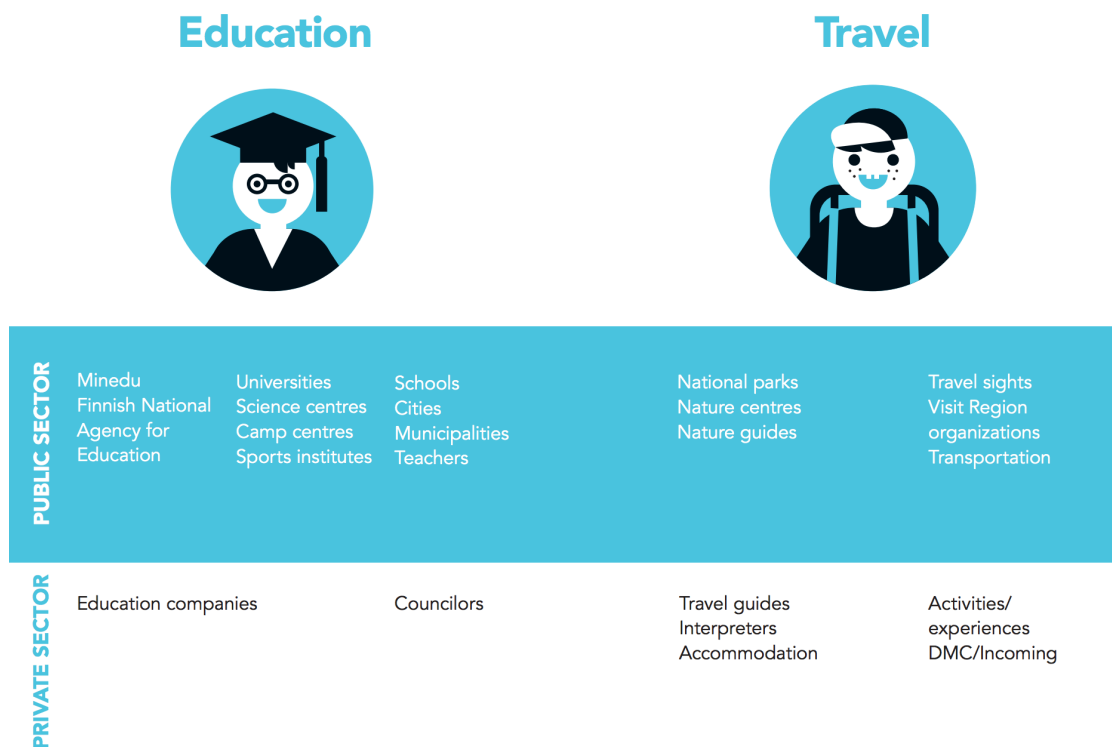


Figure 8. Participants in Educational Travel. (Mantua-Kommonen, Nori & al. 2018, 6-7.)

In 2018, there are 9 national youth centres in total in Finland. National Youth centers provide curriculum-supporting camp and nature programs for school groups, social youth work services, and different international activities. Youth centers have also functioned as centers for methodological development of youth work, especially in the fields of outdoor adventure education and experiential learning and NUOTTA training (for young people in need of special support). The youth centers also support the work of camp trainers and educators. Therefore, youth centers provide camp school, nature and recreation camps, adventure education, social reinforcement, training and youth events. Youth Centers also work as coordinators of international youth work and activities as well as meeting places. Majority of the activities organized at the centers last for more than one day, so the participants usually stay there overnight. The national youth centers are owned by municipalities, youth organizations, organizations engaged in youth work and other societies. The Ministry of Education and Culture subsidizes the centers. (Ministry of Education and Culture 2017.)

In Finland, there are 11 sports institutes, which are quality training centres for sports and excellence in sports education, leisure time activity and company sports and wellbeing. The centres serve sporting people around Finland and athletes around the world, provide a wide range of sports, activities, educational possibilities and excellent facilities for sports enthusiasts. All 11 institutes are similar, yet each has its own features and specialities. Education is a bidding task of sports institutes, and they operate under authority of the Ministry of Education and Culture. (Finnish Sports Institutes 2017.)

On top of two kinds of main school camp program providers, there are several science centers and museums in Finland, for example, Heureka Finnish science center, Arktikum science center & museum, Pilke science center, Science center Tietomaa, which are the perfect place for learning, enjoying yourself, putting your brain and body at test or simply engaging in entertaining exploration. (Science center Tietomaa 2017.)

Finnish education company represents majority of after school activity providers, incl. school of visual arts, music and dance, coding and architecture and so on. (Arkki school of Architecture for children and youth 2018.) They support the growth of children and youth as individuals and humans with some certain skills. On this point, it is different from public school, which include Kindergarten, primary school, secondary school, high school, vocational school and University & University of Applied Sciences.

6 SWOT analysis for Finnish Educational Travel Industry

SWOT analysis is an acronym that the letters stand for Strengths, Weaknesses, Opportunities and Threats. It is a key technique for presenting the results of a strategic analysis, which provides a direction for formulating the strategy for future. The strengths and weakness should be based on the internal analysis of Finnish educational travel market and organization, and the opportunities and threats are based on the analysis of the environment that is external to the market and organization. (Evans, Campbell & Stonehouse 2003, 196-198.) No one would be wise to make any important decision without adequate and relevant information and neither would a travel company, so the SWOT would help the Finnish school camp providers to understand the current situation in a strategic way.

Table 2. SWOT analysis of Finnish educational travel industry

Strength	Weakness
<ul style="list-style-type: none"> • The world best education system • Rich in nature resources • Highly trained professions & camp counsellor by Finnish University • Safe and happiest country • Visit Finland excellent marketing in China • Direct & safe flight by Finnair 	<ul style="list-style-type: none"> • Finnish educational travel eco system is not ready • Lack of industry standard • Resource is limited • Not yet competitive in the world
Opportunity	Treat
<ul style="list-style-type: none"> • A new destination for educational travel • Chinese outbound travel is growing rapidly • Chinese positive policy towards educational travel • Education travel is still a small share of Chinese outbound travel market 	<ul style="list-style-type: none"> • Finland is not competitive enough yet world wide • Finland may get surpassed by other EU countries • Relationship between Finland and China

The strengths of Finnish educational travel industry come from the Finnish education, Finnish nature resources, highly qualified personnel, safety and national image representative – Visit Finland and Finnair.

As it is mentioned in chapter 6, Finnish education is now known throughout the world for progressive methods and good results, so Finnish education has become one of the main reasons of coming to Finland for Chinese visitors. Move over, thanks to the high quality of teacher education in Finland, the youth workers, camp counsellors and nature education teachers are highly qualified for organizing the educational activity, which is one of the embodiments of Finnish education from the educational travel perspective. Visit Finland (Business Finland 2018.) considers that educational travel has all the potential to grow and expand into a year-round operation throughout Finland, so it also means there will be more new job possibilities for education professionals and students, such as international counselling, nature education teaching, and pedagogical guiding. (Mantua-Kommonen, Nori & al. 2018, 62.) Finland can benefit easily from the existing excellent teacher training eco system.

Finland is named the happiest country in the world in the 2018 World Happiness report by UN. The report also said that Finland has been ranked the most stable, the safest and best governed country in the world. (The guardian 2018.) This makes Finland an even better educational travel destination for children, since safe environment is important for Chinese parents to consider when choosing the destination.

Visit Finland has high reputation in China and did excellent job in marketing Finland, especially in recent years, which is also shown in the increased nights spent by Chinese visitor in Finland in Chapter 6. Additionally, Finnair is considered as a trusted airline providing the shorts routes from China to Finland, with full star in safety ranking on AirlineRating.

The weakness of Finnish educational travel industry is obvious that the experiences of service providers are lacking and risk may come from poor preparation and wrong interpretation of Chinese's expectation, and the whole eco system is not ready yet. Since the Finnish industry is not familiar with educational travel concept and service process, the new service provider may not be able to keep the same quality that the customers require. In addition, there is risk that the capacity in Finnish schools and service providers is insufficient for the rapid growing Chinese market. The teachers may also concern too much about the extra work from the school visit and exchange program with Chinese school

camp groups, which may lead to a unmotivated attitude from school teachers (Mantua-Kommonen, Nori & al. 2018, 62.)

Because of the unready Finnish educational travel eco system, some key services are not very possible to arrange in Finland at the moment, for example, homestay and long-term school visit cannot be arranged, which make Finland not that competitive in the world wide, compared with the other traditional educational travel destinations for Chinese children. These services already became an industry chain in US, UK, Australia for instance. (Zeng 2015.)

When it comes to the external environment, the opportunity for Finnish educational travel industry is that Finland is a new educational travel destination for Chinese children. The main target group of Finland consist of people who have been to other countries a lot and seeking for new and fresh option (Visit Finland 2017.), therefore, as a new destination for educational travel, Finland can offer something new to the experienced children, who have been travelled to US, UK, Australia, Singapore, Canada etc., those typical educational travel destinations in the Chinese market. (Pan 2017.)

In December 2016, 11 ministries and commissions such as the Ministry of Education jointly issued the document "Opinions on Promoting Research Travel for Primary and Secondary School Students". In the 2016 International Study Tour Development report shows that the number of Chinese international educational travel increased by more than 20% every year. With policy encouragement and market development, international educational travel has gradually become parents' rigid investment in children's education. The report predicts that 10 years later, China's international educational travel will become a trillion market. (Peng 2017.) As David Wu from Visit Finland told that Educational travel is still a small share of the whole outbound travel market in China, but it has huge potential. (Mantua-Kommonen, Nori & al. 2018, 57.)

Last but not least, the Treats of Finnish educational travel industry, mainly from other countries. Compare with US, UK and Australia, these kind of famous country for University study, Finland is not well known by the Chinese parents yet, it will take some time to educate the whole market, and Finland is not an English-speaking country, which may bring concern to parents about children's English development during the camp and have an influence on decision making. From the perspective of the interaction between Finland and China, this Nordic country first established economic and trade cooperation with New China in the early 1950s, and bilateral political relations steadily moved forward. However,

politics does have a strong influence on the trade and cooperation in many fields, which is an uncertain issue as an external threat. (Zhao 2017.) Finnish national advantage in education and nature may also be surpassed by other Nordic country or European country, as time goes on and other country developing a new benchmark. Keeping the competitive advantage is always a challenge topic in business.

7 Research methodology

This chapter introduces the research methodology and the selected methods in this research. The definition of research methodology is presented in the beginning, also the different research approaches and then how the authors choose the suitable method for this study and how to applied them based on the theory. Finally, the questionnaire design will be discussed in the end.

The research question for this study is - "How should Finnish camp providers improve to get ready for Chinese customers?" The purpose of this study is to find out the special demands, concerns, and underlying motives and desires from the Chinese customers, in order to provide the overall background information and some development suggestions for Finnish camp schools to serve better the Chinese customers.

Research is the systematic process of collecting and analysing information or data to increase the understanding of the situation that we are concerned or interested, but not simply the information gathering or transportation of facts. (Sachdeva 2008, 6.)

Methodology is the underlying theory and analysis of how research does or should proceed, which is different from Method, the various way and techniques of proceeding in gathering information and evidence. (Sachdeva 2008, 7.)

There are two basic approaches to research, which are quantitative approach and the qualitative approach. The former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions. (Kothari 2004, 5.) According to the purpose and nature of the research, researcher can choose either one of the methods or even both of them to reach a valid and reliable result.

7.1 Quantitative research approach

Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. (Kothari 2004, 3.) This usually means survey research where a sample of population is studied (questioned or observed) to determine its characteristics. (Kothari 2004, 5.) Quantitative data collection methods allow you to test hypotheses derived from theories you have read about the issues you are investigating in your project. There are standardised procedures and techniques for collecting, organising and analysing the data. (Kuada 2012, 104.) Survey and interviews are the main techniques in quantitative data collection.

Steps in the survey research process start with defining the survey objectives, and continue with developing a sample frame, specifying the strategy for data collection, and conducting the appropriate analyses, and also evaluation. Each step is critical to the success of the survey. The steps are outlined as following:

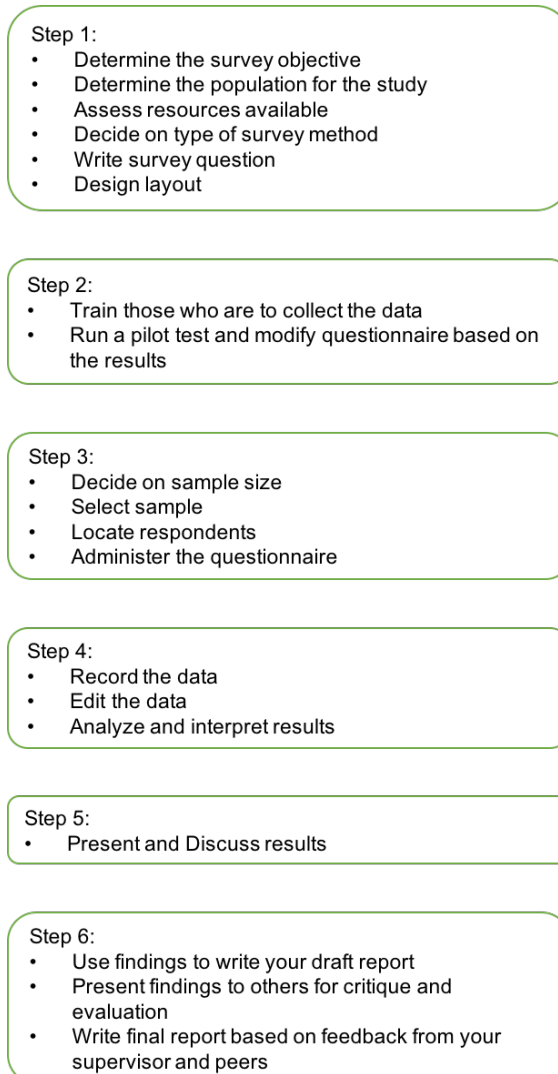


Figure 9. Steps in the process of survey research (Kuada 2012, 106.)

Following the steps of the survey research, this study starts from the survey question which is presented earlier in this chapter:

- What is the underlying motive when Chinese parents choose overseas educational travel for their kids?
- Are there any special demands from the Chinese parents?
- What could be the concerns from Chinese parents when they choose Finland as an education travel destination?

Sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. In this research study, the results are aimed to generalize to a segmented market in China, which is the first and second tier cities, in where the families with one or more underage kids or young couples who are going to be parents in a few years are the main target group for the Finnish camp school or educational trip to Finland. The population of this study is clear to be the first and second tier cities in China, then the samples are taken from the accessible part of this population. The sample frame will be the parent groups on Chinese social media where the authors are the members of or the authors' contact in China and the majority of the group members should be from the population. In this procedure, it starts from the authors, then expand to the parents who have no relationship with the original source of the sample, but still the valid ones. In another word, the sample is the group of parents in these social groups and will be selected as a sample with equal probability, which means random selection. By analysing the available resources, the study is aiming to get approximately 100 valid questionnaires from this population. (Sachdeva 2008, 141-142.)

There are various methods of administering questionnaires. These include mail, online, or by the researcher. (Kuada 2012, 110.) Online survey method is applied in this study by using Webropol online tool, which is a cheaper and speedy technique for conducting surveys compare with the traditional email survey method. It gives the convenience in the responding time to the professional and industry people who are very busy in their own schedule, additionally, Webropol provides strong support in editing and analysing the quantitative data, which means the data analysis will be presented automatically as the data fills in, so that the authors can start from the interpretation of the results, after receiving all the answers from the respondents.

Based on the research question and theoretical study, the first draft of questionnaire was design on Webropol within one week and tested by 5 potential respondents, after getting two rounds of feedback, the Webropol link of the final version was sent out to the potential respondents in China through Wechat groups, which is the most popular social media in China, and is like the combination of Facebook and Whats app. Once the data collection part is done, the authors will organize the data and try to interpret the inner meaning that the data tells. In the following chapter, the detailed analyse and discussion of the results will be presented. The last step in the process of survey research, which is mainly about the findings and feedback of the research will be presented in the discussion chapter in the end.

Interviews are classified into two groups: structured or standardised interviews and unstructured or nonstandardised interviews. Unstructured interviews may be either semistructured or in-depth interviews. Structured interviews are normally used to gather data for the quantitative analysis, and unstructured interviews serve the purpose of gathering data for qualitative analyses. (Kuada 2012, 113.) This data colleting method will be discussed into more details in the following section – qualitative research approach.

7.2 Qualitative research approach

Qualitative method is generally used to represent a wide variety of data collection methods. These include ethnography, participant observation, in-depth interviewing, and conversational interviewing. Qualitative methods allow the participants to raise topics and issues that you may not anticipate and that might be critical to the investigation. Furthermore, they also allow participants to express their feelings and offer their perspectives in their own words. (Kuada 2012, 93-94.)

There are three common techniques in qualitative data collection methods, which are focus groups, observations and qualitative interviews.

The focus group technique allows you to bring a selected group of people together to discuss the issues that the investigation centre on. The selection should be guided by some certain criteria, and then arrange with them to meet or call to discuss the various aspects of the project. Observation usually be used when the people are likely to feel uncomfortable or unwilling to discuss with you, and require you to become an active participant in the environment in which the study is conducted. Last but not the least, is the qualitative interviews, which seeks to gain an insight into the lived experience of the person that you are

interviewing, and provide you the opportunity to listen to what the respondents say about the issues that you investigate in their own words. It is different from the quantitative interviews. (Kuada 2012, 96-98.)

Interviews method can be used through personal interviews and telephone interviews. The method of collecting information through interviews is usually conducted in a structured way, which is called structured or standardised interviews. Such interviews involve the use of a set of predetermined questions and of highly standardised recording techniques. Thus, the interviewer in a structured interview follows a rigid procedure, asking questions in a form and order prescribed. As mentioned earlier in the quantitative method, the structured interview can be used to gather data for the quantitative analysis. (Kothari 2004, 97.) As against it, the unstructured interviews do not follow a system of pre-determined questions and standardised techniques of recording information. But this kind of flexibility results in lack of comparability of one interview with another and the analysis of unstructured responses becomes much more difficult and time-consuming than that of the structured responses from structured interviews. (Kothari 2004, 98.)

Due to the limitation of time and experience, and the nature of this study, the structured interview was used together with online survey as two main data collection for this study. First step in an interviewing process is respondent selection. (Kuada 2012, 112.) The authors selected two respondents from two companies in the educational travel industry, one in Finland and one in China, and the respondents who were selected will speak as a representative of the organization and as a private individual. As a supplement of the quantitative data collection method, the questions in the structured interview are different from the survey questions for the parents, those are more industry oriented and more concerned to the industry development, because this the part is what the survey lack of, due to the target respondents could not provide this information according to their knowledge or experience, but is very crucial for the Finnish industry as a necessary background information. During the interview, the answers were recorded as a note to each question and then be organized, compared and integrated into the result analysis.

7.3 Selected research method

The choice of data collection methods should always be guided by the problem formulation and must use the methods that provide the best opportunities for answering the research questions. (Kuada 2012, 117.) This study seeks to produce a generalizable

knowledge from formulating and testing hypotheses, therefore, the quantitative data collection method will be applied definitely. (Kuada 2012, 115.) Quantitative methods are generally, however, less flexible than qualitative methods, (Kuada 2012, 104.) so if the authors would like to get the better insights into the investigating issue, the combination of quantitative and qualitative methods could be considered to supplement each other, since this research requires the data can be used not only to reveal and understand the “What” and the “How” but also to place an emphasis on exploring the “Why”, in order to make the conclusion more understandable with a wider background.

Therefore, in this study, a mixed method of quantitative and qualitative methods will be applied, which means the online survey will be used to collect quantitative data, and at the same time, the interview method will be conducted through telephone-based interaction with the standardised questions, which use a questionnaire-type format.

7.4 Questionnaire design

A questionnaire is the main type of data-gathering instrument in descriptive research designs, which is a set of questions for obtaining statistically useful or personal information from individuals. (Stevens, Loudon, Ruddick, Wrenn & Sherwood 2005, 133.) Of course, a well-designed and effective questionnaire is much more than that.

The initial step to be taken in the design of a questionnaire is to determine the specific information needed to answer the research questions. In this survey means the special demands, concerns, and underlying motives and desires from the Chinese customers regarding overseas educational travel, especially to Finland. Additionally, the sampling frame and administration method of this questionnaire are considered as well. Then it is the time to choose the types of questions to be used in the questionnaire. There are four basic types of questions might be used in a questionnaire: open-ended, dichotomous, multichotomous, and scales. Most questionnaires usually include more than one type of question. In this survey, open-ended, dichotomous and multichotomous, three types of questions are used according to the information required, nature of the respondents and the analytical techniques to be accommodated. The next step is to write down the specific questions that will be asked. After listing firstly all the questions that want to be asked in the questionnaire, it is very important to control the length of the survey by keeping only the necessary questions. In the quantitative survey, 13 questions are included, with four basic sections: introduction, body/content, classification and open-ended section; in the

interview, 5 questions are included. When the questions are ready, the survey and interview questions are tested. Based on the results of the feedback, it is good to review and revise the questions. (Stevens & al. 2005, 140-149.)

The survey was present on Webropol in Chinese and English language. It starts with the background information about the region, age of the kid/kids, then comes to the body part, which is related closely with the research questions listed above in the same chapter: Question 3 - the reason of attending the camp school, and Question 5 regarding the camp theme tell the initial motives of the parents, together with Question 4, 6 and 7 – the sign of a good camp, country for educational travel and the reasons tell the initial demands or wishes of a camp school or educational travel in general. Then it comes to the specific part of the research – Finland as an educational travel destination in Question 8-11, which ask the reason for choosing Finland, the concerns about Finland, and the length and the season of Finnish camp school. With these questions, the authors are trying to figure out the respondents' opinions about Finland, especially on Finnish education advantage, learning method and course content, and some cultural issues/concerns. This will also reflect on the SWOT analysis of Finland and maybe provide some new ideas. The questionnaire ends with the open-ended questions regarding their previous camp or travel experiences, both good and bad side.

The interview questions are meant to be different but related to the survey questions, to provide a wider understanding of the current market and future of it. At the same time, try to obtain some fresh and valuable information about the insight of the industry which are not covers in the questionnaire. The questions are listed as following:

- What do you think are the advantage of Finland being as a camp destination?
- How do you see the future of Finnish camp school in Chinese market?
- Why do you see the trend of education travel industry in Finland?
- What do you think are the challenges for Finnish education travel development?
- What would you like to suggest the most to the Finnish camp schools?

More details of the relationship between the questions and the previous chapter, and the results of the survey and interview will be discussed in the following chapter – Result Analysis.

8 Result analysis

This chapter analysis all the questions, discuss the findings that from both online survey and interviews responses. The discussion starts with the quantitative approach which is done by a questionnaire among the parents in the first and second tier cities in China, who are going to the potential customer for Finnish camp school. Then followed by the analysis of the interview questions, which is conducted with two industry people, one in Finland and one in China. They chose to do the interview anonymously, so the company and interviewee's name will not be shown in this research, but the description of two companies and interviewees will be introduced in the following section, for all the reader to understand the background of the companies and position of the interviewees.

8.1 Quantitative results

This part focuses on the explanation of the data obtained from the questionnaire, and analysis the underlying meaning of the answers. The background information related to this survey is about the respondents' living area, family background and their motives, concerns and demands of travelling abroad for study trip is involved, e.g. the original reason of joining a camp, the ideal destination of this kind of trip, attractive camp topic. Regarding Finland as a camp destination, question about the unique experience in Finland, the camp length, season and concern are covered. There are also one open-ended questions about their previous experiences during the education trip, in order to find out the good and bad example of the camp process.

8.1.1 Demographic characteristics

The population of the research that the results want to be generalizable to are the parents who live in first and second tier cities in China, either with one or more underage kids, or without kids now but plan to be parents in a few years. This is defined due to the family income level, which varies a lot among different tiers of cities. Because the parents or parents to be in the big cities are more open-minded to new things and new concept, at the same time, are more probable to be able to afford the cost of coming to Finland. The survey was sent to some qualified samples who are the friends of authors, then the friends will continue to share the link and invitation in their social media group in where parents are the major members, then the survey will be forward to another similar group, and so

on. In this way, the respondent starts with friends, but ends with strangers, this can also increase the credibility of the results.

The survey process took about 3 weeks for the data collection, and in total we sent out 150 Wechat invitations and 104 was the final number of the valid questionnaire.

8.1.2 Analysis of questions

The first part of the survey is about the basic background of the respondents regarding the region and family structure. The objective of these questions is to find out these two issues mentioned.

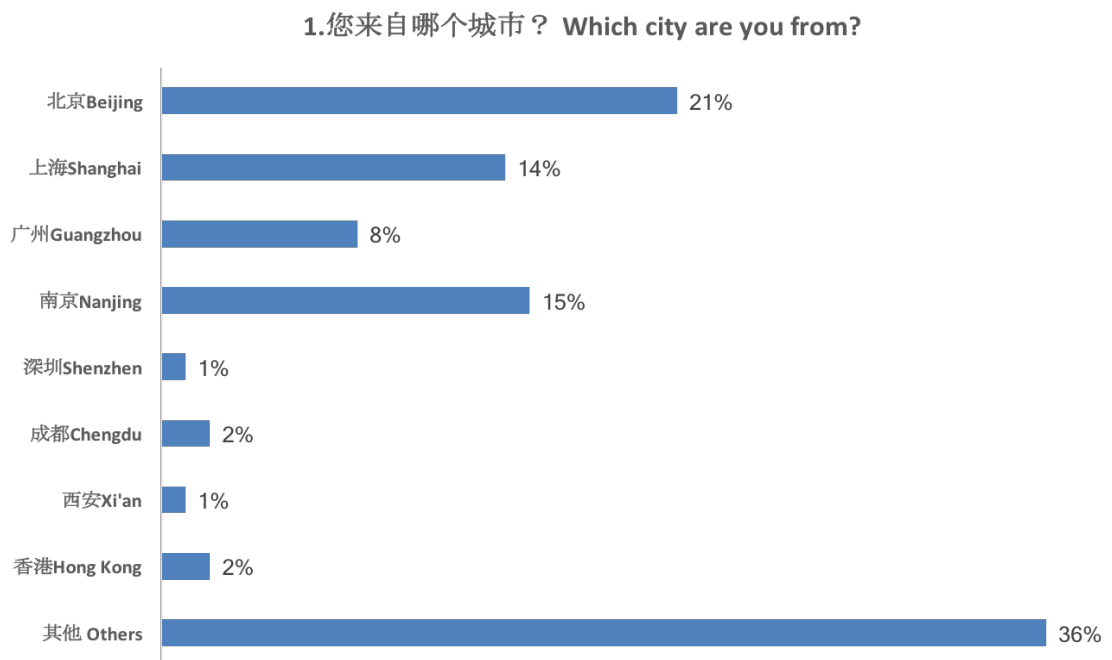


Figure 10. Region of the participates in this study.

It can be seen from the figure above that there is a clear difference between different cities. The cities listed are the main first and second tier cities in China, in where the families have the power of consumption of overseas educational travel. It helps us to understand the results of this study reflect the demands at least from these cities, as the main consumer group. Among the samples, 21% is from Beijing, which is the capital city in China; 15% from Nanking and 14% from Shanghai that locate in the east coast of China, where is the wealthy area of China. Guangzhou, Shenzhen and Hong Kong, are considered to

be the significant area of overseas educational travel development, although the percentage of these areas are not high according to the results, especially for Finland, as the winter destination. There is a simple reason behind - SNOW, since the people live in these areas never seen snow unless they go the north.

2.您的孩子多大? How old is your child?

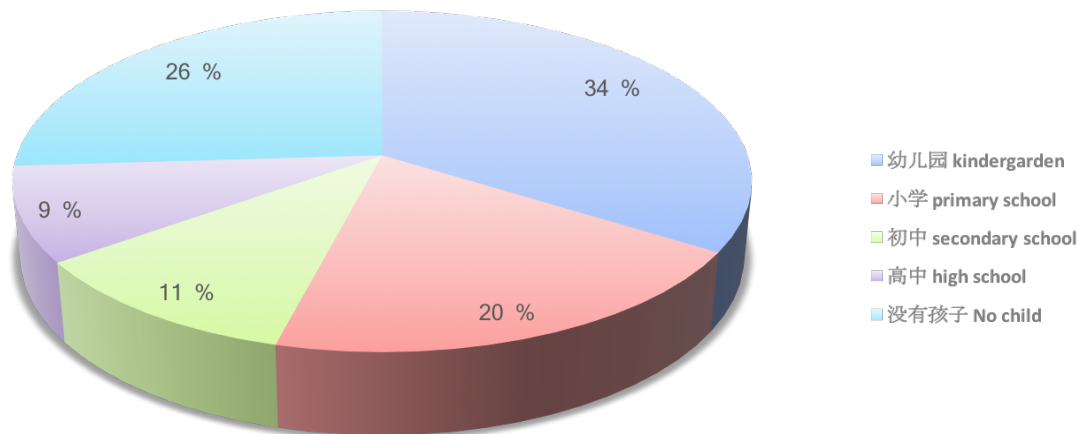


Figure 11. The kid's age.

As it is shown from the chart above, the main respondents are from the families with child in early education phase or basic education phase. 34% of them have kid or kids in kindergarten, and 20% from primary school, and in total these two groups take over half of the samples. Another interesting part of the results is that 26% of the respondents have no child. As I mentioned earlier in sampling method, the survey was delivered to the young couples that are going to be parents in the near future as well, thus, these three groups of the families indicate the future demands and trends for the overseas educational travel. This could be helpful for the local market to understand the future consumer groups from China and start to get ready for it. In addition, 11% of the respondents have child in secondary school and 9% have high school child. Altogether with primary school group, it composes the main target group for the current educational travel market in China, and 40% in total.

From the following question No.3, it comes to the second part of the survey. In this part, it is going to find out the inner reasons of attending camp school or education travel, and

destination selection, what could be the attractive theme and the futures of a good camp school.

3. 您选择参加夏令营 / 冬令营的原因? What will be the reason to attend a summer/winter camp?

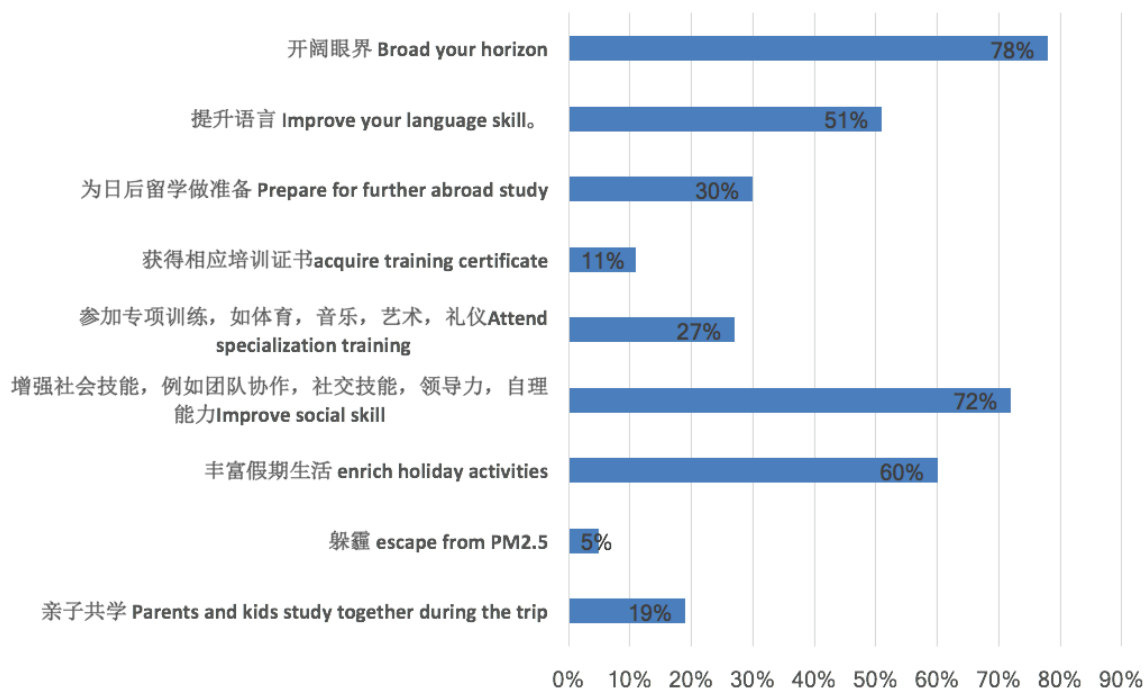


Figure 12. Reason for attending camp.

In this question, the respondents can choose up to four reasons of attending an educational trip. Through this question, it aims to get the deeper understanding of the underlying motives and original ideas of choosing such kind of trip for their children.

As it is shown in the above bar chart, the top three reasons are “broad the horizon” (78%), improve social skill (72%), and enrich holiday activities (60%), and among these reasons, the first and third answers are the very basic but important initial idea of joining a camp, only the second one refers to a certain type of skill which could be considered as a clear expected goal of the trip result, in another word, the parents hope that the trip could provide the opportunity of living in a team, that team work spirit, communication skills, emotion and desire control skills are all needed. As the fourth popular reason – improve language skill (51%), it tells another important goal of joining a camp that the parents would hope that during the trip, their child would have more chance to communication with local people by using English and more situations that they have to speak in English, so the parents consider this as a way of experiential learning method.

Other than these reasons, 30% of the respondents regards the preparation of the future abroad study as a vital reason for joining a camp to prepare the skills that would be needed, get to know the local environment and maybe pay a visit to the dreaming University to get encouraged. 27% of the respondents chose “attending a specialised training” as one of the reasons, which may refer to a certain training course, for example, sports, art, music, sciences or etiquette and so on. Minority of the group chose “acquiring training certificate”, “Parents and kids can learn together during the trip” and “escape from PM2.5 air pollution” as the reasons, which we should consider if it is the future demands or not, instead of ignoring them.

Based on the result, the basic demands of travelling still dominate the target group, at the same time, the answers also show that some certain goals of the trip become clearer, and the industry should be aware of that in order to provide an in-depth experience for the customers. The less chosen answers from this question has the possibility of becoming the new demands as the industry develops.

4. 什么是好营地的标志？ What do you think are the sign of a good camp?

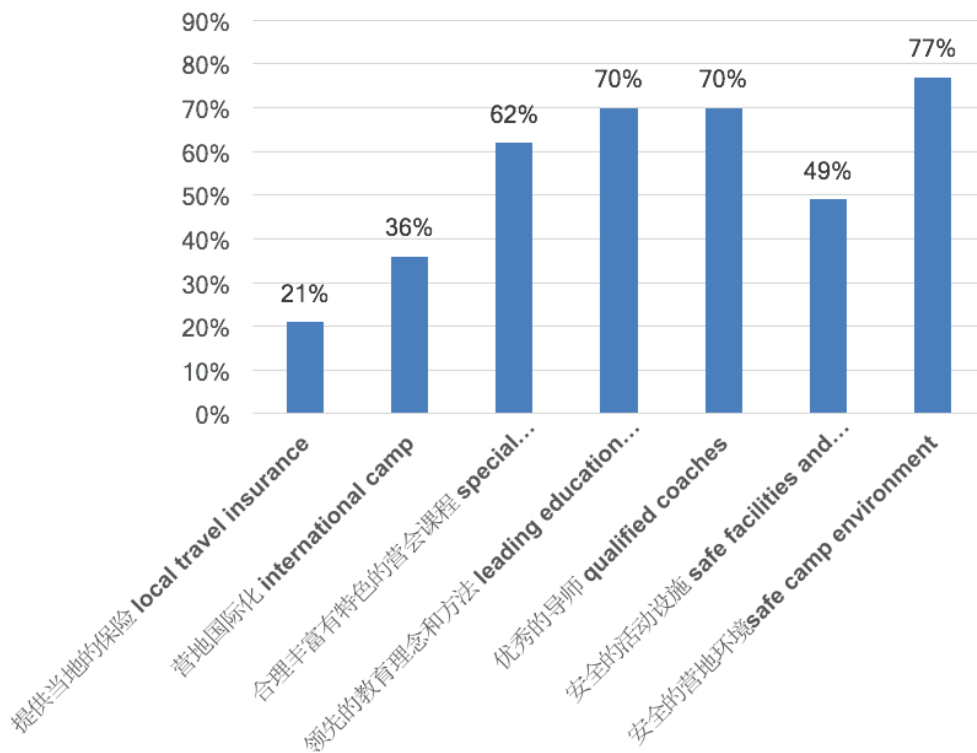


Figure 13. The sign of a good camp.

In this question, respondents can choose up to four answers that express them well. This question could give a quick view for the camp school to look themselves in the mirror and indicate that what the parents are expecting from the camp school as a service provider. Respondents may choose up to four options for the reason.

As it shown in the chart above, most of the answers are considered to be the good signs of a camp school, only two of them with 21% and 36% despondence rate. It is no surprise that safety (77%) is the most concerned and important aspect when parents choose a camp school, which could reduce the chance of an unexpected occurrence. Of course, the safe camp environment does not ensure the safety of the kids alone, it requires the qualified camp instruction with responsibility, which is the answer from 70% of the respondents. Another equally important sign as good camp instructor is the leading education concept and teaching method (70%). Camp school is different from a normal comprehensive school or high school, however, it performs the education function as well, therefore the methods applied in the camp program and courses play an important role in the camp experiences, because the content is delivered in a way that makes the kids understand easily. The education concept and method is closely related to the camp course content and design (62%). A well designed program empowers the kids to get the most out of the program itself. Related to safe camp environment in general, the safe facilities are considered by 49% of the respondents. It explains the parents' concern in a deeper way.

International camp environment and local travel insurance come after the other answers, however, it does not mean these issues are not as important as others. 36% from the respondents chose that international camp environment as a good sign that can provide a better English learning environment and better global vision for the kids. 21% of the respondents would like the camp school to provide a local travel insurance although all the travellers from China should hold an international travel insurance when entering another country.

5. 您比较感兴趣的营会主题？
Which of the following themes are you interested in?

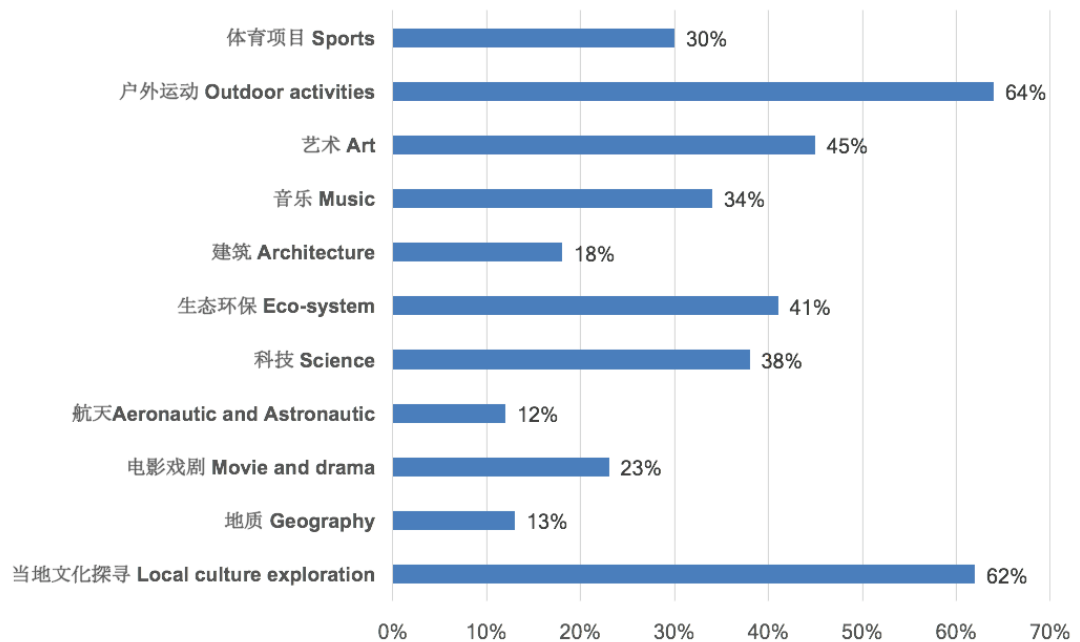


Figure 14. Interested camp theme.

As the survey goes on, the question goes deeper as well. In this question, it tries to find out the interesting topics or themes of the camp program, in order to indicate the wishes of camp content for Chinese customers, so that the camp school could consider when they develop the design and content of their camp program. Respondents may choose up to four options.

The most popular topics of the camp which are shown in the chart are outdoor activity and local culture exploration. 64% of the respondents would be interested in the local outdoor activity, which could be a good combination of sports and nature exploration. This also reflect to the previous question No. 3, the reason of attending a camp school. From this question, 62% of the respondents showed their interest of local culture, which could be the reason that bring them to a certain country. Therefore, the culture related program or content would be suitable for Chinese customers.

The other interesting theme would be related to Art (45%), Eco-system (41%), Science (38%), Music (34%) and Sports (30%). These topics are more related to the school courses and curriculum in China, and children are more familiar with these topics as well,

therefore it is not hard to understand that the same topic in another country with different culture and history background would be very interesting for the kids. Other themes, for example, Movie and drama (23%), Architecture (18%), Geography (13%) and Aeronautic & Astronautic (12%), have got gain enough attention from the customer yet.

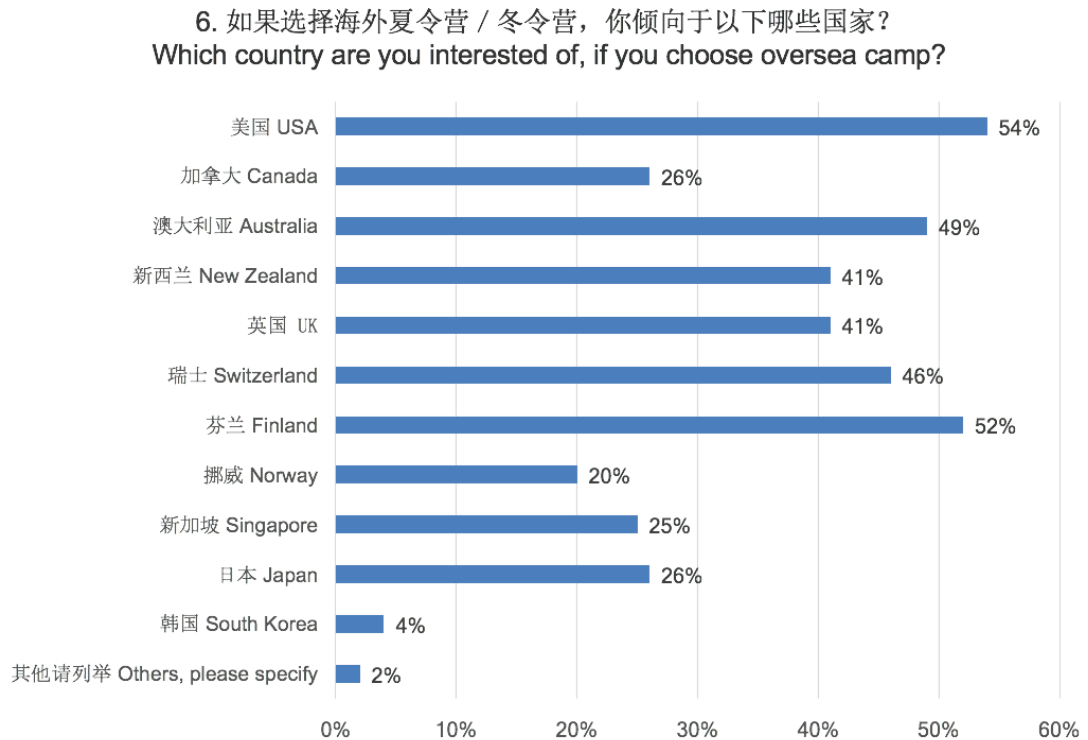


Figure 15. Choices of educational travel destination.

Now it is the time to find out that where do the parents would like their kids to go for exploring the interesting new world. In this question, respondents can choose up to four destinations, which could help us to understand the current situation of Chinese overseas educational travel industry.

As it shown in the chart, USA, Finland and Australia gained the most the attention from the respondents as top three destinations for educational travel. USA was always the first choice for quite many families in China, because there are variety of world top universities there, so no surprise that USA come on the first place. However, surprisingly Finland comes after USA, with a rate of 52%. Compared with other countries in the list, Finland is a new destination, but the number of Chinese visitors to Finland increase rapidly during recent years. However, the respondents of the survey understand that the survey is severed for Finnish educational travel industry, so the purpose of this survey helps to gain more attention for Finland. Australia (49%), Switzerland (46%), New Zealand (41%) and

UK come after, these are the traditional countries for studying abroad among Chinese and of course, for educational trip as well. Then Canada (26%), Japan (26%), and Singapore (25%) are the options. Norway has 20% of the respondents' support and South Korea has only 4%.

These percentage of different countries only shows the current situation about Chinese overseas educational travel market and has no necessary connection with future trends which might be changing all the time.

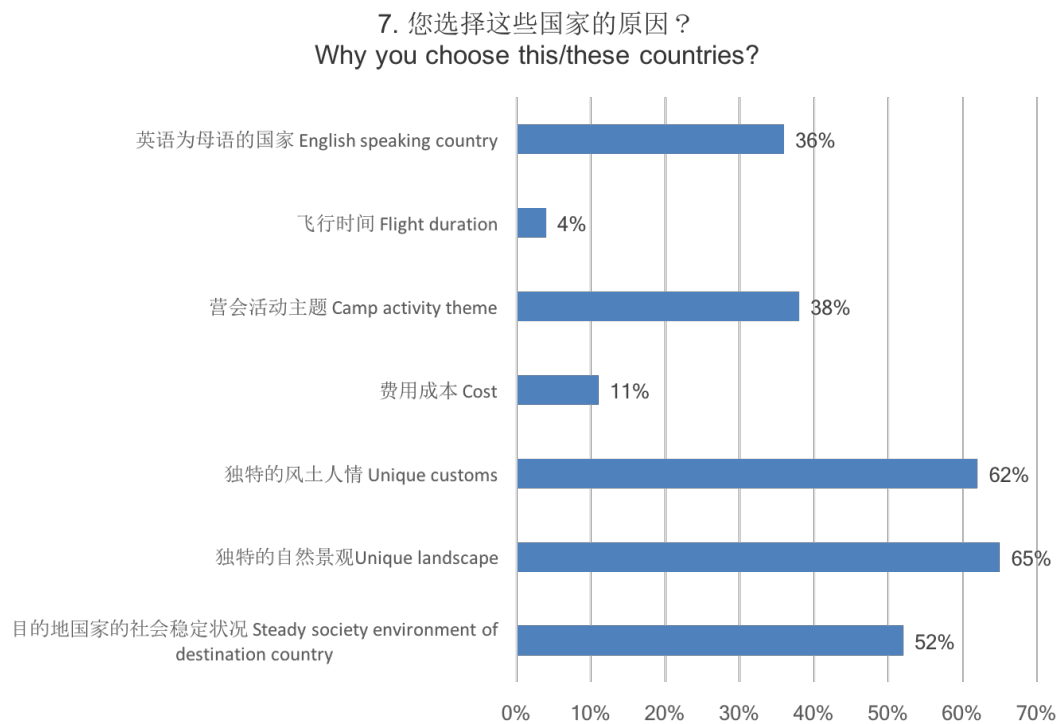


Figure 16. Reasons for choosing camp destination.

To follow the previous question, this question aims to find out the reasons why people would choose the countries in question No. 6. Respondents may choose up to three options for the reason.

Most of the answers go for “Unique Landscape” and “Unique customs”, which take 65% and 62% of the whole respondents. This question also refers to the reasons of choosing a certain country as an educational travel destination that exploring the unique landscape and customs seem very interesting for the customers. As the basic but important demands, these can be integrated into the program without any difficult. “Steady society environment of the destination country” comes after as the third chosen reason, which shows the importance of safety again, no matter the camp environment, camp facility, or society safety, are all regarded as a significant issue of choosing overseas camp.

After the top three, 38% of the respondents chose the “camp activity theme” as a reason and 36% of the respondents considered “English speaking country” as a reason of choosing a camp destination. These results illustrate again the purpose of attending a camp, which is English study and get some certain skills improved by training or course. However, choosing a camp destination is a result of many influence factors, so travel cost and travel distance are also considered, although there are only 11% and 4% of the respondents respectively chose these two factors, these are the very crucial issues in reality influence the decision making very much. In another word, everyone cares about how much they spend and what they could get in return.

From question No.8, it comes to the third part of the survey, that questions are more related to Finland as an educational travel destination. In this part, this survey is going to find out the possibility and potential for Finland to enter Chinese market and what could be the competitive advantage for Finland compared with other country in the world, and then what Finnish camp school industry would need to pay attention when develop new services and improve for new market.

8. 什么会是成为吸引您选择芬兰冬夏令营的原因？***
What will be the reason to attract you visit Finland for camp?

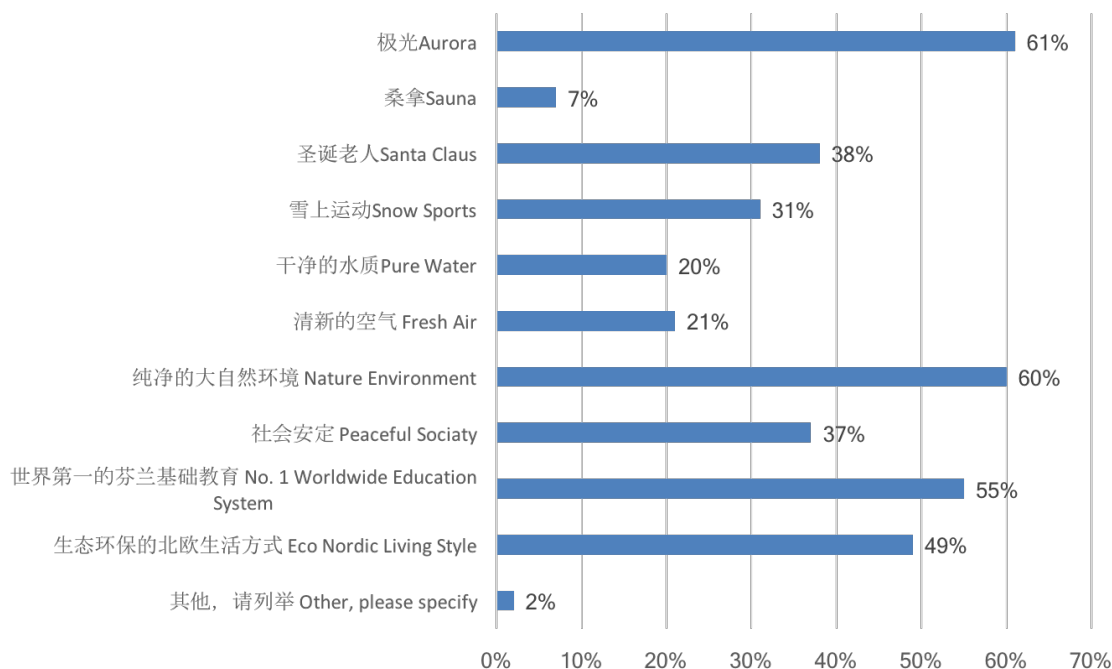


Figure 17. Reasons for choosing Finland as a camp destination.

In this question, it tries to find out the image that the Chinese has in mind about Finland, and what could be the possible reason for them to choose Finland as a camp destination among all the features that Finland are proud of, but from the Chinese point of view. Respondents may choose up to four reasons. This question can help the Finnish camp school to understand the possible selling points when promote to Chinese customers and apply these into the product design.

In the options, there are different kinds of features about Finland as a unique travel destination for kids. Finland is known as the hometown of Santa Claus and Sauna (Visit Finland 2016, 7), however, these two are not the main reason of coming to Finland for kids surprisingly, there is only 7% of the respondents would consider sauna is the main reason, and 38% of the respondents would think their kids will choose Finland because of Santa Clause. The reason for this is unclear from the answer, but meeting Santa Claus and trying Finnish traditional sauna would definitely be the amazing and must-do experience for even kids to try in Finland during the camp, especially in winter.

The most chosen reasons are "Aurora" (61%) and "Pure nature environment" (60%). Aurora is usually the tourist likes about Finland as a travel destination, as it shown from the chart, Aurora is also an attractive phenomenon for parents at least. Some camp school located in Northern Finland could benefit from Aurora very much. It is good to see "Pure nature" is appreciated by the respondents and that is what Finland can provide to the world. "Finnish Education" (55%) comes on the third place and followed by "Ecological Nordic life style" (49%). As a camp destination, of course, the education concept is an important part of the camp life for local kids, that is what makes the travel more than just a travel, and related to daily life style, which is seen as a part of culture.

37% of the respondents think that "Peaceful society" is a key issue for choosing camp destination and the safety issue is already shown in the previous question. 31% of respondents are interested in "snow activity", which is a good sign for winter camp, if there is already interests and demands for winter snow activity. "Pure water" and "Fresh air" are considered by around 20% of the respondents as the main reasons. Although Finland has the world's cleanest tap water (Visit Finland 2016, 7.), still these are not considered as the main reason to choose Finland, but they make Finland an even better place.

What the camp school could do to improve is maybe more related to Finnish education, activities could be done in Finnish nature, ecological life style, and winter activity.

9. 你觉得芬兰冬夏令营多久合适?
How long do you suggest for a Finnish summer/winter camp?

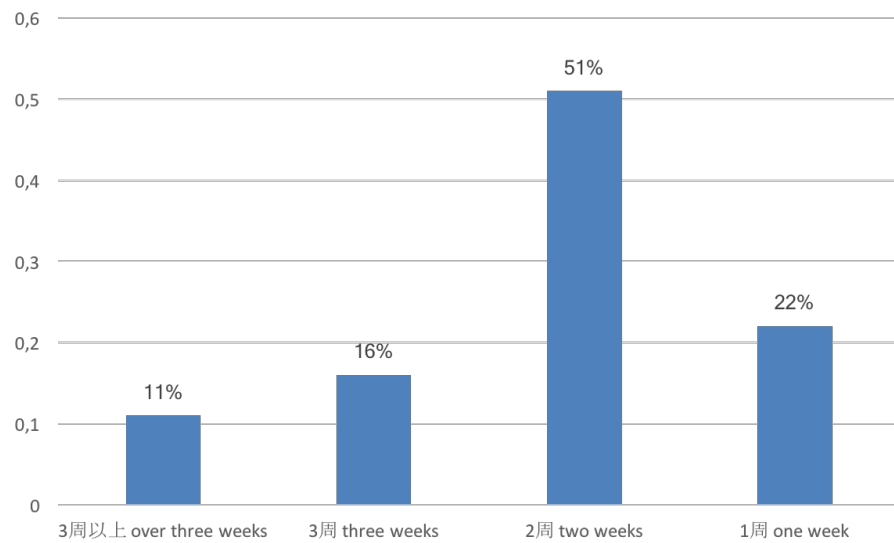


Figure 18. Length of the camp.

In this question, respondents can give their own opinion about the length of the camp based on their holiday time, budget and other situation in their own life. It is shown clearly that 2 weeks is the proper length of a camp for Chinese customers and half of the respondent would agree with this. 22% will think about 1 week, and 16% can consider 3 weeks, but only 11% think over 3 weeks is a good option. In reality, maybe the camp school can consider one to two weeks as the length for the whole trip, therefore in one camp location maybe one week to ten days.

10. 您最希望在什么季节来到芬兰?
Which season do you prefer to come to Finland?

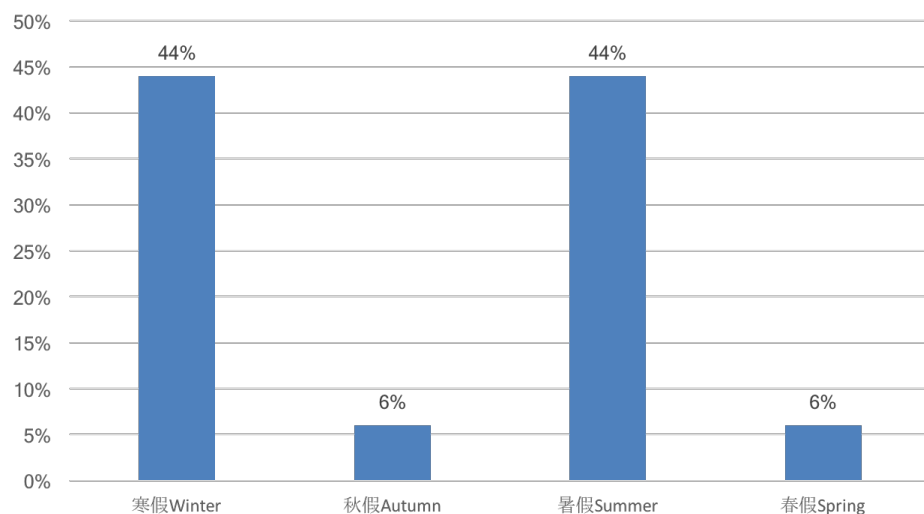


Figure 19. Seasons for Finnish camp.

Other than length of the camp, it is necessary to find out the most suitable time for Chinese customers to come to Finland.

As it is shown in the chart, almost half of the respondents would choose winter holiday and half of them choose summer holiday. And only 6% of them would like to come during spring holiday and autumn holiday. According to Chinese school holiday, the summer holiday usually in July and August; winter holiday is in January and February, therefore this two seasons could be the peak season for Chinese customers in the Finnish camp schools.

11. 对于芬兰冬令营或夏令营，您可能的担忧会是什么？
What could be your concern of choosing Finnish summer or winter camp?

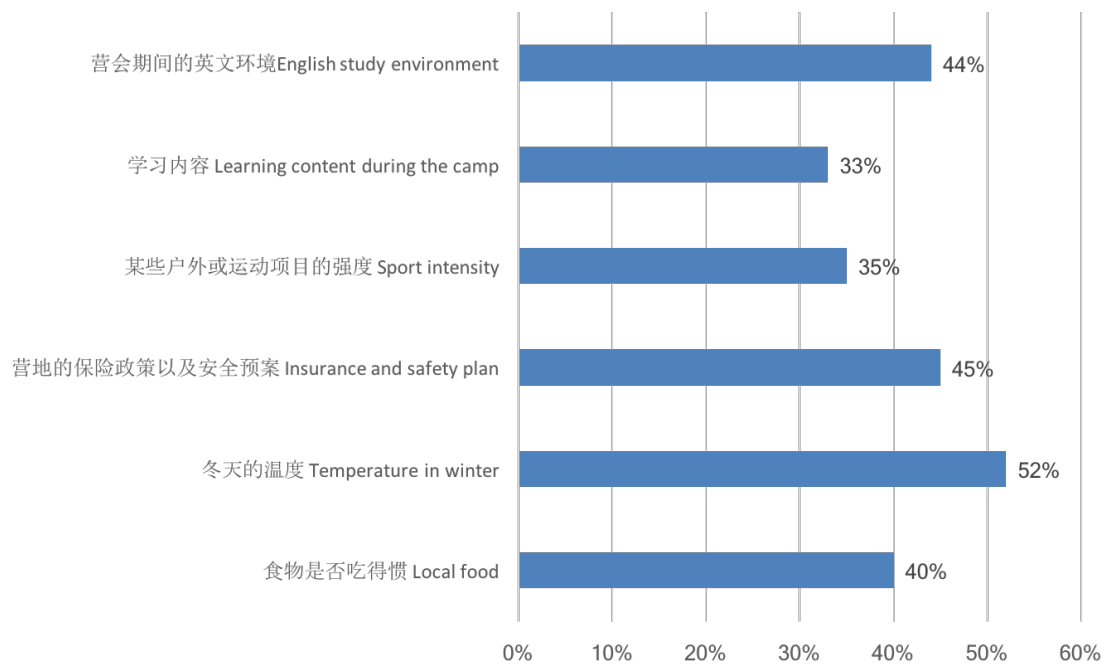


Figure 20. Concerns about coming to Finland for camp.

As the last question in the survey before the open-ended question, it tries to find out what could be the concern among Chinese parents when considering choosing Finland as the camp destination, so that all the Finnish camp school could prepare well and ready to give an answer for these.

As it is showed in the chart, the most concern is the temperature in winter, and this shows again the interest of winter camp in an indirect way. This concern comes from over half of the respondents. Around 45% of the respondents shows their concerns in the safety issue and English learning environment, which also points out the importance of safety and

English language study. 40% of the respondents concerns about the local food for their kids, and it is very easy to understand that in a foreign country, weather can eat well or not has a significant influence on the camp experiences during the whole trip. Then around 35% of the respondents concern the content and intensity of some certain activity, in another word, since the physical level and language skills between Chinese and local kids are quite different, so the proper adjustment for the Chinese kids is what they care about.

Until here, all the standardised survey questions are all analysed based on the results, then the last part of the survey is open-ended questions. There are two questions:

- What was your best camp experience?
- What was your worst camp experience?

There are 47 and 46 replies of each question, so about half of the respondents shared their valuable previous experiences. Detailed answers may be found from the “Appendix 1. Quantitative questionnaire” attached in the appendix. The answers have been sorted into different topics and listed in the following table.

Table 3. Number of topics mentioned in the answers of best and worst camp experience

	BEST EXPERIENCE	WORST EXPERIENCE
Local culture & people	9	4
Camp program	12	16
Meeting new people	6	2
Improve skills	7	
Happy trip	6	
Field of vision	2	
Learn new things	6	
Safety	2	3
Camp counsellor	4	4
Food		7
Team spirit		3
Comfort		2
Too much shopping time		1
Internationalized		2

As it is shown in the table, there are some common topics bring good and bad experience, but some topics bring either good or bad experiences easily. 14 topics are mentioned in the open-ended questions, and each point have been mentioned in the answers are recorded. Things that may bring good experiences should be emphasized more, and things that may bring bad experiences should be paid more attention on.

Experiences related to local culture & people, camp program, meeting new people, safety and camp counsellor can bring both good and bad experience, so these are the experiences that people should develop more to be able to bring happy memories and avoid the bad memories at the same time. Among these topics, respondents gave the most comments on “camp program”, for example, “kids got to try many outdoor activities”, “team work”, “explorer new sports and activities”, “the tourist program has been offered to the kids”, “too many places included and spent too much time on bus”, “kids did not learn anything from the trip” and so on. “Local culture & people” and “camp counsellor” are mentioned, the respondents explained the nice experiences of meeting local people and getting to know different culture, the importance of having a nice counsellor during the trip, but also complained the programs those had limited chances to meet the local people and the counsellor could not be able to support the kids and communication with them in a professional way. Of course, Safety is mentioned again in the open-ended questions in good and bad experiences.

Other than the common topics, there are some topics are worth discussed as well. “Improve skill” was mentioned by some respondents that by living together with other campers, the kids learned a lot about social skill and life management skills. People consider that weather the kids enjoyed the trip or not as an important issue for the camp. From the bad experiences, food has been commented by some respondents surprisingly. No one has considered the good food as a good experience to share with other, but when they are disappointed with food, they will complain and consider this to be a very bad experience from the trip.

These answers from the open-end question would benefit a lot for the local Finnish camp school to find out the special demands from the Chinese customers and enable them to develop a more Chinese-oriented products and services, in order to get ready for the Chinese market.

8.2 Qualitative result - Interview

In this part, it focuses on the analysis of the qualitative data collection method which was conducted by two personal telephone interviews. As a supplement of quantitative data collection method, it aims to find out the deeper reasons of some phenomenon and get a deeper understanding of the industry from a different angle, in order to provide the Finnish camp industry a whole picture about the Chinese market. Five questions were set in total for this standardised interview. The researcher/author began each interview by introducing the reasons of the interview, the topic of this research and the purpose of this study. Each interview lasted for 20 mins about and interview language was in Chinese.

8.2.1 Interviewee background introduction

The interview was conducted over telephone and with one person from the Finnish camp school industry and the other person from the Chinese overseas educational travel industry. Because both interviewees required the anonymous interview, so the person's name and company name cannot be shown in this research, however, the background of the person and the company will be told.

First company is a Finnish company based in Helsinki, that has been running the study tour business for four years between Finland and China. Their main business line is organizing Chinese kids and leisure travellers to visit Finland. Local school, local camp school, science centre and museum are involved as an important part of the camp program. Over 500 Chinese kids visit Finland through their camp program. The person who was interview are the team manager of the educational travel project. She has worked in this company since 2014 and the main duty is to develop the Finnish educational travel business and find more sales channel in mainland China.

Second company is located in Beijing, China. They focus on overseas educational trip to over 15 countries, including Finland and other European countries. There are over 100,000 Chinese students go abroad for a short term educational trip through them. Their main target groups are middle to high class families in first and second tier cities in China and focus on 12-19 years old teenagers. The person who was interviewed worked as a product manager of Europe, and mainly responsible for designing the camp program together with the local agencies in different city and provide trainings to the sales person in the company.

The questions and detailed answers of the interviews are attached as Appendix 2. These answers are from the agency's point of view about the development of the Finnish camp in Chinese market.

8.2.2 Analysis of question

In the following interview, A stands for the first interviewee from Finland, and B stands for the second interviewee from China.

Question 1: What do you think are the advantage of Finland being as a camp destination?

This question enquired of the interviewees their opinion of the competitive advantage of Finland for educational trip from the industry's perspective. Interviewee A and B both explained a similar background information of education in China. When it comes to the education, Chinese parents are always willing to invest in their children as much as they can, since they understand very well that without good education, it is almost impossible to gain a bright future in the high competition society. Therefore, the parents try to seek the best education resource and training opportunity all the time, in order to improve all kinds of competences that the future requires and not limited to the knowledge for examination.

Interviewee A explained that Finland is now well-known worldwide for its best education system, innovative learning method and high qualified teacher, in China, people also started to realize about Finland firstly about the Santa Claus, northern light, Finnish nature and winter wonderland a few years ago, then recently more and more people get to talk about the Finnish education thanks to the social media, therefore, in the near future, Finnish education will be the main reason of coming to Finland for short term educational trip. However, interviewee B although agree on this point that Finnish Education will become the main reason, he thinks the main advantage of Finland currently are still Santa Claus and amazing winter wonderland, that the fairy-tale atmosphere of Finland is so attractive to Chinese children and even adults. As a new potential travel destination, Finland would be attractive to especially the experienced customers, who have already been to e.g. US, Australia, UK those popular countries that Chinese usually go for oversea university study.

Question 2: Why do you think the parents choose Finland instead of other country?

In this question, it enquired the insider's opinion about the reasons why Chinese parents choose Finland as the camp destination instead of another country. Interviewee A usually work in Finland with the Finnish partners and Chinese partners, but not the Chinese parents, therefore, the exact reason why parents would like to choose Finland are based on the comments from the kids have been to Finland before and the information from other Chinese partners. The reason she understood was quite simple that Finland is a new destination with mysterious and special culture that not many friends of theirs have never been to, or Finland is the hometown of Santa Claus. Additionally, some parents heard about Finnish education, so they would like their kids to experience the amazing learning atmosphere and concept.

Interviewee B told that many parents do not have a clear idea of which country to choose for their kids, but they usually would like to listen to their trusted education companies' suggestion about the next destination. However, education companies have designed many routes for different age level and budget, so if the education company would like to promote Finland hardly, they will definitely get more parents to sign up for the Finnish camp. Currently, the Finnish winter camp is easier for the parents and kids to adopt it and more popular than Finnish summer camp.

Question 3: What do you see the trend of Chinese overseas education travel industry?

This question enquired the prediction about the development of Chinese overseas educational travel industry. Every industry is developing rapidly in China. Interviewee A sees the main trend of the Chinese overseas educational travel industry is that the deeper content is needed and one country camp will be more and more appreciated by the customer. Nowadays in Chinese market, when it comes to Nordic winter camp or summer camp, the two countries or three countries are still the main stream. Especially for the school customer, the budget is so limited that the content could not be so in-depth. However, this situation will be changed very soon in the first-tier cities and then to the second-tier cities and so on, because some young parents already noticed that the in-depth travel style is the only way to explorer the country well enough.

The interviewee B shared the same trends with interviewee A, but he has another two opinions. Firstly, the age of the kids going abroad becomes younger and younger, but the English skill of the kids get better and better. This change will have an influence on the camp program content. The purpose of attending overseas educational trip is not any

more that much related to University study, but more related to multi-skill that will be needed in the 21st century. As a result, more themes and topics are needed for the younger kids. As the English skill of Chinese kids are getting better, the English lesson could be conducted in a multiple method which is not limited to the English lesson in the classroom, and the traditional English lesson will not be needed that much anymore. Secondly, more and more destinations will be promoted as a camp destination, which is not limited to USA, UK, Canada, Australia, Japan, Germany and so on, such well-known countries for University study, but more new destinations such as Finland, Norway, New Zealand, Kenya, Portugal, Switzerland.

Question 4: What do you think are the challenges for Finnish educational travel development?

This question enquired the opinion of the interviewees about the limitation of Finnish educational travel development based on the current situation in Finland and in China. Interviewee A think that the Finnish education travel is at the beginning phase of the development and requires a lot of knowledge about Chinese family, kid and the whole society, understanding of Chinese customers' demands and expectation when they choose Finland, and the practical experiences of hosting Chinese customers, therefore understanding the customer is challenging for Finnish camp school and lacking of efficient channel of learning Chinese is even bigger challenging. If Visit Finland could offer some trainings and industry networking event, it would be very helpful for the local companies to get the knowledge.

On the other hand, let Chinese understand Finland, especially the Finnish camp school in an efficient way is another challenging. Information is overwhelming in all kinds of social media in China, and it is not difficult to know about Finland as a travel destination, but about Finnish camp school or Finnish education is not that much easy, since the public attention still remains on the Finnish featured selling point, for example, aurora, Santa Claus, glass igloo, ice breaker and so on, thus the information of educational side is still limited to the people in the education industry.

Thirdly, the local camp resources are limited, which will also limit the development of the Finnish educational travel. The resources refer to the capacity of camp school, capacity of qualified English speaking camp instructor and qualified camp group leader.

Other than these three points, Interviewee B holds another different opinion that the real limitation for Finland is the homogenized product. As he understands so far, the products from different area or different camp schools are all very similar, which means people just do same things in different forests. Additionally, the high price in Nordic country will hold some families back, because some families who appreciate Finnish education cannot afford to a trip to Finland.

Question 5: What would you like to suggest the most to the Finnish camp schools?

This question enquired the feedback of the Finnish education travel industry from past years that they would like the Finnish companies to change or improve. Interviewee A points out the first feedback – working speed. There is a difference in the work style in Finland and China, which we call culture different, but when these two cultures meet each other, should find a common work style that suits better each other. As people know about Asian culture, people are hardworking and very efficient, therefore the cooperation will not go smoothly and efficiently if one party needs to wait for the other party's reply for long time or one party send the request of reply within one day, it means everyone should compromise and make the changes for each other.

From interviewee B's opinion, he would like to suggest the Finnish camp school that although the Chinese customers has special demands and expectation, do not change everything for meet the Chinese demands, should keep the Finnish camp school in an authentic way. You may change the taste of some food, but please do not try to offer Chinese food in your camp school; you may lower the intensity of some outdoor activity, but please do not make it way too easy to meet Chinese kids' physical level. Keeping the original taste is how Finland can differ from another country.

9 Conclusion and suggestions

In this chapter, key findings of the research are discussed, then based on the research result, developing suggestions are provided, in the end, an overall self-evaluation of the thesis project and further research suggestions are presented.

9.1 Key findings

Finland, as a new destination for educational travel, it is attractive for experienced camp travellers, in addition, Finnish education is highly appreciated by some Chinese parents, therefore, it is very promising for Finland to receive more Chinese customers for educational travel in the near future. However, Santa Claus, Aurora, Finnish nature and winter wonderland are still popular concepts about Finland nowadays in Chinese market.

Research found out that summer and winter holiday are the main seasons for Chinese to travel, and winter camp is even more popular than summer camp. When we consider the length of a camp, two weeks is the ideal length from parent's point of view. Safety is the most concerned issue in many questions, which related to camp site, activity equipment, activity process and food. When it comes to the camp experience, factors related to Finnish culture, people, program and weather play an important role, and these create both excellent and bad experiences, so it would be wise to pay more attention on these factors. Culture and outdoor activity are more popular than other activity. English study is an important motivation for Chinese parents to send their children to a camp.

In the interview, the interviewee also mentioned that the marketing work for Finland and Finnish camp should be improved, since social media is heavily used in China and information is so overwhelmed for public, so it becomes more difficult to catch customers eyes. At the same time, it is wise to utilize the Chinese social media, and be aware that Chinese use different social medias than in Finland.

9.2 Development suggestions

Since the Finnish industry is not familiar with educational travel concept and customers' expectations, it would be important to have standard and guidelines in place to keep up the high quality, and industry training is recommended for Finnish providers if there is possibility. If condition allows, Finnish school camp providers may consider to hire a Chinese

speaking specialist to deal with Chinese customers, in order to make sure they understand the customers demand correctly. This can make the communication much easier. Additionally, it is vital to understand the Chinese working style and philosophy to avoid losing business due to different working rhythm.

It is mentioned in the interview that similar Finnish camp sites offer similar program in different location in Finland, which is not good for further development of Finnish educational travel, because the product differentiation is lacking from Finland package. Thus, find the uniqueness of each Finnish camp provider is important in a long run. Better marketing material is needed for most of the Finnish camp providers, and it would be better if the materials include pedagogical thinking.

Chinese customers are very demanding sometimes and may send different kinds of requests. It is the idea to fulfil customers' demands, but the providers should try to keep the authentic elements from the service as well, because that is the main reason why the customers come to Finland.

9.3 Self-assessment and reflection

The target of this thesis is to provide a holistic understanding of educational travel/ school camp concept, educational travel industry situation in both Finland and China and Chinese customer expectations and demands, moreover, by conducting the research, providing key findings in educational travel related services. The research results can bring interesting insights about the industry, and benefits for Finnish school camp providers, teachers, students and other related sectors. As a new focus for Visit Finland and Finnish travel and education industry, it is important to share research results during the beginning phase.

This thesis also helped us to understand how fast the industry is developing in Finland and China, within this one-year period, new trends already took place. Thus, being open minded and ready for change is essential for future development. Further study on sustainable development of Finnish camp industry could be recommended as an interesting topic for readers.

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Appendices

Appendix 1. Quantitative questionnaire

1. 您来自哪个城市?
Which city are you from?
Number of respondents: 104

	N	Percent
北京Beijing	22	21.16%
上海Shanghai	15	14.42%
广州Guangzhou	8	7.69%
南京Nanjing	16	15.39%
深圳Shenzhen	1	0.96%
成都Chengdu	2	1.92%
西安Xi'an	1	0.96%
香港Hong Kong	2	1.92%
其他 Others	37	35.58%

Option names	Text
其他 Others	沈阳
其他 Others	沈阳 Shenyang
其他 Others	济南
其他 Others	沈阳
其他 Others	承德
其他 Others	沈阳 Shenyang
其他 Others	沈阳
其他 Others	沈阳
其他 Others	浙江
其他 Others	揭阳
其他 Others	安徽省芜湖市
其他 Others	哈尔滨
其他 Others	江苏

其他 Others	扬州
其他 Others	沈阳
其他 Others	沈阳
其他 Others	青岛
其他 Others	沈阳
其他 Others	沈阳
其他 Others	苏州
其他 Others	河北秦皇岛
其他 Others	大连
其他 Others	济南
其他 Others	济南

2. 您的孩子多大?

How old is your child?

Number of respondents: 104

	N	Percent
幼儿园 kindergarden	35	33.66%
小学 primary school	21	20.19%
初中 secondary school	12	11.54%
高中 high school	9	8.65%
没有孩子 No child	27	25.96%

3. 您选择参加夏令营 / 冬令营的原因?

What will be the reason to attend a summer/winter camp?

(1-4 项可选, you may choose up to 4 options)

Number of respondents: 104, selected answers: 366

	N	Percent
开阔眼界 Broad your horizon	81	77.88%
提升语言 Improve your language skill。	53	50.96%
为日后留学做准备 Prepare for further abroad study	31	29.81%
获得相应培训证书acquire training certificate	11	10.58%
参加专项训练，如体育，音乐，艺术，礼仪Attend specialization training	28	26.92%
增强社会技能，例如团队协作，社交技能，领导力，自理能力Improve social skill	75	72.12%
丰富假期生活 enrich holiday activities	62	59.62%
躲霾 escape from PM2.5	5	4.81%
亲子共学 Parents and kids study together during the trip	20	19.23%

4. 什么是好营地的标志？

What do you think are the sign of a good camp?

(1-4 项可选, you may choose up to 4 options)

Number of respondents: 104, selected answers: 400

	N	Percent
安全的营地环境safe camp environment	80	76.92%
安全的活动设施 safe facilities and equipment	51	49.04%
优秀的导师 qualified coaches	73	70.19%
领先的教育理念和方法 leading education system and methodology	73	70.19%
合理丰富有特色的营会课程 special designed camp courses	64	61.54%
营地国际化 international camp	37	35.58%
提供当地的保险 local travel insurance	22	21.15%

5. 您比较感兴趣的营会主题？

Which of the following themes are you interested in?

(1-4 项可选, you may choose up to 4 options)

Number of respondents: 104, selected answers: 395

	N	Percent
体育项目 Sports	31	29.81%
户外运动 Outdoor activities	67	64.42%
艺术 Art	47	45.19%
音乐 Music	35	33.65%
建筑 Architecture	19	18.27%
生态环保 Eco-system	43	41.35%
科技 Science	40	38.46%
航天Aeronautic and Astronautic	12	11.54%
电影戏剧 Movie and drama	24	23.08%
地质 Geography	13	12.5%
当地文化探寻 Local culture exploration	64	61.54%

6. 如果选择海外夏令营 / 冬令营，您倾向于以下哪些国家？

Which country are you interested of, if you choose oversea camp?

(1-3 项可选 you can choose up to 3 options)

Number of respondents: 104, selected answers: 402

	N	Percent
美国 USA	56	53.85%
加拿大 Canada	27	25.96%
澳大利亚 Australia	51	49.04%
新西兰 New Zealand	43	41.35%
英国 UK	43	41.35%
瑞士 Switzerland	48	46.15%
芬兰 Finland	54	51.92%
挪威 Norway	21	20.19%
新加坡 Singapore	26	25%
日本 Japan	27	25.96%
韩国 South Korea	4	3.85%
其他请列举 Others, please specify	2	1.92%

Option names	Text
其他请列举 Others, please specify	中国
其他请列举 Others, please specify	俄罗斯

7. 您选择这些国家的原因？

Why you choose this/these countries?

(1-3 项可选 you can choose up to 3 options)

Number of respondents: 104, selected answers: 277

	N	Percent
英语为母语的国家 English speaking country	37	35.58%
飞行时间 Flight duration	4	3.85%
营会活动主题 Camp activity theme	39	37.5%
费用成本 Cost	11	10.58%
独特的风土人情 Unique customs	64	61.54%
独特的自然景观 Unique landscape	68	65.38%
目的地国家的社会稳定状况 Steady society environment of destination country	54	51.92%

8. 什么会是成为吸引你选择芬兰的原因？

What will be the reason to attract you visit Finland?

(1-4 项可选, you may choose up to 4 options)

Number of respondents: 104, selected answers: 395

	N	Percent
极光Aurora	63	60.58%
桑拿Sauna	7	6.73%
圣诞老人Santa Claus	40	38.46%
雪上运动Snow Sports	32	30.77%
干净的水质Pure Water	21	20.19%
清新的空气 Fresh Air	22	21.15%
纯净的大自然环境 Nature Environment	62	59.62%
社会安定 Peaceful Society	38	36.54%
世界第一的芬兰基础教育 No. 1 Worldwide Education System	57	54.81%
生态环保的北欧生活方式 Eco Nordic Living Style	51	49.04%
其他, 请列举 Other, please specify	2	1.92%

9. 您觉得芬兰夏令营 / 冬令营多久合适?

How long do you suggest for a Finnish summer/winter camp?

Number of respondents: 104

	N	Percent
1周 one week	23	22.11%
2周 two weeks	53	50.96%
3周 three weeks	17	16.35%
3周以上 over three weeks	11	10.58%

10. 您最希望在什么季节来到芬兰?

Which season do you prefer to come to Finland?

Number of respondents: 104

	N	Percent
春假Spring	6	5.77%
暑假Summer	46	44.23%
秋假Autumn	6	5.77%
寒假Winter	46	44.23%

11. 对于芬兰冬令营或夏令营，您可能的担忧会是什么?

What could be your concern of choosing Finnish summer or winter camp?

(1-3 项可选 you can choose up to 3 options)

Number of respondents: 104, selected answers: 259

	N	Percent
营会期间的英文环境English study environment	46	44.23%
学习内容 Learning content during the camp	34	32.69%
某些户外或运动项目的强度 Sport intensity	36	34.62%
营地的保险政策以及安全预案 Insurance and safety plan	47	45.19%
冬天的温度 Temperature in winter	54	51.92%
食物是否吃得惯 Local food	42	40.38%

12. 在你以往的夏令营 / 冬令营中，最好的体验是什么? (开放性问题)

What was your best camp experience? (open ended question)

Number of respondents: 47

Responses
当地人十分真诚热情，了解了很多当地的风土人情 Honestly and friendly local people, and make me understand a lot local customs
Outdoor activities
无 None
认识不同的女孩子 Know different Girls
营地对孩子独立能力的培养及眼界的开阔 The camp school can develop children's independent ability and broaden there views.
活动丰富多彩，安全 A lot of interesting and safe activities.
孩子开心，学到了很多。 The child feels happy, and learn a lot at the same time.
孩子在马来西亚参加营地活动，了解当地多重文化，体验当地风土民情。 The child participated in camp activities in Malaysia, learn about the local different culture, and experienced the local customs and practices,
能够有机了解当地特有的文化和生活方式 Able to understand the unique local culture and way of life
孩子小没参加过 Not participate yet
团队合作 Teamwork
尝试了很多新的运动或项目，发现了新的爱好 Tried a lot of new sports or projects and found new hobbies
看到了不一样的世界，接触到了不一样的人 Saw different worlds and got to known different people
去纯净的大自然，享受人少的乐趣。

Get into the pure nature and enjoy it without that much people
无 None
无 None
心得体验 Experience
当地特色，文化交流及结合 Local characteristics, cultural exchange and combination
心情愉悦！ Happy
无 None
和当地的人一起生活交流 Live with local and communicate
能增加独立性。学会与人相处、合作等。 Learn to live independent and get to know how to stay and cooperate with others
气氛很愉快 Very pleasant atmosphere
即拥有集体生活，又可以分享所得，还可以培养独立！ Live in a team, share what you learn, and training to be independent
学到很多知识结交了有共同兴趣的伙伴 Learn a lot of knowledge and make friends with common interests
舒服自由 Feel comfortable and free
丰富多彩的活动安排，以及友善热情的朋友 Arrange different kinds of activities, and make friendly friends
no experience
不同的人文和自然景观，文化差异 Different humanities and natural landscapes, and also different cultural
自然景观，人文环境

Natural landscape, humanity environment
<p>在营地美好的环境，优秀的导师带领大家通过小游戏了解彼此，增强团队协作，鼓励更多的互相帮助与分享，感觉是个大家庭。一些户外探险活动安全工作很好。</p> <p>In the beautiful environment of the camp, excellent mentors lead us to understand each other through small games, enhance teamwork and encourage more mutual help and sharing. It feels like a big family. The safety measure of some outdoor adventure activities works well.</p>
<p>深度的当地文化探索，孩子的高度参与度和体验感，除了游乐有充分的教育性。</p> <p>Depth of local cultural exploration, children's highly focus of participation and experience, in addition full of educational value during play.</p>
<p>课程安排合理，学习内容有特色</p> <p>Good courses organization and learning content is unique</p>
<p>孩子有质量的参加营地的活动</p> <p>Children have quality camp activities</p>
<p>孩子深度了解当地风土人情，文化背景</p> <p>Children understand the local customs and culture, and cultural background</p>
<p>优秀的导师，有趣的活动所带来的愉悦感受</p> <p>Excellent mentor, feel fun during the interesting activities</p>
<p>可以在户外以团队的生活方式，达到娱乐 教育意义的持续体验，配合卓越的领导力和自然环境的熏陶 提高自己的心里及心灵的成长。</p> <p>Live as a team at outdoor, to reach a lasting sense of significance educational experience, with excellent leadership and the influence of the natural environment to improve their own heart and soul growth.</p>
<p>和小伙伴建立深厚的友谊</p> <p>Build deeply friendship with other children</p>
<p>暂无</p> <p>None</p>
<p>雪地项目</p> <p>Snow activities</p>
<p>清迈</p> <p>Chiang Mai</p>
<p>有趣有益的活动，亲切的老师</p>

Interesting and meaningful activities, kindly teacher
丰富的活动体验 A rich experience of activities
认识了一位很好的导师，当时跟她聊天很开心，非常有收获 Meet a good mentor, was very happy to chat with her, learn a lot
接触到了学校学不到的知识和经验 Learn the knowledge and experience which cannot get from school
跟孩子一起体验了之前不敢尝试的项目 Experienced the activities which did not dare to try before with child
团队参与，与他人分享与交流的乐趣 Team participation, enjoy with sharing and communicating with others

13. 在你以往的夏令营/冬令营中，最坏的体验是什么？

What was your worst camp experience?

Number of respondents: 46

Responses
去了很多地方，时间都浪费在了巴士上 Went to many places, time is wasted on the bus
Local food
无 None
无 None
孩子无法适应当地饮食习惯 Children cannot adapt to local diet
提前安排好的内容没有严格执行，应付了事。 The content arranged in advance is not strictly enforced, deal with something.
飞机上睡不好吃不好 Poor food and sleep on the plane
老师不负责任 The teacher was irresponsible

<p>活动安排不够合理（户外活动过少）</p> <p>Activities are not reasonable (so less outdoor activities)</p>
<p>孩子小没参加过</p> <p>No experience</p>
<p>小团体有利于大家之外</p> <p>small group gets benefits from the big group</p>
<p>食物太难吃</p> <p>Bad local food</p>
<p>无</p> <p>None</p>
<p>无</p> <p>None</p>
<p>太高强度的户外训练。</p> <p>Too intense outdoor training.</p>
<p>无</p> <p>None</p>
<p>部分没有意义的活动</p> <p>Something that does not make sense</p>
<p>无</p> <p>None</p>
<p>不方便</p> <p>Inconvenient</p>
<p>会累点</p> <p>Will be tired</p>
<p>纯旅游</p> <p>Pure tourism</p>
<p>住家很不负责，不提供任何食物</p> <p>The accommodation supplier is not responsible, does not provide any food</p>
<p>受伤吧</p> <p>Get hurt</p>
<p>老是让买东西</p> <p>Always ask to buy thing</p>
<p>人员太多，老师安排不过来而忽略与每一位学生之间的沟通</p>

Too many people, the teacher arranged but ignore the communication with each student
no experience
饮食不习惯 Bad local food
有点担心安全问题 A bit worried about security issues
走马观花 Cursory
没有体验到当地特色美食，感觉都在做中餐来迎合普遍性群体的要求。 Did not experience the local special food, feel all doing Chinese food to meet the requirements of the groups.
国内的一次夏令营，设施不够完善，预案不够充分，受到天气影响后体验感大幅下降和管理，复杂度大幅提升，导致项目效果很差。 A summer camp in China, facilities are not well prepared, emergency plan is not sufficient, the experience is influenced by the weather a lot and the situation became complicated, resulted in a bad outcome.
寄宿家庭孩子太多，教学没有特色 Too much homestay children, teaching no features
孩子的感受导师不了解 The mentor do not understand children's feeling
类似国内旅游，一群中国孩子 Similar to domestic travel, a group of Chinese children
营员的理念和行为不一致导致的小环境不和谐 Campers behave differently than what they thought, and result in a disharmony environment
There is not
没人关心，强度不适合 Nobody cares, the intensity is not suitable
暂无 None
无 None
日本

Japan
没有 None
无聊的活动体验 Boring activity experience
每个课程的时间有点短，不尽兴 The time is quite limit for enjoying each course,
时间短，没能充分的融入当地生活和文化 Time was limited that not fully integrated into local life and culture
上课内容太多，比较枯燥 Too much class content, feel boring
内容空洞，小朋友年龄段相差太远，没有共同语言 The content is empty, children are far apart in age and have no common language

感谢您对我们调研的支持！

Thank you so much for your time and support of our study!

Appendix 2. Qualitative questions

The following texts are modified and translated base on the telephone interview in Chinese. A stands for the

1. What do you think are the advantage of Finland being as a camp destination?
2. Why do you think the parents choose Finland instead of other country?
3. What do you see the trend of Chinese International education travel industry?
4. What do you think are the challenges for Finnish education travel development?
5. What would you like to suggest the most to the Finnish school camp provider?