



LAUREA
AMMATTIKORKEAKOULU
Yhdessä enemmän



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BREXIT – STORIES BEHIND THE STATISTICS



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*BREXIT – STORIES BEHIND THE
STATISTICS*

EXECUTIVE SUMMARY

“Brexit – Stories behind the statistics” research project aimed to identify on what scale Laurea co-operates with the UK, and how effective and useful the co-operation has been. In addition, the research project aimed to identify risks that Brexit may have on knowledge transfer, finances, and staff. The research project also investigated preparation plans for Brexit.

The central idea behind this research was to find stories behind the statistics, and to draw out conclusions from the facts and the myths.

The research conducted by Lifeworld Ltd and Laurea was undertaken during the period September – December 2017. The methodology employed a combination of secondary desk research and interviews.

A number of recommendations can be drawn from the data and analysis. These can be divided into short-term and long-term actions. The short-term actions include:

- An impact assessment should be done internally on the organisation to explore the effects of Brexit on personnel and finances.
- The effects of Brexit should be discussed with the board of directors, and a person in charge of monitoring the Brexit influence should be appointed.
- A mutual plan in the organisation should be made for future co-operation with the UK.

The long-term actions are:

- Monitoring of the Brexit influence should continue throughout the whole Brexit process. The monitoring should include media releases, EU decisions, as well as decisions and resolutions inside the UK.
- The organisation should do a constant situation assessment and changes to their strategy based on it.
- The organisation should assess the willingness and ability to continue the co-operation with British partners in the future.



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FOREWORD

Because of Brexit and the UK leaving the European Union (EU), the EU is at a significant turning point. Neither party of the negotiations seems to have a clear vision on what is going to happen during the following years. The UK is trying to negotiate itself the best possible terms for their withdrawal from the EU, while at the same time the EU is trying to bring about its own conditions.

As a member state of the EU Finland is also a part of the ongoing Brexit process. Finnish financial, educational, and social relations with the UK are facing significant changes. For Laurea University of Applied Sciences (Laurea), the UK is a valuable partner in student and staff exchanges and R&D projects, as well as in intensive studies and modules. Britain's departure from the EU would, for example, break up the Erasmus exchange programme.

It is difficult to estimate the impact of the UK's decision to leave the EU for Laurea, since there are several open issues at the time of writing this report. Companies may reduce their investments in the UK and consider transferring their existing operations outside the borders of the UK. At the same time educational institutions are in a position where they have to make independent plans on how to be prepared for Brexit, which takes place at the end of March 2019.

The report has been produced by Laurea Hyvinkää campus business students as a part of their project studies. The project was led by Dr Kemal Ahson from a London-based Consultancy Company Lifeworld Ltd, who also acted as a coach and mentor for the students. During the project the students learned not only about the Brexit but also about consultancy business, project management, and analysis of data. In addition, they improved their business English, and employability skills in regular meetings and intensive interaction with the project lead. In this model, the instructors acted as networkers, facilitators and evaluators. The instructors' role was also to ensure that academic competences are achieved by the students.

We believe that this work will result in increased knowledge about the Brexit and its possible effects on knowledge transfer, finances and staff, as well as its impact on the educational relations between Finland and the UK. The objective is that the results will facilitate educational institutions to be better prepared for the Brexit in a way that makes the continuous cooperation between the Finnish and British educational institutions possible.

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1. INTRODUCTION

1.1 Overview

“Brexit – stories behind the statistics” research project aimed to identify the scope of the co-operation Laurea has with the UK, how efficient and useful it has been, how Brexit might influence knowledge transfer, finances, and staff, and whether or not there are any preparation plans for Brexit.

The phenomenon Brexit is a current topic, and information around Brexit changes constantly. Brexit is to some extent an unfamiliar topic for the companies, and it has unpredictable effects on the employees and employers. Companies are forced to create a constant assessment of the situation and to make rearrangements for the company and personnel. Or at least they should have a plan on how to be prepared for possible unpredictable changes.

Brexit also changes peoples’ lives. Those people that are involved in some way with Britain and live here in Finland must be aware of the influences of Brexit. Brexit is going to affect peoples’ personal life, economic facts, travelling, social contacts and working life.

This research looked at how Brexit may influence institutes of higher education, and their cooperation with the UK. In particular it examined:

- In what scope the cooperation is done today and in the past
- The efficiency and usefulness of the cooperation
- The knowledge of Brexit
- How Brexit may influence knowledge transfer, finances, and staff
- Whether or not there are preparation plans for Brexit

The central idea behind this research is to provide personal insight from the interviewees on the situation and draw out conclusion by compelling the facts and the opinions, hence stories behind the statistics. Above all, the research aims to give educational institutions understanding about Brexit and encourage them to make preparation plans in time.

1.2 Methodology

This research aims to start a process of reflection on how Brexit will affect Laurea's cooperation with the UK when Brexit will come into effect.

The research - conducted by Lifeworld Ltd¹ and Laurea University of Applied Sciences (Laurea) – was undertaken over the September 2017 and December 2017 period. The methodology employed a combination of secondary desk research and interviews.

The desk research used a range of existing data and information, which included publicly available reports and news articles from various sources, e.g. news from the Guardian, Reuters, BBC, Devex, Independent, the Telegraph, Express, the Sun, Evening Standard, Yle and many others. The team also explored the EU regulations in order of necessity, statistics and former studies about international knowledge transfer. Through this report sources of data and information are provided.

The research project was initially focused on exploring how Brexit may influence British subsidiaries operating in Finland. For that purpose, a report by ETLA² was studied, from which the team also gathered a large data base. The data base included 304 subsidiaries, and the team made a draft interview template for the data gathering. With the help of the report, the team got the general view of the situation and got the idea how to approach and tackle the research problem. Another original idea was to explore how Brexit affects British expats living in Finland. Facebook contains various groups of the target group and the team made a draft e-survey for primary data gathering. However, the team concluded that the expats in the Facebook groups wouldn't provide any additional value for this research, so the idea was left out.

However, the target group of British subsidiaries proved to be too large and hard to contact for interviews, so the team tried a different approach. After much consideration, the research project's focus was shifted towards institutes of higher education, and Brexit influence on their knowledge transfer. The team also surveyed potential interviewees outside of Laurea's staff. The research team considered the value of these alternatives for research and as a result, the team decided that they were not part of the target group.

A research permit to investigate the co-operation with the Britain in both personal and organizational level was granted by director Hilkka Heinonen on the 19th of

1 Lifeworld Ltd is a London-based consulting company. For further information see www.lifeworld.info

2 "The Research Institute of the Finnish Economy (Etila) is engaged in applied economic re-search with emphasis on topics that are important from the Finnish point of view." For further information about the report see https://www.etla.fi/wp-content/uploads/VNK_2017_12.pdf.

October, 2017. The research permit included also a permission to use Laurea staff's contact information. To gather the primary data, the team drafted an interview template and piloted it. After the interview template (Appendix A) was ready, the team started with contacting the target group for this research, which was Laurea staff.

The contacting started with sending out e-mails with an invitation to participate in the research, however the team noticed that the receptiveness was low, so instead of sending out e-mails, the team approached the potential target group via phone calls. In addition, the team made face-to-face interview appointments in Laurea campuses.

The interviews were conducted face-to-face, and calling via Skype or telephone. During the interviews notes were taken. All the interviews were recorded for later transcribing, and deleted when transcribing was done. Altogether 26 interviews were conducted in different units of Laurea. The interviewees represent the versatility of Laurea's staff well.

The data and views were encouraged in confidence; that is comments are non-attributable. The interview template was semi-structured, allowing some flexibility during the interviews. The interviews were conducted in October and November 2017.

The interviews will yield qualitative data on past and present collaboration with the UK, and future visions on collaboration after Brexit goes through. The qualitative data explores the effectiveness and usefulness of cooperation with British individuals and organisations on an individual and organisational scale.

1.3 Report structure

This report consists of four main parts: the introduction, the context, the findings and analysis and the conclusions. More specifically:

Section 2 provides background information on Brexit and its effect on Finnish-British relations. This section explores economic relations and knowledge transfer on a European scale.

Section 3 presents the data and findings from the interviews with Laurea staff involved in co-operation projects and universities with Britain (qualitative data and quantitative data). This section explores how Brexit will affect knowledge transfer within Britain and Finland. Under each presented data part, there are analytical points.

Section 4 draws out some conclusions on how Brexit affects knowledge transfer and collaboration between Finland and the UK. The conclusions draw out Laurea's staff's opinions on Brexit.

2. CONTEXT

2.1 EU and the UK

The EU is an economic and political partnership involving 28 European countries. It began after World War Two to foster economic cooperation, with the idea that countries which trade together are more likely to avoid going to war with each other. It has since grown to become a "single market" allowing goods and people to move around freely, basically as if the member states were a single country. The EU has its own currency, the euro, which is used by 19 of the member countries, its own parliament and it now sets directives (legal guidelines) in a wide range of areas - including the environment, transport, consumer rights and even things such as mobile phone chargers.³

The EU Budget for 2018 was approved on 30.11.2017 by the Council and the European Parliament in Conciliation Committee and will be 160,1 billion euros as an allocation of commitment credits. It is 0,2 % higher than in 2017. There are 144,7 billion euros as payment appropriations, which is 14,1 % higher than the previous year's budget.⁴

The Council thinks that it is important to focus on the top priorities. The top priorities give added value to the level of the EU. The top priorities are competitiveness, increased employment, and growth.⁵

The budget for the Horizon 2020 program is going to be 8,4 % higher than the previous year's budget. Horizon 2020 is a research and innovation program.⁶

Support for young people remains a key priority for the EU also in 2018. For the youth employment initiative there has been budgeted 350 million euros. Erasmus plus appropriations will be increased by 12,1 % and after that they will be 2,3 billion.⁷

For solving migration and security challenges EU has budgeted 940 million euros for departments that operate in this sector. This is 8,9 % higher than in 2017.⁸

3 European Union, BBC NEWS 2017

4 Euroopan unionin neuvosto 2017

5 Euroopan unionin neuvosto 2017

6 Euroopan unionin neuvosto 2017

7 Euroopan unionin neuvosto 2017

8 Council of the European Union 30.11.2017

Article 50 is a plan for any country that wishes to exit the EU. It was created as a part of the Treaty of Lisbon - an agreement signed up by all EU states, which became law in 2009. Before that treaty, there was no formal mechanism for a country to leave the EU.

It's short - just five paragraphs - which spell out that any EU member state that may decide to leave the EU, must notify the European Council and negotiate its withdrawal with the EU, that there are two years to reach an agreement - unless everyone agrees to extend it - and that the exiting state cannot take part in EU internal discussions about its departure.⁹

Brexit is a combination of "Britain" and "exit". It is the popular term for the prospective withdrawal of the United Kingdom (UK) from the European Union (EU). The UK is thus on course to leave the EU on Friday 29th March 2019 at the latest. In a referendum on 23 June 2016, 51,9% of the participating UK electorate voted to leave the EU. In March 2017, the British Parliament passed a law authorizing the government to act to make an implementation. Negotiations are expected to last about two years. UK wants to negotiate a new security agreement with the EU.¹⁰

British Prime Minister David Cameron pledged in 2013 for a referendum on Britain's EU membership. He believed that he would be able to negotiate a better position for Britain in the EU by threatening to resign from it. The result of the referendum was not what he expected, and the pro - EU David Cameron had to carry out his pledge from the referendum. He did not believe that a no vote would be the outcome.¹¹

EU and the UK are going through a huge economic change because the UK is going to leave the EU in March 2019. No one knows yet what Brexit will bring, but it has already brought instability to EU countries and people who live in the UK. According to experts, Brexit may have direct and indirect effects on Finland. Much depends on the outcome of the various negotiations.¹²

According to the YLE news (8.12.2017), Britain and the EU have reached agreement on the terms of Brexit. Britain and the EU have reached a preliminary agreement on the conditions for the Britain's separation from the EU. Agreement was sealed in the morning in Brussels by the British Prime Minister Theresa May and the President of the Commission, Jean-Claude Juncker. On these issues, Britain and the EU have reached agreement: Irish border, British payments to the EU, the status of citizens.

On the 8th of December the progress took a step forward. The agreement was made on three important issues. The questions of how to protect the rights of Union citizens in the UK and UK citizens in the Union and how to secure the Northern Ireland questions and what the costs of UK's withdrawal is going to be.¹³

9 BBC NEWS 2017

10 BBC NEWS 2017

11 Time 2016, BBC NEWS 2017.

12 BBC NEWS 2017.

13 BBC NEWS 2017, Time 2017.

Discussion is currently taking place on three aspects on how Brexit will work - focusing on how much the UK owes the EU, what happens to the Northern Ireland border and what happens to UK citizens living elsewhere in the EU, and EU citizens living in the UK. The UK wants to talk about future trade relations - and a plan for a two year "transition" period to smooth the way to post-Brexit relations. But the EU says they will not talk about the future until enough progress has been made on the other issues.¹⁴

UK is no longer as important trade partner to Finland as it was before, which is clear from the ETLA's report by the Finnish Research Institute of the Finnish Economy to the Prime Minister's Office. The British resignation from the EU's internal market raises barriers to trade and affects business activity. In the long run, setting up trade barriers raises prices, reduces selections and weakens productivity growth.

The importance of Britain for Finnish foreign trade is slightly smaller than it is on average for the other EU and EFTA countries. The share of the UK in the exports of goods and services from Finland was on average 5.2 per cent in 2013-2014 (ETLA). There has been a parallel decline in imports as well. For Finland paper and cardboard is still by far the most important commodity group in the export to UK. The forest and chemical industries manufacture the most important export products.¹⁵

The number of Finnish subsidiary companies in the UK is around 200. In 2015, 308 British subsidiary companies operated in Finland. It may change now because of Brexit. Some 20,000 Finns live in the UK. 1,807 of them were students. According to Statistics Finland, 4,427 UK nationals lived in Finland in 2015 and 200 of them were students. For Finnish students the UK is clearly more important than vice versa.¹⁶ Studying and working in the UK may become more difficult than it has been in the past because of Brexit. When UK has been a member of the EU, Finns have been able to freely work and study in the UK.¹⁷

Any EU citizen already living and working in the UK will be able to carry on working and living in the UK after Brexit. The current plan is that even after Brexit, people from the EU will be able to move to work in the UK during a "transition" phase of up to three years.¹⁸

David Cameron announced that he would resign from the post of Prime Minister after losing the referendum. Britain got a new Prime Minister – Theresa May. Mrs May was also against Britain leaving the EU, but she played only a very low-key role in the campaign and was never seen as much of an enthusiast for the EU. Theresa May was against Brexit during the referendum campaign but is now in favour of it,

14 BBC NEWS 2017, Helsingin Sanomat 2017.

15 Valtioneuvoston selvitys- ja tutkimustoiminnan julkaisusarja 12/2017.

16 ETLA.

17 Valtioneuvoston selvitys- ja tutkimustoiminnan julkaisusarja 12/2017.

18 BBC NEWS 2017, The Sun 2017.

because she says it is what the British people want. Her key message has been that "Brexit means Brexit" and she triggered the two-year process of leaving the EU on 29 March 2019. She set out her negotiating goals in a letter to the EU Council president Donald Tusk.¹⁹

David Cameron, his Chancellor George Osborne, and many other senior figures who wanted to stay in the EU, predicted an immediate economic crisis if the UK voted to leave and it is true that the pound slumped the day after the referendum - and remains around 10% lower against the dollar and 15% down against the euro. For example, Helsingin Sanomat states that London's fruit and vegetable retailer Ali Rehman is scared what the British exit from the EU will mean in practice.

Brexit has already had a negative effect on Rehman's business. The weakened pound has made the imported vegetables more expensive. The price of the euro area products has risen by up to half.²⁰

2.2 Institutions of higher education in Finland

Under the control of Finnish Ministry of Education and Culture, there are 23 Universities of Applied Sciences. Universities of Applied Sciences act provides three faculties for Universities of Applied Sciences: in addition to teaching, Universities of Applied Sciences are responsible for research and development work and regional development.²¹

The goal of Universities of Applied Sciences is to provide higher education for vocational education based on the requirements of working life and its development, research, artistic and cultural backgrounds, and support the professional growth of the students.²²

In addition, Universities of Applied Sciences are responsible for applying applied research, development and innovation activities serving the polytechnic education and promoting working life and regional development and revitalizing the industry's business structure. Meanwhile whilst doing so, Universities of Applied Sciences promote lifelong learning.²³

19 BBC NEWS 2017.

20 Helsingin Sanomat 2017, BBC NEWS 2017.

21 Opetusministeriö, Korkeakoulut, tiedelaitokset ja muut julkiset tutkimusorganisaatiot.<http://minedu.fi/korkeakoulut-ja-tiedelaitokset> Date of reference 26.10.2017

22 Finlex, Ammattikorkeakoululaki, 2014. <https://www.finlex.fi/fi/laki/ajantasa/2014/20140932?search%5Btype%5D=pika&search%5Bpika%5D=ammattikorkeakoululaki> Date of reference 27.10.2017

23 Finlex, Ammattikorkeakoululaki, 2014. <https://www.finlex.fi/fi/laki/ajantasa/2014/20140932?search%5Btype%5D=pika&search%5Bpika%5D=ammattikorkeakoululaki> Date of reference 27.10.2017

Under the control of Finnish Ministry of Education and Culture there are 14 universities. University law of Finland provides the core mission of Finnish Universities, which is to conduct free scientific research and provide the highest level of instruction based on it. Universities educate their students to serve the homeland and society and as well conduct scientific and artistic sophistication.²⁴

Universities have autonomy to safeguard the freedom of science, art, and higher education. Self-government of Universities includes the right of decision on matters within the internal administration. Universities teaching and research staff, other staff, and the students are included into the university community.²⁵

Internationality is an important part of Finnish higher education. The role of internationality is still gaining ground with the challenges of globalization. Internationalization has been integrated into polytechnic activities and universities have been linked internationality in their strategic activities. The international activities and collaboration of Universities is extensive, but the strongest networks are in Europe. Close collaboration has also been made in Asia, Russia and, North and South America. International work of universities aims to increase and support the international knowledge of students, teachers, and other staff. International work is realized through cooperation between education, research, working life and the surrounding society.²⁶

The Finnish National Agency for Education supports international collaboration work in Finnish higher education. Support of the Finnish National Agency for Education includes funding international collaboration work. The Finnish National Agency for Education has programs for higher education funded by the EU, Nordic countries and through national funding. There are also scholarships for individuals and support programs for learning Finnish language and culture in universities abroad.²⁷

24 Opetusministeriö. Korkeakoulut, tiedelaitokset ja muut julkiset tutkimusorganisaatiot. <http://minedu.fi/korkeakoulut-ja-tiedelaitokset> Date of reference 28.10.2017

25 Finlex, Yliopistolaki, 2009. <https://www.finlex.fi/fi/laki/ajantasa/2009/20090558?search%5Btype%5D=pika&search%5Bpika%5D=yliopistolaki>

26 Arene (Ammattikorkeakoulujen rehtorineuvosto), Kansainvälisyys. <http://www.arene.fi/fi/ammattikorkeakoulut/kansainvalisyys> Date of reference 28.10.2017

27 Opetusministeriö, korkeakoulujen ja tiedelaitosten ohjaus, rahoitus ja sopimukset. <http://minedu.fi/ohjaus-rahoitus-ja-sopimukset> Date of reference 27.10.2017

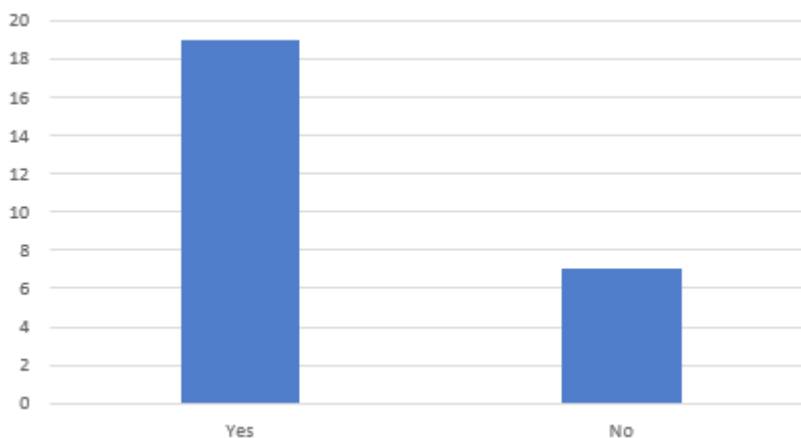
3. HOW BREXIT INFLUENCES KNOWLEDGE TRANSFER BETWEEN INTERNATIONAL UNIVERSITIES

The data from the interviews is presented one question at a time, with the support of quotes to give more context to the numbers. The quotes are presented with slight modifications, since they have been translated from Finnish to English. The modifications have no impact on the original statements context. After each section of presented data, there is a box that contains analytical points, which explains what the data tells us.

The presentation contains two main parts. The first part explores the scope of the cooperation with the UK and how it is perceived. The second part gives insights on how the responders think Brexit may influence cooperation with the UK, with a focus on three main aspects; knowledge transfer, finances, and staff. In addition, this section discusses whether there are preparation plans for Brexit.

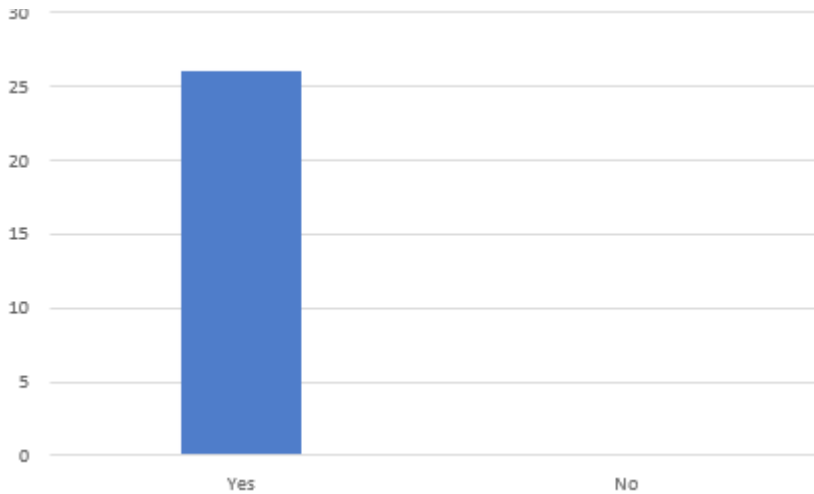
3.1 Presentation of data and analytical points

Figure 1. Figure 1: Do you currently co-operate with the UK? (N=26)



Of the persons interviewed, fourteen co-operate with a British organisation or a British individual. These co-operation schemes include British companies, universities, Mapa-training licenses, and joint research and projects. Five persons didn't directly co-operate with the UK, but are connected to the cooperation. The non-direct co-operation included things such as, receiving British exchange students, and being a part of multinational assemblies. Seven persons didn't have any co-operation with the UK at the moment, although some respondents did have plans for future cooperation ventures. Reasons for not cooperating with the UK, were things such as, discharge of project funding.

Figure 2. Have you cooperated with the UK in the past? (N=26)



All the respondents had done some sort of co-operation with the UK in the past. The co-operation included joint R&D project funding petitions, contract funding and university co-operation, and student and staff exchange. In addition, some also had British colleagues and personal relations with the UK. The most common university for co-operation was Cambridge University and Coventry.

“Without the co-operation I couldn't even work in this position.”

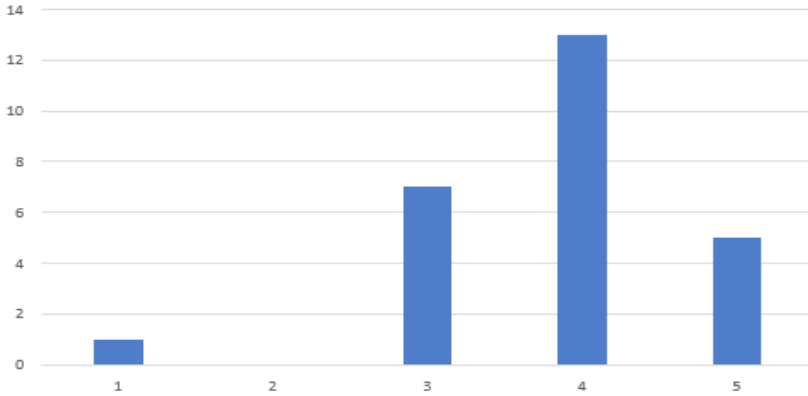
“International partners are the way to open doors around the world.”

“It might isolate Britain from this co-operation or at least decrease it”

Analytical points on cooperation with the UK

The co-operation Laurea does with the UK is on a wide scale. The co-operation includes many different organisations and individuals, meaning the UK is a “key” partner for many departments and persons. Even though some didn't currently co-operate with the UK, they have done it in the past. The UK is an important partner for Laurea.

Figure 3. How effective was the working arrangement with the UK on a scale from 1-5, 1 being not effective at all and 5 being extremely effective? (N=26)



Fifteen out of twenty-six respondents felt the co-operation with the UK to be effective. Concurring reasons for this were focused on how easy, natural, and efficient it is to work with Britons. Brits are also perceived as polite and pleasant people to work with. Six out of twenty-six felt that the British bureaucracy made the co-operation a bit slow and inefficient. In addition, some difficulties had come up with Coventry University. Some of the respondents claimed Britain to be the second most popular exchange destination for Finnish staff and students, although, according to Vipunen.fi, Britain is the 5th most popular exchange destination for Laurea, at least with student exchange. Three out of twenty-six said that the number of Brits coming to Finland and Finns going to the UK is uneven. The mobility is more focused on Finns going to the UK.

“The British education system is so stiff towards project co-operation, that they did not dare to start making a project”

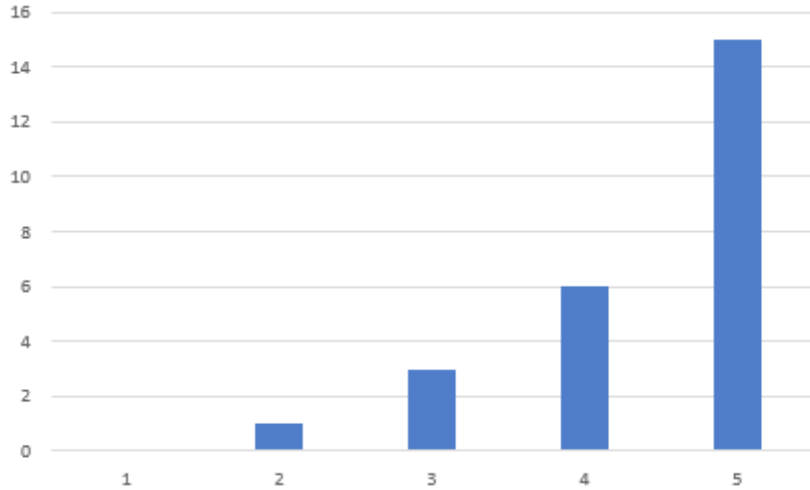
“Collaboration has helped the organisation’s own knowledge a lot.”

“A “key” country for learning from the point of view of international mobility.”

Analytical points on the effectiveness of the cooperation

The cooperation with British individuals is effective, easy, and natural, because Britons are polite, easy-going, and pleasant. Even though the respondents claimed the British bureaucracy being an obstacle to the effectiveness, there is most likely some Finnish bureaucracy issues as well, slowing down the cooperation. The cooperation between Finland and Britain would most likely be extremely effective if the administrative and communicational obstacles would be non-existent. Britain is a relevant partner for Laurea UAS, Cambridge University being the most important and effective partner.

Figure 4. How useful was the working arrangement with the UK for you individually on a scale from 1-5, 1 being not useful at all and 5 being extremely useful? (N=26)



As seen on figure 4, almost everyone felt cooperation with the UK to be beneficial and useful. The respondents perceived Britain as a multicultural and global influencer. The students and staff bring back a more global view on business after coming back from the UK. Universities in Britain also have vast networks, which teach students and staff a lot. Britain also has plenty of useful international partners, which open new networks and is seen as an interesting exchange destination, because it enriches students, it teaches them correct English, and the students become more international.

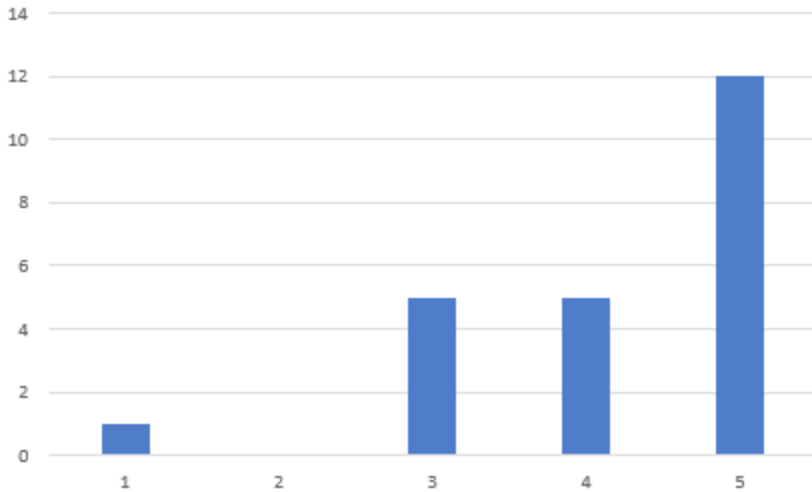
“Personally said, the most useful international partner we have.”

“Finnish people learn English as the first non-native language”

Analytical points on the usefulness for individuals

Britain is a multicultural country, with a global perspective on the world. British Universities also have vast networks and international partners, which benefit individuals working with the UK. Working with the UK gives new perspectives for the people going there. Britain is the closest and safest native English-speaking country, which benefits people going there, because they learn English.

Figure 5. How useful was the working arrangement with the UK for your organisations on a scale from 1-5? (N=23)



One said that cooperation didn't start at all, explaining the low score on usefulness for the organisation. Sixteen out of the twenty-three respondents had no negative thoughts on the cooperation with the UK. Views for the usefulness included things such as, improved language proficiency and Britain being a multicultural nation and a global agent. Cooperation with the UK has also opened new networks and developed knowledge. The cooperation has also brought up new viewpoints for ways of doing things, as Brits operate differently from Finns.

Six out of twenty-three did have some positive and negative aspects on the cooperation. Negative thoughts that came up were things such as, not fully utilizing the resources Britain has, including wide networks and the English language. One project didn't go through, with blame being on the British side.

"The interest to get more contacts in other international partners has driven this British organisation to work with us. The fact that they have gotten more contacts through us and they have benefitted from us, has made them want to work good for us. And of course, we have benefitted have such a trustworthy partner."

"Trust and common interests, and common ways to operate and think, is the way we bring it home."

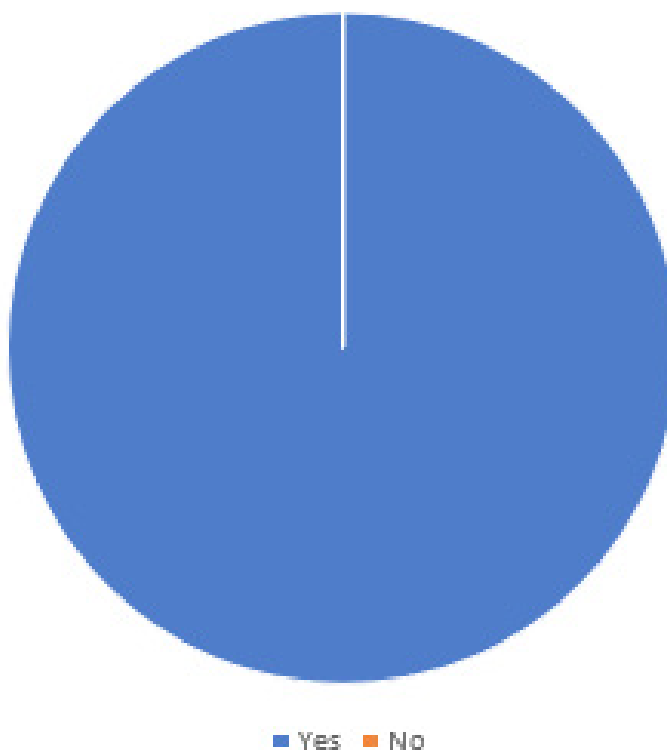
"The usefulness to the organisation – I would have wished for more investment because I'm only a lecturer and the departments manager hasn't been able to invest on it so much."

"Mapa cooperation is not just useful, but also crucial, because we are a kind of franchising company so we operate through them, we don't have any independent operations"

Analytical points on the usefulness for Laurea

The resources, such as the English language and global networks that the UK holds, could be more utilized. The project that didn't go through is caused most likely because of British and Finnish bureaucracy. The cooperation with the UK is important for Laurea, because of the added value it has brought. Laurea should strive to uphold the current contracts and agreements with British universities and organisations. In conclusion, cooperation with the UK has been a good thing, and it has brought added value to Laurea.

Figure 6. Do you know what Brexit is?



All the persons interviewed had a grasp on what Brexit is, and the most recurring description was simply, Britain leaving the EU, with three persons being more descriptive and mentioned the peoples vote. Five respondents had wondered what kind of contracts the UK will get after Brexit, and how the negotiations with the EU will advance. Three of the twenty-six had worries about future financial aspects and the difficulty the new customs practices would bring to entering the UK.

"It's been upsetting, and a bit of a shameful thing."

"One of my former partners in England got so upset of the result of the vote, he moved out of the country and lives abroad these days. He got really tired of the result."

"Now we must read carefully the EU applications, and how they react to England. Should we or should we not include them."

"It may isolate Britain, or at least lessen the cooperation."

"I need more information when the process goes on"

Analytical points on knowledge about Brexit

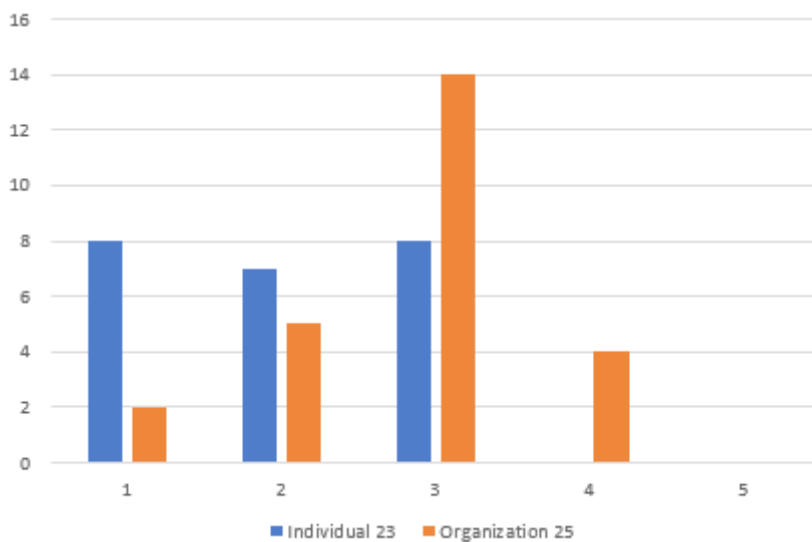
Brexit is a topic most people know about. The mainstream media reports about it when any major changes happen in the negotiations or when new contracts come up.

The scope of information most have about Brexit is limited, as it is only what the mainstream media filters out, and few are so interested about it to seek out additional published reports on the topic. To conclude, most know about Brexit but the information on it is based on mainstream media reports.



The following section explores how Brexit may influence cooperation with the UK, with insights on knowledge transfer, financial aspects, and staff. The data is presented in a single chart that includes both an organisational and individual point of view. The quantitative data is presented on a scale from 1-5, where 1 is not at all and 5 is a lot. This section also provides thoughts on preparation plans for Brexit, or more to say, the lack of plans for Brexit.

Figure 7. How might Brexit influence you as an individual and in your organisation in knowledge transfer?



From an organisational point of view, Brexit has caused more concerns than from an individual perspective.

Six respondents claimed Brexit may influence the organisations student and staff exchange. The reason being that Erasmus funds the exchange programs, and after Brexit the UK won't be eligible to claim any Erasmus funding. Three said that their personal exchange programs to the UK will be harder to arrange.

Eight people said that Brexit will affect future contracts between Laurea and the UK, as well as future project cooperation. However, Brexit won't have an impact on existing cooperation schemes or contracts.

Costs for travelling to the UK may increase, but the ones with personal relations in the UK still want to uphold the networks. In fact, four people had concerns on their personal networks in the UK, and how they will uphold them in the future. Eight people had no concerns on personal knowledge transfer after Brexit.

“I hope and want that the cooperation happens on some level, regardless of what decisions come up regarding Brexit.”

“I have a fear, that England is going to be left out from international university research, and isolates themselves of it.”

“British contacts will just be left out, there’s always new ones to replace them. Laurea is an agile actor and creates new contacts, so Britain is on the losing side.”

“The Brits aren’t irreplaceable. Britain is just another member state among others.”

“It’s complicated, there are few different cooperation ways, as those that the EU brings”

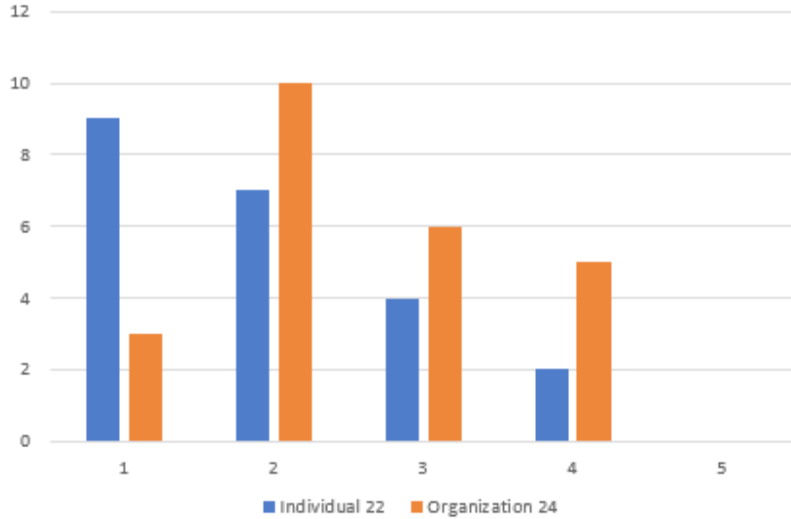
“Collaborative cooperation with non-eu partners is being developed very actively.”

Analytical points on Brexit influence on knowledge transfer

Brexit will influence knowledge transfer in a negative way, lowering student and staff mobility and cooperation between Laurea and the UK. From an organisational point of view, people saw that knowledge transfer will get harder to maintain, as R&D activities and student and staff exchange won’t get the same funding as before. Knowledge is fundamentally transferred through people, and if collaboration between individuals stops, it will directly affect knowledge transfer and management. The people believe Brexit won’t affect their personal relations, but often when cooperation arrangements change – things change. Will the people actually keep in contact with their former partners, or do they “forget” them, when new partners emerge from other cooperation projects. The respondents don’t imagine Brexit will affect their personal knowledge transfer, mainly because the internet exists, and there are different channels for communication.

The UK won’t be eligible to claim any Erasmus funding after they leave the EU, so they have to find the money elsewhere, if they wish to continue with the cooperation. On the other hand, some saw Brexit as an opportunity for the UK to improve their national knowledge transfer and innovation.

Figure 8. How might Brexit influence you as an individual and in your organisation financially?



When people examined Brexit's financial impact from an organisational point of view, the most relevant aspect was Erasmus. Four of the respondents claimed Brexit to have no effect on the organisational financial schemes, but one person said that, if there is an effect the cooperation must then be found elsewhere. Brexit impact on personal finances raised different view points on the matter. Seven people had thoughts on the future price policy after Brexit, as the price of products imported from the UK will change. Three people said that it will be harder to travel to the UK and to go there for exchange programs. Brexit will impact one person positively, as his/her buying power will increase because of the exchange rate between the Euro and the Pound. Nine respondents said that Brexit will have no impact on their everyday financial life.

“England is the one to suffer most in this withdrawal, and their most likely to see major financial losses.”

“The Brits withdraw most of the European research funding of all the EU member states.”

“I have a strong view that their just one partner, who for their own loss is left out of EU schemes and EU funding.”

“Brexit may affect the organisation through research funding – if the UK gets left out of the EU commissions funding pool, it means a notable redistribution of funding, decreasing the amount of money in the funding pool. Many of their universities have been significant actors in such programs where Laurea has received funding as well.”

“I’m concerned on a student view regarding the payments and costs, and whether or not it’s free of charge to on an exchange when we have had this deal with the partners.”

“Mapa is the C-units most producing sales article overwhelmingly and by far.”

“Customs practices will likely increase, but that doesn’t prevent traveling.”

“My salary in Laurea is not affected by this, I don’t get anything extra from this.”

Analytical points on Brexit influence on finances

Even though most of the respondents viewed Brexit to be a non-issue on their personal finance, Brexit will most likely affect their financial life in some way. If the Pound grows stronger or gets weaker, it will directly affect the price of British products. People who plan on traveling to the UK will also be affected because of the new regulations on customs.

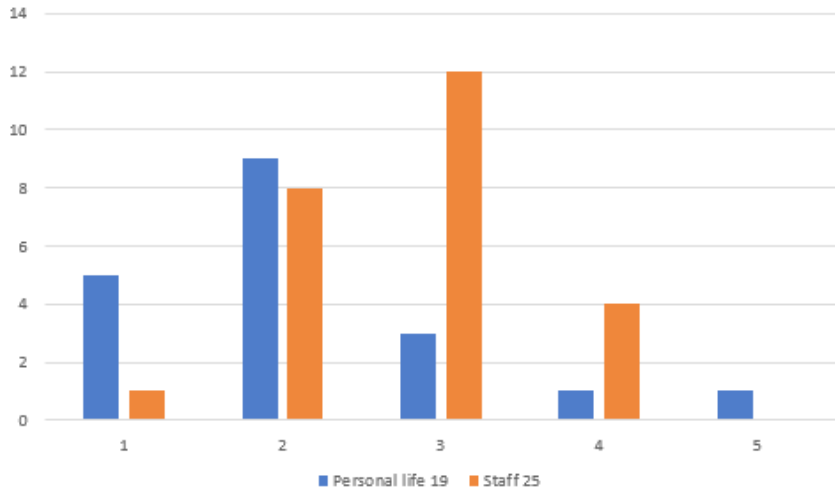
The effect on an organisational view gave insights on heightened costs on student and staff exchange, on licensing, and research and project funding. Some viewed Brexit to be a non-issue, because the UK is a valuable partner, so the money will come from somewhere else. There were some contradictions in the data, as some viewed the UK to be a partner among others and not irreplaceable.

Departments that have cooperation with the UK must find new channels for funding the collaboration. Although, it raises some questions such as,

- Will there be motivation to seek a new way to fund the cooperation. Does either party have interest to find a working alternative financial channel
- Or is the UK such an important partner or is the cooperation so valuable that it should be maintained

Motivation to continue the cooperation may not exist at all in some departments, although the UK is a key partner for Laurea. One thing is clear, Brexit will make it more difficult to fund collaboration with the UK, mainly because of Erasmus being a non-viable channel for funding.

Figure 9. How might Brexit influence you personally and in your organisations staff?



Fourteen persons said that Brexit may affect student and staff mobility. One claimed that there will be no direct effects because of Brexit, the knowledge export will simply be focused somewhere else. Four said that Brexit will affect their personal travel plans to the UK. In addition, four people interviewed had concerns on existing personal relations. Even though mobility towards the UK lessens, many respondents believe that student and staff exchange will gain more focus in different countries.

“The university staff have a grave fear of this Brexit; how will it influence in practice and what will it cause.”

“I doubt it to have big impacts on staff.”

“It may decrease work commuting and the appeal of Britain.”

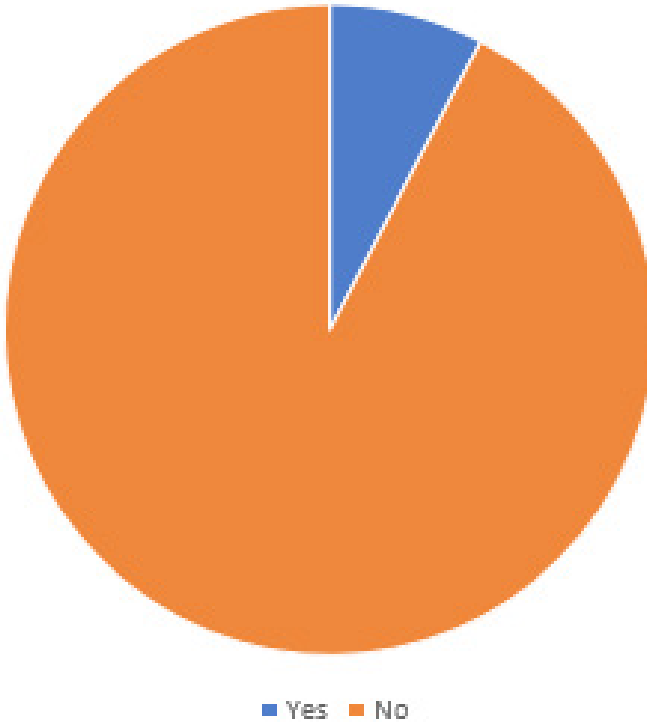
“The cultural collaboration of students will decrease.”

“I don’t have any personal interests in this matter, this is my job.”

Analytical points on Brexit influence on staff

The effect on organisations staff revolves around student and staff exchange. After Brexit, the exchange schemes will most likely be focused somewhere else, where it is easier to send students and staff. Brexit will decrease the amount of potential cooperation partners, and new ways of funding the cooperation must be made. Some described personal relations to the UK, which will be harder to maintain after the UK leaves the EU, and fears that Brits will isolate themselves from the rest of Europe. Institutes of higher education are against Brexit Education, work, and life as a Finnish expat in Britain will get more difficult, if one hasn’t lived in the UK long enough. Individuals with personal connections to the UK will experience the effects of Brexit more than those with none.

Figure 10. *Do you have any plans for Brexit?*



When asked if there are any plans for Brexit or if they knew about some, only two out of the twenty-six interviewed answered positively. When further asked why there are none, the main points were because the effects are still unknown and almost non-existent.

In some departments Brexit and future budgeting has come up as discussion. Nine out of the twenty-six respondents will wait and see what kind of contracts Britain gets after Brexit and make their plans after that. That being the situation because it is easier to plan future cooperation with the UK after having the information on how Brexit influences funding.

In project cooperation, Britain hasn't been included as a partner because of the lack of clarity of the situation. The lack of clarity revolves around who provides the money when Britain is cut off from Erasmus.

Four of the respondents said that they will put Brexit plans on their future agenda, and think about how to be prepared for Brexit.

“To make any plans yet isn’t too sensible, rather wait and see what kind of decisions are made and then make plans.”

“Bureaucracy may increase in this situation unfortunately.”

Analytical plans on plans for Brexit

Laurea UAS should follow how the negotiations go between the UK and the EU, and react immediately when new information on Brexit surfaces. A preliminary plan should exist within every department that cooperates with a British university or organisation. Questions as to who should take responsibility for the plans for Brexit are relevant. Should it be the state, ministry of education or institutes of higher education? If no one has made any plans, it’s high time to give the responsibility to some entity, as Brexit will influence many aspects on a global scale.



4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Three broad conclusions can be drawn from the preceding data and analysis. First, Britain is a valuable partner for Laurea and the cooperation with the Brits is done on a wide scale. All the EU-funded reports and applications are written in English, which makes Britain a key partner in collaborative research and projects. Britain is also a useful partner in student and staff exchange, as it opens vast international networks and gives the students and staff a more global view on things.

The second conclusion is that the respondents know what Brexit is, and most of the inter-viewees had negative thoughts on it and its effects, meaning the university world is against Brexit. The effects of Brexit will be different on different aspects. Knowledge transfer will be affected in a negative way, lowering student and staff exchange, and R&D and project funding.

The effects of Brexit will be most visible in student and staff mobility, but Brexit also brings new opportunities for new cooperation partners.

Third and linked to the first and second point, is that even though all the respondents had cooperated with the UK and most viewed the cooperation to be valuable, and most had an idea on how Brexit may influence the cooperation, no one had any plans in any departments for Brexit. With active monitoring, a company can anticipate and make the necessary changes as soon as possible. If a company is waiting for the result and only then starts to make plans it may be too late.



4.2 Recommendations

A number of recommendations can be drawn from the preceding data and analysis. These can be divided into short-term and long-term actions. The short-term actions include:

- An impact assessment should be done internally on the organisation to explore the effects of Brexit on personnel and finances.
- The effects of Brexit should be discussed with the board of directors and a person in charge of monitoring Brexit influence should be appointed.
- A mutual plan in the organisation should be made for future cooperation with the UK.

The long-term actions are:

- Monitoring of Brexit influence should continue through out the whole Brexit process. The monitoring should include media releases, EU decisions as well as decisions and resolutions inside the UK.
- The organisation should do a constant situation assessment and changes on their strategy based on it.
- The organisation should assess the willingness and ability to continue the cooperation with British partners in the future.

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Géographie de Vialatte - De l'Anvergne à la Rhenanie

Géographie de Vialatte - De l'Anvergne à la Rhenanie

Appendix A: The interview template

KYSYMYKSET SUOMEKSI

Mikä on sinun kansallisuutesi?

Mikä on sinun työnimikkeesi ja mitä teet työkseesi?

Kauanko olet tehnyt työtäsi?

1. Teetkö tällä hetkellä yhteistyötä jonkin britannialaisen organisaation tai henkilön kanssa?
2. Oletteko tehneet yhteistyötä jonkin britannialaisen organisaation tai henkilön kanssa?
3. Kuinka tehokasta yhteistyö oli kyseisen henkilön tai organisaation kanssa asteikolla 1-5, jossa 1 on ei ollenkaan tehokasta ja 5 on erittäin tehokasta?
4. Kuinka hyödyllisenä koit yhteistyön kyseisen henkilön tai organisaation kanssa henkilökohtaisesti asteikolla 1-5, jossa 1 on ei ollenkaan hyödyllisenä ja 5 on erittäin hyödyllisenä?
5. Kuinka hyödyllisenä koit yhteistyön kyseisen henkilön tai organisaation kanssa organisaatio tasolla asteikolla 1-5, jossa 1 on ei ollenkaan hyödyllisenä ja 5 erittäin hyödyllisenä?
6. Tiedätkö mikä Brexit on?
7. Miten Brexit voi vaikuttaa sinuun henkilökohtaisesti ja organisaatiossasi näissä kolmessa alueessa, asteikolla 1-5, jossa 1 on ei ollenkaan ja 5 on erittäin paljon
 - a. tietotaidon siirtymiseen
 - b. henkilökuntaan
 - c. taloudellisesti
8. Onko teillä mitään henkilökohtaisia tai organisaatiotasoisia suunnitelmia Brexittiä varten?
9. Onko teillä mitään lisättävää tai ajatuksia henkilökohtaisella tai organisaatiotasolla?

QUESTIONS IN ENGLISH

What is your nationality?

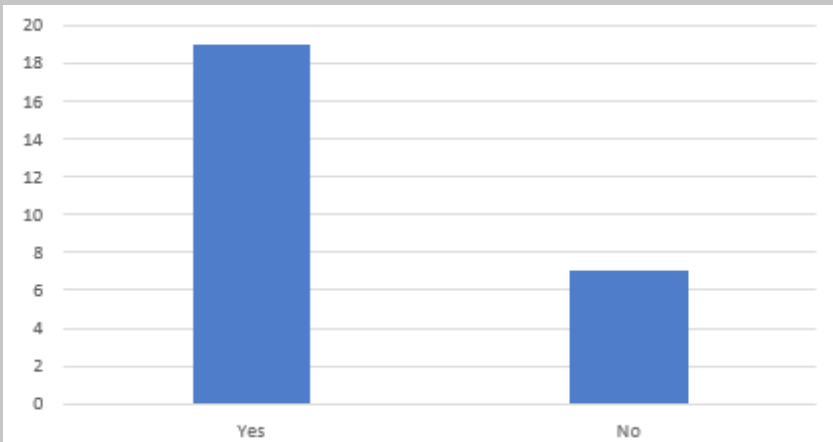
What is your job title and what do you do?

How long have you worked?

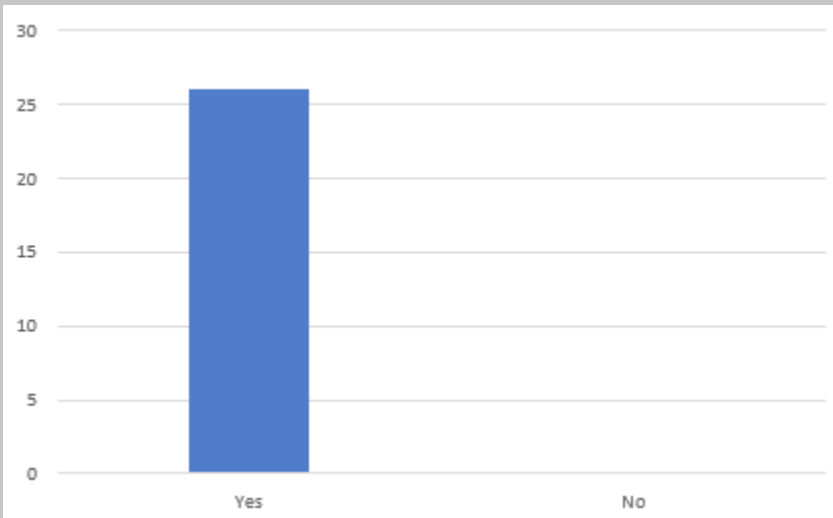
1. Do you currently cooperate with any organisation or individual in the UK?
2. Have you cooperated with any organisations or individuals in the UK in the past?
3. How effective was the working arrangement with this organisation or individual on a scale from 1-5, 1 being not effective at all and 5 being extremely effective?
4. How useful was the working arrangement with this organisation or individual for you individually on a scale from 1-5, 1 being not useful at all and 5 being extremely useful?
5. How useful was the working arrangement with this organisation or individual for your organisation on a scale from 1-5, 1 being not useful at all and 5 being extremely useful?
6. Do you know what Brexit is?
7. How might Brexit influence You as an individual and in your organisation in these three areas on a scale from 1-5, 1 being not all and 5 being a lot?
 - a. knowledge transfer
 - b. personnel
 - c. financially
8. Do you have any specific plans for Brexit (individual/organisational)?
9. Any other comments or thoughts as an individual or an organisation?

Appendix B: The qualitative data from the interviews

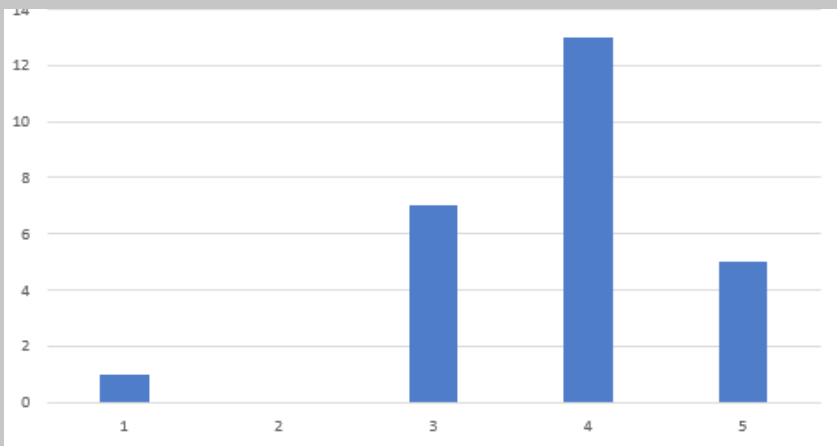
Cooperation with the UK (now) N=26



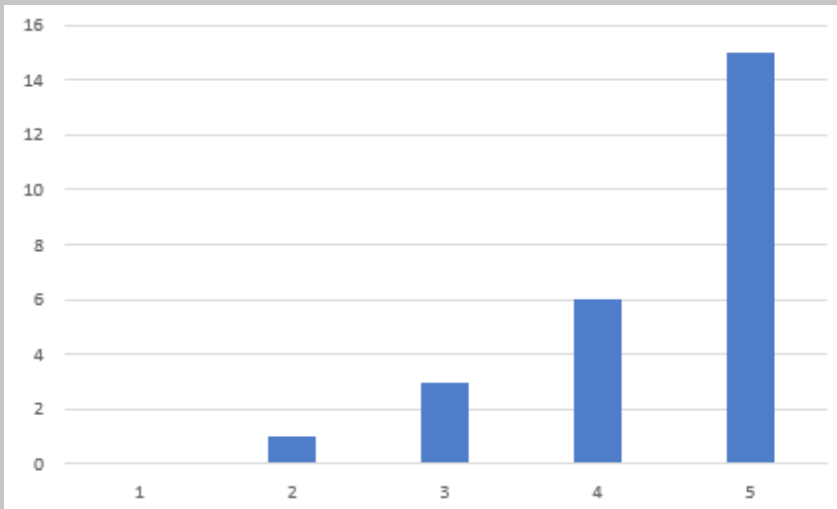
Cooperation with the UK in the past N=26



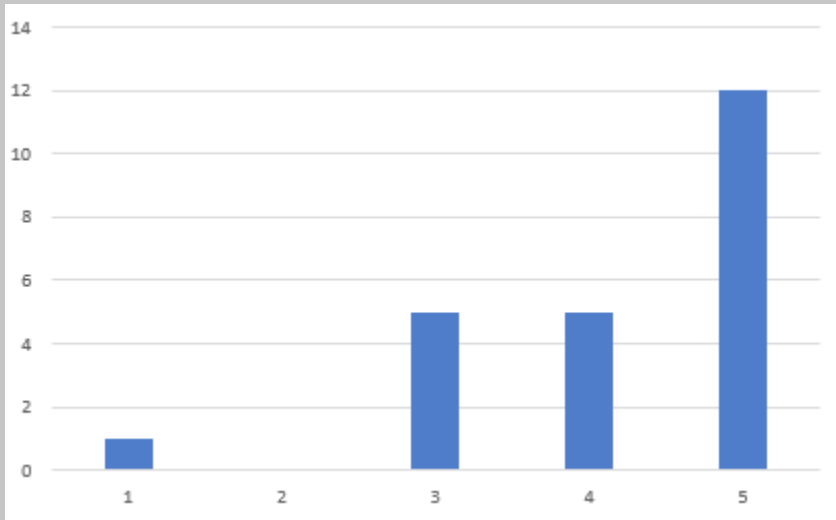
Effectiveness of the working arrangement N=26



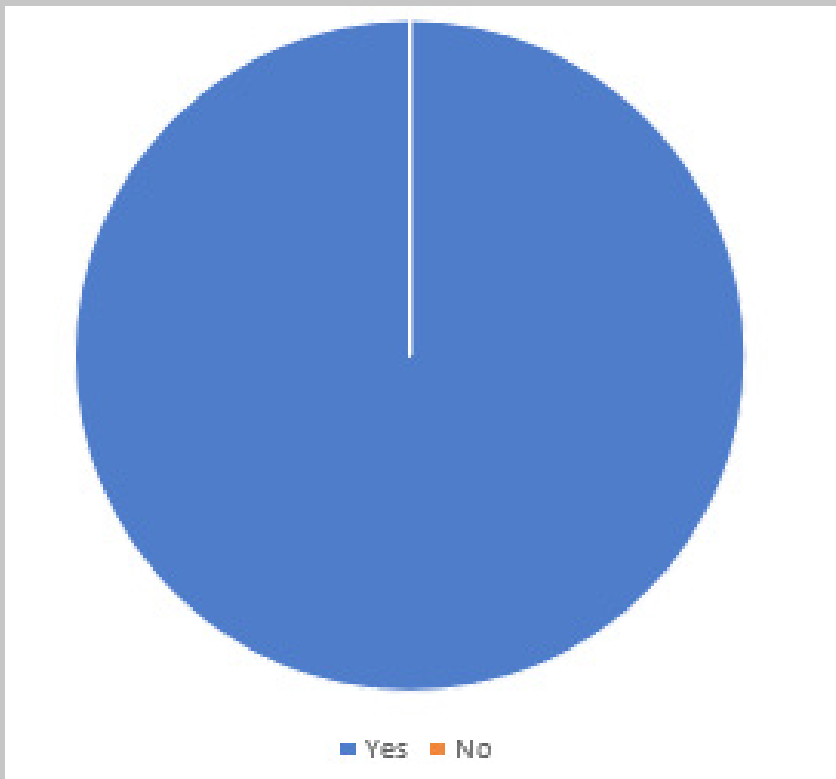
Usefulness of the working arrangements N=25



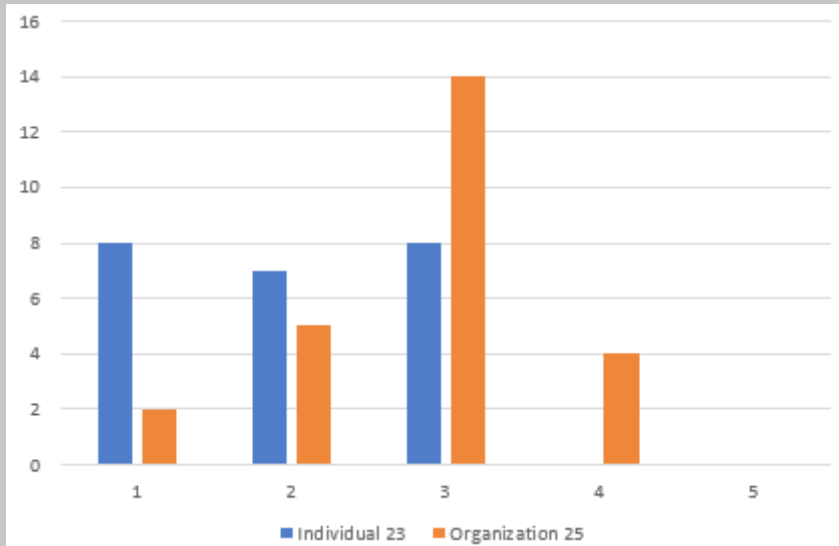
Usefulness of the working arrangement N=23



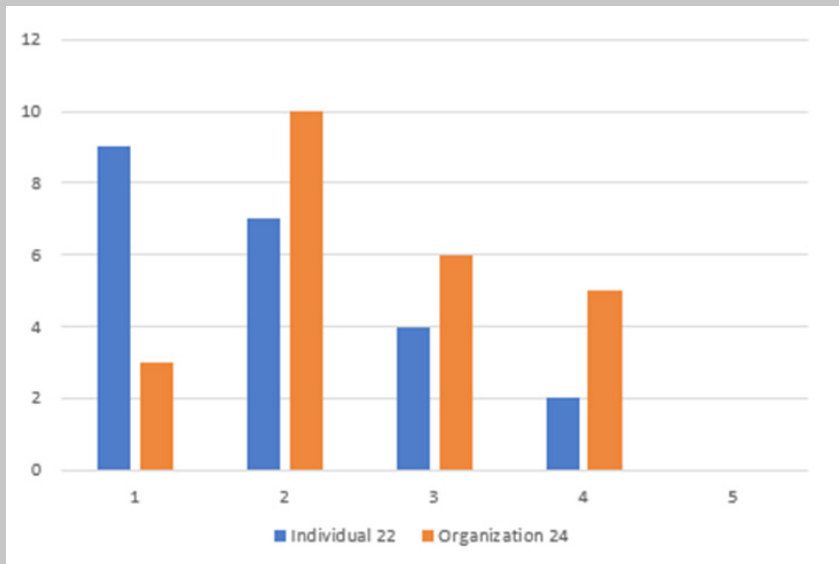
Do you know what Brexit is N=26



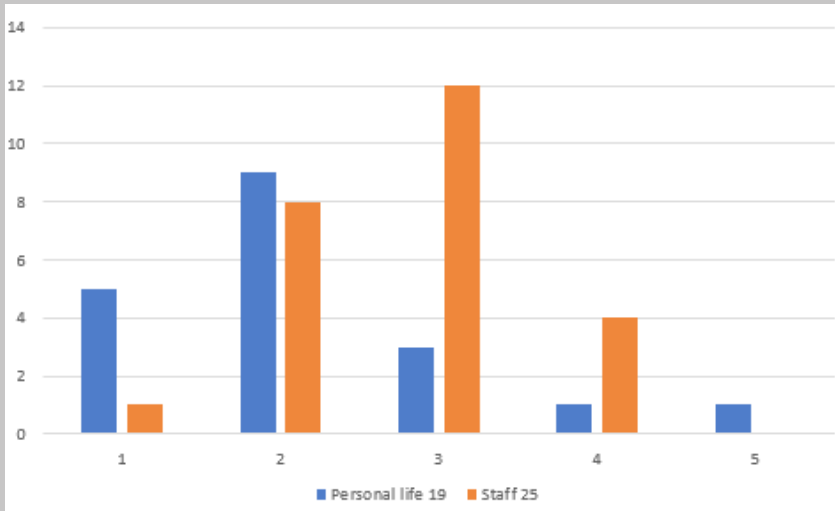
How might Brexit influence You as an individual and in your organisation in knowledge transfer on a scale from 1-5, 1 being not all and 5 being a lot



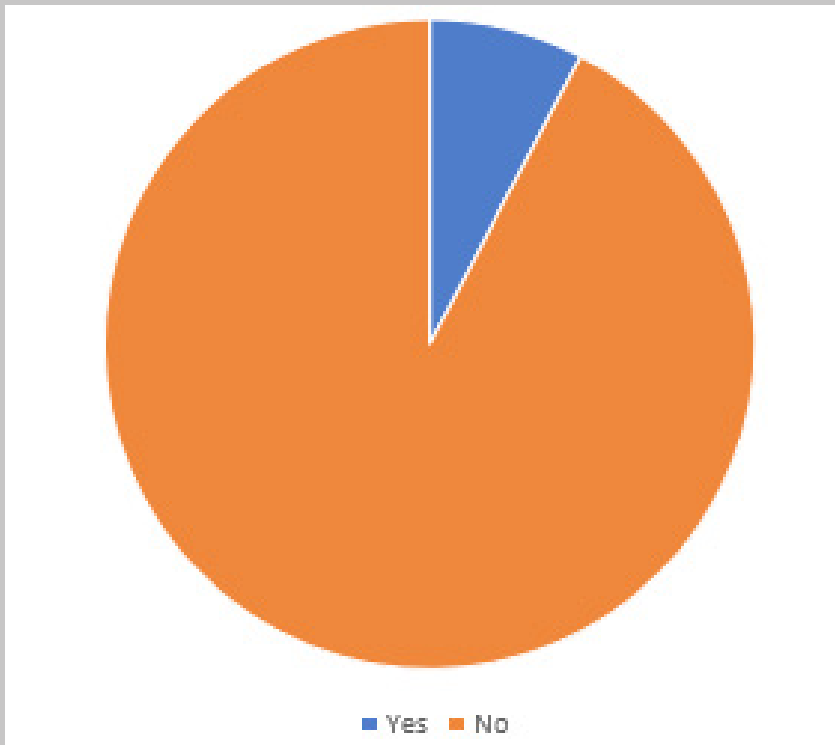
How might Brexit influence You as an individual and in your organisation financially on a scale from 1-5, 1 being not all and 5 being a lot



How might Brexit influence You as an individual and in your organisations personnel on a scale from 1-5, 1 being not all and 5 being a lot



Do you have any plans for Brexit N=26







LAUREA

AMMATTIKORKEAKOULU

Yhdessä enemmän



Kemal Ahson, Paula Mäkelä, Janne Siponen, Mette Toikka, Julia Valajärvi, Henrik Öhman, Annemari Kuhmonen, Sini Seppä-Kortelainen

BREXIT - STORIES BEHIND THE STATISTICS

This research report introduces increased knowledge about the Brexit and its possible effects on knowledge transfer, finances and staff of educational institutions, as well as its impact on the educational relations between Finland and the UK.

The report has been produced by Laurea Hyvinkää campus business students as a part of their project studies. The project was led by Dr Kemal Ahson from a London-based Consultancy Company Lifeworld Ltd, who also acted as a coach and mentor for the students.

Even if it is difficult to estimate the impact of the UK's decision to leave the EU for educational institutions, since there are several open issues at the time of writing this report, a number of recommendations can be drawn from the data and analysis. These can be divided into short-term and long-term actions. The report will facilitate educational institutions to be better prepared for the Brexit in a way that makes the continuous cooperation between the Finnish and British educational institutions possible.