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MARKETING THE INTERNATIONAL PROGRAMMES OF KYMENLAAKSO
UNIVERSITY OF APPLIED SCIENCES IN THE TWIN CITIES OF KOUVOLA

Bachelor's Thesis 2010

ABSTRACT

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SMIRNOV, DMITRY MARKETING THE INTERNATIONAL PROGRAMMES OF
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Municipalities' twinning activities provide different kind of possibilities for its citizens and various institutions. Currently Kymenlaakso University of Applied Sciences (KyUAS) is trying to use the partnership links Kouvola has with its twin cities abroad for marketing the University's international programmes there.

The aim of this thesis was to develop the strategy of marketing KyUAS international programmes in the twin cities of Kouvola. The main attention was put on the city of Vologda.

The main method for this research has been action based. Different kinds of activities aimed at marketing the programmes offered by KyUAS are described and suggestions for future actions are developed.

Giving the presentations in selected secondary school institutions and holding private consultations proved to be an effective method of marketing international programmes in Vologda. Among the outcomes there is a detailed plan of marketing the international programmes of KyUAS in the twin cities of Kouvola for 2011.

TABLE OF CONTENTS

ABSTRACT

1	INTRODUCTION.....	8
1.1	Research scope.....	8
1.2	Research method.....	11
1.3	Limitations of the research.....	15
1.4	Proposals for further studies.....	16
2	TWINNING.....	18
2.1	Kouvola twinning activities.....	20
2.2	Kouvola-Vologda twinning activities.....	23
3	EXISTING MARKETING ACTIVITIES OF KYUAS IN RUSSIA AND IN THE CITY OF VOLOGDA.....	26
3.1	Cooperation with the Vologda branch of ENGECON University.....	27
3.2	Different examples of cooperation.....	32
4	MARKETING KYUAS INTERNATIONAL PROGRAMMES IN THE TWIN CITIES OF KOUVOLA.....	34
4.1	The problem of timing.....	34
4.2	Sending the promotional materials to the twin cities of Kouvola.....	35
5	MARKETING KYUAS INTERNATIONAL PROGRAMMES IN RUSSIA.....	39
5.1	Most important aspects of studying in Finland for international students.....	39
5.2	Social networking websites research.....	40
5.3	Reflections from the <i>Education and Career</i> fair held in St. Petersburg....	41

5.4	Promotional materials development.....	43
5.5	Problems the applicants from Russia face.....	46
6	MARKETING KYUAS INTERNATIONAL PROGRAMMES IN VOLOGDA.....	48
6.1	Portrait of a potential applicant from Vologda in 2010-2011.....	48
6.2	Marketing KyUAS international programmes among secondary school students from Vologda.....	50
6.2.1	Selection of high schools.....	51
6.2.2	Presentations in selected schools.....	52
6.2.3	Organising a presentation in a different place.....	53
6.2.4	Mass presentations vs. individual talks.....	54
6.2.5	Consultations in the office.....	55
6.2.6	The outcomes and assessment.....	56
6.3	Marketing KyUAS international programmes among higher level educational institutions in Vologda.....	56
7	SUGGESTIONS FOR FUTURE MARKETING OF KYUAS INTERNATIONAL PROGRAMMES IN THE TWIN CITIES OF KOUVOLA.....	58
7.1	Suggestions for marketing KyUAS international programmes in Mülheim an der Ruhr and Balatonfüred.....	58
7.2	Suggestions for marketing KyUAS international programmes in Vologda.....	59
7.3	Action plans for marketing the international programmes of KyUAS in Vologda in 2011.....	62
8	CONCLUSIONS.....	65
	REFERENCES.....	68

APPENDICES

Appendix 1: Kouvola twin towns contact information

Appendix 2: Promotional materials used in marketing KyUAS programmes in the twin cities of Kouvola

Appendix 3: Cover letters sent with packages to the twin cities of Kouvola

Appendix 4: Web paths for online materials

Appendix 5: Promotional brochure text in Russian

Appendix 6: Loose leaf with the application timetable 2010 in Russian

Appendix 7: KyUAS international programmes presentation in Russian

Appendix 8: Timetable of the action research in Vologda in 2010

Appendix 9: Contact information of visited educational institutions in Vologda

Appendix 10: Leaflet with brief information about KyUAS in Russian

Appendix 11: Contact information of higher level educational institutions in Vologda with which KyUAS may cooperate in the future

Appendix 12: Loose leaf with the application timetable 2011 in Russian

Appendix 13: Necessary contacts for actions in Vologda in 2011

LIST OF FIGURES

Figure 1: Structure of the thesis..... 10

Figure 2: Spiral of action research cycle..... 13

Figure 3: Action research cycle as a learning process..... 14

LIST OF TABLES

Table 1: Working definition of action research..... 12

Table 2: List of old twinning links of the towns forming the new City of
Kouvola..... 20

Table 3: Action plan of marketing activities in Vologda in 2011: the use of a
special person doing the action.....62

Table 4: Action plan of marketing activities in Vologda in 2011: posting the
brochures..... 64

1 INTRODUCTION

Kyminlaakso University of Applied Sciences (KyUAS) is a higher level education institution that provides multidisciplinary education in such fields of study as *Business Administration, Culture, Social Sciences, Technology, Communications and Transport, Social and Health Care and National Resources and the Environment* (KyUAS 2009, 6). The total number of students is about 4,400, of which 150 are international students (Finnish National Network for Internationalisation 2009, 16).

At present KyUAS has two Bachelor level degree programmes taught entirely in English: the International Business Programme which started in 1996 and the Degree Programme in Design which started in English in 2008. For working professionals KyUAS is also offering the part-time International Business Management Programme which is a Master's level programme in English language started in 2007.

1.1 Research scope

Recently the International Business and Culture Faculty of KyUAS decided to focus its activities on fostering cooperation with the twin communities of the city of Kouvola, where the faculty is located. In practice that implies finding potential applicants from the twin cities and potential partners among different companies and higher level educational institutions with which the University could have joint projects, and where KyUAS students can go on exchange or could do their practical training which is a compulsory element of the study plan.

The changes in the municipal twinning strategy of the City of Kouvola fostered KyUAS interest in the possibilities offered by that. In particular the University became interested in attracting the students from the twin communities to study as the first step in establishing cooperation. However, KyUAS faced the problem of lack of knowledge on the matter and did not know where to start. The solution meant to be reached through this research.

In the autumn 2009, when the research has started, there were some ongoing projects already, which were not as systematic and centralised as it was necessary for making practical use of it for the recent demands of the University. The purpose of this thesis was to collect all the existing data on the subject and on the basis of it, taking into account the very recent changes in the twinning strategy of the City of Kouvola, suggest the ways of marketing KyUAS international degree programmes in the twin cities.

Therefore, the following research question was developed:

How to attract potential students to apply for the international programmes being offered by KyUAS using the possibilities provided by the twin relationships of the City of Kouvola with its partner cities abroad?

The objective of this thesis was to create a framework for KyUAS activities in marketing the international degree programmes in the twin cities of Kouvola and propose a plan for further actions aimed at attracting potential students from there. The intention of this work also was to design promotional materials in Russian language and establish the contacts necessary for further cooperation.

As the main beneficiary of the research supposed to be KyUAS International Business Department, it is in the main focus of this thesis. Also due to the fact that the most active cooperation within the twin communities have always been with the Russian city of Vologda, and due to the fact I had a possibility to spend some time there to actually do the action, the thesis is more strongly focused on Vologda than on the other twin communities of Kouvola.

While doing the research, quite a lot of information was gathered about cities' twinning activities, about the existing cooperation in this field, about the ways of marketing study programmes, and about potential applicants from Vologda. The purpose of the thesis is to bring this

knowledge to general public and particularly KyUAS International Business Department as the main beneficiary.

The thesis is logically divided into four main parts: the introductory part, the context part, the actual research part and the conclusions part.

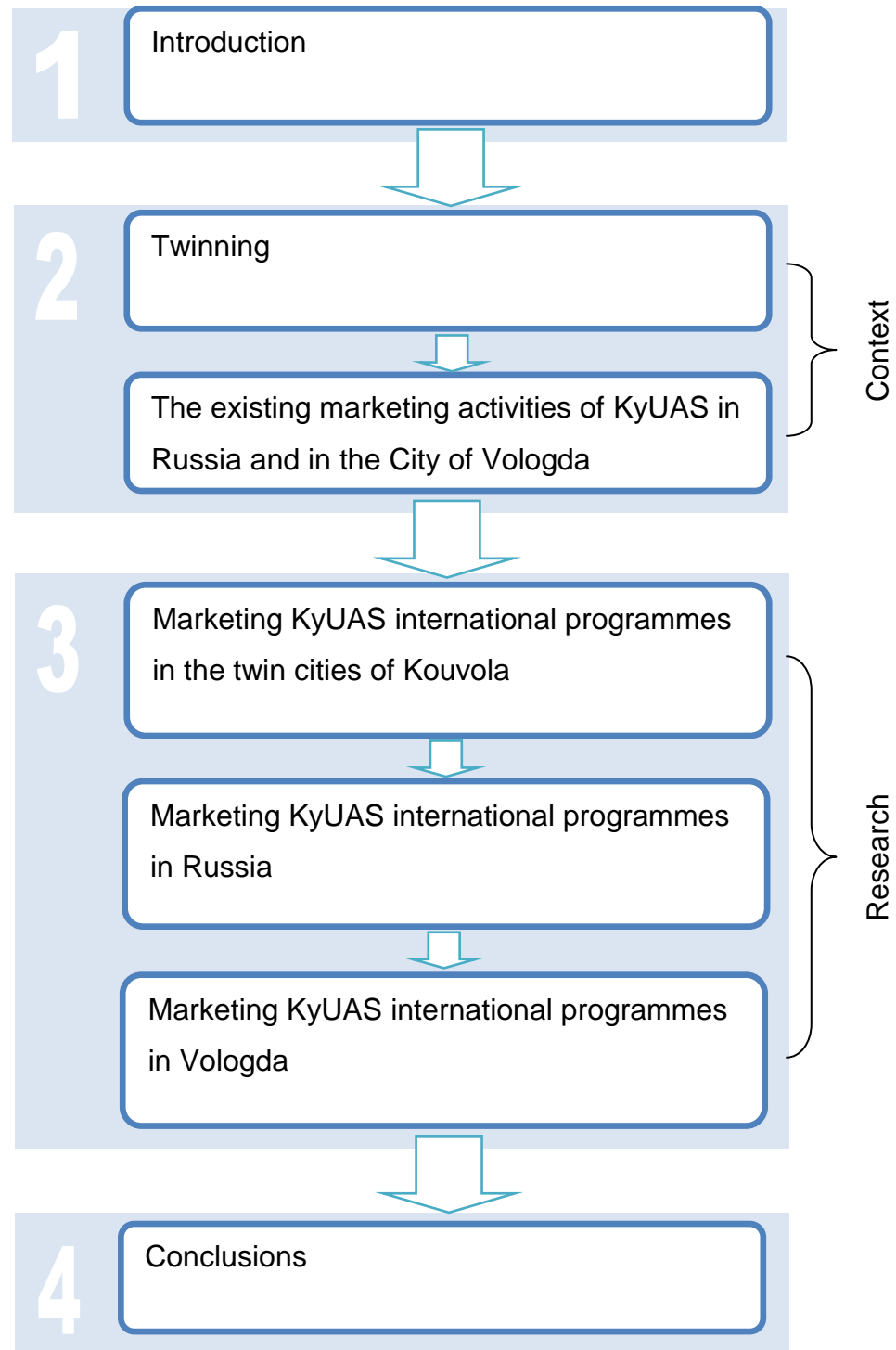


Figure 1: Structure of the thesis

1.2 Research method

As the aim of this work was not only to produce the report on possibilities of marketing KyUAS international programmes in the twin cities of Kouvola, but to actually practice it, I have chosen action based research as the main method for conducting the work.

Action research is defined by Reason and Bradbury (2008, 1-9) as an interactive inquiry process of balancing the problem solving actions with data-driven research helping to understand the underlying causes of the existing problem. However, the term does not have one widely accepted definition, and there are various descriptions of the concept existing. Kemmis and McTaggart (1988, 5) define action research as *a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out*. According to McCutcheon and Jung (1990, 148) action research is *a systematic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry*. Altrichter et al. (2002, 128) state that *action research is about people reflecting upon and improving their own practice by tightly linking their reflection and action and making their experiences public to other people concerned by and interested in the respective practice*".

Within various existing definitions there are the following basic themes: acquisition of knowledge, collaboration through participation, participants' empowerment, progressive problem solving, reflecting upon and improving researcher's practice, acquisition of knowledge, making research outcomes available for general public, and social change.

One of the most capacitive definitions of action research jointly developed by the participants at the First International Symposium on *Action Research in Industry, Government and Higher Education* in Brisbane, Australia in 1989, presented in Table 1.

Table 1: Working definition of action research (Altrichter et al. 2002, 130)

<p>If yours is a situation in which</p> <ul style="list-style-type: none"> • people reflect on and improve (or develop) their <i>own</i> work and their <i>own</i> situations • by tightly inter-linking their reflection and action; and • also making their experience public not only to other participants but also to other persons interested in and concerned about the work and the situation, i.e. their (public) theories and practices of the work and the situation; <p>and if yours is a situation in which there is increasingly</p> <ul style="list-style-type: none"> • data gathering by participants themselves (or with the help of others) in relation to their own questions; • preparation (in problem-posing and in answering questions) in decision-making; • power-sharing and the relative suspension of hierarchical ways of working towards industrial democracy; • collaboration among members of the group as a “critical community”; • self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups; • learning progressively (and publicly) by doing and by making mistakes in a “self-reflective spiral” of planning, acting, observing, reflecting, replanning, etc.; • reflection which supports the idea of the “(self-)reflective practitioner”; <p>then</p> <p>yours is a situation in which <i>action research</i> is occurring.</p>
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Action research aims to develop practical situations and competences of the participants without concrete substantively objectives to be achieved. Therefore, the general aims of the approach are often expressed in terms

of process criteria (e.g. participation, collaboration, emancipation). The approach stresses the idea of development and continuous improvement of the research quality as the researcher gets more and more familiar with the research question, improves the ways of addressing issues and solving problems.

As referenced by Kemmis and McTaggart (1988, 8) Kurt Lewin was one of the first researchers who coined the idea of presenting the action research process model as a spiral of cycles and suggested the following steps composing each cycle: planning, action and evaluation of the results of the action. Figure 2 illustrates this idea explicated by Zuber-Skerritt (2001, 15) who proposed that the evaluation stage could be divided into the separate processes of observing and reflecting. According to Zuber-Skerritt (2001, 15), the researcher both acts and seeks to learn from the actions taken. Continuous fact-finding and analysing the results of the actions taken lead to revised planning, which becomes the first phase of the next cycle. Better understanding of a problem from each cycle points the way to improved actions. The researcher can *step into* the process at any stage, as long as the cycle is performed in order.

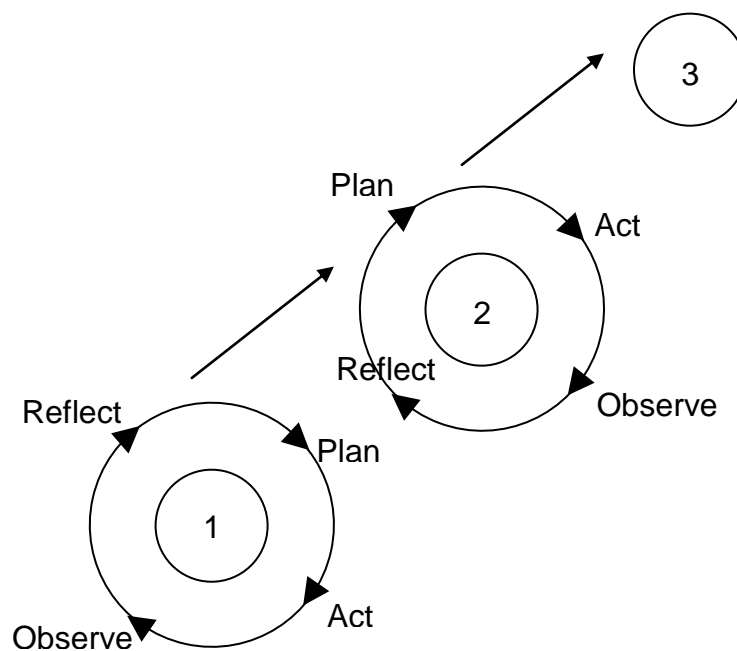


Figure 2: Spiral of action research cycle (Zuber-Skerritt 2001, 15)

Later on the cycle model was developed further by several researchers. Figure 3 shows the model of an action research process by Kolb (1984) and illustrates how it can be used as a learning tool.

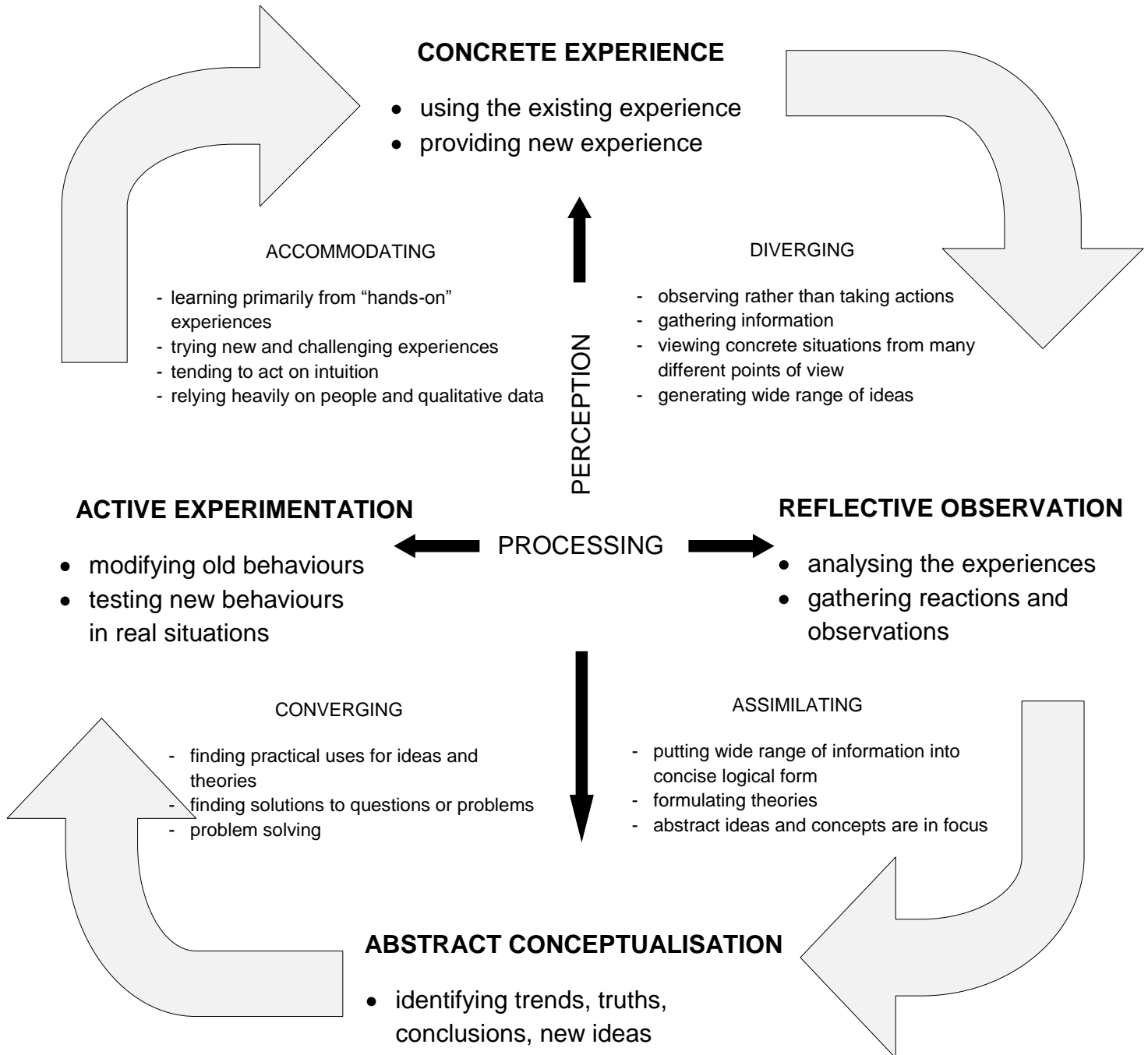


Figure 3: Action research cycle as a learning process, based on Kolb (1984)

Evaluation and critical approach are important features in action research. Kemmis and McTaggart (1988, 5) point that the approach could be named action research only when it is *collaborative and achieved through the critically examined action of individual group members*. Action research is participative as all the participants contribute to the inquiry, and collaborative as the researcher is not an expert doing research from an external perspective, but rather a partner working with and for those affected by the problem. Such a research method is a way of learning from and through the researcher's practice, which helps to develop a form of adaptive expertise.

The action research method was chosen for this inquiry as there was a need to achieve both action and research at the same time, to remain flexible, and to involve the people in the system being researched. It was not clear at the beginning where to start, and there was not a lot of time to invest in the study. There was a need to be responsive for the changing demands of a situation, modify the process on the run, and evaluate an ongoing program. The research question was also imprecise at the beginning, so action based research method suited for the study best. The actions done while working on the thesis were critically analyzed through the whole process by Kymenlaakso University of Applied Sciences. I was continuously learning from the mistakes and developing better problem-solving approaches.

1.3 Limitations of the research

It is difficult to define whether the action based research is valid or reliable, and even though some of the outcomes directly follow the actions done during the research, the results achieved could be regarded as speculative, as there are many factors affecting those.

The effectiveness of marketing methods practiced or suggested in this thesis could not be accurately measured, as the application period takes place only once a year (in January-February) and the results could be

measured only half a year after this when a new group starts the studies in the University.

Even though the thesis looks at quite long period of time and includes a preparation for the application period 2010, the actual application period and all the time following it until September 2010 when the chosen applicants started the studies, it was still limited by time and therefore presents only one full loop of a cycle of continuous development of the activities. Not all of the suggestions which follow the research have been implemented in practice yet.

Quite many of the data used in the research was gathered through the observations, meetings and discussions with the actors concerned. I was personally involved in the research and therefore cannot confirm all the facts to be truthful and accurate.

Another criticism may be that the research is mainly looking at marketing international programmes in Vologda, while the cities of Mülheim an der Ruhr and Balatonfüred are presented very little. This was mainly done because I had a chance to spend quite a lot of time in Vologda to do the research. The language skills and knowledge of local circumstances helped a lot in this.

One more limitation is that the action research in Vologda was much more concentrated on marketing the International Business Programme than the other international programmes being offered by KyUAS.

The marketing actions in Vologda were aimed not only at secondary school students graduating in 2010, but also on those finishing their studies in 2011 and 2012, so the effectiveness of promotional campaign held at the beginning of 2010 could be measured more accurately only in two or three years.

1.4 Proposals for further studies

There could be a follow-up research carried out at least in 2011 and 2012 to see if the suggestions proposed in this thesis would prove to be truthful and if the situation would change or not.

As the research presented in this thesis was mostly concentrating on the city of Vologda, a further research could study more deeply the opportunities provided by twinning for marketing the international programmes of Kymenlaakso University of Applied Sciences in the other twin cities of Kouvola which are Mülheim an der Ruhr and Balatonfüred.

Further research could investigate more deeply different aspects of cooperation of KyUAS with twin communities of Kouvola. This thesis was mainly aimed at possibilities of marketing University's programmes in partner cities, and the cooperation with businesses, companies or potential places of internships could be the subject of further research.

Another proposal for further study could be development of marketing of international programmes not only in twin towns of Kouvola, but in different cities and countries.

One more idea is development of different promotional materials in Russian language on the basis of the materials developed during the work on this thesis.

2 TWINNING

As the modern world is experiencing population growth and high urbanisation on one hand and rapid globalisation on the other hand, the interdependence between cities is increasing all the time, and the need for networking becomes more and more evident. This leads to the fact that the number of city partnerships and networks world-wide is growing rapidly. It has been estimated that today, 70% of the world's cities are engaged in some form of city-to-city international cooperation programmes, sister city agreements, cooperation networks and partnerships (UCLG 2010, 12). Such cooperation programmes are considered to be useful instruments for communities to assist one another by means of knowledge sharing, the transfer of resources and technology, and joint cooperation. The partnerships help to establish and promote cultural and commercial ties, foster human contacts.

Among the huge variety of many different terms used to describe the cooperative agreements between communities are *twin towns*, *sister cities*, *partner towns*, *friendship towns*, *brother cities*, *municipal partnerships*, *municipal international cooperation*, *city partnerships and networks*. All of the listed terms denote the same concept of partnered communities. In Finland, the term *ystävyykskaupungit* (*friendship cities*) is most commonly used. In Russia and former Soviet Bloc countries the term *goroda-pobratimi* (*brother cities*) is used. Sister Cities International (SCI) which is the national headquarters for such programmes in the United States, encourages U.S. communities to use the common term *sister cities* (CSI 2010, 2). However, as the most popular term for this concept in Europe is *twin towns*, which is also applied by the Council of European Municipalities and Regions, it will be used in this thesis.

The development of twinning links dates back to the days following the Second World War. The practice was used as a way to reconcile European people, promote cross-border projects of mutual benefit, and as the result to bring people into closer understanding of each other. (City of Inverness Town Twinning Committee 2008)

Nowadays twinning activities in the world are supported and maintained by various associations. The biggest one is the United Cities and Local Governments organisation (UCLG), headquartered in Barcelona, Spain. UCLG states its mission as representing and defending the interests of local governments on the world stage (UCLG 2010, 4).

UCLG's European section is the Council of European Municipalities and Regions (CEMR), supported by the European Union, which is the broadest organisation of local and regional governments in Europe. CEMR sees twinning as one of the most powerful instruments of cooperation between towns and communities in the European Union. (CEMR 2010, 26)

According to the Council of European Municipalities and Regions (CEMR 2010, 2) twinning is *the coming together of two communities seeking, in this way, to take action with a European perspective in the aim of facing their problems and developing between themselves closer and closer ties of friendship*. The primary values inherent to twinning which are laid out in this definition are friendship, cooperation and mutual awareness among the European people. From this perspective, twinning is also facilitating the integration of new EU member countries helping to *root the cultures of Europe's citizens* and understand their *common European identity* (CEMR 2010, 3). Twinning can also be one of the key tools of European development aid, and the source for exchanging experiences and mutual enrichment in numerous areas.

Leaving out the European perspective, twinning could be defined as an officially approved, long-term partnership between two cities or communities in two countries with the potential to carry out the widest possible variety of activities of any international programme, including any type of municipal, cultural, business, professional and educational project or exchange (SCI 2010, 2).

In most cases, twinning programmes are formally managed by a staff person of an international relations department or some other official representative at a city hall.

In this thesis the twinning strategy of Kouvola, Finland, is presented more deeply, as the City was in the main focus of the research.

2.1 Kouvola twinning activities

Kouvola is a provincial Finnish city, located in the South-East part of the country. It has a population of 90,000 people and a total area of 2,800 km² (City of Kouvola n.d.). The new City of Kouvola was formed 1 January 2009 after the merger of the communities of Anjalankoski, Elimäki, Jaala, Kouvola, Kuusankoski and Valkeala. Table 2 presents the list of the cities with which each of six towns used to have partnership agreements before. It is rather logical that most of the twinning relations were established with the cities in neighbouring countries which are Russia, Sweden, Norway and Estonia.

Table 2: The list of old twinning links of the towns forming the new City of Kouvola (City of Kouvola 2008)

Town	Twin	Country
Kouvola	Nord-Aurdal	Norway
	Lidköping	Sweden
	Hagen	Germany
	Skanderborg	Denmark
	Balatonfüred	Hungary
	Vologda	Russia
Kuusankoski	Lindesberg	Sweden
	Oppdal	Norway
	Jammerbugt (former Aabybro)	Denmark
	Orosháza	Hungary
	Vologda	Russia

	Mülheim an der Ruhr	Germany
	Swiecie	Poland
Anjalankoski	Grums	Sweden
	Eilenburg	Germany
	Vologda	Russia
	Sindi	Estonia
Elimäki	Upplands Väsby	Sweden
Jaala	Torma	Estonia
Valkeala	Güstrov	Germany

After the forming of the new City of Kouvola the twinning programmes were revised and the City lost most of its old partnership communities. The new Kouvola could not maintain relationships with 18 communities, so only three of them were left in 2009. Nowadays the City of Kouvola has partnership agreements with the Russian city of Vologda, the German city of Mülheim an der Ruhr, and the Hungarian city of Balatonfüred.

The agreement establishing a twinning relationship between Kuusankoski (which is now a part of new Kouvola) and Mülheim an der Ruhr was signed in 1972. There is the *Mülheim's Town Twinning Association* with more than 300 members which supports the exchange between the City and its twin towns in a way of organising trips, practical trainings, contributing for town twinning activities of schools, clubs and associations, guiding the visitors from twin towns in Mülheim, organising various town twinning events and publishing the information about the twin communities. (Mülheim's Town Twinning Association n.d.)

In 1985 Vologda became a twin town of Kouvola. Nowadays the twinning relationships of the City of Vologda are maintained through the municipal company *Vologdavneshservice* ran by the City of Vologda Mayor's Adviser of International Matters Ms Galina Kalugina.

Balatonfüred is a twin town of Kouvola since 1988. There also is a *Twin-Town Association* operating in the city. (City of Balatonfüred n.d. a)

Ms Anne Käki, the Head of Public Relations of Kouvola, stated in the personal interview on 22 September 2009 that there was a disorder in the City administration in 2009 due to the changes followed by the forming the new city. This affected twinning programmes as well. Also the person in charge has changed. Previously it used to be Ms Heli Lehti, who is nowadays still working in the City administration on a different position. Basically, there was no cooperation with twin communities in 2009, as there were more pressing things to do on a priority basis. However, in 2010 the disorder came to an end, and new agreements and operating plans were composed and signed. Also on that time there still was not much information about the twinning programmes in the media or on the official website of the City of Kouvola, for example.

Ms Käki (22 September 2009, personal communication) explained that the administration of the City of Kouvola itself is not running any projects regarding twinning activities. Its role is only to support the parties interested in such projects and provide the needed information and contact details to the people concerned. For example, there is no way the City administration could help me to choose the schools in twin towns for sending promotional brochures to, but the contact information of the officials in charge of education in twin cities could be obtained from them. All in all, Kouvola administration is generally interested in any project regarding twinning, and they were interested in this project as well.

Appendix 1 contains the contact information of all the four cities' (Kouvola, Vologda, Mülheim an der Ruhr, Balatonfüred) public officials responsible for twinning programmes. The contacts were obtained during the private meeting with Ms Anne Käki on 12 November 2009. The list is as it was given to me, but the addresses were added during the further research. The address of the contact person in Vologda is correct as I personally made a visit there. The address of the contact persons in Mülheim an der Ruhr was confirmed in an e-mail communication with Ms

Sabine Kuzma on 4 March 2010. However, the address of the contact person in Balatonfüred is the general address of City administration obtained from the official website (City of Balatonfüred n.d. b). As the further research showed, the latter could be incorrect.

The research presented in this thesis was much more concentrated on actions in Vologda, because it is my home town. With the use of necessary language skills and knowledge of local circumstances I was able to research the relations of the cities of Kouvola and Vologda more carefully.

2.2 Kouvola-Vologda twinning activities

Vologda is an old Russian provincial city founded in 1147. It is an administrative centre of Vologda region, and has a population of 293,400 people (Vologdastat 2010). The city is located about 600 km from St Petersburg in the north-east. The distance between the cities of Kouvola and Vologda is about 1,000 km.

As the original contracts or any official documents are lost now both in Kouvola and in Vologda, the history of cities' relationships presented below was mainly composed from extensive number of articles published in Vologda newspapers in 1980s and 1990s. In addition, in the administration of the City of Vologda I obtained the recent official information and operating plans from 1995 to 2010. The official documents and newspaper articles served as the base for the following chronicle.

The history of twinning relations of the cities dates back to 1983 when a Finnish public figure Lasse Jaakkola visited Vologda and had a discussion with the City authorities about the possibilities of tourist and professional exchanges between Kouvola and Vologda (Krasny Sever 1983). After that in 1985 sportsmen from Vologda took part in the international skiing competition in Kuusankoski, and at that time the twinning relations of the City of Vologda with the cities of Kuusankoski,

Kouvola and Anjalankoski were established (Kalugina, G. unpublished). Finnish cities were first ones for Vologda to have an official twinning agreement with (Kurochkin 1995). During the first years of partnership there were mostly just exchanges of official delegations and exhibitions. As later on was written in one Vologda newspaper, twinning relations in general were established just for the ideological purposes, and were extremely unnecessary and expensive endeavours helping the political elite to take systematic junkets abroad (Dmitrieva 1995).

In 1980s all the exchanges were mostly taking a form of Finnish development aid to Vologda. Finns were showing modern technologies and practices not yet implemented in Russia, and helping with scarce equipment or medicaments, which were hard to get in the Soviet Union (Kurochkin 1995). However, in 1990 the first group of business people from Finnish twin cities came to Vologda, showing the interest in joint business projects (Vologda 1990). Starting from that time the partnership becomes more concrete, and in 1993, after the collapse of the Soviet Union, the crisis in Russia and slight pause in the partnership, the twinning relations took a new form. The annual cooperation agreements of 1993-1994 touched upon the concrete projects in the areas of culture, sports, education, health care and business (Volgin 1993). In the late 1990s the municipal organisation *Vologdavneshservice* was established for the purposes of maintaining twinning relations. It is still working in Vologda and run by the City of Vologda Mayor's Adviser of International Matters Ms Galina Kalugina.

In 2003 the annual turnover between Vologda and Finland was exceeding USD 72 million (Telicyna 2003). However, in 2008 it dropped down to USD 39.5 million, and USD 6.9 million in 2009, 97% of which was an export from Vologda to Finland (City of Vologda 2010).

Significant cooperation in the field of education started to form in 2003 when a Finnish delegation of specialists in the field of education from Kouvola visited Vologda with the intention to develop long-term students' and teachers' exchange projects between the educational institutions of

the twinned cities (City of Vologda Administration 2003). During the next few years of reciprocal visits, the cooperation was developed, and the agreement with the Kouvola Region Vocational College was made. According to the agreement, two students from Vologda annually were to be sent to get education there (City of Vologda Administration 2006). Starting from 2008, the Finnish students of the college were given a chance to do practical training being employed by different companies from Vologda (City of Vologda Administration 2008). At the same time since 2007 the cooperation with St Petersburg State University of Engineering and Economics (ENGECON) filial in Vologda and the Vologda Business Institute started to develop. In 2009 the official relations with ENGECON were established. According to the agreement, students from Vologda have a chance to take courses in Kymenlaakso University of Applied Sciences, and students from Kouvola can take Russian language courses in the Vologda branch of ENGECON University and do training in the companies working in the sectors of business, design/media and forestry in Vologda (City of Vologda Administration 2009).

The partnership between the cities in the field of education is continuing in 2010 with the new prospects of development of the educational process of disabled children (City of Vologda Administration 2010).

3 EXISTING MARKETING ACTIVITIES OF KYUAS IN RUSSIA AND IN THE CITY OF VOLOGDA

Kymenlaakso University of Applied Sciences offers two Bachelor's degree programmes (the International Business Programme and the Degree Programme in Design) and one Master's programme (International Business Management) taught in English. KyUAS is marketing its international programmes abroad through its website, through the social media tools, various promotional materials and arranging examinations abroad. Nowadays the University's specific interest towards Russia is growing.

There are several indulgences making it easier for the Russians to apply. One of the most significant of those is the possibility to apply without providing a proof of language level (IELTC or TOEFL certificates) as the English skills of the applicants from Russia could be evaluated during the entrance examination.

Another extra opportunity for the Russian applicants is that the University of Applied Sciences uses discretionary admissions when considering whether to admit them to the entrance examination. In practice this means that the applicants who have not yet completed their studies in a secondary school can still apply. The studies in KyUAS start in September, but the application period is in January-February, whereas secondary school students in Russia get the school certificates only in the middle June. With the use of discretionary admissions they can still apply.

Kymenlaakso University of Applied Sciences is arranging entrance examinations not only in Finland, but also in selected countries abroad. In spring 2010 joint entrance exams of all the interested Finnish universities of applied sciences were first time arranged in Russia.

As a way of marketing its programmes, KyUAS is taking part in annual *Education and Career* fairs held in St Petersburg, sharing the display

stand with Mikkeli University of Applied Sciences and Saimaa University of Applied Sciences. These three educational institutions are also sharing an office in St Petersburg since spring 2010 due to having a common Head of International Office. Having the office also serves the marketing purposes of KyUAS.

In 2010 the cooperation between Kymenlaakso University of Applied Sciences and the City of Vologda had the following form:

- student and personnel exchanges with the Vologda branch of ENGECON University
- student exchanges with the Vologda Business Institute
- possibility for Finnish students to do their practical training in Vologda

In practice, KyUAS nowadays is actively working only with the Vologda branch of ENGECON University, has links with the Vologda Business Institute and Ms Galina Kalugina from the Vologda administration who is working on the position of the City of Vologda Mayor's Adviser of International Matters and is in charge of twinning activities.

Ms Soili Lehto-Kylmänen is one of the key persons running KyUAS cooperation programmes with the City of Vologda. She speaks fluent Russian, and as she told in the personal interview held on 8 December 2009, language is the biggest obstacle to successful cooperation with any institution in Russia.

3.1 Cooperation with the Vologda branch of ENGECON University

In line with the official cooperation strategy between the twinned cities of Vologda and Kouvola, the cooperation between KyUAS and the Vologda branch of ENGECON University was established.

The Saint Petersburg State University of Engineering and Economics (ENGECON) is one of the oldest universities in Russia providing higher

education in the fields of economics and engineering. The University has 11 branches in several Russian cities. In 1997 the branch in Vologda started its work. (ENGECON 2006)

This chapter will look in detail at the existing cooperation of KyUAS and the Vologda branch of ENGECON University. This partnership is the best example on a basis of which the suggestions for further cooperation of Kymenlaakso University of Applied Sciences with different higher level educational institutions in Vologda could be developed. Also after the analysis of this partnership the suggestions of how to market international programmes of KyUAS among the students who are getting or already got higher level education would become more sufficient.

In a personal communication on 18 August 2010, Ms Lybov Babich who is the English language lecturer in the Vologda branch of ENGECON University and the responsible person for the cooperation with KyUAS, explained that the cooperation with the Vologda branch of ENGECON University started in 2007 as the latter wanted to find a partner abroad. ENGECON administration requested the municipal company *Vologdavneshservice* and personally Ms Galina Kalugina, to find such a partner. In 2007 the Vologda branch of ENGECON University administration visited Kouvola to get to know KyUAS.

In 2008 a group of students accompanied by two English language teachers from the Vologda branch of ENGECON University visited Kymenlaakso University of Applied Sciences, attended lectures for one week and also took part in the *Baltic Breeze* international seminar held there (ENGECON 2008). As Ms Babich (18 August 2010, personal communication) explained, the reason behind was to see how students from Vologda would manage to attend lectures in KyUAS held in English language, and how reasonable and useful from their point of view the studies there would be.

The official agreement was composed in April 2009, and it will be in use for three years.

According to the agreement (ENGECON 2009a), the following basic directions of cooperation will be in focus:

- *perfection of the teaching process*
- *methodological support of the teaching process*
- *advancement of professional training of teaching and other personnel*
- *carrying out of joint scientific research in the field of economics, management, information technologies, industrial system organisation and in other directions of the contracting parties*
- *providing of cultural exchange*
- *bringing educational programmes closer together*
- *information exchange in the field of education and particularly in new methods of education*
- *participation in national and international educational programmes and projects*
- *organisation of joint projects in the field of post-graduate and additional education including advanced training*

The courses of action outlined in the agreement include:

- student exchanges for the purposes of studying, professional development and training
- exchanges of the lecturers and other staff for the purposes of sharing experience and giving lectures
- joint development of new study materials, manuals, business games and study programmes

The working programme (ENGECON 2009b) for the study year 2009-2010 included the following:

- arrangement of three internship places in Vologda for KyUAS students in such fields as business, design/media and forestry

- possibility for the students of the Vologda branch of ENGECON University to study in KyUAS for one semester
- exchanges of 1-2 lecturers from each side
- intensive Russian language courses for two weeks in Vologda

When Russian students take the studies in Finland, the courses which are fully or partly match with the courses held in ENGECON can be reckoned into their account.

As for the possibilities of doing practical training in Vologda, which ENGECON is offering to Finnish students, the University is using its own partners and is arranging everything by itself. The individual approach helps the students to find something suitable for them.

As Ms Babich explained in personal communication on 18 August 2010, the working programme 2009-2010 was successfully completed. Markus Rantavaara, a KyUAS student, did his training in Vologda Region Department of Timber Complex. Three ENGECON students from Vologda (Anton Morozov, Evgenia Sergeeva and Nargiz Nasirova) were attending lectures in KyUAS for half a year in the spring 2010. As for the lecturers exchange, Henrik Luikko and Jukka Tyrväinen from KyUAS visited Vologda in December 2009 and gave lectures in the Vologda branch of ENGECON University. In response, two lecturers from Vologda visited Kouvola in April 2010 during the *Baltic Breeze* international seminar week, and were lecturing in Kymenlaakso University of Applied Sciences. The intensive Russian language courses were also held in Vologda in May 2010.

The working programme for the study year 2010-2011 is the same as it was in the previous study year.

The prospects for the future, as Ms Babich (18 August 2010, personal communication) see them, could be fostering cooperation between the educational institutions, continuing the exchange practices and implementation of more provisions listed in the initial cooperation

agreement. There are also thoughts of licensing the programme leading to a double degree of two universities when students have the opportunity to take some courses in Kouvola and some courses in Vologda. However, this idea could not be implemented in the near future due to several problems existing.

The problems in cooperation of KyUAS and the Vologda branch of ENGECON University include the following:

- English as a language of tuition is a serious obstacle for the lecturers from Vologda as the lectures in Vologda are held only in Russian
- ENGECON has not yet started to introduce Bachelor's and Master's programmes (currently the University is training specialists on 5-year programmes), so it is impossible to develop joint programmes yet

As Ms Babich (18 August 2010, personal communication) explained, the international programmes of Kymenlaakso University of Applied Sciences are being marketed for ENGECON students from the following perspectives:

- the student who took studies in Finland has a competitive advantage of having the experience and knowledge obtained abroad, and therefore has more value on the job market
- employers value the qualification the student has after taking courses in Finland
- KyUAS is providing the education applied to the real working life
- after the graduation the student can work in international companies in Russia knowing the actual situation in Europe
- after the graduation the student can work in Europe or move there

These aspects should be taken into account when marketing international programmes of KyUAS in Russia, especially among the students who are getting or already got higher level education.

3.2 Different examples of cooperation

The relationships of KyUAS with the Vologda Business Institute are nowadays looking quite similar to the relationships with the Vologda branch of ENGECON University several years ago. Thus, in 2009 three students from the Vologda Business Institute (Regina Sedunova, Ksenia Chukanova, Maria Leonidova) spent 4 days in Kouvola taking the courses in KyUAS (Vologda Business Institute 2009). Ms Galina Kalugina from the Vologda administration was responsible for this study trip.

In response, KyUAS student Otto Hella, who was studying Russian trade, went to Vologda to do his practical training in 2010. The Vologda Business Institute found for him a training place in banking sector.

The Vologda Business Institute is extremely eager for the cooperation development and signing an official agreement after the discussion of its administration with me. The institution is about to propose a cooperation agreement to KyUAS. The Vologda Business Institute sees the cooperation mainly in a form of students and personnel exchange, and also the possibility for Finnish students to do practical trainings in Vologda using the contacts of the Institute with various companies in the city.

In difference with the cooperation practice of Kymenlaakso University of Applied Sciences with the Vologda branch of ENGECON University, the Vologda Business Institute does not see as a big problem to send their lecturers to Kouvola. Ms Elena Panchuk (30 August 2010, personal communication) from the Vologda Business Institute administration is convinced of adequate language level of the Institution's personnel to give lectures in English.

Another important issue is that from the study year 2011 the Vologda Business Institute will change the education system to train the Bachelors and Masters instead of 5-year specialists. This will simplify the process of reckoning the courses taken in Finland for the Russian students and also stimulate the development of joint study programmes, which the Vologda Business Institute is very interested in.

Even though it seems that currently the biggest partner of Kymenlaakso University of Applied Sciences in Vologda is the Vologda branch of ENGECON University, KyUAS is looking for other partners. As mentioned above, the cooperation with the Vologda Business Institute is about to develop significantly.

In addition, Kymenlaakso University of Applied Sciences is actively trying to make use of Ms Galina Kalugina from Vologda administration as she is the most important contact person in Vologda for the University. Ms Kalugina is helping KyUAS to find training places for Finnish students in Vologda, and assists them. She provides information to the interested parties when Finns want to visit Vologda or people from Vologda go to Kouvola within the bounds of twinning programmes, and also helping with practical arrangements and overcoming bureaucratic difficulties when Finns are getting work permits. (Kalugina, G. 10 March 2010, personal communication)

4 MARKETING KYUAS INTERNATIONAL PROGRAMMES IN THE TWIN CITIES OF KOUVOLA

At the beginning of the research there was a need to identify exactly what the target group to focus marketing activities on would be. The options were the following:

- secondary school students graduating in 2010 (and therefore starting their studies in the autumn 2010)
- secondary school students graduating in 2011 (and therefore starting their studies in the autumn 2011)
- students of different higher level institutions at the first or the second year of their studies
- students of different higher level institutions graduating in 2010
- students of different higher level institutions graduating in 2011

The decision was to focus the activities on the secondary school students graduating in 2010. The reason behind this decision was the estimation that the students who are at present getting or who already got higher education would not want to move to Finland on the grounds of studying. The secondary school students graduating in 2010 and not in 2011 were chosen in order to get the results faster and improve the developed scheme for better results in the future.

4.1 The problem of timing

One of the most evident problems raised during the action research on developing the ways of marketing the international programmes of Kymenlaakso University of Applied Sciences in the twin cities of Kouvola was the problem of timing. The dilemma was that the application period in KyUAS (and other Finnish universities of applied sciences) starts in January and lasts until the middle February, but the students in the target countries graduate from the secondary school institutions in June (Russia, Hungary) or in July (Germany). Therefore, the secondary school students who want to apply to the programmes offered by Kymenlaakso

University of Applied Sciences need to wait for more than half a year after the graduation. This is a significant problem as in most cases they would apply to a different higher level educational institution instead of waiting.

In Russia this problem is even more significant as the Russian universities keep the student's secondary school certificate for the whole period of study reducing dramatically the student's possibility to apply to a different university while already getting higher education.

One more aspect reducing the number of potential applicants from Russia is that the males need to do military service, and normal practice for them is to get a study place in any higher level education institution in order to postpone it. That is why they would not normally wait a year after the graduation from a secondary school.

However, the problem of timing is perfectly solved by the practice of using discretionary admissions by Kymenlaakso University of Applied Sciences. The joint application system for degree programmes conducted in English offered by Finnish universities of applied sciences allow the citizens of EU/EEA-countries to apply using this practice (Finnish National Board of Education n.d.). This means that German and Hungarian applicants can use it. The recent practice being implemented by KyUAS during the time of writing this thesis is that the applicants from Russia can also use discretionary admissions. This solves the problem of timing.

4.2 Sending the promotional materials to the twin cities of Kouvola

The action research started with gathering information about twinning programmes of the City of Kouvola and finding examples of existing cooperation. As was mentioned before, the contacts of the people responsible for twinning programmes in the partner cities of Kouvola were got (see Appendix 1).

The intention was to send post packages to the people in charge of twinning activities in Vologda (Russia), Mülheim an der Ruhr (Germany) and Balatonfüred (Hungary). Those packages contained brochures telling about the international programmes being offered by KyUAS, and other promotional materials.

As the brochures were meant to reach secondary school graduates, the situation with secondary school institutions in all the three partner cities of Kouvola was studied to identify how many promotional brochures would be needed to be sent. The information was mainly obtained through the Internet from official websites of the cities.

Taking into account the fact that Balatonfüred is a small town with 13,500 inhabitants and just 8 secondary school institutions (City of Balatonfüred n.d. c), the decision was to send 50 brochures there. Certainly, there was a need to send more brochures in Mülheim an der Ruhr as the town has 169,000 inhabitants and 14 secondary school institutions (City of Mülheim an der Ruhr 2010). It was decided to send 120 brochures in Mülheim an der Ruhr. The amount could be more, but there was an uncertainty whether the package would reach the intended person or not, as the relationships were not yet built. It was also decided not to send many brochures to Vologda as I was supposed to take promotional materials with me when going there and personally spread them among the secondary school students. Therefore, just a package containing 50 brochures in Russian language was posted to Vologda to check if the addressee would get it and deliver the materials forward.

The different ideas of what the packages can contain besides the brochures included posters, issues of the student magazine, pens, magnetic bookmarks, notebooks, stickers, calendars, and study plans. After all it was decided that only brochures, issues of a student magazine, pens and magnetic bookmarks will be used for the purposes of marketing KyUAS international programmes in twin cities of Kouvola (see Appendix 2).

The packages themselves included only promotional brochures and cover letters. As it was just a try to see how the things would work out and whether the intended persons would receive the packages or not, nothing else was sent. The cover letters are presented in Appendix 3 in the following order: the letter sent to Balatonfüred, the one sent to Mülheim an der Ruhr, the one sent to Vologda which is composed in Russian, and the one sent to Vologda which is translated into English.

The cover letters were composed in English due to the assumption that the people in charge of international relations must understand English. However, the letter sent to Vologda was composed in Russian as I was confident to write a letter in a native language.

The brochures were sent by post 12 December 2009 and meant to be distributed in January as the application period started 11 January 2010.

To check whether the packages reached the addressees, the follow up e-mails were sent in February 2010. The contact person in Balatonfüred did not reply to the e-mail. The package sent to Germany was not received as Ms Sabine Kuzma informed in an e-mail communication on 4 March 2010. Later on the contact person in Vologda Ms Galina Kalugina (10 March 2010, personal communication) mentioned she did not get the package as well.

Nobody from Balatonfüred or Mülheim an der Ruhr applied to the programmes offered, so posting the packages might not be the most effective way of promoting KyUAS programmes in the twin cities of Kouvola.

The reason why the packages did not reach the intended persons most probably is that the brochures were sent to wrong addresses. For example, the package was sent to the address of the main building of Vologda region administration while it turned out that the office of the person in charge was in the different building. The address in Mülheim an der Ruhr was correct as Ms Sabine Kuzma stated in an e-mail

communication on 4 March 2010 in reply to a follow up e-mail, but still the package did not reach the intended person. When sending the brochures to Balatonfüred, the general address of City administration was used (City of Balatonfüred n.d. b).

A good idea for the future would be to get to know the correct addresses and establish the contacts beforehand by e-mail or telephone communication. The correct address of Ms Galina Kalugina from the City of Vologda administration was obtained during my research and is included in the list of Kouvola twin towns contact persons presented in Appendix 1.

5 MARKETING KYUAS INTERNATIONAL PROGRAMMES IN RUSSIA

In order to get to know how to do marketing of KyUAS international programmes in Vologda, the preliminary research was made aimed to identify the most important aspects of studying in Finnish universities of applied sciences for the applicants from Russia.

I studied some of the existing research, talked to potential applicants and analysed the general questions being asked by them on an educational fair in Russia which I took part in and also on one popular Russian social networking website.

5.1 The most important aspects of studying in Finland for international students

A recent publication of OTUS Student Union Research Foundation (Niemi 2009, 32) analyse why international students choose to study their Bachelor degrees in Finland. Among the most popular reasons listed in the report are:

- to study in an international group
- to visit another country
- to get a job abroad in the future
- to become independent
- a degree obtained abroad has more value in the global job market than a degree obtained at home
- a foreign degree is more useful in home country than a degree obtained at home
- higher level of education than at home
- previously studied in English
- to improve language skills
- free education
- simplicity of application procedure
- good testimonials
- interpersonal ties

- previously lived abroad
- absence of appropriate programme in home country

In general it could be said that international students come to Finland to study Bachelor level programmes believing that this would increase career opportunities. The international atmosphere of studying is also a very important factor.

5.2 Social networking websites research

The research was made among the members of a group fully dedicated to the international programmes offered by Kymenlaakso University of Applied Sciences created by me on the most popular social networking Internet website in Russia (see the web path in Appendix 4). The questions being asked from the beginning of January 2010 when this group was created until the end of August 2010 were analysed, and based on the data collected the most popular aspects of studying international Bachelor's degree programmes in Finland in English language for the interested people in Russia were made.

The most questions were asked about the application process itself, the entrance examination and the documents needed to be sent to the admissions office. Almost everyone was interested what to expect from the exam. The reason behind was that potential applicants wanted to evaluate their chances to enter the University.

A lot of questions were concerning the costs of studying and living expenses. People wanted to know the costs involved to evaluate their capabilities. They were interested in student life and student apartments, possibilities of getting scholarships.

Among the other important issues for the students in question was the number of applicants for a study place, the age limitations for studying in Finland and the future prospects after getting a degree. Quiet many were also wondering if the Finnish language would be needed.

5.3 Reflections from the *Education and Career* fair held in St. Petersburg

At the beginning of my research I had the chance to attend the *Education and Career* international fair held in St. Petersburg, Russia on 20-21 November 2009. On this fair I was marketing the international programmes of Kymenlaakso University of Applied Sciences.

The *Education and Career* fair is annually held in Russian cities of St Petersburg and Moscow and is aimed at secondary school graduates who want to continue getting higher education in Russia or abroad. The fair is considered to be the biggest of its kind and is attracting thousands of visitors.

Kymenlaakso University of Applied Sciences shared its stand with two other Finnish higher level educational institutions which were Mikkeli University of Applied Sciences and Saimaa University of Applied Sciences. All the three universities are located in South-Eastern part of Finland. They are cooperating on the grounds of high interest of attracting potential students from Russia, have the common Head of International Office, and also nowadays sharing joint office in St Petersburg, so it was natural to have just one stand for the three institutions.

There was also a stand on the fair representing the Finnish universities of applied sciences in general, and stands with representatives of different Finnish universities of applied sciences, but it would not be a deceit to say that our stand was getting the greatest degree of attention from the visitors.

The most evident reasons of receiving such a high level of interest were the following:

- three universities on one stand

- presenters fluently speaking Russian (much more easy to communicate than with the presenters who spoke only English or bad Russian)
- informal atmosphere (young students with no suits, etc.)
- possibility to talk to the students who are really studying in the universities represented, who therefore are the source of true and trustful information and who can tell about their experience and explain practical things

The most important aspects behind the visitor's interest were the following:

- free education in Finland (all the other participants outside Russia were offering paid education)
- educational process in English language
- no need to have English language certificates (TOEFL, IELTS) for Russians as the language level is assessed on the entrance exam
- international atmosphere
- possibility of going on exchange and doing training in other countries
- international degree recognised worldwide
- trust towards the quality of Finnish education
- possibility of using a discretionary admission

General things the visitors were mostly asking:

- costs of studying and living in Finland
- student apartments
- Master's programmes for students already having Russian degree or already being studying in a Russian university for several years (possibilities of starting Master's programmes after having Russian degree in the same field)

- possibilities of having some courses studied in a Russian university reckoned in order to study less on bachelors' programmes
- possibilities after getting a degree

The practice of taking part in the fair should be continued in the following years, as it seems that it is really working. One more suggestion would be to consider the option of taking part in the same fair annually held in Moscow.

5.4 Promotional materials development

Before the actual campaign of attracting the potential applicants has started, some preliminary work was done. Assuming that there will be a definite need of materials in Russian language and taking into account the things of the most importance identified from the research presented in previous sections, the following promotional materials in Russian language were developed:

- promotional brochure
- loose leaf with detailed timetable of application process in addition to the brochure
- special issue of a student magazine dedicated to the student life in KyUAS
- presentation aimed at potential applicants from Russia
- slide-show presenting the University
- video from annual International Party event held in KyUAS
- group on a Russian social networking website Vkontakte.ru
- group on a social networking website Facebook.com

The existing promotional brochure *Degree Programmes in Design and International Business* about the international programmes offered by Kymenlaakso University of Applied Sciences was adapted for the applicants from Russia. It was fully translated into Russian as carefully as

possible. The translated version can be used later on as a promotional material for Russian-speaking applicants. The text is enclosed to this thesis (see Appendix 5).

The original brochure conducted in English language also contained the text of a joint application system to degree programmes conducted in English developed by the Finnish National Board of Education. In Russian version this part was completely removed in order not to confuse the applicants as the text also contained a lot of unnecessary information from the point of view of the applicants from Russia as, for example, the special rules for the EU-citizens or detailed information for Finns. Normal secondary school leavers from Russia would not need so much information which is not related to them.

In addition to the brochure the loose leaf with detailed application process was developed. This was made to compensate the removed part of application process and present the needed information for the applicants from Russia in much more practical way. It was made in a form of a logical timetable. The loose leaf is presented in Appendix 6.

A slight problem with the promotional brochure was that it supposed to be an official document, and therefore there was a very little room for telling anything extra in it. However, the idea was to tell about the University in a non-official form. This was achieved with the use of *Insider* student magazine of Kymenlaakso University of Applied Sciences. *Insider* is a weekly publication in English language made by students and for students of KyUAS. A special issue of the magazine about the student life in the University was composed. The issue contained the articles about the accommodation options, transportation, food and eating in Kouvola, practical advices on where to get furniture and what to do in the town, IT-facilities in the Business Campus of the University, a weekly story of one student doing exchange in KyUAS and another story of a festival held in Kouvola (Insider 2009). One of the regular columns also looked at application procedure and advantages of studying in the University. This issue of a magazine can be used for marketing purposes

and aimed to potential applicants, especially the ones from Russia. The material is available on the web (see the web path in Appendix 4).

The KyUAS presentation in Russian language was also composed to attract the potential applicants. This presentation was made up from the existing materials in English language used by the University for marketing purposes, and contained the general information about KyUAS, its international programmes, studying in Finland in general, future prospects and application process. The presentation is enclosed to this thesis in Appendix 7.

The slideshow was made to support the presentations which I was giving to the secondary school graduates in Vologda, Russia. The purpose of it was to give the general idea about the University, the city and the student life there through the photographs. The slideshow is available online (see the web path in Appendix 4).

Another video made in line with my research was the short version of a film about an International Party event, which was held in KyUAS Business Campus in 2008. This video was published only in the Internet in order to support the promotional campaign ran on social networking websites. The video is available online (see the web path in Appendix 4).

A group dedicated to Kymenlaakso University of Applied Sciences was created on a most popular social networking website in Russia Vkontakte.ru. In this group all the texts in Russian language mentioned above were present and international programmes were discussed. However, the group became a platform for answering the practical questions mainly concerning the application process. The web path to this group is included in Appendix 4.

Another Internet page but of a different kind was created on an international social networking website Facebook.com. The fan page named *International Business Programme in KyAMK* was made both for the students of the University and for the support of the marketing

activities aimed at potential applicants. The web path is included in Appendix 4.

It should be said that most of these materials were totally new for KyUAS. The presentations of the University in Russian language were never done before. The Business Department of the University did not have any promotional video of this kind and was not present on any social networking website neither in English nor in Russian. The current information on international programmes offered by the University was published in Russian language the first time in several years. The idea of using the student magazine as a tool for marketing the University in different countries was also new.

It would be useful to have some materials in Russian language on KyUAS's website. For example, Saimaa University of Applied Sciences has a full-fledged Russian language section on its website, which contains only the practical information needed for the applicants from Russia, and is regularly updated (Saimaa University of Applied Sciences n.d.).

5.5 Problems the applicants from Russia face

There are several obstacles which can frighten the applicants from Russia off getting higher education in Finland. I identified the following potential problems during the period I marketed KyUAS programmes in Russia:

- language problem
- costs involved
- degree acceptance in Russia

Some people might find it difficult to study in English language. This is not usually the case for those who are really motivated to move abroad from Russia to get a degree, but still is a problem. The language problem applies for cooperation between educational institutions as well.

Another problem for the potential applicants is the costs involved. According to the Finnish law, the person moving to Finland on the grounds of studying should have 6,000 Euros on his or her bank account (Ministry for Foreign Affairs of Finland n.d.), and this is quite significant obstacle in applicant's way as in most cases such a sum annually is hard to allocate on getting education abroad. The obvious reasons for it could be the lower standards of living in Russia in comparison to Finland and the crisis which is still affecting Russian economy.

One more problem is that most of the Russian universities are not yet implementing the Bologna Process and do not educate future Bachelors and Masters. Instead, the normal practice is to train so-called specialists who need to study 5 to 6 years to get the full higher education. Therefore, people in general do not know much about the system being practiced in Finland and also cannot easily shift from a Russian university to a Finnish one.

In addition, there is no any official document from the Ministry of Education and Science of the Russian Federation yet clearly regulating the value of a Bachelor's or Master's degree obtained in a foreign country. The practice is to equate it to a full higher education in Russia while the Bachelor's degree of a Russian university is seen as an incomplete higher education. Therefore, the absence of official regulation makes the situation questionable. However, the ongoing educational reform should put everything on its place. The draft law could be approved already in 2010. (Rossiyskaya Gazeta 2010)

6 MARKETING KYUAS INTERNATIONAL PROGRAMMES IN VOLOGDA

It was decided to do the actual action research on possibilities of marketing international programmes offered by Kymenlaakso University of Applied Sciences in the City of Vologda. All the actions listed in this chapter were held in Vologda in 2010. The precise timetable can be found in Appendix 8.

The two ways of marketing activities the action research was mostly concentrating on were promoting the international programmes of KyUAS among the secondary school students and among the higher level educational institutions.

6.1 Portrait of a potential applicant from Vologda in 2010-2011

While conducting the action research I spent quite a lot of time observing and talking to potential applicants in Vologda during different presentations, private consultations and discussions via the Internet, and formed a portrait of a potential applicant from Vologda in 2010-2011. As the research showed, there are two most typical cases when people would want to apply. Most likely, the applicant would be either secondary school graduate or the one already getting higher education.

The first option is a secondary school leaver 2010-2011. This is a person who is about to graduate from a secondary school in 2010-2011. He or she (though in vast majority of cases it would be female applicant) was born approximately in 1991-1993, at the time of a huge reduction in children births due to the collapse of the Soviet Union in December 1991 and crisis in the new-formed Russian Federation. He or she is 17-years-old secondary school graduate who wants to move from Vologda and get university-level education in bigger Russian cities (most probably in St Petersburg or Moscow), also considering the alternative option of moving abroad.

If the person wants to move to another country, he or she must know the foreign language (in practice English) well enough. Not that many schools in Vologda can provide a good level of English, so most probably a potential applicant should be graduating from one of the three following secondary school institutions: School #1, the Vologda Multiprofile Lyceum or Gymnasium #2.

The possible country of move does not have a significant difference. According to the information got from the potential applicants, the aspects that primarily affect the choice are the study language and the costs involved. Usually those who do have enough money to pay for the university abroad choose different countries than Finland. However, in most cases, secondary school graduates from Vologda do not have the necessary funds and think that getting education anywhere outside Russia requires huge investments. Most of the secondary school students I was talking to were saying that they even did not seriously consider the option of getting higher education abroad as they were almost sure that the education would be paid and that it would cost a lot. In this light Finland appears to be an ideal country of choice due to the policy of free education.

Average potential applicant knows where Finland is situated and also knows some basic facts about the country. However, he or she is not aware of any other cities than Helsinki, and therefore most probably did not hear about Kouvola or Kymenlaakso region.

Usually a secondary school leaver is very uncertain whether or not he or she really wants to study abroad, and just decides to try to apply and see what will happen. He or she does not have precise life goals besides stability, which is certainly not good for the person deciding to move abroad to study.

One thing surprised me quite a lot while I was talking to high school students. The fact is that they do not really care that much about what to study as long as the profession would bring money in the future. In this

case they are ready to study even if they are not very interested in the subject.

The main intention of a potential applicant to study in Finland would probably be to get a European degree, to practice English and to try to live abroad for the period of studies. Some would definitely see as a goal to stay in Finland for some time or get education there and then move further in Europe.

The second most typical case I identified would be a person (again, female in most cases) who is already getting higher level education in Vologda and wants to try to take some courses abroad or study some time in English outside Russia. There are quite many of such people. However, KyUAS has partnership agreement only with the Vologda branch of ENGECON University meaning that only students from there nowadays can rather easily do so. The higher level educational institutions in Vologda are just starting to implement Bachelors' and Masters' programmes, so the exchanges become quite difficult. However, many students in Vologda are eager to take some courses abroad, listen to foreign lecturers and move to a different country for some time, but do not have a possibility to do so.

All in all, such a student would be most interested in a degree which could be obtained from a foreign university and career possibilities.

6.2 Marketing KyUAS international programmes among secondary school students from Vologda

The idea was to find the ways to attract the secondary school graduates from Vologda, and the following actions were taken place during the time of the action research:

- contacting the city administration
- finding potential partners among secondary school institutions in Vologda and establishing personal contacts

- giving presentations to the students in selected schools
- arranging personal meetings and consultations with potential applicants
- supporting the application process of the students interested in applying

All the actions listed above are explained in the following text in a chronological order.

6.2.1 Selection of high schools

At the very beginning of the action research in Vologda the preliminary selection of schools was made. I visited 20 secondary schools in Vologda, talked to the persons in schools' administrations, left the promotional materials and agreed on giving presentations in some of them. The contact information of the visited educational institutions is presented in Appendix 9.

Quite many of the visited schools rejected the offer of giving presentations. The people in schools' administrations explained that they do not see the point of telling their students about the possibilities of studying abroad as the studies require at least an adequate level of knowledge of English language which these institutions could not provide.

I personally noticed that that the secondary school students themselves in general would like to hear about the possibilities of studying abroad, and some of them really want to move to study in a different country, but the schools' personnel usually is not that enthusiastic to arrange such meetings as I wanted to held.

The real interest and the wish to support the initiative I saw only in the Vologda Multiprofile Lyceum and the School #1. In both secondary school institutions I was invited to talk more for a second or even the third time after the first presentation.

In each visited school I was leaving a leaflet with brief information about Kymenlaakso University of Applied Sciences and its international programmes. I recognized the real need for such information in Russian which would fit on one A4 page to present to the people in schools' administrations whom I was talking to (see Appendix 10). Also the promotional brochures for students both in Russian and in English languages, issues of *Insider* student magazine and loose leaves with an application timetable were left each time even if the school rejected the offer of giving a presentation.

In addition three language schools where students take English language courses were visited. The brochures were left there. The contacts of these schools are also included in Appendix 9.

6.2.2 Presentations in selected schools

After the school selection and all the arrangements, the actual presentations were held in January 2010. All in all 9 presentations were given in 6 chosen secondary schools (see Appendix 9).

Each meeting lasted 30-40 minutes, and approximately 20 minutes of those I was giving the actual presentation about Kymenlaakso University of Applied Sciences, its international programmes and an application process. Then I showed the slideshow and was talking about the student life in KyUAS and Kouvola. After that the audience had the possibility to ask the questions. Those who wanted to know more I invited for further discussion in the office I rented for this purposes.

After each presentation I was leaving the brochures in Russian and in English languages, and the issues of a student magazine. School students also liked promotional pens and magnetic bookmarks with KyUAS logo.

6.2.3 Organising a presentation in a different place

As I was also trying to develop different kind of approaches to gather the potential applicants, there was a need to give at least one presentation not in any school, but in a different place.

I thought, quite a lot of people could come to the presentation and considered the options of renting a room or a conference hall which would fit all of them.

The preliminary search showed that renting a space is quite costly in Vologda. The conference halls in different hotels cost around 800-1,500 Russian Roubles (20-40 Euros, exchange rate for 4 September 2010) per hour.

The hall of the central regional library in Vologda would be an ideal place as it has perfect location and can fit as many people as needed in case when there would be a need to gather up to 150 people at once, but it costs 1,000 Russian Roubles (25 Euros, exchange rate for 4 September 2010) per hour. There is also a small conference room which can fit 30 people for 2,000 Russian Roubles (51 Euro, exchange rate for 4 September 2010) for half a day.

According to the Russian law, public libraries cannot charge for renting a space in its premises. Basically that is illegal, but it is a normal practice. Even if they would provide an official receipt for a rent, it would be said there that the library charged the sum for rendering of information services.

The personnel in the second biggest library in Vologda showed much more interest in holding such a presentation in its premises. The city library has a conference hall for about 40 people, which could be rented just for 200 Russian Roubles (5.1 Euros, exchange rate for 4 September 2010) per hour. However, the director of the library Ms Svetlana

Terent'eva thought such an event would be in the interest of a library as it could attract more visitors who can later on become regular customers (Terent'eva, S. 11 January 2010, personal communication). Therefore, the library gave an opportunity to rent the conference hall for free and even help with advertising the event.

The information about the upcoming presentation was also put on notice boards in different libraries of the city, some schools, the three visited language schools, and in the Internet on a social networking website.

The event was held 26 January 2010. The initial objectives of the meeting were not reached, because only three people came to hear the presentation. The reason probably is that nobody holds such events in Vologda, and therefore people do not know what to expect from it and do not perceive the information about such events as somewhat related to them.

The suggestion for the future would be not to try to organise such a presentation the way it was done. However, a meeting in a library could be organised for those who would want to hear more after presentations in schools.

6.2.4 Mass presentations vs. individual talks

The initial idea was to visit several secondary schools, give short presentations, and then invite those students who were interested with their parents after a short period of time to some place where a lot of people could be gathered at once. The idea was to give there one big presentation and answer the questions from the audience. That approach turned out to be incorrect from different perspectives.

First of all, it turned out that there are actually not that many people who are really interested in applying. Secondly, those who are interested do not invite parents or any other relatives to listen to the presentation. During the whole action campaign I did not see nor had a chance to talk

to any single parent of those students whom the presentations were given to.

Another issue is that it would be impossible to give just one big presentation as it was impossible to schedule all the meetings in schools appropriately to the needs of the action research presented in this thesis. In some cases it took more than three weeks from the day of the meeting with school administration to the day of giving the presentation to school students. In addition, it would be just too costly to rent a place and not be sure that the event would gather more people than an office rented later on can fit in.

Therefore, the decision on concentrating more on individual talks than on mass presentations was made, and an office in the centre of the city was rented to have consultations there.

6.2.5 Consultations in the office

At the beginning of an application period an office in Vologda was rented to hold individual talks there. The secondary school students whom the presentations were given to were invited on these meetings. People invited friends and were coming to get to know more information. As was said before, the initial idea was that those who were interested would come to the meetings with precise questions and maybe even invite their parents, but this did not happen.

Approximately six people were coming each time to every meeting. Usually those who listened to the presentation in schools, invited friends or classmates who was not present at the time of a presentation, so each time there was a need to tell everything from the beginning. However, this was not a problem for the students who already heard the presentation before.

I was surprised in a negative way that practically no one had formulated questions to ask. People were coming to these consultations just to hear

more. At the end all those who wanted to apply contacted me again via the Internet in order to ask the questions rose during the application procedure.

6.2.6 The outcomes and assessment

All in all 9 presentations were given in 6 chosen secondary schools (see Appendix 9) and one presentation was held in the city library. In addition to this a number of consultations took place in an office rented for marketing purposes. About 200 people listened in January 2010 about the international programmes offered by KyUAS.

During the application period several people from Vologda applied to the International Business Programme, seven of those were invited to the entrance examination, and at the end three got in.

The results are extremely good, because there were only 40 vacant places for the group starting in the autumn 2010. In addition, several students graduating in 2011 said during the personal discussions that they will apply the next year.

While giving presentations, holding consultations in the office and having personal meetings, I was continuously learning from the experience. The actual presentation and the way I addressed the issues I was talking about changed quite a lot from the very first one. The ongoing development led for continuous improvement. Therefore, my research could be considered as action based.

6.3 Marketing KyUAS international programmes among higher level educational institutions in Vologda

A different approach to market the international programmes offered by KyUAS was practiced in addition to the marketing campaign aimed at secondary school students.

After the example of the cooperation between Kymenlaakso University of Applied Sciences and the Vologda branch of ENGECON University, the possibilities of cooperation between KyUAS and different other higher level educational institutions in Vologda were researched. The discussions aimed at establishing partnerships were initiated in the Vologda Business Institute, the Vologda State Technical University and the Vologda State Pedagogical University.

The Vologda Business Institute showed real interest in establishing cooperation. As was said earlier in this thesis, the Institute is not satisfied with the current form of partnership with KyUAS and wants to sign an official agreement, practice exchanges and do joint projects.

During my research the areas in which two educational institutions can cooperate were suggested and a draft of a cooperation agreement and working plan for the first year proposed. Students' and lecturers' exchanges and practical training internships in Vologda could be first steps in this undertaking.

The right persons in Kymenlaakso University of Applied Sciences and the Vologda Business Institute were connected, and it should be expected that the partnership would soon be developed further into an official agreement on cooperation.

The ideas for the future would be connecting KyUAS with the Vologda State Technical University and the Vologda State Pedagogical University. Both institutions in Vologda have international offices and experience in cooperation with foreign partners. The Vologda State Pedagogical University even has an official agreement with Finnish Sibelius Academy. Both universities are ready to cooperate. The contacts of the needed persons in international offices are presented in Appendix 11.

7 SUGGESTIONS FOR FUTURE MARKETING OF KYUAS INTERNATIONAL PROGRAMMES IN THE TWIN CITIES OF KOUVOLA

Municipalities' twinning activities and official relationships between communities may make any kind of international cooperation easier. Therefore, Kymenlaakso University of Applied Sciences can use the partnership links the City of Kouvola has with its partners in the Russian city of Vologda, the German city of Mülheim an der Ruhr and the Hungarian city of Balatonfüred for marketing its international programmes there.

There can be links already connecting some of the educational institutions, which make the cooperation easier due to the awareness existing in the field. Moreover, there are public officials who are in charge of cities' twinning activities and who can help with getting information or spreading promotional materials. These people also provide a significant support afterwards helping with various practical arrangements as getting work permits for internships, for example. Also there usually are separate associations dealing with twinning activities, which could also provide the support.

When trying to force cooperation, just a reminder about the twin status the cities have stimulates the institutions located there to cooperate much more actively, and the fact of existence of an official agreement between two cities can encourage the institutions to take action about it. One of the reasons behind could be that the latter would be included in annual working programmes and even get financing from the government for such activities. All the undertakings existing between the cities make it easier for the students to apply and to move in the partner's country.

7.1 Suggestions for marketing KyUAS international programmes in Mülheim an der Ruhr and Balatonfüred

The action research conducted has shown that posting the packages with brochures to the responsible people in Mülheim an der Ruhr and

Balatonfüred is not necessarily a correct way of marketing KyUAS international programmes in these cities. It is possible to try to send the brochures once again, but it is necessary to establish the contacts by e-mail or by telephone before sending anything, because otherwise the packages would easily be lost. There is a need to get to know the correct postal addresses of the people responsible for twinning activities in the cities (see Appendix 1) and agree on sending the materials. If the contacts would not be made, it is better not to send anything than to send the packages to wrong addresses.

In case of sending the packages, the number of brochures to be sent should be agreed with the contact persons. The limits could be approximately 50 for Balatonfüred and 100 for Mülheim an der Ruhr. The brochures could be sent in November to make sure the addressees would get them before Christmas holidays and the beginning of application period which starts in January.

7.2 Suggestions for marketing KyUAS international programmes in Vologda

The cooperation between KyUAS and the City of Vologda was established quite a long period of time ago and is working rather effectively. The University has connection with Ms Galina Kalugina who is the City of Vologda Mayor's Adviser of International Matters and the head of municipal organisation *Vologdavneshservice* which is dealing with Vologda twinning activities. She helps with establishing links between potential partners, with internships in Vologda and with different practical matters. However, much more could be done in this field, and the action research showed that the actual marketing of KyUAS international programmes, finding potential applicants and helping different higher level institutions interested in cooperation could be done much more effectively.

It is very new for Russia when foreign universities actively start to market their programmes there, and it is extremely novel for Vologda. The experience in the field is minimal and the number of real cross-border

projects in the field of education is very few. However, there is a demand for that as the secondary school students and students getting higher education are extremely eager to have a chance to move abroad to study. The problem is that they are very unsure and do not know where to get information. Action research held in Vologda showed that the people who listened to the presentations were actually first time ever listening to a presentation of a foreign university.

If Kymenlaakso University of Applied Sciences would continue its marketing activities in Vologda, it would be the first to meet the growing demand. The awareness about the University would grow, more and more people would apply for the study programmes, the number and quality of partnerships between KyUAS and different higher level educational institutions in Vologda would grow, more and more various companies and businesses would want to have joint projects and internships. So, if the University is interested, the practice should continue.

The main obstacle for further development of usage of twinning links for marketing the University's international programmes in Vologda, as I see it, is the current situation when the interested parties just do not know where to get information. Ms Galina Kalugina is doing her job, but as she explained in a personal interview on 10 March 2010, she is not actively looking for potential partners herself. Instead, those students or interested parties who already have made a substantial research by themselves, come into contact with her. Such a scheme is rather convenient, but it definitely slows down the process and could be developed.

An ideal option for attracting potential applicants, as the action research has shown, would be having a special person who would do the work I did in Vologda, taking into account the experience and suggestions presented in this thesis. The minimum work this person should do is to visit the selected secondary school institutions, give the presentations there and organise at least one consultation following these presentations.

The event could be held in a public library. This would help to evade any costs connected to this work. The promotional materials and the actual presentation developed during the action research could be used. The new loose leaf with the application timetable is developed by for 2011 is presented in Appendix 12. Giving out printed invitations to the consultation in the library is another suggestion which can be useful.

In case the University would refuse the idea of using a special person for marketing activities in Vologda, the brochures could be sent directly to the responsible people in selected secondary school institutions who already agreed to spread the materials when they would get them.

If none of these two strategies could be implemented, the work could be done with the help of Ms Galina Kalugina. It should be noted that even if she would help the potential applicants who would contact her, she would not organise any presentations or help in distributing promotional brochures.

It should be noted when sending the brochures or giving the presentations, that there are exams going on in all schools in Russia at the end of December, and then public holiday takes place until 10 January each year. At the same time application period 2011 starts 3 January and lasts until 15 February. In practice this means that the brochures should be sent to schools so that the responsible persons would get them approximately at the beginning or in the middle of December 2010. In case of giving the presentations, all the agreements should start to be made after 10 January. The potential applicants loose one or two weeks, but that is the only time to do the work.

The cooperation with the Vologda branch of ENGECON University should continue to develop according to the official agreement and annual working programmes. In addition similar partnership could be established with the Vologda Business Institute. The necessary preliminary contacts were made during my research. The suggestion for the future would be to develop the relationships with the Vologda State

Technical University and the Vologda State Pedagogical University if it would be of an interest of Kymenlaakso University of Applied Sciences. The necessary contact information is presented in Appendix 11.

In addition, Kymenlaakso University of Applied Sciences can create a section in Russian language on the website for marketing its programmes in Russia. The social media tools should also continue to be used (see Appendix 4). Another suggestion for the University is to consider the option of taking part in annual *Education and Career* international fair in Moscow.

7.3 Action plans for marketing the international programmes of KyUAS in Vologda in 2011

The following tables present the development plans for marketing international programmes of Kymenlaakso University of Applied Sciences in Vologda based on the action research and the experience I got while conducting it.

The first action plan presented in Table 3 is developed for a situation when there will be a special person who could give presentations in schools and conduct consultations in Vologda during the application period 2011.

Table 3: Action plan of marketing activities in Vologda in 2011: the use of a special person doing the action

Time	Action
10-15 January	Contacting the responsible people in selected secondary school institutions and the city library in person (see Appendix 13). It would be useful to give out the leaflets with brief information about KyUAS (see Appendix 10) and remind them about the presentations held in 2010. There is a need to agree on a date (or

	dates) when the presentation(s) would be held. It is necessary to require a computer, a projector and a screen for the selected room where the presentation would take place.
17-29 January	Giving the presentations on the dates agreed. The presentation slides presented in Appendix 7 can be used. The maximum time of each meeting with the students should not exceed 40 minutes. In addition the promotional materials presented in Appendix 2 could be given out. At least the school students should receive promotional brochures, loose leaves with application timetable (see appendix 12) and invitations to the consultation in the library.
22 January	Holding the first consultation in the city library. The event could last from 1 hour to 1.5 hours. There would be a need to give the presentation again, but the most attention should be paid to visitors' questions. It should be noted that the most questions would be about application procedure.
29 January	Holding the second consultation in the city library. Two big consultations should be enough.
29 January - 15 February	Guiding potential applicants through the Internet (e-mail, social networking websites mentioned in Appendix 4).

The action research showed that the approximate number of people coming to presentations in schools would be the following:

- School #1 – 55 people
- Vologda Multiprofile Lyceum – 25 people
- Gymnasium #2 – 35 people

Therefore, there would be a need of approximately 150-200 brochures and loose leaves with application timetable for the whole action

campaign of marketing KyUAS international programmes in Vologda in 2011.

The second action plan presented in Table 4 contains the suggestions on posting the brochures in case no one would do the actual action in Vologda.

Table 4: Action plan of marketing activities in Vologda in 2011: posting the brochures

Time	Action
beginning of November 2010	Contacting the responsible people in selected secondary school institutions by e-mail or by telephone (see Appendix 13) and agreeing on sending the brochures.
middle November 2010	Posting the packages after getting the responses. The packages should include the brochures in Russian language, the loose leaves explaining the application process (see Appendix 12) and the cover letters (see Appendix 3). In addition, couple of <i>Insider</i> student magazine issues (see Appendix 4) could be enclosed and one leaflet with brief information about KyUAS (see Appendix 10).
17-28 January 2011	Sending follow-up e-mails or calling the responsible people in selected secondary school institutions, to whom the packages were sent (see Appendix 13) in order to remind them about it and to control them.

I would suggest sending at least 65 brochures and loose leaves with application timetable to the School #1, 30 brochures to Vologda Multiprofile Lyceum and 40 to the Gymnasium #2.

8 CONCLUSIONS

This is a summarising chapter in which some of the main conclusions reached as a result of this thesis are explained.

The main aim of this thesis was to summarise the existing experience Kymenlaakso University of Applied Sciences has in cooperation with the twin communities of Kouvola and develop the strategies of marketing its international programmes there. The main focus was on the city of Vologda, and the research method was action based.

The concept of municipalities' twinning is explained in the thesis and twinning activities of Kouvola are analysed. The experience with the city of Vologda is presented in detail.

The action research included sending the promotional materials to the Russian city of Vologda, the German city of Mülheim an der Ruhr, and the Hungarian city of Balatonfüred. This approach did not succeed as the brochures did not reach the intended persons. The suggestion for the future is not to send anything before getting in touch with the persons responsible. All the needed contacts were got during my action research and included in Appendix 1.

As the special attention was put on the city of Vologda, a portrait of a potential applicant from Vologda was drawn up. Personal observations served as a base for development of different promotional materials in Russian language and a presentation aimed at potential applicants from Vologda.

During the action research several secondary schools from Vologda were visited and the presentations were given. Also a number of consultations following the presentations were held.

During the action research the most usable ways of doing the marketing of KyUAS international programmes were developed. The suggestions

for the future are given. The thesis includes action plan of marketing activities in Vologda for the next year. In addition, the suggestions of KyUAS cooperation with different higher level educational institutions are developed.

The actions carried out while working on the thesis achieved the following practical results:

- development of the promotional materials in Russian language which could be used by KyUAS for marketing purposes: the promotional brochure, the loose leaf with detailed application process, the presentation aimed at potential applicants
- development of other promotional materials: the special issue of *Insider* student magazine, the video from International Party event, the promotional slideshow
- pages on social networking websites Vkontakte.ru (105 people in a group at 4 October 2010) and Facebook.com (159 people in a group at 4 October 2010) promoting KyUAS international programmes
- around 200 potential applicants from Vologda listened to the presentation of international programmes offered by KyUAS during the application period 2010
- seven applicants from Vologda were invited to the entrance examination in 2010
- three applicants from Vologda got in a group starting the studies in KyUAS in autumn 2010
- a draft cooperation agreement composed by the Vologda Business Institute as a start up of a cooperation with KyUAS

One example of the importance of this can be seen from an e-mail communication on 28 August 2010 with Alexandra Vuytsik who was one of the secondary school students one of the presentations was given to:

Your role in the story of how I got in the University is quite significant. Before you came I did not even think about studying abroad, this was seen as something impossible. And then you come and a lamp called "The Dream" lights up in my head. You explained everything clearly, so there were not any significant problems with making the dream come true.

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- Vologda, Russia

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Adviser Mayor of International matters

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Ms Sabine Kuzma

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Ms Eszter Reischl

Official in Charge of International Relations

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Appendix 2

Promotional materials used in marketing KyUAS programmes in the twin cities of Kouvola





14 December 2009

Ms Eszter Reischl
Official in Charge of International Relations

Szent István tér 1
8230 BALATONFÜRED, HUNGARY

Dear Ms Eszter Reischl,

Kymenlaakson ammattikorkeakoulu, University of Applied Sciences is seeking for cooperation with twin communities of Kouvola.

Kymenlaakso University of Applied Sciences is a multidisciplinary institute of higher education located in city of Kouvola, Finland. Since the cities of Kouvola and Balatonfüred have a partnership agreement, our university would like to deepen the relationships between communities in the field of education.

We are currently running a project concerning the marketing of our international degree programmes in twin cities of Kouvola.

We are wondering if it would be possible to have the enclosed brochures distributed among the high school level educational institutions in Balatonfüred. The following brochures are aimed at high school students graduating in the summer 2010. The materials would need to be distributed in January, as the application period ends **12 February 2010**.

Kymenlaakso University of Applied Sciences would like to establish long-lasting relations that would be mutually beneficial for both parties, and therefore we are open for further development of these relations and initiatives coming from your side.

Sincerely yours,

Dmitry Smirnov, the International Assistant

Ulla Puustelli, the Head of International Business Programme

Kymenlaakson ammattikorkeakoulu
University of Applied Sciences
Paraatikenttä 7
45100 KOUVOLA, FINLAND
Tel: +358 44 702 8752
Fax: +358 5 230 2433
www.kyamk.fi

14 December 2009

Ms Sabine Kuzma
Stadt Mülheim an der Ruhr
Amt für Ratsangelegenheiten und Bürgerinformation

Leineweberstraße 18-20
45466 MÜLHEIM AN DER RUHR, GERMANY

Dear Ms Sabine Kuzma,

Kymenlaakson ammattikorkeakoulu, University of Applied Sciences is seeking for cooperation with twin communities of Kouvola.

Kymenlaakso University of Applied Sciences is a multidisciplinary institute of higher education located in city of Kouvola, Finland. Since the cities of Kouvola and Mülheim an der Ruhr have a partnership agreement, our university would like to deepen the relationships between communities in the field of education.

We are currently running a project concerning the marketing of our international degree programmes in twin cities of Kouvola.

We are wondering if it would be possible to have the enclosed brochures distributed among the high school level educational institutions in Mülheim an der Ruhr. The following brochures are aimed at high school students graduating in the summer 2010. The materials would need to be distributed in January, as the application period ends **12 February 2010**.

Kymenlaakso University of Applied Sciences would like to establish long-lasting relations that would be mutually beneficial for both parties, and therefore we are open for further development of these relations and initiatives coming from your side.

Sincerely yours,

Dmitry Smirnov, the International Assistant

Ulla Puustelli, the Head of International Business Programme

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14 Декабря 2009

Галина Калугина
Советник Мера по Международным Отношениям

Ул. Герцена, 2
160000 ВОЛОГДА, РОССИЯ

Уважаемая Галина Калугина,

Kymenlaakson ammattikorkeakoulu, Университет Прикладных Наук Кюменлааксо разрабатывает программу сотрудничества с городами-побратимами г. Коуволы.

Kymenlaakson ammattikorkeakoulu, Университет Прикладных Наук Кюменлааксо – это высшее учебное заведение, расположенное в городе Коуволы, Финляндия. Принимая во внимание тот факт, что Коуволы и Вологда являются побратимами и имеют договор о сотрудничестве, наш университет хотел бы укрепить партнерские связи городов в сфере образования.

В настоящее время мы работаем над проектом, касающемся привлечения абитуриентов из городов-побратимов г. Вологда для обучения на международных программах Университета Кюменлааксо.

Мы бы хотели попросить Вас о помощи в распространении приложенных к письму брошюр среди вологодских школ. Брошюры предназначены для выпускников 2010 года. Мы очень просим Вас распространить материалы в январе, потому что период подачи заявлений на поступление заканчивается **12 февраля 2010**.

Университет Прикладных Наук Кюменлааксо хотел бы создать условия для долгосрочного взаимовыгодного сотрудничества. Мы готовы работать над дальнейшим развитием совместных программ, а также рассматривать инициативы с Вашей стороны.

С уважением,

Дмитрий Смирнов, Ассистент по Международным Программам

Улла Пуустелли, Начальник Управления Программы Международного Бизнеса

Kymenlaakson ammattikorkeakoulu
Университет Прикладных Наук Кюменлааксо
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Контакты в Вологде:

Дмитрий Смирнов
+7 963 356 3394
dmitry.smirnov@student.kyamk.fi



14 December 2009

Ms Galina Kalugina
Adviser Mayor of International Matters

Gercena 2
160000 VOLOGDA, RUSSIA

Dear Ms Galina Kalugina,

Kymenlaakson ammattikorkeakoulu, University of Applied Sciences is seeking for cooperation with twin communities of Kouvola.

Kymenlaakso University of Applied Sciences is a multidisciplinary institute of higher education located in city of Kouvola, Finland. Since the cities of Kouvola and Vologda have a partnership agreement, our university would like to deepen the relationships between communities in the field of education.

We are currently running a project concerning the marketing of our international degree programmes in twin cities of Kouvola.

We are wondering if it would be possible to have the enclosed brochures distributed among the high school level educational institutions in Vologda. The following brochures are aimed at high school students graduating in the summer 2010. The materials would need to be distributed in January, as the application period ends **12 February 2010**.

Kymenlaakso University of Applied Sciences would like to establish long-lasting relations that would be mutually beneficial for both parties, and therefore we are open for further development of these relations and initiatives coming from your side.

Sincerely yours,

Dmitry Smirnov, the International Assistant

Ulla Puustelli, the Head of International Business Programme

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Dmitry Smirnov
+7 963 356 3394
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Appendix 4

Web paths for online materials

- The group on a Russian social networking website Vkontakte.ru
<http://vkontakte.ru/club14323989>
- The group on a social networking website Facebook.com
<http://www.facebook.com/pages/Kouvola-Finland/International-Business-Programme-in-KyAMK/268100424906>
- The special issue of *Insider* student magazine (9 October 2009, vol. 12, issue 5)
<http://insider.kyamk.fi/issues/v1205/content.htm>
- The promotional slideshow
<http://www.youtube.com/watch?v=Ujq8y4hnL2Y>
- A short version of a film about an International Party event
<http://www.youtube.com/watch?v=Cw2TfPx3ch8>

Promotional brochure text in Russian

Международные программы «Дизайн» и «Международный Бизнес»

Kyumenlaakson ammattikorkeakoulu, Университет Прикладных Наук Кюменлааксо – это высшее учебное заведение, осуществляющее образовательную и научно-исследовательскую деятельность в сотрудничестве с различными бизнес-структурами и другими университетами, а также предоставляющее профессиональные виды тренинга. В Университете Прикладных Наук Кюменлааксо работает около 400 человек и проходят обучение 4300 студентов.

Добро пожаловать в Университет Прикладных Наук Кюменлааксо!

Университет Прикладных Наук Кюменлааксо предлагает обучение по международным программам «Дизайн» и «Международный Бизнес» в городе Коуволла, расположенном на юго-востоке Финляндии всего в 130 км от Хельсинки. Исторические здания кампуса Университета совсем недавно были полностью обновлены. В ходе реконструкции был сохранен оригинальный стиль прошлой эпохи, а также реализованы новейшие технические возможности для достижения самого современного уровня обучения. В уникальном кампусе, окруженном естественной парковой зоной, 1500 студентов проходят обучение по программам бизнеса, дизайна и медиа технологий.

Территория Университета является своего рода бизнес-инкубатором, что позволяет студентам работать с реальными компаниями и принимать участие во многих проектах в рамках образовательной программы. Такое тесное сотрудничество – это ключ к трудоустройству по окончании Университета, а преподавательский и студенческий состав более чем из 20 стран предоставляет Вам отличную возможность для налаживания партнерских связей с людьми со всего мира.

Территория Университета расположена в непосредственной близости от исторического центра города Коуволла, а также от авто- и железнодорожного вокзалов. Все городские достопримечательности находятся в зоне пешеходной доступности, а повсеместные велосипедные дорожки соединяют близлежащие территории и удаленные районы.

Студентам предоставляется широкий выбор общежитий европейского типа по доступным ценам в непосредственной близости от Университета. В нашем компактном городе все расположено близко к Вам: торговые центры, рестораны и столовые, кинотеатры, бассейны, стадионы, бары, клубы и кафе. Здесь Вы найдете лыжные спуски, пешеходные дорожки и велосипедные трассы. Более того, в зимнее время лыжная трасса в буквальном смысле проходит под окнами Университета. Учебное время это не только работа!

В процессе обучения в Университете Прикладных Наук Кюменлааксо, Вы получите качественное и достойное образование, а также международный диплом бакалавра делового администрирования (программа «Международный Бизнес») или бакалавра культуры (программа «Дизайн»), что послужит оплотом для профессиональной карьеры. Кроме того, здесь Вы обретете друзей из разных стран.

Финляндия

Финляндия получила независимость в 1917 году. По форме государственного правления страна является президентской республикой. Сейчас пост президента занимает Тарья Халонен, а пост премьер-министра - Матти Ванханен. Численность населения страны составляет примерно 5,2 миллиона человек.

Столица государства – город Хельсинки. В столичном регионе проживает приблизительно 1 миллион человек. Средняя температура июля для Хельсинки +17°С, а февраля -6°С.

Финляндия известна, как страна тысячи озер, и самый большой архипелаг Европы находится именно здесь. В Лапландии живет Санта-Клаус, а предметами национальной гордости являются знаменитые гонщики Формулы-1 Мика Хаккинен и Кими Райкконен. Финляндия также известна телефонами Нокиа и текстильными брендами Маримекко, Лухта и Финлейсон. Финляндия является членом Евросоюза с 1995 года.

Регион Кюменлааксо

Кюменлааксо – это регион на юго-востоке Финляндии с численностью населения 185,000 человек. Индустриальная жизнь основана на лесном хозяйстве и целлюлозно-бумажной промышленности, а также высоко развиты секторы транспорта и логистики. Центрами региона являются города Коувала и Котка.

Кюменлааксо представляет собой один из наиболее густонаселенных регионов Финляндии и располагается на относительно близком расстоянии от других районных центров, а также от столичного региона Хельсинки. Примерное расстояние до Хельсинки - 130 километров, а до Санкт-Петербурга – 290 километров.

Нетронутые регионы северной части Кюменлааксо, район реки Кюми, побережье Финского залива, островные архипелаги южной части, а также высокоразвитая культурная среда иллюстрируют разнообразие природного окружения и многогранность региона.

Обучение по программе «Дизайн» (Degree Programme in Design)

Присуждаемая степень - бакалавр культуры (Bachelor of Culture and Arts).

Обучение включает 240 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 4 года. Обучение ведется полностью на английском языке.

Обучение по программе «Дизайн» нацелено на развитие профессионального подхода студентов к дизайну. Цель программы – представление новых подходов к дизайну в постоянно изменяющейся атмосфере современного мира. Учебный план также включает в себя совместные занятия и проекты со студентами программы «Международный Бизнес».

Appendix 5/3

В процессе обучения студенты развивают необходимые навыки дизайна и предпринимательских способностей в данной сфере. Комплексный подход к изобразительному искусству помогает понять принципы управления процессом разработки дизайна различных элементов среды. Программа также включает разработку сложных инновационных идей и принципы управления проектами в области дизайна.

Программа является международной, и адресована студентам, желающим связать свою карьеру с дизайном или управлением дизайнерскими разработками.

Заявления заполняются в электронном виде на сайте www.admissions.fi. Абитуриенты, удовлетворяющие всем критериям отбора, будут приглашены на вступительный экзамен.

ПРИЕМНАЯ КОМИССИЯ

www.kyamk.fi/Applying

admissions@kyamk.fi

Kymenlaakso University of Applied Sciences

Design and Restoration

Paraatikenttä 7, Kouvola, Finland

Обучение по программе «Международный Бизнес» (Degree Programme in International Business)

Присуждаемая степень – бакалавр делового администрирования (Bachelor of Business Administration).

Обучение включает 210 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 3,5 года. Обучение ведется полностью на английском языке.

Программа «Международный Бизнес» предоставляет студентам необходимые знания и навыки, требующиеся для работы в сложном и постоянно развивающемся мире международного маркетинга и международной торговли. Обучающиеся также получают навыки самостоятельной работы и способности общаться с представителями различных культур и носителями других языков.

Программа подразумевает только дневное обучение. Один учебный год приравнивается к 1600 учебным часам. Курсы, пройденные ранее в Финляндии или учебных заведениях за рубежом, возможно перезачесть при условии их дублирования. Образовательный процесс включает в себя множество разнообразных проектов, групповую работу, а также элементы индивидуального обучения. Обучение в Университете является бесплатным как для финских студентов, так и для студентов из других стран.

В рамках специальности «Международный Маркетинг» студенты получают необходимые знания и навыки для выполнения различных заданий, требующихся при работе в области маркетинга и обслуживания клиентов. Выпускники устраиваются в международные компании и занимают позиции управляющих отделами маркетинга, руководителей групп, директоров по разработкам, торговых представителей, рекламных агентов, а также другие должности. Обучение включает курсы по маркетинговой разведке,

Appendix 5/4

стратегическому планированию, управлению взаимоотношениями с клиентами, управлению торговыми марками, общению в межкультурной среде, языковые курсы и другие предметы, а также различные проекты, связанные с выбранной специализацией.

В рамках специальности «Международная Торговля» студенты изучают планирование, искусство управления и другие предметы, необходимые для работы в сфере международной торговли. Выпускники работают предпринимателями, менеджерами регионального экспорта, координаторами по логистике, а также занимают другие должности в данной сфере. Обучение включает курсы по технике управления бизнес-стратегиями, маркетингу, логистике, финансированию, практике общения в межкультурной среде, языковые курсы и другие предметы, а также различные проекты, связанные с выбранной специализацией.

Заявления заполняются в электронном виде на сайте www.admissions.fi. Абитуриенты, удовлетворяющие всем критериям отбора, будут приглашены на вступительный экзамен.

ПРИЕМНАЯ КОМИССИЯ

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*Kyvenlaakso University of Applied Sciences
Design and Restoration
Paraatikenttö 7, Kouvola, Finland*

Дополнительная информация

Университет Прикладных Наук Кюменлааксо
Kymenlaakso University of Applied Sciences
PO Box 9, FI-48401 Kotka, Finland

Приёмная Комиссия
Admissions Office
PO Box 111, FI-45101 Kouvola, Finland
admissions@kyamk.fi

Student Affairs Officer Ms Karoliina Daelemans
Tel +358 44 702 8752
E-mail: karoliina.daelemans@kyamk.fi

Student Affairs Officer Ms Saija Niskapohja
Tel +358 44 702 8256
E-mail: saija.niskapohja@kyamk.fi

www.kyamk.fi
www.admissions.fi/Applying

**Поступление в Университет Прикладных Наук
Кюменлааксо (Финляндия)
Учебные программы на английском языке,
стартующие осенью 2010 года***



* Полная информация представлена на сайте www.admissions.fi (на английском языке)

11 января – 12 февраля 2010 (до 16:15 по финскому времени) – период подачи заявлений на поступление для программ, стартующих осенью 2010. Заявления заполняются в электронном виде на сайте www.admissions.fi.

19 февраля 2010 (до 16:15 по финскому времени) – крайний срок, до которого официальные копии всех необходимых документов должны быть получены по почте Приемной Комиссией Университета. Отсканированные или высланные по факсу копии не принимаются. Ко всем высылаемым документам необходимо приложить их официально заверенные переводы на английский или финский языки.

Список необходимых документов:

- Аттестат о полном среднем образовании
- Сертификат оценки уровня знания английского языка (международные тесты TOEFL, IELTS, либо соответствующие им по уровню)

Абитуриент, который получит аттестат о полном среднем образовании только в июне 2010, также может претендовать на поступление в Университет при предоставлении следующих документов:

- Справка из школы, подтверждающая факт обучения в образовательном учреждении, с указанием даты начала обучения, предполагаемой даты окончания, а также подтверждающая факт получения полного среднего образования по его окончании
- Табель оценок успеваемости за последнее полугодие

К обоим документам должны прилагаться их официально заверенные переводы на английский или финский языки. Также, необходимо выслать электронное письмо (на английском или финском языках) по адресу admissions@kyamk.fi с просьбой рассмотреть заявление в исключительном порядке, так как аттестат о среднем общем образовании будет получен только в июне 2010. В письме необходимо указать номер заявки на поступление, полученный на сайте www.admissions.fi.

До **15 марта 2010** всем абитуриентам, удовлетворяющим правилам приема в Университет, будет выслано письмо с приглашением на вступительные экзамены. Письмо будет выслано обычной почтой, но перед этим все кандидаты на поступление будут проинформированы о посылке приглашения электронным письмом.

Обучение по программе «Международный Бизнес» (Degree Programme in International Business)

Присуждаемая степень – бакалавр делового администрирования (Bachelor of Business Administration)

Обучение включает 210 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 3,5 года. Обучение начинается осенью 2010 года с 40 вакантными местами.

Вступительные экзамены будут проводиться в **апреле 2010** в Санкт-Петербурге, а также в г. Коувола, Финляндия. Результаты будут объявлены до 20 июля 2010.

Обучение по программе «Дизайн» (Degree Programme in Design)

Присуждаемая степень – бакалавр культуры (Bachelor of Culture and Arts)

Обучение включает 240 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 4 года. Обучение начинается осенью 2010 года с 18 вакантными местами.

Вступительные экзамены будут проводиться **13-14 апреля 2010** в г. Коувола, Финляндия. Результаты будут объявлены до 20 июля 2010.

KyUAS international programmes presentation in Russian



Университет Прикладных Наук Кюменлааксо

Программа «Международный Бизнес»
(Degree Programme in International Business)

г. Коувола, Финляндия



Финляндия

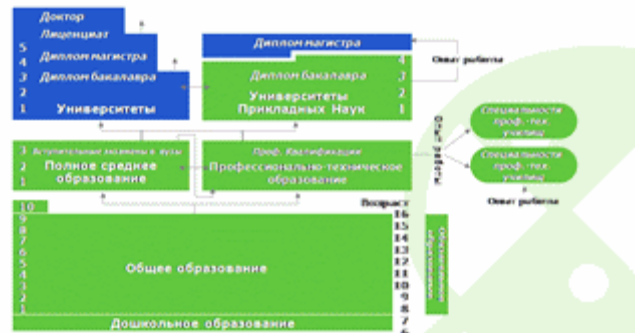


Регион Кюменлааксо

- Площадь: 5,588 км² (1.7% всей площади Финляндии)
- Население: 182 754 чел.
- Центр – г. Коувола



Образовательная система в Финляндии



Университет Прикладных Наук Кюменлааксо
Kymlaakson ammattikorkeakoulu

- Высшее учебное заведение, крупнейшее в регионе
- Области специализации – логистика, международный бизнес, здравоохранение
- Находится в собственности городов Котка, Коувола и Иитти
- Персонал – 400 чел.
- Количество студентов – 4300 чел.
- Бакалавриат: 22 программы, 2 из которых полностью на английском языке – «Международный Бизнес» и «Дизайн»
- Магистратура: 4 программы, одна из которых полностью на английском языке – «Международный Бизнес Менеджмент»



Факультеты

- Технические Науки, Лесное Хозяйство и Транспорт
- Международный Бизнес и Культура
- Социальная Помощь и Здравоохранение



Кампус факультета Международного Бизнеса и Культуры



Кампус факультета Международного Бизнеса и Культуры



Кампус факультета Международного Бизнеса и Культуры



Программы на английском языке

- Программа «Международный Бизнес»
(бакалавриат, диплом BBA)
 - Специализации:
Международная Торговля
Международный Маркетинг
- Программа «Международный Бизнес Менеджмент»
(магистратура, диплом MBA)
- Программа «Дизайн»
(бакалавриат)



Программа «Международный Бизнес»

- Преподавание полностью на английском языке с 1996 года
- Продолжительность обучения – 3,5 года (210 кредитов ECTS)
- По окончании обучения – международный диплом бакалавра делового администрирования (BBA) и финский диплом Tradenomi



Национальности студентов программы «Международный Бизнес»

- | | | |
|------------------|-------------|--------------|
| • Финляндия | • Япония | • Германия |
| • Россия | • Нигерия | • США |
| • Китай | • Болгария | • Пакистан |
| • Вьетнам | • Австралия | • Узбекистан |
| • Дания | • Гана | • Бангладеш |
| • Великобритания | • Корея | |
| • Непал | • Никарагуа | |

150 студентов программы,
а также студенты по обмену из различных европейских стран

Сотрудничество с зарубежными партнерскими университетами

- Абсолютно интернациональная атмосфера обучения
- Партнеры по обмену более чем в 100 странах
- Около 70 студентов по обмену каждый год, а также возможность учиться по обмену для студентов Университета (программы SOCRATES/ERASMUS, LEONARDO, NORDPLUS-, First и NorthSouth)
- Возможность проходить практику в любой стране мира
- Преподаватели из различных стран
- Лекции приглашенных преподавателей из других университетов за рубежом

Кампус факультета Международного Бизнеса и Культуры



Кампус факультета Международного Бизнеса и Культуры



Модульная система обучения (на примере специализации «Международный Маркетинг»)

Module: Orientation to Business 12 cr
 Module: Customer-oriented Business 18 cr
 Module: Business Processes 12 cr
 Module: Profitable Business 18 cr
 Module: Competitiveness in Global Economy 18 cr
 Module: Rules of Working Life 12 cr
 Module: Methodological Studies 12 cr
 Module: Marketing Research and Planning 12 cr
 Module: Innovation and Knowledge Management 12 cr
 Module: International Marketing and Brand Management 12 cr
 Module: Communications 12 cr
 Practical Training 30 cr
 Free-choice studies 15 cr
 Bachelors Thesis 15 cr



Тесное сотрудничество с компаниями

- В рамках учебной программы все студенты выполняют проекты по заказу реальных компаний
- Несколько проектов на протяжении обучения
- Примеры проектов:
 - Маркетинговое исследование
 - Планирование и проведение мероприятия
 - Разработка новых стратегий для компании
 - ...

5 месяцев практики

- 2 месяца – общая практика (basic training)
- 3 месяца – специализированная практика (specialisation training)

Практика дает студентам возможность применить знания и навыки, полученные в Университете для решения реальных задач, помогает определиться с местом будущей работы, а также установить полезные контакты.

Практику можно пройти как в Финляндии, так и в любой другой стране.

Места прохождения практики студентами программы «Международный Бизнес»

- Ассистент по маркетингу в шведской звукозаписывающей компании
- Ассистент по маркетингу в салоне красоты и здоровья
- Администратор отеля
- Стажер в логистической компании
- Стажер в банке
- Стажер в отделе управления трудовыми ресурсами
- Член команды по управлению отношениями с поставщиками
- Работа по привлечению новых клиентов для интернет-компании
- Веб-дизайнер

Темы дипломных работ студентов программы «Международный Бизнес»

- Соответствие международной печатной рекламы культурным стандартам различных стран (L'Oréal)
- Оценка тренинга ассистентов по экспорту (Valio International)
- Культурные различия в создании торговых марок (Putkityökälu Oy)
- Ведение бизнеса в Объединенных Арабских Эмиратах
- Великобритания как потенциальный рынок сбыта для финской органической муки
- Выгоды от уменьшения международной сети поставщиков специализированных товаров (Tadeka Oy)
- Проблемы с таможенной службой России при транспортировке товаров из Финляндии в Россию
- Контроль над продуктами питания и транспортные документы для их транспортировки в Европе, Китае и России
- Продвижение региона Коувала через проект InnoGai на международных логистических выставках (InnoGai)

Поступление на учебные программы на английском языке, стартующие осенью 2010 года

- **11 января – 12 февраля 2010**
 - подана заявлений
 - www.admissions.fi
- **19 февраля 2010**
 - крайний срок для отсылки документов
 - официально заверенные переводы
 - абитуриенты, не имеющие на руках аттестат, также могут претендовать на поступление
- **15 марта 2010**
 - приглашение на экзамены
- **апрель 2010**
 - вступительные экзамены в Санкт-Петербурге и Финляндии
- **20 июля**
 - крайний срок для объявления результатов экзамена

По окончании обучения по программе «Международный Бизнес», студент должен уметь

- распознавать и описывать все основные бизнес-процессы и их влияние друг на друга
- анализировать влияние среды на бизнес-операции
- демонстрировать предпринимательский подход
- анализировать рентабельность производства и финансовые риски для компании
- использовать системы планирования ресурсов
- проводить научно-исследовательские работы

По окончании обучения по программе «Международный Бизнес», студент должен

- быть осведомленным о современных тенденциях на международных рынках и уметь анализировать их с точки зрения рентабельности
- содействовать развитию, воплощению и оценке операций и стратегий международного бизнеса
- работать в международных командах, показывая восприимчивость к другим культурам и толерантность
- оценивать значение общения и информации, и активно устанавливать контакты с внутренними и внешними партнерами национального и международного бизнес-окружения

Карьеры в сфере международного бизнеса

- Менеджер по логистике
- Ассистент по маркетингу
- Торговый представитель
- Специалист по исследованию рынка
- Региональный управляющий
- Менеджер по маркетингу
- Предприниматель
- Лидер проектной группы
- Менеджер отдела закупок
- Координатор по логистике
- Менеджер по обслуживанию клиентов
- Ассистент по управлению персоналом
- Заведующий отделом сбыта
- Экспедитор

**Добро пожаловать
изучать международный бизнес
в Университете Прикладных Наук Кюменлааксо!**



Timetable of the action research in Vologda in 2010

Week 2 (11 January – 17 January)

- Visits and agreements with the Vologda Multifrofile Lyceum, School #1, Gymnasium #2, Lyceum #32, School #8, School #12, School #26, School #33, School #28, School #30, School #24 and Language School
- 2 presentations in the Vologda Multiprofile Lyceum
- 2 consultations in the office

Week 3 (18 January – 24 January)

- Visits and agreements with School #11, School#22, School #15, LingvoLand and English language school
- Presentations in Lyceum #32, School #8 and School #26
- 3 consultations in the office

Week 4 (25 January – 31 January)

- Visits and agreements with School #5 and School#17
- Presentation in Gymnasium #2, 2 presentations in School #1
- Presentation in the city library
- 3 consultations in the office

Week 5 (1 February – 7 February)

- Visits and agreements with School #20 and School#16
- Consultations in the office
- Leaving promotional brochures in Russian language in the regional library

Week 6 (8 February – 14 February)

- Presentation in the Vologda Multiprofile Lyceum for 9th grade students

Contact information of visited educational institutions in Vologda

Selected secondary schools where the presentations were held:

- School #1
Address: 160035, Vologda, Zosimovskaya 1
Contact person: Ms Marianna Vladimirovna Alexina
Tel: +7(8172)722013, +7(8172)722014
E-mail: school1@vologda.edu.ru

- Vologda Multiprofile Lyceum
Address: 160035, Vologda, Proletarskaya 18
Contact person: Ms Irina Vladimirovna Konovalova
Tel: +7(8172)760516, +7(8172)727496
Mob: +79212321377
E-mail: irinavologda@yandex.ru

- Gymnasium #2
Address: 160011, Vologda, Pervomayskaya 30
Contact person: Ms Anna Leonidovna Yagnenkova
Tel: +7(8172)751117, +7(8172)752000
E-mail: school2@vologda.edu.ru

- Lyceum #32
Address: 160031, Vologda, Kirova 35
Contact person: Ms Lyudmila Alekseevna Tsvekova
Tel: +7(8172)211233, +7(8172)724332
E-mail: school32@vologda.edu.ru

- School #8
Address: 160001, Vologda, Mira 56
Contact person: Ms Natalia Vadimovna
Tel: +7(8172)215167
Mob: +79217153749
E-mail: school8@vologda.edu.ru

Appendix 9/2

- School #26

Address: 160028, Vologda, 1 Mikrorayon GPZ 23, 2B

Contact person: Ms Natalia Borisovna Sautina

Tel: +7(8172)532620, +7(8172)532610

Mob: +79114427512

E-mail: school26@vologda.edu.ru

Other secondary schools visited:

- School #5

Address: 160011, Vologda, Pirogova 26

Contact person: Ms Olga Vladimirovna Shchukina

Tel: +7(8172)755113

Mob: +79212308960

E-mail: school5@vologda.edu.ru

- School #11

Address: 160019, Vologda, Chernyshevskogo 41

Contact person: Ms Elena Viktorovna Stepanova

Tel: +7(8172)543862

Mob: +79210676128

E-mail: school11@vologda.edu.ru

- School #12

Address: 160029, Vologda, Severnaya 6A

Tel: +7(8172)274412

E-mail: school12@vologda.edu.ru

- School #15

Address: 160014, Vologda, Gor'kogo 107

Tel: +7(8172)242570

E-mail: school15@vologda.edu.ru

Appendix 9/3

- School #16
Address: 160017, Vologda, Vozrozhdeniya 1
Tel: +7(8172)714859, +7(8172)715565
E-mail: school16@vologda.edu.ru

- School #17
Address: 160029, Vologda, Gor'kogo 115
Tel: +7(8172)272378
E-mail: school17@vologda.edu.ru

- School #20
Address: 160035, Vologda, Prospect Pobedy 50
Tel: +7(8172)720748
E-mail: school20@vologda.edu.ru

- School #22
Address: 160028, Vologda, 1 Mikrorayon GPZ 23, 17
Tel: +7(8172)536910
E-mail: school22@vologda.edu.ru

- School #24
Address: 160002, Vologda, Gagarina 40
Tel: +7(8172)530033, +7(8172)530181
E-mail: school24@vologda.edu.ru

- School #28
Address: 160002, Vologda, Tendryakova 46
Tel: +7(8172)530082
E-mail: school28@vologda.edu.ru

- School #30
Address: 160034, Vologda, Kostromskaya 6
Tel: +7(8172)530281
E-mail: school30@vologda.edu.ru

Appendix 9/4

- School #33

Address: 160034, Vologda, Okruzhnoe shosse 23A

Tel: +7(8172)536924

E-mail: school33@vologda.edu.ru

Language schools visited:

- Language school

Address: 160001, Vologda, Mira 56

Contact person: Ms Larisa Evgen'evna

Tel: +7(8172)721759

E-mail: elfschool@vcom.ru

- LingvoLand

Address: 160000, Vologda, Gercena 56

Contact person: Ms Marina Vladimirovna

Tel: +7(8172)503051

Web: <http://vologda.lingvoland.ru>

- English language school

Address: 160035, Vologda, Lenina 17

Tel: +7(8172)724109

Университет Прикладных Наук Кюменлааксо

Основные факты об Университете:

- Расположение – город Коувола (юг Финляндии, 100км от границы с Россией)
- Крупнейшее в регионе высшее учебное заведение
- Предлагаемые международные программы обучения студентов – «*Международный Бизнес*» (международная степень Бакалавр Бизнес Администрирования) со специализациями Международный Маркетинг и Международная Торговля, и «*Дизайн*» (международная степень Бакалавр Культуры)
- Все обучение проходит на **английском языке**
- Срок обучения – 3,5-4 года
- Количество студентов – 4300 чел, персонал – 400 чел.
- Высшее образование, полученное в Финляндии, высоко ценится, а диплом котируется во всех странах (в том числе и в России)
- Практически ориентированное обучение, включающее в себя множество реальных проектов по заказу существующих компаний, а также обязательную практику
- Более подробная информация в сети Интернет на сайте **www.kyamk.fi** (английский, финский)

Contact information of higher level educational institutions in Vologda with which KyUAS may cooperate in the future

Vologda Business Institute

Address: 160014, Vologda, Gor'kogo 87

Contact person: Ms Elena Ivanovna Panchuk

Tel: +7(8172)545007, +7(8172)502727

E-mail: rectorat@vib.edu.ru

Vologda State Technical University

Address: 160035, Vologda, Lenina 15

Contact person: Ms Elena Vadimovna Rychkova, International Office

Tel: +7(8172)769646

E-mail: rychkova@vstu.edu.ru, e-v-r@mail.ru

Vologda State Pedagogical University

Address: 160035, Vologda, S.Orlova 6

Contact person: Ms Lilia Anatol'evna Berseneva, International Office

Tel: +7(8172)722550

E-mail: oms-vologda@rambler.ru

**Поступление в Университет Прикладных Наук
Кюменлааксо (Финляндия)**

**Учебные программы на английском языке,
стартующие осенью 2011 года***



* Полная информация представлена на сайте www.admissions.fi (на английском языке)

3 января – 15 февраля 2011 (до 16:15 по финскому времени) – период подачи заявлений на поступление для программ, стартующих осенью 2011. Заявления заполняются в электронном виде на сайте www.admissions.fi.

25 февраля 2011 (до 16:15 по финскому времени) – крайний срок, до которого официальные копии всех необходимых документов должны быть получены по почте Приемной Комиссией Университета. Отсканированные или высланные по факсу копии не принимаются. Ко всем высылаемым документам необходимо приложить их официально заверенные переводы на английский или финский языки.

Список необходимых документов:

- Аттестат о полном среднем образовании
- Сертификат оценки уровня знания английского языка (международные тесты TOEFL, IELTS, либо соответствующие им по уровню)

Абитуриент, который получит аттестат о полном среднем образовании только в июне 2011, также может претендовать на поступление в Университет при предоставлении следующих документов:

- Справка из школы, подтверждающая факт обучения в образовательном учреждении, с указанием даты начала обучения, предполагаемой даты окончания, а также подтверждающая факт получения полного среднего образования по его окончании
- Табель оценок успеваемости за последнее полугодие

К обоим документам должны прилагаться их официально заверенные переводы на английский или финский языки. Также, необходимо выслать электронное письмо (на английском или финском языках) по адресу admissions@kyamk.fi с просьбой рассмотреть заявление в исключительном порядке, так как аттестат о среднем общем образовании будет получен только в июне 2011. В письме необходимо указать номер заявки на поступление, полученный на сайте www.admissions.fi.

Всем абитуриентам, удовлетворяющим правилам приема в Университет, будет выслано письмо с приглашением на вступительные экзамены. Письмо будет выслано обычной почтой, но перед этим все кандидаты на поступление будут проинформированы о посылке приглашения электронным письмом.

Обучение по программе «Международный Бизнес» (Degree Programme in International Business)

Присуждаемая степень – бакалавр делового администрирования (Bachelor of Business Administration)

Обучение включает 210 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 3,5 года. Обучение начинается осенью 2011 года с 40 вакантными местами.

Вступительные экзамены будут проводиться в **апреле 2011** в Санкт-Петербурге, а также в г. Коуволла, Финляндия. Результаты будут объявлены до июля 2011.

Обучение по программе «Дизайн» (Degree Programme in Design)

Присуждаемая степень – бакалавр культуры (Bachelor of Culture and Arts)

Обучение включает 240 кредитов по системе ECTS (Европейская Система Перевода и Накопления Кредитов) и имеет продолжительность 4 года. Обучение начинается осенью 2011 года с 18 вакантными местами.

Вступительные экзамены будут проводиться в **апреле 2011** в г. Коуволла, Финляндия. Результаты будут объявлены до июля 2011.

Necessary contacts for actions in Vologda in 2011

Secondary schools:

- School#1
Address: 160035, Vologda, Zosimovskaya 1
Contact person: Ms Marianna Vladimirovna Alexina
Tel: +7(8172)722013, +7(8172)722014
E-mail: school1@vologda.edu.ru

- Vologda Multiprofile Lyceum
Address: 160035, Vologda, Proletarskaya 18
Contact person: Ms Irina Vladimirovna Konovalova
Tel: +7(8172)760516, +7(8172)727496. Mob: +79212321377
E-mail: irinavologda@yandex.ru, vml.vologda@mail.ru

- Gymnasium #2
Address: 160011, Vologda, Pervomayskaya 30
Contact person: Ms Anna Leonidovna Yagnenkova
Tel: +7(8172)751117, +7(8172)752000
E-mail: school2@vologda.edu.ru

Selected libraries:

- City Library
Address: 160026, Vologda, Pankratova 75
Contact person: Ms Svetlana Nikolaevna Terent'eva
Tel: +7(8172)511609, +7(8172)532869
E-mail: cbs_vologda@mail.ru

- Central Regional Library
Address: 160035, Vologda, M.I.Ul'yanovoj 7
Contact person: Ms Tat'yana Germanova Kerbut
Tel: +7(8172)769533, +7(8172)211769
E-mail: adm@booksite.ru