

**Strengthening the Competitiveness for an Education Export
Company Based on Competitor Analysis**

Case: Nedu Group Oy



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ABSTRACT

In recent years, Finnish education has been enjoying an excellent international reputation. Based on this reason, the Finnish education system, along with its pedagogy, curriculum, and teaching materials, sees significant market demand in the international education market, including China. Such demand for Finnish top-level educational resources has directly triggered the rapid rise of various educational exporting institutions, either private or public, providing educational and learning products on all levels. Their offerings range from products like teaching material, learning contents, digital learning apps, to services like teacher training, visiting programs, solutions for learning environments.

This study was assigned by Nedu Group Oy, which has been operating in the educational export field for more than 15 years. The research question is how to keep a sustainable and competitive position in the education export industry.

This study uses a qualitative research method. First, this thesis demonstrated a general picture of the Finland education export sector by reflecting the existing practices. Second, this thesis mapped the environment of Finnish education export industry by giving a Five Forces Analysis and presenting the typical challenges. Also, the relationship between the mission statement and company performance was analyzed. Third, this thesis examines the case company using the SWOT tool, particularly where there is space for improvement. In the end, the author concluded that Nedu has a competitive differentiation advantage and gives some proposals for its strategic planning.

Keywords Finland education export, Chinese market, Competitive advantage, K-12

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ABBREVIATIONS

Business to Business (B2B)

Center for Sino-Finnish Education Innovation (CFEI)

Early Child Education and Care (ECEC)

European Network of National Information Centres-on Academic Recognition and Mobility (ENIC)

Executive Master in Business Administration (eMBA)

Finland-China Education Association (FICEA)

Finnish International School (FIS)

From kindergarten to 12th grade (K-12)

Higher Education Institutions (HEIs)

Information and Communication Technology (ICT)

Ministry of Education and Culture (MOEC)

Program for International Student Assessment (PISA)

Science, Technology, Engineering, Arts and Mathematics (STEAM)

Small and medium-sized enterprises (SMEs)

The Finnish Education Evaluation Centre (FINEEC)

The network of National Academic Recognition Information Centres (NARIC)

University of Applied Sciences (AMK)/(UAS)

Vocational Education and Training (VET)

World Trade Organization (WTO)

1 INTRODUCTION

1.1 Research Questions

This study was assigned by Nedu Group Oy (henceforth Nedu, implication as "Nordic Education"). Nedu has been operating in education export to China since 2003. The purpose of this paper is to research about the competitive environment in the Finnish education export industry and factors contributing to the business improvement. To figure out the answers, the author focuses on the following themes in this thesis.

RQ 1: How to productize Finnish education resources and convert it into revenue? How to effectively integrate educational resources?

RQ 2: What enables a competitive and sustainable position in the education export industry?

RQ 3: What are the potential threats and opportunities? What approaches should be taken in the face of those?

1.2 Structure

This paper covered six chapters, not including the references and appendixes.

Chapter 1 defines three terms - education export, education service and competitive advantage. As well, this chapter identifies the factors that lead firms to seek competitive advantage and strategic planning for keeping competitive advantages. Also, this chapter presents the nine components of a "mission statement".

Chapter 2 describes the background of this study, mainly the appearance of the Finnish education brand and its increasing demand in China.

Chapter 3 gives an overview of the current practices in Finnish education export industry, including the operators, business areas, service forms, customers, etc.

Chapter 4 explores the relationship between the number of mission statement components and company performance.

Chapter 5 introduces the case company Nedu Group Oy and identifies some competitors. Later, this chapter makes Nedu a SWOT chart after comparing Nedu with its main competitor in some key aspects and the market facts. In addition, the author jumps out of the case study and summarizes the issues for the Finnish education export sector based on the interview and literature reviews.

Chapter 6 concludes the competitive advantages and relative strategic planning suggestions for Nedu. The last part sums up the research findings and implications.

1.3 Research Method

1.3.1 Data source

The author used a qualitative research method in this paper, which is typical to acquire and interpret the relative information.

Data for the theoretical part was attained from past literature, published papers, articles, journals and online sources like videos. Concepts of education export, education services, competitive advantage are introduced.

As to the part exploring the cause-effect relationship of the mission statement and performance, the author made correlation analysis, utilizing a scatter plot and linear regression analysis. The variable selected is the average company sales during 2015-2019. The financial data was collected from the third websites. The author gathered sample companies from Education Finland platform, in school concepts expertise category.

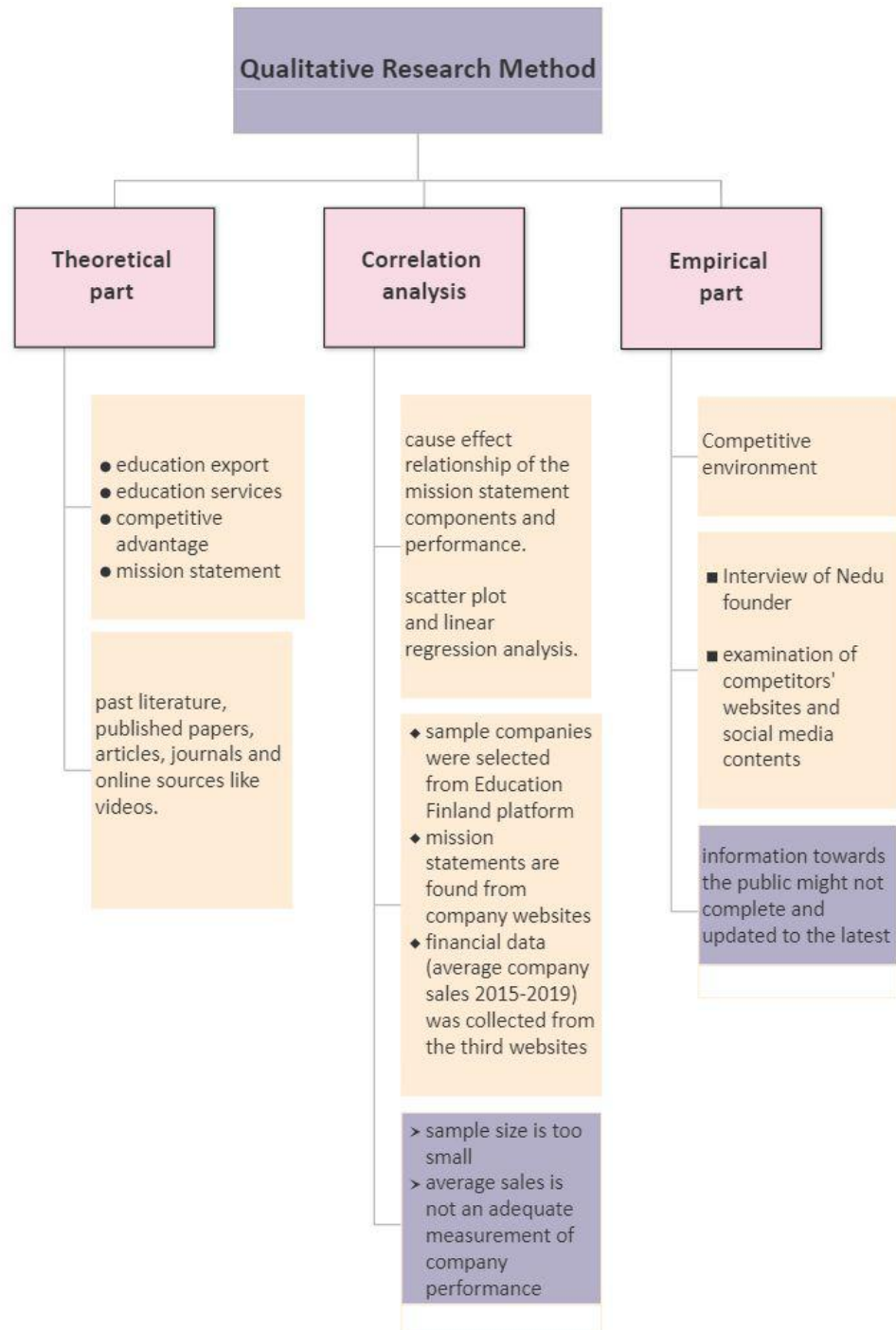
In the empirical part, data about the case company, including basic elements like company value, target customers, key products/ services and market position, is collected from an interview. As to the other companies, the author gets data from secondary resources online, mainly through the examination of competitors' websites and social media contents. This step is to figure out the advantages Nedu has over its competitors.

1.3.2 Limitations

The information about the competitive environment for Finnish education export companies is quite limited. The author can only search out companies which export Finnish education to China by keywords, in Chinese and English, via various channels and obtain data from their official websites and related news. The author has to say that those findings may not be that accurate, as the related information towards the public might not complete and updated to the latest, or under protection due to commercial privacy. In addition to the low availability of data, some contents are fundamental and not exhaustive, which vary between companies. Moreover, content interpretation is based on the author's general understanding.

The limitation of the correlation analysis is the small size of the sample. Besides, average sales as a measurement of company performance are not adequate.

Figure 1. Research Methodology diagram



2 THEORETICAL FRAMEWORK

2.1 Education Export

In the age of globalization and internationalization, education has become a traded commodity (Altbach, 2015). The tangible offering part can be learning equipment, school facilities, teaching materials; while, the intangible offering part can be know-how and experiences, which can be delivered in the form of consulting or training. Education export, as a part of the global service sector, is a combination of various industries broadly (Ministry of Education and Culture, 2010).

Globally, education service exports are the fastest-growing piece in the export sector and naturally are seeing more fierce competition. For English-speaking countries like Australia, education export mainly refers to fee-based studying in universities (Balbutskay, 2015, p19). However, it seems too narrow in the Finnish context.

The primary customer segment to them are not international students, so Finland is not the case (Rautakoura, 2013). Finland education export is closer to educational know-how or solutions. The goal of education export is to improve the education level, based on the interaction with the target customers, rather than sell any particular product (Ministry of Education and Culture, 2010).

More precisely, the concept of "Education Export" was suggested to refer to the export of education *expertise*-based products, services and solutions across the borders. Expertise has a meaning that the Finnish education system is of high-quality and with modern pedagogy. Finnish education professionals keep renewing the system with the concept of future-oriented learning. (Juntunen, 2014.)

In the Finnish context, education export encompasses selling educational equipment, knowledge, Finnish education know-how/programs/degrees to other countries - non-Finns both outside and inside of Finland. For example, a trip of foreign principles visits Finnish schools, or a group of foreign students study in HAMK. The buyers did not "receive" the "education product" abroad but in Finland. But still, these kinds of activities are considered as education export because the buyers take the "education" back home with them. (Schatz, 2016, p16.)

2.2 Education Services

In general, education services are classified into five sectors - primary education services, secondary education services, higher education services, adult education services, and other education services (World Trade Organization, 1998, p15). There are four types of services suggested, according to the territorial presence of provider and consumer when service was traded (World Trade Organization, 2020). From the information, we know that education services are now

transnational and international. The education services can be carried out online, in Finland or the client's country, or by a combination of those all.

Table 1. Service types by mobility

Mode of service	Features	Examples in education
Cross-border supply	<p><i>Both supplier and consumer stay home, but service moves like goods.</i></p> <p><i>Huge market potential via ICT and the Internet.</i></p>	<p><i>distance education, digital learning software, virtual educational institution</i></p>
Consumption abroad	<p><i>Consumers move abroad to receive service.</i></p> <p><i>Government restriction is minimal on higher education.</i></p>	<p><i>study abroad</i></p>
Commercial presence	<p><i>Service traded through the commercial presence of supplier (foreign direct investment).</i></p> <p><i>Considerable market growth potential, but an unwillingness to commit is common.</i></p>	<p><i>sub-campus, training centres by a multinational company</i></p>
Presence of a natural person	<p><i>Service suppliers present abroad as a natural person.</i></p> <p><i>Sensitivity is low among academic institutes but high in political and commercial.</i></p>	<p><i>Finnish educators go to China for short-term working, like to give educational training.</i></p>

Source:

https://www.wto.org/english/tratop_e/serv_e/cbt_course_e/c1s3p1_e.htm

The Background Note by WTO for international trade of education service claimed that the labour market's significant needs are a driver for the great demand for higher education. (World Trade Organization, 1998, p8)

For an individual, education is a crucial ingredient to get better equipped and upgraded. For societies, enhancement of human capital gains an increasing premium and influence the status in the labour market. Therefore, education service trading will much likely see continuous growth. (Sauvé, 2002, p4.)

2.3 Competitive Advantage

Competitive advantage can be regarded as any activity that creates significant and ideally long-term benefit to a company over its rivals. Many firms try to establish competitive advantage to retain their customers. Michael Porter defines three generic strategies for a company to develop a competitive advantage: cost leadership strategy, differentiation strategy, and niche strategy. (Waggoner, n.d.)

The way to gain competitive advantages can be offering the consumer a greater value than its competitors - higher-quality products, better customer service, and lower costs. Usually, it is embodied in either a product or service that has the most added value to consumers. (Waggoner, n.d.)

Factors that lead more firms to seek a competitive advantage can be found from the five forces model. They are 1) Rivalry among existing competitors - industries with intense rivalries; 2) Threat of new entrants - entry costs and exit costs to industry are low, or technology to start or maintain a business is commonly available; 3) Threat of substitute products and services - consumers can obtain many similar products and services that satisfy their needs; 4) Bargaining power of customers - customers have a lot of bargaining power; 5) Bargaining power of suppliers - suppliers have a lot of bargaining power. (Luenendonk, 2019.)

2.4 Mission Statement

Mission statements summarize WHY, WHAT, HOW of a business. Mission stands upon Vision and Core Values. It defines the focus and purpose of an organization. It is often the most visible and public part of a company and plays a vital role in guiding the strategic management process of business (Rajasekar, 2013, p131). For instance, how to allocate organizational resources.

Mission statements can differentiate in aspects like sentence length, format, content, and specificity. An effective mission statement should be formalized to contain nine components. (Rajasekar, 2013, p131.)

Figure 2. Mission statement components



Source: <https://infographicdesign.org/what-is-a-mission-statement/>

Here, the philosophy refers to the values, beliefs or ethics of a company. Self-concept refers to competence or advantage which distinct the company from its competitors. (Rajasekar, 2013, p135.)

3 BACKGROUND

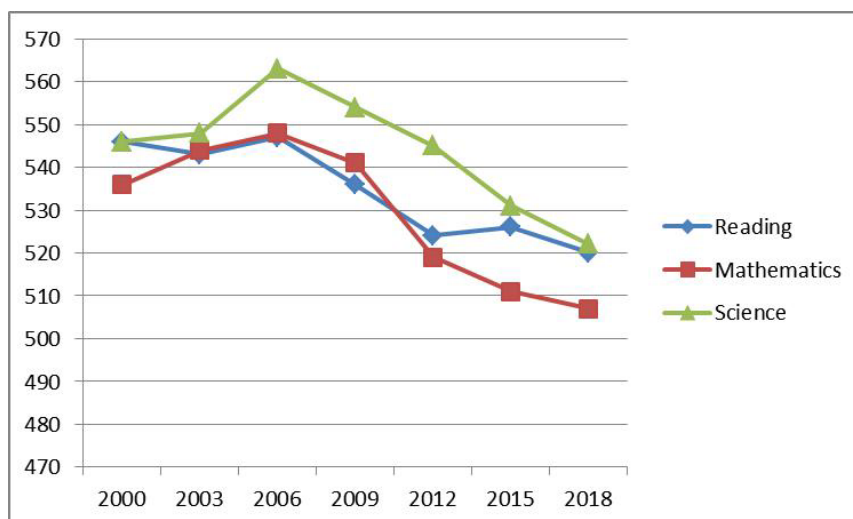
3.1 The Appearance of Finland Education Export

3.1.1 PISA miracle of Finnish students

Finland has long been proud of their educational expertise and practices. In recent years, thanks to their consistent excellence during international ratings, the Finnish educational system has a boosted reputation all over the world (Rautakoura, 2013).

In the year of 2000, the Organization for Economic Cooperation and Development (henceforth OECD) conducted a "Program for International Student Assessment" (henceforth PISA) test for 15-year-old students around the world, assessing student performance in categories mainly including reading, mathematics, and science. Since then, the test was held repeated every three years. (OECD, 2018.)

Figure 3. Review of Finland PISA mean scores 2000-2018



Source: <https://gregashman.wordpress.com/2019/12/03/australia-and-finland-slide-further-in-pisa-2018/>

Amazingly, Finland, a seemingly insignificant "small country", leaps the attention of media and educators all over the world. The reason is that the overall performance of Finnish students is outstanding. What differentiates Finland education system from some other high-ranking countries is its comparatively short school days as well as little focus on homework and exams (Visit Finland, 2019). Although its performance showed a slight decline after 2006, still, Finland has been among the top-ranking nations in all PISA tests (Dickinson, 2019).

3.1.2 Emerge of Finland Education Brand

The evaluation achievements of the education system have made Finland renowned in the world, and "*education*" has become a business card Finland handed to the world. For the sake of that, the Finnish education system sees apparent market demand in the international education markets (Ministry of Education and Culture, 2010). As a result, the Finland education country brand emerged.

Schatz (2016, p141) summarized that Finland success in PISA provides the basis for the emerging demand of Finnish educational expertise, and the demand promotes Finland's education export. While at the same time, education export is also pushed by the international trend of education commodification.

3.1.3 Government promoting work

Education is seen as the superpower of Finnish society and a particular asset of Finland's identity. However, education export emerged as a new sector in Finland. In 2008, the Country Brand delegation was appointed by the Minister for Foreign Affairs. In the eyes of Finnish officials, education is the next strategic priority and to create top-level educational

products is the "next big thing". (Venäläinen, Kato, Rocca, & Lähde, 2019, p11.)

Educational authorities in Finland include the Ministry of Education and Culture, Finnish National Agency for Education, FINEEC, Finnish ENIC/NARIC, The Academy of Finland (Visit Finland, 2019). Besides, education export is supported by government departments - the Ministry for Foreign Affairs, Foreign Missions, the Ministry of Economic Affairs and Employment.

In 2010, the Finnish government launched a strategy for education export, aiming to make Finland a leading education-based economy in the world. The document stated several factors to implement the strategy successfully. They are networking improvement, productization, quality, marketing development, educational export cluster and encouraging HEIs as key exporters. (Ministry of Education and Culture, 2010.)

Later, a national programme named "Future Learning Finland (FLF)" was established during 2011-2015, followed up by "Education Export Finland" during 2015-2016. Members in the programs were provided with chances to do business with potential clients, and with training on international marketing and product development, especially for joint offers and solutions. (Venäläinen et al., 2019, p12-14.)

The purposes of the two programs are 1) to form a cluster of expertise on education services and selling channels; 2) to support Finnish educational institutions in exporting; 3) to speed up the development of Finnish education export business globally. The key targeting markets include China, South-Korea, Vietnam, Thailand, Russia, Saudi-Arabia, India, Brazil, South Africa, etc. (Venäläinen et al., 2019, p12-14.)

Since then, much is going on in the areas of Finnish higher education internationalization and education export. For example, non-EU/EEA students are obligatory to pay tuition fees from 2017. (University of Oulu, 2019.)

3.2 Emerging Demand in China Educational Market

3.2.1 Seek of high-quality educational resources

In recent years, the Chinese domestic economy is rapidly growing, an evident number of middle-class Chinese families have emerged and gradually paid more attention to their children's education. In their eyes, high-quality educational resources will become one of the most significant points for the competition, which is fierce in China. Naturally, parents want to give their kids the best and wish them to succeed. They are ready to pay more. However, domestic education is still driven by

uncompromising tests and memorization, which is far from to reach the high level they pursue.

All in all, there is believing that education is one of the most valuable investments and "soft" resources. Some economically developed regions have begun to pay attention to the individualized development of students. However, overall, domestic education at this stage is still criticized for being exam-oriented and focusing on solving the problem of students entering a famous college. At the same time, various international educational concepts and resources quickly entered the domestic market, stimulating Chinese families' awareness of advanced educational concepts.

Chinese education is in the innovation stage towards a more efficient and fairer, better and stronger performing system (Jin, Cai & Hölttä, 2012, p7). How many of the traditions can be discarded and how much can be used today? These are unavoidable and urgent problems to be solved. And Finland does have educational experiences which are worth to learn from and benefit Chinese education reform.

3.2.2 The fascination of the Finland education system

Finland has been among the top places in international ratings, especially during PISA 2003-2006-2009 in a row. Successfully, Finland appeared in front of Chinese people due to PISA miracle. Numerous media started praising Finnish school system: "the best education in the world", "education Utopia", "world happiest students", "the most balanced system". For Chinese, it was incredible that Finnish students perform so well without regular exams and testing (Cai & Zuo, 2019).

Naturally, the Chinese are eager to search out the secret behind its success (Jin, Cai & Hölttä, 2012, p5). An underpinning ideology is that Finnish education is superior to other educational systems (Schatz, 2016, p141). The phenomenon is that groups of educators and politicians swarm to Finland in a mood of pilgrimage. They analyze the reasons for every action in Finland Education System. More and more books and papers are published to explain Finland education to Chinese people (see appendix 4). Themed camping, visiting tours, cross-border corporation, Finnish way daycare and FIS, all those around Finnish education are stimulated and get explosive.

4 FINLAND EDUCATION EXPORT INDUSTRY

4.1 Current Practices

4.1.1 Cooperation networks

Finnish education exportation tends to offer versatile solutions rather than single products or services (Ministry of Education and Culture, 2010). Here are three of the national cooperation networks constructed these years.

Education Finland is a governmental education export program coordinated by the Finnish National Agency of Education. The platform aims to help the best educational institutions in Finland to stand out and grow in the international market. Members of Education Finland are supported for diverse collaborations and deep connections. Education Finland platform currently has 116 members from all aspects of education. (Education Finland, 2020.)

PINO network aims to find its member companies, free join, new business opportunities in the international education market. It was set up to showcase the overall offering in Finnish education export field. PINO network has its social media channels and monthly newsletter. For international clients, PINO will put together the right products and services, either in small consortiums or with a larger group of partners. Beneficial services for PINO network members include chances to network and collaborate with other operators, support for product development, sales/marketing skills improvement, valuable market information, attendance of PINO events, international conferences/exhibitions, the latest news on education export. Currently, PINO network has all together 132 members.

Edtech Finland Association was founded in 2019 Spring, aiming to strengthen the business conditions for edtech (learning and education technology) companies in Finland, which are estimated to be 300 around. They also work to highlight the role of edtech in promoting education equality. Currently, Edtech Finland Association has 29 members.

4.1.2 Business segments

The educational industry can be broken down into various sectors: educational tourism, E-learning, learning contents, curriculum planning, digital learning solutions, physical plus digital, learning environments, digital educational games, educational training, degree programs, early childhood education and care, joint school, and so on (Persson, 2018). Also, vocational education, ICT, along with educational consulting, enter the picture and receive a lot of attention. Teacher training, as homegrown expertise developed in Finland's long tradition, is an incredibly important variety and maybe the most common form (Linna &

Laaksonen, n.d., p17). Building FIS covers many areas - the architecture, learning environments, teacher training and learning tools. Seminars, conferences and other learning events are also popular.

In one of the blogs 2013 - "Thoughts on Education export", Timo Juntunen, Director of Global Education Services from JAMK University of Applied Sciences, gave a detailed classification for potential business areas in Finland Education sector.

Table 2. Potential business areas of Education export by Timo Juntunen 2013

1. Operating schools, colleges and universities abroad
2. Strategic partnerships with foreign operators or authorities
3. Localization of relevant parts of the Finnish system and practices to solutions
4. Degree business by utilizing all possible modes of service mobility
5. Scalable further education for the public sector by using multi-mode learning methods including virtual learning
6. Learning games
7. Virtual learning environments
8. Products for learning
9. Education system reforms
10. Content for education and training including new types of learning materials

Source: <https://uasjournal.fi/tutkimus-innovaatiot/education-export-what-does-it-mean/>

Currently, PINO network has all together 132 members. The products they offer to support learning include learning materials, educational games, software products, school buildings and infrastructure, educational concepts and consulting services and so forth.

Figure 4. Constitution of PINO network 132 members

Teaching and learning materials & tools	33
Environments & Infrastructure	12
Degree programs, training & courses	14
Educational visits & study tours	22
Development & consultancy	23
Other products and services	28

Source: <https://www.pinonetwork.fi/members-uusi>

Education Finland platform Education Finland lists 11 categories of expertise fields as below:

Figure 5. Sorts of expertise fields by Education Finland platform

<i>Fields of expertise</i>	116
<i>educational travel and visits</i>	25
<i>teacher training and educational leadership</i>	53
<i>corporate training</i>	19
<i>degrees and qualifications</i>	39
<i>educational reforms</i>	15
<i>evaluation and quality assurance</i>	29
<i>learning environments</i>	27
<i>learning materials and educational technology</i>	60
<i>school concepts</i>	17
<i>working life partnerships and competence development</i>	10

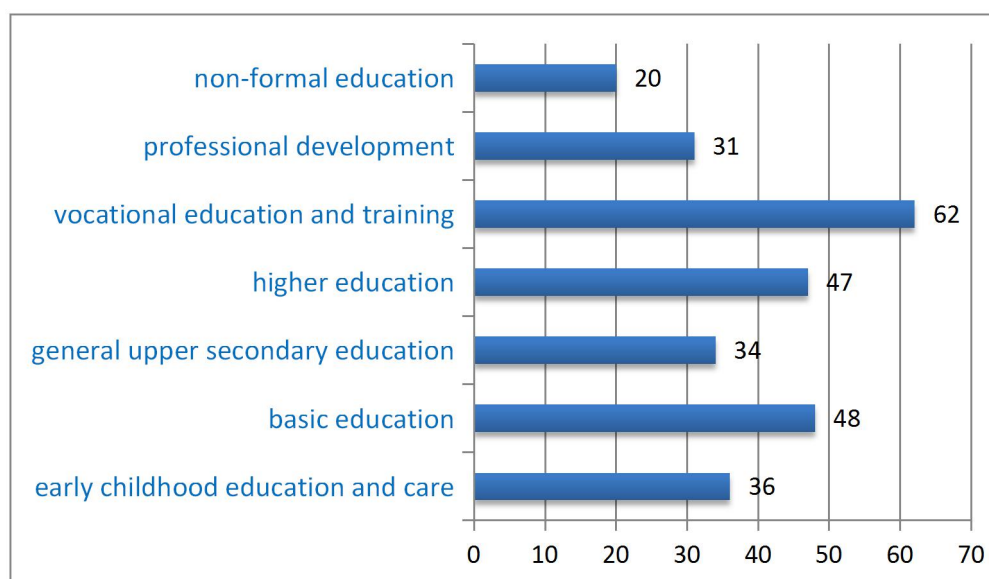
Source: <https://www.educationfinland.fi/companies>

4.1.3 Educational levels

Finnish education export operations cover all educational levels from early childhood education and care, basic education, general upper secondary education, higher education, non-formal education, professional development to vocational education and training.

High-quality education is in great demand around the world. In particular, VET and AMK systems are great business possibility to exploit (JAMK, 2016). The Finnish VET and AMK systems both produce workforce necessary competences, and they are in growing demand in particular (El Cheikh, 2015, p70). At the same time, graduates in China generally lack the practical skills required by industries (Zhou, 2018). China is investing heavily to upgrade its educational systems. Thus, Finland's way of developing its curriculum as well as educational systems is of high value.

Figure 6. Educational level distribution of Education Finland 116 members



Source: <https://www.educationfinland.fi/companies>

4.1.4 Operators

Today, the education export operators can be governmental organizations, companies, schools, HEIs such as universities or UAS, industry specialists and experts, educational professionals and researchers, training faculties, as well as other consortiums and organizations providing education or training services. Most of the companies are microenterprises and SMEs. Construction and architect companies also take a seat. For example, when building and planning a new whole school for an area, educational infrastructure such as furniture and equipment are in need.

For educational tourism sector, Visit Finland offered some detailed information. "*Visit Finland*" is a part of Business Finland. In spring 2020, Visit Finland made an educational product manual "Finland learn like never before" - as a tool for B2B marketing in educational tourism, with English and Chinese version. It lists 44 incoming operators - among which 14 is for Chinese markets only, 34 Camp school centres and 70 other operators in the educational tourism field. The list includes companies organizing study camps for schoolchildren, educational tours for teachers and administration, etc. Those operators include hotels (*Wilderness Hotel Liminka Bay, The Salpalinjan Hovi apartment hotel, Harriniva Hotels & Safaris, Kyyhkylä Manor & Hotel, Rokua Health & Spa Hotel*), farms (*Ali-Ketola Farm, Kannisto Farm, Ylhäinen Farm*), travel agencies (*Kielo Travels, Lemma Travel House, Magni Mundi Oy, Savonlinna Tours Oy, Uudenmaan Seuramatkat Oy, Suowomi Travel Oy, The Travel Experience Oy*), universities (*University of Turku, Aalto University, Oulu University, Turku University of Applied Sciences, University of Helsinki, Satakunta University of Applied Sciences, JAMK University of Applied Sciences*), private companies, along with parks, various centres. (Visit Finland, 2019.)

4.1.5 Customers

The target customers or clients are mainly those who are interested in the Finnish education system and school management, widely ranging from early childhood education, basic education, general upper secondary education, vocational education to liberal adult education.

Potential customer sectors are broad, constituted by private persons, private companies, national/regional/local authorities, national/international organizations (Juntunen, 2014).

For example, typically, customers for educational visits are policymakers and school governors like principals, administrators. Students and families are major customers for educational camping. Customers for

training programs are mainly teachers and companies. Various types of schools and daycares are important customers for educational technology consultation like learning environment. Besides, educators, scholars, journalists are interested in educational seminars.

4.1.6 Price

In spring 2020, Visit Finland published a product manual for educational tourism marketing. The educational products they offer include study camps for schoolchildren and educational tours for professionals. It is marked that per person per day trip is generally around 50-200 euros, while some are low to 8 euros, some are high to 6500 euros, depending on the packages. (Visit Finland, 2019.)

However, this is just for the educational tourism sector, the price for other educational products are not disclosed, due to privacy and commercial competition.

4.1.7 Experience towards educational tourism

Educational visiting trips are popular. Each year, thousands of delegations of policymakers and educational professional come to Finland to experience and learn about the Finnish educational system. Those groups usually spend time at the local school, attend some seminars, get to know Finland educational system, gain hands-on experience and have fun in the traditional food and activities.

The following table lists some critical points for a successful educational tourism product like school camps or educator's trip, which are summarized in "*What is Educational Travel*" by Visit Finland (2018).

Table 3. Ingredients for successful educational tourism products

<p><i>Safety above everything else</i></p> <p><i>Know your group</i></p> <p><i>Design content to meet expectations and needs</i></p> <p><i>Plan and execute the programme meticulously</i></p> <p><i>Make sure suitable counsellors/host/guide and interpreters are available throughout the whole journey</i></p> <p><i>Ensure accommodation and food meets expectations</i></p> <p><i>Flexibility</i></p> <p><i>Allow guests to have time enjoying the visit outside the meeting rooms</i></p>
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4.2 Challenges

4.2.1 Unclear way to Productization

Finnish education brand is excellent. However, only a tiny fraction of Finnish service exports is educational exports (Huhtanen, 2017). How to produce it, how to commercialize it is still vague. Ways of translating the know-how into a profitable business are still under groping. The productization forms are large and seem not coherent (Schatz, 2016, p17).

Another research in challenges of exporting Finnish education, Zheng (2015) analyzed from three aspects: 1) challenges in keeping the quality and reputation of Finnish education; 2) In different culture context, difficulties in adaption; and 3) Export viewed as an international business, challenges in project management.

4.2.2 Lack of know-how for internalization

Besides, some other challenges also hinder the Finland education exporting. For example, limited information to identify, read and analyze overseas business markets, inability to reach potential foreign customers, challenges in getting reliable representation abroad, lacking relevant resources (e.g. experts, know-how, motivation & commitment), lacking financing and business knowledge, etc. (Hölttö & Cai, 2012.)

El Cheikh (2015) found that different stakeholders of education export have distinct visions, and the knowledge and abilities to productize are dispersed among various organizations. He pointed out that the selling process involves significant resources and suggested that Finnish educational operators should concentrate on delivering products that satisfy the unique needs and expectations of clients. Notably, building meaning partnerships, through the crucial role of personal contacts and networks, would help business internationalization.

William (2017) wrote in his report appointed by the Ministry of Education and Culture a seven-step action plan to develop Global Education Brand Finland. The first two steps are: 1) Expand the vision of Finland's destiny as education superpower; 2) Effectively tell the marketing story: global leader, collaborator and co-developer.

4.2.3 Inadequate government support

In the opinion of Dong Li, there are indeed some factors that hinder the export of Finnish education to develop further, such as the rigid bureaucracy, heavy taxation, decreasing education funding, and high labour costs. Finland's educational resources are still scattered, and they

don't know the real needs of customers, resulting in a low-effective marketing strategy. Also, the public nature of the Finnish educational system makes the whole society lack the motivation to market themselves. The Finnish government needs to strengthen their support for education export companies so that Finnish education can truly go international.

Venäläinen, Kato, Rocca & Lähde (2019) recommended that the Government of Finland should establish a proper monitoring system to better coordinate the resources and ensure continuous support for education export. They also proposed that situation analyses in the target countries should be carried out to find their ties to the Finnish education system. Experts and consultants should have a deep understanding of its strengths to tell a convective Finnish education story. Also, experts participating in future educational export programmes must have a sound knowledge of the development and markets in the global education sector, along with experience in business development and Finnish education development.

4.2.4 Difficulties in localization

Finnish education has its unique features which make it stand out, such as phenomenon-based learning, doing in nature, lifelong learning and playful learning. The advantage of Finnish education export is its competitive education system and good international reputation. However, debating voice on the disadvantages of the Finnish Education system also comes along. There is an argument that Finland's PISA achievement is not only attributed by the entire school system and well-trained teachers, but also equity policies, social context, learning culture, parents support, and other factors (Kupiainen, Hautamäki, Karjalainen, 2009). It seems that Finland's advanced way of education will not work in Chinese national conditions, regarding the limitations in practical: teacher-student relationship, teaching model, classroom interaction, emphasis on the examination and family expectation.

Direct imitation cannot work, as an educational system is backgrounded in its history and culture, the point is how to adjust the success factors to fit the local needs. What can China learn from Finland? Which part can transplant? How can the existing education model be integrated with international standards? How to localize the educational concepts, courses and methods and implement it? (Jin, Cai & Hölttä, 2012, p19 & Helsingin Yliopisto, 2019.)

Cai & Zuo (2019) analyzed the published Chinese research on Finnish education and found that the studies lack sufficient attention to perspectives of the social culture and adequate depth in the core concepts that form the Finnish education basis. They call for future

research to shift to explore how to relate the Finnish education critical driving elements with Chinese education reforms.

In the working paper of Chinese Education Research & Exchange Centre published in August 2012, some forms of educational cooperation between China and Finland were suggested, including joint research projects, student/teacher exchange programs, professional development of Chinese teachers, publishing teaching materials (Jin, Cai & Hölttä, 2012, p13-18).

Table 4. Forms of educational cooperation between China and Finland suggested by researchers 2012

<p><i>Academic cooperation (research projects)</i> <i>Research on Chinese and Finnish school education and comparative studies</i> <i>Joint training master's and doctoral students on school education</i> <i>Training based on academic cooperation</i> <i>Training educational administrators and school principals</i> <i>Training teachers as well as pupils</i> <i>Joint school/class (Finnish learning environment, Finnish teaching methods, Finnish curriculum)</i></p>
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4.3 Mission Statement Correlation

A mission statement is a strategic expression tool to company stakeholders by delivering the purpose of business "being". (Bergebäl-Mirabent, Mas-Machuca & Guix, 2019). An overly specific mission statement might limit the capacity of innovative development of a company, while a too general statement which does not exclude any alternatives for strategy maybe not functional at all (Fred, 2009).

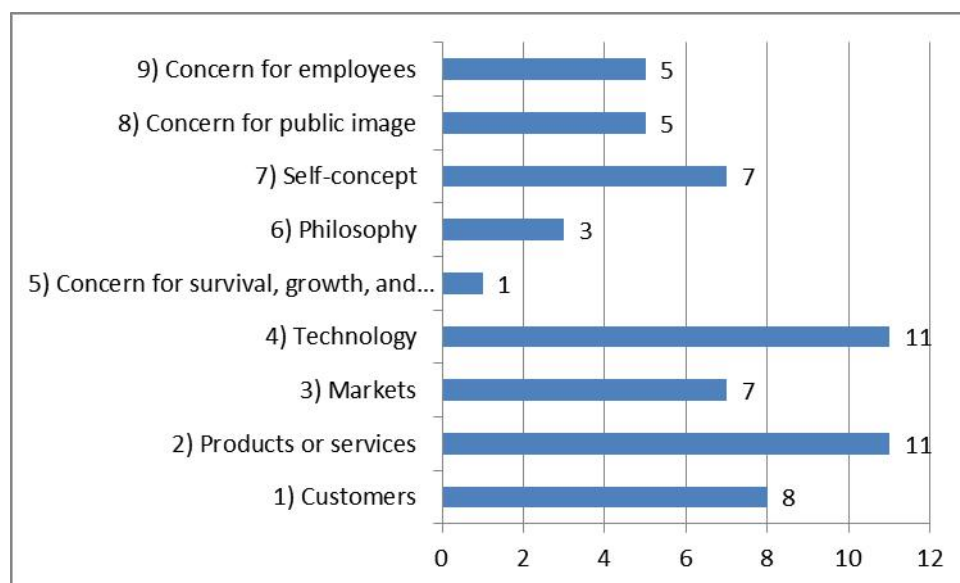
The education export operators are in a growing phase. Does the number of mission statements components contribute positively to financial performance? This analysis aims to contribute to the literature by empirically examining the relationship between Finnish education export companies mission statements and their financial performance.

The author identifies mission statement nine components as the common independent variables in explaining the performance of Finnish education export companies.

The analysis found that there seem no associations between these two variables, with the try of a scatter plot. The possible reasons can be: 1) financial performance is affected by company scale, establishing history, translation of goals in real work, and so on. 2) many of the companies have offices outside Finland, of which the financial profit/loss is not counted. 3) most of the companies are start-ups and have not reached a

profitable stage yet. 4) the variable "number of mission statements components" is not changing too much, only ranging from 2 to 7. 5) comparability of sample companies is too low.

Figure 7. Distribution of nine components among the sample companies



However, the analysis found that education export operators do give unequal attention to the nine components of the mission statement, which shows companies performance differently in sustainable strategy formulation and pedagogical offerings for Chinese educational institutions.

In general, philosophy and concern for survival, growth and profits are the two least mentioned components. In contrast, products or services and technology are the two most frequently mentioned components. This observation reflects that significant role of Finnish educational expertise for Finnish education export companies exporting educational services to China.

It is also found that little interest to possess mission statements, as most of the companies do not have a formal mission statement clarified. Some companies do have a mission statement, but relatively simple, with a short sentence. Instead, they introduce themselves with different pages on the website, such as "our service", "what we offer", "our team", "our principles", "our values", "our pedagogy", "for teachers", "for students", etc. So, the author took the introduction part from the Home page and "About Us" page.

5 NEDU GROUP OY

5.1 Brief Overview

In 2003, Nedu Group Oy was founded in Oslo, the capital of Norway. It is an organization that specializes in promoting international exchanges of education and culture in Norway and the other Nordic regions.

Currently, Nedu is headquartered in Tampere, Finland, with branch offices in Oslo, Norway and Helsinki, Finland. In 2006, a subsidiary company was established in Beijing, China. In 2013, with the implementation of the education export strategy by the Finnish government, Nedu seized this opportunity and rapidly expanded into related fields based on its original business.

Departments under the company include the Finland Education Research Center, the Digital Education Technology Department, the Educational Project Department and the Marketing Department.

The core values of Nedu are "Care • Professional", "Design • Leading", "Creation • Innovation". Nedu aims to create the best education model in the world by integrating the advantages of Finnish education with high-quality domestic resources. This model best fits in China's reality.

Figure 8. Logo of Nedu Group Oy



Source: <http://cfp.ficea.fi/index.php/zh/>

5.2 Introduction of the Founder

Dong Li is the founder and CEO of Nedu Group Oy. He is a PhD of Education Administration; a Senior Education Advisor; a Curriculum Development and Education Evaluation Expert. He has nearly 20 years of domestic and foreign university research and work experience. His main research areas are higher education leadership, education quality assurance and Finnish basic education. He has extensive cooperation with educational institutions in China and Finland and is committed to introducing Finnish high-quality educational concepts and resources into China.

Currently, he serves as the lead researcher of the Finnish Basic Education and China cooperative scientific research project funded by the Finnish National Agency for Technology and Innovation. Also, he is the Director of Finnish International Education Innovation Research Institute, Vice-chairman and secretary-general of FICEA, First batch of expert members of Xiongan new area education advisory committee, Guest Researcher Fellow of CFEI of NIES.

5.3 Resource Accumulation

The company has established stable and long-term partnerships with many governmental and social institutions, schools and HEIs, educational organizations, publishing houses and educational game developing companies, etc. Those partners spread over from China to Norway, Sweden and Finland.

Moreover, Nedu is the official project partner of FICEA, which is educational cooperation and exchange platform between China and Finland.

Figure 9. Logo of FICEA



Source: <https://ficea.fi/index.php/en/home>

Nedu has professional "Educational Training Base" in the Lapland area and can arrange safe and comfortable, reliable transportation and accommodation for educators.

Nedu is one of the few institutions in Finland that legally own the qualifications to conduct Finnish and Nordic tourism services.

5.4 Company Services

Currently, Nedu has operations not only in the educational field but also in the areas of tourism and culture. The company has organized a series of projects and programs successfully. Nedu's leading businesses in China include:

- 1) Establish Finnish K-12 schools in China;
- 2) Training programs for teachers from primary schools, middle schools or college;
- 3) Education programs along with qualification and certification; with independent intellectual property rights.
- 4) School curricula and learning materials design, jointly with Europe's top educational publishing institutions;
- 5) International student exchange programs and offering study abroad services;
- 6) Assist Finnish schools to establish a partnership with Chinese schools;
- 7) Winter and summer educational camps, culture & art communication tour;

- 8) Basic and early childhood education cooperation project to help establish cooperation between Chinese and Nordic primary and secondary schools;
- 9) Personal travel and international study tours, with Nordic countries as the leading destination;
- 10) Assist the holding of education seminars.

6 COMPETITIVE ENVIRONMENT

6.1 Five Forces Analysis

The tool Porter's Five Forces analyses two "vertical" competition forces - the bargaining power of suppliers and customers, and three "horizontal" competition forces - the threat of substitution, new entrants, established rivals (Luenendonk, 2019).

6.1.1 The bargaining power of suppliers

Suppliers of education export industry consist of experts, teachers, schools and universities, administration, educational technology companies, etc. Finnish education expertise is being valued worldwide, and companies entering this sector are on the rise. Educational experts are an essential panel in fields like teacher training and learning contents, which means they are in great need. On the other hand, Finland is a small country; expert resources are limited. For example, Finland has only 13 universities and 25 UAS. Moreover, the switching cost of suppliers is not high; the primary constraint is labour contracts. Therefore, suppliers have significant bargaining power.

6.1.2 The bargaining power of customers

In the educational tourism and degree quantification area, plenty of companies and institutions are offering various educational programs for customers to choose from. However, the options for deeper communication level such as school concepts and long-term training programs are far from enough. Even some operators offer the same product; they might focus on a different market.

On the other hand, consumers pursuing Finnish educational products tend to be not very sensitive to price changes. Most of the consumers are schools as well as government or private institutions, or individuals like working adults and families. Generally speaking, they are featured with high social status and strong economic power.

Therefore, customers have small bargaining power.

6.1.3 The threat of new entrants

New products are developed all the time. Meanwhile, there are continuous newcomers into education export sector these years, and they are working hard on marketing, networking and competence building. Capital needs to access to educational tourism is not that high. It is predicted to see more new entrants in the future, and they may surpass the pioneers.

However, if a business plans to operate in a more academical area, they might have a problem of obtaining vital human resources. Education export products are highly research-based. Experts or educationalists, from Finland and China, are necessary for education export. They can be heart and soul in exporting education products (El Cheikh, 2015, p52.). Besides, it is a truth that brand identity needs time to get recognition. Finding the right partners is also crucial for business success. Win-win cooperation requires plenty of communication and commitment, and it cannot set up overnight.

Therefore, the threat of new entrants is thought medium.

6.1.4 The threat of substitute products

For Chinese schools and families, Finland is a new attractive learning target and travel destination. The semiannual report of Visit Finland "VF China Market Report" tells that educational travel groups are continuously increasing for 2019-2020 and there are more demands for educational travel products. Finland is imaged "one of the best education systems in the world" as a travel destination. (Wu, Lai & Shi, 2019.)

Finnish educational pedagogy does enjoy an excellent international reputation, but it is not the only choice for customers. Customers value the Finnish education system are aiming at improving the teaching or learning levels. There are other high-quality educational resources. For example, the Singapore and Norway education system are also considered advanced.

Therefore, the threat of substitutions is medium.

6.1.5 Competitive rivalry

Currently, educational export operators are not explosive. Viewing from numbers, Education Finland has 116 members, PINO Network 132 members, and Visit Finland listed 114 companies offering educational tourism products, and those data may be repetitive. Moreover, different operators focus on different educational export areas and markets, with separate power and resources. For example, Nedu is the only company which has expertise in K-12 school concepts and towards Chinese markets. Therefore, the competitive rivalry is low.

Table 5. Five Forces analyses for Nedu Group Oy

The bargaining power of suppliers	the switching cost of suppliers is not high; expert resources are limited.	significant
The bargaining power of customers	not very sensitive to price changes; plenty of choices for surface educational communication, few choices for education reform level.	small
The threat of new entrants	Capital needs not high; high human resources requirement; network accumulation; continuous newcomers and products.	medium
The threat of substitute products	attractive and fresh to Chinese; other high-quality educational resources from Singapore and Norway.	medium
Competitive rivalry	educational export operators are not explosive; scattered target market and field.	low

6.2 Competitors

The desktop research found that, in China market, many companies are engaging in educational, sports, cultural and business exchanges between China and Finland. They offer educational trips (NSECC, Luovo, Fingo VIP, Nordic Skills, NECEC), short-term teacher training (Nordic School, FCIE, FinnOppi, Simple Edu), degree programmes (Aida Educare, Besuper), corporate consulting (FIEEC, Gateway, YBOOM, China Tekway), as well as Finnish way daycares (Hei Schools, Fun Academy, FINE Kindergarten). And most of them are private start-up companies (Sumino). However, many of them start earning a profit very early. For example, Sumino Oy profit was 84,000 euros in the second year 2017, Fingo Vip Oy profit was 17,000 euros in the third year 2019. Some companies (Arctic China, Gateway, YBOOM, NSECC) have a long history but mainly focus on educational tourism products and corporate training. Many of them are founded by Chinese people who have discovered business opportunities. And many have established an office in China. They market themselves to Chinese educational market via various channels. For example, most of them have created a brand name in Chinese; they have a website page in Chinese; they have an account in WeChat-a social media platform popular in China.

In the area of teacher training, learning environment, learning materials, few companies have substantive cooperation projects with China side. Nedu Group Oy is the first and a pioneer of Finnish Education expertise in China.




The following companies are considered to be in a competitive relationship with Nedu. The companies selected covering aspects of K-12

school concept (Lumo Education, New Nordic School, Polar Partner), early childhood education (Fun Academy, Hei Schools, Into School, Sumino), teacher training (CCE, EduCluster, Into School, Learning Scoop, Sumino, HY+), school development (CCE, Learning Scoop, HY+). Some of them have noticed Chinese educational market and established some project cooperation with the Chinese side.

Introduction of those companies is shown below as screenshots from Education Finland brochure *Learning Together*, which summarizes all the offering from its members.

Figure 10. Competitors identified of Nedu Group Oy

	<p>COUNCIL FOR CREATIVE EDUCATION (CCE) FINLAND</p> <hr/> <p>ccefinland.org</p> <hr/> <ul style="list-style-type: none"> • Educational travel and visits • School concepts • Teacher training and educational leadership <hr/> <p>Council for Creative Education (CCE) Finland is a global organization with the motto of redefining education through creativity. CCE provides tailor-made teacher training and school development programs from pre-primary to higher education. The programs are based on research and expertise from Finnish universities and academia. CCE provides insights in Finnish education system as a model where creativity is integrated well in the classroom activities.</p> <p>Team CCE Finland have already served customers and educators from more than 35 countries.</p>
	<p>EDUCLUSTER FINLAND</p> <hr/> <p>educlusterfinland.fi</p> <hr/> <ul style="list-style-type: none"> • Degrees and qualifications • Educational reforms • Educational travel and visits • Evaluation and quality assurance • School concepts • Teacher training and educational leadership <hr/> <p>EduCluster Finland (ECF), University of Jyväskylä Group, engages in international operations pioneering expertise over the entire educational spectrum. Drawing on the experience of leading-edge Finnish and global educational organisations, ECF has been involved in 200+ international projects over the past eight years. Under the auspices of the University of Jyväskylä, it utilises know-how from a pool of over 5000 experts specialising in multi-disciplinary features of education. In relation to internationalization of higher education, languages, methodologies and enabling systemic change, ECF cooperates with experts from global leading-edge universities in different continents.</p>
	<p>FUN ACADEMY</p> <hr/> <p>funacademy.fi</p> <hr/> <ul style="list-style-type: none"> • Educational travel and visits • Evaluation and quality assurance • Learning materials and educational technology • Teacher training and educational leadership <hr/> <p>Fun Academy focuses on professional development of early years educators - with guidance to the Fun Learning approach, classroom design, curricular work, content resources and thematic phenomenon-based learning.</p>

 <p>HEI SCHOOLS</p>	<p>HEI SCHOOLS</p> <p>heischools.com</p> <ul style="list-style-type: none"> • Evaluation and quality assurance • Learning environments • School concepts • Teacher training and educational leadership <p>HEI Schools is an international early education concept, bringing the excellence of the Finnish early education model to the world as easy-to-implement products. The University of Helsinki is a founding partner and shareholder of HEI Schools.</p> <p>The product portfolio includes 1) HEI Schools Learning Centers, 2) HEI Schools Club, a part-time activity club, 3) Teacher's Toolkit: a subscription service for enriching your existing curriculum and 4) Teacher certificate program: a comprehensive program online, certified by the University of Helsinki.</p>
<p>INTO SCHOOL</p>	<p>INTO SCHOOL</p> <p>intoschool.org</p> <ul style="list-style-type: none"> • Teacher training and educational leadership • Learning materials and educational technology • Educational travel and visits <p>INTO SCHOOL is a unique Finnish education concept & a complete teacher training package with the global goal of having technology-supported creative STEAM learning as an integral part of ECEC and K-12 education. This cross-curricular and passion-based learning approach enables more versatile education in diverse learning environments leading to better results. On a mission to Unlock Creativity in Everyone!</p>
 <p>Learning Scoop</p>	<p>LEARNING SCOOP</p> <p>learningscoop.fi</p> <ul style="list-style-type: none"> • Educational travel and visits • Teacher training and educational leadership <p>Learning Scoop is a Finnish company working in the fields of teacher education and pedagogical leadership development. Learning Scoop offers study tours, school visits, online courses, in-service teacher training programs, educational roadshows and consultation of curriculum development and implementation. Learning Scoop has been awarded as the Best Authentic Finnish Travel Products. Their experienced experts empower teachers and education developers around the world.</p>
 <p>Lumo Education</p>	<p>LUMO EDUCATION</p> <p>lumoeducation.com</p> <ul style="list-style-type: none"> • Evaluation and quality • Learning environments • School concepts • Teacher training and educational leadership <p>Lumo Education offers tailored kindergarten and school concepts based on the Finnish educational model. Together with their partner International Schools Services (iss.edu), Lumo Education offers K to 12 international school concept combining the best practices from the Finnish and American education model with over 60 years of experience in international education and more than 110 schools launched and managed.</p>

 <p>New Nordic School</p>	<h2>NEW NORDIC SCHOOL</h2> <p>newnordic.school</p> <ul style="list-style-type: none"> • Evaluation and quality assurance • Learning environments • School concepts • Teacher training and educational leadership <p>New Nordic School's K-12 educational solution is brought to existing and new schools worldwide through an innovative Nordic Baccalaureate curriculum, professional development, and quality assurance. The AI-driven technology platform streamlines teacher work and facilitates the delivery of the New Nordic School educational system to ensure personalized and purpose-based learning.</p>
 <p>POLAR PARTNERS EDUCATIONAL TRAVEL AND VISITS</p>	<h2>POLAR PARTNERS</h2> <p>polarpartners.fi</p> <ul style="list-style-type: none"> • Evaluation and quality assurance • Learning Environments • Learning materials and educational technology • School concepts • Educational travel and visits <p>Polar Partners accelerates the world's transition to 21st century education - one person, one school and one society at a time.</p> <p>Polar Partners is a one stop shop for premium quality K-12 education with a proven business model. It helps clients in designing, setting up and developing schools based on Finnish education and 21st century skills ideology with its network of 2000+ Finnish pedagogical experts and partners. Polar Partners has over 20 years of experience in education development. Its first Finnish International School (FIS) was opened in Georgia in 2019, and currently more projects are on the way.</p>
 <p>SUMINO EDUCATIONAL TRAVEL AND VISITS</p>	<h2>SUMINO</h2> <p>sumino.fi</p> <ul style="list-style-type: none"> • Educational travel and visits • School concepts • Teacher training and educational leadership <p>Sumino provides education export solutions and platforms/forums/events towards the Chinese market on multiple areas, e.g. teacher training, eduvisits, student summer/winter camps, sister schools, early childhood education, elderly care vocational education and ice hockey training programs. It integrates the Finnish educational content providers to develop/customize new products and to engage more customers together.</p>
 <p>HY+</p>	<h2>UNIVERSITY OF HELSINKI CENTRE FOR CONTINUING EDUCATION HY+</h2> <p>hyplusglobal.fi</p> <ul style="list-style-type: none"> • Degrees and qualifications • Educational reforms • Educational travel and visits • Evaluation and quality assurance • Learning environments • Learning materials and educational technology • School concepts • Teacher training and educational leadership <p>HY+ offers solutions for customers aiming to enhance their education system or seeking advancement of their professionals' skills and knowledge. The services, which cover early education, basic education, higher education, and lifelong learning, are based on the academic expertise from the University of Helsinki, the oldest, largest, and highest-ranked higher education institution in Finland.</p> <p>Services include Optimising Education Systems, Consultation of School Development, Extensive Professional Competence Development Programmes, Master Classes, Online Programmes, and Eduvisits (part of the UniVisit concept).</p>

Here are some of the keynotes.

EduCluster Finland Oy (found in 2010) products include FIS co-creation, intensive educator training programmes, professional development, education system development, qualification and degree programmes, and vocational education competence business is on the growth. Its main markets are East Asia, the Persian Gulf area, South America. It has comprehensive resources: globally 5000+ educational experts, 100+ permanent employees, 200+ international projects, 50+ countries. EduCluster has established a branch office in Shanghai, China and has taken key steps with Chinese partners. (JAMK, 2016.)

Fun Academy Oy (found in 2015) focuses on early education for 0-6 years old and operates in eight countries, including China. And it has established an office in Beijing, China.

Helsinki International Schools Group Oy (founded in 2015) has formulated Finnish early education experience into a tangible model. The company has established eight HEI Learning Centers in China, locating in the city Baotou, Guangzhou, Shenzhen, Suzhou, Shanghai, Chengdu, Beijing. "HEI School" is now a famous brand globally. (University of Helsinki, 2019.)

Polar Partners Oy (found in 2016) is a pioneer in designing K-12 schools based on Finnish education, and it operates on the globe. It has won awards in several business competitions, for instance, #1 Innovation in Finland by Finnish Inventors Support Foundation 2019.

Sumino (found in 2016) operates in multiple areas and consistently discovers new areas. For example, having realized the problem of the ever-growing shortage of trained workers in the elderly care industry, it is working on the project of opening a nursing school in China, exporting valuable resources of Finnish vocational education. On the other hand, Sumino products are developed quite mature. For example, its learning camps are designed with diverse themes-STEM, coding, forest, art, sports, home economics. Moreover, Family camps are newly offered, as parenting is also an emerging market.

In 2019, EduExcellence Oy (found in 2017) signed an agreement to strategically cooperate with Shenzhen Abundance International Education Co., Ltd., providing eMBA programmes in China to reinforce adult education.

New Nordic School Oy (found in 2018) offers K-12 solutions and is to become the global leader in educational transformation.

6.3 SWOT Analysis

Here below are comparison result, from which the strengths and weaknesses of Nedu against its closest competitors are outlined.

It is found that Nedu has many strengths. They are the knowledge of Chinese local context, know-how in Finnish educational pedagogy, experience in teacher education, knowledge in specific customer needs, as well as extensive partnership network established in Nordic countries and China, especially the role of project partner of FICEA. Nedu has conducted numerous projects successfully for many customer groups and clients, and the feedback was excellent. By oral of mouth, Nedu has established an excellent reputation in Chinese educational industry. All in all, Nedu is in a leading position in the Chinese education industry, and is professional in school management, teacher training, learning materials, learning environment, education quality evaluation, based on the Finnish model.

After going through the contents on competitors' websites, WeChat posts and related news, the author discovered some places Nedu can improve. First, Nedu branding is relying too much on the leader PhD. Li and FICEA. Nedu has not established any official website yet, nor created an impressive logo. Second, Nedu visibility on social media platforms is too low. Last but not least, there is space for packaging refinement.

The opportunities identified include the growing educational market in China, strong investment in Chinese education system reform. On the other hand, potential business areas seem limitless, like VET, E-learning. Currently, Finnair has opened six direct flights to Helsinki Airport, from Beijing, Xian, Shanghai, Nanjing, Guangzhou, Hongkong. As a result, tourism exchanges between China and Finland are getting more and more convenient.

Table 6. SWOT chart of Nedu Group Oy

<p>Strengths</p> <ul style="list-style-type: none"> ✓ Prospective vision ✓ Excellent reputation ✓ A first-class pedagogical expert team ✓ Extensive partnership ✓ Location model in China ✓ Strong research abilities ✓ Knowledge of local context and client needs ✓ Expertise in school management, teacher education, learning environment, curriculum design 	<p>Weaknesses</p> <ul style="list-style-type: none"> ➤ Branding ➤ Service product packaging ➤ Low visibility ➤ Social media marketing ➤ No website yet
<p>Opportunities</p> <ul style="list-style-type: none"> ◇ The growing educational 	<p>Threats</p> <ul style="list-style-type: none"> ● Existing competitors

market in China ✧ Firm invest in Chinese education system reform ✧ Limitless business area ✧ Convenient flight ✧ Second-child policy increases children number	<ul style="list-style-type: none"> • Potential new entrants • Corona-19
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Threats come from existing competitors and potential new entrants. Although the K-12 operators are doing business in other countries at the moment, they may move to the Chinese market in future. On the other hand, they all want first-class resources like experts, which is another threat. As to the new entrants, although the operators in the China market are in the start stage and lack key resources, they are hungry to grow. They may get stronger after intensive efforts in partnership and visibility, then shift to other areas. So, they cannot be under-examined. For example, they have built popular projects like Nordic School, Aida study tour, FINNspire Days, Fun Learning approach, learning exchange program "FinSchool". Last, no one knows when the corona-19 epidemic will end. So Nedu must prepare a long-term plan to get it through and how to compensate the operating loss during the epidemic.

7 DISCUSSIONS

7.1 Market Position

Nedu has excellent expertise in school management, teacher training, learning materials, learning environment, education quality evaluation. Nedu is in a leading position in exporting Finnish education China, which is a result of years of experience and robust research attitude, backed up by a top-class expert team.

Therefore, no strong competitors appeared yet. However, it is expected that they will come one day. Some start-ups are small but hungry to grow further. For example, Sumino has been working hard in networking, marketing and product refining. The company has operated well from the view of yearly increasing profits.

On the other hand, many actors are looking for a foothold in China. Companies like Polar Partner, New Nordic Schools, Lumo Education has developed Finnish K-12 models in other countries. It is predicted that with their successful model, China might be the next target market. Moreover, companies specializing in early childhood education, like Hei Schools and Fun Academy, might extend their business to basic education.

7.2 Competitive Advantage

Nedu has gained some competitive advantages over other competitors. Those advantages are based on quality and resources.

Taken together, they are Mature brand; reputation; Top-class educational experts; Broad partner networks; Innovation; Experience; Unique educational expertise. And those advantages are strengthened by one another.

7.3 Differentiation Strategy

Nedu has formed substantial and comprehensive cooperation relationships with many schools and other kinds of clients. Due to this, the customers of its educational camping, training programs, which are integrated parts for school development, are groups from its partner schools. This channel saves marketing costs in some way.

The big difference between Nedu kindergarten and others is that Nedu's is connected with a qualification of future primary school and middle school. Nedu's pilot school - Wanhui Dujiangyan School - is the first private school in China which introduces the Finnish education model from kindergarten to middle school.

Nedu has a top-level expert team, covering extensive fields, such as Education Management and Operation, Teacher Training, Curriculum Development and Design, Education Evaluation, Education Architecture and Modern Learning Environment Design.

Nedu has many years of experience and is capable of providing high-level, high-quality, standardized, diversified training courses and hospitality services.

7.4 Focused Strategy

For the future, Nedu will focus on quality rather than diversity. Nedu currently focuses on pre-school education, primary education, general upper secondary education, and plan to go further to high school education.

Upon establishment, Nedu aims to build into a business covering extensive fields, including educational research and training, higher education evaluation, cultural exchange, publishing trade, and business investigation. While for now, Nedu has found its way to grow. As its founder stated, in the future, Nedu plans to focus on education research and training, which is the core support of Nedu business, rather than merely expanding our business by diversifying business areas. First,

Finland is a small country with a population of only 5.5 million. The human resources are very limited. Second, education is slow work. It is necessary to get down to engage in research and development. Only a model which is in line with the law of educational development can go far.

7.5 Recommendations

7.5.1 Website design

A website is part of the reflection of the business image. An attractive and professional website will strengthen the company's credibility. Also, informative and exact contents are essential links for users to know about the company.

Positive feedback and reviews from past projects or programmes will help convince the quality.

7.5.2 Visibility on social media

Chinese people are now more and more connected to the internet, and they would try to get any kind of information online first. A unique and value-added media posts will build the company a strong reputation online.

Nedu has been keeping a low profile on social media. Without more efforts in marketing, Nedu is giving leverage away to its competitors and thus lose the chance to win more clients. A presence on social media involves significant resources, either financial or human, but it increases the chance to be discovered and got to know. It is also one way for people to further interact with the brand.

Figure 11. Popular social media apps in China



Weibo, WeChat, Red, Tiktok

7.5.3 Quality assurance

Unsurprisingly, service quality commitment is sure to affect customer's recognition and company's competitiveness profoundly. Education export belongs to the service industry. In particular, customers play an essential role. Different customers have different needs. Therefore, the design and delivery should vary and be tailored accordingly to meet their expectations, in a way that the benefits can be adapted into Chinese

educational context. The goal of product customization is to meet local needs and maximize customer values.

7.5.4 Step up service packaging

The packaging is as crucial as quality for selling and marketing. Here, the packaging refers to the benefits a product brings to its customers, and so on. For example, camping can be more than camping. So, it is recommended to optimize the packaging of Nedu's products and services.

7.5.5 Strategic management

To ensure the stable and sustainable business growth in the long-term, the author suggested some tools that Nedu can utilize to manage the strategic goals throughout the company.

Hoshin Kanri is a method for ensuring the achievement of strategic goals, by pulling every employee onto the same direction, at the same time. It is a seven-step process. First of all, Nedu must set its vision and clarify its three- or five-years objective and communicate the goals throughout the company and put into action. The cascading structure is also useful for goal completion by breaking a big objective down to small objectives, then to projects and tasks. Business Model Canvas is a popular tool to support the designing of new business concepts - how should the business create, deliver and capture values.

8 CONCLUSION

Renowned for its strong competitiveness, Finland's education is expected to have tremendous future demand globally. As a response to the emerging demand for its educational expertise and practices, the Finnish government has been putting efforts to develop Finnish education to a country brand over the decade. At the same time, various educational operators have been engaged to convert the education brand into a profitable export product. Nowadays, Finland Education becomes a ready commodity to export around the world. China is a key destination, and it is recognized that the Chinese educational industry has considerable market potential.

Through research, the author found that there are plenty of successful Finnish educational products and programs in the market, selling Finnish educational model around the world. It is evidenced that Finnish kindergarten and FIS models can work outside Finland. The key actors in the education export industry include government, universities, companies, experts, etc. Interest in the Finnish education system and

school management ranges from early childhood education, K-12, higher education to vocational education. The productization forms vary from themed camps, professional training, degree programs, co-creating schools to digital games. Different product targets at different customer segments and requires different expertise.

The competitive environment analysis shows that Nedu Group Oy is in a leading position in exporting Finnish education expertise, including school management, teacher training, learning materials, learning environment, education quality evaluation, to China. The company has gained obvious competitive advantages of high quality and top resources and will focus on differentiation for future development. Further, about how to keep a leading position in exporting Finnish education to China market, the author gives proposals on website building, visibility on social media, quality assurance, service packaging, and strategic planning tools. Those proposals can be a reference for companies in the same field. The experience from Nedu can be valuable for other operators targeting Chinese educational market.

This thesis showcases the industry landscape in Finnish educational export to China and highlights some challenges. It is the hope that this paper will contribute to subsequent research and as a call for stronger government support, effective marketing effort, more localized practices, resources integration, and so forth.

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Appendix 1 Interview transcript of Nedu Group Oy

The transcript below was created based on the interview to Dong Li, CEO and Founder of Nedu Group Oy. Based on the participant's responses, a deeper understanding of the case company is reached.

1) 请问公司的核心价值观有哪些？品牌愿景又是什么？

Nedu 的发展宗旨是“专研教育,专业引领,专注创新”。我们致力于做出世界最顶级的教育,将芬兰教育可借鉴的优势与国内优质教育融合在一起,创造出更好的符合中国实际的新模式,正是来源于芬兰又高于芬兰。

2) 教育出口包括很多方面,比如教育旅游,教师培训,教学软件开发等,请问 Nedu 的核心产品是什么？

Nedu 当前专注于学前及基础教育领域,从课程研发、教师培训、教育质量评估、教学环境设计,到学校管理等方面都处于行业领先的地位。同时我们也承担一些政府或企业科研项目,并参与组织大型教育论坛。值得一提的是,今年九月,我们创办的万汇都江堰学校已经正式开学,这是国内第一所从幼儿园到中学全龄段引进芬兰教育模式的私立学校。

3) Nedu 主要面向的客户群体有哪些？通过什么方式获取这些客户呢？

Nedu 的客户包括不同类别的学校、科研院所、地方政府及相关教育企业等。

自成立以来,Nedu 已建立良好的口碑和声誉,在业界形成了广泛了学术影响力和教育改革领导力,可以说我们的客户大都是慕名前来。我们已经组织开展了多系列深度教师培训和课程建设项目,和很多学校建立了长期的、全面的合作关系,比如重庆谢家湾小学,四川万汇学府。其中,Nedu 的合作伙伴谢家湾小学的“红梅花儿开·朵朵放光彩”素质教育质量管理模式在 2018 年荣获第三届“中国质量奖”。

4) 近年来芬兰教育热居高不下,至今仍吸引世界各地专家前来取经,能否谈一下您的看法？

芬兰教育确实提供给了我们一些可借鉴的发展模式,但其实芬兰教育也有一些自身的问题,并不如传说中那般好。近年来,芬兰的 PISA 成绩也有所下滑,03 到 09 年的辉煌已成为过去。如果全盘照搬芬兰教育是不可行的,中芬教育各有优势,应把两者最好的内核结合起来。

另外一点,芬兰教育必须拿出真正的产品,而不是空空的兜售,否则良莠不齐的行业有可能损害芬兰教育这个好不容易建立起来的国家品牌。

5) 您如何评价近年来芬兰教育出口产业的发展？

在我看来,确实有一些因素限制了芬兰教育的出口,比如死板的官僚体系,高强的税收政策,不增反减的教育经费,过高的用人成本。芬兰的教育资源太分散,对客户的需求并不真正了解,进而也没有找到正确的营销战略,所谓“鱼不知水”。另外,公立性质的社会体系也让整个社会缺乏营销的动力。芬兰政府对教育出口企业的支持确实有待提高,才能真正打响芬兰教育,而不仅仅停留在空喊层面。

6) 您认为芬兰教育出口中国,当下的挑战有哪些？

芬兰教育讲究宽松，对教师水准过度依赖，而中国的教育有应试能力这一要求，而且有自身的课改要求，这是有区别的。要想芬兰教育真正落户中国，不能急功近利，过于商业。简单地到搞搞讲座，做点课堂体验这样的工作及其表面。教师是改革的参与者与落实者，非常关键，但仅仅接受教学培训还不够，只有做到灵活运用，才能实质性地改变课堂。

7) 面对越来越多的加入者，您认为 Nedu 如何保持行业领先？

Nedu 在芬兰及北欧其他国家拥有广阔的合作平台和顶层的教育资源，Nedu 的背后是一支强大的专家团队。我们已经积累了多年的经验，形成了特有的、创新的培训模式，能为客户提供定制的，高端的服务。截至目前，已经有超过二十个省份和自治区的教育工作者参与过我们的培训项目，从培训量上来说，这在芬兰是最大的。

近年来，我个人参与指导的点评课已超过 3000 节，因为作为一名教育工作者和企业的核心 IP，除了丰富理论知识，加强实践经验也非常重要，这样才能了解如何本土化，校本化。

8) 未来五年，Nedu 的市场目标是什么？有哪些地方会重点规划？

未来，Nedu 的计划是做“精”，专注于研发和培训工作，而不是单纯的扩大业务。第一，芬兰是一个人口仅 550 万的小国，人力资源非常有限。第二，教育事业是一个慢工程，必须静下心来搞研发，找出符合教育发展规律的模式才是长久之计。

9) 疫情当前，各行各业都受到冲击，Nedu 如何应对？

疫情确实限制了国际交往，人员流动基本属于停滞状态，对教育旅游产业的打击非常大，但这些对 Nedu 并不是致命的，我们和很多客户都是长期合作的关系。目前，我们仍然可以搞教育研发工作，有些业务也可以线上开展，相信疫情过去后，一切都会好起来。

1) What are the core values of Nedu Group Oy? What is the mission of your brand? "Care · Professional, Design · Leading, Creation · Innovation". We aim at creating the world's best education, by combining the advantages of Finnish education with domestic high-quality educational resources. The new model is "from Finland" but "higher than Finland". It fits better in China's reality.

2) Education export includes many aspects, such as educational tourism, teacher training, digital software development, etc. What are the core products of Nedu?

Nedu currently focuses on pre-school education, primary education, general upper secondary education. Nedu is in a leading position in terms of curriculum development, teacher training, education quality evaluation, learning environment design, and school management. At the same time, we also undertake some government's or corporate's scientific research projects and participate in the organization of large-scale education forums.

It is worth to mention that our pilot Wanhui Dujiangyan School has officially opened from September this year. It is the first private school in China which introduces the Finnish education model from kindergarten to middle school.

- 3) What are the main target customer groups of Nedu Group Oy? Through what channels do you approach these customers?

Nedu's customers include different types of schools, research institutes, local government institutions and education-related companies. Over the years, Nedu has established a good reputation and formed a wide range of academic influence and education reform leadership in the industry. It can be said that most of our customers are attracted to our high reputation.

We have organized a series of in-depth teacher training and curriculum construction projects. We have established long-term and comprehensive cooperative relationships with many schools, such as Chongqing Xiejiawan Primary School and Sichuan Wanhui Education Group. Especially, Nedu's partner Xiejiawan Primary School's school management model "Red Plum Blossoms · Blossoming Glory" won the "Chinese National Quality Prize" in 2018.

- 4) Finland's education has been hot in recent years, and it still attracts educators from all over the world to learn from it. Would you like to talk about your view on this phenomenon?

Finnish education does provide us with some development models that we can learn from, but undeniable, Finnish education also has some problems, and it is not as good as the legend. Finland's PISA performance has declined in recent years. The glory of 2003 to 2009 has become a thing of the past. It is not feasible to copy the entire Finnish education. Chinese education and Finnish education both have their advantages, and we should combine the best cores of them.

Another point is that Finnish education must take out real products. Otherwise, the mixed standard industry may damage the Finnish education brand.

- 5) What would you comment on the so far development of Finnish education export industry?

In my opinion, there are indeed some factors that limit the export of Finnish education, such as the rigid bureaucracy, the taxation policy, decreasing education funding, and high labour costs. Finland's educational resources are too scattered, and Finnish do not understand the real needs of customers; thus, they don't find the effective marketing strategy, which is so-called "a fish doesn't know the water". Besides, the public nature of the Finnish education system also results in a lack of marketing motivation in the whole society. The Finnish government needs to improve their support for education export companies so that Finnish education export can truly get strong, not just at the level of empty shouts.

- 6) From your view of point, what specific challenges are there when exporting Finnish education to China?

Finnish education emphasizes relaxation and relies too much on the level of teachers, while Chinese education emphasizes test-taking ability and has its reform requirements. This is different. If Finnish education is to settle in China truly, it cannot be a quick success or too commercial. Simple engagement in lectures or seminars and do some work like classroom experience are too superficial. Teachers are critical participants and implementers of reforms. Receiving teaching training is necessary, but

not enough. Only by utilizing the training contents flexibly, can they change the classrooms substantially.

7) In the face of more and more entrants, how will Nedu maintain its industry leadership?

Nedu has a broad cooperation platform and top-level educational resources in Finland and other Nordic countries. Behind Nedu is a strong team of experts. We have accumulated many years of experience and formed a unique and innovative training model that can provide customers with customized and high-end services. So far, educators from more than 20 provinces and autonomous regions have participated in our training program. In terms of training volume, this is the largest in Finland.

So far, I have personally participated in more than 3,000 commentary classes. As an educator and the core IP of a company, it is essential to not only enrich my theoretical knowledge but also strengthen my practical experience, so that I can understand how to localize our model in various schools.

8) In the next five years, what goals has Nedu set? Where will you focus your efforts on?

In the future, Nedu plans to focus on education research and training, rather than merely expanding our business. First, Finland is a small country with a population of only 5.5 million. The human resources are very limited. Second, education is slow work. It is necessary to get down to engage in research and development. Only a model which is in line with the law of educational development can go far.

9) Regarding the current corona-19 situation, how much does your business get affected? How will Nedu respond?

The epidemic has restricted international movement to a large extent. The flow of people is almost stagnant, which hit the education tourism sector largely, but it is not fatal to Nedu. We have established long-term cooperative relationships with many clients. At present, we can still engage in education research and development, and some projects can be carried out online. I believe that we will get through the epidemic.

Appendix 2 Companies in Finland education export sector

Please notice that this list doesn't include all the companies in that sector.

	Finnish education learning and development centre (芬兰教育学习和发展中心) https://www.educentre.fi
Aida Educare Oy	
Arctic China Oy	(北极中国股份有限公司) https://www.arcticchina.com/
Besuper Oy	(北欧能力培养营) www.besupers.com
China Tekway Oy	(芬兰中国发展与交流中心) http://www.chinatekway.com
EduCluster Finland Oy	(芬兰教育集群) http://www.educlusterfinland.fi
EduExcellence Oy	(芬兰国立应用科技大学卓越联盟/芬兰大联盟) http://www.eduexcellence.fi
Edutimes Education Group	(索蒙教育) https://www.edutimesgroup.com/
Fin Edu Consulting Oy	(芬博教育) http://www.simpleedufin.com/
Fingo Vip Oy	(亲青旅行) https://www.fingovip.com/
Finland Center of International Exchange Oy	(芬兰国际交流中心) https://www.fcie.fi/
Finland International Education Oy	https://www.hohot.fi/
Finnoppi Oy	(芬奥教育) https://finnoppi.com/
Fun Academy Oy	(芬爱教育) https://funacademy.fi
Gateway Europe-China Oy	(欧中培训与咨询公司) http://www.gatec.fi
Hohot Consulting Oy	https://www.hohot.fi/
Luova Finland	洛哇 https://visitmedicalfinland.com/
Nordic Education and Culture Exchange Center	(北欧教育与文化交流中心)/NECEC www.necec.fi
Nordic Education Innovation Center	www.necec.fi
Nordic Node Oy	Finland International Education Exchange Centre /FIEEC (芬兰国际教育交流中心) http://nordicnode.fi/
Nordic Scientific Education Communication Center Oy	(北欧科技教育交流中心)/NSECC http://www.nsecc.net/
Northern Skills Finland Education Oy	(北方技能芬兰教育有限公司) https://northernskillsfinland.fi

Sumino Oy	(芬兰書米国际教育有限公司) http://www.sumino.fi
YBOOM International Oy	(宇博国际) http://yboom.com
Early childhood education (铃兰国际早教):	http://www.linglaned.com
Edutimes Education Group (索蒙教育集团):	https://www.edutimesgroup.com/
CCE Finland Oy (Council for Creative Education Finland):	https://www.ccefinland.org/
Code school Finland Oy:	https://www.codeschool.fi
Dibi Academy Oy:	https://educationalliancefinland.com/products/dibi-academy
Education House Finland Oy:	https://www.educationhousefinland.com/
Edunation Oy:	http://www.edunation.co
Finnish Education Group Oy/FEG:	https://www.feg.fi
Finnish Global Educational Solutions Oy/FGES:	https://www.fges.fi
FinnWayLearning Consortium (芬兰的学习方法):	http://www.finnwaylearning.fi
Helsinki International Schools Group Oy (芬佳教育):	https://www.heischools.com
Learning Scoop cooperative:	http://www.learningscoop.fi
Mood Of Finland Oy:	https://moodoffinland.fi
Omnia Education Partnerships Oy/OEP:	https://www.oep.fi
Polar Partners Oy:	http://www.polarpartners.fi
Rock My Business Oy:	https://www.alofinland.com/
VisitEDUfinn Oy:	http://www.visitedufinn.com
WellEdu Fennica Oy:	https://finlandwayschools.com/

Appendix 3 Educational Associations and Centers engaging in
Sino-Finnish communication

Edtech Finland Association (芬兰科教促进会)	http://edtechfinland.com/
European International Cooperation Promotions/EICP (欧洲国际合作促进会)	http://eicp.fi
Finland-China Education Association/FICEA (芬中教育协会)	http://www.ficea.fi
Finland-China Innovation and Education Association/FCIEA (芬中创新与教育协会)	http://www.besupers.com
Finnish Youth Center Association (SNK)/ Suomen Nuorisokeskusyhdistys Ry (芬兰青少年发展中心)	http://www.snk.fi/cn.html
Nordic Education and Culture Exchange Center/NECEC (北欧教育与文化交流中心)	http://www.necec.fi
Nordic Education Innovation Center/NEIC (北欧教育创新中心)	http://www.neic.one
Savonlinna International Education Center (萨翁林纳国际教育中心)	https://siecedu.com
Sino-Finnish Education Research Centre (中芬教育研究中心)	https://research.uta.fi/sferc/

Appendix 4 WeChat accounts of some educational firms

Aida Educare Oy	阿依达中芬国际教育
Besuper Oy	北欧能力培养营
EduCluster Finland Ltd (ECF)	EduCluser 芬兰
Edutimes Education Group	EdutimesSTEM
Fin Edu Consulting Oy	芬博 SIMPLE
Fingo Vip Oy	FinGo 亲青旅行
Finland Center of International Exchange Oy	芬兰国际交流中心 FCIE
Fun Academy Oy	芬爱教育
Gateway Europe-China Oy	北欧学堂
Nordic Education and Culture Exchange Center	NECEC
Northern Skills Finland Education Oy	Northern Skills
Sumino Oy	芬兰書米教育
YBOOM International Oy	芬兰教育服务
Centre for Applied Practice in Education	CAPEducate
Early childhood education	铃兰儿童潜能开发中心
European International Cooperation Promotions (EICP)	芬兰国际交流中心 FCIE
Finland-China Education Association (FICEA)	芬中教育
Finland-China Innovation and Education Association (FCIEA)	北欧能力培养营
Helsinki International Schools Group Oy	HEI 芬佳教育
Nordic Education and Culture Exchange Center	NECEC
Nordic Education Innovation Center (NEIC)	NEIC 在北欧
Savonlinna International Education Center	Weknowhow
Sumino Oy	芬兰書米教育
YBOOM International Oy	芬兰教育服务
北京我我城市教育科技有限公司	芬兰 BEAP 教育
北京爱能国际教育咨询有限公司	芬兰爱能幼儿教育
博今(深圳)发展有限公司	芬兰科教促进会 feeta
广西中芬教育科技有限公司	芬兰教育
深圳启悦教育咨询有限公司	中芬国际教育
立德教育信息咨询(江苏)有限公司	常州立德迩国际教育
纷兰博士国际儿童会	纷兰博士国际儿童会

Appendix 5 Books researching Finland Education in China

The books below are found in Chinese online shopping platforms-Taobao, JD, Dangdang. They are listed according to publishing year.

			
<p>芬兰教育全球第一的秘密,陈之华著,2009-5</p>	<p>芬兰教育强国强民,刘英著,2011-7</p>	<p>芬兰道路-世界可以从芬兰教育改革中学到什么,[芬]帕思·萨尔伯格著,林晓钦译,2015-3</p>	<p>芬兰基础教育,康建朝,李栋著,2015-11</p>
			
<p>世界最好的教育给父母和教师的45堂必修课,陈之华著,2016-6</p>	<p>理智?情感?——中国校长芬兰、以色列考察笔记,郭华,2016-10</p>	<p>走进芬兰基础教育,张晓光著,2017-3</p>	<p>芬兰技工教育研究,周衍安著,2017-11</p>

			
<p>素养何以在课堂中生长,学习基础素养项目组 编, 2017-11</p>	<p>芬兰教育现场, [美]蒂莫西·D·沃尔克 著, 李红燕, 牛双红 译, 2018-9</p>	<p>破解神话-还原真实的芬兰教, [芬]文德 著, 刘敏, 姚苇依 译, 2019-10</p>	<p>中芬基础教育比较, 王红, 钟罗金, 姚铁懿 编, 2019-12</p>
	<p>芬兰道路-世界可以从芬兰教育改革中学到什么, [芬]帕斯·萨尔伯格 著, 鲍方越 译, 2020-5</p>		

Appendix 6 Mission Statements

Council for Creative Education - CCE Finland	<p>Council for Creative Education Finland is a global (3 market) organization originating from Tampere, Finland with the motto of redefining education through creativity (7 self-concept). We provide tailor-made (7 self-concept) teacher training and school development programs from pre-primary to higher education (2 products or services). Our programs are based on research and expertise from Finnish universities and academia (4 technology). We provide insights into the Finnish education system through educational tours and student camps (2 products or services) by which the participants (1 customers) understand how creativity is blended well within the Finnish classroom and curriculum.</p> <p>https://www.ccefinland.org/</p>
EduCluster Finland	<p>EduCluster Finland, University of Jyväskylä Group shares Finnish education experience and know-how (4 technology) through dynamic partnerships (9 concern for employees) across the globe (3 market).</p> <p>https://educlusterfinland.fi/</p>
FCG International	<p>Our mission is working for wellbeing (6 philosophy). We work towards this goal every day. We want to make everyday life better and easier and develop communities (8 concern for public image).</p> <p>https://www.fcg.fi/en/mission-vision-values</p> <p>FCG is one of Finland's largest (7 self-concept) consulting companies. We design more functional living environments, good governance and effective skills development and education (2 products or services) in Finland as well as globally (3 markets). https://www.fcg.fi/en</p>
Finhow	<p>Finhow is a Finnish company specialized in Finnish Early Childhood Education and Care (4 technology). We offer varied services in order for you (1 customers) to transform your school (1 customers) to a more Finnish approach. See how we can help you through our Training Programs, Consultations and Curriculum Support (2 products or services).</p> <p>https://finhow.fi/</p> <p>We share our methods of early childhood education, based on the Finnish curriculum, that we have successfully implemented in our schools. We are dedicated to give the needed theoretical knowledge and to help in bringing theories to life in everyday activities (6 philosophy).</p> <p>https://finhow.fi/about/</p>

Finland International Education	<p>Finland International Education (FINE) brings an Early Childhood Education and Care solution (2 products or services), which combines professional (7 self-concept) daycare and high-class education (4 technology). Our FINE Pedagogy is based on the values and principles of the Finnish National ECEC (6 philosophy).</p> <p>FINE Pedagogy makes every day a fun, inspiring and educational experience for every child (Vision) while supporting the educational requirements of the local society (8 concern for public image). Our childcare standards are extremely high, so parents (1 customers) can rest assured that their children are in good hands and enjoying inspirational content during every FINE day. https://www.fineducation.fi/</p>
Finnish Global Education Solutions	<p>Mission Statement: We provide Finnish education (2 products or services) to global markets (3 markets) by combining Finnish educational excellence and expertise (4 technology) of our trusted local partners (9 concern for employees) and investors (5 concern for survival, growth, and profitability). https://www.fges.fi/</p>
Finnoschool	<p>The focal mission of the company is to improve the quality of education and teaching (8 concern for public image). One method is to utilize inspiring learning environment outside classroom (4 technology).</p> <p>Finnoschool wants to support teachers (1 customers) in their professional development. We have developed a range of training workshops (2 products or services) with top-ranking Finnish experts. Among our partners there are the Finnish Board of Education, several Finnish universities, learning environment and technology experts (9 concern for employees). https://www.finnoschool.com/about-us/</p>
HEI Schools	<p>HEI Schools is an educational business company from Finland. Our mission is to bring Finnish-style early childhood education (2 products or services) to the world (3 markets) with the help of our founding partner University of Helsinki (9 concern for employees). https://www.heischools.com/</p>
Lumo Education	<p>MISSION: We offer world class education solutions (2 products or services) to develop and transform education using the Finnish education expertise and innovations (4 technology). https://www.lumoeducation.com/meet-our-finnish-education-experts</p>
New Nordic School	<p>We at New Nordic School are transforming the educational journey (8 concern for public image) through our K-12 solution (2 products or services). It has the renowned Finnish curriculum at its core, enhanced with best pedagogical practices (4 technology) from around the world to create an interdisciplinary, personalized, and locally relevant system (7 self-concept). The New Nordic School Educational System provides personalized and purpose-based learning that creates a unique learning path for each child (1 customers) and prepares them for an unknown future. https://www.newnordic.school/about-us</p>

Polar Partners	<p>Polar Partners Ltd is a pioneer in designing K-12 schools (2 products or services), based on Finnish education (4 technology), worldwide (3 markets). Our experienced team consists of educators, teachers, managers and business professionals (9 concern for employees). Our passion is to make the world a better place by helping our clients (1 customers) to create the schools of future for the next generation. They will make a large scale positive impact in our world with the 21st century skills gained in our schools.</p> <p>Our mission is to accelerate the world's transition to 21st century education – One person, one school and one society at a time (8 concern for public image).</p> <p>We want to create long term business relationships with full commitment to the projects. We are trustworthy partner and for our clients (1 customers) we want to be inspiring and great team to work with (7 self-concept). https://www.polarpartners.fi/about-us/</p>
Sumino	<p>Sumino is a Finnish educational content integration and localization (4 technology) company with broad experience in cross-cultural communication as well.</p> <p>We specialize in introducing, developing, and integrating the Finnish education pedagogy, curriculum, and teaching materials (2 products or services) into the Chinese education market (3 markets), making sure that they meet the local needs and maximize the customer values (1 customers, 7 self-concept). http://www.sumino.fi/en/about.html#yj</p>
University of Helsinki Centre for Continuing Education HY+	<p>One of our missions is to encourage life-long learning as a habit for securing your future in the changing world (8 concern for public image). The purpose of our organization is to improve the world of the future and promote individual wellbeing by enhancing learning, knowledge-sharing, and development (4 technology).</p> <p>We believe in collaboration and empowerment and therefore focus on building trust with our collaboration partners and organizations while we help them to develop (1 customers). Our role in development programmes is to assist our collaboration partners to learn and take ownership of the project (7 self-concept). By doing so, we ensure that the jointly drafted plans and ways of working will be implemented and the development continues. https://hyplusglobal.fi/</p>