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EDUCATION EXPORT

Vietnamese Market, a tough but rewarding

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Thesis
Spring 2020
Degree Programme in International
Business Administration
Oulu University of Applied Sciences

ABSTRACT

Oulu University of Applied Sciences
Degree Programme in International Business, International Business Administration, BBA

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Title of Bachelor's thesis: Education Export – Vietnamese Market, a tough but rewarding

Supervisor(s): Sinikka

Term and year of completion: Spring 2020

Number of pages: 107

Abstract

The project aims at discovering the potentiality of selling Finnish educational products and services to Vietnamese market. The research will support PINO Networks and its members in having a larger business view of education sector in Vietnam, as well as business culture and practices in education. Furthermore, the thesis will provide a better understanding of the direction and policies of Vietnamese government in the sector.

The implementation of the research is carried out in both methodologies of using primary and secondary data. Primary data is attained from quantitative research by sending e-form questionnaires by email and social messengers to customer groups in Vietnam. Meanwhile, the secondary data is extracted from scholar sources and reliable sources that studied the market previously, as well as up-to-date journals and articles in Vietnamese and English.

The research has delivered part of the answers to the objectives given by the project. The information should give PINO Networks a clearer picture of the current position they are standing at and the direction the Vietnamese government has drew to their education sector. The author provides further recommendations for the next stages and potential business partners in Vietnam.

Keywords:

Vietnamese Market, Finnish Education, Education Export, Educational travels, Cơ sở vật chất, Giáo dục, Du lịch học tập

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1 INTRODUCTION

1.1 Project Background

PINO Network is an affiliate member of Worlddidac association. Worlddidac is “where education comes together” - the global trade association for the educational resources industry. Worlddidac works equally with all education sectors, all countries and all relevant national associations to create international sales opportunities for our members. PINO Network is an affiliate member of Education Finland. Education Finland – supports businesses, higher education institutions and other education and training providers in expanding in the international market.

PINO Network is part of the European Regional Development Fund funded KAAKAO and KOOKOS projects financed by the Council of Oulu Region, and European Social Fund funded KAHVI project financed by Centre for Economic Development, Transport and the Environment. The acronym PINO comes from the Finnish words “Pohjoisen Innovaatiot” which means “Northern innovations”. In Finnish “pino” also means a stack of things. Oulu University of Applied Sciences, in cooperation with University of Oulu, Diaconia University of Applied Sciences, Oulu Vocational College and City of Oulu started a project building a network supporting the growth and internationalization of education export in Northern Ostrobothnia.

There is a huge global potential for northern services and products in the field of education export. The multisectoral offering of the Finnish education system and various other fields creating high quality learning environments are widely valued. The products supporting learning include e.g. learning materials, educational games, software products, school buildings and infrastructure, educational concepts and consulting services. Today, these services are offered by companies, schools as well as other organizations. Besides knowledge and expertise in marketing and sales, entering the global markets also requires strong networking skills.

1.2 Offering Products and Solutions

PINO Network is a group of companies working on educational field, so it offers various products and solutions serving education, i.e., learning and teaching materials, educational games,

educational software, school buildings and infrastructure, etc. The target markets are educational institutions and other organizations.

Here are six sectors PINO Network offers

- Teaching and learning materials & tools
- Environments & Infrastructure
- Degree programs, training & courses
- Educational visits & study tours
- Development & consultancy
- Other products & services

1.3 The Objectives

The outcome of this project is to describe overview about the business environment in Vietnam and provide a detailed insight into the current situation of Vietnamese education system. It also provides information about important factors in the industry.

The aim of the study is to find out if the opportunities of providing Finnish educational solutions in Vietnam is available and what is the possible competitors from local companies as well as foreign operators are active in the market.

As Vietnam is a developing country with good growth rate despite the global economy crisis due to COVID-19, the country is expected to become a very promising market to establish and expand the business. With many potential consumers and customer as well as geographic connect Southeast Asia countries and China, Vietnam has many advantages for international companies. Therefore, a market study for a specify market demanded to enhance their visibility in this market.

1.4 Research Question

As the purpose of the thesis is to conduct a market research of digital market of Vietnam, those questions are created to fit the narrative of the thesis. There are two main questions which represent two biggest issues to be cover by the study.

- What is the possibility of selling Finnish educational services and solutions to Vietnam?

It specifies the market and the products which will be well recognized by the market. To answer this question, the thesis will study the situation of Vietnam market and the situation of B2B perspective to evaluate the opportunities to education services and products from aspect of politics, economy, social and technology of this market.

The second question is to determine the platforms or channels and the influenced factors that can help to sell Finnish educational products in real-life conditions. It includes two sub-questions below

- How to sell Finnish educational products?
- What should to take in account while doing sell in international education markets?

Though Finland and Finnish products have been existing in Vietnam since 2008 with Partnership and Cooperation Agreement 2008, Vietnamese people has partly recognized or known Finland, Finnish merchandises, and its fame in Education. The purpose of this research is to answer the question, *how to reach Vietnamese customers and on which channels should the Networks focus on.*

There are many reasons why Finland is not a famous name in Vietnam, but they can be

- the agreements between two countries has been focused on forestry, agriculture, and education, but only a few people in the state know. Things that people in Vietnam know about Finland are sauna, snow, high living standard (or high-cost country), Nokia, “fermented” fish,
- Vietnam has been heavily influenced by American and French cultures in the West through Wars in the past, and movies, and Chinese as well as South Korean and Japanese cultures in the East (affection from their movies, music, and cuisines),
- Expats living and working in Vietnam have created the needs and demands of the “products” from their homeland to overcome the homesick, and the number of Finnish nationals in Vietnam is small,
- The number of Finnish Enterprises in Vietnam is small, and the biggest names are Vietnam Finland International School (VFIS) and KONE.

2 FINLAND

2.1 Finland

Why Finland

There are many reasons why it should be Finland your first option when you are looking for a place to study or to visit, but here the list you may find useful to put in categories to make decision.

Education

- Excellent learning outcomes
- Top quality teacher training
- Innovative teaching methods and strong ICT sector

Education sector in Finland has well received benefits from strong development and investment in technology and ICT sector. In fact, strong ICT sector and a booming gaming industry have helped to create favorable conditions for developing advance digital learning solutions that make studying fun. Besides, teachers and professors in Finland must hold a master's degree and pedagogical qualifications. They also have the power to decide their own daily work and the development of schools in trust and freedom. These factors, together with excellent curricula, make excellent learning outcomes.

Environment

Finland is a "forest giant," and Europe's most heavily forested country in which forest covers 23 million hectares, accounting 74.2% of the land area. Indeed, Finland is in the top 10 world greenest and cleanest countries in the world in 2020 and has claimed the world best Environmental Health for years which is made up of four issue categories: Air Quality, Sanitation & Drinking Water, Heavy Metals, and Waste Management.

"Finland has the opportunity to develop into a gem of nature tourism. We have clean and exuberant nature all over the country in the vicinity of good connections and services. Holistic nature experiences can be built for tourists, for admiring the silent wilderness landscape, picking berries

and mushrooms for food on an excursion, going to the sauna next to clean waters and waiting in a hide-out for the majestic bear to arrive from the shade of the forest as the night falls,” said the biodiversity expert Riku Lumiaro of the Finnish Environment Institute.

Economy

Finland excels in export of technology and competitive in manufacturing, particular in timber, metals, engineering, telecommunications, and electronics industries. Finland has well promoted startups in the ICT, gaming, cleantech, and biotechnology sectors. In recent years, Finnish economy has grown steadily since 2016, and expected to stabilize in years to come. The government is actively taking steps to attract, and open to, foreign direct investment. Finland’s per capita GDP is slightly higher that of Germany and Belgium, and as high as that of Austria and the Netherlands.

Society

Finland spends 31% of its GDP on the welfare state, the second highest proportion in the OECD, Organization for Economic Co-operation, and Development. In 2018, Finland was the third most gender-equal in the world, and the fifth lowest income inequality.

2.2 Finland as a Visit Destination

“Finland is a country full of extremes with four beautiful seasons and four distinct regions that include the Helsinki capital region, Lapland, Lakeland and the Archipelago. Finland is a year-round destination where you can enjoy anything from a weekend city break to a longer stay in a ski resort or a cozy cottage. The things that make Finland special are closely related to nature and well-being. There is also a great, up-and-coming urban scene that beats to a drum of its own.”

According to Finnfacts and Good News from Finland, tourists from abroad reached more than seven million overnight stays in 2019, making an increase of 2.9% and netting a total of 483 million Euros for accommodation establishments. The main share was remained to European tourism market, while Asian tourism market made 17%. Valued at 15 billion Euros, the tourism industry has become one of the pillars of Finnish economy, accounting for 2.6 percent of GDP. “Forthcoming years promise an even greater slice of the economic pie, with year-round travel, digitalization development and responsible tourism spurring growth.”

In January 2020, more than 382,000 overnight stays were recorded in all type of accommodation in Lapland (except Airbnb), while the total overnight stays across Finland was over 1.6 million. The number of tourists, nearly 300,000 abroad travelers, visiting Lapland this period is above the average figure for the entire country which is 8.2 percent.

What Finland has to offer to travelers

“From the vibrant art-filled cities of Helsinki and Turku to the depths of the boreal forests and the thinly inhabited outer archipelago, Finland remains a relatively unknown corner of Europe. This is likely because it is so far from the mainstream tourist routes, but the country's many cultural and historical attractions add to the unspoiled natural surroundings to make it an ideal destination. Its lakes, fells, rivers, and vast wild areas, along with the certainty of snow in the winter make it a Nordic playground for both winter and summer activities.

Helsinki is the main point of entry for most visitors to Finland. The busy Baltic port is where you'll find the most important museums, as well as architecture by some of the greatest Finnish architects, especially Eliel Saarinen, who designed Helsinki's Railway Station, a landmark of early modern architecture. Within easy reach of Helsinki are the charming smaller cities of Turku and Porvoo. But it would be a shame to confine a trip only to the Baltic coast, when so much beautiful open countryside beckons. To the west lie the Finnish lakes, and in the north is the vast area beyond the Arctic Circle, home of the midnight sun, northern lights, and some of Europe's best winter sports. Winter or summer, Finland offers plenty of things to see and do.”

3 THEORETICAL BACKGROUND

3.1 Terminology

Education, as a definition for starters, is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life. Practically, John Dewey (1916) put it as a social process and that is “a process of living and not preparation for future living,” and as this view of point, educators have their job to bring out students’ potential. Therefore, education is

- Deliberate and hopeful
- Informed, respectful and wise
- Grounded in a desire that may flourish and share in life

Student is a person engaged in study and is devoted to learning, and he/she is one who studies in any manner, an attentive and systematic observer.

Consumers, in this field and so-called the end-users, are classified as students and their parents. **The Intermediaries**, as cross-border business, are organizations who distribute solutions and products to consumers, or educational institutions that deploy products and services to students. The Intermediaries make it easier to Consumers to reach the products and services made in abroad countries.

3.2 The Industry

We define **education export** activity offshore as being that which earns foreign exchange returned to Finland, outside of recruitment of foreign students. This does not preclude some contract work which is negotiated with, and billed to a foreign client as a commercial contract, but may be delivered in Finland.

A generic list of such activities encountered during this survey includes:

- Offshore delivery of teaching and learning, both in short term packages or as whole or part degree,

- diploma or certificate programmes.
- Distance delivery of the above via electronic or correspondence means (but non-EFTS generating).
- Sales of curriculum, intellectual property, systems, software and learning materials.
- Contracts to bring foreign groups to Finland for education and training including 'edutourism'.
- Educational consulting and advisory work.
- Research and commercialisation of education goods and services
- Audit, moderation, assessment and quality control work.
- Hosting of study tours, delegations and familiarisation visits.

Included in the survey were education-related entities including universities, institutes of technology and polytechnics, schools, companies including private training enterprises and English language schools, industry Training Organisations. Both state and private sector were included.

Many have activities that are based on personal or institutional relationships designed to foster easy articulation, scholarships, twinning and exchanges. In the majority of these cases there is cost, but no immediate revenue.

Meanwhile, **educational travel** is a carefully planned combination of tours, site visits and hands-on learning opportunities, built around clear learning objectives. An educational tour is more than a vacation. It's a tool for learning and success with fun and excitement built in. By walking in the footsteps of emperors, seeing the art that inspired a society and speaking a foreign language to communicate, students are engaging themselves and becoming life-long, self-directed learners. Done right, educational tours expand travelers' world view. Not only do students learn, they learn to love to learn. Through cultural exploration and immersion, students become global citizens. They develop a stronger understanding of history, language and geography as well as gain independence, confidence and problem solving skills.

Key players in educational travel

Group leaders are either teachers or student counsellors. Their key role is to provide educational leadership, and to supervise as well as to handle any discipline if necessary. There might be more

than one group leader if the group starts to grow and there are foreseen problems in the supervising tasks. Usually, this participant will travel with the group without charge.

The planning partners are the main contacts who collect and combine all the information to create an itinerary that suits the idea of travel style, educational goals, and fun.

Tour managers / Tour guides play a crucial part and represent “the host.” Tour managers should have rich knowledge of the local culture and abilities to deal with most problems occurring during the trip. The same to group leaders, there could be more than one tour manager on the trip to help them giving their best to travelers.

The travelers are the central players to whom all other players “serve.” They are mainly students, or those who look for enriching their knowledge, new methodologies, and/or new experience. On this paper, the travelers are students (from age 14), teachers/professors, parents, and education-related persons.

3.3 Cultural Influences on International Business

Thank to globalization, nowadays the firms can close the interactive gap with the international target markets, but there are hidden traps that barrier the firms from success or reach the desired goals. Culture is manifest in behavioral norms, hidden assumptions, and human nature; however, each of these occurs at different stages, or even at the same stage, and at a different level of depth. According to Debra Johnson and Colin Turner in their book (International Business 2010, ISBN-13: 978-0415437646), culture is consisted of language, religion, symbols, social institutions, political systems and economic system, as well as philosophy and education, etc. And these aspects should be considered when a company wants to enter a market in another country or expand its market, especially those in the third world.

The first aspect to consider is communication where language and cultural norms mixed and create the gap which is important when dealing the business. In some countries like in Asian and South America communication is implicit and nuanced, while other countries like the United States, the United Kingdom and Finland, communication is explicit and clear. Asians often express opinions on issues and problems indirectly especially when there is high probability of creating conflict, while

the Europeans believe in direct approach to the issues in a straightforward manner; however, Asians value emotional restraint and consider it as a sign of self-control and strong character, while the Westerners may see it as passive and weak as well as negative self-image. In Western worlds, everyone expresses 'too much' opinion; while in Asia, not everyone will have much opinion, but everyone is much looking out for self-interest. Another point that builds up challenges is building trust, and the concept may be relationship-based for Asians and task-based for Western.

Finally, one's "face" in Asia represents for the whole community's face, or company's, or even country's; therefore, if one loses "his face", the whole group's "face" is lost, and a group rather than just a person will feel embarrassed. To maintain "the face" is the utmost goal in hierarchical relationship.

While communication can define the visible behavioral and cultural characteristics of a business venture, education and philosophy shows how local values influence business ethics. Business ethics could be corruption and bribery, or broader with human resources, social responsibility, and the environment. Philosophy and education have evolved over time alongside with the development of a cultural history. A sense of ethics influences the people in it since beginning of their childhood, and it is determined by factors of society, culture, and religion. Ethical behavior is behavior which widely accepted within a specific culture but may not accepted by people from other cultures. However, individuals, even in the same culture, can have different ideas of what constitutes ethical or unethical behavior, and it varies depending on their social and/or economic standpoints, as well as education and experiences. East Asia and few countries in Southeast Asia, for example, have been strongly influenced by Confucianism which values goodness, benevolence, harmony, and respect for traditions; furthermore, as the result of Westernization and globalization, Confucian values have been blended and created a business culture that favors a true entrepreneurial spirit. Meanwhile, European modern political and economic philosophies trace their roots back to the Reformation and Enlightenment period in the sixteenth century.

Political system in international business consists of a set of political factors and government activities in a foreign market that can help businesses, either from abroad conducting business activities in the local market or from local that look for opportunities to enter to a foreign market. In general, there are political risk and sovereign risk are associated to a new (foreign) market, hence foreign businesses constantly look at them when there is a degree of uncertainty in conducting business.

3.4 Differences between Vietnamese and Finnish Schools (Pre-schools and K12)

	Schools in Vietnam	Schools in Finland
Class size	40 - 50	10 - 20
Tuition (K12, Preschool)	YES + Facilities fee + Maintenance fee	NO
School facilities (public schools)	Poor Some school has pool, football ground / basketball ground	Good Schools usually don't have sport hall
Materials (books, air-condition, etc.)	Parents buy for their children at bookstores	Provided by the government or schools
Lunch	Self-prepared or purchased at canteen	Provided by school at canteen
Examination / periodical test	* weekly designed by teachers, last 15 minutes * monthly designed by department and school, last 45 minutes * semester and mid-term designed by Department of Education of the City or Nation (standardised)	* Preschool: no examination * from grade 1 – 6: term & mid-term tests? * upper grades: periodic tests (every 2-3 months) * Standardised test yearly or at the age of 15-18
Purpose of test or exam	To check student's study progress, and to check teachers' teaching ability, even to compare teacher to each other's and school to school.	To check students' ability

4 MARKET ANALYSIS

4.1 Choptick Cultures in Education

The history of education in Asia reflected and extended the influence and teachings of three major philosophical, religious traditions: Hinduism (including Buddhism), Islam, and Confucianism (including Neo-Confucianism). Over time, these traditions interacted with one another, although the interaction was not entirely mutual, nor did it blunt the cultural distinctions of the various regions of South Asia, Southeast Asia, and East Asia. Indeed, while Buddhism exerted its widespread influence across East Asia from the third century b.c.e on, it never replaced the primacy of Confucianism. Similarly, although Islam infiltrated India from the eighth century c.e. on, the foundation of Hindu cultural traditions remained unshaken.

Regional diversity, however, remains visible, reflecting the differences in political settings, cultural values, and economic development, making a comprehensive overview of education in Asia impossible. South Asia is known particularly for its cultural and linguistic heterogeneity, a feature influenced by both its topography and its history; Nonetheless, there are some identified characteristics of educational practices in South Asia which India is its representative through two invasions by the Aryans (c. 1500 b.c.e) and by the Turkish-speaking Muslims (from the eighth century c.e. on). In contrast to the diverse development of education in South Asia, the history of education in East Asia related primarily to the development of Confucianism, but variations and vicissitudes were also present. A middle region, Southeast Asia, was influenced by Buddhism and Confucianism, resulting in a unique blended educational experience. The thesis will focus on Vietnam and the East as well as Southeast societies where a cultural heritage that education is highly valued.

In the year 603 CE, China began selecting officials through a civil examination. That started the centuries-long tradition of equating examination preparation with “education”, and education as the only path for upward social mobility. It also created a culture that placed a high value on education, something that continues to characterize present-day China and affects all the Chinese communities and territories that were once affiliated to China. The civil examination was soon copied in Japan and Korea, where similar cultures have developed.

Education in the “chopstick cultures” carries a few distinct features. First, education is regarded as a key to social mobility, which is quite different from mainstream Western culture, where education is for acquiring knowledge and skills. Second, as a consequence, educational motivations are largely extrinsic in nature (social pressures, family expectations, etc.) rather than intrinsic (real interest in learning). Third, the folklore follows, that, regardless of family background and individuals’ innate ability, efforts pay off (“Diligence can compensate for stupidity”). Fourth, education is for the selection of the elite, hence competition is expected. Fifth, the elite is about having comprehensive attributes, hence the emphasis on education’s “moral” dimensions.

In practice, two factors are relevant: seriousness about formal education, and seriousness about sit-down examinations.

4.2 Business in Vietnam

After the Civil war (or American War), Vietnam had mainly state-run enterprises and monopolies and co-operative societies as socialism which focused on producing and manufacturing, power suppliers, as well as services such as electricity, communications (networking, phone, aviation, etc.). The corporation culture was weak and purely focused on hard-working habits. The management board was selected from those who had high rank in the army; therefore, the enterprises were highly disciplined and utilized a chain of command, and the employees/workers did as were told. Product distribution and prices were decided by the states through its enterprises, and there was no competition, and everyone had their shares of their ranking and contribution to the wars. Many enterprises operated without earning profits. This is the age of subsidized economy, where the government covered all the cost and deficit and loss. Education was not a business sector and government provided education with a small fee, but many people could not afford it.

In the Reform period, starting from 1986 until mid 1990s, Vietnam started its industrialization and modernization, as well as applied socialist-oriented market economy. State-run enterprises were becoming privatized or disbanded, and Vietnam accepted foreign-fund investment. This period also witnessed an increase in number of private companies, especially family-run type. Therefore, competition began (local vs foreign companies, as well as local vs local) and it changed the local people’s supplies and demands as well as openness to foreign products; on the other hands, state-

own companies (manufacturers and retailers, etc.) and local private companies had to change the way their operation and work ethnics. Though the business operation methods and ethnics were changing as they required all workers and managers worked in a smart way for a profit, they were built on a chain of command and core positions (managers in all departments) could not be laid off. Bonus system was applied, but it was for long-time serving employees including managers and GM. Education was still provided at a small cost, more schools were built to make K-12 education becoming generalized. Bonus has been applied on education, and the government allowed private university to operate to meet the demands. In general, the business culture was weak and still focused on ranks than certificates and talents.

Post Reform era (so-called internationalization), new sets of law were introduced. The Enterprise Law was introduced in 2000, then came into force the Foreign Investment Law and Competition Law in 2001 and 2005 respectively. Local companies in both public and private sectors tried to adopt business cultures in their companies, and it worked well with small organizations where innovation has been pressed to maximize their profitability.

4.3 Vietnam Education in Brief

Vietnamese education has been influenced by foreign cultures since the beginning. Before 1945, Vietnamese education was heavily linked to Confucianism since being a colony of Chinese dynasties for a thousand year in feudal age. Vietnamese language from 2nd century BC to the 12th was of classical Chinese, then the Vietnamese started building their own language based on classical Chinese and local language systems. Early 1620, Vietnamese modern language (Chữ Quốc ngữ), built by Francisco de Pina, was introduced by Alexandre de Rhodes. In 1910, French colonial administration enforced Vietnamese modern language, marking an end for native Chinese-Vietnamese language. In 1917 – 1918, the French stopped Vietnam's Confucian examination system to set up another educational system, using contemporary Vietnamese and French in teaching.

During the period of 1945 – 1954, Vietnam Ministry of Education was established alongside with Vietnam Government. Vietnam made their first educational reform from 1950 to 1954, changing the French educational regime to the national education. In the period of 1954-1975, Vietnam deployed K-12 system in the education system and established Higher Education and Vocational

Training Department. After the Vietnam Civil War ended in 1975 (so-called American War or Vietnam War), Vietnam Education underwent a reform, focusing on an improvement in general education and methodological training.

In early Reform era, Vietnam Education underwent another reform to diversify the type of school with private and boarding school, as well as rules and regulations on education business. In other words, Vietnam started letting local investors and foreign investors investing in education business, and they aimed to balance supply and demand from the people and to serve the need for high educated labor. In 1990, Vietnam Ministry of Education and Training was established by merging Ministry of Education, Ministry of Higher Education, and Ministry of Vocational and Training.

In the modern days, Vietnam Education has been under pressure, and the quality of local education provided has been insufficient to meet the demand from internationalization; meanwhile, talented students have gone to the United States and Australia and other countries like France and the United Kingdom to nourish their skills and abilities. Therefore, Vietnam has undergone many major education reforms in 2013, 2018, 2020, including textbooks and methodologies, etc., to advance the development of students in K-12.

Education reforms in Vietnam have never been on the right path, though they have had 4 major reforms and several minor ones since 1950; however, the education administration has never been undermined and reformed. Vietnam Ministry of Education and Training (then and now) has only examined school systems, school programs and textbooks, or methodologies. Even the current reform (2020) focuses on school programs and textbooks, and the ministry tried to make changes on the title of the courses and subjects or mixed the contents than provide new and useful contents or knowledge.

4.4 PESTEL Analysis

4.4.1 Political Factors

The Socialist Republic of Vietnam is one of the most populous countries in the world, and they are on progress to become a developed nation. Though Vietnam is socialism-oriented in political philosophy, many of its economic policies have adopted capitalist principles. Though Vietnam had

a bitter history with the United States, China, as well as France, the relations between the country and the other three improved significantly in the last decade. Vietnam frequently build and maintain good relations with any countries in the world regardless their political point of view. Vietnam is a member of Association of Southeast Asian Nations (ASEAN), the United Nation, World Trade Organization, and some other well-known institutions.

However, Vietnam has a poor record in human right, and there is restriction in freedom of expression and peaceful public assembly. In addition, the Communist Party of Vietnam controls the media journalists and media platforms often risk sanctions for presenting sensitive topics and/or for criticising the government, and those who do will be imprisoned. Likewise, corruption is huge problem in Vietnam though they have been making efforts to eradicate it.

4.4.2 Economic Factors

Vietnam is the 46th largest economy in the world, and the country has made a leap in poverty eradication between 2002 and 2018. Their economic outlook is positive and robust, and Vietnamese government will focus on developing and improving these industries and sectors: Fintech, service industries, tourism, agriculture, garment and textiles, etc. On the other hand, according to Eric Sidgwick, Nation President of ADB, Vietnam must focus on these 5 areas in the next economic periods (2021 – 2030):

- Improving infrastructure structure, including high quality and eco-friendly buildings and related services,
- Developing human resource that meet the demands of global market
- Developing resource to support private businesses
- Improving state management capacity and efficiency
- Developing GREEN industries and sectors to boost the economy in fighting against climate change

The standard corporate income tax rate in Vietnam is 20%, while the personal income tax rate varies from 5% to 35%. According to Article no. 21 Government Decree 134/2016/NĐ-CP, Import tax for educational purposed products is 0%, and those products have not been manufactured or produced locally.

4.4.3 Social Factors

Vietnam has a huge population with 97 million (as of February 2020) with high life expectancy. Buddhism and Christianity are the main religions, and Vietnamese is the official language in the country. Middle class in Vietnam is growing rapidly and is expected to reach 26% by 2026. Vietnamese people are friendly, but small vendors are often not. Many tourists have complained about being treated badly, overcharged, etc. On the other hand, there is a growing concern about wealth distribution, as the gap is getting further broader.

Vietnam is trying to rebuild their big cities, like Ho Chi Minh City and Hanoi; therefore, its government wants all universities that have campuses in the center to move to the designated locations at the outskirts to make space for construction progress. However, many universities have not filed the architectural drawing and/or master plan.

4.4.4 Technological Factors

Vietnam is in the top ten largest provider of IT services in the world, and the nation was the most improved in regards to the rank of software outsourcing servicing by the Global Services Location Index 201. The country is competitive enough to host companies like IBM, Intel, Samsung, Microsoft, and Nokia. A 2018 report by Temasek, a Singaporean company, and Google described Vietnam digital economy as an unleashed dragon with a growth of over 40% a year. Moreover, the country's plans for a digital economy and smart cities, as well as startups have helped their technology industry continue to score a strong revenue growth. In late 2019, many foreign invested projects in the IT industry have been registered, for example the Internet Service Supply Project of Japan's NTT Group in Binh Duong City, and Japan's Fujitsu Vietnam Computer Products Company in Dong Nai Province. These two projects will bring in more than US \$230m to the State Treasury.

Innovation in Vietnam is continuing its growth consistently for the next decade, and it is predicted that the IT industry will continue to be a driving force for growth and transformation in the Vietnamese economy. In addition, Vietnam has become one of the most attractive investment markets, especially the IT industry and its digital economy. These foreign funds are critical for the transfer of knowledge and practices which are crucial for the development of a "local yet world-

class” ICT industry. To ensure this trend keeps growing, the education system needs to be reformed to stimulate creativity and capability, as well as provide better foreign language training.

4.4.5 Environment Factors

Vietnam is one of the most beautiful countries in Asia. It houses 8 UNESCO heritage sites and received around 18 million international tourists in 2019. Tourism has been an important actor to transform Vietnam’s agrarian economy to a service one.

Rapid economic development has led to unsustainable exploitation of natural assets that may impact on future potential for growth. Vietnam is badly affected by air pollution. Similarly, water pollution is a big problem and has significant impact on human health. Vietnam is highly exposed to natural disasters such as volcanic eruptions, floods, droughts, earthquakes, and typhoons.

As an emerging economy in a rush to better living standards, compliance with expensive environmental standards in Vietnam is often overlooked and citizens are often unaware of the full extent of the environmental hazards they are exposed to. Too many Vietnamese continue to litter in public and waste electricity, though most wear protective masks while riding their motorbikes and there are several companies starting to manufacture straws from organic materials such as bamboo.

4.4.6 Legal Factors

The last element to address in the PESTEL analysis is the legal landscape of the country. Vietnam is a civil law country primarily. The Vietnamese legal system was initially modelled on the French and Soviet and Chinese systems until the late 1980s; furthermore, following Doi Moi, many areas of law have been changed, from socialist-based to western-based models, to serve the transformation of economy to market-oriented.

Foreign investors have played an important role in the development of the country’s economy, so Vietnam is pursuing the objective to attract foreign investment. In addition, Vietnam has also issued several investment regulations to build up their ground for ASEAN Economic Community, FTAs, etc. For example, foreign companies are permitted to operate in Vietnam and is often encouraged

by the government to invest through direct or indirect investment. In fact, the company law has become quite easier noticeably in recent years. International investors can now swiftly create limited liability companies.

In November 2019, the National Assembly of Vietnam adopted a New Labor Code to be effective from 1 January 2021. This new code revises and supplements several provisions across all chapters of the current Labor Code (Baker McKenzie, 2020).

5 SURVEY AND QUESTIONNAIRES

5.1 Research Methodology

The survey was conducted on three sets of bi-linguistic questionnaire in order to make a clear understanding for the audience and reach as many targets who are either students, or teachers, or the parents. The questionnaires were created and designed on given format on Webropol service that enables the creation of web-based surveys and reporting. The online questionnaires were sent to targeted people who are teachers and friends around Vietnam, and then the targets sent to connections in their networks. The process of collecting, summarizing, and data description were automatically conducted by Webropol.

Some respondents found the subsequent questionnaire did not apply to what they did. Some respondents, i.e., students, wrote some slapdash words or figures. Some respondents confused the connection between the questions, and some respondents wanted to know information about Finland and Finnish education. Extensive follow-up work was made with telephone calls and Facebook messenger.

Reasons for non-response were given as:

- The research was not officially and not approved by the Ministry of Education and Training.
- Teachers were reluctant to give information and afraid of damaging Vietnamese education's image.
- Being too busy.

5.2 Customer Profiles

Vietnam has a young population, and 60% of 100 million people are under 35 year of age. That has created many problems to schools and teachers, especially in big cities. One of the problems is the classroom oversize in big cities. The ideal number for each class set by the Ministry of Education and Training is 35 at primary school and 45 at secondary school; however, in densely populated districts in big cities each class has 60 to 69 students. In another scenario, facilities at other schools in small villages and towns are poor and required an upgrade or improvement to

create the best conditions for students and teachers. A newly approved project has been undergoing to improving educational facilities as well as to building more schools.

On the other hand, Vietnam has an emerging middle class who want to improve educational conditions and environments for their children. Young Vietnamese are eager to learn the skills and knowledge that meet the demands of the global labor market, and their parents are willing to support. Furthermore, Vietnamese government is working on improving the access for international education providers and investors to the nation's education sector.

Meanwhile, the nation's general educational curriculum is always considered as heavy to students of K12. Aiming to reduce the pressure on students and allow them to choose subjects they enjoy; the Ministry of Education and Training offered a new curriculum which focuses on students' activities to develop their competence. The new program is to ensure basic and compulsory content for students while granting autonomy to localities and schools in managing educational plans based on each institute and their facility. In general, students at the primary school level are required to take lessons in Vietnamese, math, a foreign language, lifestyle and ethics, nature and society, history and geography, science, computer science and technology, physical education, and arts. Computer science and technology is a new subject at this level. At the secondary school level, compulsory subjects include literature, math, a foreign language, civic education, natural science, history and geography, technology, physical education, arts, and computer science. High school students will learn literature, math, a foreign language, physical education and defence and security. Students will choose to study subjects like social science, natural science, technology, and arts.

Moreover, students in Vietnam have a heavy study schedule, and the schedule frequently lasts 6 hours a day, from 08:00 to 16:00, excluding lunch break (90 minutes) and 2 refreshment breaks (15 minutes). For example, the picture below demonstrates study schedule of Grade 3 at Ngoc Hoi Primary School in Hanoi City for the year 2019 - 2020.

THỜI KHÓA BIỂU*Năm học 2019-2020 (Thực hiện từ tuần 1)*

Lớp	Tiết	Thứ 2	Thứ 3	Thứ 4	Thứ 5	Thứ 6	Lớp	Thứ 2	Thứ 3	Thứ 4	Thứ 5	Thứ 6
3A	1	HĐTT(CC)	Tiếng Anh	Mĩ thuật	Tin	Thẻ đục	3C	HĐTT(CC)	Chính tả	Tập đọc	Chính tả	TLV
	2	TĐ - KC	Chính tả	Tập đọc	Tiếng Anh	TLV		Thẻ đục	Toán	Thẻ đục	Toán	Toán
	3	TĐ - KC	Toán	Toán	Chính tả	Toán		TĐ - KC	Đạo đức	Mĩ thuật	Tin	Thư viện
	4	Toán	Thẻ đục	TN &XH	Toán	TN &XH		TĐ - KC	Tiếng Anh	Toán	Tiếng Anh	TN &XH
	5	Tin	Âm nhạc	Thư viện	LT&C	Anh BM		Toán	Tập viết	Thủ công	LT&C	TCÁN
	6	HĐTT	Tập viết	Thủ công	TCÁN	TCTC		HĐTT	Tin	TN &XH	TCTC	HDH
	7	HDH	Đạo đức	HDH	HDH	HDH		HDH	Âm nhạc	HDH	HDH	Anh BM
	8		HDH			SHL			HDH			SHL
3B	1	HĐTT(CC)	Chính tả	Tập đọc	Tiếng Anh	Thẻ đục	3D	HĐTT(CC)	Chính tả	Tập đọc	LT&C	TLV
	2	TĐ - KC	Toán	Toán	Tin	TLV		TĐ - KC	Tiếng Anh	Mĩ thuật	Toán	Toán
	3	TĐ - KC	Tiếng Anh	TN &XH	Chính tả	Toán		TĐ - KC	Toán	Anh BM	Thư viện	Tiếng Anh
	4	Toán	Thẻ đục	Mĩ thuật	Toán	TN &XH		Toán	Tập viết	Toán	Tin	TN &XH
	5	HĐTT	Tập viết	Thủ công	LT&C	TCTC		Thẻ đục	Đạo đức	TN &XH	Chính tả	Thẻ đục
	6	Tin	Âm nhạc	Thư viện	HDH	Anh BM		HĐTT	HDH	Thủ công	TCTC	TCÁN
	7	HDH	Đạo đức	HDH	TCÁN	HDH		HDH	Tin	HDH	HDH	HDH
	8		HDH			SHL			Âm nhạc			SHL

<http://tiuehocngochoi.edu.vn/thoi-khoa-bieu/thoi-khoa-bieu-khoi-3-nam-hoc-2019-2020.html>

The picture below displays study schedule of Grade 12 at Vietnamese American Schools (private school) in Ho Chi Minh City for the year 2019 – 2020

SỞ GIÁO DỤC VÀ ĐÀO TẠO TP.HCM
TRƯỜNG THPT VIỆT MỸ ANH



THỜI KHÓA BIỂU HỌC TẬP
KHỐI 12 - NĂM HỌC 2019 - 2020
Áp dụng từ ngày 15/07/2019

THỨ	TIẾT	LỚP 12A		LỚP 12B	
		SÁNG	CHIỀU	SÁNG	CHIỀU
THỨ 2	1	ANH	HÓA	ĐỊA	ANH
	2	ANH	HÓA	ĐỊA	ANH
	3	ĐỊA	ANH	LÝ	HÓA
	4	LÝ	ANH	ANH	HÓA
	5	LÝ		ANH	
THỨ 3	1	SỬ	SINH	GDCD	TOÁN TC
	2	SỬ		GDCD	
	3	GDCD	Kỹ năng tiếng Anh	SỬ	Kỹ năng tiếng Anh
	4	TIN		SỬ	
	5	TIN		SỬ	
THỨ 4	1	TOÁN	VĂN	ANH	ANH
	2	TOÁN	VĂN	ANH	ANH
	3	ANH	TOÁN TC	TOÁN	VĂN
	4	ANH	ANH	TOÁN	VĂN
	5	ANH		SINH	
THỨ 5	1	ANH	SINH	ĐỊA	TOÁN TC
	2	ANH		ĐỊA	
	3	ĐỊA	Thế chất	ANH	Thế chất
	4	HÓA		ANH	
	5	HÓA		LÝ	
THỨ 6	1	LÝ	ANH	VĂN	TOÁN
	2	LÝ	ANH	VĂN	TOÁN
	3	VĂN	TOÁN	SINH	ANH
	4	VĂN	TOÁN	TIN	ANH
	5	TOÁN TC		TIN	
THỨ 7	1				
	2				
	3				
	4				
	5				

<http://vaschools.edu.vn/thoi-khoa-bieu-lop-12-nam-hoc-2019-2020/>

5.3 Survey and Result

There are 3 surveys made to study the market.

- Student survey: to learn what they want and the information they look for
- Customer survey: to learn their needs and demands
- Parents survey: to know what they expect from the educators

6.3.1. Student survey

1. Which type of school/university are you in? (private, public, or foreign funded)
2. Which grade/year are you in?
3. Are you satisfied with your school facilities? (scale)
4. Are you satisfied with your school design (classrooms, practical rooms, etc.)?
5. Which of the following facilities do you use? (computer rooms, lab rooms, library, sports hall, etc.)
6. Which of these two matters would you like more than the other? Reason?
 - a. High-end computer vs. Study software
 - b. Private vs. shared PC screen (other students may or may not peek at your screen while you are working or in a test)
 - c. Online study vs. on-site study
7. Which facility at school would you like to have an improvement? Why?

The following questions are regarded to education visits which include activities of education and travel. In other words, you will learn some experience in a trip.

8. What would you like to visit Finland for
 - a. Culture and cuisine
 - b. Santa Claus Village (great in the winter)
 - c. Learning how to live in the woods
 - d. To learn Finnish education system (preschool, comprehensive school, higher education, vocational education and training, adult education and training, etc.)
9. Free words

6.3.2. Teacher survey

1. Which school are you working for? (Middle school, high school, or college/university)
2. Which subject are you teaching?
3. Are you satisfied with school facilities?
4. Which (education) practical room do you use the most for teaching?
5. During the coronavirus pandemic did you give lessons to your students? If yes, by which method?
6. During the Coronavirus pandemic, did you use any online teaching platform? Please state the software (zoom, kahoot, socrative, etc.) you used.
7. Did you have any technical problems during the session?
8. Please describe the problems or suggestions to make the teaching / studying more interesting.
9. Are you interested in Finnish school systems?
10. Would you like to know more about it?
11. Would you like to visit Finland to meet educators or welcome Finnish educators at your school?

6.3.3. Parents survey

1. Which grade is/are your child(ren) in?
2. Which type of school are they studying at? (private, public, foreign)
3. Have you ever visited the school your children are studying at?
4. Are you satisfied with the school's facilities?
5. Do you check your children's work often?
6. Which software/app is in use to connect you and the school?
7. Are you interested in Finnish school systems?
8. Would you like to know more about it?

The following questions are regarded to education visits which include activities of education and travel. In other words, your children will learn some experience in a trip.

9. Where would you like your children to visit to?
 - a. England
 - b. Scandinavian countries
 - c. Germany – France – Italy – Switzerland

10. What would you like your children to visit Finland for?
 - a. Culture and cuisine
 - b. Santa Claus Village (great in the winter)
 - c. Learning how to live in the woods
 - d. To learn Finnish education system (preschool, comprehensive school, higher education, vocational education and training, adult education and training, etc.)

11. Free words

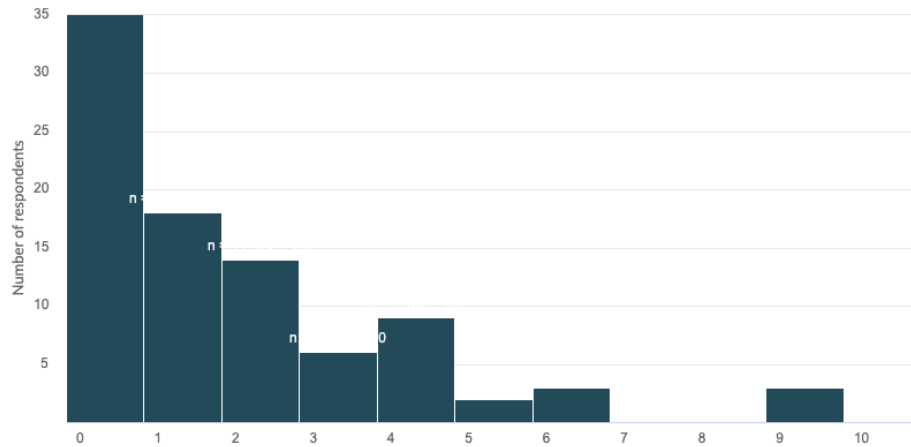
5.4 Analysis and Suggestions

5.4.1 Analysis

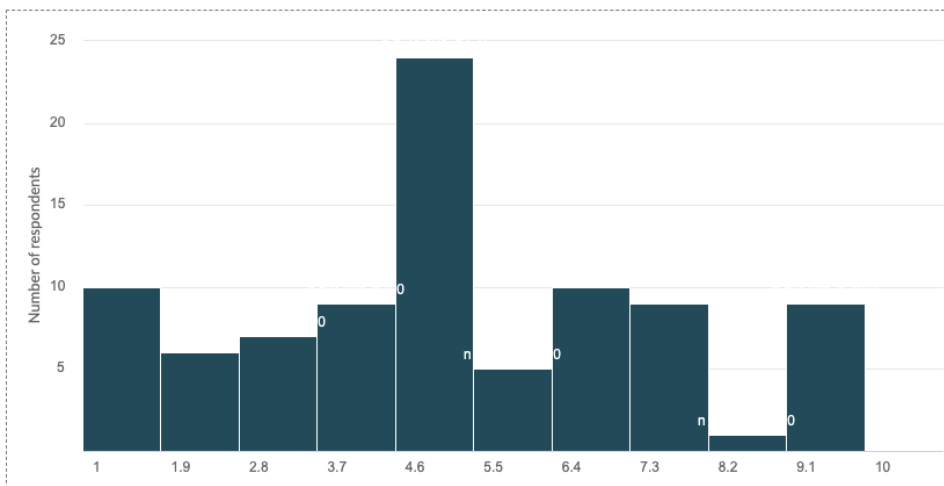
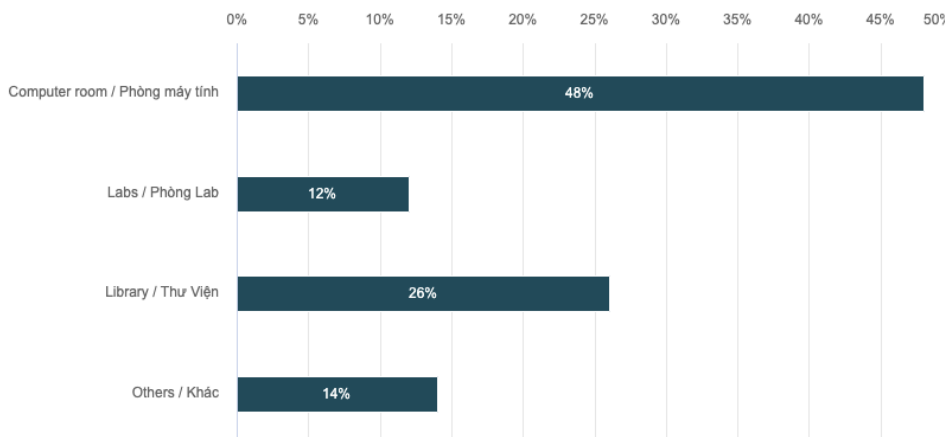
The surveys have been sent out to more than 50 students, 20 parents, and 20 teachers across Vietnam. After 3 weeks, there are 92 students and 6 teachers, as well as 26 parents replied the surveys. The analysis will be individually to each survey, and full reports will be attached in appendix.

1. Student Survey

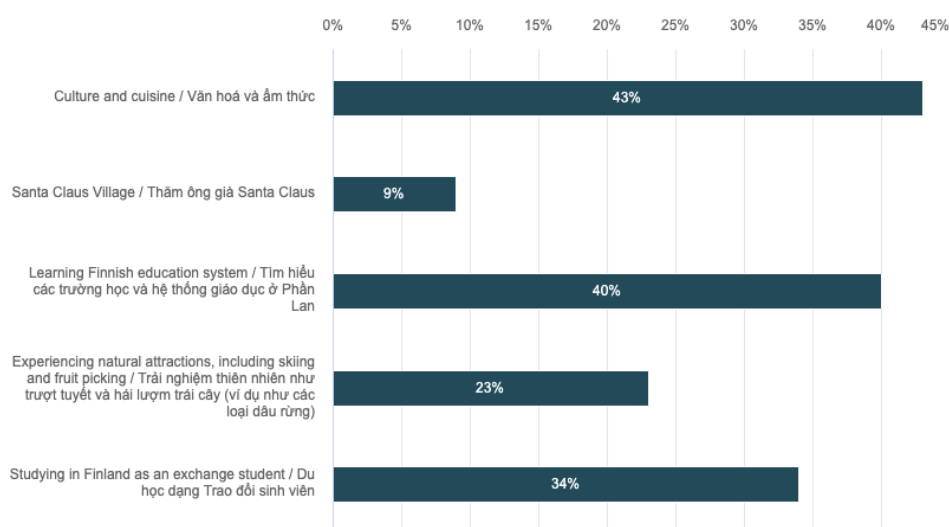
There are ninety students in Vietnam responded to this survey in which most students are studying at Public Schools and only three studying at Private Schools. Most student are living and studying in Ho Chi Minh City and Vung Tau City, while two are studying in Hanoi City and one studying in Hoi An City. There are twenty-two students studying in high schools, with twenty-one students in their grade 12th and one in their grade 11th. Other sixty-six students are in their college time, with nineteen in the last year and four in their first year. In ninety surveyed students, there are thirty-five persons having no information about Finnish education and tourism, and thirty-eight of them have limited information. Meanwhile, there are only three students who know and choose Finland as a potential destination for their study abroad destination. The other fourteen students have average information about Finland.



When were asked about the school facilities, 48% of student use computer room more often, and 26% are spending time at the school library while 12% are spending time at the lab room, and one student spend his/her time at Greenhouse Club. The others have not used school facilities. Meanwhile, 23 students are not satisfied with their school facilities while 20 students are, 10 students highly rate their school facilities and the other 38 students said it is in acceptable level.



When we asked “have you thought about going to Finland for studying,” 70% of students gave No as an answer, and 30% said Yes. However, when being asked why they want to visit Finland (the surveyors can choose many options as they wish in this question), 43% of students want to experience the culture and cuisine, and 40% want to know Finnish Education System and 34% choose to go for exchange at Finland, 23% of students want to experience the nature of Finland, but only 9% to visit Santa Claus Village. Many students want to know more about Finland and leave their contact for further discussion.



2. Teacher Survey

The survey was sent to several teachers, but unfortunately only six of them (including four English teachers, one Chinese teacher, and one Physics teacher) did the survey. The teachers are from Ho Chi Minh City, Vung Tau City, and Hanoi the Capital. They all have at least 7 years of teaching career and meet the state’s requirement for their position at schools, such as high school teacher should hold at least bachelor’s degree while college teacher should hold master’s degree. One of the teachers is holding Ph.D. degree, teaching Chinese in Hanoi.

When being asked if they are satisfied with their school’s facilities and school’s design, two teachers are not satisfied while the other four are; moreover, the teachers use mainly computer room and library besides classroom or lecture hall. On the other hand, when being asked about which room

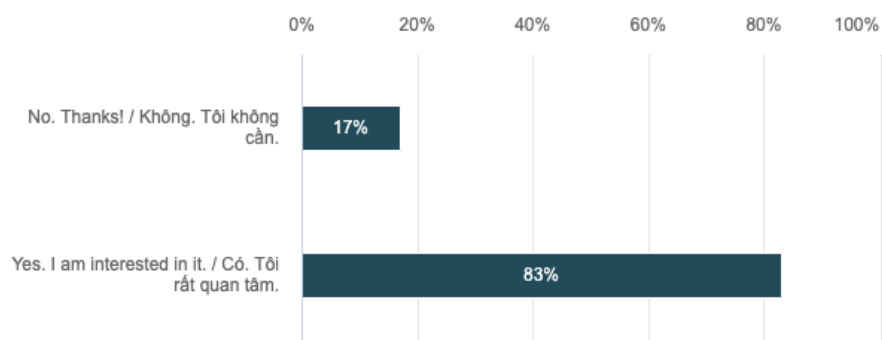
they would like to have an improvement and their reason, computer rooms were mentioned three times with reasons like software (server), speed, and old devices. Meanwhile, others are small classroom, poor library, and bad equipped Lab room.

During the quarantine time, five of the teachers have done online teacher through Zoom and Microsoft Teams. One of the five delivered the lesson on Facebook Messenger. There are some technical problems, such as lagging and software/connection break-down. They also suggest other method of log-in than using code sending to email, and more examples in the study software that allow students to study themselves, as well as more training and instruction from the software developers.

Four of the teachers do not know about Finnish education system, while five of them do not have intention to go to Finland for an educational visit or further education. However, five of the teachers showed interest in learning Finnish education system, and all six teachers welcome Finnish educators and educational business to visit them.

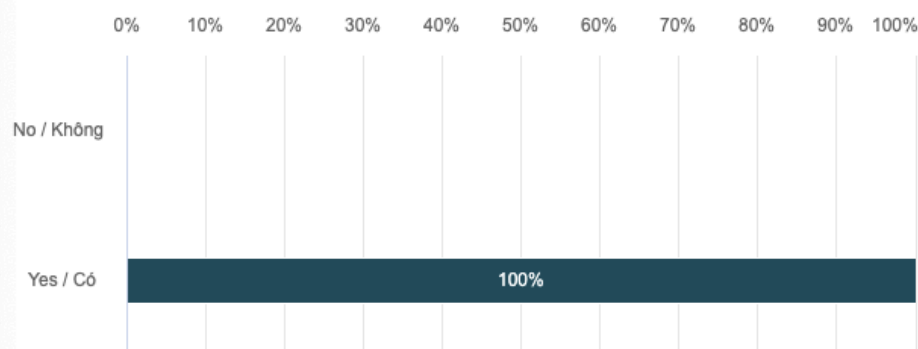
14. Would you like to know (more) about Finnish School System?Bạn có muốn biết thêm về Hệ thống Giáo dục ở Phần Lan không?

Number of respondents: 6



15. Will you welcome Finnish educators to your schools for a visit?Bạn có muốn chúng tôi (bao gồm trường học tại Phần Lan và các công ty về giáo dục) qua thăm trường học của bạn?

Number of respondents: 6



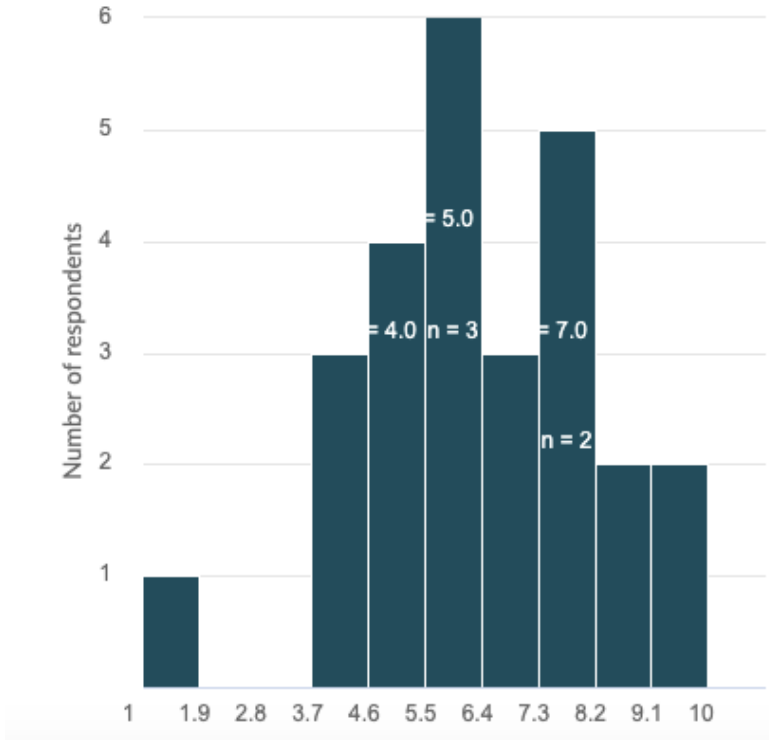
3. Parents Survey

The survey has been done by twenty-six parents in cities of Hanoi, Ho Chi Minh City, Vung Tau, Hoi An, and Tay Ninh. Most surveyed parents have young children, 13 years old and under, and one of them has their kid being a freshman in college.

When being asked if they are satisfied with the facilities and the design of their children's school, twelve of the parents are satisfied while thirteen of them are not totally satisfied, and one unhappy with the facilities. Two third of the parents often check their children's study progress with school, but only nine parents use software and app to check.

6. Are you satisfied with the school facilities? Bạn có hài lòng với cơ sở vật chất của trường học con bạn đang theo học không?

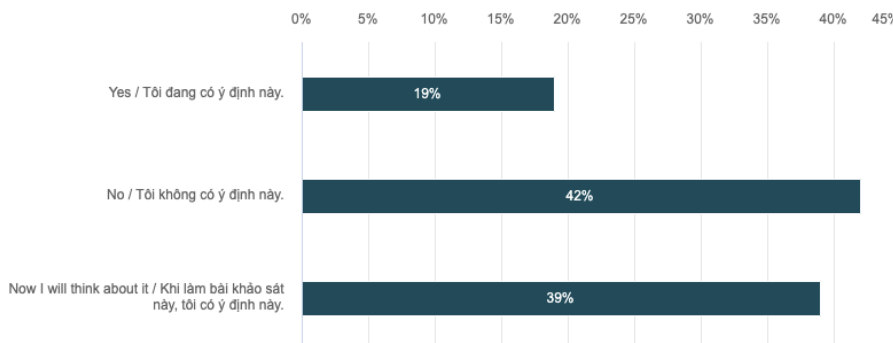
Number of respondents: 26



When being asked how much they know about Finnish education, most parents replied that they do not know, or they do not have sufficient information; however, there are four have limited information. And fifteen parents have intention to let their children go to Finland for an educational visit in the future.

3. Have you thought of letting your children go to Finland as an exchange student or for an educational visit? Bạn đã từng có ý định để con sang Phần Lan du lịch kết hợp học tập hay theo kiểu Trao đổi sinh viên chưa?

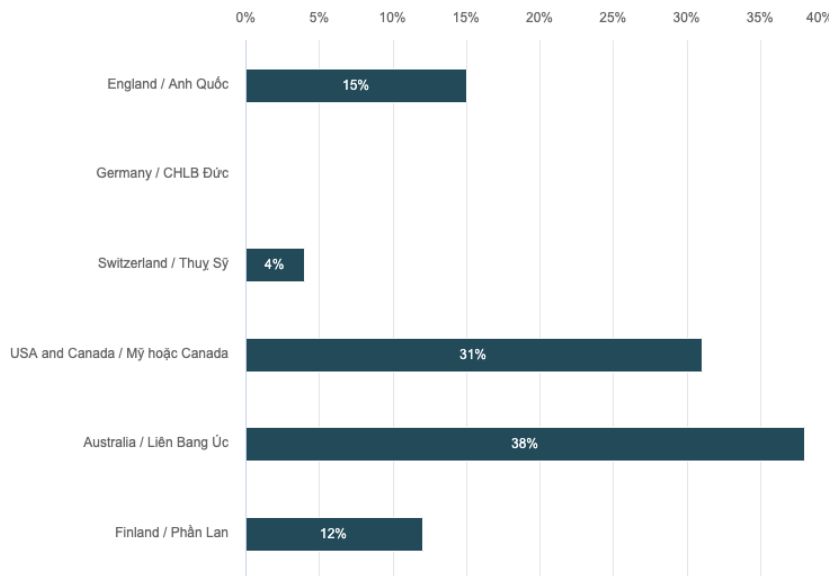
Number of respondents: 26



The parents also show their interest in other country destination for educational purpose.

11. Where would you like your children to visit for educational purpose?Bạn muốn cho con bạn du học ở quốc gia nào?

Number of respondents: 26



5.4.2 Suggestion

Though Finland is famous with its education system and schools, Vietnamese students and teachers, as well as general consumers have not well heard of Finnish fame in education. In order to be able to reach out to this consumer, PINO Network and its members have to build a marketing campaign that work well in the destinated market and go to the country to understand better the consumers. Moreover, as it is a unique field of business, Finnish educational companies and organizations should use the in-person conversations to build the trust with their counterparts in Vietnam at the initial stage and ask for permission from the states before visiting and contacting a school or sending an official survey.

Marketing will make a giant leap, and there are only two channels in the market. Many Vietnamese use Facebook and Zalo (a phone app) to social networking, while Instagram and tik tok are for teenagers and people who are into social trends to show their personalities; therefore, an official page in Vietnamese on Facebook and Zalo can help PINO Networks reaching Vietnamese customers at all levels.

It is great if PINO Networks can establish a representative office in Ho Chi Minh City or Da Nang City. The office will have tasks to respond enquiries from customers, promote education

opportunities and products and services, as well as Finnish culture in Vietnam and other Southeast Asian Countries in the future. There are many reasons why to run an office in Vietnam, such as it is the third-largest market in Southeast Asia which has one of the fastest growing economies in the world. Geographically, Vietnam is strategically located in the center of Southeast Asia and shares borders with China, and it has a long coastline as well as is close many international shipping routes. In addition to that, Vietnam has several trade agreements that make it easy to do business in Vietnam, and its policies and regulations to attract foreign direct investment, as well as relatively low setup costs.

6 CONCLUSIONS

It can be said that the current position of Finnish education and its products and services in Vietnamese society is low, and there are many things need to be done to approach the market. However, the business environment of Vietnam and their policies allow and encourage Finnish educators and education businesses to fully enter, as well as improve the nation's education system in all aspects. On the other hands, the consumers, especially the emerging middle class in Vietnam, are looking forward to high quality education and its services and products, also they are willing to invest heavily in education to help their children get better living conditions, which include job and knowledge.

In addition to the business environment and consumers' attitude toward education, Vietnam has a strong growth in IT industry and e-commerce sector, and that makes it ideal to put Finnish educational products and solutions on digital shelves. There are many available famous e-commerce websites, but only few of them are specializing in education; therefore, it is advisable that Finnish education businesses must establish a brick-n-mortar representative office to build trust and business relationship with the Vietnamese counterparts as well as the consumers. Marketing campaigns will have great influence on general consumer, while business meetings in person with educational institutions in Vietnam to introduce them Finnish educational solutions and services. It is strongly recommended that PINO Networks and its members should do and build a familiarization trip (FAM trip) or a study trip at soonest to initialize the operation.

In summary, the research has answered the main objectives of the project. The research also performed general market information, including PESTEL analysis, business culture and differences between Western and Eastern cultures, host country's policies and direction in education sector. Finally, the research has given recommendations to PINO Networks for their consideration.

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Ask anyone in Vietnam who the popular online bookstores are in the country and chances are they will point you to Tiki.vn. The e-commerce startup was founded in 2010 by Son Tran. Today Tiki.vn not only sells books but also other products like toys and apparel, making the same sort of expansion in product offerings that Amazon did.

Tran's first experience with e-commerce was actually with Vinabook, which is also an online bookstore. He worked there from 2009 to 2010. He described his experience as a positive, educational one. However, back then Vinabook was very focused on books in Vietnamese. But Tran, who went to college in Australia, had the vision to sell English books online in Vietnam.

So in March 2010, Tran founded Tiki.vn with a focus to sell international English-language books online. The word Tiki, as Tran explained, stands for "to save and search." He said that he started by borrowing \$25,000 from friends and family to start importing books to Vietnam and then selling them online. He recalled back when he started his company with just a three-man team:

I didn't have any space to store books so I had no choice but to use my garage. We didn't have money so we had to do everything ourselves, like delivering books using our motorcycles.

To understand what books people wanted to buy, Tran even went to bookstores to observe consumer behavior in person. Without going into much detail, he explains that he observed young females buying more books than males. So Tiki spent most of its advertising dollars on young women. Tran says that getting out of the office to deliver books on his own also helped him to understand the entire distribution process from delivery to interacting with customers on their doorstep.

When Tiki first started out, Tran thought their customers would be 50 percent expats and 50 percent Vietnamese, but it turned out to be more like 0.5 percent expats and 99.5 percent Vietnamese. After just six months, Tiki also started to offer Vietnamese books in accordance with local demand. During this early period, Tiki also became one of the only online stores that was delivering Kindle e-readers. This was mainly motivated by listening to customers.

Today Tiki prides itself on providing excellent customer service to its users, inspired by Tony Hsieh's book "Delivering Happiness." Tran says that every book sold at Tiki is coupled with a custom sized book cover. Social media has also been a central part of Tiki's strategy for communicating with customers and better understanding them. He believes in getting out of the office to listen to customers, and he says he is always willing to try new things to excite them.

Tiki has about 90 staff members today with about 55 of them are involved with logistics and the rest are in customer service, technical, content, and sales. Tran says there are about 15,000 orders per month across Vietnam, with 60 to 80 percent of them being book orders.

In 2012, Tiki received funding from Cyberagent Ventures. Tran is positive that both Vietnam's e-commerce industry and Tiki will grow rapidly in the next five years.

(With contribution from Anh-Minh Do)

From <https://www.techinasia.com/tiki-amazon-vietnam>

Ngày 2/10, tại tỉnh Bà Rịa - Vũng Tàu, Cục Cơ sở Vật chất, Bộ Giáo dục và Đào tạo (GDĐT) phối hợp với Hiệp hội Thiết bị Giáo dục Việt Nam tổ chức Hội thảo góp ý các dự thảo thông tư ban hành danh mục thiết bị dạy học (TBDH) tối thiểu lớp 2 và lớp 6 với sự tham gia của 30 sở GDĐT phía Nam (từ Đà Nẵng trở vào)

Phát biểu tại Hội thảo, Cục trưởng Cục Cơ sở Vật chất Phạm Hùng Anh nhấn mạnh: “Thực hiện Chương trình giáo dục phổ thông mới thực chất là kế thừa và sử dụng các TBDH, cơ sở vật chất có sẵn, bổ sung thêm những TBDH, cơ sở vật chất mới đáp ứng đổi mới”.



Quang cảnh Hội thảo

Thông tin về điểm khác cơ bản với xây dựng danh mục TBDH giai đoạn trước, lãnh đạo Cục Cơ sở Vật chất cho biết, xây dựng danh mục thiết bị dạy học lần này không xây dựng theo sách giáo khoa, mà xây dựng danh mục TBDH theo chương trình giáo dục phổ thông mới.

Chúng ta có một chương trình và nhiều bộ sách giáo, vì vậy danh mục TBDH xây dựng theo chương trình, các địa phương dù chọn bộ sách giáo khoa nào cũng phải đáp ứng được danh mục TBDH tối thiểu mà Bộ ban hành.

Bên cạnh đó, TBDH phải đảm bảo tính kế thừa, tính khả thi, tăng cường ứng dụng CNTT; cần phải đảm bảo tính liên thông giữa các môn học, giữa các lớp học trong cùng cấp và liên thông giữa các cấp học.

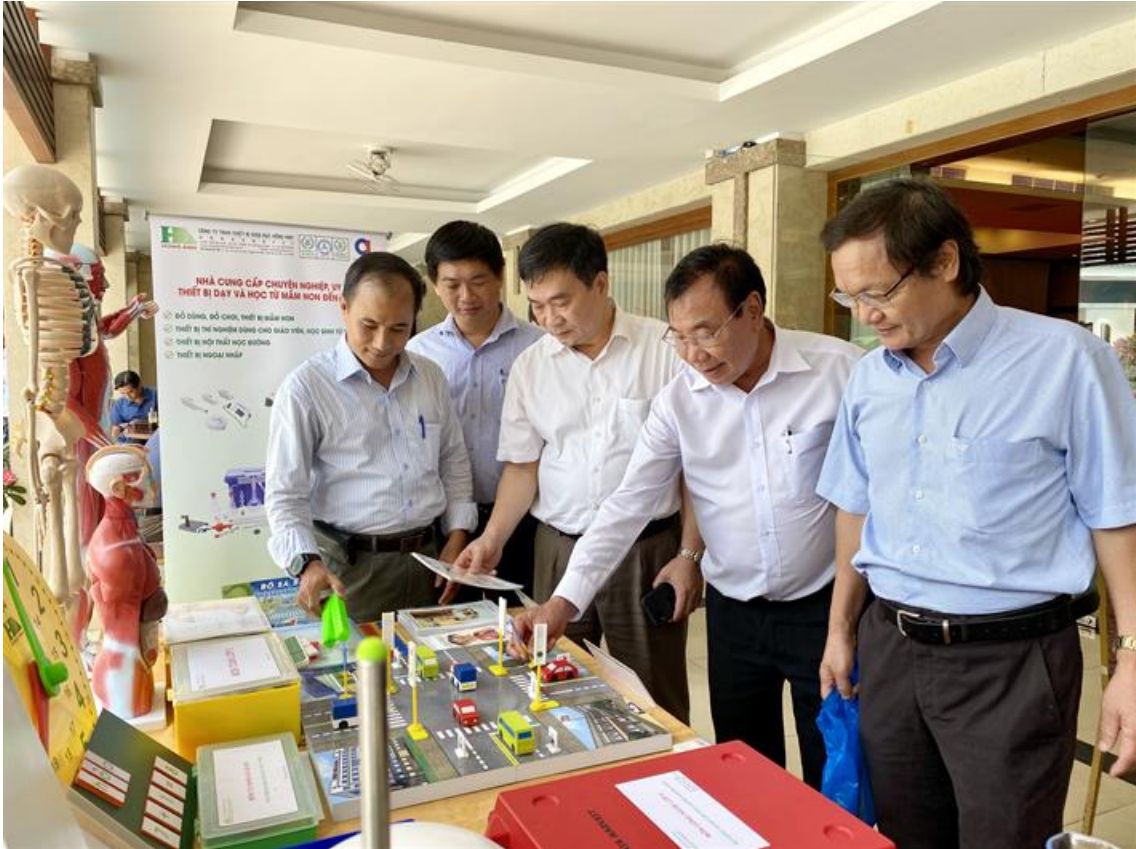


Ông Phạm Hùng Anh phát biểu tại Hội thảo

Trao đổi tại Hội thảo, các đại biểu đã đề cập đến những khó khăn vướng mắc trong việc thực hiện tại địa phương như: kinh phí thực hiện mua sắm bổ sung thiết bị dạy học tối thiểu; tính chủ động trong việc lập kế hoạch mua sắm thiết bị dạy học; không ban hành bộ thiết bị mẫu như trước đây,...

Trên cơ sở đó, các địa phương đề xuất về nguồn vốn thực hiện mua sắm thiết bị, đồng thời, đề nghị Bộ GDĐT cần sớm ban hành danh mục thiết bị dạy học tối thiểu cho từng lớp.

Nhấn mạnh về một số nhiệm vụ cần chú trọng trong thời gian tới, Cục trưởng Cục Cơ sở vật chất Phạm Hùng Anh cho biết, các địa phương cần xây dựng tiêu chuẩn, định mức thiết bị chuyên dùng theo hướng dẫn tại Thông tư 16/2019/TT-BGDĐT và xây dựng tiêu chuẩn, định mức diện tích chuyên dùng theo hướng dẫn tại Thông tư 13/2020/TT-BGDĐT. Đồng thời, phổ biến các văn bản về cơ sở vật chất và TBDH đến các cơ sở giáo dục.



Các đại biểu tham quan thiết bị giáo dục tại gian triển lãm

Các địa phương cũng cần tham mưu với cấp có thẩm quyền mua sắm bổ sung đủ và đảm bảo tối thiểu bằng với các quy định tại Thông tư quy định danh mục thiết bị tối thiểu của Bộ GDĐT để thực hiện chương trình giáo dục phổ thông mới. Các thiết bị phải được trang bị cho các nhà trường trước khi thực hiện chương trình giáo dục phổ thông mới.

Rà soát lại các phòng học bộ môn (theo quy định tại Thông tư 14/2020/TT-BGDĐT) của các cấp học (tiểu học, THCS, THPT và trường phổ thông có nhiều cấp học), để có kế hoạch cải tạo, nâng cấp hoặc xây mới theo lộ trình thực hiện chương trình giáo dục phổ thông mới. Rà soát, bổ sung để đảm bảo đủ phòng học theo yêu cầu 1 lớp/1 phòng đối với cấp tiểu học.

Thời gian tới, Bộ GDĐT sẽ ban hành các Thông tư về danh mục thiết bị tối thiểu các lớp, đảm bảo trước khi thực hiện chương trình ít nhất là một năm. Đồng thời, tổng hợp nhu cầu về cơ sở vật chất, TBDH của các địa phương giai đoạn 2021 - 2025 và trình Thủ tướng Chính phủ trong năm 2020. Bên cạnh đó, tiếp tục hoàn thiện thể chế để các địa phương có căn cứ thực hiện.

Trung tâm Truyền thông giáo dục

From <https://moet.gov.vn/giaoducquocdan/co-so-vat-chat-va-thiet-bi-truong-hoc/Pages/Default.aspx?ItemID=6956>

By Le Hoang

Tuesday, Jul 2, 2019

HCMC – Online retailer Tiki and e-commerce website Fahasa.com signed a strategic agreement on July 1 to trade books and improve the book industry by providing books for readers.

Tiki is the only e-commerce platform Fahasa.com has selected for this cooperation.

Under the agreement, items from Fahasa.com will officially be sold on Tiki's e-commerce platform, resulting in an addition of over 30,000 books to the latter's list. The figure will go up in the coming months to provide readers with a variety of books.

The strategic cooperation is expected to help Tiki and Fahasa.com optimize the diversity of their items.

Speaking at the signing ceremony, Fahasa's general director Pham Minh Thuan said that the deal is aimed at offering customers high-quality products, good services and reasonable prices.

The book industry had some 32,000 new books, with over 390 million copies available for sale in 2018, up 20.6% against the figure seen in 2017, according to official data.

The increase reflected positive signs of the reading culture and the strong development of the book market in Vietnam.

However, how to protect intellectual property rights remains an issue of concern for authors, readers and officials in Vietnam.

Tiki has adopted some measures and policies to protect intellectual property rights and the reading culture, including a 111% refund policy, which is applied to those who discover unauthorized book imprints. Meanwhile, Fahasa.com has committed to selling books with clear origins.

To celebrate their collaboration, the two parties have offered discounts of up to 60% from July 15 to 28 to customers who buy books of Fahasa.com on Tiki.

From <https://english.thesaigontimes.vn/69492/tiki-joins-hands-with-fahasa-to-boost-book-industry.html>

TTO - Thứ trưởng Bộ Giáo dục và Đào tạo Nguyễn Văn Phúc cho biết như vậy tại Diễn đàn Hợp tác và đầu tư trong giáo dục diễn ra tại TP.HCM sáng nay 16-10.

Đầu tư trong giáo dục còn đơn lẻ

Theo Thứ trưởng Nguyễn Văn Phúc, trong bối cảnh quốc tế hóa giáo dục là xu thế toàn cầu, Việt Nam luôn chú trọng đẩy mạnh hợp tác quốc tế trong giáo dục. Việt Nam đã thiết lập quan hệ hợp tác giáo dục với trên 100 quốc gia và vùng lãnh thổ và đồng thời là thành viên tích cực của các tổ chức giáo dục quốc tế.

Tính đến 31-12-2019, Việt Nam đã có trên 500 dự án hợp tác đầu tư còn hiệu lực của nước ngoài trong lĩnh vực giáo dục với tổng số vốn đầu tư lên tới trên 4,4 tỉ USD.

Việt Nam hiện có 5 cơ sở giáo dục đại học và gần 100 cơ sở giáo dục ở các bậc học mầm non, phổ thông có vốn đầu tư nước ngoài và hơn 450 chương trình đào tạo quốc tế được giảng dạy tại 70 cơ sở giáo dục đại học.

"Việc thu hút các nguồn lực đầu tư cho giáo dục đã đạt những kết quả nhất định nhưng còn chưa tương xứng với tiềm năng.

Hoạt động hợp tác và đầu tư trong giáo dục còn đơn lẻ, chưa tạo sự đột phá trong toàn hệ thống. Đầu tư của nước ngoài vào giáo dục còn chiếm tỉ lệ nhỏ so với các ngành kinh tế xã hội của Việt Nam" - ông Phúc nhận định.

Ông Phúc tin tưởng trong thời gian tới sẽ có thêm nhiều cơ sở giáo dục do nhà đầu tư trong nước và ngoài nước thành lập tại Việt Nam.

Người Việt sẵn sàng đầu tư để học trường chất lượng

Theo ông Phạm Quang Hưng - cục trưởng Cục Hợp tác quốc tế - Bộ GD-ĐT, Việt Nam có số lượng lớn dân số trẻ, có truyền thống hiếu học và sẵn sàng đầu tư chi phí để được học tập tại các cơ sở giáo dục có chất lượng cao.

Hiện nay, có trên 190.000 du học sinh Việt Nam đang học tập, nghiên cứu ở nước ngoài. Bên cạnh đó, các cơ sở giáo dục chất lượng cao này còn có khả năng thu hút học sinh, sinh viên trong khu vực và quốc tế.

"Điều này cho thấy nhu cầu về việc xây dựng các chương trình giáo dục quốc tế có chất lượng cao tại Việt Nam là rất lớn" - ông Hưng nhấn mạnh.

Chia sẻ tại diễn đàn, ông Dante Brandi - tổng lãnh sự Ý tại TPHCM - cho hay Ý không phải là đối tác lớn nhất tại Việt Nam về giáo dục và đầu tư vào giáo dục so với những nước trong và ngoài châu Âu khác, nhưng là một đối tác chiến lược, chất lượng và tâm huyết với lĩnh vực này trong quan hệ hợp tác song phương.

Tổng lãnh sự Ý tại TP.HCM đánh giá cao Nghị định 86 đã đưa ra các quy trình tạo điều kiện thuận lợi cho hợp tác đầu tư trong giáo dục.

"Đại sứ quán và Tổng lãnh sự quán Ý luôn sẵn sàng hỗ trợ các đối tác tiềm năng tiếp xúc, tìm hiểu lẫn nhau và đi đến hợp tác hiệu quả", ông Dante Brandi nhấn mạnh.

Khuyến nghị tạo điều kiện cho hợp tác, đầu tư giáo dục

Trong khuôn khổ diễn đàn đã diễn ra cuộc tọa đàm trao đổi về các chính sách hợp tác đầu tư trong giáo dục.

Nhiều đề xuất, khuyến nghị tạo điều kiện thuận lợi cho hoạt động hợp tác, đầu tư trong giáo dục tại Việt Nam và các mô hình, các lĩnh vực có tiềm năng hợp tác trong giáo dục mầm non, phổ thông và đại học cũng đã được chia sẻ tại đây.

Cũng tại "Diễn đàn hợp tác và đầu tư trong giáo dục" đã có 10 thỏa thuận hợp tác đầu tư trong giáo dục giữa các đối tác Việt Nam và các nước được ký kết.

From <https://tuoitre.vn/dau-tu-nuoc-ngoai-va-o-giao-duc-viet-nam-con-chiem-ti-le-nho-20201016094705905.htm>

STUDENTS SURVEY REPORT

APPENDIX 5

Total number of respondents: 92

1. Your information / Thông tin về bạn

Number of respondents: 92

Gender / Giới tính	Age / Tuổi	Your favourite subject / Môn ưa thích của bạn	City / Thành phố bạn đang sinh sống
Female	7	Art	
Male	17	English	
Male	17	English	
Nữ	17	Văn	Vũng Tàu
Nam	17	Âm nhạc	Vũng Tàu city
Nữ	17	Chemistry	Vũng tàu
Nữ	17	Tiếng Anh	Vũng Tàu
Female	17	English	Vũng Tàu
Nữ	17	Lịch Sử	Thành Phố Vũng Tàu
Nam	17	Math	Vung tau city
female	18	history	Vung Tau
Male	17	Chemistry	Vung Tau city
Nữ	17	Toán	Thành phố vũng tàu
Nam	17	Hóa	Tp. Vũng tàu
Nữ	17	Công nghệ	Vũng Tàu
Nữ	17	Tiếng anh, địa, sử	Vũng Tàu
Woman	18	Music	Vũng Tàu
Nam	17	Thể dục :))	Vung tau
Nam	17	History	Vũng tàu city
Nữ	17	Tiếng Anh	Vũng Tàu
Nữ	17	Sử	Vũng Tàu
nữ	17	tiếng anh	vũng tàu
Nữ	17	English	Vũng Tàu
Nữ	16	No	Hồ Chí Minh
Nam	17	Anh	Vungtau

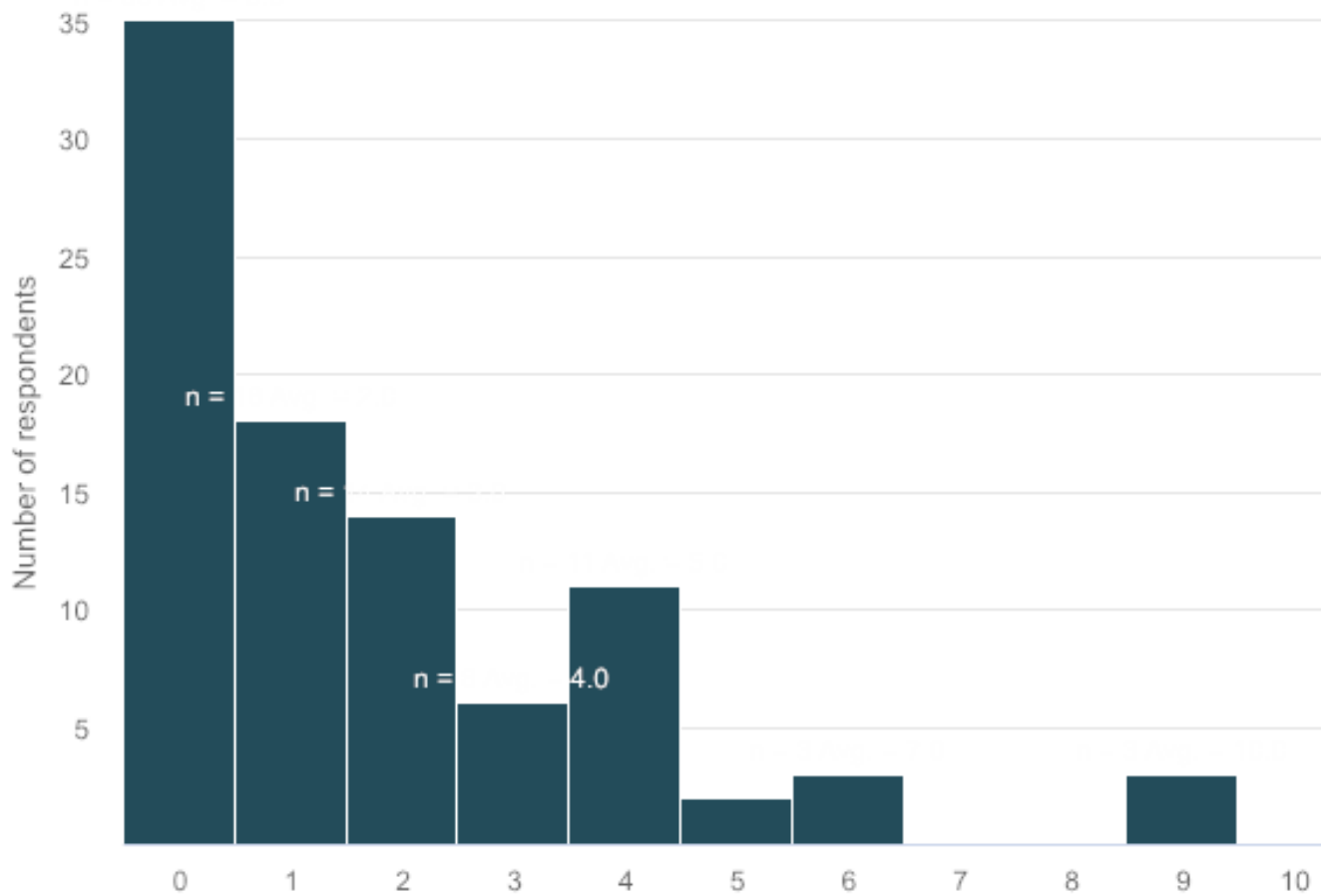
Tạ Nữ Trà My	21	Anh văn	Hồ Chí Minh
Nam	20	Văn học	Hồ Chí Minh
Nữ	20	Nhạc	Thành phố hồ chí minh
Nữ	20	Bóng đá	Tp. Hồ Chí Minh
Nam	20	Kỹ năng mềm	Hồ Chí Minh
Nữ	20	Kinh tế	Thành phố Hồ Chí Minh
Nữ	20	Kỹ năng	Thành Phố Hồ Chí Minh
Nữ	20	Nghiệp vụ xuất nhập khẩu	Hồ Chí Minh
Nữ	20	Nghiệp vụ kinh doanh xuất nhập khẩu	Hồ Chí Minh
Nữ	20	Tiếng Anh	Hồ Chí Minh
Nữ	20	Toán	Hồ chí minh
Nữ	20	Chuyên ngành	Hồ Chí Minh
Nữ	20	Vẽ	Hồ Chí Minh
Nữ	20	Văn học	Tp.HCM
Female	20	Pháp luật	Thành phố Hồ Chí Minh
Nữ	20	Phân tích thiết kế hệ thống logistics	Hồ chí minh
nam	21	toán	Thành phố Hồ Chí Minh
Nam	20	Môn Logistics	Thành phố Hồ Chí Minh
Nữ	20	Thanh toán quốc tế	Hồ Chí Minh
Nam	20	Logistics	Hồ Chí Minh
Nữ	20	Nghiệp vụ kinh doanh xuất nhập khẩu	TP HCM
Nữ	20	Bóng chuyền	Thành phố Hồ Chí Minh
nữ	20	môn tin học	thành phố hồ chí minh
Nữ	20	Tiếng Anh	Hồ chí minh
Nữ	20	Kinh doanh xuất nhập khẩu	Hồ chí minh
Nữ	20	Marketing	Tp. HỒ CHÍ MINH
Nữ	20	Vận tải- Giao nhận hàng hóa Xuất Nhập Khẩu	TP Hồ Chí Minh
Nữ	20	Ngoại ngữ	Hồ Chí Minh
Nữ	20	Cầu lông	Hồ chí minh

Female	20	English	Ho Chi Minh city
Nữ	20	Môn thể dục	Hồ chí minh
Nữ	20	Toán	Hồ Chí Minh
nữ	18	ngữ văn	ho chi minh
Nữ	20	Tiếng anh	Hcm
Nam	20	Thanh Toán Quốc Tế	Hồ Chí Minh
Nữ	21	Bơi	Tp. Hồ Chí Minh
Nữ	20	Nấu ăn	Hồ Chí Minh
Nữ	20	Thể thao	Hồ chí minh
Nữ	20	Nghiệp vụ xuất nhập khẩu	Thành phố Hồ Chí Minh
Nữ	20	Địa lý	Dĩ an
male	22	Chemistry, International payments.	HO CHI MINH
Nam	20	Toán	Hồ Chí Minh
Nữ	20	Giao nhận hàng hóa kinh doanh xuất nhập khẩu	Hồ Chí Minh
Nam	20	Toán	Hồ Chí Minh
Nữ	20	Môn thể dục	Tp. Hồ Chí Minh
Nữ	20	Hóa học	Thành phố Hồ Chí Minh
Nam	20	Nghiệp vụ kinh doanh xuất nhập khẩu	Hồ chí minh
Nguyễn Thị Hồng Diệu	20	Thể thao	Tp Hồ Chí Minh
Nữ	20	Thực hành kinh doanh xuất nhập khẩu	Hồ Chí Minh
Nữ	20	Thể thao	Tp.HCM
Nữ	20	Âm nhạc	Tây ninh
Nữ	20	Toán, Lý	Hồ Chí Minh
Female	20	Math	Ho Chi Minh city
Nữ	20	Soạn thảo văn bản	Bến Tre
Nữ	20	Thủ tục hải quan	Hồ Chí Minh
Nữ	20	Đi bộ, chạy bộ	Tiền Giang
Femal	18	Science	Hoi An

Nữ	20	Nghiệp vụ	Thành phố Hồ Chí Minh
Nữ	20	Tiếng anh	Hồ chí minh
Nữ	21	Math	Ho Chi Minh city
Nam	20	Toán	Ho Chi Minh City
Male	23	P.E	HCM
male	18	math	hochiminh
Nam	21	Bơi	Hồ Chí Minh
Nam	20	Toán	Hồ Chí Minh
Nữ	20	Ngữ văn	TP Hồ Chí Minh
Male	8	Math	Vung Tau city

2. How much do you know about Finnish Education? Bạn biết gì về Hệ thống Giáo dục ở Phần Lan

Number of respondents: 92



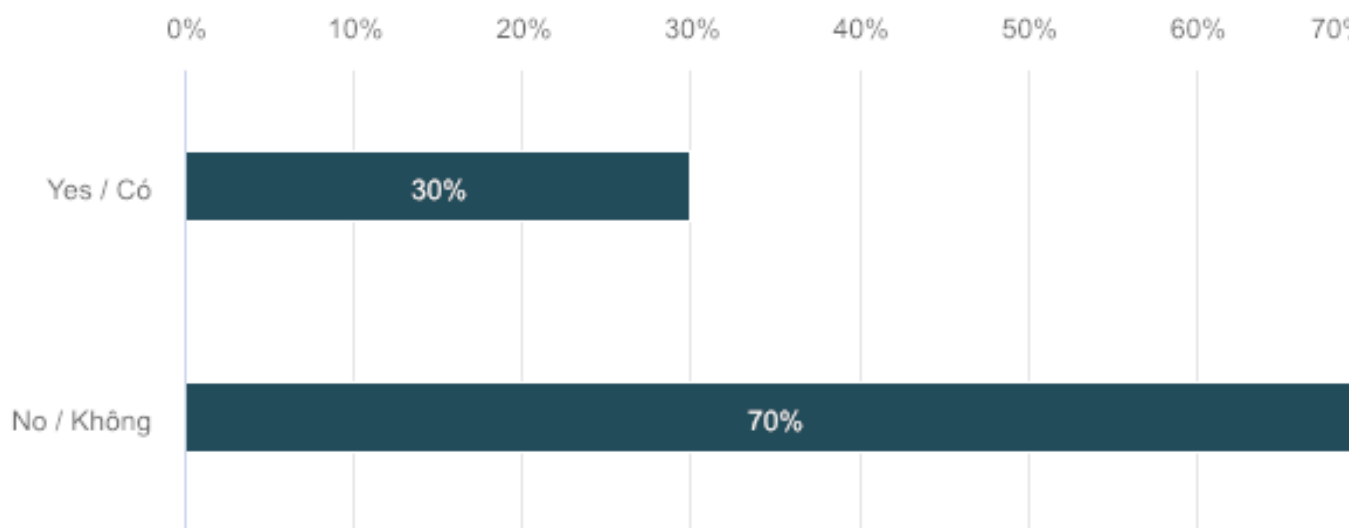
Min value	Max value	Average	Median	Sum	Standard Deviation
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0	10	2.58	2	237	2.33
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Slider value quantity	n	Percent
0	18	19.56%
1	17	18.48%
2	18	19.57%
3	14	15.22%
4	6	6.52%
5	11	11.96%
6	2	2.17%
7	3	3.26%
8	0	0%
9	0	0%
10	3	3.26%

3. Have you thought of going to Finland as an exchange student or for an educational visit?Bạn đã từng có ý định đi học dạng trao đổi sinh viên hoặc đi du lịch kết hợp học tập tại Phần Lan?

Number of respondents: 92

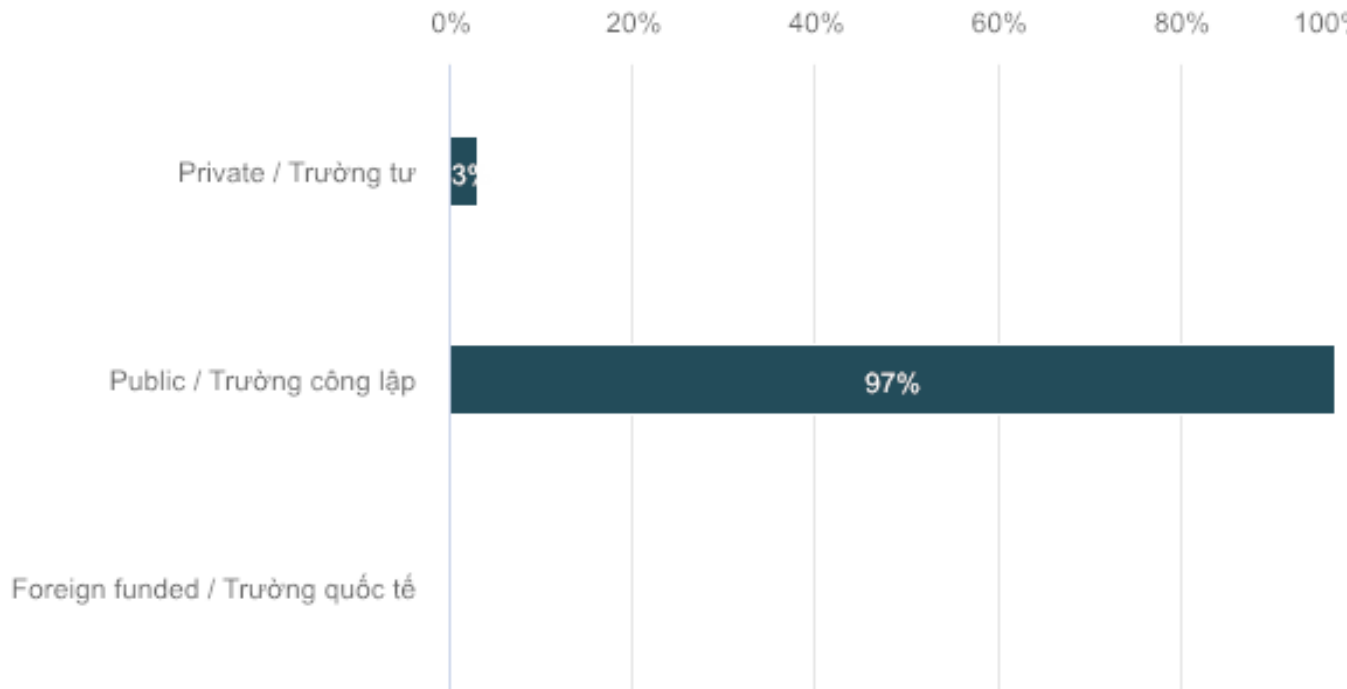


	n	Percent
Yes / Có	28	30.43%

No / Không	64	69.57%
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4. Which type of school/university are you studying at? Trường bạn đang theo học là

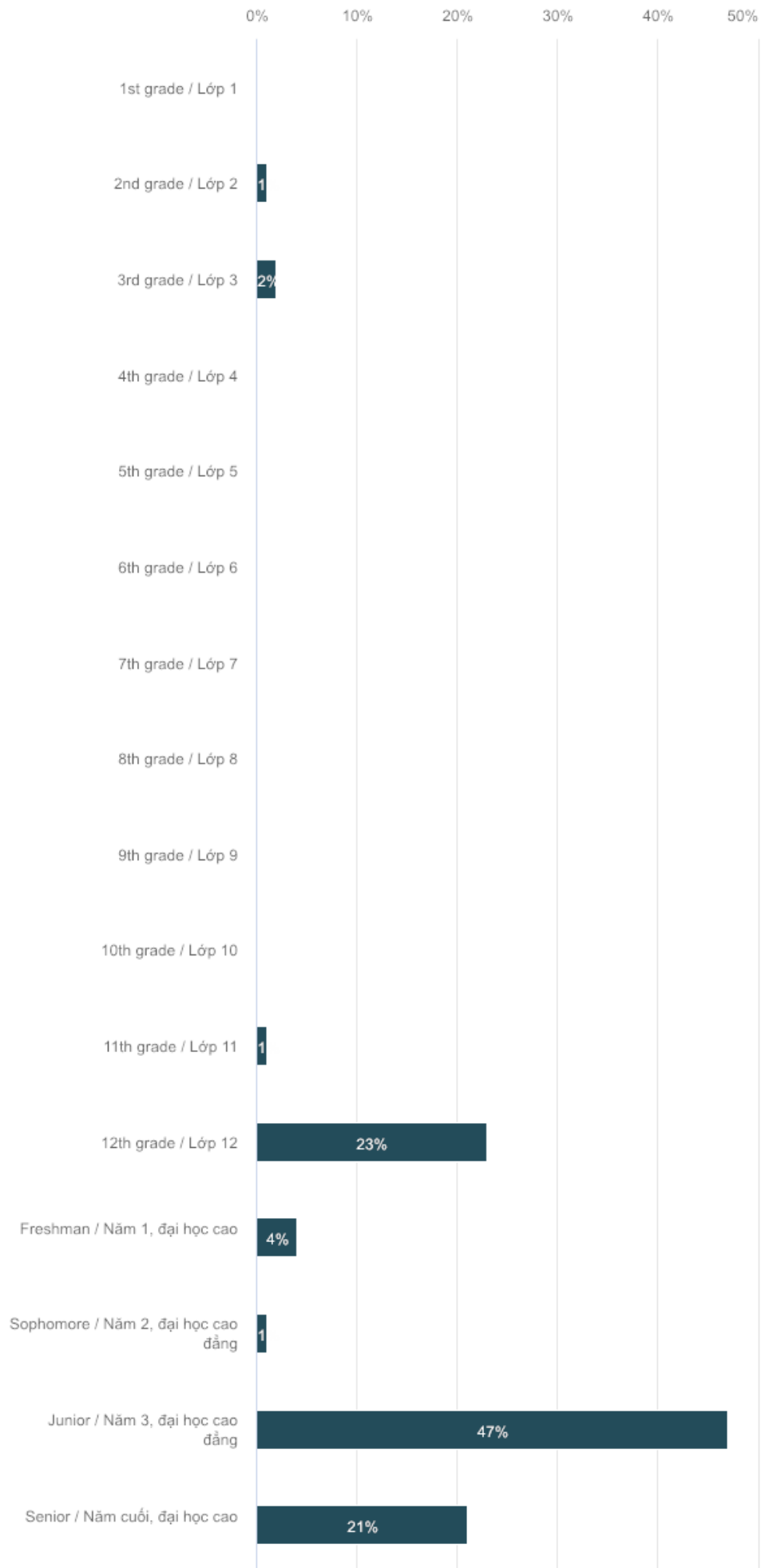
Number of respondents: 92



	n	Percent
Private / Trường tư	3	3.26%
Public / Trường công lập	89	96.74%
Foreign funded / Trường quốc tế	0	0%

5. Which grade/year are you in? Bạn đang học lớp / năm nào?

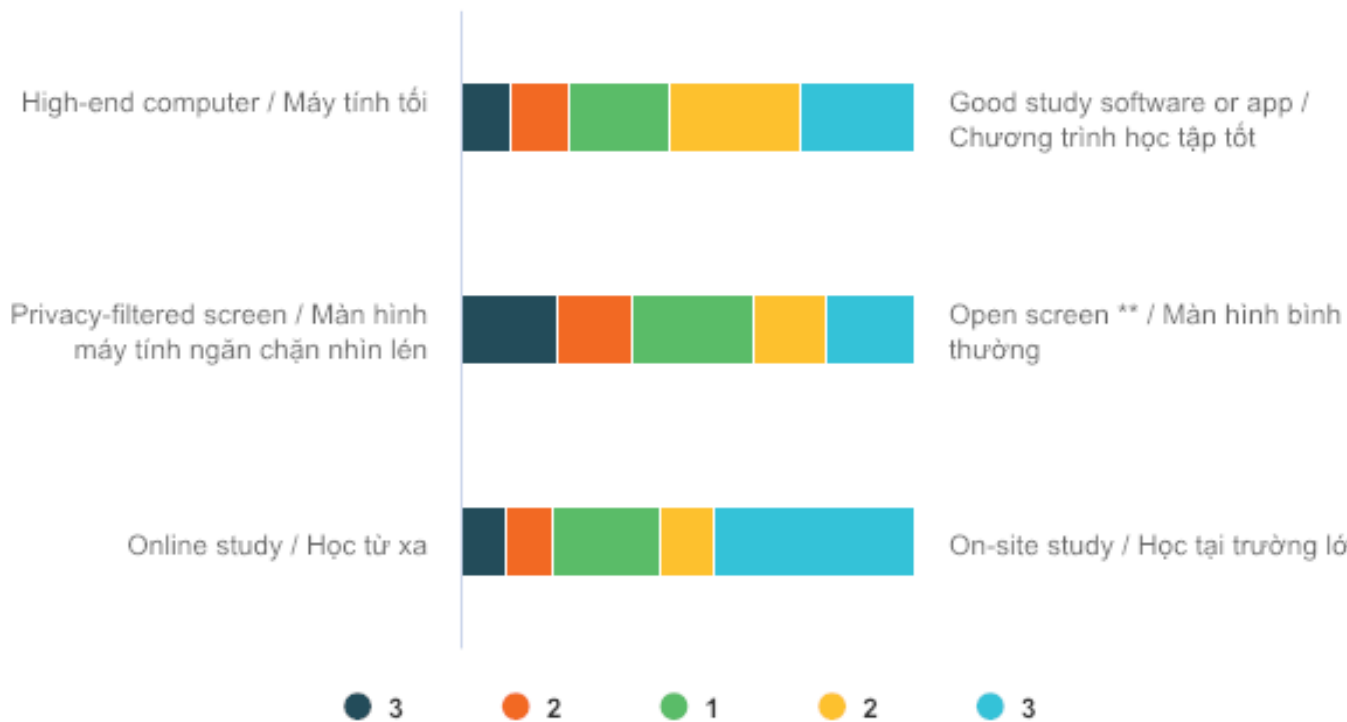
Number of respondents: 92



	n	Percent
1st grade / Lớp 1	0	0%
2nd grade / Lớp 2	1	1.09%
3rd grade / Lớp 3	2	2.17%
4th grade / Lớp 4	0	0%
5th grade / Lớp 5	0	0%
6th grade / Lớp 6	0	0%
7th grade / Lớp 7	0	0%
8th grade / Lớp 8	0	0%
9th grade / Lớp 9	0	0%
10th grade / Lớp 10	0	0%
11th grade / Lớp 11	1	1.09%
12th grade / Lớp 12	21	22.82%
Freshman / Năm 1, đại học cao đẳng	4	4.35%
Sophomore / Năm 2, đại học cao đẳng	1	1.09%
Junior / Năm 3, đại học cao đẳng	43	46.74%
Senior / Năm cuối, đại học cao đẳng	19	20.65%

6. Which of these do you prefer than the other?

Number of respondents: 92

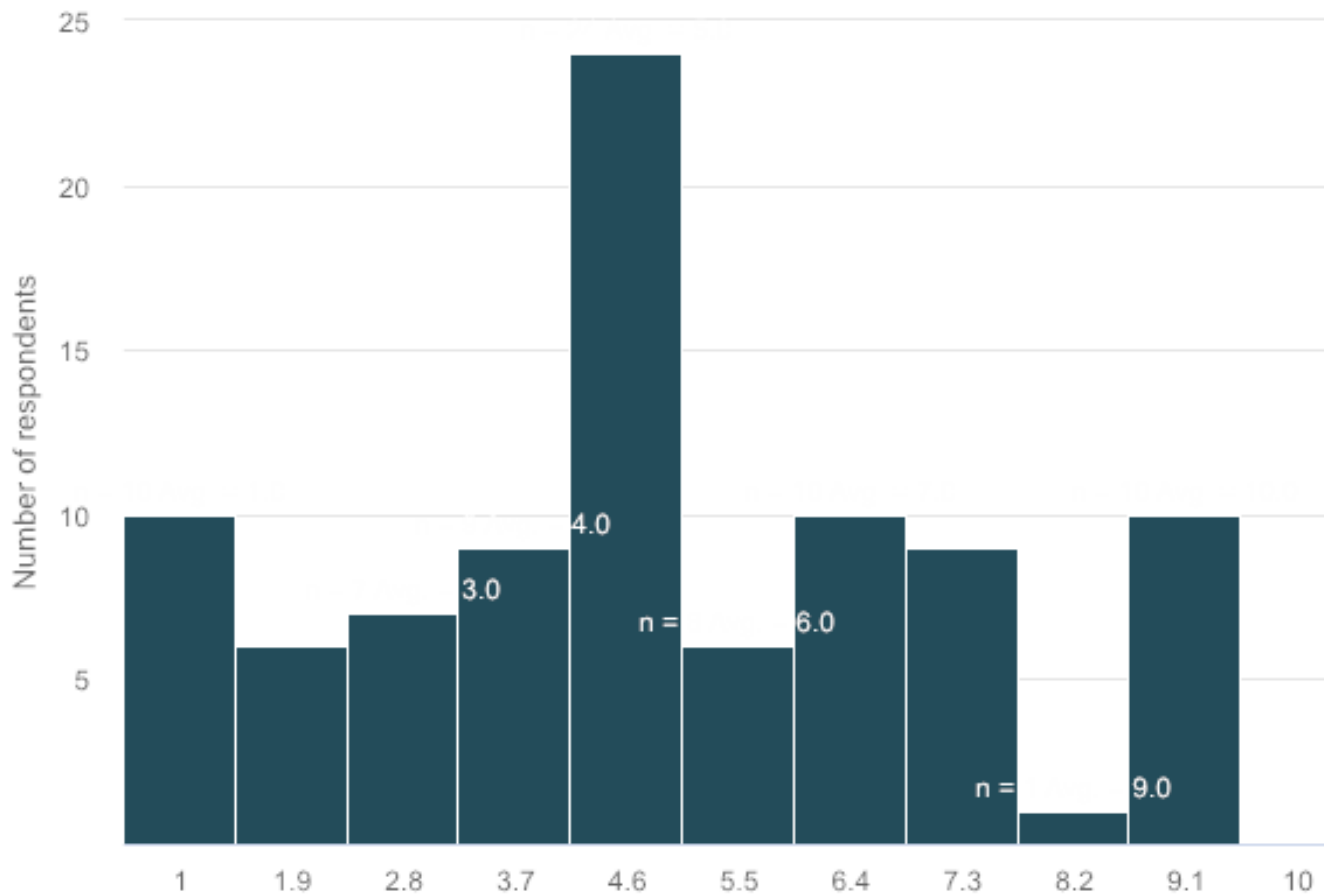


	3	2	1	2	3		Total	Average	Median
High-end computer / Máy tính tối tân	10	12	20	27	23	Good study software or app / Chương trình học tập tốt	92	2.14	2
Privacy-filtered screen / Màn hình máy tính	19	16	25	15	17	Open screen ** / Màn hình bình thường	92	2.12	2
	10.87 %	13.04 %	21.74 %	29.35 %	25%				
	20.65 %	17.39 %	27.17 %	16.31 %	18.48 %				

tính ngăn chặn nhìn lên									
Online study / Học từ xa	9	9	22	11	41	On- site study / Học tại trường lớp	92	2.3	3
	9.78 %	9.78 %	23.91 %	11.96 %	44.57 %				
Total	38	37	67	53	81		276	2.19	2

7. Are you satisfied with your school facilities? Bạn có hài lòng với cơ sở vật chất ở trường bạn đang theo học?

Number of respondents: 92

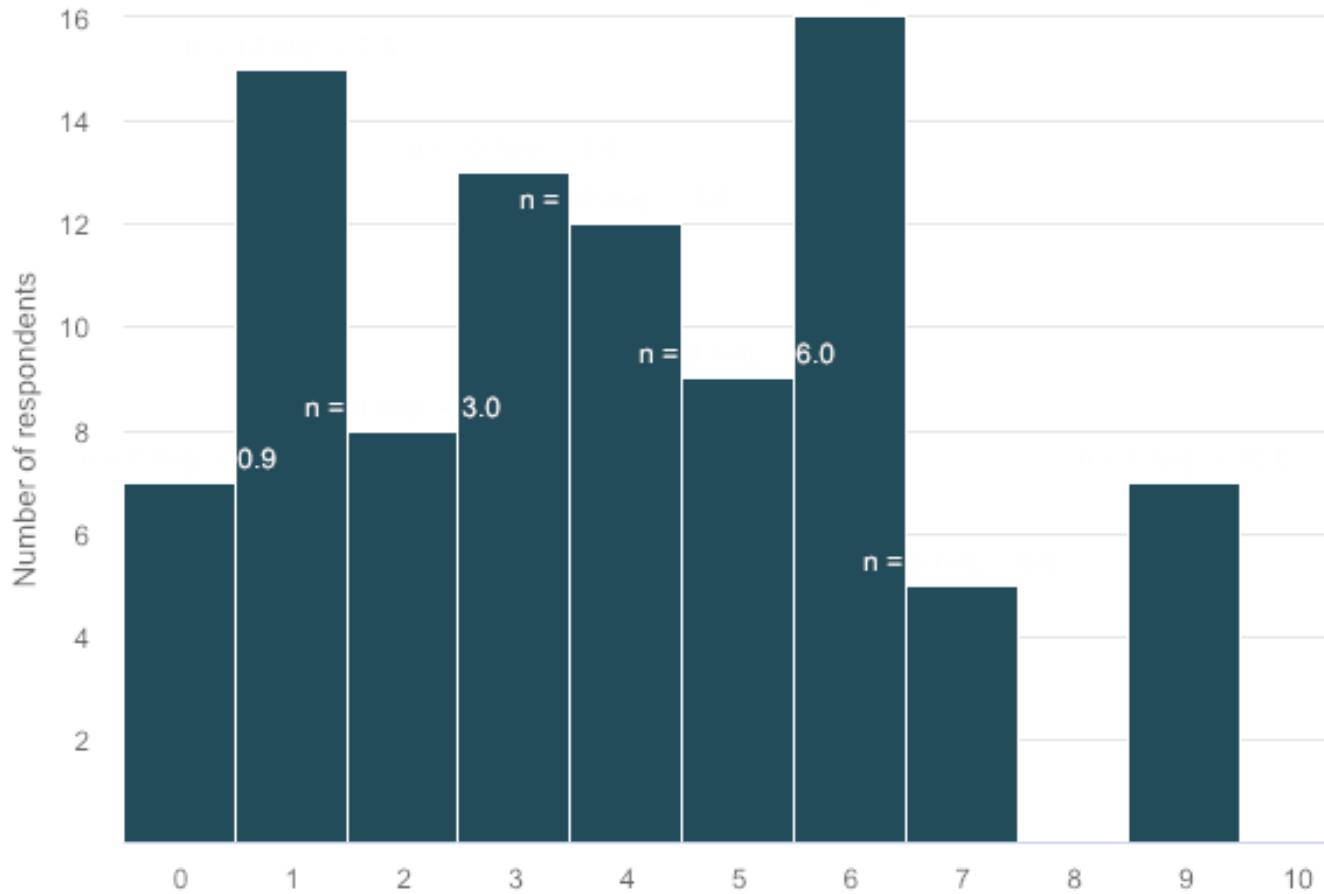


Min value	Max value	Average	Median	Sum	Standard Deviation
1	10	5.28	5	486	2.65

Slider value quantity	n	Percent
0	0	0%
1	10	10.87%
2	6	6.52%
3	7	7.61%
4	9	9.78%
5	24	26.09%
6	6	6.52%
7	10	10.87%
8	9	9.78%
9	1	1.09%
10	10	10.87%

8. Are you satisfied with the design of your school and classroom? Bạn có hài lòng với thiết kế phòng học và trường bạn đang học không?

Number of respondents: 92



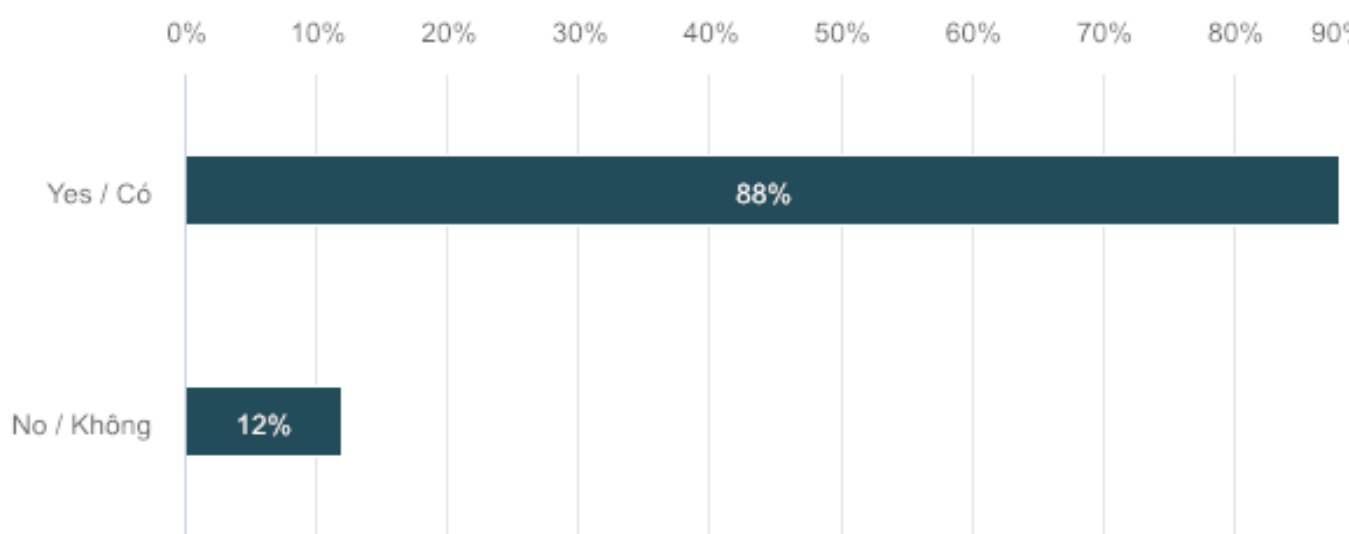
Min value	Max value	Average	Median	Sum	Standard Deviation
0	10	4.87	5	448	2.55

Slider value quantity	n	Percent
0	1	1.09%
1	6	6.52%
2	15	16.3%
3	8	8.7%
4	13	14.13%
5	12	13.04%
6	9	9.78%

7	16	17.39%
8	5	5.44%
9	0	0%
10	7	7.61%

**9. Do you know where school's facilities are (computer room, labs, library, etc.)?
 Bạn có biết các phòng học đặc biệt của trường ở đâu không, ví dụ như phòng máy tính, thư viện, hay phòng Lab?**

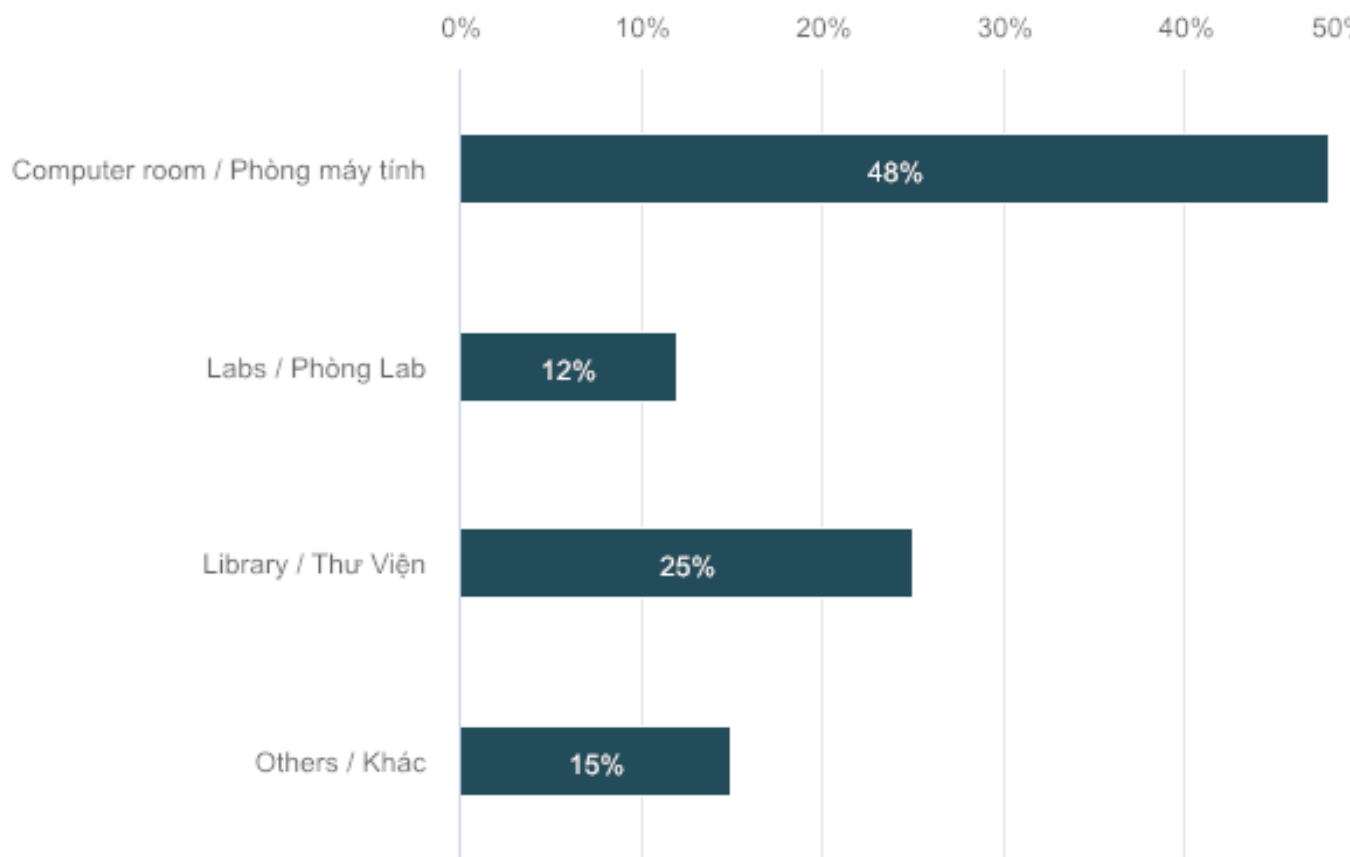
Number of respondents: 92



	n	Percent
Yes / Có	81	88.04%
No / Không	11	11.96%

10. Which school facility do you use most? / Bạn thường hay sử dụng phòng chức năng nào nhất?

Number of respondents: 92



	n	Percent
Computer room / Phòng máy tính	44	47.82%
Labs / Phòng Lab	11	11.96%
Library / Thư Viện	23	25%
Others / Khác	14	15.22%

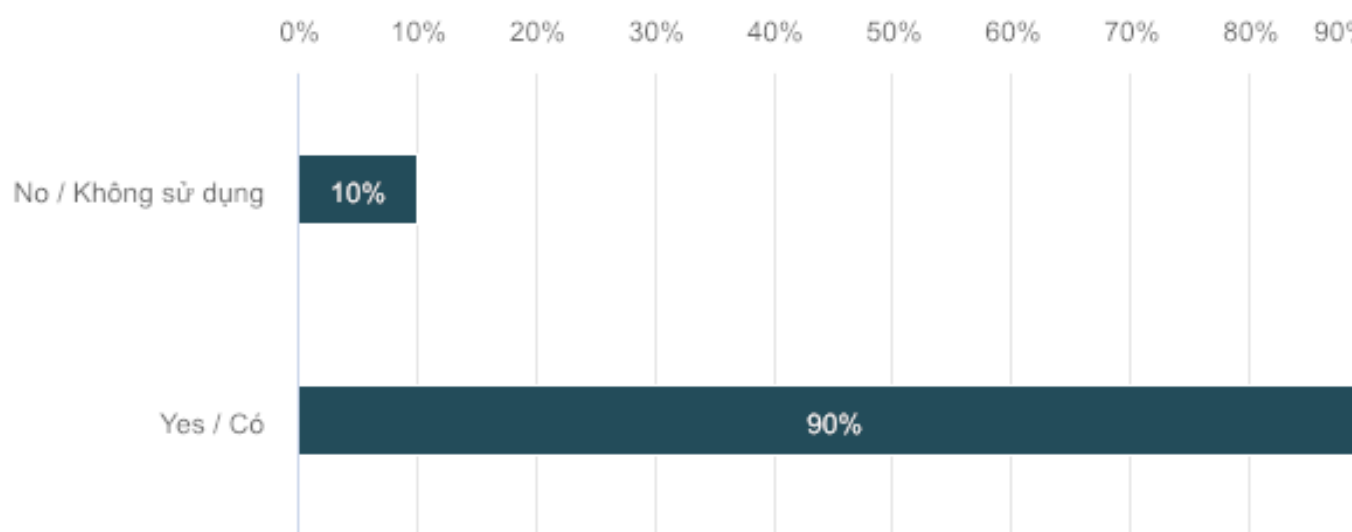
Answers given into free text field

Option names	Text
Others / Khác	Phòng vệ sinh :))
Others / Khác	Clb nhà kính
Others / Khác	Normal
Others / Khác	Phòng học
Others / Khác	Phòng thường
Others / Khác	phòng học
Others / Khác	General room

Others / Khác	Chỉ đến phòng học và ctsv
Others / Khác	Bedroom (self-study room)
Others / Khác	Không sử dụng
Others / Khác	Not
Others / Khác	Phòng học
Others / Khác	Không dùng
Others / Khác	Classroom

11. During the first wave of the Coronavirus pandemic, did you receive a lesson through an online educational platform? If yes, please state the name of the software or platform, such as Moodle, Google Classroom, etc. / Trong giai đoạn COVID-19 vừa qua bạn có tham gia học từ xa không? Nếu có, vui lòng liệt kê tên chương trình bạn đã sử dụng (Moodle, Google Classroom, v.v...)

Number of respondents: 92



	n	Percent
No / Không sử dụng	9	9.78%
Yes / Có	83	90.22%

Answers given into free text field

Option names	Text
Yes / Có	Moodle

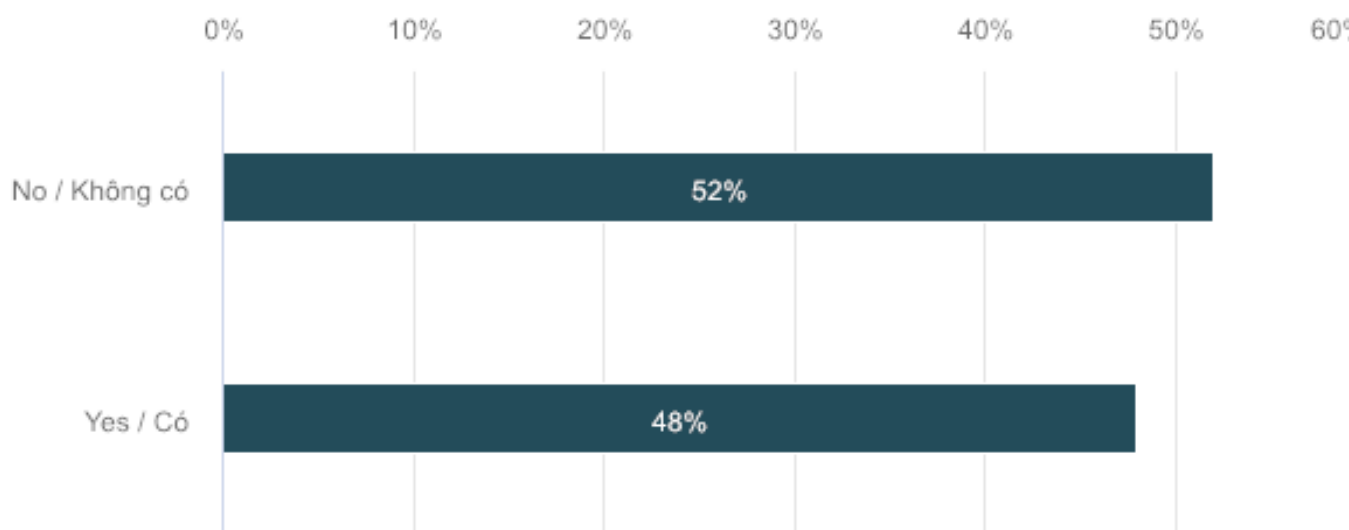
Yes / Có	Teams
Yes / Có	Microsoft Team
Yes / Có	Microsoft team
Yes / Có	Zoom, Microsoft teams
Yes / Có	Zoom
Yes / Có	Microsoft teams
Yes / Có	Microsoft
Yes / Có	zoom; microsoft teams
Yes / Có	Team Microsoft
Yes / Có	Microsoft team
Yes / Có	Facebook
Yes / Có	Terms
Yes / Có	Zoom, Microsoft team
Yes / Có	Zoom, Microsoft Team
Yes / Có	Mai cò rô sòt team
Yes / Có	Microsoft Team
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	zoom
Yes / Có	Microsoft
Yes / Có	Google classroom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	zoom
Yes / Có	Zoom

Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Google meet
Yes / Có	Zoom
Yes / Có	Zoom, kahoo
Yes / Có	Zoom
Yes / Có	Zoom meeting
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Classroom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	zoom,..
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Zoom meeting
Yes / Có	Microsoft teams
Yes / Có	Chương trình riêng của nhà trường

Yes / Có	Zoom
Yes / Có	zoom
Yes / Có	Zoom ,Google classroom
Yes / Có	zoom, meet, google classroom
Yes / Có	Google
Yes / Có	Co

12. Did you experience any technical issue during the online study session? If yes, please describe / Trong lúc học từ xa, bạn có gặp phải trục trặc kỹ thuật nào từ phần mềm hay không? Nếu có, bạn vui lòng mô tả trục trặc này.

Number of respondents: 92



	n	Percent
No / Không có	48	52.17%
Yes / Có	44	47.83%

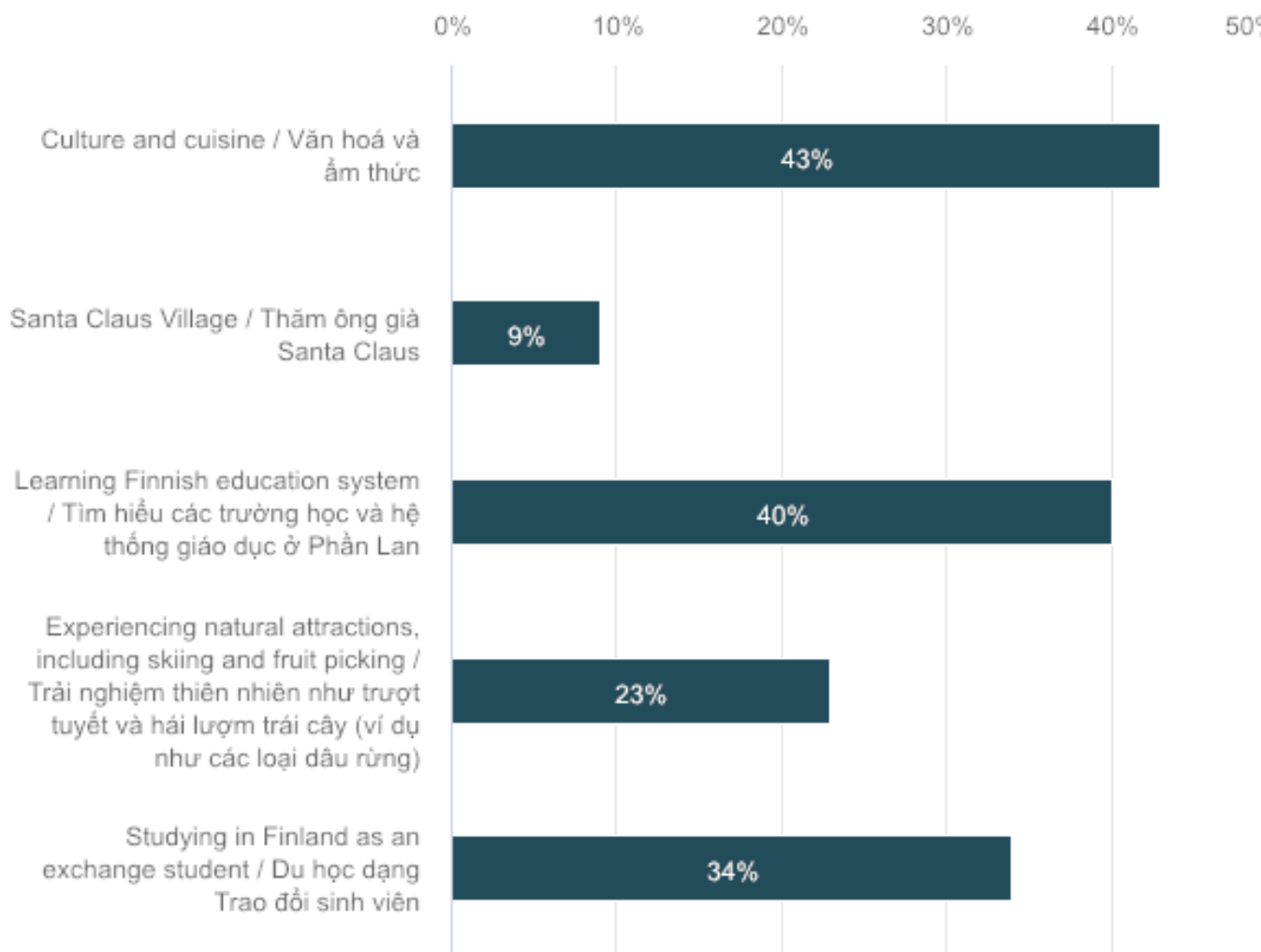
Answers given into free text field

Option names	Text
Yes / Có	Mạng yếu
Yes / Có	Kết nối mạng không ổn định, âm thanh nhỏ, hình ảnh bị mờ
Yes / Có	zoom thoát khỏi phần mềm sau 45 phút

Yes / Có	The sound-relevant problem
Yes / Có	Mạng yếu, không thể vào lớp
Yes / Có	Mạng lag
Yes / Có	The network connection is not stable
Yes / Có	Hay bị đứng mạng, bị tắt tiếng
Yes / Có	Âm thanh
Yes / Có	Rớt mạng
Yes / Có	Wifi yếu
Yes / Có	Đường truyền tín hiệu không ổn định
Yes / Có	Không có internet
Yes / Có	Bị văng ra ngoài lúc học
Yes / Có	4G connection is weak
Yes / Có	Mạng, đường truyền.
Yes / Có	Lag network
Yes / Có	Mạng lag
Yes / Có	Rớt mạng
Yes / Có	Only use the app for sixty minutes...
Yes / Có	Mạng yếu
Yes / Có	Thường xuyên mất mạng
Yes / Có	Bị văng ra khỏi phòng học
Yes / Có	Không được ổn định lắm
Yes / Có	muốn đi phải đi trang sinh viên mới được vào Zoom. còn nhập đi Zoom là phải có mã
Yes / Có	Bad connection
Yes / Có	Kết nối mạng
Yes / Có	Sập web
Yes / Có	Không nhận mic
Yes / Có	Co

13. What would you like to visit Finland for? Theo như thông tin bên trên, hãy cho chúng tôi biết lý do bạn muốn đến Phần Lan

Number of respondents: 92, selected answers: 137



	n	Percent
Culture and cuisine / Văn hoá và ẩm thức	40	43.48%
Santa Claus Village / Thăm ông già Santa Claus	8	8.7%
Learning Finnish education system / Tìm hiểu các trường học và hệ thống giáo dục ở Phần Lan	37	40.22%
Experiencing natural attractions, including skiing and fruit picking / Trải nghiệm thiên nhiên như trượt tuyết và hái lượm trái cây (ví dụ như các loại dâu rừng)	21	22.83%
Studying in Finland as an exchange student / Du học dạng Trao đổi sinh viên	31	33.7%

14. What would you want to know more about Finland? / Hãy để lại thông tin liên lạc và những điều khác bạn muốn biết về Phần Lan.

Number of respondents: 92

Responses
Culture.
I'm kind of curious about features of inhabitants' personalities in Finland
This survey is suggested by my English Teacher. I am really big on traveling so I would love to pay a visit to Finland someday. I really intriguing to explore the cuisine and the culture with the people there. For me that's the best part about a trip!
Thank you
nhâtnhn831@gmail.com
Cơ sở vật chất của trường đại học tại phần lan, hệ thống giáo dục và nền văn hóa tại phần lan
Gmail: hanynguyen139@gmail.com
I want to know more about Finland culture and cuisine
email: daothithuytrangvn@gmail.com.vn điều muốn biết: về các địa danh nổi tiếng cũng như văn hoá Phần Lan
Gặp mọi người
I want to know about finnish education system
Hmm, totally it's attracting but i neet time thinking
1245679876
Phần lan rất thú vị và e muốn sdc ra đó để học hỏi và giao lưu
Các cơ hội phát triển và học bổng của trường
I want to know more about people and school's curriculum in Finland.
the famous singer, kind of music Finlander wanna hear
Nothing
Gmail leanhpham209@gmail.com
I want to experience studying in Finland
Cảnh đẹp ở Phần Lan
Môi trường và cơ sở vật chất
<3333 i love u
Ẩm thực Phần Lan.
Chuyên về ngành gì
lethanhdanh1102@gmail.com , em muốn đến phần lan , cho em hỏi Phần lan có chỗ nào đẹp để du lịch không ạ?

Nothing
vovanvi566@gmail.com
Gmail:tinhtottinh@gmail.com
Muốn biết về văn hóa cũng như giáo dục bên đây như thế nào
Nguyễn Văn Thịnh Email : nguyenvanthinh35359@gmail.com
Tôi không có nhu cầu tìm hiểu.
Cách giáo dục ở Phần Lan thế nào
Lethibaodang@gmail.com
Phần Lan là một đất nước rất đẹp. Có nhiều tuyệt
0359549068
huynhnhu262016tb@gmail.com Tôi muốn biết nên giáo dục ở Phần Lan hiện đại như thế nào và khác ở Việt Nam có những ưu điểm nào làm cho ngành giáo dục phát triển
Phương pháp học tập tốt
Tham quan du lịch
Email: doanh2808@gmail.com
Đất nước, con người. Môi trường sống, văn hóa , thói quen sinh hoạt. Cách cư xử với người nước ngoài, phong cách ăn mặc
tutran212145@gmail.com
Không có thông tin muốn biết
Môi trường tốt nhất theo gioeis
666
Ưu đãi du học
Môi trường học tập ra sao ?
+84349498819 Nguyễn Diệu Cát Tường muốn biết thêm về chương trình học,sinh viên và văn hoá ẩm thực
0335559793
Nothing
No question
Cách giáo dục ở Phần Lan

nguyennhutthuyanh@gmail.com
Do you have exchange - student programmes more in culture area?
0375511***
Nhân Mail: leminhmynhan2000@gmail.com
0932566654
Phạm Thuý Tiên 0798018018
thuongcongminh23092000@gmail.com
dạ không
Tôi không có ý kiến gì
Con người
Văn hóa và giáo dục ở Phần Lan
Học phí ở phần lan có đắt k
Mail: danhtoy123@gmail.com How much does it cost to travel to Finland, two people? I need to know the culture of the people of Finland. I want to know the tourist destinations in the country of Finland.
Kinh tế, ổn định chính trị
Không có nhu cầu
Không muốn biết gì thêm ạ
Không gì cả
Tôi có thể tự tìm hiểu, thanks
Muốn biết về cách thức giáo dục sinh viên của Phần Lan
0352204376
Huynhthuyly2000@gmail.com
...
nguyenthithuthao@gmail.com
truyentran832@gmail.com
camtunt07@gmail.com
lethithuytrang.gt@gmail.com
caothaovy1807@gmail.com

Tôi muốn biết thêm về tính cách và lối sống của con người ở Phần Lan, muốn biết thêm văn hoá và ẩm thực .
Đất nước có ông già Noel. Được tách ra từ Thụy Điển, Phần Lan không có lịch sử lâu đời. Héttt.
I want to know more about weather.
Về trao đổi sinh viên
Gmail: dauloc1505@gmail.com
Nơi đẹp, nổi tiếng
Ghidyxvhkfefjvdydifkgofysugkndwjcfj vhayfkfkvk idhdjflh
I want to know details about medical schools in Finland.
...
People and nature
nguyendungtri123@gmail.com
0913987201
nothing
The curriculum in Part Times is much different from that in Vietnam.
850/29 30/4 street 11 ward vt city

TEACHER SURVEY REPORT**APPENDIX 6**

Total number of respondents: 6

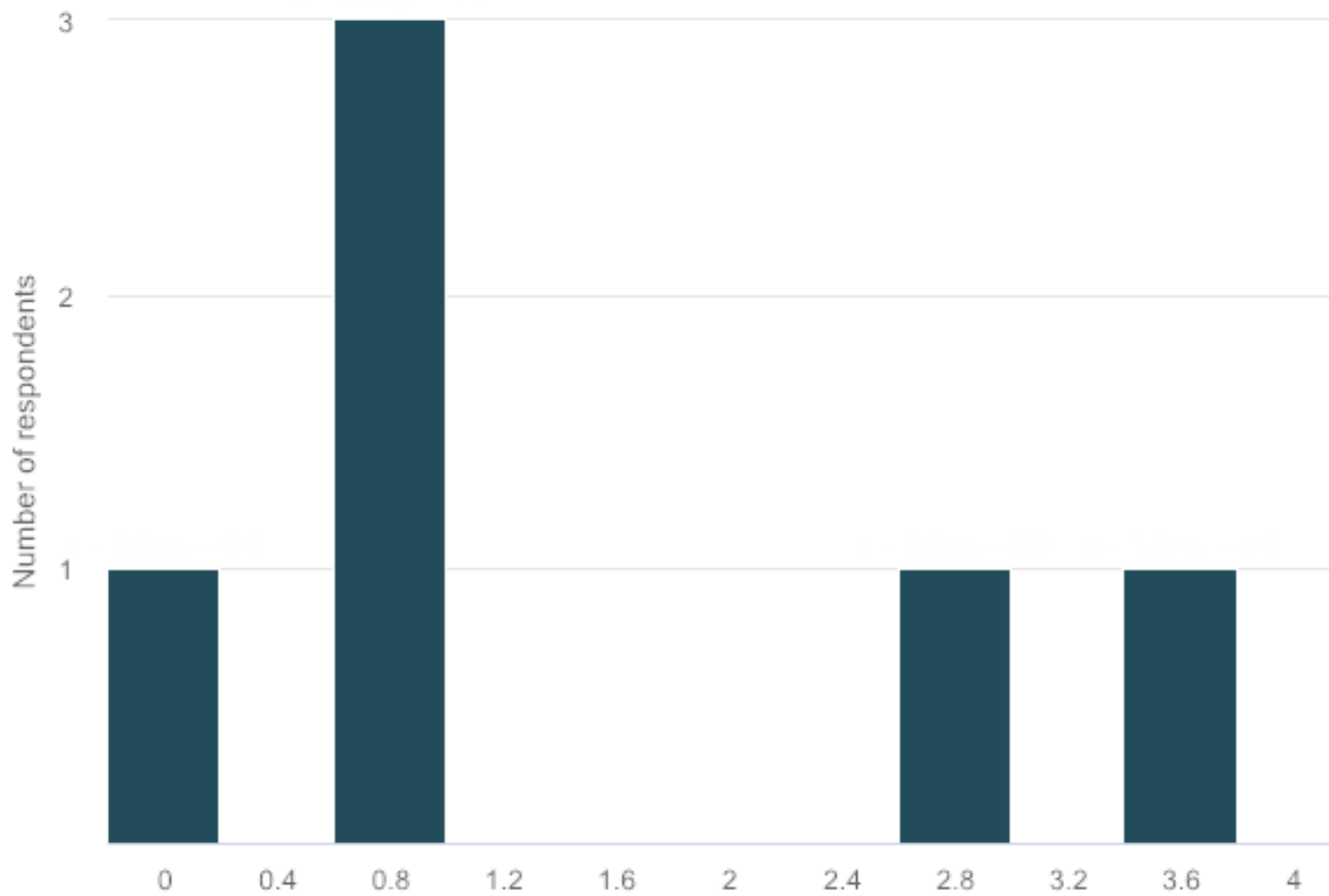
1. Your information Thông tin về bạn

Number of respondents: 6

Main Subject / Bộ môn giảng dạy	Name of the Institution / Tên cơ sở giáo dục	City / Thành phố bạn đang sinh sống	Years in class / Số năm giảng dạy	Highest Degree you are holding / Bằng cấp cao nhất
English	Nguyen Hue high school		16	MA
Englishh	Private teacher	Ho Chi Minh City	7	Master
English	Vietnam Australia international school	HCM	10	BA
WRITING, TRANSLATION	VAN HIEN UNIVERSITY	HO CHI MINH	17	MASTER
Vật lý	THPT Nguyễn Huệ	Vũng tàu	15	Đại học
Tiếng Trung Quốc	Trung tâm Tiếng Trung Bắc Kinh	Hà Nội	17 năm	Thạc sỹ

2. How much do you know about Finnish Education? Bạn biết gì về Hệ thống Giáo dục và Trường học ở Phần Lan

Number of respondents: 6

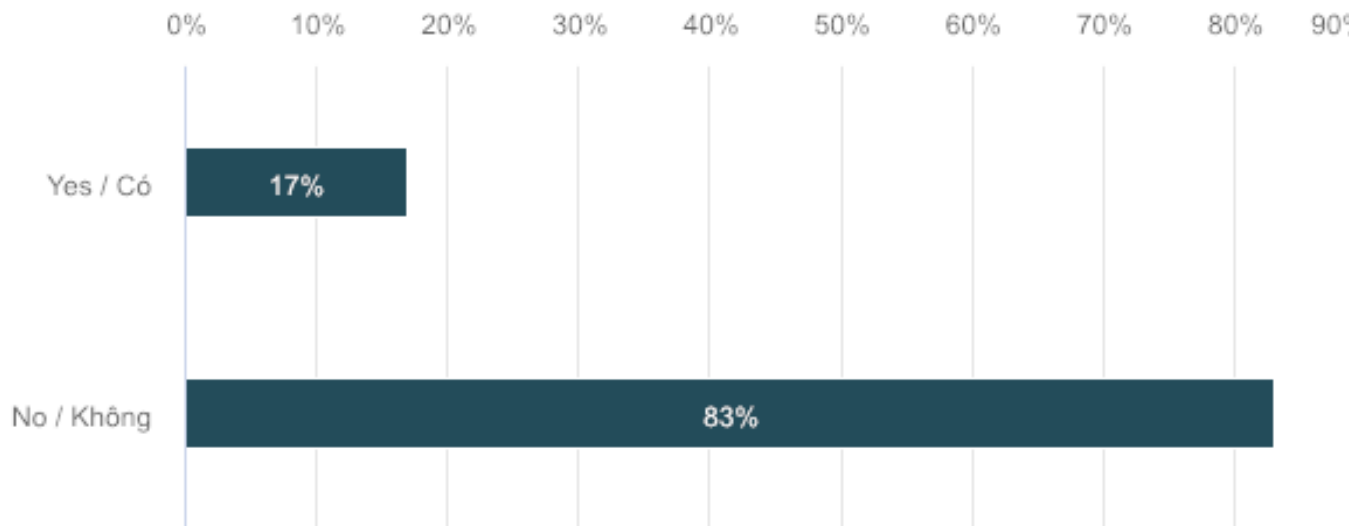


Min value	Max value	Average	Median	Sum	Standard Deviation
0	4	1.67	1	10	1.51

Slider value quantity	n	Percent
0	1	16.66%
1	3	50%
2	0	0%
3	1	16.67%
4	1	16.67%
5	0	0%
6	0	0%
7	0	0%
8	0	0%
9	0	0%
10	0	0%

3. Have you thought of going to Finland for higher education or an educational visit?Bạn từng có ý định sang Phần Lan tu nghiệp hay tham gia chương trình Du lịch kết hợp học tập hay không?

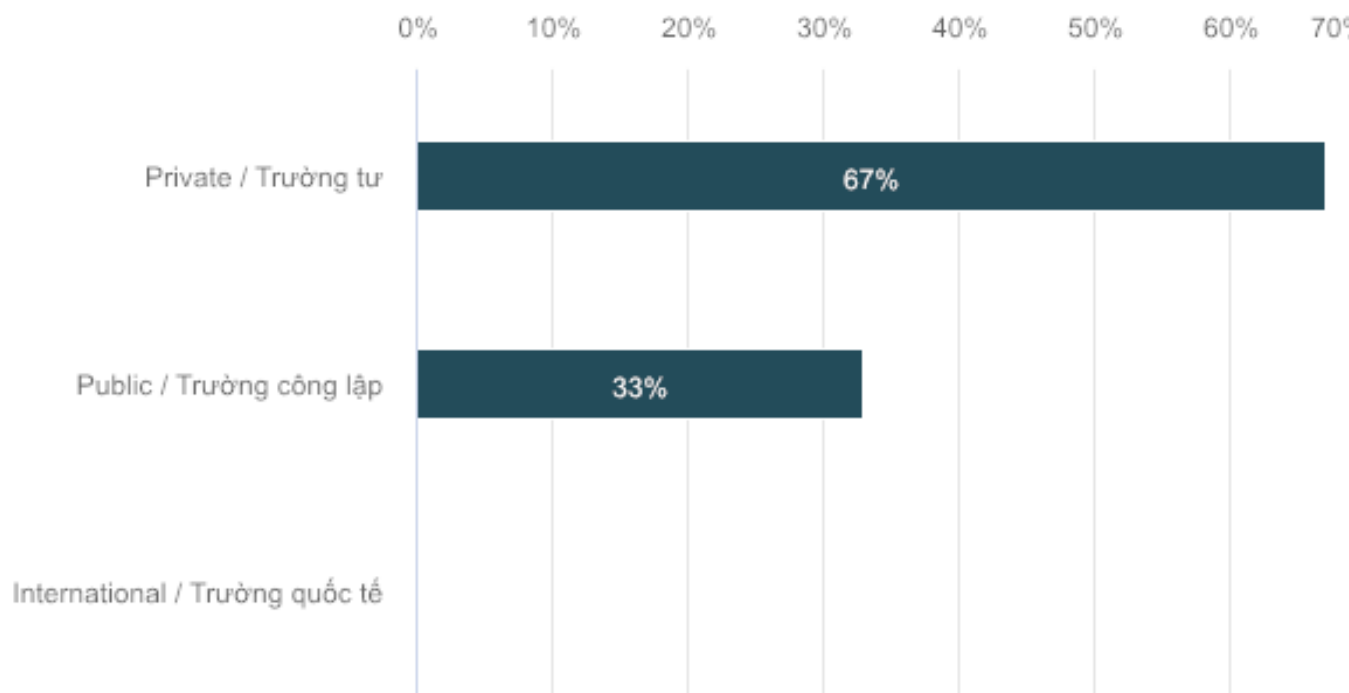
Number of respondents: 6



	n	Percent
Yes / Có	1	16.67%
No / Không	5	83.33%

4. Which type of school/university are you working for?Dạng trường học bạn đang giảng dạy

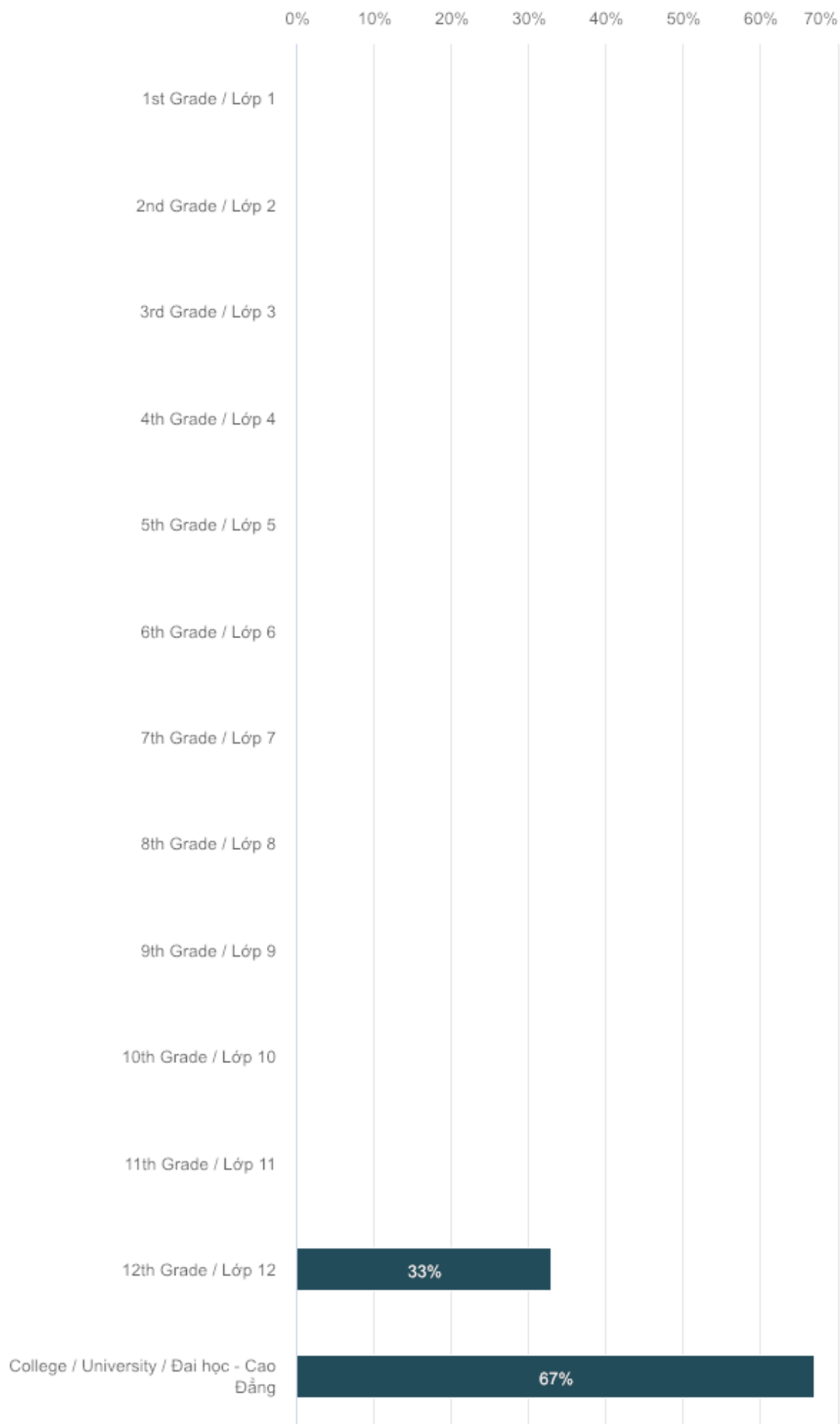
Number of respondents: 6



	n	Percent
Private / Trường tư	4	66.67%
Public / Trường công lập	2	33.33%
International / Trường quốc tế	0	0%

5. Which grade are you taking?Bạn phụ trách giảng dạy lớp mấy?

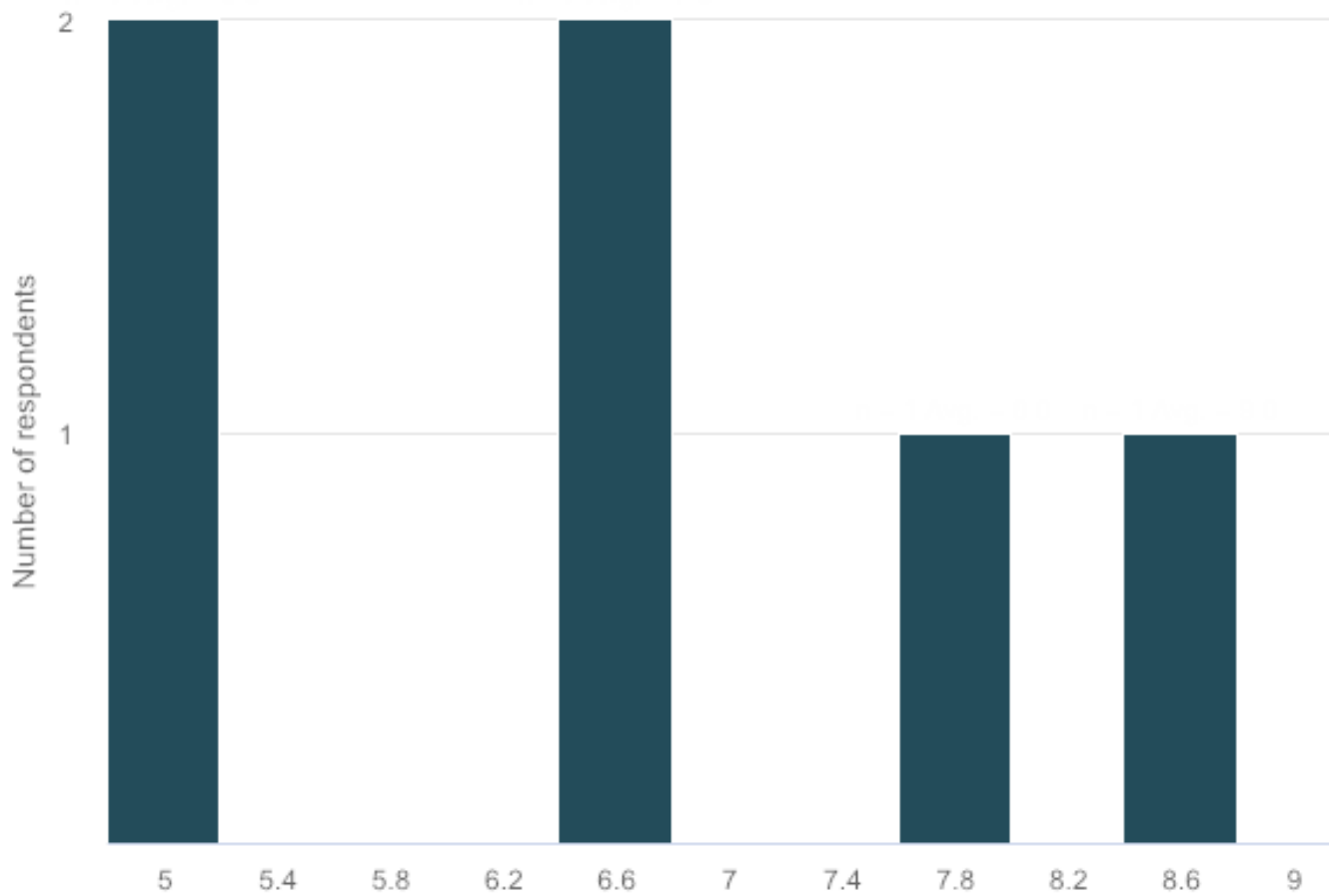
Number of respondents: 6



	n	Percent
1st Grade / Lớp 1	0	0%
2nd Grade / Lớp 2	0	0%
3rd Grade / Lớp 3	0	0%
4th Grade / Lớp 4	0	0%
5th Grade / Lớp 5	0	0%
6th Grade / Lớp 6	0	0%
7th Grade / Lớp 7	0	0%
8th Grade / Lớp 8	0	0%
9th Grade / Lớp 9	0	0%
10th Grade / Lớp 10	0	0%
11th Grade / Lớp 11	0	0%
12th Grade / Lớp 12	2	33.33%
College / University / Đại học - Cao Đẳng	4	66.67%

6. Are you satisfied with your school facilities? Bạn có hài lòng với cơ sở vật chất của trường?

Number of respondents: 6



Min value	Max value	Average	Median	Sum	Standard Deviation
5	9	6.83	7	41	1.6

Slider value quantity	n	Percent
0	0	0%
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	2	33.33%
6	0	0%
7	2	33.33%
8	1	16.67%
9	1	16.67%
10	0	0%

7. Which (education) practical room do you use the most for teaching and working? Phòng chuyên dụng nào trong trường bạn hay sử dụng để giảng dạy hoặc nghiên cứu nhất?

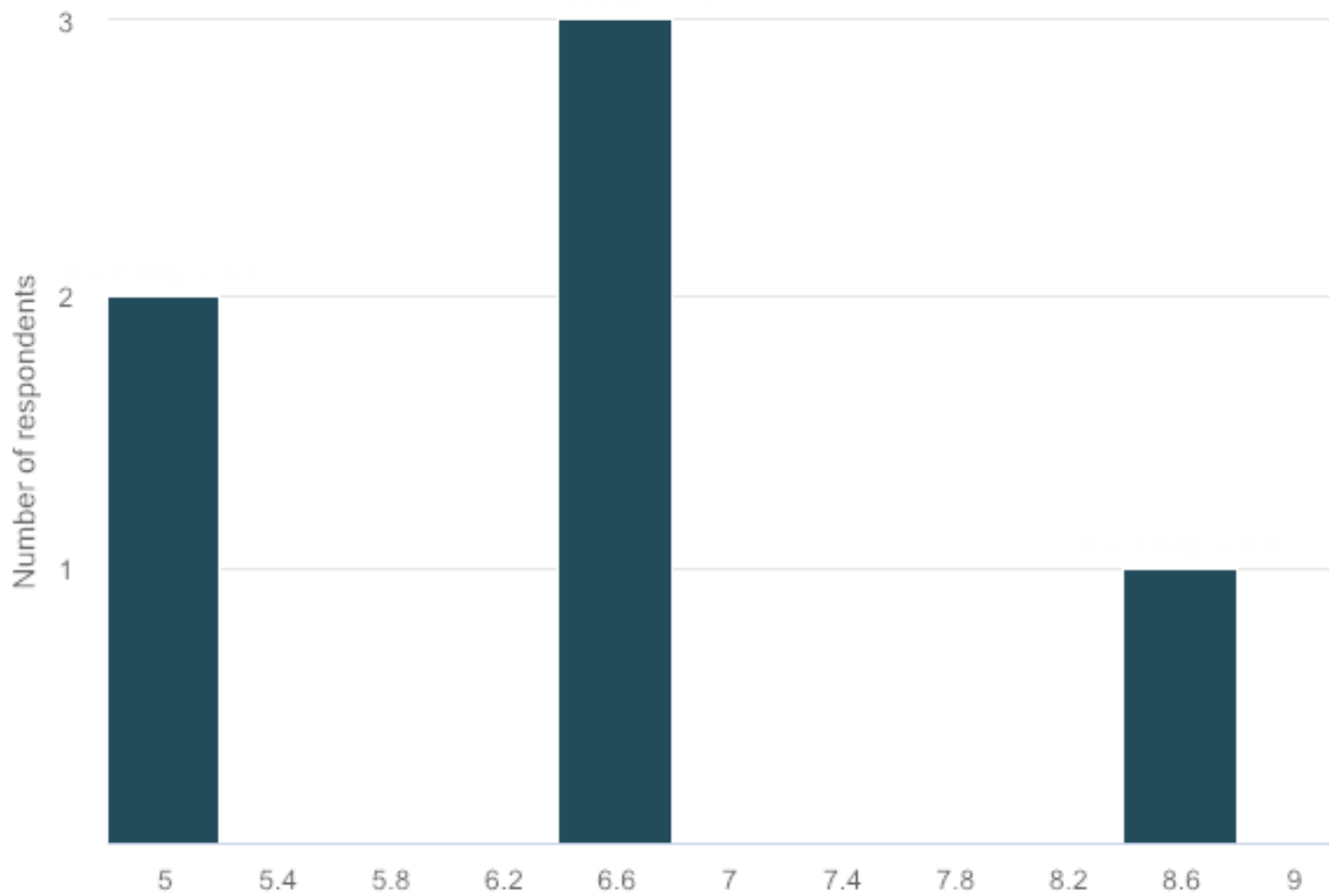
Các phòng Lab, thư viện, phòng máy tính, hay phòng thể dục, v.v...

Number of respondents: 6

Answer:
Classroom
lab and computer room
Lab
lecture hall
Thư viện
Phòng Lab, Thư viện, phòng máy tính

8. Are you satisfied with the design of your school and classroom? Bạn có hài lòng về thiết kế lớp học và trường học không?

Number of respondents: 6

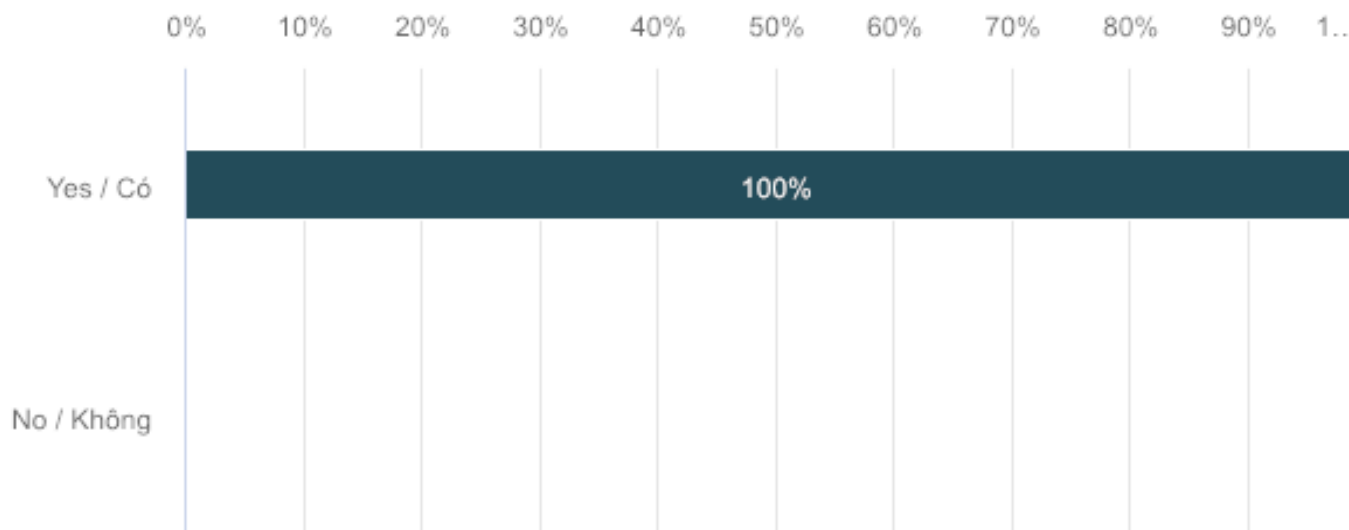


Min value	Max value	Average	Median	Sum	Standard Deviation
5	9	6.67	7	40	1.51

Slider value quantity	n	Percent
0	0	0%
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	2	33.33%
6	0	0%
7	3	50%
8	0	0%
9	1	16.67%
10	0	0%

9. Do you know where school's facilities are (computer room, labs, library, etc.)?Bạn có biết vị trí của các phòng chuyên dụng tại trường không?

Number of respondents: 6



	n	Percent
Yes / Có	6	100%
No / Không	0	0%

10. Which school facility would you like to have an improvement? Why?Theo bạn thì phòng chuyên dụng nào trong trường cần cải tiến? Tại sao?

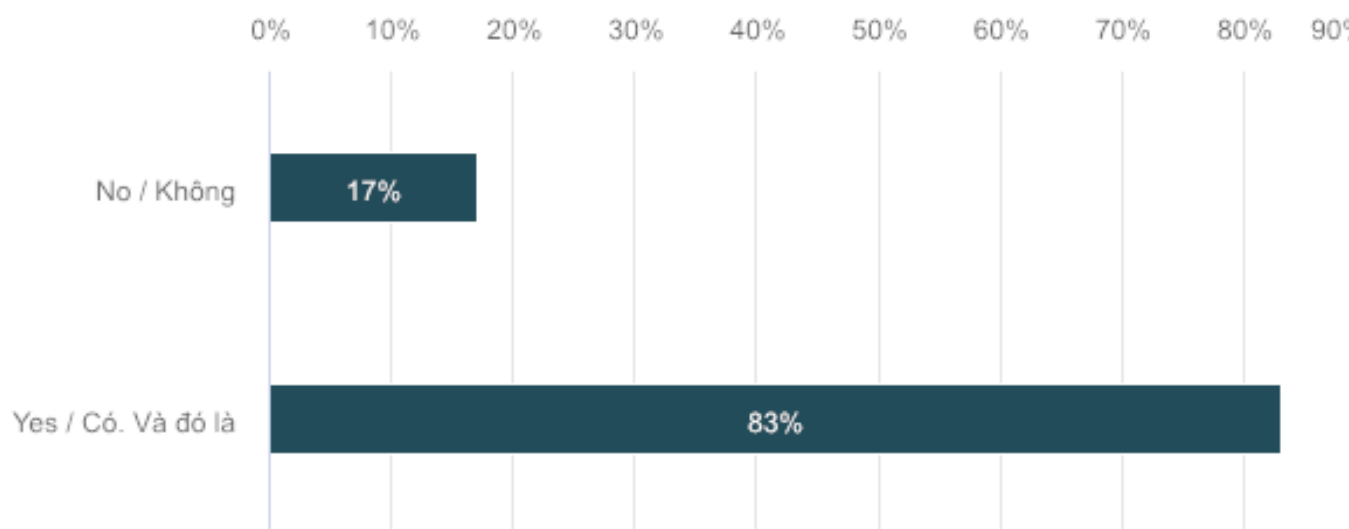
Number of respondents: 6

Responses
Classroom. It is not large enough for 45 students
computer rooms need improvement on software update to run study programs.
Lab because it's quite poorly equipped with used computers and OHPs
It is the IT room. It needs upgrading to have a better speed and an updated systems.
Phòng thí nghiệm
Thư viện

11. During the Coronavirus pandemic, did you give lessons to your students? If you did, please let us know the educational platform (or software) you used.Trong giai

đoạn COVID-19, bạn có dạy online (tại nhà) không? Nếu bạn có dạy online, hãy cho chúng tôi biết tên chương trình bạn sử dụng. (ví dụ như Moodle, Zoom, Google Classroom, v.v...)

Number of respondents: 6



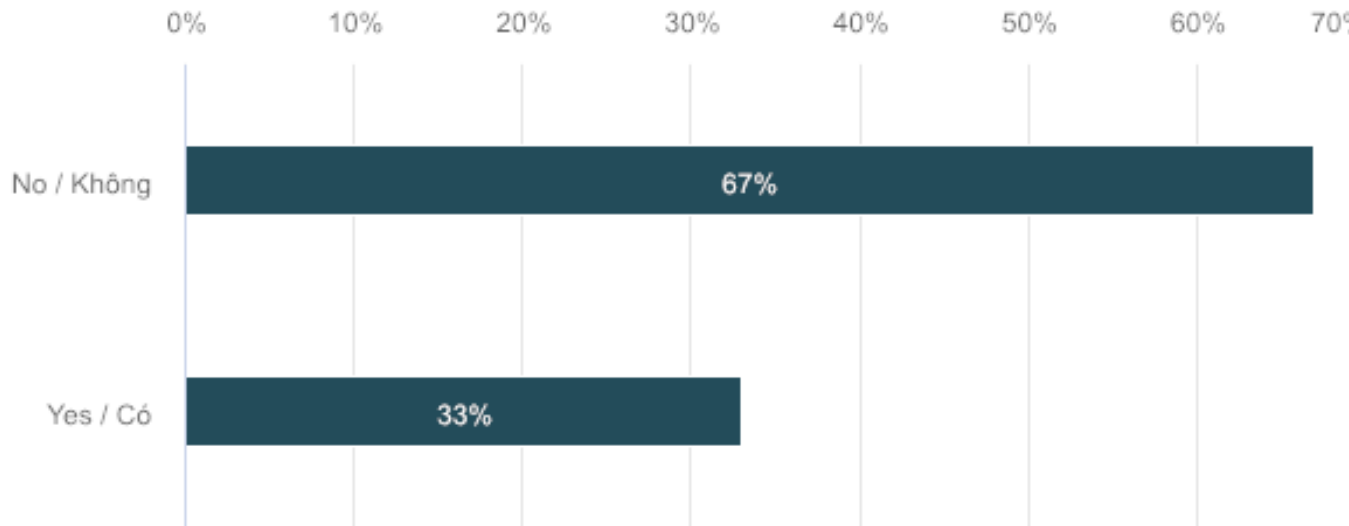
	n	Percent
No / Không	1	16.67%
Yes / Có. Và đó là	5	83.33%

Answers given into free text field

Option names	Text
Yes / Có. Và đó là	Zoom
Yes / Có. Và đó là	zoom, teams
Yes / Có. Và đó là	Facebook messenger
Yes / Có. Và đó là	Microsoft team
Yes / Có. Và đó là	Zoom

12. Did you have any technical problems in using the teaching platform? Trong lúc dạy online, bạn có gặp trục trặc kỹ thuật nào từ phía phần mềm không?

Number of respondents: 6



	n	Percent
No / Không	4	66.67%
Yes / Có	2	33.33%

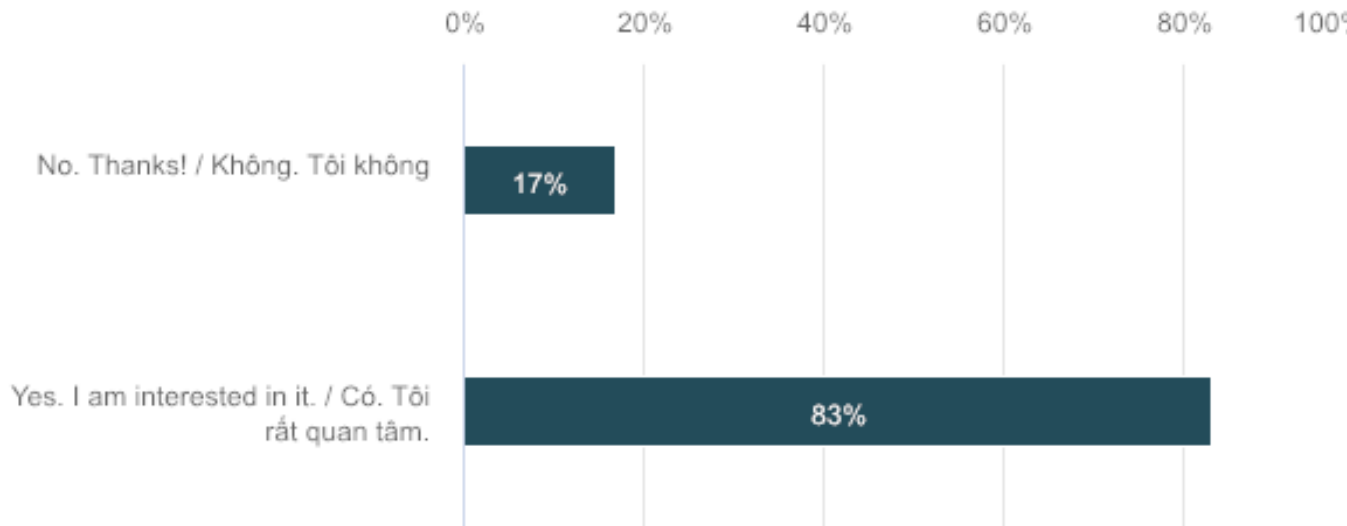
13. Please describe the error, or suggest an improvement in the software to make your teaching more interesting. Vui lòng mô tả lỗi kỹ thuật hoặc gợi ý để cải thiện phần mềm giúp cho việc giảng dạy của bạn thú vị hơn.

Number of respondents: 6

Responses
Interrupt
teachers need to be well-trained on how to utilize study program in teaching. Software should contain more examples that allow students able to study by themselves.
there have been some time delays or laggings
Sounds are sometimes not clear in the big room when I teach listening.
Không
Ưu tiên đăng nhập trực tiếp bằng mật khẩu thay vì phải qua email.

14. Would you like to know (more) about Finnish School System? Bạn có muốn biết thêm về Hệ thống Giáo dục ở Phần Lan không?

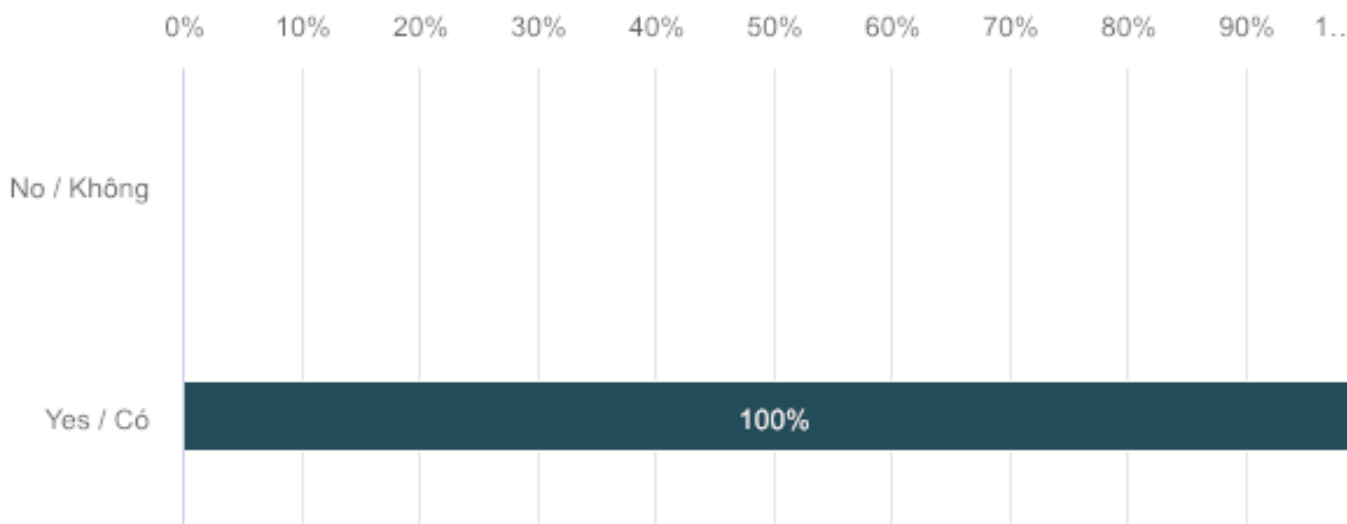
Number of respondents: 6



	n	Percent
No. Thanks! / Không. Tôi không cần.	1	16.67%
Yes. I am interested in it. / Có. Tôi rất quan tâm.	5	83.33%

15. Will you welcome Finnish educators to your schools for a visit? Bạn có muốn chúng tôi (bao gồm trường học tại Phần Lan và các công ty về giáo dục) qua thăm trường học của bạn?

Number of respondents: 6

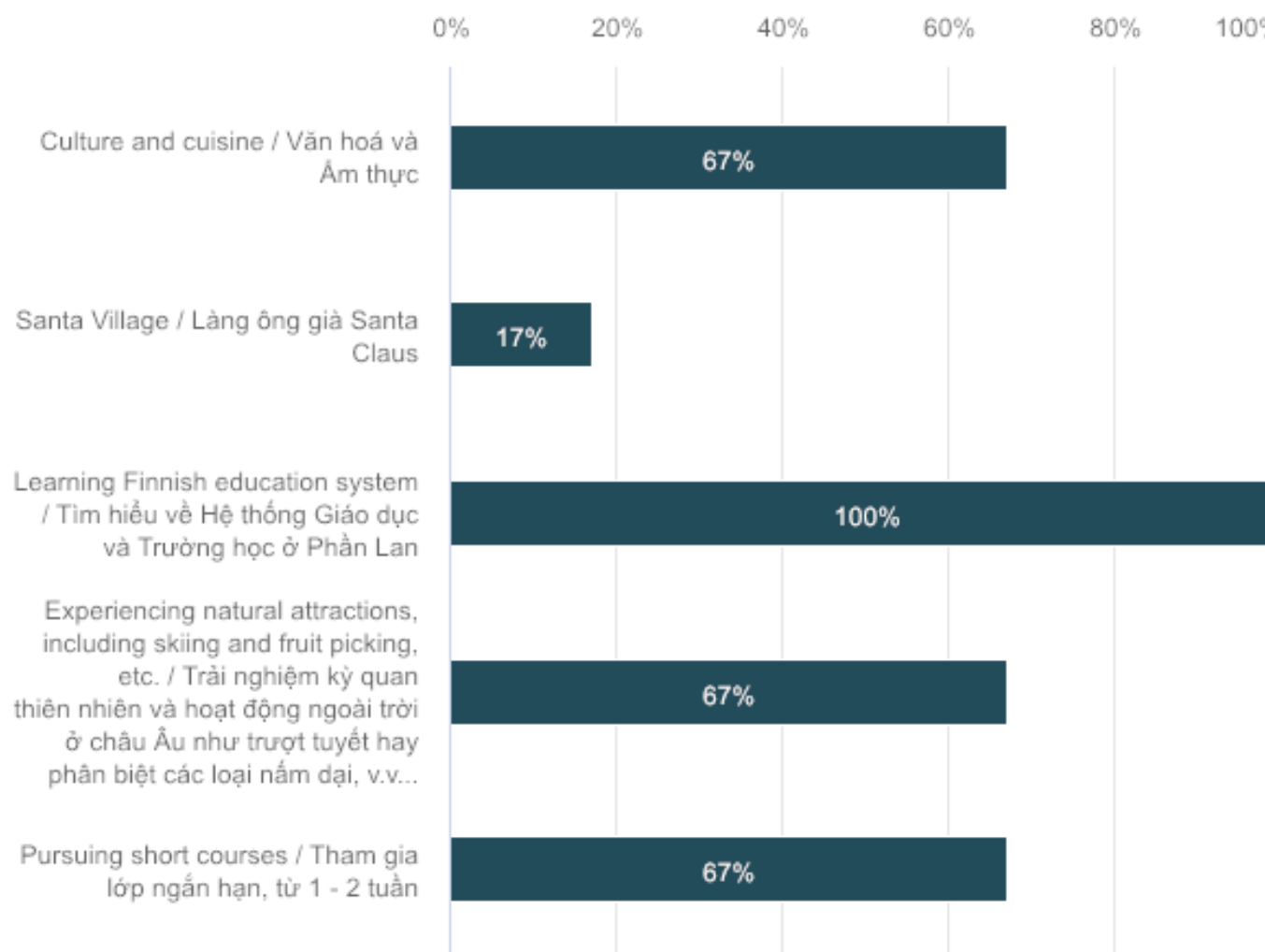


	n	Percent
--	---	---------

No / Không	0	0%
Yes / Có	6	100%

16. What would you like your students and you to visit Finland for? Theo bạn, những lý do nào khiến bạn muốn sinh viên của bạn và bạn đi Phần Lan?

Number of respondents: 6, selected answers: 19



	n	Percent
Culture and cuisine / Văn hoá và Âm thực	4	66.67%
Santa Village / Làng ông già Santa Claus	1	16.67%
Learning Finnish education system / Tìm hiểu về Hệ thống Giáo dục và Trường học ở Phần Lan	6	100%

Experiencing natural attractions, including skiing and fruit picking, etc. / Trải nghiệm kỳ quan thiên nhiên và hoạt động ngoài trời ở châu Âu như trượt tuyết hay phân biệt các loại nấm dại, v.v...	4	66.67%
Pursuing short courses / Tham gia lớp ngắn hạn, từ 1 - 2 tuần	4	66.67%

17. Tell us your thoughts about visiting Finland for educational purposes. Bạn hãy cho biết những ý tưởng của bạn về cho du học ngắn hạn và tham quan Phần Lan.

Bạn có thể nêu ra ý muốn về tìm hiểu Cách thức Giảng dạy của Phần Lan, hoặc những chương trình học ngắn hạn đang có tại Phần Lan, hoặc chi phí dự kiến bạn có thể chi trả, v.v...

Number of respondents: 6

Responses
Bạn có thể nêu ra ý muốn về tìm hiểu Cách thức Giảng dạy của Phần Lan, hoặc những chương trình học ngắn hạn đang có tại Phần Lan, hoặc chi phí dự kiến bạn có thể chi trả, v.v...
As an educator, I believe students would like to improve language and explore about culture of Finland in short term program. The study course should be designed to fulfill the students' objectives with not only knowledge but also activities.
I want to know more about Finland and education systems
Just hope that we can learn some more teaching methods so that we can apply what is suitable to our educational system to motivate students in language learning.
Cách nhanh nhất giúp học sinh hấp thụ kiến thức hàn lâm để có nhiều thời gian trải nghiệm! Có thể trả 30/100 chi phí học
Có

PARENTS SURVEY REPORT**APPENDIX 7**

Total number of respondents: 26

1. Your information Thông tin về bạn

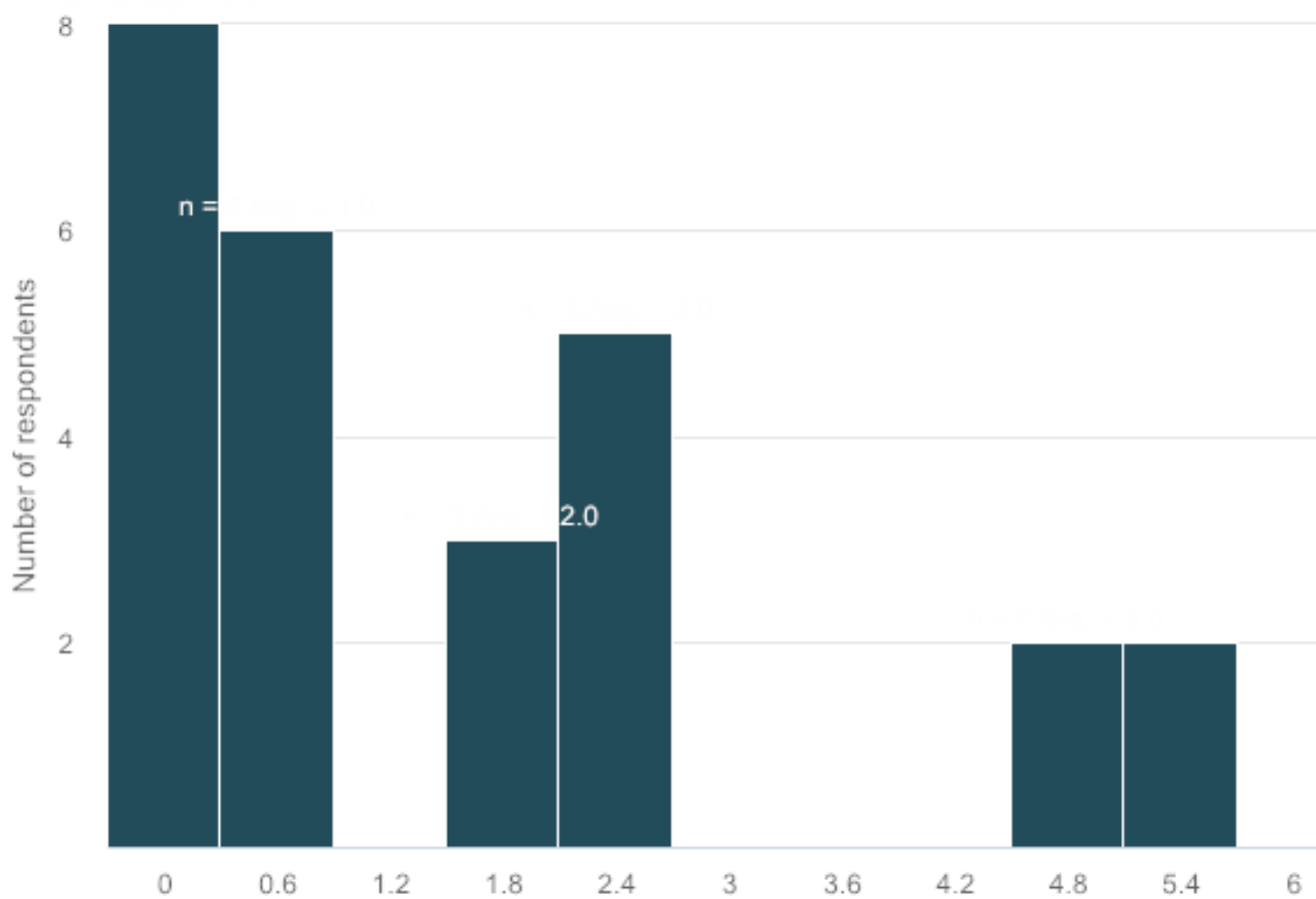
Number of respondents: 26

Gender / Giới Tính	How many of your children are at school / Bạn có bao nhiêu đứa con trong độ tuổi đi học?	City / Thành phố bạn đang sống
Nam	1	Ho chi minh
Nữ	2	Hồ chí minh
Female	2	Hanoi
Female	1	Hochiminh
Female	1	Ho Chi Minh
M	4	Hcmc
Nữ	01	Hồ Chí Minh
Nữ	1	HCM
Nữ	2	Tp. Hồ Chí Minh
FEMALE	3	Ho Chi Minh City
Female	2	Hcmc
Phạm Ngọc Tường Vân	2	Tphcm
Nữ	2	Hà Nội
Female	1	Ho chi minh
Nam	2	Thành phố Hồ Chí Minh
Female	1	HCMC
Nữ	Một bé gái 1.5 tuổi	Hồ Chí Minh, Việt Nam
Nữ	2	Tp hcm
Female	1	Hcmc
femal	1	vũng tàu
Nữ	1	BRVT

Man	0	Ho Chi Minh
Nam	2	Vung Tau
Nữ	2	Hcm
FEMALE	01	HOCHIMINH CITY
female	2	

2. How much do you know about Finnish Education? Bạn biết gì về Hệ thống Giáo dục ở Phần Lan?

Number of respondents: 26



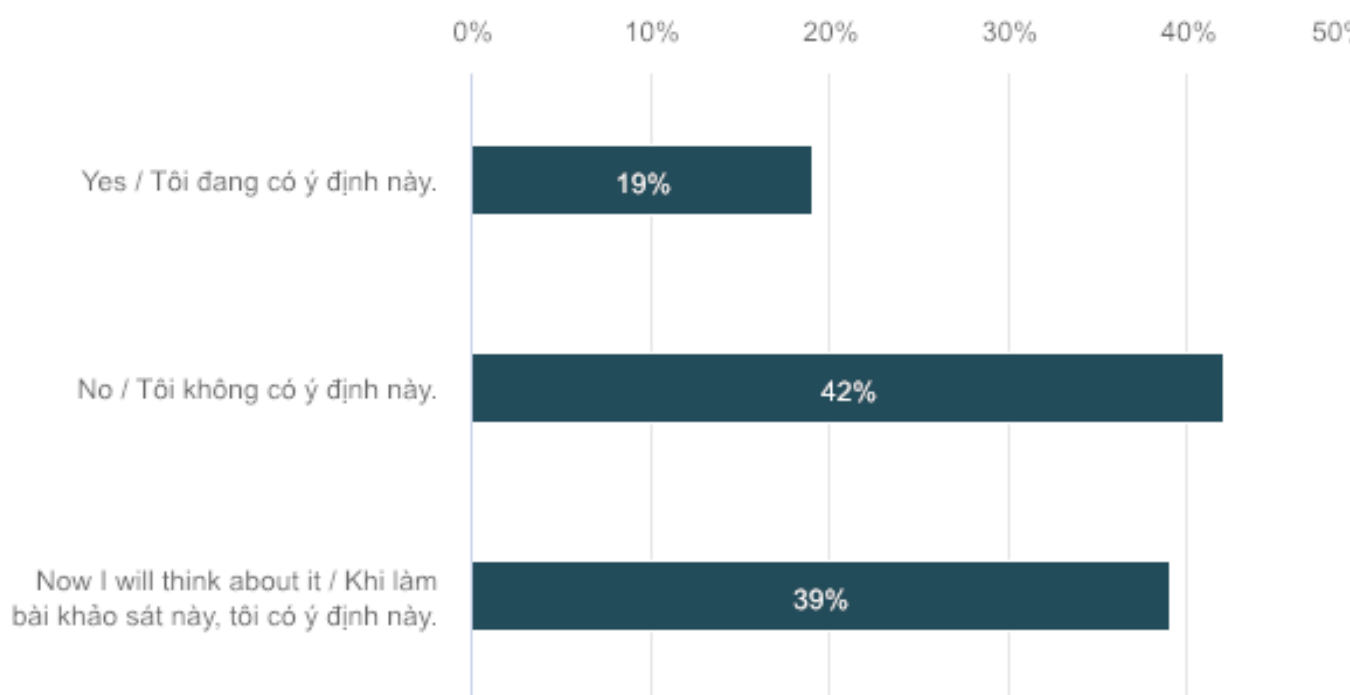
Min value	Max value	Average	Median	Sum	Standard Deviation
0	6	1.88	1	49	1.93

Slider value quantity	n	Percent
0	8	30.77%
1	6	23.08%

2	3	11.54%
3	5	19.23%
4	0	0%
5	2	7.69%
6	2	7.69%
7	0	0%
8	0	0%
9	0	0%
10	0	0%

3. Have you thought of letting your children go to Finland as an exchange student or for an educational visit? Bạn đã từng có ý định để con sang Phần Lan du lịch kết hợp học tập hay theo kiểu Trao đổi sinh viên chưa?

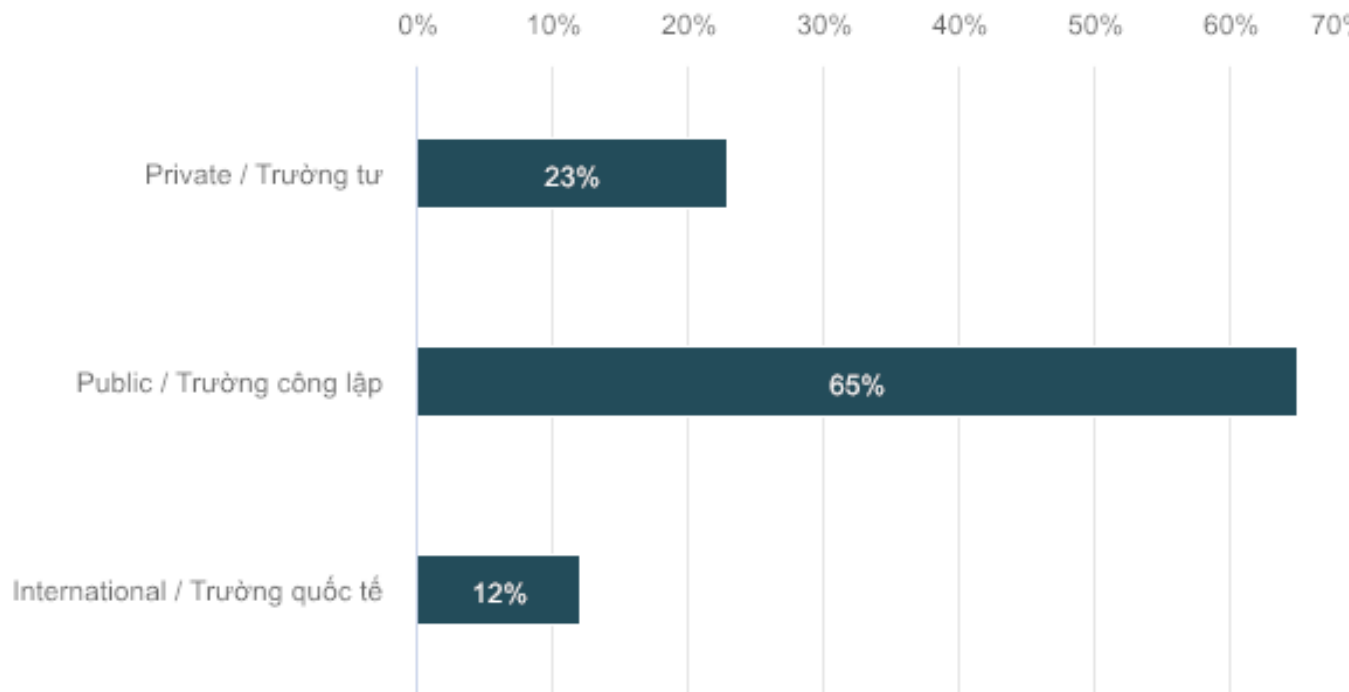
Number of respondents: 26



	n	Percent
Yes / Tôi đang có ý định này.	5	19.23%
No / Tôi không có ý định này.	11	42.31%
Now I will think about it / Khi làm bài khảo sát này, tôi có ý định này.	10	38.46%

4. Which type of school/university are your children studying at? Loại trường con bạn đang theo học?

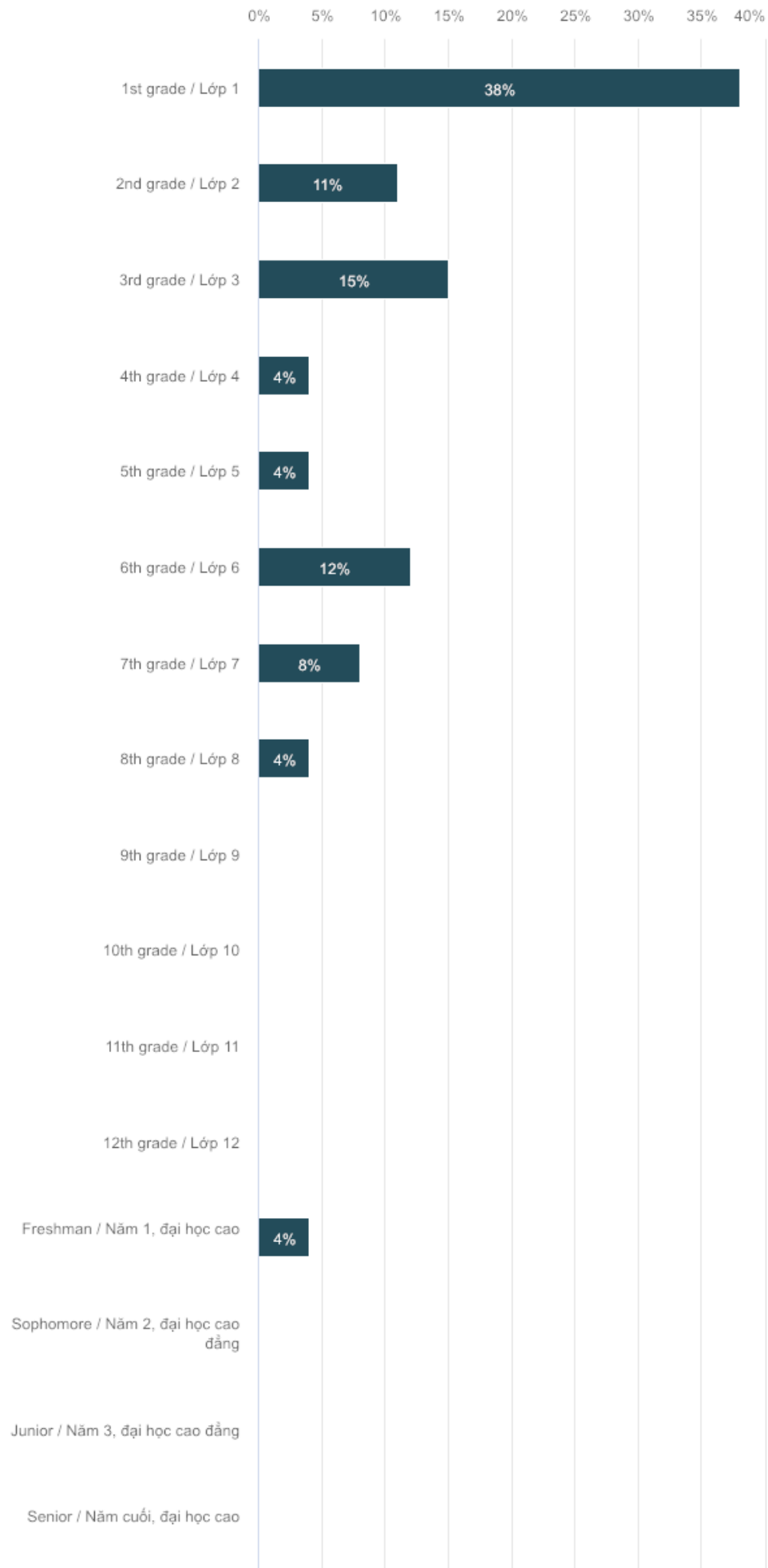
Number of respondents: 26



	n	Percent
Private / Trường tư	6	23.08%
Public / Trường công lập	17	65.38%
International / Trường quốc tế	3	11.54%

5. Which grade/year are your children in? Con của bạn đang theo học lớp nào, năm nào?

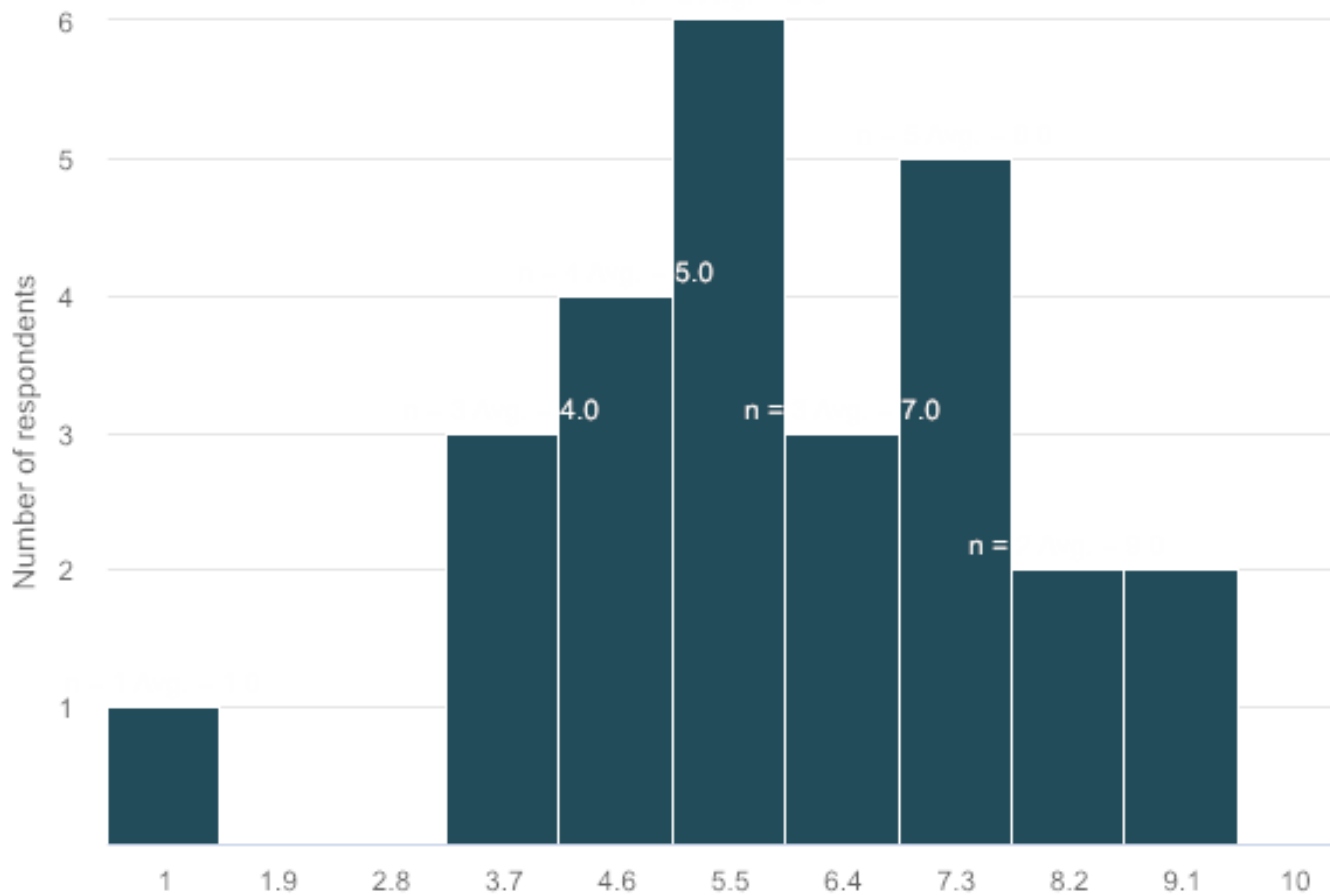
Number of respondents: 26



	n	Percent
1st grade / Lớp 1	10	38.46%
2nd grade / Lớp 2	3	11.54%
3rd grade / Lớp 3	4	15.38%
4th grade / Lớp 4	1	3.84%
5th grade / Lớp 5	1	3.85%
6th grade / Lớp 6	3	11.54%
7th grade / Lớp 7	2	7.69%
8th grade / Lớp 8	1	3.85%
9th grade / Lớp 9	0	0%
10th grade / Lớp 10	0	0%
11th grade / Lớp 11	0	0%
12th grade / Lớp 12	0	0%
Freshman / Năm 1, đại học cao đẳng	1	3.85%
Sophomore / Năm 2, đại học cao đẳng	0	0%
Junior / Năm 3, đại học cao đẳng	0	0%
Senior / Năm cuối, đại học cao đẳng	0	0%

6. Are you satisfied with the school facilities? Bạn có hài lòng với cơ sở vật chất của trường học con bạn đang theo học không?

Number of respondents: 26

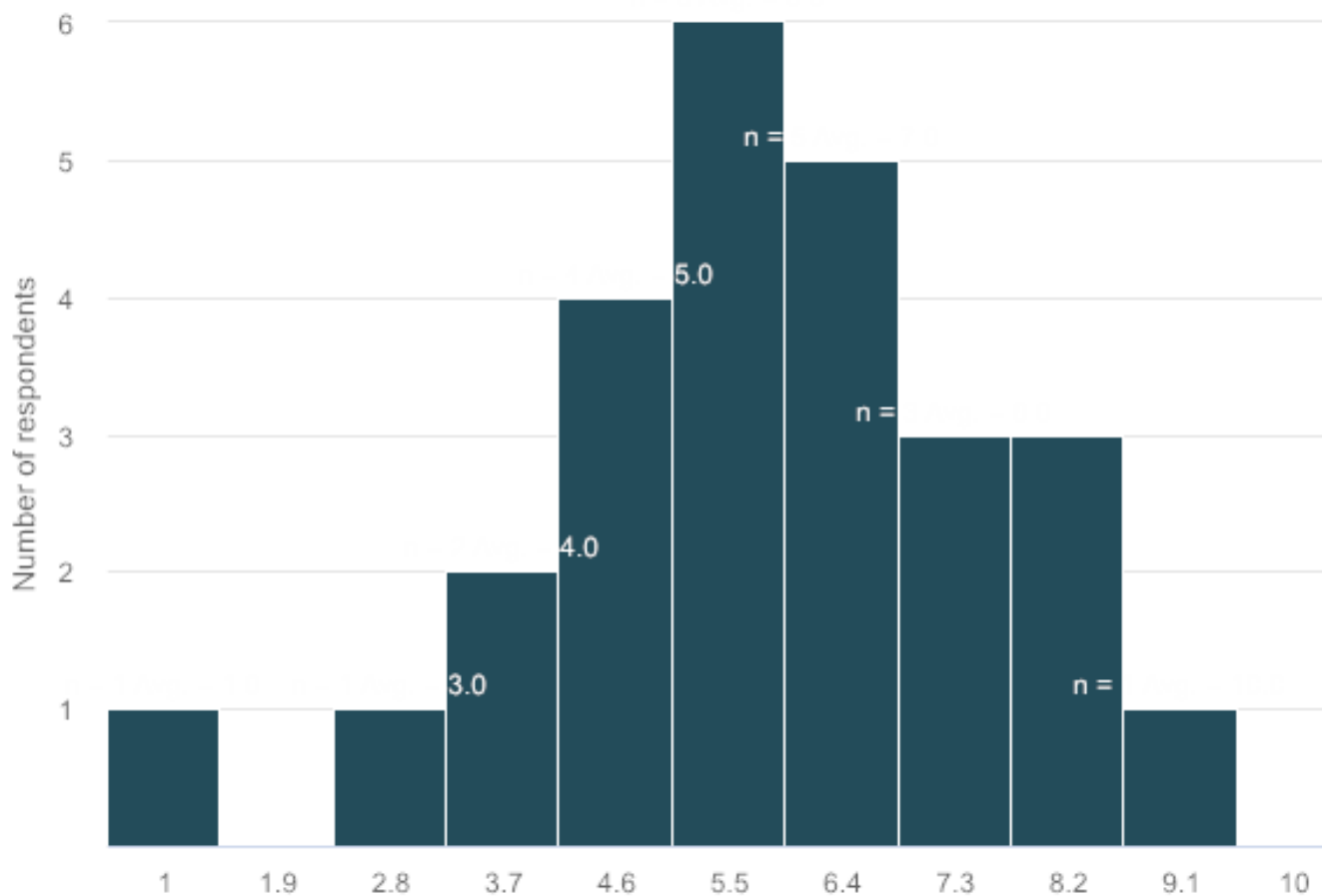


Min value	Max value	Average	Median	Sum	Standard Deviation
1	10	6.46	6	168	2.08

Slider value quantity	n	Percent
0	0	0%
1	1	3.85%
2	0	0%
3	0	0%
4	3	11.54%
5	4	15.38%
6	6	23.08%
7	3	11.54%
8	5	19.23%
9	2	7.69%
10	2	7.69%

7. Are you satisfied with the design of their school and classroom?Bạn có hài lòng về thiết kế của lớp học và trường học không?

Number of respondents: 26



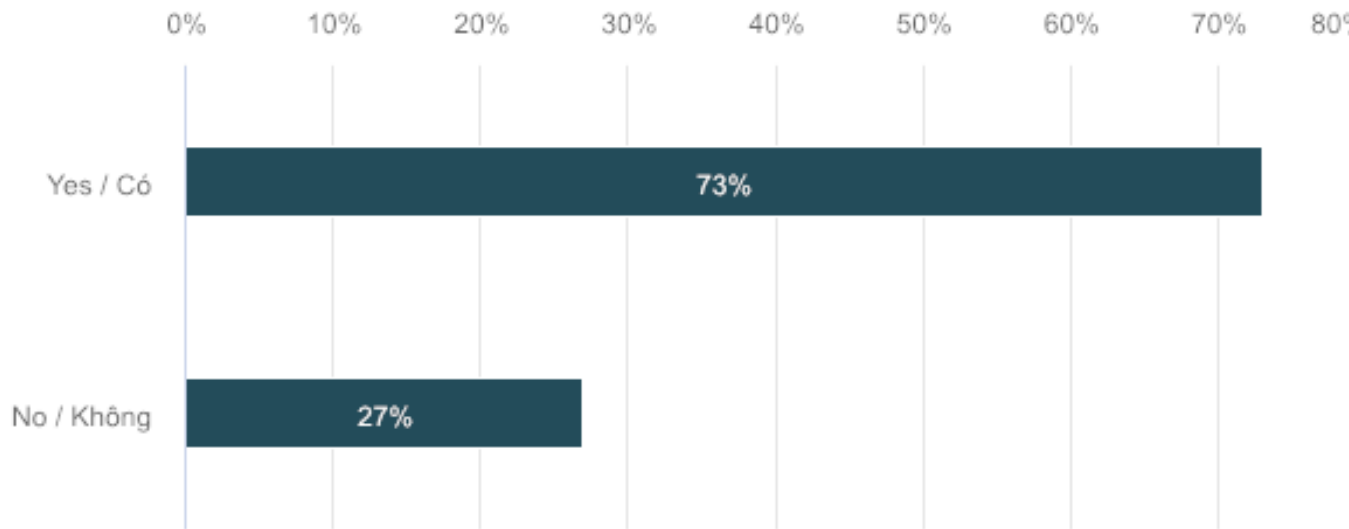
Min value	Max value	Average	Median	Sum	Standard Deviation
1	10	6.31	6	164	2.04

Slider value quantity	n	Percent
0	0	0%
1	1	3.84%
2	0	0%
3	1	3.85%
4	2	7.69%
5	4	15.38%
6	6	23.08%

7	5	19.23%
8	3	11.54%
9	3	11.54%
10	1	3.85%

8. Do you check your children's work at school often? if yes, please let us know which platform do they use. Bạn có thường kiểm tra tiến độ học tập tại trường của con bạn không? Nếu có, hãy cho chúng tôi biết bạn kiểm tra qua cổng thông tin hay phần mềm nào?

Number of respondents: 26



	n	Percent
Yes / Có	19	73.08%
No / Không	7	26.92%

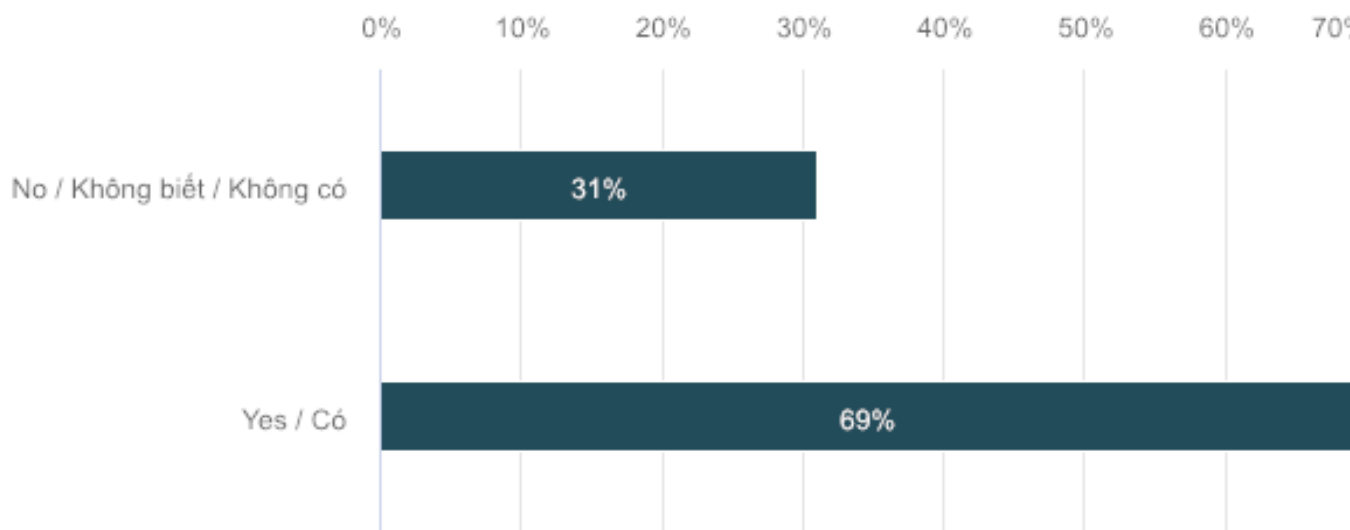
Answers given into free text field

Option names	Text
Yes / Có	Sách vở
Yes / Có	Sf link
Yes / Có	EnetViet
Yes / Có	Just by homework
Yes / Có	TBA

Yes / Có	ứng dụng EnetViet
Yes / Có	Vở trao đổi thông tin hàng ngày
Yes / Có	Vietschool
Yes / Có	Trực tiếp với cô giáo
Yes / Có	Classdojo
Yes / Có	Connect directly with the teachers
Yes / Có	Sổ báo bài, Sổ liên lạc
Yes / Có	Tin nhắn điện tử
Yes / Có	School report
Yes / Có	giáo viên đứng lớp
Yes / Có	Monthly transcript
Yes / Có	Google Class room
Yes / Có	Sách vở của con
Yes / Có	KIDONLINES, CAMERAS

9. During the first wave of the Coronavirus pandemic, did your children receive a lesson through an online educational platform? If yes, please state the name of the software or platform. Trong giai đoạn COVID-19 vừa qua, con bạn có tham gia học online không? Nếu có, bạn vui lòng kể tên chương trình con bạn sử dụng để học, ví dụ như Moodle, Google Classroom, v.v...

Number of respondents: 26



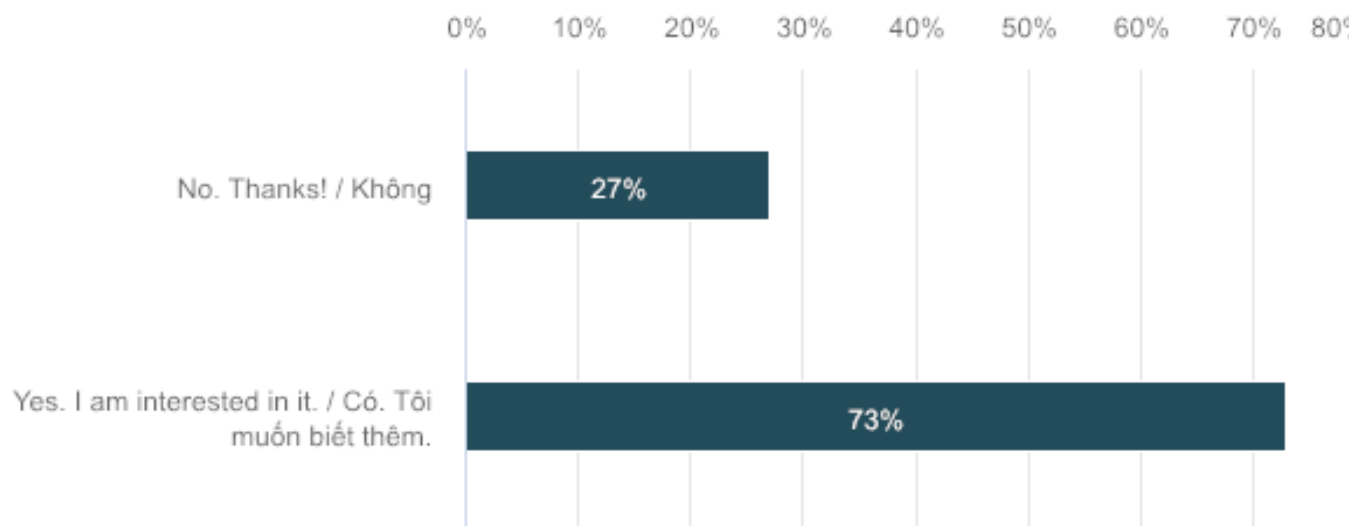
	n	Percent
No / Không biết / Không có	8	30.77%
Yes / Có	18	69.23%

Answers given into free text field

Option names	Text
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Enetviet
Yes / Có	Zoom
Yes / Có	Zoom
Yes / Có	Phần mềm của trường
Yes / Có	Cannot remember
Yes / Có	Phần mềm zoom
Yes / Có	Kidizz
Yes / Có	Youtube
Yes / Có	Zoom
Yes / Có	Google Classroom, Zoom
Yes / Có	Classroom
Yes / Có	Zalo
Yes / Có	Google
Yes / Có	Zoom

10. Would you like to know more about Finnish Education System?Bạn có muốn tìm hiểu về Hệ thống Giáo dục và các trường học ở Phần Lan không?

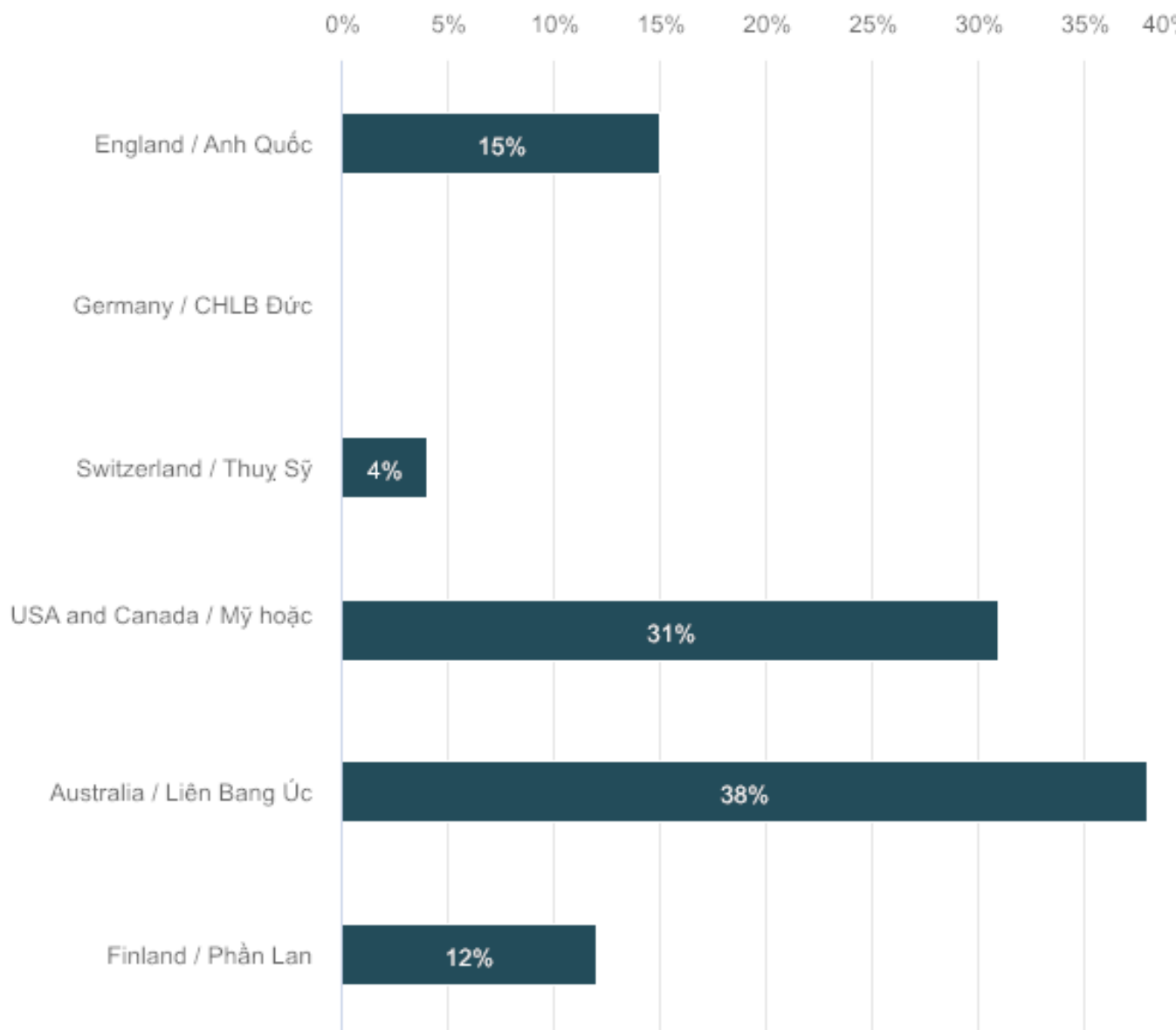
Number of respondents: 26



	n	Percent
No. Thanks! / Không	7	26.92%
Yes. I am interested in it. / Có. Tôi muốn biết thêm.	19	73.08%

11. Where would you like your children to visit for educational purpose?Bạn muốn cho con bạn du học ở quốc gia nào?

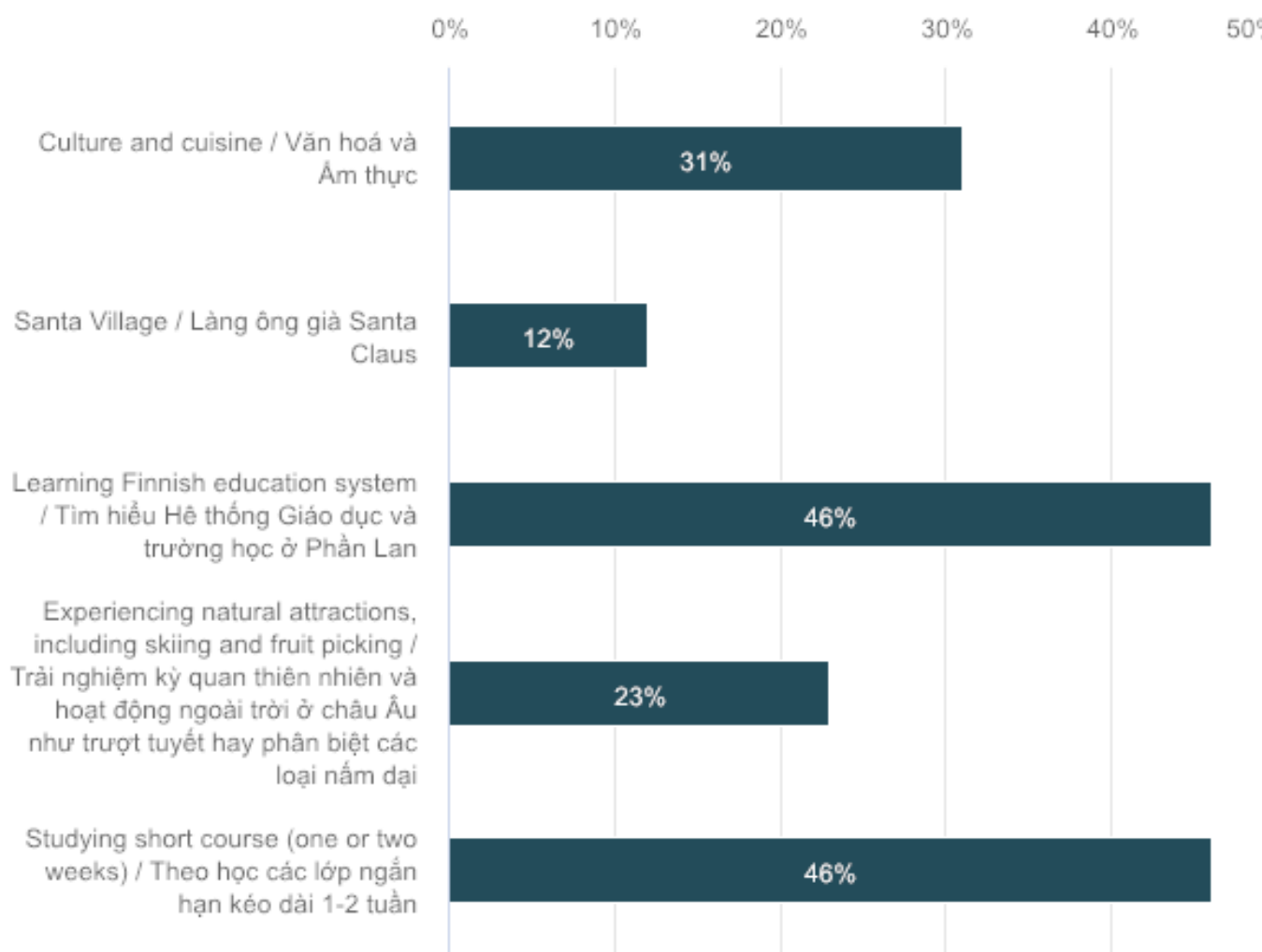
Number of respondents: 26



	n	Percent
England / Anh Quốc	4	15.38%
Germany / CHLB Đức	0	0%
Switzerland / Thụy Sĩ	1	3.85%
USA and Canada / Mỹ hoặc Canada	8	30.77%
Australia / Liên Bang Úc	10	38.46%
Finland / Phần Lan	3	11.54%

12. What would you like your children to visit Finland for?Bạn có muốn cho con bạn đến Phần Lan với mục đích nào sau đây?

Number of respondents: 26, selected answers: 41



	n	Percent
Culture and cuisine / Văn hoá và Âm thực	8	30.77%
Santa Village / Làng ông già Santa Claus	3	11.54%
Learning Finnish education system / Tìm hiểu Hệ thống Giáo dục và trường học ở Phần Lan	12	46.15%
Experiencing natural attractions, including skiing and fruit picking / Trải nghiệm kỳ quan thiên nhiên và hoạt động ngoài trời ở châu Âu như trượt tuyết hay phân biệt các loại nấm dại	6	23.08%
Studying short course (one or two weeks) / Theo học các lớp ngắn hạn kéo dài 1-2 tuần	12	46.15%

13. Tell us your thoughts about visiting Finland for educational purposes **Bạn hãy cho biết những ý tưởng của bạn về cho du học ngắn hạn và tham quan Phần Lan.**

You can tell us about your expected fee for the trip, what kind of short courses you would prefer, which activities you like, or you want to go with your children, etc. Bạn có thể viết về chi phí dự kiến, môn học bạn muốn, hay chương trình hoạt động phù hợp cho con bạn. Nếu bạn muốn, bạn có thể để lại chi tiết liên lạc như email để chúng tôi cung cấp thông tin cho bạn.

Number of respondents: 26

Responses
You can tell us about your expected fee for the trip, what kind of short courses you would prefer, which activities you like, or you want to go with your children, etc. / Bạn có thể viết về chi phí dự kiến, môn học bạn muốn, hay chương trình hoạt động phù hợp cho con bạn. Nếu bạn muốn, bạn có thể để lại chi tiết liên lạc như email để chúng tôi cung cấp thông tin cho bạn.
Chương trình giao tiếp tiếng anh hè hay khóa ngắn hạn . 3000-5000usd 1 khóa
Chưa có ý tưởng cụ thể
Culture exchange
\$1000
vuthuyduongk29@gmail.com
Duy.ngoca@gmail.com
phamhuong76221@gmail.com
Tôi muốn có cơ hội dẫn con đi tham quan hệ thống giáo dục Phần Lan
Tôi chỉ có ý định cho bé đi du lịch
Now our family is not sure about the future. We try our best to give the best education to our children. Of course we hope they can get a better education system like in Australia or Finland. However it depends on our children's abilities and our finance. Now we want our children to study English well first and later they can ask for a scholarship to study abroad. Thank you.
Science
Kellypham0484@gmail.com
.
As my child is just 6 years old, I haven't planned yet for his educational purpose. However, Finland will be also on my list in the future for studying short course.

hoangdung.annie@gmail.com
jimmy.xh.huynh@hotmail.com
<ul style="list-style-type: none"> - Expected fee for the trip: as small as possible - Expected activities: outdoor activities, discovery... - Expected environment: dynamic
<p>Đến Phần Lan trước tiên tôi mong muốn trải nghiệm du lịch để hiểu thêm về văn hóa, con người, thời tiết và các kì quan thiên nhiên đồng thời tìm hiểu về môn học nổi trội của đất nước này. Đối với tôi việc du học bộ môn/ngành học nào sẽ phù hợp với sự yêu thích và quan tâm của con tôi. Tôi dự kiến cho con du học khi hoàn tất tốt nghiệp Trung học phổ thông tại Việt Nam trước và tiếp tục ngành học mà con tôi hướng tới tại Phần Lan. Trong quá trình học tập tại Việt Nam thì tôi khuyến khích và sẽ cố gắng tạo điều kiện để con theo học trường đào tạo có sự liên kết (ví dụ VN-Phần Lan) để khuyến khích trải nghiệm các hoạt động ngoài trời, tiếp cận thiên nhiên, môi trường, văn hóa,... Tôi sẵn sàng chi trả phí để con có những trải nghiệm bổ ích (trong tài chính cho phép), về chi phí thì tôi chưa có sự nghiên cứu kỹ nên chưa có mức đề xuất cụ thể. Nếu được, bạn hãy tư vấn thêm về chương trình học liên kết (nếu có) + chương trình sau THPT & khóa học trải nghiệm ngắn hạn & chi phí cho từng chương trình học qua email giúp tôi nhé: saomainguyen1601@gmail.com</p>
Tiếng anh
I dont think i will send him there. Thanks
<p>tôi muốn con có trải nghiệm với cuộc sống ở nước ngoài, tìm hiểu thiên nhiên và giáo dục</p> <p>chi phí vừa phải</p>
No
I think it will be take around 10,000\$ for a short course.
Toan
Du lịch Phần Lan tìm hiểu về văn hóa, con người nơi đây
<p>The budget has been planned at 3,000\$ for 06 months staying in Finland including the living, tuition, visiting , as well as transportation cost.</p> <p>To be more specific, the children should have an opportunity to gain the knowledge of Finnish culture- education at a indigenous school and homestay. Beside that, it will be great if they is able to join the outdoor activities such as the camping, harvesting on a farm so on..</p>

In the age of 3-10, children should spend most the time to study the social, community activities which play a vital role in enlarging their positive mindset in future.