

Internationalizing Services

Market research on exporting Finnish educational solutions to
Nigeria

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<p>Abstract:</p> <p>This thesis is aimed to bring clarity to the concept of internationalization and service (education) exports as an International Business tool. The study is commissioned by <i>Finpros'</i> (The Finnish export organization) <i>Future Learning Finland</i> project an umbrella programme whose objective is internationalizing and exporting Finnish educational solutions to other countries. The commissioning party aims to use the study in its marketing activities. Therefore, this paper is built based on a hypothetical research on Finnish organizations or potential investors who will be interested in exporting educational solutions into the Nigerian market.</p> <p>The paper is divided into three (3) main parts; 1) A literature review; 2) market research and 3) qualitative research. It gives answers to the three research questions; how to identify the prominent factors and strategies that an investor should consider before exporting Finnish educational solutions to Nigeria; the challenges and opportunities facing the Nigerian educational market and identifying the fruitful fields and readiness to adopt Finnish educational solutions in Nigeria.</p> <p>The theoretical frame work's focus is established based on internationalization and entry mode selection theories. The methodology adopted is highly inductive and deductive. Interviews were carried out on respondents with expert knowledge on the Nigerian educational sector. Data analysis and reasoning is supported by qualitative research methods, market research and literature review. Consequently, a combination of all sections of the thesis provides facts and figures gathered from previous studies and research. Relevant information in the paper includes education in Nigeria, assessment of potential benefits, likely barriers and recommendations.</p> <p>Conclusively, the results and findings give relevant information to exporters of education in determining the feasibility for entering the Nigerian educational market or a market with similar potential.</p>	
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IMPORTANT ABBREVIATIONS	MEANING
ESSJ	European Journal of Social Sciences
FATS	Foreign Affiliates Trade in Services
FEES	Finnish Education Export strategy
FLF	Future Learning Finland
FME	Federal Ministry of Education
FMEC	Finnish Ministry of Education and Culture
GATS	General Agreement on Trade in Services
MDG	Millennium Development Goals
MSTIS	Manual on Statistics of International Trade in Services
NPE	(Nigerian) national policy on education
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
RIC	Research Innovation Council
RNE	Roadmap on Nigeria Education
SNA	System of National Account
TVET	Technical Vocational Educational Training
UAS	University of Applied Sciences
UN	United Nations
USTR	United States Trade representative
VEI	Vocational Enterprise Institution
WTO	World Trade Organization
WB	World Bank

FOREWARD

My appreciation goes to my supervisor, Mr Andreas Stenius for his effort and guidance throughout the process of my thesis work. I will also specially mention Mr Niko Lindholm, the project coordinator for Future Learning Finland (FLF) for his counseling. Finally, I will like to express my gratitude to my mother Joan Asemokha and my good friends for their encouragement and support.

1.0 INTRODUCTION

The aim of this paper is to gain understanding on the concept of market entry methods and the process of internationalization of services as an international business tool. The research area is based on analyzing the Nigerian educational market as a potential area for Finnish educational service export. The paper is divided into three (3) main parts; the theoretical framework or literature review, market research and qualitative analysis which aim to answer three (3) research questions on the strategic considerations, challenges and opportunities as well as enumerating the readiness and profitability for entering the Nigerian educational market. The theoretical framework answers the first research question, the market research answers the second research and the empirical part and combination of market research and theories answer the third question. However the discussion gives meaning to all the research questions as a whole.

The theoretical framework gives ample information on the secondary research questions like market entry steps a firm needs to take into consideration before offering services internationally; by trying to identify some motivations and strategic reasons to internationalize. Part of the literature review also briefly describes the meaning of services, modes of service transactions and motives to internationalize. It also explores education as an international service and relates it to internationalizing education. Furthermore, the study looks at internationalization of education in Africa.

The market research covers concise aspects on the market environment, barriers to market entry, challenges and opportunities within the educational sector. As well as potential areas for investment and opportunities that potential Finnish investors can harness in the Nigerian education market. The empirical study is based on data collected through qualitative analysis. In other words, experienced personnel in the educational field who are directly or indirectly involved with the benchmark service sector were interviewed. The interviews gave the researcher a better view of the possibility of making the investment. Data collected from their responses is relevant to the research question which tries to identify the fields of possible export of a Finnish organization into the Nigerian market, nonetheless responses are not binding they only give expert direction to the hypothesis of this research.

1.1 Motivation

Historically the Nigerian educational sector has endured years of neglect and mismanagement, alongside national needs, massive population growth and demand. As a result, education remains a strategic priority, and the Nigerian Government has not been well positioned as a transformational tool and a formidable instrument for socioeconomic empowerment (Roadmap on Nigerian Education sector p.6-14 2009). Furthermore, due to instability and inadequacy in economical, political, infrastructural and social amenities in Nigeria, its government presently does not stand in a very good position to make major and transformational changes to the educational sector by itself in the short run [Federal Ministry of Education, 2009]. The roadmap on Nigerian educational sector (2009) states that, turn around strategies to help improve and expand the educational sector could be through collaboration with developed countries with competences in educational export solutions in order to assist Nigeria meet international standards. As well as provide education to its growing population (Roadmap on Nigerian Education sector 2009). Finland on the other hand, is known for its reputable, qualitative and enviable international standards in educational achievements. Due to these facts, Finnish products stand an excellent position of penetrating the market, extensively meeting the need and filling the vacuum in the Nigerian education system. This can be achieved through collaboration or selling its educational solutions to the Nigerian market.

1.2 Background

The research motivation has established that there is a need for educational intervention in Nigeria. More so, this study tries to identify Finland as one of the possible provider of educational solutions to bridge some of the shortages in Nigeria. Over the years, Finland has shown its competence by maintaining high standards in the educational sector, which has lead to a global recognition and demand for Finnish educational know-how. Thus International recognition has fostered Finland's intent and decisions to commercialize its educational know-how through internationalization of its educational solutions (Future Learning Finland 2012).

According to the Finnish Ministry of Education and Culture (FMEC) Finland as an international exporter is not well known (Finnish Ministry of Education and Culture 2010) compared to countries such as Australia, United States or Canada. However, it has shown ground-breaking achievements on its position in the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) ranking as one of the best

countries in educational standards. This has raised the interest of major exporters of education many countries around the world giving Finnish education prominence and edge globally (OECD 2011).

The Finnish Ministry of Education and Culture (FMEC, 2010, p.3) articulated that an already made export has not been identified. Nonetheless, there have been relentless efforts to create and conceptualize educational solutions for exports (*see appendix on Finnish educational solutions*). Part of the objectives of this paper is to make information available to potential investors through the ongoing *Future learning Finland* (FLF) project thus providing information to Finnish companies who may want to invest in the Nigerian educational market.

FLF is an umbrella program or brand for independent organizations Universities, Universities of Applied Sciences (UAS) and private companies that operate in the educational (business) sector. It is novel and it aims to distribute information about the high quality of Finnish education, as well as the services and technologies in the field. It is organized by *Finpro* (FLF 2012), an association founded by Finnish companies. *Finpro* belongs to the Ministry of Employment and the Economy Group and works closely with other key players in the Finnish innovation ecosystem such as Centre for Economic Development, Transport and the Environment (ELY-centres), the Finnish Funding Agency for Technology and Innovation (Tekes) and Ministry for Foreign Affairs. Their clients are Finnish companies which are at different stages of internationalization. Their aim is to guarantee that especially small and medium Finnish companies have access to high quality, comprehensive internationalization services around the world (Finpro, 2011).

In this case, Nigeria could be an area for possible investment because *Finpro* has shown its interest in emerging markets as part of their internationalization strategy. The article *Opportunities in Africa for Finnish companies*, states that although Africa is still a marginal market for Finland, due to the highly emerging nature of the market they are making efforts to assist Finnish companies gain access into African markets through networking and consulting. Through trade centers in Egypt, Nigeria, Kenya, South-Africa, Tunisia, and close co-operation with Finnish embassies in Africa (*Opportunities in Africa for Finnish companies*, p.2-15 2010). However, Investing in Africa or Nigeria as a whole is a difficult task.

China Onyemelukwe, managing director, Goldman Sachs, said current and potential investors in Africa should not "follow or be put off by hype." Rather investors should have local knowledge and local partners before embarking on any project. Buttressing that important qualities investors need to have in order to succeed in business in any part of the world include transparency, corporate governance and professionalism.

Therefore, strategic implications and considerations on exporting ought to be considered before a firm begins to export. Strategic consideration is a long process and has different phases. This paper focuses on the “research phase” which is one of the major phases a Finnish operator should clarify before it enters into the Nigerian market. This aspect is discussed further in section 6.1 below.

1.3 Structure and Purpose of the Study

The paper is structured into three parts; theoretical framework, market research, and qualitative analysis which answers the three research questions outlined in section 1.4 below. The purpose of the study is to identify the challenges and opportunities in the benchmark country (Nigeria) and to provide information on its educational sector through market and qualitative research.

Another objective is to gain insight into the decision to export or not; thus the reason for the market research is to provide clarity on the realities of target markets, such as the internal and external capabilities in terms of market environment, characteristics, opportunities and challenges. Information emanates mainly from previous research of the market sector, through journals, and literature reviews. This is because getting information on the Nigerian market is not readily available due to bureaucracy in the Nigerian government and lack of credible information sources.

The literature review on the other hand helps gauge a foreign market potential of a firm's service in accessing a domestic market. Service export is rigorous and involves tactical screening, research, cost and alternative consideration of the market. Export expedition involves making an informed decisions and knowing "*what, when, where and how to export*"(Joe Reif p.9-10, 1999). The paper aims that the outcome of the study will enable a potential investor decide whether or not to enter the Nigerian educational market.

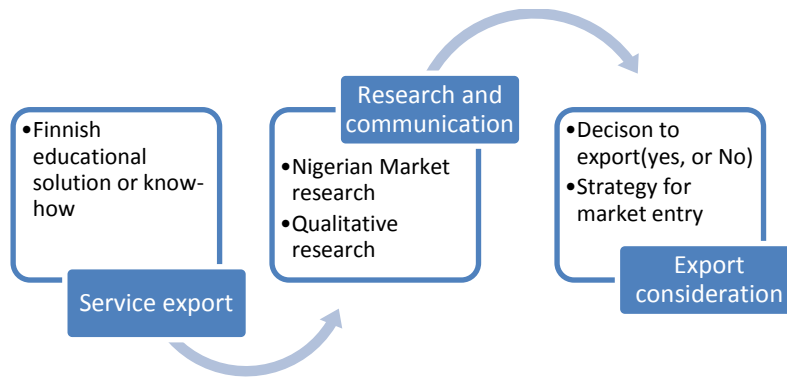


Figure 1: Outcome of the study

The study enables the researcher gain understanding on the internationalization of educational services, and the process and planning before market entry.

1.4 Research Question and Problem Statement

The statement of the problem is simply; to identifying potential reasons, entry methods, possibilities and challenges a Finnish investor should take into consideration before entering the Nigerian educational market.

Research Questions:

- How to identify the prominent factors and strategies that an investor should consider before exporting Finnish educational solutions to Nigeria?
- What are the challenges and possibilities/opportunities facing the Nigerian educational market?
- What is the readiness to adopt Finnish educational solutions or know-how and identifying a profitable field for investment in Nigeria?

This research will be useful for potential service market entry consideration because it provides theoretical understanding of the concept of internationalization and entry modes of services; clarification on motivations and strategies for international service venture; Outlining the strategy an consideration for service export as well as practical knowledge for investors (Finnish) wanting to enter the Nigerian educational market

1.5 Limitations of the study

Internationalization of services is a novel and broad aspect of international business studies. Taking the focus of this research (education) into consideration, concrete theories have not been established on exporting educational services. Hence, if not properly streamlined the tendency to go overboard is high, thereby overriding the scope of the bachelor's thesis. In order to prevent repetition and excessive elaboration, the researcher used one of the principles in the internationalization theories called strategic implications of internationalization and derived a "strategic consideration process model" (explained in outcome of the study section 6.1). One of the points of the process model (research and communication) was selected and elaborated thus the use of a market research and interviews in the study.

The hypothetical market research was done to give a brief description of the Nigerian educational sector. It also aimed at sourcing researched facts on the challenges and opportunities in the sector. Previous studies and research shows that the opportunities and challenges in Nigerian educational system are different and peculiar to the individual educational sectors (expressed in the Roadmap Nigerian Educational Sector 2009 p.3-139). That is, what appears to be an opportunity or challenge in one educational sector may differ from another sector. For this reason, the market research in this study had to take a single sector into consideration. Thus, the market research focused on the opportunities and challenges in the technical vocational education. However, the reader should note that the interviews did not focus only on this sector. Rather, the interviews were structured such that the researcher got the opinion of the interviewees on the entire educational sector without influencing their responses and limiting their answers to a particular sector. Consequently, the qualitative research focused on a general view of the Nigerian educational sector. By so doing, the research questions were properly answered and covered.

2.0 EDUCATION EXPORT IN FINLAND

Education commerce is a highly emerging trade and it creates opportunities within Finland; with a core objective on becoming one of the global leaders in educational export. Finnish educational solutions are numerous however FLF has enumerated five main fields of expertise from which know-how and solutions (see appendix for details) are created namely: teacher training; university cluster; learning environments (physical and virtual); ICT in learning; competence-based vocational training (FLF, 2012).

2.1 Why Finland

Global trend and growth in the education market is enormous. According to the World Bank effective investment in education empowers poor people and improves the investment climate within a country. Many countries are investing strongly in the development of education and education systems. The Finnish education export strategy (FEES) confirms that Finland has taken measures to make it possible for higher education institutions to provide fee-paying services, and amendments towards greater flexibility in the legislation will give more latitude for operation of finish companies internationally (Ministry of Education and culture 2010 p. 6-11).

Finland has also shown its competences in provision of educational know-how in major international languages. The higher education institution within Finland provides a wide range of education in English and other international languages and there are good services for international students. FEES (2010) also emphasizes that the innovation system, teacher education, pedagogic knowledge and a culture of cooperation in Finland offers high-quality environment for developing and testing education innovations and processing them into export products (Suvi Huovinen p.3,6-8).

2.2 Finnish Export Strategy

A component of the Finnish export strategy relies on the high quality of its education system. Another target is that the proportion of education and knowledge exports is envisaged to have grown significantly in relation to overall export by the estimated time, 2015. The Finnish Ministry of Education and Culture (FMEC p.3-17) views educational export as a major component of the global service economy classifying it as a sector which combines different industries. The Finnish

educational policy (2012) emphasizes quality, efficiency, equity and internationalization thus education is a factor for competitiveness. (Ministry of Education and culture 2010 p. 6-11).

According to the article by Asian society on top ten reforms (2012) Finland maintains a top-ranked school system in the world and they achieved this position through their understanding that education is a key to a high performing nation in education thus countries want to learn from Finnish educational know how (Vivien Stewart, 2012). Some of Finland's core export strategy includes, international networking, competitiveness and innovativeness (Finnish ministry of Education and Culture 2010). Finnish export strategy article of 2010, states that despite significant international interest in the Finnish education system, no ready-made products exist, or have at least been identified yet; Measures have been put forward to develop educational export services, taking advantage of the strong Finnish educational standard for continuous development and the implementation of its export strategy (Ministry of Education and culture 2010 p. 6-11).

3.0 LITERATURE REVIEW

3.1 Services

Services are difficult to encapsulate into one definition (Joe Reif, 1997 p.6) The System of National Account (SNA) defines services as the result of production activity that changes the conditions of the consuming units or facilitates the exchange of products or financial assets. These types of services are either the result of a production activity that changes the conditions of the consuming units (transformation services), or facilitate the exchange of products or financial assets (margin services) (WTO p.4-20 2010) Examples of Services include education, travel, construction, computer services, telecommunication services and many more.

3.1.2 Modes of Service Transactions

Having established the definition of services, unlike goods services are differentiated products, identifying the modes of service transactions is of utmost importance in order to know how to carry out business transactions in services. Unlike trade in goods not all trade in services is based on moving the products from an exporter in one country to the importer in another country. (Kerr and Gaisford p.150-162 2008) The General Agreement on Trade in Services (GATS) identifies Four (4) modes of service trade they include:

- The standard Cross-border trade familiar to trade in goods where the physical interaction of the buyer and seller is not required.
- Consumption abroad where a client travels to the service provider.
- Commercial presence where the service provider sets up a facility in the client's home country.
- Temporary movement of natural persons where the service provider goes to the client.

(Signatories to the GATS are permitted to limit liberalization commitments to one or more of the four (4) modes of service supply.) Looking above at the modes of transactions we see that the first modality largely supports the delivery of services across international boundaries which are typical of international trade similar to trade in goods (Kerr and Gaisford p.150-155) the other three supports and requires international movement of persons and or international investments. Before a service is sold abroad, the seller has to identify the appropriate mode of trade to fit both the service and the target country.

3.1.3 International Trade in Services

International trade is the exchange of goods and services across national boundaries. The International Monetary Fund (IMF) Balance of Payments Manual, Fifth edition (BPM5), defines international trade in services as being between residents and non-residents of an economy. International trade in services is said to be a major component of world business and policy issue in both developed and developing countries (Ckinkoita and Ronkainen, 1995, p.523-545). Although, the service sector remains the most closed sector of the world economy by conventional measures of openness (Kerr and Gaisford 2008, p.150-158) there has been a tremendous shift in world trade towards internationalizing services in all sectors and amongst both developed and less developed countries.

3.1.4 Motivations to internationalize

The European Journal of Social Sciences (ESSJ 2011 p. 574-575) identifies the motivations to enter new markets with a perception that; foreign markets are growing faster than the domestic markets; protection mechanism by countering foreign firms to enter a domestic market; searching greater sales volume in order to achieve low cost. Czinkota and Ronkainen (2007) on the other hand classify the motivations to internationalize as either proactive or reactive motives. Proactive motives are uniqueness of products or technological advantage, exclusive market information, managerial urge, tax benefits and economies of scale. Reactive motives include reaction to competitive pressure, over production, stable or declining sales and saturated domestic markets, proximity to customers (Czinkota and Ronkainen 2007 p.283-285).

The graph below shows the statistics on international trade in services based on *Statistics Finland's* annual and quarterly inquiries on international trade in service. It describes world statistics in international trade in imports, exports and surplus of foreign trade in services.

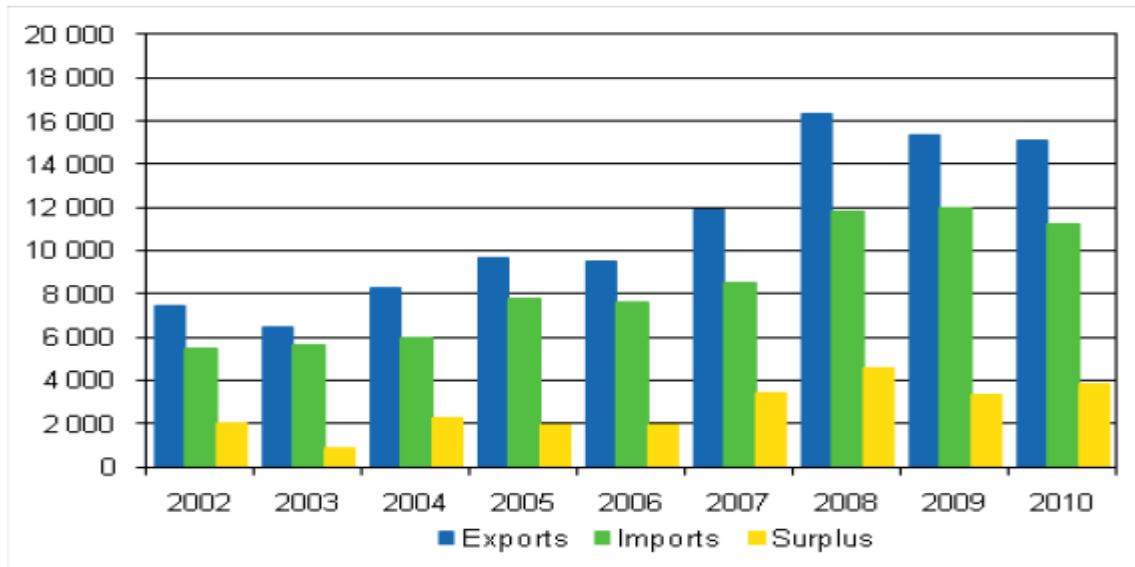


Figure 2: International trade in services of Exports, Imports and Surplus in million Euros (Surplus of international trade in services grew in 2010, Statistics Finland)

The graph above shows *Exports, Imports and Surplus* in million Euros (EUR) from 2002–2010. It shows a decrease in exports of services to EUR 15.1 billion, which is around EUR 0.3 million less than in 2009; and imports of services decreased by EUR 0.7 billion from the previous year to EUR 11.3 billion. However there was a surplus from international trade in services was in 2010 around EUR 3.8 billion, which is EUR 0.5 billion more than in the previous year. The surplus grew particularly in royalty and licensing fees, totaling EUR 0.8 billion in 2010. The surplus in the same items in 2009 was EUR 0.3 billion. In 2010 export revenue from royalty and licensee fees amounted close to EUR 1.8 billion. Royalty and license fees include franchising and other similar rights and other royalties and licensee fees (Statistics Finland, 2010).

3.1.5 Education as an international service

Education is a form of service therefore information covering services, internationalization of services, market entry modes or exports in this research are referred and related to educational service. It is also defined as a lifelong process of learning and teaching in the broadest sense beginning with self and reaching out collaboratively to others (Antler and Biklen *n.d p.5-75*). Another author states that educational and training services include not only public and private schools, colleges and universities whose primary goal is education, but also the expenditure by governments to make provision for formal instructions and teach modern techniques in both manufacturing and services. (Joe Reif, et. al, 1997 p.3-14). In an international perspective, the

World Bank claims it empowers a nation economically, socially as well as equips citizens of a nation to cooperate and compete globally.

Bennel and Pearce (2003) state that the value of education exports for some, developed industrial economies has grown exponentially. During the last decade as education institutions as well as governments themselves have increasingly recognized the enormous potential of overseas markets for a range of education and training services (Bennel and Pearce 2003 p.2-4). According to the journal strategic approach report on Export Education in New Zealand (2001) Countries like Australia, United States, United Kingdom and Canada, have realized the benefit of educational exports and for decades they have remained forefront in trying to continually improve their service exports (Ministry of education New Zealand p.18-20). Finland on the other hand is a highly respected country in terms of its educational know-how and it has made efforts to externalize its educational know how through provision of world class educational solutions to meet the growing international need (Finpro 2012) for Finnish educational know-how. Exporting Finnish education thus is a practical example of an internationalization process.

3.1.6 Why to invest in Education

Education is believed to be a powerful tool for poverty reduction and to economic growth and development. The article *Education and World Bank* sets four distinct and clear reasons why one should invest in education. They are stated below:

It serves as a method of **empowerment** and enables individuals to take charge of their lives and make informed choices and it also gives voice to the disadvantaged in that it is crucial to constructing democratic societies; it is also believed to encourage **equity and social cohesion**. An additional year of schooling is also said to increase possible income by about 10 percent, on average (and by much more in low-income countries). A country is said to have achieved economic growth if it reaches about 40 percent in adult literacy rate. Encouraging education builds a globally competitive economy by helping countries to develop a skilled, productive labor force and to create, apply, and spread new ideas and technologies in creating awareness for better health practices (WB 2012, p.1-4).

Educating girls is a crucial social investment Female education will invariably increase women's productivity and participation in the work force and educated women are more likely to send their children to and keep them in school (WB 2012, p.1-4). Investing in education also contributes strengthen achievement ***Millennium Development Goals (MDG)*** which was adopted by 189 countries and major development partners in September 2000. The MDG envisages that by the year 2015, member countries will help eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria, and other diseases; Ensure environmental sustainability; Develop a global partnership for development (WB 2012, p.1-4).

3.2 Internationalization Model

The international process model was put together by Jan Johanson and Jan-Erik Vahlne in 1977. It consists of the market experience and the market knowledge component. Johanson and Vahlne created a dynamic model by assuming that market knowledge and experience both affect commitment decisions and the way current internationalization activities are carried out. The model shows a familiar process and empirical studies on market selection and entry forms. It emphasizes on the gradual and incremental character of international expansion. Organizations could best reduce their risk level by adopting an evolutionary approach (Johanson and Vahlne 1977). Johanson and Wiedersheim-Paul (1975) however suggest that most organizational activities start up domestically and consequently internationalize as a result of incremental decisions; with an assumption that the most important obstacles to internationalization are lack of knowledge and resources. These are reduced through incremental decision-making and learning about the foreign markets and operations. The incremental steps of the establishment chain include (Johanson and Vahlne 1977):

- Companies with access to a large amount of resources are less at risk to the consequences of (bad) commitments and able to intensify their internationalization effort at a faster rate.
- Relevant market knowledge can be acquired in ways other than through direct experience when market conditions are stable and homogeneous.
- Once a company has gained experience from a market with similar conditions, it may be possible to generalize this experience and apply it to the new target market.

Internationalization Model

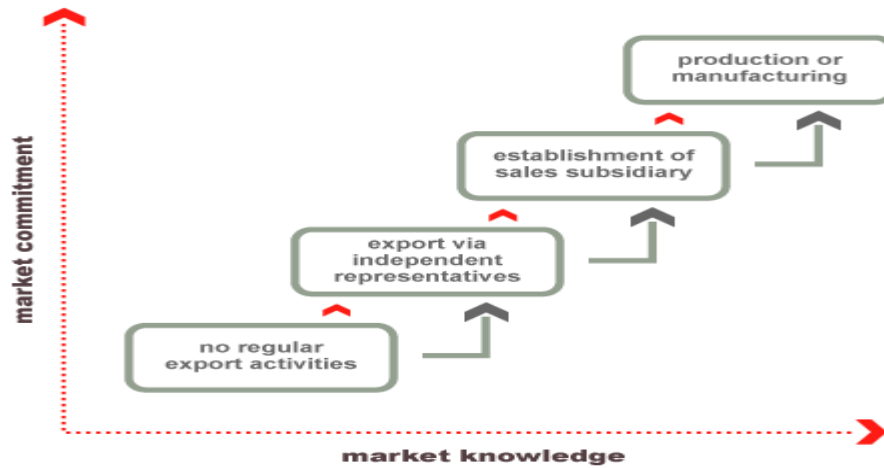


Figure 3: Internationalization Model (Johanson and Vahlne in 1977)

The model above explains the relationship between market commitment and market knowledge to an internationalization process. Companies have a propensity to enter foreign markets based on “*psychic distance*” that is an investor may be compelled to start exporting to geographically closer countries or countries that are comparatively well-known and similar in business practices (Johanson and Wiedersheim-Paul 1975, P.306-322). Companies also are likely to internationalize via independent representatives, which may entail a smaller resource commitment compared to the establishment of a sales subsidiary. (Johanson and Vahlne 1972). However Johanson and Vahlne argue that firms are likely to build their presence in foreign markets incrementally “they often develop their international operations in small steps, rather than by making large foreign production investments at single point in time using two variables:

- Through their level of market commitment in a particular host country.
- The level of market knowledge to steer the direction of the geographic expansion.

Market Commitment: is dependent upon two factors; the *amount of resources committed* which is determined by the amount of investment in a given market and *Degree of commitment* which is expressed as the difficulty of finding an alternative use for resources and transferring them to a new location. [Johanson and Vahlne, 1977].

Market Knowledge: This aspect describes market-entry based on geographical proximity and knowledge. Thus a company is likely to internationalize into country that is geographically closer to it or one that has sufficient knowledge of. Johanson and Vahlne introduced ‘psychic distance’ to measure a market’s uniqueness (foreign markets). Describing psychic *distance* as "factors preventing or disturbing the flows of information between firm and market," including variables such language, culture, political, legal and educational systems (Johanson and Vahlne, 1977).

3.3 Entry Mode Selection

Companies cannot make haste into the international market place and be successful without proper preparation. A thorough market knowledge and adjustment to the needs and opportunities of the “new and unfamiliar market” must be accessed and established (Czinkota and Ronkainen, 1991 p.522-547). Companies can expand into foreign markets via exporting, licensing, joint venture and direct investment and very recently “Green Field” entry mode and many more.

Entry methods hold different implications on the degree of control (which is the authority over operational and strategic decision making), resources to commit (tangible e.g. physical plant or intangible e.g. management know how. they are dedicated assets that cannot be re-deployed into alternative uses without cost or loss of value) and dissemination risks (the risk that firm specific advantages in knowhow will be expropriated by a licensing or joint) it may incur in the foreign country (Charles W.L Hill, Peter Hwang and W. Chan Kim 1990 p.1-8). Charles Hill et al (1990) support that identifying the appropriate entry mode may be a complex and difficult task however (as stated in Root 1987, Davison 1982, Killing 1982) that the choice of entry is a critical determinant of the likely success of the foreign operation. A particular entry decision cannot be viewed in isolation. Thus they came up with an eclectic theory view on the choice of entry mode with a conclusion that a major central theme of the theory is that different variables often suggest different entry modes, and that resolving these differences involves accepting trade-offs. Charles Hill et al p.1-8 1990).

Entry mode choice framework

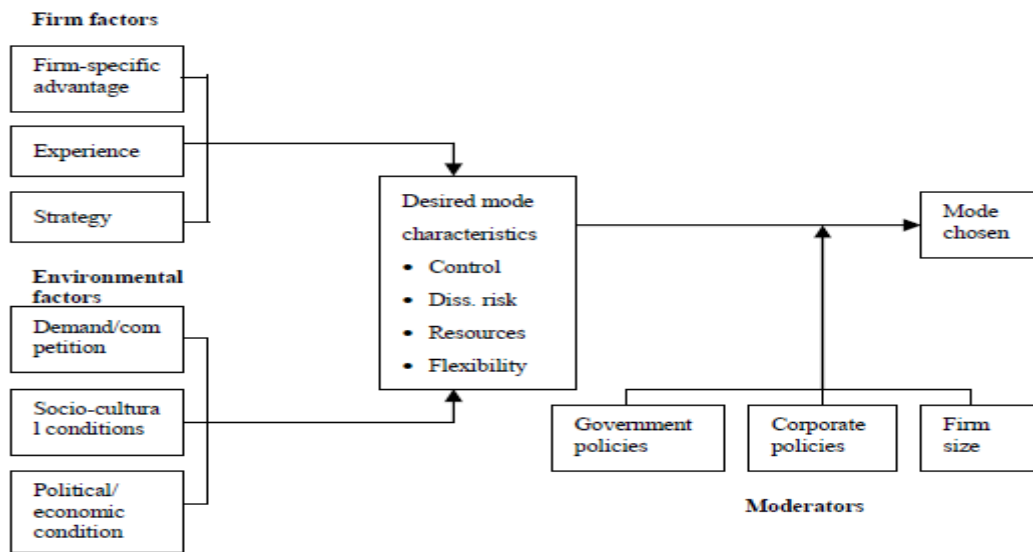


Figure 4: Entry mode choice framework (Driscoll 2005)

There is no "ideal" entry mode that is appropriate for every foreign market. A firm has to carefully evaluate its internal business environment to match its external environment. (Keillor 2011 pg 3-185). Firms should be able to employ different entry modes because the conditions of the various entry modes dictate various causes of action. Consequently, an entry mode appropriate for one company may not be suitable for expansion to another company who wants to expand to the same market. This is because a firm's internal environment may prescribe a different cause of action "every international entry mode is unique" in nature and dynamic in process. Factors affecting choice selection mode are aligned in Driscoll's framework above. Nonetheless, internal and external factors affecting entry modes include, uniqueness of company assets, competition, the size of an industry, political social and technological factors both in the home and in the target market. Keillor (2011) suggests assessment of both internal capabilities, and external environment and a proper selection of an entry mode before market entry.

3.4 Means Service Export

Export is the marketing and direct sale of domestically-produced goods in another country. It is a traditional and well-established method of reaching foreign markets. It does not require the firm to invest in a foreign country because the goods or service can be produced in either the target country or home country depending on where profitability is higher. Exporting requires coordination among four (4) main players: the exporter, importer, logistics provider and

government. Advantages to exporting include: ability to reach customers very quickly; control over production and products; an avenue for a firm to learn, experience, and eventually expand its business activities internationally. Disadvantages however may incur costs due to trade barriers, high tariffs and quotas; transportation costs and difficulties in responding appropriately to customer's needs and wants may also be a disadvantage. The principal means of exporting services according to the guide book for U.S service exporters (Joe Rief 1997 p.5) includes:

International consulting: termed as transient service export which occurs on a short term basis; involves temporal export of skills; end result is usually compensation by receiving country or foreign national (Joe Rief 1997 p.5).

Direct export: Associated with tangible products and embedded in a service. May be delivered to the customer like a tangible product for example a book or a software; it is called a "derived service" because depending on the kind of service being exported and depending on of regulation of the country it may fall in merchandise balance of payment (BOP) or service balance of payment (Joe Rief 1997 p.5).

Telematic Trading: this form of trade involves transferring knowledge and information abroad via telecommunication (Joe Rief 1997 p.5). The means of delivery of knowledge, information or data can be through the so called virtual transfer for example mobile phone, fax, internet and email.

Royalties and licensing agreement: royalties and licensing fees typically consists of receipts and payments for a service usually (patented techniques, formulas, processes and other intangible property rights); it provides an important means for technology and marketing transfer of services; may be an important alternative or compliment direct export (Joe Rief 1997 p.5).

Franchising: An agreement of an already established business (franchisor) to an independent party (franchisee); franchises qualify as exported services because franchisor sells proven ideas (service) to the resident of another country; involves right use (brand name, trademarks, intangible property rights or merchandise know-how) (Joe Rief 1997 p.5); involves payment for use of franchisors trade mark or intangible property rights and merchandise know-how.

Providing services to foreign visitors: Involves selling a service directly and within the host country; it is common in travel or tourism, healthcare and education etc; it is considered an export due to the balance of payment definition of services. This states that if a service is produced by

residents of one country and paid for by residents of another country it is considered an export (Joe Rief 1997 p.5).

3.5 Limitation of the theories

The internationalization model contains an influential theory on internationalization processes where export development plays a central role and is used by both companies and government bodies. It also provides a generally accepted explanation on internationalization procedure in sequential steps during its early stages. However limitations of the model in relation to this research lie in the confinement of the model to just the manufacturing industry and paying little emphasis to the service sector. Therefore, it makes it difficult to make predictions due to partial explanation on the technology, economies of scale, strategic conditions and some other economic variables relevant to internalization process. Education export is the researcher's areas of focus so the model seems appropriate. However for further research, other types of entry modes such as turn-key, franchising, foreign direct investment, green field could be considered.

4.0 MARKET RESEARCH

The tools and objective for a domestic market and international market research are similar. The primary difference however lies in the scope and information. The constraint in an international market research is availability, quality, value and credibility of the information and this varies from country to country and service to service (Joe Reif, 1997 p. 13-18).

Covering the entire educational sub-sectors will be too broad for proper analysis within the confines and requirement of this project. To have better perspective, the author looks at internationalization of education in Africa as a whole before venturing into the description of the Nigerian educational sector. The research is however narrowed down to Nigerian technical vocational education training.

4.1 Internationalization of Education in Africa

Higher education in Africa can be traced back to the 10th century when the current Al-Azhar University founded as Islamic learning institute in Egypt. However, western type of higher education is relatively a new phenomenon in Africa (Adebaw, 2011 p 2-14). The complexity and magnitude of African higher education problems is considered to have increased as a result of globalization and internationalization.

Effects of rapid global changes have placed higher education in Africa in extensively difficult circumstances such as scarce financial and human resources, inadequate infrastructure for teaching and research, and internal conflict (Adebaw, 2011 p 2-14). However educational and structural adjustments have been made by international financial organizations such as the World Bank (WB) and International Monetary Fund (IMF), through educational and structural adjustment programmes which have assisted in promoting human capital development and economic efficiency across the education systems in developing countries (Moutsios, 2009).

Internationalization which is the major area of focus in this paper has however been established as a major effect and has great impact on higher education (Adebaw, 2011 p 2-14). Thus it is viewed as the central feature of higher education policies and practices at global, regional, and national levels (Shabani, 2008), as well as the most important agent of change in higher education. This lead to the assumption as cited by Adebaw (2011) that recognition of the growing opportunities and challenges of internationalization of higher education in Africa as a region, is engaged in

developing and implementing various regional higher education policies, strategies and activities. (Adebaw, 2011 p 2-14). This research however narrows the dimension of internationalization of education and brings light to the possibilities of exporting educational solutions to Nigeria. In other words the study tries to briefly discuss the potential opportunities and challenges that may be encountered in internationalizing of education through a brief hypothesis on exporting education from Finland to Nigeria.

4.2 Education in Nigeria

In Nigeria, education has witnessed a progressive evolution of government’s intervention and active participation. However the adoption of education as an instrument for excellence for effecting national development has not been a total success. There has been economic and financial constraints placed on education since the recent past in which has had increasingly adverse effects on quantitative as well as qualitative aspects of education and training in all forms. The educational sector in Nigeria is divided into three sub-sectors (Roadmap Nigerian Educational Sector 2009 p.3-139). The institutions under these sub-sectors are presented in the table below:

Table 1: Nigerian Educational sectors (Nigerian Educational Sectors, 2009 Roadmap Nigerian Educational Sector)

ECCDE/ Basic Sub-Sector	Post-Basic	Tertiary
<ul style="list-style-type: none"> ▪ Early Childhood Care and Development ▪ Primary Schools ▪ Junior Secondary Schools ▪ Nomadic and Adult Literacy 	<ul style="list-style-type: none"> ▪ Senior Secondary Schools ▪ Technical Colleges ▪ Vocational Enterprise Institutions (VEIs) ▪ Vocational Schools ▪ Open Apprenticeship Centers 	<ul style="list-style-type: none"> ▪ Universities ▪ Polytechnics/Monotechnics ▪ Colleges of Education ▪ Innovative Enterprise Institutions (IEIs)

The review of the state of the educational sector is focused along four (4) priority areas. The specific focus areas are: Access and Equity, Standards and Quality Assurance, Funding, Resource Mobilization and Utilization (Roadmap Nigerian Educational Sector 2009 p.3-139).

4.2.1 Market environment and characteristics

Education in Nigeria is categorized based on three vertical segments namely: basic education, post-basic education (or upper secondary education) and tertiary education. This system consist of six years of primary education, three years of junior secondary education, three years of senior secondary education and four years of university education. This system is also known as the 6-3-3-4 system (FME 2012).

Considering the distribution of income in Nigeria, the southern part of the country is assumed to have the lead in terms of western education, expenditure and disposable income. The south-western part accounts for a third of Nigeria's expenditure. However, The spending pattern across both regions varies as the Northern area is characterized by an average of about 5.1 - 6 persons per household spending more on food and beverages while the southern area with smaller households 4.2-4.6 tend to spend more on education. (British Council, 2011).

Technical Vocational Education Training (TVET) is a part of the post-basic sub-sector in the Nigerian educational system. The National Board for Technical Education (NTBE), established in 1985, recognizes three (3) major classifications: Vocational schools, Open Apprenticeship Centers and (technology) colleges of education. Technical vocational education is aimed at providing skilled manpower in applied sciences, in fields of technology, engineering, and commerce in order to maintain and sustain the Nation's economic activities for rapid socio-economic development within the country. Hence reducing the poverty, youth redundancy and generating employment. Unfortunately, these objectives of the technical vocational institution have, by far, not been realized due to long period of systemic neglect and discrimination in the sector (RNE 2009 p. 52-66).

Table 2: Vocational Education in Nigeria (Breakdown of Vocational Institutions, 2009 Roadmap Nigerian Educational Sector)

Breakdown of Vocational Institutions	Total numbers of Institutions in the country
Technical Colleges	159 (Federal-19, State-137, Local-3)
Vocational Enterprise Institutions	18
Vocational Schools (owned by State, Local Governments and NGOs)	214
Open Apprenticeship Centres	1850

The table above shows the distribution of vocational educational institutions in the country. The current trend in education shows that however despite the amount of these institutions shortages in

the vocational education has not been addressed there is still shortage in enrolment of student in the sector (RNE 2009 p. 52-66).

4.2.2 Market Opportunities in Technical Vocational Education

Research by the British council (2011) highlight on efforts the Nigerian government has made on reforms to augment for the declining quality and low performances in secondary school. Efforts are said to be initiated by the government for the introduction of Cross Border Higher Education. More recent development is to improve the Technical and Vocational Education backed up by the NBTE granting licenses to 23 Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs) to provide a veritable alternative route to higher education (RNE 2009 p. 52-66). Major competitors entering this market are the USA, Canada, Australia and South Africa. (British council, 2011). The graph below shows the rate of enrolment into the technical vocational sector and identifies that being able to provide educational solutions to meet the shortage for non-enrolled population can be a huge investment. The figure describes the statistics on potential investment area (RNE, 2009)

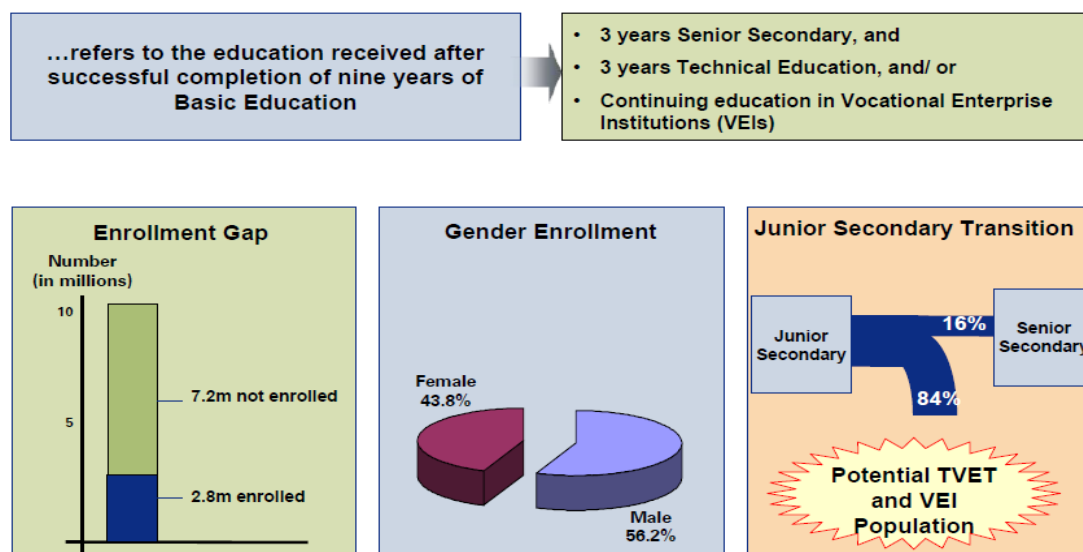


Figure 5: statistics on potential investment area (Technical Vocational Education, 2009 Stake holder presentation, Nigerian Educational Sector)

The graphs chart above describes the number of enrolment to TVET in millions. *Enrolment gap* shows that in a total of about 10 million students from basic education a total of about 2.8 million students are able to enroll and continue their education into the vocational enterprise institution

(VEI) with a short fall of 7.2 million students not enrolled. *Gender Enrolment* pie chart describes the ratio of male and female students enrolled into TVET. There is very little difference in enrolment percentage between genders. *Junior Secondary Transition* goes further to identify the area of potential TVET and VEI population. It shows the in the percentage the rate of transition from Junior education to secondary school leaving the remaining lot as potential TVET and VEI candidates.

Lastly other opportunities reflect in the, on-going reforms by Ministry of Science and Technology mobilizes and tries to create awareness to public regarding the importance of technology and vocational education, and emphasizes the sector as an area for possible investment (RNE 2009 p. 52-66).

4.2.3 Market Issues and challenges

The issues and challenges in the technical educational sector in Nigeria cannot easily be stream lined. This is because the priority areas for the entire educational sector are inter related therefore for effective or efficient market entry there is a need to address the entire sector.

Table 3: Challenges in the Nigerian educational sector (Challenges in the educational sector 2009 Stake holder presentation, Nigerian Educational Sector)

Access and Quality	Standards and Quality Assurance	Technical and Vocational Education Training	Funds and Resource Utilization
<ul style="list-style-type: none"> •Out-of-school children Lack of essential infrastructure •Gender disparity • Poverty •<i>Almajirai</i> Challenge 	<ul style="list-style-type: none"> •Infrastructural needs •Teacher development, motivation and retention •Curriculum relevance and review •Information and Communications Technology (ICT) 	<ul style="list-style-type: none"> •Dearth of qualified teaching staff •Low societal estimation of vocational education •Inadequate number of technical and vocational colleges 	<ul style="list-style-type: none"> •Inadequate budgetary allocation •Inadequate funding of schools •Poor management and utilization of funds
Institutional and Legislative Issues			
<ul style="list-style-type: none"> •Inadequate capacity for policy formulation •Low private sector involvement •Ineffective, obsolete and outdated policies and legal framework 			

Source: OECD Report 2010; Federal ministry of Education Roadmap for the Nigerian Education Sector 2009.

The table above summarizes of the general challenges and underlying issues affecting the priority areas in the educational system in Nigeria. The challenges in vocational *technical education in Nigeria include:*

Shortage of Resources and curriculum relevance: limited resources for expansion, exclusion of technical and vocational education from the main stream curriculum, lack of guidance services, inadequate training of vocational teachers, and the lack of teaching resource (FME 2010). There is also shortage of qualified and competent teachers; low societal estimation of vocational education leading to overwhelming preference for general secondary education; low enrolment of female students; inadequate number of technical and vocational colleges (RNE 2009 p. 52-66).

Funding: Inadequate budgetary allocation; bureaucratic bottlenecks in accessing the budgeted funds; mismanagement of accessed funds; improper coordination of budget implementation among the various tiers of government; poor implementation of public-private partnership (PPP) guidelines on funding; resource mobilization and utilization; and inadequate funding of schools and facilities (FME 2009). This is believed to have contributed to steady decline in the quality monitoring and control of curriculum delivery and over-stretching of available facilities and infrastructure in this sector (Teboho 2000 p.2-47).

Access and equity: The vocational education workers are less paid and employed as a result of low status and poor public perception; this affects the enthusiasm for enrolment. Additionally, the sector suffers from low allocation of funds in compared to the increase in student population in Technical/Vocational Schools has resulted in limited access and equity, inability to attain set standards, disproportionate students to teachers ratio, among others factors (Teboho 2000 p.2-47).

Qualification of teachers and Mismatch of foreign staff: the tendency that well- trained vocational technical teachers seek for employment mainly in the private sector rather than the public sector in order to gain higher salaries offered and the so-called prestige attached to such appointments is high. Also mismatches exist between training and practice, especially amongst teachers trained abroad or trained in Nigeria by expatriate staff in contrast to those trained at Nigerian institutions (RNE 2009 p. 52-66).

Government Policies and Effect of mergers: The existing policies on vocational and technical education are considered as inadequate, and are not informed by experiences which might suggest strategies to produce both highly skilled professionals as well as technical assistants elsewhere (RNE 2009 p. 52-66). The effect of mergers in technical education with science education has impacted negatively on technical education. Due to lack of understanding of the peculiar funding needs for vocational education and occasional diversion of funds from vocational technical education to other sectors. (Teboho 2000 p.4-20).

4.2.4 Barriers Affecting Export to Nigeria

The service sector faces high levels of protection at the border and often faces domestic regulations that impede market access. An article by the United States Trade representative (USTR) describes below some of the major barriers that investors deal with in the Nigerian market.

Import policies and Investment barriers: Nigeria's imposition of quotas on foreign personnel based on the issued capital of firms are especially strict in the oil and gas sector and may apply to both production and services companies (USTR 2010, p 269-272). However not much is elaborated on the service sector, as much emphasis is placed on oil and gas companies. More so, potential investors allege to contend with complex tax administration procedures, confusing land ownership laws, arbitrary application of regulations, corruption, and crime. International investors claim that the sanctity of contracts is often violated and Nigeria's legal system for settling commercial disputes is weak and can be biased (USTR 2010, p 269-272). This bias is believed to be associated with the history of corruption the country has and continues to face in many ramifications.

Data collection: Problems arising due to the invisibility of service transactions and readily available statistics makes efforts for data sourcing extremely difficult to find or measure quantitatively (Teboho, 2000 p. 2-4). Insufficient knowledge and information may lead to lack of transparency making it difficult to make intelligent decisions regarding service transactions or negotiations as a result slows down international trade process. Other impediments to services also include tariff and non tariff barriers, where tariff barriers typically restrict or inhibit market entry for the service provider or consumer while non tariff barriers tend to impeded service performance (USTR 2010, p 269-272).

Corrupt practices: The Nigerian government has made efforts to eliminate financial crimes such as money laundering and advance fee fraud (also known as 419 frauds named after the section of the Nigerian Criminal Code). Despite this trend, Nigeria's corruption levels remain high and its main anticorruption institution, called the Economic and Financial Crimes Commission (EFCC) has tried to battle to no avail. Some U.S. suppliers claim to lose sales when they refuse to engage in illicit or corrupt behavior. Other U.S. exporters however argue that Nigerian businessmen and officials understand that U.S. firms must adhere to the U.S. Foreign Corrupt Practices Act, and they believe that the law's restrictions help minimize their exposure to corruption (USTR 2010, p 269-272).

Government Regulation and policies: According to the hand book on international trade policy an aspect which may pose difficulty to international trade liberalization is the nature of the product (Kerr and Gaisford 2008 p.150-158). For instance most goods trade avoid issues that arise due to policy impediments also known as border policies while services on the other hand may encounter trade policy issues also known as "market access". Effects of discrimination and non-discriminatory regulations may also impose large operating cost on Foreign Service providers than on local providers. This may discourage international investor (USTR 2010, p 269-272).

5.0 RESEARCH STRATEGY AND METHODOLOGY

There are different kinds of strategies in qualitative research in social sciences namely: experimental, survey, archival analysis history and case study. The aim of this study was to find out the factors, challenges, opportunities and readiness for the people to accept a foreign educational system. Therefore case study research strategy (Yin 1994 p.6-160) seemed to be more appropriate. The questions in the questionnaire identified problems in the following areas; opinion of experts on the research area; identifying influence factors; barriers and opportunities to market entry; level of market commitment and awareness. Details on the reason for the line of questioning are in the data analysis. However the responses were not binding and do not bring this research to a final conclusion. Rather it helps the researcher see the external opinion of experienced individuals in the field and helps draw a more logical reasoning to the literature review and the research questions.

5.1 Research approach

The research approach used in this thesis is *qualitative analysis*. Data was collected through the use of questionnaires and, through interviews. The approach was selected because qualitative research allowed the researcher draw meaning from underlying physical messages using both deductive and inductive processes. As well as creating a foundation for generating concepts or variables from theory or previous studies (Berg, 2001) by using inferences drawn from them (Zhang and Wildemuth *n.d*). By virtue of the qualitative approach the researcher was able to classify information from the respondents' perspective thereby giving better understanding to an investigator or the reader of the study's results (Berg, 2001). More so, it pays attention to unique themes that illustrate the range of meanings from the phenomenon rather than the statistical significance of the occurrence of particular texts or concepts (Zhang and Wildemuth , *n.d*).

5.1.1 Qualitative research

Qualitative research method was used in this study. This is because respondents respond naturally with little effort put into manipulating the responses as is the case with experimental quantitative research giving the researcher a holistic perspective to the research area (Beverly Hancock 2002, p. 2). Qualitative research is concerned with finding the answers to questions which begin with "why" and "how" questions (Beverly Hancock 2002, pg 2) in order to produce non-numeric data

(Saunders, Lewis and Thornhill 2009, 151 and 321). It also helped the researcher establish reasoning behind the response and tried to draw evaluations in relation on research questions. In this study the questions were strategically set with themes to answer the research questions, so that the responses follow a pattern for evaluation and analysis thus a *semi-structured* interview was more appropriate.

5.1.2 Sample Selection

Education export is broad it may involve educational solutions, students or lecturers travelling abroad to the service providers. It may also involve international business persons in educational export activities. For this reason, three categories of individuals were selected because the respondents had insights on the same field in different perspective. It was done to reduce restricted and isolated views on the responses and observe the correlation (Fisher 2010, 180-184). The respondents were selected by virtue of purposeful sampling and identifying people with qualitative answers and considerable know-how on the topic the sample selection technique was concerned with seeking information from the specific group.

Validity and reliability: the questions were simple and were set without unnecessary ambiguity to ensure reliability and reduction of bias in the interviews. The researcher ensured that questions did not discredit any of the parties involved. A consent letter and a brief description of the study and was also attached to the questionnaire; this was done to develop the trust of the interviews so that in turn they would give more credible answers (Saunders, Lewis and Thornhill 2009, 310-344).

5.1.3 Data Collection and Organization

Data was collected through the use of interviews. The questionnaires were sent to 20 respondents but 15 responded. Out of which five (5) were Educational Experts (EE), four (4) were Non Education experts with export experience (NEA), two (2) were Students (S), four (4) were Educational Administrators (EA).

Table 4: Categorization of respondents

Respondents	Categorization Code
Education Experts	EE
Non-Education Experts (with export experience)	NEA
Students	S
Education Administrators	EA

The table above shows the categorization of how the respondents were classified in the data analysis. The categorization criteria is explained as; Educational Experts, (university lecturers) Non Educational Experts (international business men with education export knowledge), Students (post graduate students), Educational Administrators (college principals and teachers).

The interviews were electronically performed because of the location of respondents. The questioning was carried out through phone calls, Skype and emails. Four (4) were through Skype, and eleven (11) via email. Findings from the responses from the interviews highlighted their take on the possibilities of the investment, start-up procedures, the benefit it would accrue to the country (Nigeria), their perception on how it can work and the long term or short term plans.

5.1.4 Empirical Findings and Data Analysis

This study tries to establish hypothesis from the responses of experts through data assembled from the respondents. Thus it also gave relevance to information gathered based on evaluation of the literature reviews, market research and theories. The questions were inter-woven throughout the interview. Therefore the analysis of the interviews was mainly based on assessment of responses looking for patterns, themes, relationships and summarizing the data collected.

Categorization Coding: This was used to gain understanding on the perception of the respondents on the issue under review and the nature and type of relationships involved. In other words, the categorization enabled the researcher reduce the data into smaller groups so that it became manageable to see the relationship between the categories, patterns and interactions between responses.

Analyzing responses using the codes: The researcher made use of analytical memos, inductive and deductive reasoning to see if the responses followed a specific pattern. It went further to try to establish if new ideas and information were formed. This was done by examining the similarities

and differences in the responses and extracting the responses that fit with the questions or new ideas (surprise responses) formed. More so, the researcher aimed to find out if the new information gave the questions any relevant meaning in relation to the research questions.

Three (3) tables were created to perform the data analysis. The first table gave basic information about the respondents and category. The table described the respondents ID (generated by the researcher to differentiate the responses) the respondent’s name, categorization code and location that is, the part of Nigeria he/she stays.

Respondents # ID	Respondents Name	Code	State
A	Prof.D.B Tarfa	EE	Kaduna

The second table was used to compile the responses from the interview. It was arranged form by ID code which represented the name, question, response and code.

1				
2	ID	Question	Response	Code

The third table was used to condense reasoning it was arranged according to Question number and summary of the responses.

#Question	summary of responses

First of all, a cluster analysis was done. That is, the responses were first sorted by code to identify and match differences in themes or patterns in the responses. Secondly, the responses were sorted according to question in order to compare reasoning across the responses. Lastly, the interview responses were condensed according to the individual interview questions to give meaning to the research questions. The table below contains information on the condensed responses.

Table 5: Condensed Responses to Interview

Question Aim	Summary of responses
Question 1: The question tried to help the researcher find out whether or not education experts have knowledge on exporting education.	<i>Respondents did not have experience in exporting education. Five (5) respondents however had experience.</i>
Question 2: The question aimed at establishing if Nigerian educational experts have had prior knowledge on Finnish educational solutions before this research. It went further to try to establish if there was a necessity for the foreign educational know how in the country.	<i>Respondents had no prior knowledge on Finnish educational know-how but confirmed that after reading the description on the Finnish educational know-how on the consent letter they were optimistic there is a need for Finnish educational solutions in Nigeria.</i>
Question 3: The motive of this question was to find out the readiness of Nigerians to accept Finnish educational solutions. The responses also gave relevance to the second question and vice-versa in that if there was a need for Finnish educational know-how, what was the method to adopt it to meet with the shortages within the sector?	<i>Responses confirmed that the investment will help augment shortages but expressed concern in the area of corruption, funding, customization, awareness and cross border mobility.</i>
Question 4: this question on the other hand, aimed to find out the impact and effect Finnish educational solutions may have on the local educational system in relation to culture, curriculum relevance, socio-economic and political factors etc.	<i>Responses emphasized benefits from technical know-how, high standard and quality, re-vamping the curriculum, internationalization, providing alternatives and bridging the gap between the high and low socioeconomic gaps in school</i>
Question 5: was simply to test the level of financial involvement that potential customer's would be ready to incur. This question also gave relevance to questions two and three buttressing the extent to which customers would be ready to go to meet their educational needs.	<i>Responses suggested there would be high patronage provided awareness is increased and effect arising due to corrupt practices can be managed.</i>
Question 6: aimed at identifying the underlying challenges that are possible to impede the implementation of Finnish educational solutions in Nigeria.	<i>Responses emphasized effects of language barrier, government regulation and stakeholders enlightenment (same responses as question 3)</i>
Question 7: the objectives for this line of questioning were to enumerate the opportunities that would accrue Nigerian educational sector if it adopted the Finnish educational know-how or its solutions.	<i>foster competition within foreign and domestic educational providers, intellectual development man power development and diversification, internationalization, global recognition</i>

<p>Question 8 : To find out specific area in the education sector they predict could be more favorable for market entry</p>	<p><i>Inconsistent responses were received; some suggested primary school, some said tertiary education, while some said the whole sector.</i></p>
<p>Question 9: To identify if they perceived that the Finnish educational know-how would be beneficial for both countries or not also to know the reasons for their response.</p>	<p><i>Respondents said yes. Only one respondent said “no until corruption is reduced”</i></p>
<p>Question 10: This was an open question. It was set to get any additional and random views on the proposition of a possible investment by potential Finnish investors. It also was set to get any added opinion on any information relevant to the line of questioning and research area.</p>	<p><i>Responses recommended creation of awareness, intensive market research, customization to fit curriculum, pricing strategy considering purchasing power parity and establishing common lingua franca.</i></p>

6.0 DISSCUSION

Responses from the interviews were meant to give direction to the researcher insight to the hypothesis of the research questions (see appendix for questions and responses). The data was transcribed, analyzed and categorized into groups. The interview questions (1 to 5 and question 10) were structured such that they addressed research “question three” on the awareness and need for Finnish solutions. Most of the responses were inclined to the reasoning that there is a need for Finnish educational know-how following the shortage of education in Nigeria. However respondents showed low awareness about Finnish educational system and solutions.

The interview (questions 1, 6, 7 and 10) were also structured to address research “question two”. The responses gave more emphasis on the challenges within the sector and also were inclined towards the reasoning that low standard of education, corrupt practices, government bureaucracy and insufficient educational facility are major challenges facing the educational sector. The interview (question 8 and 10) were structured to get their opinion on research “question one”. Responses were not straight forward because respondents suggested different educational sectors which they assumed needed the most attention.

Surprisingly the respondents did not make mention the vocational sector confirming the notion that a major challenge facing this sector which is lack of recognition and low reputation of the sector. The researcher is of the opinion that if vocational sector is considered as a potential investment area, more enlightenment has to be established to stakeholders and the entire nationals of the country. The researcher also deduced even though respondents were categorized their responses were similar. Meaning that the level of know-how of the respondents did not affect the responses they gave. Allowing the researcher to conclude that the challenges across the Nigerian educational sectors were the same.

The researcher agrees with the assumptions of internationalization theory which affirms that relevant market knowledge can be gathered through other means outside experience. This is because different investors have different approaches to business. However, a challenge to the imposition of the theory in terms of market entry is the difficulty entailed in getting credible information from the Nigerian educational market; due to improper archiving, poor information management and technological solutions. More so, conducting market research may be cost intensive and difficult to carry out due to the enormous population, in stability in socio-political, economic issues and bureaucracy. Effects of regulations also make it difficult for the international

service marketer to penetrate world markets. Czinkota and Ronkainen (2007) states that at government levels, services are sometimes not frequently viewed as a major facet of world trade. Rather may be sometimes viewed with suspicion because of lack of understanding and barriers to entry.

Socio political and legal factors were also emphasized in the responses. Kerr and Gaisford (2008) argues that one of the most significant commercial policy affecting international transaction in services access are domestic regulations rather than border measures. However in relation to this research, Finland has not been involved in much business activities with Nigeria. Thus it might be important to look at other investors like the United Kingdom and United States that have had experiences doing business with Nigeria and imbibe some of their coping strategies to foreign trade barriers.

Due to the instability in the political sector commensurate with the present socio-economic unrest, for example problems emanating in the northern due to the perception that western education are a sacrilege, (*boko haram*). It was difficult for the researcher to deduce if the responses were based on facts in the educational system or if the interviewees just vented their disappointment or frustrations due to the uprising in some part of the country. The market analysis shows that due to the low standard and availability of education in Nigeria there are numerous opportunities in the sector creating a need for Finnish educational know-how. Although limitations for possible investment may be because of the intensity of the socio- economic and political challenges the sector faces, investment cannot be ruled out if it is based on alternative strategy.

More so, part of the market research emphasis was on corruption. The responses in the questionnaires buttressed that enlightening Nigerian stakeholders on the educational sector is very important before Finnish educational know-how could be adopted. One of the respondents said that potential Finnish investors should ensure it is able to maintain its reputation and educational standards by being devoid of corrupt practices. However the researcher assumes this may call for a clash of opinion and skepticism. For these reasons, it may be difficult to address the stakeholders and convince them on partnership benefits with Finnish investors without raising any ethical controversies.

Some of the respondents stressed on the relevance of Finnish educational solutions to the Nigerian curriculum. The researcher presumes that this may not be very difficult to achieve considering the emphasis made on customization and productization of Finnish educational solutions in the Finnish educational export strategy. The theory also supports that customization of service

product as a key element in internationalizing a service (education). The general assumption of service export encourages organizations to be acquainted with factors affecting the markets are said to be influenced by environmental, cultural, capital, purchasing power, government control, economic and many other factors. Customization in educational service is important due to differences in teaching methods, curriculum, cultural background political, economic or legislative and many more factors (Joe Reif et.al 1997).

Taking into consideration the strategy, educational solutions and value of Finnish export are based on the assessment of the Nigerian market terrain. The researcher believes there are numerous benefits both countries can derive from each other if they decide to go into business agreements.

6.1 Outcome of the study

The outcome of the study hypothesizes on the results of market research and qualitative research. Bringing reflection to the question; *“is there a possibility that Finnish investors can export to Nigerian educational market?”* The researcher is of the opinion that the rationale behind the decision on whether or not to export completely lies within the discretion and strategy of the investor. The researcher believes there is no market in isolation. Chan Kim. W and Renee Mauborgne (2005) states that the only way to beat competition is to stop trying to beat competition. In other words it is important to take advantage of a potential market and create an uncontested market space, a concept described as “blue ocean strategy” (Chan Kim. W and Renee Mauborgne, 2005, p.3-22). Nonetheless, the decision is left to the investor to make by improvising a strategy to fit into the target market conditions.

The researcher suggests indirect measures for selling services can also be considered. For example Finnish investors could provide information technology (IT) services to Nigeria. Subsequently they could capitalize on that provision as a derived avenue or channel through which it can provide education to the market. Alternatively, the researcher recommends that all things being equal, in the short run investors could consider less structural and physical involvement due to socio-economic and political instability in the country. It can consider less physical involvement like virtual learning, licensing or international consultation. One of the respondents suggested exchange programmes as a market entry strategy. Additionally, means of service exports could be adopted and customized to bridge the effects of the challenges; provided profit is maximized, success in the market boils down to effective strategy.

From the literature review and theories the researcher observed that there is no specifically defined way in which a service can be adapted to a certain target market. That is, an investor has to evaluate the market place and enter the market in with less risk and high market knowledge and low commitment. Using the internationalization theories, the researcher drew up a model “strategic consideration” model which gave direction to this paper (as explained in the limitation and scope). The derived model can be viewed as tool for evaluation, assessment, and strategic planning for market entry. The strategic consideration model enabled the researcher identify the part of the solution question one (how to identify the prominent factors and strategies that an investor should consider before exporting Finnish educational solutions to Nigeria) lies in the process of this model. The model is outlined below.

Strategic Consideration Model

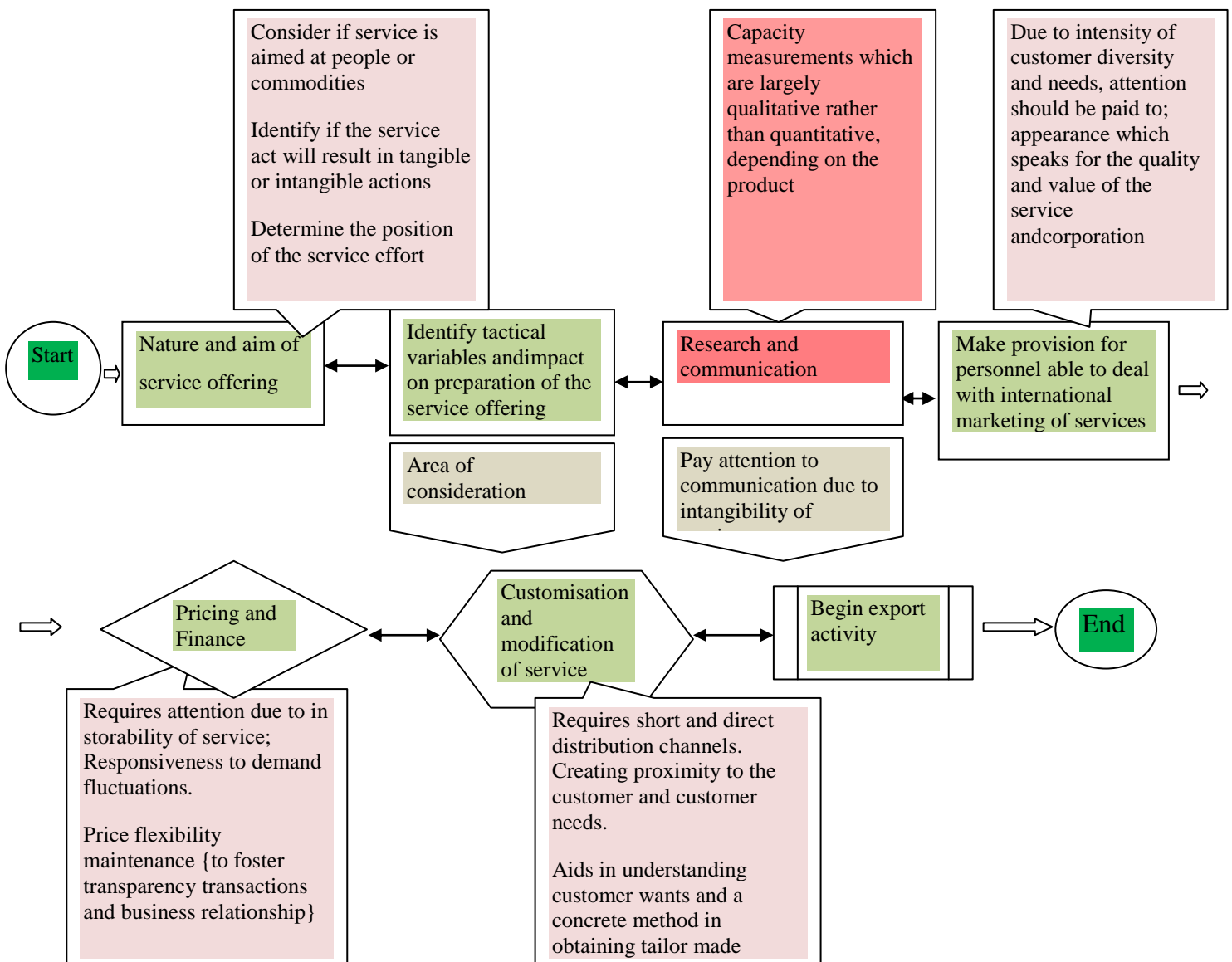


Figure 6: Derived strategic consideration model (Czinkota and Ronkainen 1994, p.547)

Strategic consideration model was derived by the researcher from the internationalization theories, main sources were International marketing (Czinkota and Ronkainen 1994, p. 547 and marketing research (Burns and Bush 1998 pg 4-154). , the model gives understanding on strategic implications investors or firms should consider before they begin exporting activities. The shapes marked in “green” describes the “process” and the “callouts” marked in “purple” gives extra “information” on the process. This paper covered a single aspect (“research and communication” marked in red) further research can be carried out on the remaining processes to create a strategy to begin export.

6.2 Potential Benefits for Finland

Market entry and business partnership with Nigeria opens up the opportunity for Finnish investors to sell its products (educational solutions) and services to a large market area; it would be an avenue for Finland to build and integrate its national and cultural relationship with another cultural group (internationalization). Considering the population of the country, investing in Nigeria would be an avenue for a potential Finnish investor to market its product and services since the need for educational solutions in the country is high and has been established.

Measures are also being put together by the Nigerian federal ministry of education to open up its borders for educational solutions in order to meet up with the enormous shortages within the country. This means that the red tape for market entry in the specific service industry is considerably low. This can be an avenue to build the experience of investors on how to develop and customize its educational solutions to a geographically and culturally different and distant market. Thus partnership will equip Finnish investors with the experience in clients within similar regions such as West African countries with similar educational needs like Cameroon, Ghana, Liberia, Togo and many more.

Lastly, it could be an avenue to initiate a corporate strategy (see 2015 MDG) in the country; by providing education to the growing population with inadequate educational know-how. Finland can use its educational solutions as method of corporate responsibility, training and international consultation to a less developed country; through educating stakeholders and individuals who have a position to influence the masses on the relevance of education to economic growth of the country.

6.3 Potential Benefits to Nigeria

The Finnish education system is internationally competitive and maintains an excellent reputation in the world. If Finnish investors invest in the Nigerian educational sector, Nigeria benefit from being associated with a bundle of knowledge. It would also be an opportunity to provide high quality education to its growing population from a globally recognized and respected professional country in the educational sector

Nigeria has mentioned its interest in developing its research sector especially in its tertiary institutions. Nigerian students and teachers may partner with Finnish students and teachers through research. This has been done before by a student in Finland (Helsinki University) and Nigeria see (<http://www.ololube.com/art5.pdf>). Educational research and evaluation are of a high quality in Finland.

According to the Finnish education export strategy (2010) educational administrators, educational institutions and personnel in the field of education in Finland are believed to be largely prepared for international operations. Finland is recognized for its innovativeness worldwide and readiness to penetrate wider global markets and challenges (FMEC 2010). Educational solutions are not tied to just class room activities. The educational sector is like a network, if one part is faulty it affects the others; thus it comprises administration, human resource, teacher training, classroom facility and many more. A partnership may be an avenue for Nigeria to improve other areas in its educational sector.

6.4 Limitations to the Findings

- There respondents were not very familiar with Finnish educational Know-how or solutions.
- The respondents did not have enough information on the technical vocational Sector. Their responses were more generalised to the educational sector. Thus vocational education sector was primarily covered in the (desk) market research.
- The cost of doing a fieldwork in Nigeria is high especially if it is embarked upon single handed. For that reason, the qualitative research and market research was small scale (Important for empirical validity).

- Due to the bureaucracy and red-tape of Nigerian stake holders, it was difficult to break through hierarchy to meet stakeholders who may hold valuable and credible information for better validity of this research.
- Unlike the market research in the manufacturing sector, access to detailed reports and statistics was not readily available thus information was rigorous to collect. More so, Obtaining authentic and credible information about the Nigerian market was also difficult gather, and cumbersome to measure. For the reason that relevant and reliable information is not available due to improper planning and archiving of data.
- Lastly, in the researcher's opinion, the survey was not enough to absolutely motivate an investor in making this investment. This was because considering the instability and unrest in the country; it is difficult to gauge the need and readiness for foreign investment in the Nigeria. This also raised the researchers' uncertainty of the responses. It was difficult to discern, if respondents were basically articulating information from their intuition and not necessarily based on the current facts in the Nigerian educational market.

7.0 RECOMMENDATION AND CONCLUSION

Cross national research is believed to be complex and raises hesitations on reliability and comparability. A firm should not dismiss market opportunity due to such differences and challenges. The theory supports that creating an objective check-list and making un-biased decisions rather than self-referencing judgment is helpful for effective evaluation of a market. Therefore, considering the extremes in Nigerian culture and Finnish culture the aspect of cultural differences may play a significant role in integrating and making an investment. And due to the different levels of reliability for utilization of information, a potential Finnish investor should consider developing a pragmatic and rational approach for cultural sensitivity if it decides to enter the Nigerian market. Potential investors should also consider adapting their research findings, conditions and circumstances to the intended export without bias rather, they could capitalize on areas of opportunity.

Although this was scanty and results from the survey cannot be considered as absolute. It is recommended that for actual market entry potential investors should carry out a thorough post survey in the future for re-evaluation. International investors should also recognize that not all market research is perfectly covered and margin should be left for error. Thus, potential investors should be alert in case of discrepancies or unrealistic skews in evaluating the primary and secondary data

The interviews also show that the publicity of Finnish educational solutions is low. Extra efforts could be made to creating awareness through pitching the available educational solutions for exports. Some of the approaches that could be adopted to publicize Finnish educational solutions include; seminars, media, catalog, educational forums, and providing information to as many international educational representatives possible.

Conclusively, the researcher believes that for the scope of this thesis significant areas have been covered. The researcher is of the opinion that the potential to invest in the Nigerian market exists. Although there are numerous challenges, a need has been established and the opportunity should not be overlooked. Therefore with an appropriate strategy and customized entry mode section to fit the market needs the venture has a potential to thrive, and as already stated the decision on whether or not to export lies in the discretion of the investor. Future research can be on investigating on an approach for customizing appropriate strategies to enter the Nigerian educational market.

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APPENDIX

Questions to interview

- Q1.** Do you have any history or background in education import?
- Q2.** Are you familiar with the Finnish educational system? And do you think there is a need for Finnish educational know-how in Nigeria?
- Q3.** What do you have to say about Nigeria`s readiness to accept Finnish educational know-how to meet up the present shortages in the sector?
- Q4.** How would it complement the present educational situation in Nigeria?
- Q5.** To what extent do you think Nigeria will patronize foreign educational centres based in Nigeria or with branches in Nigeria?
- Q6.** What are the limitations or possible challenges in bringing Finnish education to Nigeria?
- Q7.** What are the likely benefits it will bring to Nigeria?
- Q8.** What sector and in what field of education (e.g. educational sector or field) will be more rewarding for investment?
- Q9.** Do you see this concept (importing Finnish education) as a successful venture to go into? Why?
- Q10.** Lastly, give any additional information on making this investment a success.

Future Learning Finland educational solutions from five main fields of expertise from which know-how and solutions are created namely

Educational Solutions	Description
Teacher training	Highly valued and internationally recognized teacher training. In Finland, teachers are seen as cornerstones of the society, having always contributed to the general development of the society and welfare; The Finnish teacher training system has gained recognition in the K-12 (designation for the sum of primary and secondary education) and its vocational segment is of the highest quality in the world; Provides internationally recommended teacher training via Finnish Universities and Universities of Applied Sciences (Polytechnics).
University cluster	Offers the first partners for those who look for research-based expertise in various disciplines and who want to develop their society with the best Finnish experts.
Learning environments (physical and virtual)	Physical and virtual learning environment solutions from Finland; innovative virtual learning environment take place online via mobile, or in virtual reality, second-life or simulation-based learning environments; skills and know-how from planning, design, construction, management to evaluation of the learning environments; flexible, modifiable and sustainable while simultaneously supporting continuously developing and evolving teaching and learning processes.
ICT in learning	Offers the best possibilities to apply ICT in learning and education. By bringing together the top know-how from Finnish companies and institution that have an excellent track record in applying ICT in learning, from comprehensive learning solutions and methods to state-of-the-art tools and products.
Competence-based vocational training	offers the expertise of a network of Finnish organizations, second degree vocational institutions and universities of applied sciences that offer a wide variety training courses and certificates for various needs; Multiple modes of instruction and learning can be used according to clients' wishes: training locally or in Finland, on-site or virtual training or a combination of various modes; provides skills that can be utilized in different fields and professions; Expertise also helps in improving the skills of the workforce, meeting the needs of business and industry and supporting lifelong learning