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**NEW SERVICE PRODUCT DESIGN: A FOCUS ON EDUCATIONAL TRAVEL
PRODUCT FOR CHINESE MARKET**

Case study of Go Arctic

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ABSTRACT

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The tourism industry is one of the main pillars that boosts the global economy. The purposes of travels have extended from traditional leisure and business travels to e.g., purchases and education. Tourism service providers should constantly follow the current trends, understand the relevant policies, and then develop new service offerings to catch the change of customers' interests in order to increase their competitiveness in the market.

The excellence of PISA results of Finnish education has attracted the attentions from the global education community. The method of teaching and educational merits has been well studied and acknowledged worldwide. Visit Finland and local government institutions have made a great effort in branding, promoting, and marketing Finnish education export. The outbound travel to Finland for experiencing the unique Finnish education becomes popular. China is one of the most important markets for the educational travel business. This study takes the advantage of Covid-19 that creates a "silent period" for the travel industry to contemplate the Finnish educational travel industry as a whole, identify the influencing factors for successful business and make a service product package ready in use for the Chinese market right after from the recovery from the pandemic.

The objective of this study is to help the case company to understand the Chinese culture for outbound educational travel, their interest and needs, to identify the competitive advantages that the case company could offer and to design a service package for the Chinese market. This study uses service design, service marketing 7ps and marketing mix as the theoretical backbones to analyse the phenomenon and adopts the qualitative research method. The primary data were from interviews to analyze the Finnish educational tourism products before the pandemic, and potential changes after the pandemic with China as the target market. The secondary data is used to support the primary data collected and make supplementary to the findings.

This study contributes to understanding the Finnish educational tourism market in-depth and providing a practical service product package for the case company by studying the Chinese outbound travel behaviour in theory. Practically, the case company will benefit from this study to configure their current resources and offer the newly designed service product package to Chinese customers to improve their competitive advantages and generate revenue to recover from Covid-19's attack in the near future.

Keywords: education, tourism, innovation, competition, Finland, China.

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1 INTRODUCTION

Tourism is a catalyst for the recovery and growth of the global economy. In 2019, it provided one-tenth of global employment opportunities, accounting for 10.3% of global gross domestic product (GDP). In the past five years, a quarter of the global tourism industry has created new jobs. Covid-19 began to spread globally in February 2020, the balance of supply and demand in the tourism industry has been disrupted: the shortage of tourists has led to a severe economic recession in the tourism market (World Bank 2020, 65). According to the latest World Travel & Tourism Council (WTTC) estimates, by the end of 2020, the world will lose more than 197 million jobs and 5.5 trillion U.S. dollars due to the collapse of global travel (WTTC, 2020a). The Organization for Economic Co-operation and Development (OCED) mentioned that although the global economic outlook will improve with the introduction of the Covid-19 vaccine and the policies and measures of governments to change the current world social conditions, there are still risks in the tourism industry (OECD 2020, 12,17). WTTC, which is committed to the global tourism industry, conducted a scientific analysis of the global tourism industry, and concluded that in the process of tourism recovery after the epidemic, due to many uncertain factors, companies and goals need to be accelerated from the initial concept to product release in a short period of time to adapt to changing needs and maintain revenue. Since the success of the tourism industry, the tourism industry has depended on all major stakeholders, such as government and companies, employees and destinations, local communities, and tourists, and even competitors in the same industry (WTTC 2020b, 40-41).

China is already the world's largest outbound tourism market and will develop further. In 2017, Chinese tourists made more than 131 million outbound trips (Nielsen 2019, 5.). The McKinsey report (McKinsey, 2018.) predicted that by 2020, more Chinese tourists will participate in overseas travel, and the annual outbound passenger flow will reach 160 million. More than 70% of Chinese tourists will travel with family and friends. They will become the most expensive group in the world in one trip. There will also be greater room for growth in travel expenses. The annual growth rate in the next few years is expected to be 6.1%. Travel providers need to research more knowledge about Chinese tourists. Not all Chinese tourists are keen on shopping on the road, and quite a few people pay more attention to the travel experience. Compared with visiting landmarks, more Chinese tourists are more willing to integrate into local life. Long-distance travel and niche tourism products are becoming more and more popular among Chinese tourists and are developing rapidly.

More and more Chinese tourists are willing to stay in one place for a longer period in order to deeply appreciate the local lifestyle and culture.

1.1 Research background

Tourism has always been a major source of income generation for all countries, as well as Finland. From the Tourist Association of Finland TFF rf (Suomen Matkailuliitto - Finnish Tourist Board) founded in 1887, to Visit Finland today, Finnish tourism has expanded from a 'domestic focus' more than 100 years ago to take its place in the global tourism industry. (SMY 2020.)

In 2017, tourism exports accounted for 17.2% of Finland's service export revenue (Ministry of Economic Affairs and Employment 2020a). In 2019, with more than 7 million overnight stays by foreign tourists, it has had been increased by 3% than in 2018 (Business Finland 2020a). According to records, Finland provided a total of 1.2 million accommodations for Asians in 2019. Among them, nearly 384,000 Chinese tourists stayed overnight, making them the fifth-largest tourist in Finland, see Figure 1. As Guo once stated: "It can be expected that the number of Chinese tourists in Finland will triple in the future. Currently, 8.7% of the Chinese population have a passport. By 2030, this number is expected to increase to 25%." (UEF, 2019).

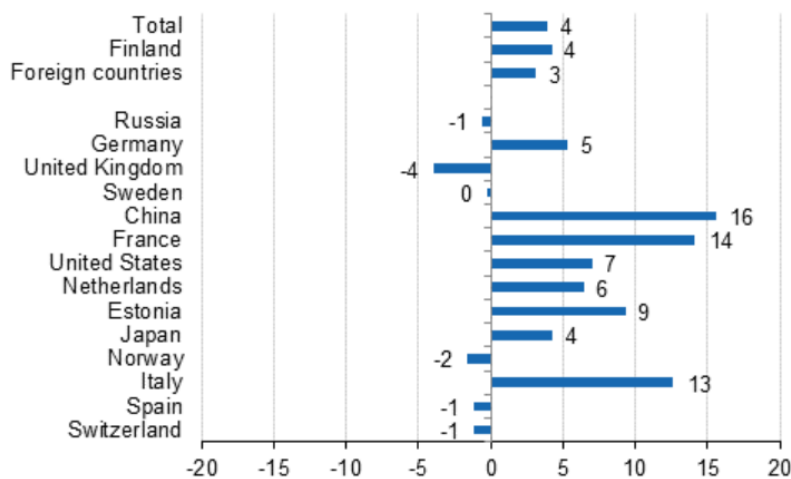


Figure 1. (Statistics Finland 2020)

Finnish education has become the country's biggest marketing gimmicks, with the announcement of the Pisa test results raising the profile of Finnish education worldwide, therefore, a significant proportion of visitors to Finland come intending to explore Finnish education. With Visit Finland's business principles as a guide, the various Finnish tourism companies have adapted their business

offerings accordingly. Finland is no longer a destination where only natural beauty is the core tourist value, but in Finland's National branding process as Figure 2. (Finland Toolbox 2020.) Finnish education has become a highlight that attracts the world's attention and drives In Finland's national branding process, education has become a global attraction and has led to a number of businesses related to education export and educational visiting. (Visit Finland 2020.)



Figure 2. (Finland Toolbox 2020)

Virkkunen (Business Finland 2019) in an interview, acknowledges the importance of diversity in the global market, and suggested that "Finland needs to turn this interest into demand and take joint action and must market Finnish tourism wisely, with the regional diversity and variety of content on offer." Therefore, Tourism Finland is committed to the long-term marketing of the global market and the systematic marketing of target markets, the development, integration, and internationalization of the products of the Finnish tourism regions and companies on a national scale. (Business Finland 2019.)

In previous Global Competitiveness Reports, Finland has been ranked at the top of the indicators. (World Economic Forum 2018, 237-239, 2019, 234-237.) In the Global Competitiveness Report, Special Edition 2020: How Countries are Performing on the Road to Recovery, Finland has maintained its top ranking from previous years and is among the world leaders in terms of economic transformation. The success of "Finnish education" is also indirectly evidenced by the fact that

Finland has maintained its top ranking in previous years' reports and is one of the world's leading countries in terms of economic transformation. (World Economic Forum 2020, 45 - 46.)

Finnish education is one of the best education models in the world for its efficiency, input and output and impact on children. More and more places are being supported by Finnish educators. Doyle presented his report (Doyle 2017) to the Ministry of Education and Culture in Helsinki. Based on rigorous academic research, the author's report shifts the focus from Finland's education export policy, history, and already very active discrete silo products to "7 mutually supportive action steps" to help Finland realise its full potential as a world education superpower through education exports and exchanges, as well as for-profit and non-profit initiatives.

Therefore, as a government cluster plan, Finnish Education brings together Finland's top expertise and solutions. It aims to support the development of Finnish education services and product providers in the global education market. The plan is coordinated by the Finnish National Board of Education, with the Ministry of Education and Culture, the Ministry of Foreign Affairs, and the Ministry of Commerce of Finland (Education Finland 2020.).

A wide range of Finnish organisations are engaged in causes related to the global 'export of education', and exchanges and visits on the theme of Finnish education are increasing, as Schatz (Schatz, Popovic & Dervin 2017) notes: "Finnish educational export 'products' are diverse and disjointed, including educational tourism, training packages, educational technology, policy advice, teacher exchanges, participation in school projects as well as universities abroad, and joint programmes. Some export activities are based on the initiatives of individual actors; some are institution-based, while others are coordinated across institutions. "

When considering studying abroad, unlike in the past, Chinese students and their parents are no longer only looking to the USA and the UK and their commonwealths as destinations for study, the Nordic countries have managed to attract more and more Chinese students because of their good reputation in recent years in all areas. On the graph of the Global Flow of Tertiary-Level Students page of The United Nations Educational, Scientific and Cultural Organization (UNESCO), the

number of Chinese students on UNESCO's is the 3rd highest of all international students as 1,556 received in Finland in the year 2018. See Figure 3. (UNESCO 2020.)

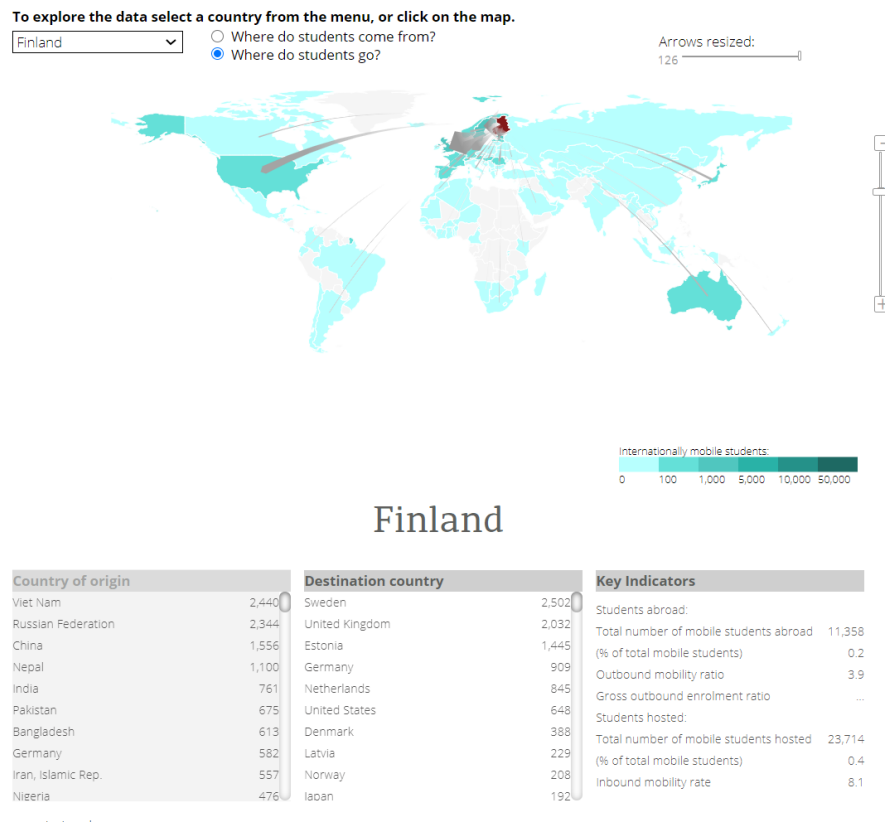


Figure 3. (UNESCO 2020.)

In an era of internationalisation of education, international students will visit several target countries before finalising their destination country. For example, many Chinese families will have their children attend campuses located in different countries from primary school onwards to enhance their experience and to inform their future choice of foreign universities.

The One Belt One Road (OBOR) initiative emphasizes promoting multiple forms of people-to-people exchanges with the countries along the OBOR, which will bring convenience and opportunities for tourism. (Belt and Road Portal 2017.) Finland as one of the countries along OBOR, the tourism industry will be promoted and improved between China and Finland. With more corporation projects between China and Finland in various industries; Finnish tourism programmes and promotion are increasing by Visit Finland; the number of Chinese tourists in Finland is rapidly growing. With China becoming an increasingly important source of tourists in Finland, 'Arctic tourism' has also attracted the attention of the Chinese government, which has encouraged Chinese companies to "cooperate

with Arctic countries to develop tourism.” (Koivurova, Kauppi-Ia, Kopra, Lanteigne, Shi, Smieszek, Stepien, Käpylä, Mikkola, Nielsson & Nojonen 2019.)

Since the Finnish educational tourism project started, most of the customers are coming from China and Japan. Especially Chinese, their interest in the programme has never waned and has remained at a high level. The Chinese enthusiasm for education and their willingness to pay for it makes them a potential segment of the Finnish educational tourism business (Business Finland 2020b).

Thus, Visit Finland has a segmentation of Chinese visitors: those from the public and private sectors, who arrange meetings with Finnish education officials. Public officials are on official visas, travel on a relatively fixed itinerary and meetings are a prerequisite for obtaining a travel permit, while educators from private schools are on business visas and can travel more freely to find ways to improve their business competitiveness. For students, educational tours to Finland are suitable for all age groups, from elementary school through high school all the way to university. Summer camps, study trips, and sister school visits. There are two distinct groups of students: one is consisting of students from one school, led by teachers, who are more price-sensitive; another one is arranged by private camp organizations that market to families travelling with students in their networks, who have high expectations of service and quality. (Visit Finland 2020.)

1.2 Research objection and questions

The main objective of this thesis is to design a new service package for school-age educational tourists from China, which will enable the case company to fully integrate the original resources and new projects what are relevant with the business in the local, to helping the case company to get ready to seize the opportunity as soon as possible after the Covid-19 and other international incidents.

Therefore, research questions are:

- 1. What educational tourism products are available on the Finnish market?**
- 2. What educational tourism products are for elementary students in Oulu region?**
- 3. How can Go Arctic Ltd. (Go Arctic) differentiate its educational tourism products from the market?**

This research was conducted as a case study, using qualitative research to create a new educational tourism service package for Go Arctic, which consists of texts, observations, images and even symbols, which is mainly used for exploratory research. (Bhatia & Manu 2018). The qualitative methods are mainly used to collect information on the tourism and education industry through interviews of tourism practitioners and relevant people from Finland and China, and secondary data collection from documentaries.

1.3 Case company

The case company for this thesis is Go Arctic for which the design of a new product was agreed upon between the author and Kirsi Maria Eskola, one of the partners and the Chief Executive Officer (CEO) of Go Arctic, Kirsi was also the key contact for the whole process.

Go Arctic is a limited liability company established in Oulu, Finland, in 2010. It is the first destination management company (DMC) in Oulu and plays an expert role in the design of new tourism products in the Oulu region. Go Arctic is a shareholder and operator of Oulun Matkailu Oy., also known as Visit Oulu. As Go Arctic's most prominent business, tour and event organization makes the company a preferred partner of Visit Oulu, and the company has a long history of working with DMCs for international tour operators. The company has been in partnership with Business Oulu for eight years and provides tourism information services as well as sector training services. Furthermore, Go Arctic is one of Finland's leading cultural and entertainment institutions, working closely with dozens of artists, musicians, and actors. (Go Arctic Ltd 2020.)

The scope of Go Arctic has expanded over the past 10 years to cover a wide range of niche businesses such as planning and delivering regular tours; customizing more in-depth tour packages based on different themes; organizing events of various scales; agency services for commercial performances by professional artists and marketing, selling, brokering, training, and consulting for the events organized; to providing sales and rental of industry-related equipment. In other areas such as import/export, e-commerce, and real estate brokerage services.

In the tourism hospitality sector, Go Arctic has contracted over 40 expert professionals who can speak 13 different languages. Go Arctic acquired the Hotel-Restaurant Liminka Bay in the Liminka Bay area in early 2021. The company also operates a seasonal coffee and ice cream kiosk during the summer season, which is run by two full-time managers. In the event organizing sector, the

company has 10 to 15 experienced event production staff and contracts with some twenty performers (actors, musicians, actors and wellness trainers). Across the region, Go Arctic works closely with other actors in the sector; operators, hotels, offer providers of other programme services, and restaurants, as well as several related associations. (Interviewee A 2021.)

Go Arctic has a turnover of 998,000 euros. By the end of the fiscal year 2019, the performance was 45,000 euros, net sales increased by 5.2%, the operating profit margin was 4.7%. 24 employees working for the company, the number of employees increased by 4.3% compared to the previous fiscal year (Kauppalehti 2020).

Till 2020, Go Arctic has 22 employees, and its turnover is 618,000 euros. In the fiscal year of 2020, Go Arctic had 82,000 euros lose and the operating profit margin has dropped 12%. The company's equity ratio dropped 32.3%. Compare to the net sales of 980,000 euros in the 2018- 2019 fiscal year (Interviewee A 2021), Go Arctic, like its peers, has encountered business difficulties due to the Covid-19 pandemic.

However, Go Arctic expects that travel will soon recover after this outbreak. By bringing more programme services and event production to the Oulu area and increasing the amount of international tourism it generates, the company hopes to increase its market share in the Oulu region. Currently, the company is working on the Arctic cruise port project and the Edu-tech visitation project in response to the call of Visit Finland.

2 MARKETING MANAGEMENT

2.1 Tourism and service

2.1.1 Tourism products

Tourism products are constantly evolving to meet the needs of tourists, and the definition of 'tourism product' is updated accordingly. The World Tourism Organization (UNWTO) has recently defined the tourism product as "a combination of tangible and intangible elements such as natural, cultural and man-made resources, attractions, facilities, services and activities around a particular point of interest that represents the essence of destination marketing. Mixes and creates an overall visitor experience for potential customers, including emotional aspects. A tourism product is priced and sold through distribution channels and has a life cycle." (UNWTO 2020, tourism product development.) Tourism products may be offered in packages because of the multiple and complex factors involved. As Koutoulas (Koutoulas 2015, 2) mentioned: "The entire tourism product is It is the combination of all the elements consumed by tourists during travel, and the particular product is a single product and a component of the tourism industry." Any component can make each product package unique.

2.1.2 Educational tourism products

Educational tourism can be traced back a long time ago. It is a relatively common teaching method in ancient China. It can be divided into two types: teachers travelling around and giving lectures and students studying abroad. For example, Confucius, the social turmoil at the end of the Spring and Autumn Period - 771 to 476 Before Common Era (BCE), to achieve self-worth, he started the travel which spans huge distance and time, and simultaneously learns and teaches during his travel. (Li 2019.) In Europe, it can be traced back to the seventeenth and eighteenth centuries while the grand tour started, it was tailored specifically for European aristocrats as more and more British aristocrats visited art cities such as Rome and Paris, group travel was later formed and became part of the formal education of British aristocrats, so that they could understand the culture and art of the destination country while learning the language, With the rapid development of European economy and technology, people from a wider social class began to study abroad. (Towner 1985.)

With the change of times, educational tourism products are becoming more and more perfect, and the combination of tourism products and education is becoming closer. As well as providing food, accommodation and transportation as basic elements of tourism services, tourism providers need to have a deep understanding of the education industry, to locate their target customers and design services accordingly. (Voleva 2020.)

In the era of globalization and increasing competition, companies increasingly rely on developing new products and services (Marais, Plessis & Saayman 2017). In order to counter escalating competition, changing consumer habits and market situation as well as macro business conditions and internal structural factors of a company, it is imperative to maximize the use of marketing management theory when creating tourism service products. Since “marketing strategy plays a central role in the business strategy dialogue. It involves decisions relating to market segmentation and targeting, as well as the design of positioning strategies based on the marketing mix.” (Slater & Olson 2001).

As part of the service industry (WTO 2020), the service marketing mix is also applicable to the tourism industry (Lovelock & Wirtz 2016, 157).

2.2 Marketing mix

Borden first defined 'marketing mix' in 1964, listed 12 marketing elements, which meant that market demand is influenced by the so-called 'marketing variables' or 'marketing elements'. The best way for companies to meet market demand and maximize profits is by combining these elements effectively. (Borden 1964.)

The combination of the service marketing 7Ps initial theories and in the educational tourism industry could lead the research to a clearer direction (Figure 4.).

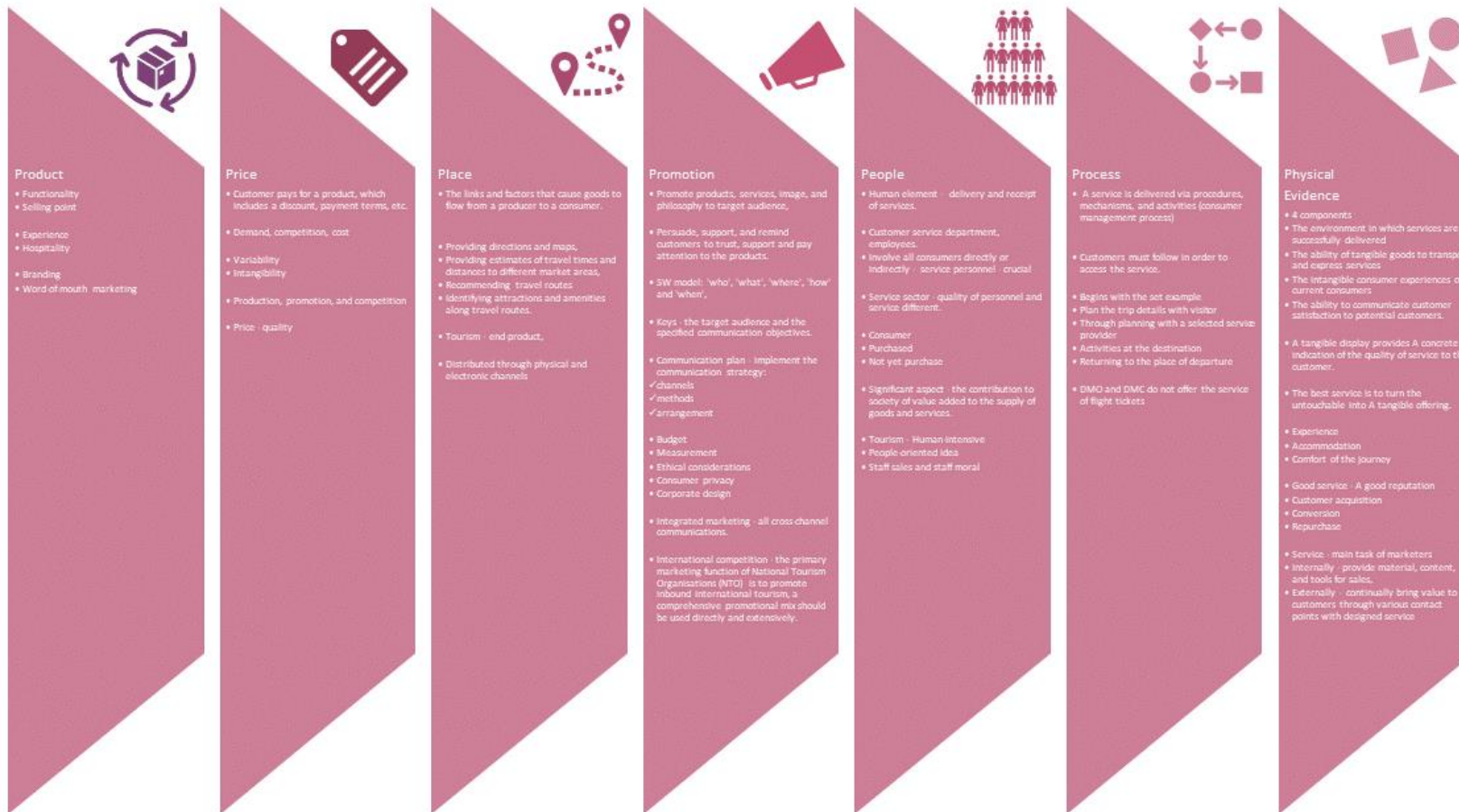


Figure 4. Service marketing 7Ps of this research

2.2.1 Marketing mix 4Ps

In the same year of Borden defined the 'marketing mix', McCarthy (McCarthy 1964) defined the 4Ps of the marketing mix as product, price, place, and promotion, and suggested that managers could use this theory to develop an effective mix of factors to meet market needs. Since then, the marketing mix 4Ps theory has become a cornerstone of management, as well as of academics, and has been expanded along with society's development. Kotler (Keller & Kotler 2015, 47) reaffirmed the 4Ps as the core of the marketing mix in his books. As:



Figure 5. (Keller & Kotler 2015, 47.)

Product: Kotler (Kotler, Armstrong, Harris & He 2019, 51) has defined that "A product is anything that people can use to meet their needs, including tangible products, services, people, organizations, ideas, or a combination of both. Focusing on product functionality requires that it have a unique point of sale and put functionality first."

The tourism product includes both the experience and the hospitality, and the experience should be presented in a way that visitors see its value (Kannan, 2009). The holistic view of the tourism product is inextricably linked to the marketing decisions of the various producers in the industry, especially the partnerships and scope of cooperation with suppliers. At the same time, it strongly influences firms' decisions on marketing mix characteristics and other elements. Thus, product mix

decisions need to constantly come to the creation of new tourism products based on the continuous analysis of individual products and their markets (Moutinho 2001, 134-136).

Furthermore, due to the characteristics of the service provided by tourism products as intangibility, heterogeneity, inseparability, perishability (IHIP) (Lovelock et al. 2016, 88). In addition to developing innovative product features, branding should also be taken into consideration to establish a strong performance-based service relationship. Since the increasing popularity of internet marketing, word-of-mouth marketing is even becoming the preferred method of promoting a brand. (Swiatecki 2014.)

Price: Kotler (Kotler et al., 2019, 51) refers to the cost paid by the customer for the product, including discounts, payment terms, etc. The three factors that affect price fluctuations are demanding, competition, and cost. They are also the main basis for companies to set prices. According to the company's positioning and brand strategy, adopt different pricing strategies, focusing on the value of the brand.

Tourism pricing is complicated by the variability of the product, the intense competition in certain tourism markets, and the difficulty of accurately forecasting demand (Moutinho 2001, 150). One difficulty of pricing is the intangible nature of the service; the higher the intangibility, the harder to calculate costs and the greater inconsistent of the service. Another factor is that prices are regulated by government or industry associations (Ray, Das & Kumar 2018, 90).

As well as considering the costs of production, promotion, and competition when pricing tourism services (Kannan, 2009), it is also important to consider that price levels may affect certain tourism products' purchase, since tourists judge quality by price (Gupta 2011, 76).

Place: It is referring to the links and factors that cause goods to flow from a producer to a consumer. Direct communication between a company and a consumer can be created through its distributor, so the company need not deal directly with consumers, but rather cultivate their distributors and create a sales network. Distribution channels are composed of the links and driving forces responsible for getting a product from the distributor to the customer (Kotler et al. 2019, 51).

Place and time in the travel industry are about providing directions and maps, providing estimates of travel times and distances to different market areas, recommending travel routes, and identifying

attractions and amenities along travel routes (Kannan 2009). In destination marketing, the place also represents the distribution, as well as the online and traditional travel trade channels used to attract visitors to a destination (Morrison 2013). Tourism is different from many other service products because travel is the end-product, as a service, tourism is intangible at the sales point and cannot be easily measured, touched, or evaluated until tourists reach the destination (Gupta 2011, 76), and it can be distributed through physical and electronic channels (Lovelock et al. 2016, 121).

Promotion: An organization or company to promote its products, services, image, and philosophy to its target audience, to persuade, support, and remind them to trust, support and pay attention to the organisation's products. A simple example would be changing sales behaviour to motivate customers to make a purchase. Using short-term behaviour (e.g., discounts, buy one get one free, marketing live atmosphere) to increase consumption or attract customers from other brands (Kotler et al. 2019, 52).

In service marketing promotion, based on the 5W model consisting of 'who', 'what', 'where', 'how' and 'when', it is necessary to first consider the keys to strategic communication decisions which are: the target audience and the specified communication objectives. Then consider the service communication plan required to implement the communication strategy: the broad communication channels, the ways to overcome the communication challenges of a particular service and the associated arrangements for communication activities. Further, the available budget for implementing the communications plan, the methods to measure and evaluate its effectiveness, ethical considerations and consumer privacy, and corporate design should also be considered. Integrated marketing communications can coordinate all cross-channel communications. (Lovelock et al. 2016, 231.) The promotion of countries as tourist destinations has increased considerably in recent years, international tourism has become more lucrative and competitive. This is particularly true of National Tourism Organisations (NTO), whose primary marketing function is to promote inbound international tourism. With the growth of international tourism, a comprehensive promotional mix should be used directly and extensively by tourism-related organizations, led by NTO. (Moutinho 2001, 157-160.)

2.2.2 Service marketing mix 7Ps

With the growth of industrial sectors in countries with high productivity, market structures have been also changed; on the other hand, with the shift from a seller's market to a buyer's market,

consumers have become more discerning. Hence, the 4Ps are no longer sufficient for developing marketing strategies in all industries. Therefore, based on 4Ps, professionals are constantly researching and developing the marketing mix to adapt it to the current situation. Booms and Bitner (Booms & Bitner 1981) proposed the 7Ps theory, which adds 3 more elements like people, physical evidence and process. The 7Ps framework is more applicable to service-oriented companies than the 4Ps. As:

People: It refers to the human element in the service marketing mix, which encompasses the delivery and receipt of services, for example, the company's customer service department and its employees. Modern marketing practices involve all consumers directly or indirectly, so the service personnel in the company, who can completely influence the customer's perceptions and preferences regarding the quality of the service, especially the various quality in the service sector. The responsibilities of marketing managers do not only cover interactions between companies and customers who have purchased goods or services, but also need to encourage the behaviour of unpurchased customers. A significant aspect of the 7Ps marketing mix is the contribution to society of value-added to the supply of goods and services (Booms et al. 1981).

As a human-intensive industry, it is obvious that people are the main factor, both for tourists and tourism service providers. All hospitality and customer relations should be based on the people-oriented idea. Moreover, people also play a vital role in staff sales and staff morale, quality control and so on during the tourism process (Kannan, 2009).

Process: The marketing mix refers to the process by which a service is delivered via procedures, mechanisms, and activities (also known as the consumer management process), and it is the process that customers must follow in order to access the service. It is one of the most important elements of marketing strategy. Moreover, the time taken to deliver a service to a customer is important if they have to wait for the service (Booms et al. 1981).

The process of travel begins with the visitor planning the trip, through planning with a selected service provider, activities at the destination until returning to the place of departure (Kannan 2009).

Nowadays, destination marketing organizations (DMO) and DMC normally do not offer the service of flight tickets for their customers, since airline ticket distributors sell tickets directly to customers.

Physical Evidence: There are four components of the service environment: the environment in which services are successfully delivered, the ability of tangible goods to transport and express services, the intangible consumer experiences of current consumers, and the ability to communicate customer satisfaction to potential customers. A tangible display provides a concrete indication of the quality of service to the customer. The best service, therefore, is to turn the untouchable into a tangible offering (Booms et al. 1981).

Physical evidence of travel is essentially dependent on the experience, accommodation, and comfort of the journey (Kannan, 2009).

Good service brings a good reputation, this is a decisive factor in customer acquisition, conversion and repurchase for companies. Service is a main task of marketers too, internally, they provide material, content, and tools for sales, and externally, they continually bring value to customers through various contact points with designed service.

2.3 Service design

Users are now using products not just to satisfy needs, but to get a satisfying experience, especially in tourism. The development of service design has provided new ideas to improve the user experience. The quality of the service fundamentally determines the quality of the user experience of any product.

2.3.1 The development of service design

The definition of "service design" and the "service blueprint" design methodology was first introduced in 1982 by Shostack (Shostack 1982), in his first article about service designability. With Norman (Norman 1986) published "User-Centred System Design: a new perspective on human-computer interaction" in 1986, the "user-centred design" concept became popular. In 1991, Hollins' (Hollins 1991) formally introduced the concept of 'service design' in the design field with the publication of 'Total Design: Managing the Design Process in the Service Sector'. Then Bitner (Bitner 1992) developed the "servicescapes model" in 1992, which illustrates how the environment can be manipulated by human behaviour, and behavioural psychology influences the way services are designed. In 1995, Gadrey and his partner (Gadrey, Gallouj & Weinstein 1995) proposed the

concept of 'creating the meaning of service', as the definition of producing service. It says that organising a solution to a problem that does not first involve the provision of a tangible commodity, rather the integration of the capabilities of a range of actors, technologies, and organisations to plan an effective solution to the problem (treatment, mode of operation), completing the concept of the service being designed.

At the beginning of the 20th century, the concept of 'service design' became clear and the industry grew rapidly. With the publication of the Dictionary of Design in 2008 (Erlhoff & Marshall 2008, 354 – 357) under the auspices of the International Council for Design Research, defined 'Service design' as: "The setting of the function and form of service from the customer's perspective. Its goal is to ensure that the service interface is one that the customer finds useful, usable, and desirable; and that the service provider finds it effective, efficient, and recognisable."

Fast-paced global socio-economic developments have led to the concept of 'service design' being constantly updated. Miller (Miller 2015) crowdsourced an updated definition of 'service design' in 2015, as "Service Design helps organisations to see their services from the customer's perspective. It is an approach to design that balances the needs of the customer and the company's business to create a seamless and quality service experience. Service design is rooted in design thinking and brings a creative, human-centred process to improvising services and designing new services. Through a collaborative approach that engages customers and service delivery teams, Service Design helps organisations gain a true, end-to-end understanding of their services, enabling comprehensive and meaningful improvements."

From 'This is service design thinking' in 2010 to 'This is service design doing' in 2017, after several iterations with applied the service design thinking, Stickdorn and his team (Stickdorn, Lawrence, Hormess & Schneider 2017) continually developed the newest and most comprehensive definition of service design. After the collaboration with over 150 service designers, the 'service design' has been designed as:

1. As a way of thinking: Service design can be seen as the collection of attitudes of a group or even an organisation in response to a variety of situations. Service design is pragmatic, co-creative and practical. It seeks a balance between technological opportunities, human needs and commercial relevance.

2. As a process: Service design is a process driven by design thinking that seeks to find innovative solutions through an iterative development cycle. Iteration may slow down as the process continues, but it never goes away.
3. As a toolset: Service design is full of tools from branding, marketing, user experience and so on, but it is the inclusion of process, mindset, common language and so forth, that makes these tools work when used properly. One of the main aims of 'service' is to break down barriers and help people create value together.
4. As an interdisciplinary language: Service design is about co-creation, gathering practitioners from different professions and disciplines around seemingly simple, meaningful and useful tools, based on their competencies or strengths. It allows them to work together successfully without needing to know much about each other's fields. Service design can be seen as the 'glue between all disciplines', providing a shared, accessible, and neutral set of terms and activities for interdisciplinary collaboration.
5. As a management approach: When sustainably embedded in an organisation, service design can be used as either a management approach to incremental innovation of existing value propositions, or as a management approach to radical innovation in the enterprise. Service design differs in that it uses more human-centred key performance indicators, more qualitative research methods, a rapid and iterative approach to prototyping experiences and business processes, and a particular approach to leadership. (Stickdorn, Lawrence, Hormess & Schneider et al. 2017.)

The definition of service design has been constantly updated over the decades, with different experts and academics in the field having their interpretations and understandings, but they all have one thing in common: the principle of 'human-centredness'.

2.3.2 Service design principle

Since service is focused on the customer experience. Thus, the touchpoint is an important aspect of service design. The point in the process of performing the service at which various actors or things interact, the touch point can be tangible or intangible (Erlhoff et al. 2008, 354 – 357).

While Stickdorn and his partners updated the concept of service design, they had also updated the principles of service design (Stickdorn et al. 2017, 72-73):

1. Human-centred: The concept of human-centred design has been widely applied in the fields of product design and interaction design, and service design is no exception. To be human-centred means to see and think from the user's point of view and to consider all those affected by the service.
2. Collaborative: Stakeholders from different backgrounds and positions should be involved in the service design process to gather multiple demands, discover different perspectives on the problem, even be involved in the service design, then the problem will be better solved.
3. Iterative: A process of constantly receiving feedback and optimising. Service design requires iterative development, not only for learning from mistakes, but also for gathering feedback from all parties involved, and this is the core of how to iterate on a service.
4. Sequential: Service design should be a series of interrelated activities, and in sequence, each part of the experience will affect the user's impression of the service, precise control of the rhythm of each part of the service, the user then can get a more pleasant experience.
5. Real: Services are intrinsically intangible and should be visualised with 'physical elements' that will enhance the user's service memory, and enhance their perception of the service they are receiving.
6. Holistic: Holistic means to cover the entire user journey, considering every touchpoint between the user and the service, and taking into account the needs of multiple stakeholders. It is also known as a holistic service experience, keep in view all aspects of the service environment without leaving anything out. (Stickdorn et al. 2017, 72-73.)

To better implement service design in accordance with the above principles, there are methods and tools, such as the persona, service blueprint, experience principles, issue cards, service image, Lego desktop, customer journey and so on.

By far the most valuable tool for executing the 'right quality' of care through the right channels is the Customer Journey Map derived from the Service Blueprint. It ensures a holistic approach to service design that begins to explore not only the role of customer emotion, but also emotion over time. (Strong & Verma 2019, 200-201.)

2.3.3 Service design in tourism

As a service-intensive industry, tourism relies on the quality of the customer service experience and subsequent assessments such as customer satisfaction. With the proliferation of marketing channels, visitors can utilize and compare information related directly to the marketing mix, requiring more complex customer journeys. For tourism service providers, service quality determines the opportunity to compete with competitors. Therefore, the adoption of the so-called "service orientation" by tourism companies has become a key factor in increasing profits, growth, customer satisfaction, customer loyalty and satisfaction. However, destinations often offer packages or bundles of tourism services, which makes service-oriented implementation more difficult. (Zehrer 2009.)

In recent years, tourism researchers have gradually introduced design into the development of tourism products to transform tourism innovation. Here, design thinking is considered to be the basis of tourism innovation (Fesenmaier & Xiang 2017). Optimally managing the marketing mix along the customer journey, to ensures the delivery of a seamlessly integrated customer experience (Gao, Melero & Sese 2019.)

3 RESEARCH METHODOLOGY

This chapter is the research part of this paper, which covers the methods used in the research, the tools used to collect data, sampling techniques and data analysis modes. Provided the validity and reliability of the research, so research onion model has been selected to formulate research methods.

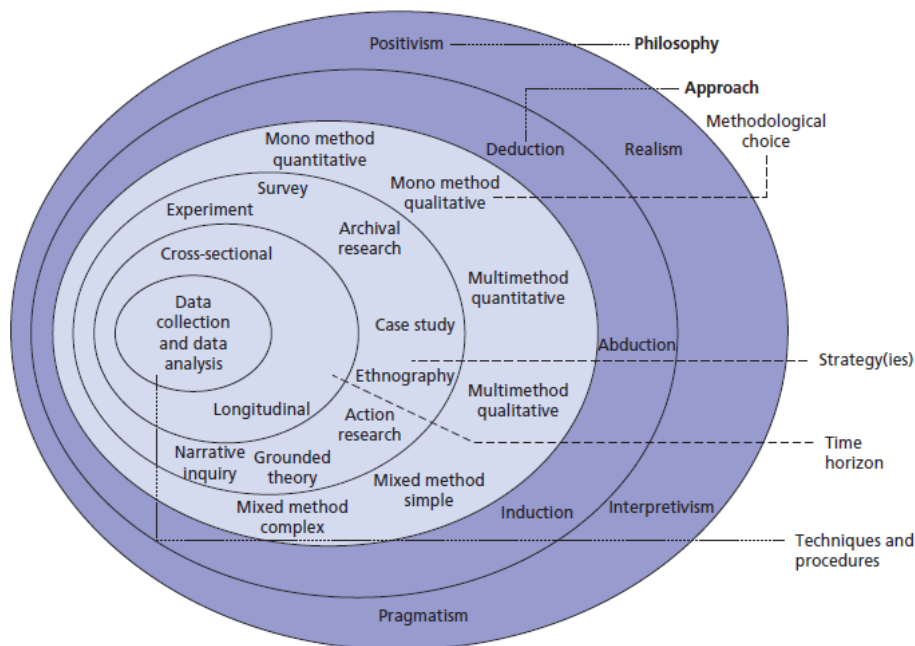


Figure 6. (Saunders, Lewis & Thornhill 2012, 128.)

Saunders, Lewis and Thornhill (Saunders et al. 2012, 128) proposed the research onion model in their book "Business Research Methods" to illustrate the various stages involved in the development of research work, and pointed out that when using research onions, it has to go from the outer layer to the inner layer.

The research takes the form of a case study of Go Arctic. The aim of this study is after identifying the needs of the target users, then reorganize the case company's existing resources, and base on them to produce a unique tourism package that will help the company to enter the Finnish educational tourism industry. Thus, firstly, the research philosophy of the case in this thesis has been decided to be interpretations, since it advocates that individual observer have their understanding and views on reality. Therefore, explanatory research is usually qualitative. Some people would think that interpretivism is very suitable for business and management research, especially in the

areas of organizational behaviour, marketing, and human resource management. (Saunders et al. 2012, 132-142.)

The sequence of this paper is to collect data used to explore educational tourism products in Finland, especially the Oulu region, as well as related policies and government support, and services for the mass market. After studying the target market, I identified the possibilities for Go Arctic and designed a unique service package to gain a share of the special market. Therefore, inductive research methods are used. (Saunders et al. 2012, 146-147).

Based on the current situation of the tourism industry under the epidemic, this study principally conducts qualitative research. As defined by Saldaña: “qualitative research is the information or data collected and analysed is primarily non-quantitative and includes textual material such as interview transcripts, field notes and documents, and/or visual material to document human beings in a state of social action and reflection on others and/or their own experiences.” (Saldaña, Leavy & Beretvas 2011, 3-4.)

3.1 Case study

For analysis to get an in-depth understanding of the Finnish educational tourism business, and answer research questions, this thesis took a case study that focuses on a single typical unit as the case company. (Saldaña et al. 2011, 8). Due to the particularity of the Finnish educational tourism industry model-dominated by the local government, the characteristics and needs of the visitors, the appropriate local tourism supplier is selected to provide services. As the longest-running and strongest DMC in the Oulu region, the case company was able to provide convincing information about the industry and its business experience. Meanwhile, the case company has enough resources to design a new product and implement it.

As Thomas (Thomas 2017) says, “a case study is like an umbrella that covers all the activities of inquiry, and it can include as many different methods and procedures as possible to understand what is happening in a given situation. A case study involves an in-depth study of a case or a small group of cases to gain a rich, detailed understanding by examining all aspects of the case in detail.” (Thomas 2017, 266). The collection of data is mainly through interviews and secondary data review (Thomas 2021, 49). A cross-sectional time horizon is used here, because educational tourism is a relatively new tourism theme project in Finland, this study is about a specific phenomenon at a

specific time (Saunders et al. 2012, 190). Thus, two types of data are collected for the purpose of this research. The textual information collected in this study is mostly secondary data for evaluating trends with the research topic, and a particular individual who is the main contact person of Go Arctic has been selected for an interview as the primary data for an in-depth understanding of the topic of the thesis. (Saldaña et al. 2011, 33.)

3.2 Data collection

Secondary data are also known as published data. Data that was not originally collected but was obtained from open sources and statistically processed are called secondary data. Auxiliary data can be either published or unpublished data (Singh 2014).

In this research, since educational tourism has not been implemented in Finland for a long time, plus, the Covid-19 epidemic is still spreading, the data needed in the article are related to the past. Thus, I firstly conducted a literature review of the selected research tools 'service marketing mix' and 'service design' for this thesis. The second step was to collect secondary data on the Finnish educational tourism industry for corroboration and further research, all data collected from official documents of Finnish government departments, promotional documents, brochures of Finnish government departments, and internal materials in the Finnish educational tourism forum that are not available to the public.

The interview has always been recognized as one of the main roles in qualitative research methods (Flick 2018, 234), it is like a communication between the researcher and the interviewee constructed together. Because Interview has great flexibility, its question design is usually adjusted according to the interviewee's answers during the exchange, and then expanded in sequence. Therefore, by an interview, one or more ideologies are conferred through constructing a type of subjectivity and by inducing the interviewee to express the inner voice (insights, beliefs, experiences, etc.). The way they conduct, analyse, and present will often maximize their ability to embody concepts of self-expression, publication, and social interaction (Briggs 2007, 554).

This thesis works with a semi-structured interview with 5 interviewees who are active in the educational tourism field. In this semi-structured interview, the researcher prepared a set of questions for the respondent to answer. At the same time, in the interview process, the researcher was able to directly control the interview process, make different responses according to different situations,

ask questions or further questions, in order to gain a deeper understanding of the research topic and collect detailed information about the research question, such as 'What product does Go Arctic has?'. (Qu & Dumay 2011, 244-247.) Strictly qualitative semi-structured interviews contribute to the objectivity and reliability of the research and make the results more convincing (Kallio, Pietilä, Johnson & Kangasniemi 2016).

A semi-structured interview plan was then developed based on the research tools and the collected secondary data. In the interviews, there were three main parts: the interviewees' experiences in the field, how they perceive educational tourism in the Oulu region, and how they plan educational tours in the Oulu region. The interview questions for the Chinese interviewees were based on the same questions as for the Finnish interviewees, but there were subtle differences in some of the questions due to their different circumstances. Through the above method, a systematic and in-depth understanding of the existing educational tourism products in the Finland and Oulu region was developed, and then a distinctive product package was designed for the case company to enhance the company's competitiveness.

To ensure the relative impartiality and usability of the data collected, I have contacted five interviewees, all of whom are still working in the tourism industry and most closely related to educational tourism. Considering the sensitivity of the information in the industry, the ethical nature of the study, and respecting the wishes of the interviewees, I decided to anonymize the information about the interviewees and their workplaces. As:

Interviewee A, A director of the case company

Interviewee B, A veteran in the tourism industry, who has long and deep cooperation with the case company.

Interviewee C, A director of the educational tourism programme of a town in Oulu region

Interviewee D, An educational tour operator in Oulu region

Interviewee E, An educational tour operator in a city in China

All interviews were recorded and immediately transcribed into text afterwards, which was then analysed at a later stage. See Appendix 1 for interview questions.

3.3 Data analyse

This research is based on a specific case study, where qualitative data is collected over a sustained period of time to make it holistic (Miles, Huberman & Saldaña 2014), and the data collected is then analysed to derive common themes and concepts. The study refers to the structure of the service marketing mix 7Ps, and in collaboration with the case company. The secondary data got collected and several stakeholders of the Finnish educational tourism industry have been interviewed during the collaboration with the Go Arctic. The data analysis in this paper is based on all the data collected above (Medelyan 2021). The data analysis process followed Lichtman's "3Cs, coding, categorizing and identifying concepts", it yielded key concepts from the data, supplemented by narratives to help make sense of the data as Figure 7 (Lichtman 2012, 251).

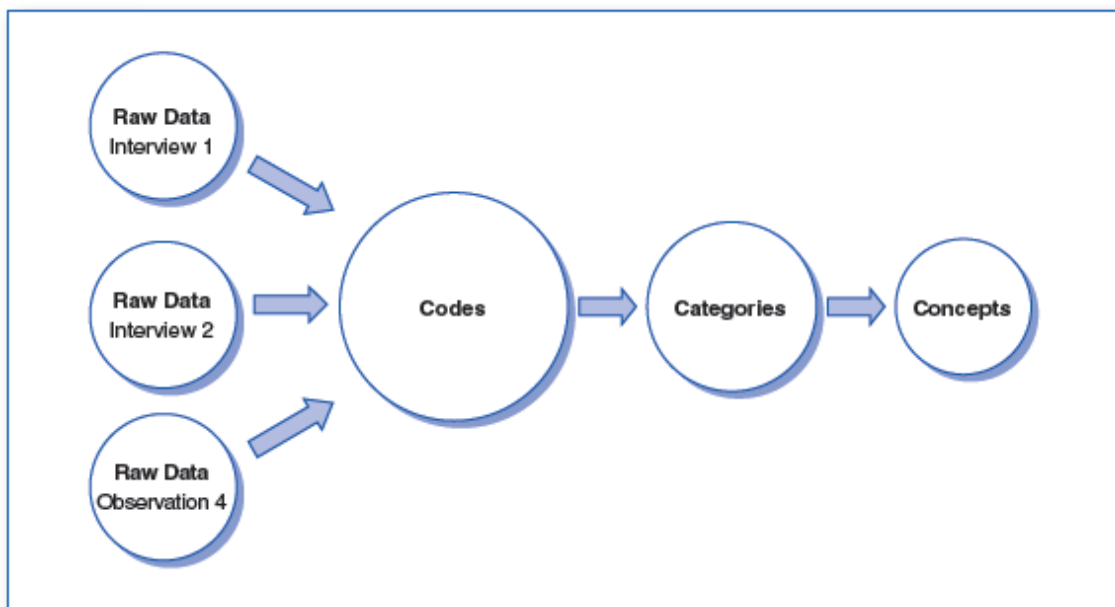


Figure 7. (Lichtman 2012, 252.)

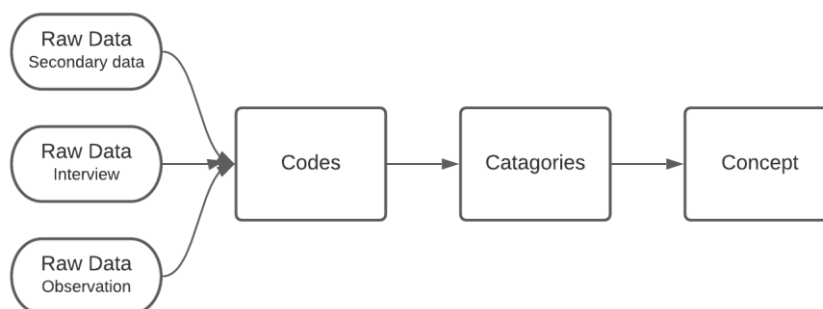


Figure 8. 3Cs of data analysis for this research

I have followed the 3Cs to proceed with my data analysis (Figure 8.). The secondary data has been collected prior to the interviews, which helped in planning the content of the interviews. The interviews lasted for 3 months, and I transcribed the recordings into text format immediately after each interview, as well as analysed and interpreted them. Interviewees A, B and C are Finnish, those interviews were conducted in English. Since none of us are native English speakers, and to make sure that each question was answered exactly, each interview has taken a longer time. Interviewee D and E are Chinese, so interviews with them were conducted in Chinese, which took less time and easier for us to understand each other.

As an over process between data collection and broader data analysis, all collected data were first coded (Saldaña 2016, 5). Interviews with interviewee A, B, C, D were recorded, interviewee E replied to interview questions by written due to time constraints, I had some fragmented conversations after receiving the written feedback. I converted all records into text material. The codebase was set up to research expectations, most of the coding items were available before coding, thus the data collection was according to the set coding items. MAXQDA 2020 was the tool for coding and categorizing them, then, in turn, find the patterns from it, after combined with more specific information (Bernard, Wutich & Ryan 2017, 161-162). which helped me to have a deeper understanding of research questions 1 and 2.

In the interviews, the most talked about topic by the interviewees was the products of educational tours, and they were all trying to find out more distinctive products to attract more Chinese educational tourists.

4 RESEARCH RESULT

This chapter is the results of the research. It is divided into two parts, the first is the educational tourism products research of Finland and Oulu (research questions 1 and 2 of this research), according to the structure of service marketing mix 7Ps; the second part is the needs of the target market for the educational tourism. A deep understand of them is helping to define the gap and opportunities for the case company. All based on the collection and analysis of secondary data related to the Finnish educational tours and the interviews with stakeholders.

4.1 Educational tourism in Finland and Oulu region

For a long time, travel has been considered educational. Travellers travel for learning, and people are still talking about the educational benefits of travel. Studying abroad can enable people to acquire knowledge and skills, get more sustainable development, and have more choices in life. Nevertheless, educational travel can also be short-term. There have always been controversies and discussions about whether to be educated while travelling and the type of educational travel. However, travellers can gain knowledge during their journey through understanding, learn, discover, explore, and make sense of other places. (Matthew & Petrick 2013.)

Educational tourism includes inbound and outbound trips and exchange students. It is broadly divided into two categories, the first one is based on the school course, the content of the trip is directly connected with students' classroom courses, as a part of the formal learning experience, it might be expanded; the second one is to take the on-site study as an extracurricular activity, these are not limited in the curriculum demands and not directly connect to a specific discipline. And most of those products are focusing on language study. Depending on the age of the child, issues regarding product supply to the school market are different. In most countries/regions, most visits come from children between the ages of 9 - 13. This is due to the restrictions on official exams for older children and the logistical difficulties of organizing visits for very young children. Children of different ages have different interests, curriculum needs, energy and backgrounds, so they should be included in every successful school product and learning experience produced. After comparison of the age groups of general, younger than 8, 8-12, 13-18, the most potential educational tourists are children of 8 years old to 12 years old. Since children at this age may begin to understand simple relationships and cope with some project work. Interactive exhibitions and games that reveal

relationships are more effective than talking about them. Hence, most school educational products are designed for customers who are between 9-13 years old. (Ritchie, Carr & Cooper 2003, 130-159.)

Oulu is one of the fastest-growing cities in the Nordic, the 4th biggest city in Finland and the biggest one in northern Finland. Oulu is the trade, logistics and cultural centre of Russia, Sweden, and Norway. Oulu has the world's top information and communication technology industry. Nokia's R&D centre is here. 5G and 6G networks were born here, and 5G hospitals are also being designed. In the creative industry, Fingersoft is here and cooperates with OAMK's Game Lab to enable the game industry to flourish in Oulu.

Visit Finland has a lower-level department in every city in Finland, like Visit Oulu. These departments have professionals to explore tourist attractions in-depth according to local conditions and cooperate with local tourism companies to create tourism products with various characteristics. To attract different types of customers (Visit Finland 2020a).

The following table is a summary of the results of educational tourism in Finland and Oulu, the details of which are explained later in this chapter.

	Finland	Oulu
Target market in China	Priority sister school, then random customers	Only schools from Hangzhou
Product	Customized package, based on half-day in Finnish classroom. Theme: General Finnish education. STEM Very few art speciality schools will carry out educational tours on art themes.	Customized package, based on half-day in Finnish classroom. Theme: General Finnish education. STEM
Place (Time)	Place: All over Finland Schools, other local institutions related to education and training.	Place: Oulu Region. Oulu International School and other local institutions related to education and training.

	Sister schools, sales in cooperation with organizations and individuals in China Time: Winter and summer holidays in China	Sister schools from Hangzhou in Oulu city. Other places in Oulu region for non-Hangzhou customers Time: Winter and summer holidays in China
Price	Bundling Price Price adjustable base on the additional programme excepted the school class visit. Flight and visa etc. are not included.	Bundling Price Price adjustable base on the additional programme excepted the school class visit. Flight and visa etc. are not included.
Promotion	Visit Finland, Regional tourism departments Online: media platforms China: Weibo, WeChat Offline: promotion events, exhibitions	Visit Finland, Visit Oulu Online: media platforms China: Weibo, WeChat Offline: promotion events, exhibitions
Physical Evidence	Regular mode: Schools, educational institutions, camps, hotels, restaurants, transportation in Finland (trains, buses, boats)	Schools, educational institutions, camps, hotels, restaurants, transportation within Finland (trains, buses), occasional short-term homestays
Process	The product package design, DMC service in Finland, Guided tours, process monitoring, Customer feedback after the trip	The product package design, DMC service in Finland, Guided tours, process monitoring, Customer feedback after the trip
People	Human-cantered strategy Customer: Sister School, Sister City. Customers can participate in the design of the itinerary and choose a programme of activities in addition to the school curriculum. Staff: Units involved in educational tours to Finland, and related projects around the world.	Human-cantered strategy Customer: Sister School, Sister City. Customers can participate in the design of the itinerary and choose a programme of activities in addition to the school curriculum. Staff: Units involved in educational tours to Finland, and related projects around the world.

Table 1. Summary of the research results

4.1.1 Product

The STEM approach in Finnish education has attracted the interest of educators from other countries (Doyle 2017, 19). Most of the educational tourists who come to Finland today experience STEM in their destination schools to a greater or lesser extent, and some schools teach along the exact STEM lines. The STEM learning experience is therefore a service offering for most customers (Business Finland 2018).

Local authorities and local tourism service providers in Finland have an in-depth understanding of the geography and cultural context of the site and design unique service packages (Business Finland 2018):

The nature of Finland has always been a major attraction for tourists, educational tours are including experiencing Finland's natural beauty as one of the elements. Oulanka national park in Kuusamo provides a typical Nordic lifestyle and natural knowledge, with teamwork training campus for foreign customers from western countries and Asian countries. By cooperating with the professional translator team to get know customers' feedback for keeping study and update services.

In addition, some Finnish schools or organisations are taking on a special aspect of their educational tourism customers. For example, Tytyri School in Lohja, where the focus is on art education, the educational tour between Tytyri school and its sister school Chaoyang Experimental Primary School attached to Capital Normal University in Beijing, is more art and cultural in nature, so that students from both sides have a deeper understanding of each other's cultures, and young tourists from China have a very different learning experience from the Chinese classroom. This has been highly praised by Chinese customers and continues to be so.

Vuokatti Sport Resort in Sotkamo has also hosted Chinese educational tourists in family groups and offered a parent-child scout camp, which was very well received.

As a leading destination for cultural, educational, and technological investigations in Finland. "Education travel and technical visit" is part of Oulu's international strategy, since Oulu can provide quite a lot of education-related services, and it is the innovation centre of new educational philosophy, such as phenomenon-based learning and research. With a significant increase in educational visits to Oulu by foreign customers, the city of Oulu clarified the roles of each stakeholder in the

design of the service, and developed an operating model based on the shared values. Align the role of public sector operators in education and culture with the role of small businesses that provide services and drive the development of operating models with additional services. (Business Oulu 2020.)

The “Educational travel and technical visits” programme of Oulu involved 124 officially recognised programmes, 96 of which are directly related to educational tourism. 69 of these programmes are suitable for 9–13-year-olds educational tourists; 7 of 28 technical visits programmes are suitable for 9–13-year-olds. 38 public and private institutions are proving these programmes by intimate cooperation. 9 product coordinators, 5 of them are focused on the China market. 2 destination management companies (DMCs), Go Arctic is one of them. (Appendix 2)

Educational tourists from China include adults and primary school students mainly from the sister school in Hangzhou. In addition, there are also educational tourists from other cities in China whose Finnish school experience is not possible arranged in Oulu, thus, they usually get arranged to travel to the towns around Oulu for this activity.

Apart from school-age tourists, the educational tourism services in Finland are also available to adult visitors, such as educators, who can interact with local counterparts while visiting Finnish schools (conferences, workshops, etc.) or participating in Finnish classrooms. Adult educational tours will focus more on industry exchange, for example, interspersing the morning classroom experience with industry exchange sessions, and adjusting the time spent on-site visits and thematic workshops to more school visits, including universities and vocational schools. This research only focuses on Chinese school-age educational tourists who visit Finland.

A typical student education tour to Oulu generally involves a morning class at the Oulu International School. After the lunch break, together with the service providers listed in appendix 2, the local service provider will organize excursions and visits to natural and cultural attractions in the city and Oulu region, as well as team-building activities for groups, in addition, the operator will fill the daily schedule with workshops organized with partners on topics such as programming and animation creation, etc.

“I have noticed that they don't want to be like free. So, it is not like Finns that they do not mind if they are just hanging around and do nothing and walking outside. This is not going to happen with

the Chinese or Japanese group. They want to have programmes from 8 o'clock to evening.” (Interviewee C 2021.)

4.1.2 Place and time

Finland’s tourism industry is divided into four geographical locations, namely Helsinki region, Lakeland, Coastal areas & Archipelago, and Lapland. The Finnish educational tourism industry is derived from the Education export project and is led by Visit Finland to ensure the quality of services and Security. After investigation and research, Visit Finland has recruited 141 service providers in four tourist areas in Finland, from public organizations, public schools, private educational institutions, and scenic spots; private owners, such as tourism service providers, educational technology companies etc., but these do not include all local universities, high schools, and primary schools. There are 20 institutions in coastal areas & archipelago are operating in Oulu, Go Arctic is one of them (See Appendix 1 & Figure 2) (Business Finland 2020b).

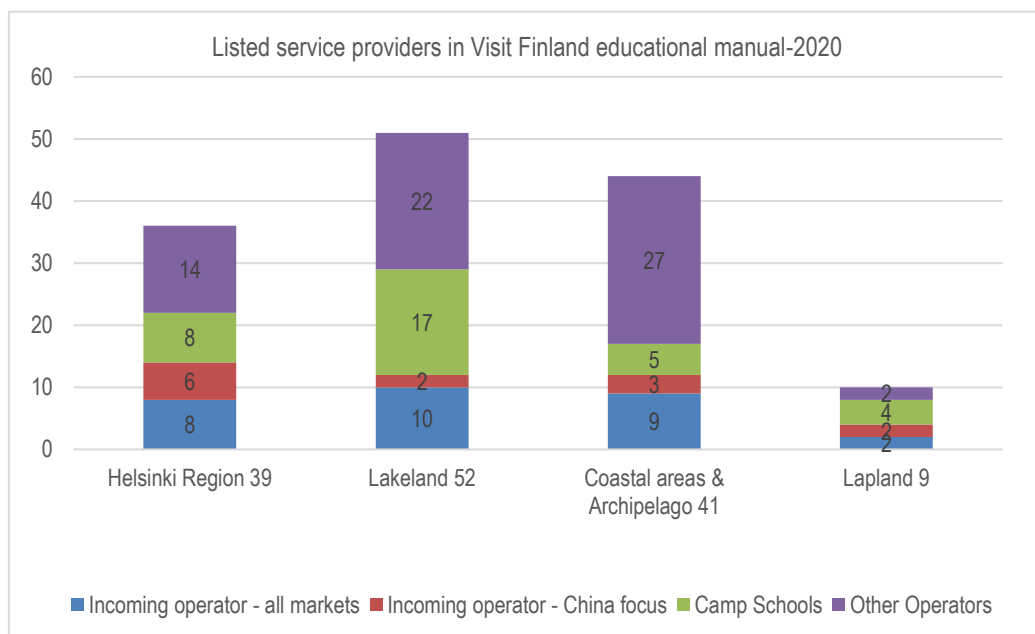


Figure 9. Listed service providers in Visit Finland educational manual-2020.

The Educational Tourism project booklet of Visit Finland focuses on the cases of Asian customers from, China, Korea, Japan, India, and the Gulf region, among them, it introduces a few cases of Chinese customers in a large space. As mentioned above, in recent years, Finland’s national branding has successfully promoted "Finnish Education" spread to the world. The number of Chinese tourists staying overnight in Finland is growing rapidly, and Chinese people’s interest in

Finland in all aspects is increasing, especially since 2000, the Chinese academic circles' attention to "Finnish education" has been steadily increasing, which also reflects the increasing enthusiasm of Chinese scholars for Finnish education research. (Cai & Zuo 2019, 218.) Besides, the time frame for the launch of this project coincided with the call of the Ministry of Education of China to encourage students to organize educational tours (Business Finland 2018).

Oulu has appeared many times as the main subject of official Finnish educational tourism documents. Educational tourism projects have taken place between Oulu and its sister schools in China. Since for the Chinese market, the policy is that local schools only welcome student groups from sister schools. This supports the overall strategy of sister city cooperation. Hangzhou and Oulu are sister cities, and ten sister school agreements have been established.

As the number of customers from Hangzhou grows, Oulu will further expand the local educational tourism network and continue to cooperate through the introduction of sister school programmes. More local organizations are opening their doors to foreign student groups, cities and towns around Oulu have also responded to the government's call to join in, such as Syöte, Kalajoki, Ukkohalla, Rokua, Hailuoto, Liminka, Raahe, Kempele.

However, before the Covid-19, customers from other regions than Hangzhou were not able to participate in the Finnish classroom experience in Oulu city. Thus, some customers came to Liminka, since there are three comprehensive schools, a high school, and a kindergarten with rich English education, all they have 25% of the curriculum is in English. (Interviewee C 2021.) In view of the language of communication, Liminka is the preferred area outside of Oulu City, and in the design of the service package later for this thesis, the focus of the activities will be in Liminka.

As educational tours usually last for two weeks, Chinese educational tourists on outbound educational tours choose the winter holidays (around the Chinese Lunar New Year) and summer holidays (July and August of each year), which are decided by the Chinese education system.

4.1.3 Price

It is common for Finnish tour operators to only offer itineraries to destinations, so they include the destination tourism package price for tourists, for example, school visits, workshops, activities, and buses. The cost of services such as flight and visa are not included. (Interviewee A, B, C & D 2021.)

Tourism service operators in Finland typically provides a list of educational tour programmes, a sample service package, and a package price with their Chinese partners. Customers may adjust the programmes by assisted of the Chinese partner, then the Chinese partner will return the updated plan to the Finnish tourism service operators for re-pricing. (Interviewee A, B, D, 2021.)

Using a bundle pricing strategy, tourism service operators work with their subcontractors to develop product and service packages and then bundle the price. This will reduce the costs and increase profits. This is a common practice for all educational tours in Finland. Due to the fixed season for educational tours in Finland, there are no seasonal discounts. Since part of Finnish tour operators needs to get customers through their partners in China (Interviewee A, D, 2021), the profit-sharing between the two sides and the discounts given to the Chinese partner by the Finnish tour operator are very important.

The costs of attending public institutions in Finland are run by the relevant government department, the income generated by the educational tour package this part is paid to the relevant department. (Interviewee C 2021.) *“At the level of profit distribution, the city of Oulu has been actuarially able to easily distribute compensation between schools, cultural institutions and administrative departments without worrying about taxpayers’ money being used to serve foreign customers.”*Said Ruohomäki. (Visit Finland 2020b.)

4.1.4 Promotion

The Edu-tech visit programme is a government initiative. Thus, Visit Finland is responsible for the main outbound tourism promotion programme in China and organizes promotional events in conjunction with embassy departments, Visit Finland will also be promoted on internet media channels. Qualified tourism service providers will be recommended by Visit Finland to Chinese customers.

For tourism service providers, in addition to the company's website and various online social media channels. They are also allowed to participate in the above-mentioned promotional events and invite their Chinese partners to Finland to participate in educational tours in order to better understand the products and promote them more effectively in China. Tourism service providers in Finland can receive funding for these activities from local government authorities.

“If we would be talking about the B2B market with tour operators, for example, then there are the most important opportunities to promote these are different kinds of fairs that we attend, or workshops, and especially these general projects that bring the tour operators here to our region, so-called ‘FAM Trips’ (Familiarisation Trips). So that’s the most efficient way to promote. And those are really, I consider, the most important ways to get the clients’ hotspot to see the activities and venues and so on. So, it’s really different from if we just go there in China, tend to prepare and try to tell them everything, and it’s more efficient to get them here.

Of course, it’s not cheap. But yes, we’ve had these projects, so they always have money. Especially for that purpose. So, project money, it all and the other organizations can bring them here. So that’s very, very good.” (Interviewee A 2021.)

Tourist service providers also provide different types of souvenirs to give to their customers in order to reinforce old customers and attract new ones. The case company gives their clients small gifts with the company’s logo, such as pine tar soap, a speciality of Oulu.

All of this is intended to give as much information as possible about Finland, and Finnish education, in an attempt to stimulate interest in participating in an educational tour to Finland.

Visit Oulu leads tourism service providers of the Oulu Region in the promotion events organized by Visit Finland. Aside from the website and the global social media channels, Visit Oulu has set up accounts in Chinese social media platforms such as Weibo and WeChat public account, to introduce tourism, technology development, education and so on of the Oulu Region in the Chinese language.

Most Finnish tourism service providers have their websites containing plenty of content presentations about their special services. Additionally, they participate and share their story on Visit Oulu’s Chinese social media accounts.

Many established educational tourism service providers in Oulu have stable sources of steady customers in China through direct Chinese partners. *“It is very difficult to run the business without Chinese contact.” (Interviewee D, 2021.)*

4.1.5 Physical evidence

For the services to be tangible and informative, Visit Finland and the travel service providers make the prices and itineraries as clear as possible, intending to increase customer trust.

The focus of promotion, especially online, is on content for Visit Finland and the travel service providers. For example, Finland's education system and its related content, are outlined in detail.

In addition to experiencing the Finnish classroom in Finnish schools, they used to be the public comprehensive schools. When it comes to arranging accommodation and so on for educational tourists, Finnish tourism providers usually arrange alternately for Chinese food and Finnish food. As well as arranging for customers to stay in hotels, some tourism providers also arrange for customers to stay in the homes of locals to experience real Finnish lifestyles.

By showing all necessary information transparently, Visit Oulu has gathered all possible partners in the Oulu region, which including sightseeing spots as geopark, activity centres as ski centres, training institutions, and resorts. Nowadays quite many sightseeing spots provide educational related activities, such as Rokua geopark has arranged “the lesson about the natural and cultural history as well as the unique geomorphology of Rokua”, all activities could be found from appendix 2.

Homestay programme has been also arranged in the Oulu region. When Chinese student tourists Visit Oulu, they will participate in class in Oulu International school, while the school sends a message to the parents of its students through Wilma (a tool for communication between Finnish schools and parents of students, available on both website and mobile app.) to convene families who are willing to offer homestays, and then places the visitors in these families to experience the lifestyle of a Finnish family with children in depth. Tourism service providers are also allowed to arrange the programme. The case company has experience of it and received high feedback from customers(Interviewee A & B 2021).

4.1.6 Process

As mentioned earlier, Visit Finland and local travel agencies have already shifted some of their focus to educational tourism. Visit Finland created an online platform for Visit Finland that has

established a shared working space for public organizations, enterprises, and individuals in the tourism industry that are operating or planning to operate an education travel business in Finland. The aim is to allow members on the platform to obtain the policy and material updates related to educational travel in time, host webinar with specialists in the industry to educate members, and enable them to brainstorm, integrate resources, combine their experience and innovative ideas so that all Finnish stakeholders operating educational travel business get rapid business development. To date, there are 87 members on the platform, including the CEO of the case company and the author of this thesis. (Educational Travel workspace 2020.)

According to the particularity of the Finnish education system, especially Finnish schools are public institutes, operated by taxpayers' funds and in accordance with the guidelines set by the local city or municipal policies. In order to ensure the legality and safety of the services provided, educational travel in Finland is led by Visit Finland in a transparent and open form, such as tourism departments and education departments, schools, kindergartens, and local tourism companies, museums, art galleries, science and technology museums, stadiums, event centres, hotels, restaurants and other public departments and private organizations related to the tourism industry have conducted close and tacit cooperation, and a win-win situation has been achieved. (Educational Travel Best Practices 2020.)

Local tourism service providers need to design their service package, then they could sell the service via Visit Oulu and themselves. All programmes could be based on appendix 2.

Service packages from the tourism service providers are only including all programmes that happened in the Oulu region, as tourism providers pick customers from the Oulu airport, and after the whole trip, deliver customers to Oulu airport (Interviewee A, B, C & D 2021). To provide high-quality service to the customers and to receive positive feedback, to build a good reputation. All activities during the guest's stay in Oulu will be provided by the appropriate service provider. The tourism service provider will assign a tour guide to accompany the guest throughout the tour and play a coordinating, supporting role between the guest and the company and other service providers to strive to meet the guest's requirements within a reasonable and legal range. In the event of an accident during this process, the tour guide is responsible for reporting the incident to the company, dealing with it on time, and submitting an incident report afterwards. (Interviewee A & B 2021.)

4.1.7 People

People in the marketing mix includes everyone who is directly or indirectly involved with the service. All of them play their role in the production, marketing, distribution and delivery of products and services to customers.

In Finland, schools are public, and students have a short school day. In order to fill the gap in out-of-school educational tour programmes, local tourism service providers in each city have the opportunity to design programmes and provide service.

In this process, all the people involved should have professionalism. In addition to the public-school teachers, the service provider plays a crucial role in all other aspects. Most of them are studying in-depth research and marketing on the target market, designing customized service packages according to customer needs, get the sales channels in China with partners, and provide tour guides at the destination.

The same roles are involved here as 4.2.7. As compared to the capital region, Oulu's resources are slightly lacking, and the educational tour is aimed at sister schools in Hangzhou. In light of this, the professionalism of all the characters, except for the public-school teachers, needs to be increased, especially to learn the culture and background correctly of coming visitors. (Interviewee A, B, C & D 2021.)

4.2 Analysis of Chinese market demand and tourist customer behaviour

Tourist demand differs from person to person and changes constantly, which is why tourism marketing efforts should start by analysing and understanding market demand. The modern tourist has higher expectations regarding the destination and the content of the tour, which has led to the creation of many bespoke tourism service packages in addition to the standard Finnish school activities. In addition to experiencing Finnish schooling, Chinese parents send their children on educational tours to Finland to give them survival training and improve their self-care skills. Additionally, Chinese parents seek quality education in areas such as technology, art, and sports.

In this case, it is necessary to understand the target customers' age and their education programmes for the educational tourism service provider, so that the product could be designed more specifically with other stakeholders to match customer's needs and their capability.

In order to generate internationally comparable education statistics and indicators, the latest version of 'International Standard Classification of Education Standards (ISCED)' has been launched by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2011. Each education level has a detailed definition (ISCED 2011), as follows:

ISCED Level	Programmes	Age
0	Early childhood education	0-2
0	Pre-primary education	3-6
<u>1</u>	<u>Primary education</u>	<u>5/7 – 10/12</u>
<u>2</u>	<u>Lower secondary education</u>	<u>10/13 – 14/16</u>
3	Upper secondary education	14/16 – 17/18
4	Post-secondary non-tertiary education	No age description
5	Short-cycle tertiary education	No age description
6	Bachelor's or equivalent education	No age description
7	Master's or equivalent education	No age description
8	Doctoral or equivalent level	No age description

Table 2. (ISCED 2011).

Educational tours in Finland typically take place for students aged 9-13, which means that classroom participation is arranged by the 2 items underlined in the table above.

4.2.1 Tourism source market demand analysis

Finnish elementary schools are the main partners of the educational tourism project.

The tourist market changes over time just as in recent years, after Visit Finland launched the Edu-tech visit programme, every Finnish city has incorporated Edu-tech visits into its planning process

and partnered with local sister cities to create friend school relationships to secure a portion of its visitor base. Oulu has different plans for the project than most other Finnish cities, it became apparent during the research. In addition to friendly schools, those cities also host educational tourists from other parts of China, but due to the resource limitations, Oulu only gets educational tourists from Hangzhou - Oulu's sister city in China. Thus, Oulu's tourism service providers need to arrange trips to participate in Finnish schools outside of Oulu if they have educational tourists from other parts of China.

4.2.2 The Chinese market of educational tourism

Due to the increasing number of Chinese tourists coming to Finland in recent years, various sectors in Finland, especially the tourism sector, have made a great effort to study the Chinese market. As the subject of this article is about educational tourism, some research will be done on the main customer segments.

4.2.2.1 Educational tour relevant policy in China

There is a famous Chinese saying from ancient times: "It is better to travel ten thousand miles than to read ten thousand books." In 2013, the Chinese Ministry of Education took the concept and updated it to 'Travel ten thousand miles and read ten thousand books' 2013. In 2014, 'Opinions of the State Council on Promoting the Reform and Development of Tourism - Guo Fa [2014] No. 31' was officially published on the official website of the government of the People's Republic of China (Guo Fa 2014).

In accordance with the requirements for comprehensive implementation of quality education, educational tour, summer camps, winter camps, etc., as important carriers of youth patriotism, revolutionary traditional education, and national conditions education, are included in the daily moral education, aesthetic education, and physical education of primary and secondary school students to enhance students' understanding of nature and society. (Guo Fa 2014, Chapter 1, Article 9.)

In the same year, the Ministry of Education of the People's Republic of China, on the basis of the National medium and long-term educational reform and development programme (2010-2020),

drafted and published “Overseas educational tour guide students in primary and secondary schools.”

It defines and regulates the content, time span and safety responsibility mechanisms of overseas educational tour groups for primary and secondary school students during the winter and summer holidays. It provides direction and standard practice for the community. Reinforces the policy direction of safety, civility and effectiveness. Guides organisers from programme development to organisation and implementation to effectively raise safety awareness, enhance safety and security and implement student safety education. (MOE PRC. 2014.)

Emphasis is placed on safe travel and learning through travel. Guidance is given to organisers on arranging activities in terms of teaching themes, content arrangements, selection of partner organisations, contracting, itinerary arrangements, pre-trip training and safety and security. In particular, the operational aspects regulate the number of teachers leading the trip, the percentage of teaching content, matters stipulated in the agreement, pre-trip training and other specific contents. Basic standards and rules are delineated for the activities of the entire industry, in the hope of creating social consensus and supervision. (MOE PRC. 2014.)

It is stated that taking into account the external environment of study trips outside the country, etc., the main focus should generally be on students in the fourth grade of primary school or above. The duration and location of activities should be planned reasonably in advance, taking into account the physical and mental characteristics and tolerance of primary and secondary school students, and should generally not exceed three weeks for primary school students and six weeks for secondary school students. Each activity should not be arranged for more than two countries, and the number of cities visited in each country should not exceed four. The proportion of educational and teaching content and learning hours of study trips abroad is generally not less than 1/2 of the total trip plan outside the country. (MOE PRC. 2014.)

“The Ministry of Education and 11 other departments jointly published the Opinions on Promoting Educational tours for Primary and Secondary School Students in November 2016, suggesting that educational tours should be incorporated into the education and teaching plans of primary and secondary schools. In every province, city, and local government, educational tours are formulated and implemented according to local characteristics and needs, and they are all uniformly monitored by local education departments. Most of the specific providers of educational tourism services are

market-oriented commercial companies. The educational tour is one business of our company, however, at this point, especially during the Covid-19, the destination is still keeping inside of China, we will focus on foreign countries after the epidemic, and the main target destination is in Northern Europe, Finland will our priority choice.” (Interviewee E 2021.)

4.2.2.2 Chinese parents' attitudes for children's education

The concept and practice of parenthood in Confucian circles remain rooted in Confucian philosophy. Parenting here is about nurturing and demanding academic and appropriate social behaviour. They are very active in setting academic expectations and responding to the learning needs of children. (Huang & Gove 2015.)

Much of Chinese parents' education of their children comes from traditional Confucian cultures, such as the parent-child relationship in terms of parenting and education. Combined with global socio-economic development and historical examples, Chinese parents invest a high amount of money in raising their children, especially in education (Ng & Wei 2020.). Especially after the reform and opening-up, China's social hierarchy has changed radically, and so have parents' perceptions and values of child-rearing. (Gu 2020.)

Parents' investment in their children's education varies greatly in China, mainly based on the geographical location of the family, the number of children in the family, and the level of education of the parents (Sun 2019). Parents' investment in their children is no longer limited to academics but focuses on aesthetic education, moral education, and sports development for their children. This enables them to become well-rounded developmental talents who are more easily adapted to the adult life of the future.

4.2.2.3 Chinese parents' investment in children's education

According to the reform of the education system in China, the demand for quality education for Chinese students outside of school is gradually increasing.

The 2020 China Quality Education Industry White Paper conducted a questionnaire survey of 1001 Chinese parents who had enrolled their children in quality extracurricular training in less than a

year, and the results showed that: Parents users of the quality education industry value the development of their children's best interests and mental health, and generally believe that it is more appropriate to start developing the various interests of their children at the age 4-6 or 7-9 years old, with an average of 2.2 classes of interest per person enrolling their children in the past year, and half of them. The average number of classes per child over the course of the past year was 2.2, half of which cost between 5,000 and 15,000 RMB. The specific needs of parents in kindergarten, primary and secondary schools differ, as do those in tier1, 2, 3 and 4 cities. (iResearch 2020.)

The report of HSBC studied a total of 8,481 parents from 15 countries around the world and counted the average education expenditure in countries and regions of the world. The study found that Chinese parents are the most engaged with their children in the world base on the research of sub-regions of Hong Kong, Taiwan and China. As around 55% of households preparing for their children's education through savings, investments or insurance, and 43% special education savings plans; 54% of Chinese parents want to send their children to study abroad, with the UK, US, Australia and Canada being the top destinations. (HSBC 2018.)

In 2018, users of China's pan-tourism and camp education were around 31.21 million, of which around 1.05 million participants took part in international educational tours. The main users of China's pan-tourism and camp education industry are primary and secondary school student groups, including some college students. Parental users are mostly 70s and 80s, and middle-income groups predominate, often with higher education levels and more democratic educational decisions. (XDF, Global educational tour & iResearch 2019.)

4.3 Exploring Oulu's potential as Educational Tourism Provider

As mentioned earlier, Oulu is an important city in northern Finland. In addition to easy access to the city, as there are stops for planes, trains, and buses. Oulu is also one of the leading cities in northern Finland for science, education, and culture. This chapter will make some suggestions for designing arts and cultural themed educational tour services based on Oulu's existing resources.

4.3.1 Key relevant ongoing projects in Oulu

In response to the government's call, there are various projects established in Oulu, some of them have closely connected with both educational exports and tourism in Finland.

1. Pino network

Pino Network is a project aimed at creating a network to support the growth and internationalisation of educational exports in Northern Ostrobothnia. The project is a collaboration between the Oulu University of Applied Sciences, the University of Oulu, the Diakonia University of Applied Sciences, the Oulu Vocational College and the City of Oulu. Today, Pino network is a member of Education Finland and is supported by the European Regional Development Fund, the Council of Oulu Region, and the European Social Fund and Centre for Economic Development, Transport, and the Environment. (pino network 2021)

In addition to public institutions, Pino Network also works with local businesses and various related organisations. While promoting Finnish education, Pino Network also helps local tourism companies by providing resources for educational tours. Pino Network's experience has successfully driven the business of some travel companies in Oulu. For example, when foreign customers or partners come to Oulu to participate in activities organized by Pino Network, in addition to seminars, they will also experience Finland's characteristic tourism projects through Oulu's travel company. (Eksymä, Hokkanen, Ilvesviita, Jurkko, Kananen, Luukkonen, Niemi, Paloniemi, Ruohomäki, Suutari & Viherkari 2020.)

2. Oulu 2026

The European capital of culture is one of the most recognized projects in the EU. It started work in 1985. The project places the city at the centre of cultural life across Europe. Through culture and art, improve the quality of life in the city and enhance the community awareness of residents. The project also provides opportunities for residents to play a greater role in urban development and cultural expression. At the same time, the long-term cooperation between urban tourism and cultural landscape leads to positive changes. All EU Member States, as well as candidates and potential candidates from EU Member States and EFTA / EEA countries, can host the "European capital of culture". (MINEDU 2020.)

In order to be rated as the European capital of culture, Oulu established a special project team-Oulu 2026 in 2017, competing with two other Finnish cities, Tampere and Savonlinna. Oulu's bid was affirmed by the panel of Helsinki and recommended for the final selection stage (MINEDU 2020). Oulu has been announced to be the "The European Capital of Culture 2026" in June 2021, This means that Oulu's cooperation with residents will be closer, and at the same time, it is an excellent opportunity for local tourism companies.

4.3.2 Suggestions on Oulu's tourism marketing development

In view of the situation of the Oulu educational tourism source market and the deficiencies in local tourism marketing, the following tourism marketing development directions can be proposed.

1. Focusing on the Hangzhou market, but also accept other source markets in China.

The sister-city relationship between Oulu and Hangzhou is certainly an advantage. With the rapid development of Hangzhou and the population boom, as well as the opening of more schools for the children of local residents, Oulu can expand the number of friendly schools. For other parts of China, if the city of Oulu does not have enough resources, it is possible to place these visitors in neighbouring municipalities, such as Liminka, there is a bilingual class in Liminka Ojanperän school which can accommodate study visitors from abroad. Educational tourists from overseas can participate in a purely Finnish educational environment with English speaking.

2. Utilize and develop geographically distinct resources

Oulu is adjacent to the Gulf of Bothnia and is surrounded by Rokua Geopark, and Koiteli, a special rapids area with rapids, islands, and beaches. At further is Syöte, a ski area where summer activities have taken place in recent years. All three places offer youth camp activities. Educational tourists to Finland can experience the natural beauty of the Oulu region and its surroundings. They can be relaxed while taking part in a group activity in the wilderness. Service providers can also act as partners of the case company, incorporating their unique ecosystem products into the case company's service package. This is in line with sustainable principle and makes a win-win situation for both parties.

Rovaniemi, located around 205 km north of Oulu, is also a destination that Oulu's tour providers should consider. Santa Claus Village is a popular must-see destination for all Chinese tourists visiting Finland; Arktikum museum is also a good place to arrange activities if there is enough time and a good itinerary, a Chinese movie "I remember" has been released in Christmas 2020 was filmed here. The trip from Oulu to Rovaniemi can be done in one day.

3. Offering a wide range of educational tour products

For the educational tourism market, Oulu can expand its resources and integrate other relevant local institutions in addition to schools. For example, the Oulu Kärpät ice hockey team, Oulu Art school, Pikisaari art area and Culture Centre Valve. With a well-developed technological environment in Oulu, there are technical training institutions and activity centres for young people, such as code school Finland, and Tietoma science museum. In addition, Oulu also focuses on entrepreneurship, there is possible that young educational tourists to be part of the entrepreneurship events or visit them on Oulu University campus.

4. Tourism merchandise with Oulu characteristics is being developed

To meet the demands of overseas markets, Oulu could take advantage of its local resources to develop distinctive and representative tourism products. The creators of Tar Elf and Finnish Nightmares, both of whom originated from Oulu.

5. Put a focus on participatory, personalised, and diverse visitor needs

As the source market for educational tourists becomes increasingly demanding for participatory, personalised, and diversified tourism experiences and the importance of the tourism experience is increasingly recognized, the industry should pay full attention to tourism marketing work such as marketing tourism products. Make sure that customers are involved in the tourism packages' design and arrange activities such as workshops so they can gain deeper experience by themselves.

6. Enhancing the management of tourism personnel

The quality of tourism personnel is uneven, so we will strengthen the management of tourism personnel by fully improving the quality of tourism personnel and perfecting personnel management,

thereby cultivating qualified and regular personnel to meet the demands of tourism development in the experience economy. The case company is actively working with the Finnish Tourism Association to provide occasional qualification training for members of the community who are interested in tourism. There are 13 language services of the case company nowadays.

5 EDUCATIONAL TOURISM SERVICE DESIGN

How to win in the red ocean, or in other words, to open a blue ocean, businesses need to obtain and maintain a sustainable competitive advantage by identifying and using strategies and tools of management and marketing. Tourism destinations need continuous innovation to gain temporary advantages and stay ahead of competitors for a continuous period (Sadq, Othman & Khorsheed, 2019).

The 'Educational - Technique visit', which led by Visit Finland, has attracted a lot of attention and active participation from Finnish tourism providers. When designing an educational tour product, highlight the company's brand, the product's theme, uniqueness and perceptiveness. Involving customers more in the process with personalised activities as a way to reinforce the experiential value of the educational tour product, so that visitors are satisfied with the experience and leave a good and lasting memory, is the key for destination service providers to win in the competition.

This chapter is about designing an art-themed educational tourism package for Go Arctic using sensible tools, and differentiating it from other products that already exist in the Finnish and Oulu markets.

5.1 Principles of educational tourism product design

5.1.1 Sustainable development

As one of the fastest-growing economic sectors in the world, tourism creates jobs and wealth and contributes to economic growth, environmental protection and is an important contributor to poverty alleviation. Indeed, well-designed and managed tourism will, on top of creating jobs and wealth, help to protect the natural and cultural heritage assets on which it depends, empower host communities, create trade opportunities and promote peace and cross-cultural understanding. In the face of growing tourism numbers, tourism stakeholders need to build strong partnerships and take decisive action based on the principles of sustainable development. (UNWTO 2018, 10-13.)

Educational tourism can arrange for its visitors to be actively involved in workshops on environmental conservation as part of its activities, giving them real-life experiences outside the classroom.

5.1.2 Innovation

With the trend towards rapid globalisation and the increasing homogenisation of consumers' lifestyles, the need to enhance diversity and personalised values have increased, and geographical and cultural barriers are gradually being removed, while leading to the need to emphasise the uniqueness of consumer needs in tourism services. Developments in the tourism macro-environment, and the positioning of consumers and markets, have added further challenges for tourism stakeholders - they need to restructure their product design in terms of market choice and product differentiation, i.e., 'tailor-made tourism products'.

With a significant increase in the number of 'organised' tourists, there is a growing demand for independence, autonomy, freedom of movement and freedom of choice. The search for new experiences has become a major consumer trend. Today, the approach of satisfying all tourists' needs with a specific product or service has been replaced by a new approach, which has transformed the mass market into a large niche market.

Tourism service providers need to constantly innovate to create a wide range of quality-based niche travel formats, as tourists are looking for sustainable and authentic travel models rather than mass tourism (Djurasevic 2014).

Finland is one of the top 10 innovative countries in the world in the Global Innovation Index (GII). Finland's innovation policy aims to create an environment that encourages bold innovation, renewal and international growth. Innovations in this context are not just ideas or inventions; they are new and useful products, services, processes, or methods. Companies are not only constantly improving their products and services; they are also increasingly using radical innovation as a competitive factor. (Ministry of Economic Affairs and Employment 2020b.) Finland's tourism strategy also repeatedly refers to the need for Finnish tourism to continuously innovate based on the social environment in order to face increasing competition. (Ministry of Economic Affairs and Employment. 2020a.)

It is crucial to keep up with international trends and hot events, then to take the necessary measures as the market changes. For in-depth cooperation between China and Finland, the peers need to achieve mutual understanding, mutual comprehension, and mutual integration.

The most important aspect is communication, whether online or offline. Through improved communication, people can better foster their relationships with each other, which will lay a stronger foundation for future cooperation. Continuous innovation is the only way to keep up with the times and make our products competitive internationally. (Interviewee E 2021.)

5.1.3 Theme

A growing body of research on themed environments in tourism and other industries shows that themed tourism has been shown to increase the attractiveness of a space or destination.

Åstrøm (Åstrøm 2019) has demonstrated the relevance of using themes as a marketing tool to develop new marketing strategies to the above five points through research on the five purposes of tourism operations (differentiation; increasing sales; building connections; attracting, deterring, and making visitors stay; and enhancing the end-to-end experience). Themes can create a new or more visible identity for a space, which makes the product stand out from the competition.

It also suggests developing themed tours based on different environments and consumer perspectives, using truly compelling elements to create experiences that lead to positive memories (Åstrøm 2019).

As the world-known education and innovation country, it is inevitable that Finland offers educational tourism alongside its educational exports. Therefore, Visit Finland and its local tourism departments have succeeded in setting up a national educational tourism code of practice and offering all possible services to enable regional tourism service providers to use their strengths to develop a unique service offer based on Finnish educational tourism. To a greater extent, Finnish education and culture can be promoted.

“I think ‘focus on a field, focus on a group, focus on a product, focus on a service’ will be the competitive advantage of our company.” (Interviewee E 2021).

5.2 Go Arctic's Educational Tourism Product Design Strategy

Therefore, this thesis will combine the above-mentioned existing educational tourism products across Finland and the Oulu region in particular, government policies and the case company's existing resources, to integrate and differentiate them and create a unique product to return to the fierce competition in the tourism industry in the Oulu region.

Based on the factors mentioned earlier, the following tourism product development design could be adopted for Go Arctic's educational tourism services (Figure 10.).

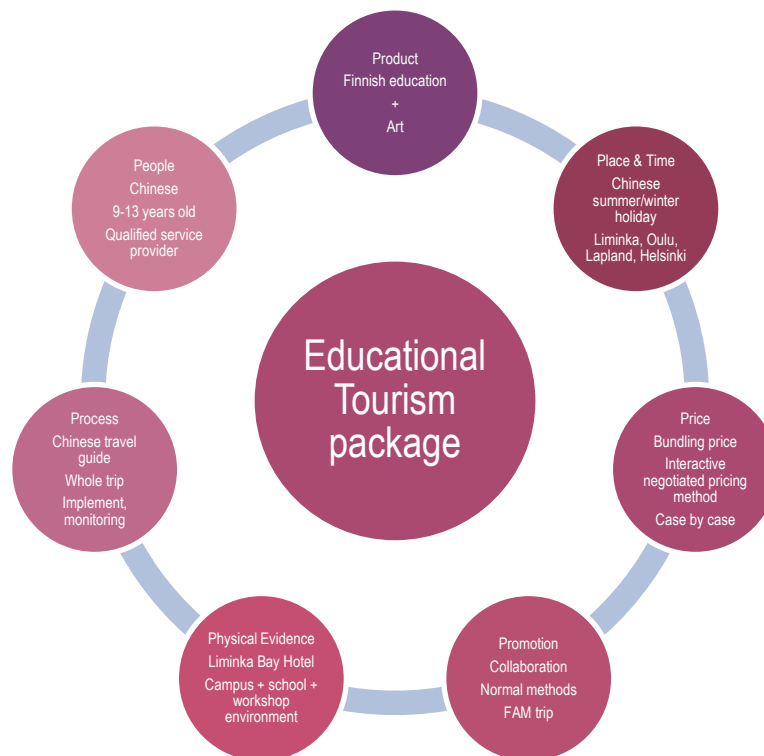


Figure 10. Go Arctic educational tourism package design with 7Ps.

As a result of the research in the previous section of this article, Chinese students between the ages of 9 and 13 are the most suitable for Go Arctic's educational tourists, as this age group can already take care of themselves, can follow instructions without difficulty, and have a relatively easy school schedule compared to older students, allowing them time to participate in a two-week educational trip. From the aspect of the Chinese partner, the 9–13-year-old customer segment is also preferred, as Interviewee E (Interview E 2021) said in the interview: *“As far as cooperating with Finnish educational tours is concerned, I would seek to collaborate with similar kind of resources in the Finnish primary and secondary schools so Chinese children of the same age could encounter different content.”*

Thus, as the topic of the thesis, Go Arctic is designing an educational tourism service package for the target group as 9-13 years old Chinese students.

Based on the Oulu2026 project, Go Arctic will add art workshops, in-depth Finnish life experiences and typical Finnish winter and summer sports training to the basic Finnish educational tour content (participation in Finnish school classes). *“Based on the resources we have in China; we are very keen to work with Finnish institutions and companies on art-themed educational tours. the Oulu2026 programme is also a great opportunity to bring culture and art with Chinese characteristics to Finland and vice versa.” (Interviewee E, 2021).*

Since educational tourism only happens in the summer and winter holidays of each academic year in Chinese schools. The Go Arctic educational tourism for Chinese customers is in January or February in winter, July and August in summer. The main activity area of the service happens in North Ostrobothnia and Lapland. Oulu restricts the origin of Chinese educational tourists since Hangzhou is a friendship city with Oulu. Thus Go Arctic will target the Chinese market in and around Chongqing, and the educational tourism activities are mainly organized in Liminka (municipality, 35km south of Oulu city).

The price of a tourism product is one of the most sensitive and difficult to control factors in the tourism marketing mix, affecting to some extent the market acceptance of the product, the market demand, and the profitability of the company. It also involves the interests of producers, operators and tourists alike. Pricing strategy is a very important part of the tourism marketing mix.

As tourists are increasingly focused on the experience value of tourism, it should be an important factor to be considered in pricing tourism products. In addition, the price of the product will change from being set by the company to being set by the company in consultation with the consumer so that the tourist's willingness to pay is reflected in the price. The interactive negotiated pricing method is therefore used here.

1. The base price of the tour product is set by Go Arctic - the price of individual items in the product range, Go Arctic may choose the appropriate pricing method based on its circumstances, e.g., the cost-plus pricing method. A percentage of gross profit is added to the cost to calculate the product price and the difference between the selling price and the cost is the profit. (Interviewee A 2021.)

2. Information on the prices that travel agents in China are willing to pay is given by them. Go Arctic shares the travel products and product base price information with the Chinese client, who then considers the product content and price offered and then negotiates further with Go Arctic. (Interviewee E, 2021)

3. Interactive consultations between the two partner companies. The Chinese side negotiates and determines the individual services required based on the local end users' needs with Go Arctic, and then finalises the arrangements and prices for the entire package of educational tourism services. (Interviewee A & E 2021.) *“Generally, the set service content should be executed to ensure safety, comfort, and planning. However, depending on certain changes, appropriate adjustments to customer needs can be made within a limited scope.” (Interviewee E 2021).*

Since the design method of the educational tour package, and the “case by case” pricing principle, the price of the service package cannot be provided in this thesis.

Due to the young age of the education travellers, safety reasons and Chinese government policies governing educational tours, Go Arctic will work with qualified educational tour organizations in China for B2B sales.

When selecting a Chinese partner, i.e., an intermediary, Go Arctic takes into account the intermediary's company background, operations, the spirit of collaboration and potential for future sales growth. Once selected, Go Arctic will strengthen the cooperation with the intermediaries by, for example, maintaining their dignity and respecting their interests; negotiating a reasonable profit share; offering flexible incentives to intermediaries, such as reduced booking fees, inviting them to travel to the service package location, joint promotion and marketing, and other material and moral rewards. (Interviewee A & E 2021.)

Go Arctic should adopt practical methods to assess and evaluate the work performance of intermediaries. As the company's business grows and expands, Go Arctic may add new intermediaries one after another, so in the process of cooperation, intermediaries that have a strong influence on Go Arctic should be the focus of its cooperation. If necessary, the existing channel structure should be changed to remove the poor performers to ensure the effectiveness of the channel.

Online marketing is the most common form of marketing today and due to the language difference, Go Arctic will provide its distributors in China with marketing content for the educational tour service, which will be localised by the Chinese intermediaries according to consumer habits.

All programmes in the Oulu Region and Lapland of Go Arctic are listing on the company website. It is easy for tourists to pick them and then Go Arctic could design the package for customers. For accommodation, Go Arctic owe the Liminka Bay hotel which is at the same address as Liminka Bay Visitor Centre, all customers would be arranged to live in the hotel. In summer campus, since the first week of the programme will be happened in the last week of July, means customers of this group cannot get access to the Liminka school, so they will spend their first-week course with a professional teacher of Liminka Ojanperän school in the conference hall of Liminka Bay Visitor Centre, the second-week course of them will be in the classroom of Liminka Ojanperän school. Since Liminka Bay is a world-famous bird-watching spot, there is a 'The eight seasons of a bird's life' exhibition with free entrance.

There is a Chinese restaurant in Liminka, while educational tourists take lunch in the local school, the company could help to arrange dinners in the Chinese restaurant to adjust to the customers' dietary habits.

People who are involved in Finnish educational tourism are mainly the government staff of the educational tourism programmes, the directors and guides of the local tour operators, and the staff of the local schools. Educational tour groups from China usually are one or more adults with a group of children (under 20 people). (Interviewee C 2021.)

Service is done by people, and for Go Arctic to create service features, we must first highlight the human features. On the one hand, it is the quality and experience of the service personnel, and on the other hand, it is the quality of the service personnel playing on site. Based on the above two points, to avoid homogeneous competition in the market, strengthen product characteristics and expand new service connotations.

Work closely with Chinese professionals and Chinese partners to conduct a more in-depth survey of the educational tour market and obtain the latest information, based on which service design experts quickly design educational tour packages that meet the needs of users, and then realize

localized and proficient sales through Chinese partners, and hire local professional Chinese guides in Oulu to perform on-site work in order to break the language barrier.

Since the purchase is made in China before the visitor arrives in Oulu, Go Arctic must provide full information about the programme's content to its Chinese partner. In this way, the Chinese partner can help the client make adjustments to the itinerary and complete the purchase as quickly as possible.

Based on the past experience, it's most likely some tourists will request to make changes in the established programme content. Go Arctic can let the tour guide gather feedback and adjust the tourism services on time. After the customer leaves, Go Arctic could collect final feedback from the customer through its Chinese partners with the help of a detailed questionnaire.

The Go Arctic educational tourism package is designed by the above analyse.

5.3 How can Go Arctic differentiate its educational tourism products from the market?

Research question 3 focuses on how Go Arctic to be differentiated from existing products in the present Finnish and Oulu region educational tourism industry, for this, Go Arctic needs to pay attention to previous success cases and deeply understanding the target market, such as policy, context, culture, and consumer behaviour.

Consider the unique points of this study tour package.:

1. To comply with the Chinese Ministry of Education's regulations for educational tours abroad, Go Arctic will provide 50% of the entire time for learning. Educational tourists will have a learning experience in a Finnish school each morning as part of the package I have designed. In line with the Chinese Ministry of Education's promotion of quality education, the off-campus activities for educational tourists will be arts-based, which has been successful at Tytyri School. Go Arctic will offer a wider range of arts-related programmes, such as music and drama performance, movie producing, where tourists can make interact and communication after or before they watch the show.

2. Since Chinese educational tourists can only participate in educational tours during the winter and summer holidays in China, there will be restrictions on the educational tourism business, as there are some conflicts between this time period and the winter, summer holidays in Finland, for example, in the past, Chinese educational tourists usually visited Finland in August every year. However, Go Arctic owns the Liminka bay hotel and there is a multi-function hall in the hotel, Go Arctic's customers can already start their Finnish educational tours at the end of July, courses that require study in Finnish schools will be taught by professional teachers employed at local schools in Liminka.

As we all know, art comes from culture and life. Combining Go Arctic's wide range of activities and a large number of service providers, in this package, educational tourists' activities will not only be limited to Oulu and Liminka, they will visit Syöte, apart from having experience of Finland's natural environment, they will also learn about environmental sustainability and wilderness skills in workshops there; they will visit Santa Claus Village, museums and reindeer farm in Lapland to learn about the original Finnish culture; they will also go to Helsinki to see Finnish architecture and participate in art workshops in the famous arts area.

3. There is a common practice for educational tourism pricing across Finland, which will not be repeated here, but Go Arctic offers a high-quality service that will definitely make customers feel they are getting their money's worth.
4. In addition to the usual promotion methods in Finnish educational tourism industry, Go Arctic will provide FAM Trip to its partners in China. One is to stabilize the cooperation relationship between the two parties through close contact, and the other is to enable its Chinese partners to have a complete in-depth understanding of the product, so that they can implement more effective promotion in China.
5. Liminka bay is the most well-known wetland in Finland and a unique bird-watching spot that is world-famous. Educational tourists of Go Arctic will mainly stay at the Liminka Bay hotel, where there is a free accessed exhibition for bird watching all year round, and it is only about 10 minutes' walk from the bird watching area. Customers will also be arranged to live with local residents who have cooperation with Go Arctic in the trip, 1-2 days experience of it will help them to gain a deeper understanding of the Finnish lifestyle.

6. Go Arctic will provide tour guide services throughout the process. In addition to the implementation and coordination of daily services, Go Arctic's professional tour guides will also be responsible for risk management. All in all, safety issue is the biggest factor in the tourism industry.

7. The target customer group of this design is Chinese 9-13 years old students, The effective learning and fun activities, as well as the relaxed and structured schedule, are well suited to the needs of the target consumer group, like schools, parents.

All tour guides who cooperate with Go Arctic are qualified, this is a strong advantage of Go Arctic among its peers in Finland. Among the professional tour guide services provided by Go Arctic in 13 languages, there are 4 Chinese who have lived in Finland for a long time and will be assigned by Go Arctic for Chinese educational tourists.

6 CONCLUSION

The long-term development of the tourism industry shows that since the global financial crisis, the global economy has relied on tourism for more than ten years (Patrick 2021). Historical events, including the 2020 Covid-19 pandemic, have potential impacts on global consumer characteristics, purchasing patterns, global interconnectivity and psychological behaviour, and other marketing activities. People's lives will enter a "new normal" because of such events, and many behaviours will also change, and it may become a permanent behaviour change. (Zwanka & Buff 2020.) Covid-19 is a direct result of globalization. The reality of the world's efforts to respond to the global pandemic may redefine travel and tourism to make them more in line with the goals of global awareness. After the pandemic, tourists will still rush to the most popular destinations in the world. Perhaps due to the need for social distance, the number of tourists will be lower than before. Therefore, the full impact of the Covid-19 pandemic on global travel and tourism can only accelerate the development of more transformative tourism industry. (Galvani, Lew & Perez 2020.) During the epidemic, travel service providers should remain calm and objective to analyze, research, plan and develop their services to adapt to tourists' retaliatory consumption behaviours after the epidemic is under control. Tourism companies need to maintain their competitive advantages and market share in the context of multi-party cooperation and competition. This experience is learned from the performance of China's inbound tourism in October 2019.

Although the Covid-19 outbreak has not been fully recovered, Finnish tourism industry players are working hard to prepare for the recovery of tourism after the outbreak. In this article, Go Arctic is used as an example to study Finnish educational tours, especially for the Chinese market, the target customer is 9-13 years-old schoolers. It is hoped that it can contribute to Finnish educational tours and that some exploration of the 7Ps of the service marketing mix can be made to play an important role in contemporary tourism service design. The thesis is now summarized as below:

1. Based on the analysis of the current situation of educational tours in Finland and the development of educational tours in the Oulu Region, as the research question 1 and 2, the practical and theoretical significance of this paper is presented.
2. Based on service marketing mix theory, supplemented by the principle of 'human-centred' service design, interpretivism forms the theoretical part of this paper. Studied and analysed

the educational tour products that exist in Finland and the Oulu region. It was found that the current model of the products is relatively fixed, resulting in most of the products have commonality, while creating a Red Sea competition.

3. In order to make the design of educational tour service packages more competitive and better meet the needs of Chinese educational tour consumers for educational tours to Finland, the situation of the market demand of Finnish educational tour clientele is analysed and studied. By analysing Chinese educational tour policies and Chinese parents' investment in their children's education and taking into account the aspects of Finnish educational tour products that can still be improved, proposed the future directions of educational tours in Oulu, as the research question 3.
4. Based on the contents of the service marketing mix proposed earlier, and the future development direction of educational tours in the Oulu Region, I have conducted an in-depth and systematic study of the marketing mix 7Ps with the educational tour products in Finland and Oulu Region as an example and proposed a set of educational tours applicable to Go Arctic's educational tour service design plan.
 - a. Go Arctic's educational tourism product development and design strategy: Go Arctic's product development and design strategy for educational tours is to design tourism products that are subjective, branded, unique and perceptive, to add personalized, participatory, and quality educational products that meet the needs of our customers, and to give our educational tour customers wonderful and lasting memories and experiential satisfaction. For example, in the ordinary educational tour service programmes combined with other business-related elements of the company to design innovative educational tour programmes with the theme of quality (aesthetic education, sports) education.
 - b. Go Arctic's educational tourism pricing strategy: Continues to follow the general package pricing strategy for educational tours in Finland. However, customers are given the right to choose and adjust the content of their educational tour package according to their spending wishes.

- c. Go Arctic's educational tourism place strategy: Today's marketing channels should have a new development trend - networking and federating. Specific strategies are choosing the appropriate type of tourism marketing channels, strengthening the management of tourism marketing channels, federating marketing channels, networking marketing channels, etc.
- d. Go Arctic's educational tourism promotion strategy: Go Arctic's tourism promotion strategy for educational tour products: according to the principle of people-oriented, promotion is increasingly focused on the human experience, in addition to reasonable promotion mechanisms with partners in China, the company should also focus on the feelings of educational tourists, such as giving gifts with the company logo, so that they are impressed with the company and recommend Go Arctic to their connections.
- e. Go Arctic's educational tourism people strategy: To improving the quality of its cooperation partners in general and hiring the corresponding experts in each segment to complete this segment. The company can also train professional tourism people, for example, the company is training professional tour guides.
- f. Go Arctic's educational tourism tangible display strategy: Tangible display design through environmental elements. For example, provide comfortable transportation and hotels with safety in mind. Easy reach activities' place.
- g. Go Arctic's Educational Tourism Product Process Strategy: To create a convenient system for the delivery of tourism products in response to the needs of tourists. Specifically: add more detailed and transparent information using the company's website as the main web platform. Collect feedback and improve services from tourists during their trip to the destination and after the trip is completed.

To illustrate the above more concretely, I created an itinerary model in appendix 4. This goes along with the comment made by the Interviewee: "Based on our previous experience with Asian clients, we need to develop a morning-to-night itinerary, since they would prefer a planned itinerary over a free-time event."

With the global popularity of the Covid-19 vaccine, travel service providers can gain an in-depth understanding, update the tourism environment and policies of both destination and target market promptly, for example, China is currently making great efforts to develop aesthetic and physical education. (MOE. PRC. 2020.) To design unique educational tour products with themes to welcome more Chinese tourists.

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Interviewee D, An educational tourism operator in Oulu region. Interview date 30.6.2021

Interviewee E, An educational tourism operator in a city in China. Interview date 20.4.2021, 2.7.2021

APPENDICES

Qualified incoming operators on Visit Finland List Appendix 1

Programmes for educational experts, teachers, principals, administrators, researchers educational
and cultural services, city of Oulu Appendix 2

Interview questions for Finnish interviewee Appendix 3

Interview questions for Chinese interviewee Appendix 4

Go Arctic educational tourism package example Appendix 5

QUALIFIED INCOMING OPERATORS ON VISIT FINLAND LIST

APPENDIX 1

Incoming Operator	Operate in Helsinki Region 36	
All Market 8	Architors	Helsinki
	Edufuture	Helsinki
	Finngate	Helsinki
	Into School	Helsinki
	Finnish Globad Education Solutions	Helsinki
	Timetravels Incoming Oy Ltd	Helsinki
	TTE - The Travel Experience Oy	Helsinki
	Travel Agency uudenmaan Seuramatkat Oy	Hyvinkää
China Focus 6	Beap Education	Helsinki
	Besuper Oy	Lahti
	Kielo Travels	Helsinki
	Gateway Europe-China Oy Ltd.	Helsinki, Espoo, Hyvinkää
	Luova Finland	Helsinki
	Nordic Scientific Education Communication Center Oy	Helsinki
Camp Schools 8	Arkki School of Architecture for Children and Youth	Helsinki
	Edugems	Helsinki
	Finnish Education Agency FINEA	Helsinki
	Fun Academy	Helsinki
	Kisakallio Sport Institute	Lohja
	Learn and Educate Finland	Provoo region
	Finnish Youth Centres Association	Helsinki
	Youth Centre Anjala	Kouvola
Other Operators 14	Aalto Ventures Programme, Aalto University	Espoo, Helsinki
	Aviran Oy	Helsinki
	Dare to Learn	Helsinki
	Fazer Experience Visitor Centre	Vantaa
	Finland with Love	Helsinki
	Helsinki Summer School, University of Helsinki	Helsinki
	Heureka, The Finnish Science Centre	Vantaa
	Järvenpää Art Museum	Järvenpää
	NTE Finland Oy	Helsinki
	OMNIA	Espoo
	Sea&Mountain Adventures Oy	Espoo
	The National Museum of Finland	Helsinki
	Tytyri Mine Geological Experience	Lohja
	Visitedufinn Ltd.	Helsinki
Incoming Operator	Operate in Lakeland 51	
All markets 10	Council for Creative Education (CCE Finland)	Tampere
	Eduvirma	Joensuu
	Lahden Seutu - Lahti Region Ltd.	Lahti

	Learning Scoop	Tampere
	Saarikoski Travels	Tampere
	Saminedu Vocational College	Savonlinna
	Tampere Expertise Development Center	Tampere, Helsinki
	Vuokatti Travel	Kajaani
	Wilderness Tales	Forssa Region
	Wild Nordic Finland/Lakeland	Joensuu, Kuopio, Mikkeli, Savonlinna
China focus 2	Fingo VIP Oy	Tampere Region
	Sumino	Tampere
Camp School17	Eerikkilä Sport&Outdoor Resort	Hämeenlinna
	Ekofin Oy Ltd.	Lahti
	Hotel Salpalinjan Hovi	Lappeenranta
	Iloranta Oy	Hämeenlinna
	Koy Kullasmarina	Lahti Region
	Löydön Kartano Lakeland	Ristiina, Mikkeli Region
	Pajulahti Olympic Training Center	Lahti
	Sedu Education	Ähtäri, Seonäjoki region
	Tuhannen Tarinan Talo	Kannuskoski, Saimaa region
	Varala Sport Institute	Tampere
	Variola	Jyväskylä
	Vuokatti Sport Resort Oy	Kajaani
	West Finland College	Hulttinen, Satakunta region
	Wilderness Vuokatti	Kajaani
	Youth and Holiday Centre Hyvärilä	Numes
	Youth Centre Metsäkartano	Rautavaara, northeastern Savonia region
	Youth Centre Piispala	Kannonkoski, Jyväskylä region
	Youth Centre Marttinen	Virrat
Other operators22	Best Lake Nature Adventures Oy	Lahti
	Bioacademy Finland	Joensuu
	Comde Oy - Competence Development	Kouvola
	Evo Nature Ltd./ Peace & Privacy	Hämeenlinna, Loppi
	Global Education Park Finland	Joensuu
	Global Education Services Taitaja	Kouvola
	Hiking Travel, HIT	Tampere
	HIMOS Holiday Central Booking	Jämsä
	Häme Castle	Hämeenlinna
	Ilovolti Oy	Koli
	Imatran Kylpylä Spa Resort	Imatra
	JAMK Summer School Jyväskylä	Jyväskylä
	Kyyhkylä Manor & Hotel	Mikkeli, Saimaa Region
	Lakelandqte	Varkaus, Saimaa region
	Luovi vocational college	Oulu, Helsinki, Tampere, Joensuu
	North Finlandia Travels Oy	Paljakka, Arctic Lakeland (nearest city: Kajaani)
	Olavinlinna Castle	Savonlinna
	Parppeinvaara Bardic Village	Ilomantsi, Joensuu region
	Savo Vocational College	Kuopio

	Savonlinna International Education Center	Savonlinna
	Superpark Vuokatti	Sotkamo
	Taitokortteli, Taito Phojois-Karijala Ry	Joensuu
	Visit Jyväskylä	Jyväskylä
Incoming Operator	Coastal areas & Archipelago 44	
All Markets 9	Finpeda Oy	Oulu
	Go Arctic Ltd	Oulu region
	HELEA	Oulu
	Kalajoki Booking Centre	Kalajoki
	Liminka Bay Travel	Oulu
	Luominen Oy	Oulu region
	Magni Mundi Oy	Turku
	Opintiet Oy	Helsinki, Espoo, Hämeenlinna
	SAMK Edutavel	Pori
China Focus 3	Finland Centre of International Exchange Oy	Helsinki, Turku, Oulu, Rovaniemi
	Finnoppi Co., Ltd.	Oulu
	Nordic Expert Academy (By Hohot Consulting Oy)	Oulu
Camp School 5	Ali-Ketolan Tila	Kokemäki, Pori region
	Code School Finland	Oulu, Helsinki
	Kannisto Domestic Animal Farm	Loimaa, southwest Finland
	Youth and Leisure Centre Pikku-Syöte	Pudasjärvi, Oulu region
	Youth Centre Villa Elba	Kokkola
Other Operators 27	Botnia Outdoor	Oulu
	City of Oulu, Educational and Cultural Services	Oulu
	City of Seinäjoki	Seinäjoki
	Educational Consortium OSAO (VET) and OSAO Edu Ltd	Oulu
	Finhow	Vaasa
	Finnway learning	Turku
	"Mama's pocket"	Naantali, Turku region
	Oulu Comincs Center	Oulu
	Peak Living Oy	Hanko, Helsinki, Lahti region
	Qridi	Oulu
	Ritvamedia/Mrs. Santa Claus Finland	Oulu
	Roukua Health & Spa Hotel	Oulu, Northern Ostrobothnia
	Rosala Viking Centre Ltd.	Rosala, Kemiönsaari region
	Ruissalo Spa	Turku
	Santa's Resort & Spa Hotel Sani	Kalajoki, Oulu region
	SEAMK	Seinäjoki region
	Solved - The Cleantech Company	Oulu
	Teacher Training School, Oulu Uni., Finland	Oulu
	The Maritime Museum of Finland	Kotka
	Turku University of Applied Sciences	Turku
	Turku Uni.	Turku Region
	Viking Line ABP	Helsinki and Turku
	Visit Turku	Turku, southwest Finland

	Ylhäinen Farm	Paimio, Turku region
	Yyteri Beach Holiday Resort	Pori
	Ähtäri Zoo	Ähtäri, Seinäjoki / Jyväskylä region
	Äijälän Rusti	Turku
Incoming Operator	Lapland 10	
All markets 2	Northern Skills Finland Education Ltd.	Tornio, Rovaniemi region and Oulu region
	Visit Levi	Kitilä
China focus 2	Arctic China Oy	Helsinki, Rovaniemi, Shanghai
	Finland International Education Exchange Center (FIEEC)	Oulu, Ranua, Rovaniemi
Camp Schools 4	Adventure Apes Ltd.	Kuusamo
	Harriniva Hotel & Safaris	Muonio
	Youth Centre Oivanki	Kuusamo
	Youth Centre Vasatokka	Inari
Other Operators 2	Ranuan Seudun Matkailu Oy	Ranua
	Rukakeskus Oy	Kuusamo

PROGRAMMES FOR EDUCATIONAL EXPERTS, TEACHERS, PRINCIPALS, ADMINISTRATORS, RESEARCHERS EDUCATIONAL AND CULTURAL SERVICES, CITY OF OULU

APPENDIX 2

Institutions	Services	Target Group
PROGRAMMEMES FOR CHILDREN / STUDENTS		
Kierikki Stone Age Centre	Go Back in Time for Thousands of Years	
Oulu Museum of Art	Senses and Creativity	
Turkansaari Open Air Museum	Natural Materials and Old Finnish Way of Life	
Science Centre Tietomaa	Energy	
Oulu Community College	Tailor-Made English Language Courses	
Oulu Community College	Tailor-Made Finnish Language Courses	
Valve Film School for Children	Live-Action Film Workshop	
Valve Film School for Children	Stop-Motion Animation Workshop	
Valve Film School for Children	Trick Shot Workshop	
Oulu City Library	Library Path - Cooperation Between the City Library and Schools in Oulu	
Oulu City Library	Main Library Architectural Tour	
Oulu City Library	Welcome To the Oulu City Library	
Oulu City Tourist Information Office	Visit To Oulu City Tourist Information Office	
EDUCATIONAL SCHOOL VISITS AT OULU		
Educational Consortium Osao And Osao Edu Oy	English Lessons and Hackathon	Young Adults +
	Mini Hackathon	Young Adults +
	Summer Wellbeing Programme	Young Adults +
	Winter Wellbeing Programme	Young Adults +
Oulu University Of Applied Sciences (Oamk)	Further Education for Teachers and Organisations	Adults
	Entrepreneurship In Finnish Higher Education	Adults
University Of Oulu	Introduction to the University of Oulu Education and Research Areas	Adults
Oulu University Teacher Training School	Global Education Services	Adults

	Management and Leadership Courses in Education	Adults
	Curriculum Reform and Implementation	Adults
	Introduction to the Finnish Education System and Job Shadowing	Adults
	Contemporary Teaching Techniques: Co-Teaching	Adults
	Development of Student Teacher Mentoring	Adults
	Assessment for Learning	Adults
	Student Well-Being and Positive Education	Adults
	Translanguaging – Supporting Students to Learn New Concepts in Every School Subject	Adults
	Supporting All Learners	Adults
	Outdoor Education	Adults
Luovi Vocational College	Luovi Educational Visits, Special Needs Vet, Vocational Education And Training	Adults
Educational Content Providers		
Code School Finland	Let's Code!	7–15
	Become A Game Maker	9+
	Hello Robot	7–15
Finnoppi	Thematic Educational Camp	All Ages
	Customized Training Programmes for Teachers, Principals And Education Administrators	Adults
	Educational Forum	Adults
Buutti Education	Northern Lights Workshop	13+
Zero Waste City / Kiertokaari and Solved	Sightseeing Tour at the Rusko Waste Center and Getting Acquainted with Waste Treatment Facilities	All Ages
	Educational Visit Programme	All Ages
Oulu Comics Center	Comic Book Workshop	8+
Fab Lab Oulu	Technical Visit at Fab Lab	All Ages
Finpeda Ltd.	Finnish Education Educational tourism (FEST)	Adults
Ros Cooper	Teaching English	Adults

	Education for Sustainable Development	Adults
	Transforming Education	Adults
Nordic Expert Academy	Nordic Innovation Study Programme (Education, Healthcare, Medical and Technological Innovation)	18+
	Mental Well-Being Training and Retreat	18+
	Internship in Oulu	18+
Finland International Education Exchange Centre (FIEEC)	Experience Finland: An Education Expert Training Programme	Adults
EDUCATIONAL ACTIVITY PROVIDERS		
Go Arctic / Arctic Edu-Tech Travel	Experience Genuine Finnish Lifestyle – Go Arctic Homestay and Homevisit	All Ages
	Arts and Crafts: Handmade Happiness	All Ages
	Nature Skills Workshop in Koiteli	All Ages
Oulu Safaris	Be A Finn – Learning Finnish Lifestyle	All Ages
	Nature Trip – A Glimpse of Finnish Style of Nature Experience and Learning Nature Skills	All Ages
	Cultural Visit to Authentic Reindeer Farm	All Ages
	Aurora Hunting – Chasing the Northern Lights	All Ages
	Learn Finnish Ice Fishing on The Ice of The Frozen Sea	All Ages
	Snow Sculpting for Beginners	All Ages
	Nallikari Winter Village	All Ages
	Cross Country Ski School	All Ages
	Snowshoe Trips – Learn How to Move in The Soft Snow and Short Basic Course About Finnish Nature	All Ages
	Canoeing Trip – Learn to Paddle and Explore Nature Life from River Delta to The Sea	All Ages
	Tar River Boat Trip – Cultural Trip to The History of Oulu	All Ages
	Jopo Safari – Learn Oulu Way of Moving Around City and Nature	All Ages
Botnia Outdoor	Warm Outdoor Snack by The Fire	All Ages
	Bay of Bothnia By Kayak	All Ages
	Wild Finnish Nature and Every Man's Rights	All Ages

	Winter Bicycle Adventure	All Ages
	Fatbike Adventure	All Ages
Lovi	Lovi Workshop: Creativity And 3d Thinking	All Ages
Oulu Music Festival	Oulu Music Festival International Masterclasses	All Ages
Superpark	Superpark Lx – Learning Math in Superpark	7+
Airst Production	Get Creative With Air Guitar	5+
TECHNICAL VISITS IN OULU & OULU REGION		
Business Oulu	BusinessOulu Basic Presentation	Adults
	BusinessOulu: Oulu Innovation Alliance	Adults
	BusinessOulu ICT	Adults
	BusinessOulu: OuluHealth	Adults
	BusinessOulu: Oulu Cleantech	Adults
	BusinessOulu: 5G	Adults
	BusinessOulu: Oulu Convention Bureau –successful meetings	Adults
Printocent	Technical Visit at Printocent	Adults
Qridi Oy	Introduction to Finnish Education System and Formative Assessment	Adults
	Competence-Based Learning	Adults
Simua	Tour to Simua Company and Demonstration Of Its Alvin-Robot	Adults
Finnish Institute of Occupation Health, TTL	Technical Visit at Finnish Institute of Occupation Health, TTL	All Ages
LudoCraft	An Evening with Ludocraft	All Ages
Verkotan	Technical Visit at Verkotan	All Ages
	Watching the RF Signals	All Ages
Turvapuisto Pohjois-Suomi	Technical Visit at Northern Finland Work Safety Park. Pohjois-Suomi	All Ages
Oulun Palvelusäätiö	Technical Visit at Oulun Palvelusäätiö	All Ages
De Gamlas Hem Hotel & Restaurant	Guided Tour into History and Future of De Gamlas Hem	All Ages
OULU REGION		
Rokua UNESCO Global Geopark	Familiarization with Rokua UNESCO Global Geopark: A lesson about the natural and cultural history as well as the unique geomorphology of Rokua.	10+

	Climate change shaping our environment: studying the unique landscape and geomorphology of Rokua.	10+
	Studying common local and Finnish plant and animal species; theory and field observations.	10+
	Learning the meaning of winter for Nordic ecosystems: lake ice, ground frost, snow, adaptation and the other special phenomena.	10+
	Sustainable future – Human´s dependence on natural resources and ways to consume more sustainable way.	10+
	Water cycle and its meaning for nature.	10+
	Bird´s nest box workshop	All Ages
	Cross country skiing school	All Ages
	Aurora hunting – Starry sky tour	All Ages
	Korvapuusti workshop	All Ages
	Hiking in Finnish	All Ages
	Snowshoeing	All Ages
Kalajoki Educational Visits	Study and live like a Finn	15+
	Explore the Nordic Arctic Nature	10+
	Help build tomorrow´s nature	10+
	Interactive English sports´ camp	10+
	Creativity and dexterity through Finnish handicrafts	10+
	Husky safari and forest cottage charm in the heart of Finland	10+
Santa´s Resort & Spa Hotel Sani	Educational & Leisure Winter Camp	10+
	Education & Leisure Nature Camp	10+
Kalajoki Technical Visits	The wonders of the new Finnish Ecolabelled school: Inspiration in the classroom	Adults
	Retreat: Entrepreneurship boosted by girl power	Adults
	Theme Wood – Building Quality Houses and Furniture	Adults
	Theme: Modern Farming	Adults
Santa´s Resort & Spa Hotel Sani	Entrepreneurship camp	Adults
	Technical Visits to the Key Sectors of Kalajoki	Adults

Liminka Educational Visits	Liminka Bay Camp School	10+
	Finnish Education in Local School with Local Students	7+
	Ice Hockey School	Youth
	Learn English in Finland	All Ages
	Homestay	Not mentioned
	KiVa is a school-based antibullying programme	Adults
Liminka Technical Visits	Welcome to visit our maternity and child health clinic (Neuvola)	Adults
Syöte Educational Programme	Programme – Winter	All Ages
	Programme – Summer	All Ages
Technical Visits at Municipality of Pudasjärvi	The Pudasjärvi Log Campus	Adults
	Pudasjärvi, The Log Capital	Adults
	Pudasjärvi, Log Buildings Edu & Care	Adults
Kempele Municipality, Cultural Services	Introduction to Traditional Finnish Christmas, An Authentic Christmas Experience	All Ages
Kempele Finlandia Hotel Airport Oulu	Camp School Programme in Vihiluoto: Nature and Nightless Night	Camp school learners
	Camp School Programme in Vihiluoto: Northern Lights, Finnish Christmas And Frozen Sea	Camp school learners
Kempele Municipality and Linnakangas Community Centre and School	Visit to Linnakangas Community Centre and School	All Ages
Pyhäjoki Municipality	Erasmus K1 Job Shadowing / Educational Visits in Pyhäjoki	Not mentioned
Municipality of Ii	Learn Europe's Best Climate Work and Become the Next Climate Hero	10+
PRODUCT COORDINATORS AND DMCs		
China Focus	Finnoppi	
	Arctic China	
	FIEEC	
	FCIE	
	Nordic Expert Academy	
Japan Focus	Tanaka family tour planning	
	Yutori Educational Coordination	

	Luominen Co., Ltd	
	Erkki Lassila /Aya Suzuki, Ubusuna	
DMCs	Go Arctic /Arctic Edu-Tech Travel	
	Kalaioki Booking Centre	

1. Can you introduce your company? How long have you been work in the travel industry?
2. How did your company achieve Visit Oulu's preferred long-term cooperation Destination Management Company?
3. In addition to Oulu, your company is also listed in the educational tourism service providers in Visit Finland. What is the selection process for these tourism service providers? What criteria are used? Are these criteria drawn up by Visit Finland, and then evaluates those companies? Or do other organisations operate it? (How did Liminka chose the company to operate the travel business there?)
4. In Oulu, your company has been deeply involved in the tourism industry for a long time. How did you develop the Chinese tourism market in the early days?
5. What have you explored or worked on during your experience in the tourism industry? Is there any story about it you would like to share?
6. There may be conflicts with traditional ideas when you make certain decisions, what have driven you to move forward?
7. In your opinion, what is the "zeitgeist" nowadays of Oulu, and indeed of Finnish tourism and its practitioners?
8. In your opinion, what are the characteristics of the cultural tourism industry in the Oulu region? What are its strengths, weaknesses, and develop spaces?
9. The cultural tourism industry is currently facing changes, whether it is the innovation of the concept of industrial development, such as cultural and tourism integration and holistic tourism, or the prosperity of new forms of business such as cultural creativity and digital technology, all of which put higher demands on cultural and tourism talents with composite backgrounds and cross-border thinking. In what ways do you think the people in the same industry in Oulu region should strengthen themselves to meet and adapt to such changes?
10. Tourism is led by governments in all countries, is there any resistance from your company in the process of cooperation between government and business, and how did you treat the resistance?
11. The current Edu-tech visiting is in line with the global trend to combine technology, culture, etc. What is your company's experience in adapting to new trends?
12. There are many China-focused tour companies in Oulu and throughout Finland, and your company has a lot of experience with Chinese clients. What do you think your strengths and weaknesses in this market environment?

13. Do you have any initiatives to improve the company's weakness? Or are there any plans to improve them, and how?
14. What types of Chinese tourists do you usually have?
15. In these experiences, how do you feel about Chinese customers?
16. What is important to your Chinese customers during Oulu's trip?
17. What do you want to say to your Chinese customers who want to take a educational tour in Oulu region?
18. Product – what would you prefer, to develop brand-new products, and what organization will you cooperate with, or reorganize your existing products and resources, will you add any new elements?
19. Price – what is the price strategy your company is using, cost-oriented pricing, demand-oriented pricing, or competitive pricing?
 Will you adopt a 'competition-partnership' relationship of bundled pricing with your peers, making a package of services based on the convenience and completeness of the visitor experience, and bundled pricing? In this case, is it possible to bring down the overall price, as tourists are sensitive for price?
 Do you have any discount strategy? E.g., for bigger amount buying; for different seasons; any prize discount for your Chinese co-operators if they could bring certain amounts of customers for you; and discount for those who have already bought your service and introduced to their friends?
20. Place - How do you build and manage channels for sales?
21. Promotion – What are your main promotion channels? Any plan for new channels?
22. People – Do you have loyal customers and professionally maintaining the customer relationship? How about your employees, are they professional, how to you manage them?
23. Physical evidence – How do you arrange accommodation for your customers? Hotel, restaurant, transportation?
24. Process – How do you plan, operate and manage the programme? How do you design your product; will you make a fixed service package, and your customers must follow it? Is there any possible that you could adjust during the trip once your customer wants to make any change?
25. Partnership – Cooperate is very common in tourism industry, do you used to cooperate with other peers?
26. Cultural tourism is a hot topic in China nowadays, educational tourism is included in, and developed well. There is Oulu2026 projects running on, is there any plan of your company to

- develop programmes more art-oriented? I have seen that you have some handicraft workshop in the educational tourism package, do you have any plan to add other kinds of art programme?
27. What was the scale of tourists your company received each year before Covid-19?
 28. What is the impact of Covid-19 on your company, did you work on anything relevant to the educational tourism programme, such as do something to prepare the new programme?

1. Can you introduce your company? How long have you been work in the travel industry?
2. Your company is engaged in educational tour business. Is your destination only in China or abroad too? Which foreign country of them?
3. What standards China set for tourism service providers operating educational tours? Are these standards set by the government and then evaluated by these companies? Or are other organizations operating?
4. Your company has been deeply involved in the tourism industry. How did you develop the foreign country destination in the early days?
5. What have you explored or worked on during your experience in the tourism industry? Is there any story about it you would like to share?
6. There may be conflicts with traditional ideas when you make certain decisions, what have driven you to move forward?
7. In your opinion, what is the "zeitgeist" nowadays of Oulu, and indeed of Finnish tourism and its practitioners?
8. What do you think are the characteristics of cultural tourism industry in Finland, especially in Oulu? What are its advantages, disadvantages and development space?
9. The cultural tourism industry is currently facing changes, whether it is the innovation of the concept of industrial development, such as cultural and tourism integration and holistic tourism, or the prosperity of new forms of business such as cultural creativity and digital technology, all of which put higher demands on cultural and tourism talents with composite backgrounds and cross-border thinking. In what ways do you think the people in the same industry in both China and Finland should strengthen themselves to meet and adapt to such changes?
10. Tourism is led by governments in all countries, is there any resistance from your company in the process of cooperation between government and business, and how did you treat the resistance?
11. The current Edu-tech visiting is in line with the global trend to combine technology, culture, etc. What is your company's experience in adapting to new trends?
12. There are many companies focusing on educational tourism in China. What do you think your strengths and weaknesses in this market environment?
13. Do you have any initiatives to improve the company's weakness? Or are there any plans to improve them, and how?
14. What types of Chinese tourists do you usually have?
15. In these experiences, how do you feel about Chinese customers?

16. What is important to your Chinese customers during the educational trips?
17. What do you want to say to your Chinese customers who want to take a educational tour in Oulu region?
18. Product – what would you prefer, to develop brand-new products, and what organization will you cooperate with, or reorganize your existing products and resources, will you add any new elements?
19. Price – what is the price strategy your company is using, cost-oriented pricing, demand-oriented pricing, or competitive pricing?
Will you adopt a 'competition-partnership' relationship of bundled pricing with your peers, making a package of services based on the convenience and completeness of the visitor experience, and bundled pricing? In this case, is it possible to bring down the overall price, as tourists are sensitive for price? Do you have any discount strategy?
20. Place - How do you build and manage channels for sales?
21. Promotion – What are your main promotion channels? Any plan for new channels?
22. People – Do you have loyal customers and professionally maintaining the customer relationship? How about your employees, are they professional, how to you manage them?
23. Physical evidence – How do you arrange accommodation for your customers? Hotel, restaurant, transportation?
24. Process – How do you plan, operate, and manage the programme? How do you design your product; will you make a fixed service package, and your customers must follow it? Is there any possible that you could adjust during the trip once your customer wants to make any change?
25. Partnership – Cooperate is very common in tourism industry, do you used to cooperate with other peers?
26. Cultural tourism is a hot topic in China nowadays, educational tourism is included in, and developed well. There is Oulu2026 projects running on, is there any plan of your company to develop programmes more art-oriented? Do you have any plan to add other kinds of art programme?
27. What was the scale of tourists your company received each year before Covid-19?
28. What is the impact of Covid-19 on your company, did you work on anything relevant to the educational tourism programme, such as do something to prepare the new programme?

Go Arctic educational tourism package					
	Target trip	Time	Programme	Provider	Notes
Day 1 Sunday	PEK - OUL	Evening	Bus picking from Oulu airport	Saaga	
			Hotel check-in	Hotel-Restaurant Liminka Bay	
			Dinner and sleep		
Day 2 Monday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest	Hotel-Restaurant Liminka Bay	
		13:00	Arts and Crafts: Handmade Happiness	Go Arctic	Hand craft with recycled material
		15:00	Rest & Afternoon teatime	Hotel-Restaurant Liminka Bay	
		15:30	Tour in Liminka - museums	Liminka museums visit	History, local culture
		18:00	Welcome dinner, back to hotel, sleep	Hotel-Restaurant Liminka Bay	
Day 3 Tuesday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest	Hotel-Restaurant Liminka Bay	
	Oulu	13:00	Live-Action Film Workshop	Valve Film School for Children	
		17:00	Dinner and walk in Oulu city centre	Oulu city centre	
	Liminka	18:00	Back to hotel, do homework, sleep	Hotel-Restaurant Liminka Bay	
Day 4	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	

Wednesday		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest	Hotel-Restaurant Liminka Bay	
	Oulu	13:00	Live-Action Film Workshop	Valve Film School for Children	
		17:00	Dinner and walk in Oulu city centre	Oulu city centre	
	Liminka	18:00	Back to hotel, do homework, sleep	Hotel-Restaurant Liminka Bay	
Day 5 Thursday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest and do homework	Hotel-Restaurant Liminka Bay	
		13:00	Natural Materials and Old Finnish Way of Life	Turkansaari Open Air Museum	
		16:00	Oulu Library and walk in Oulu city centre	Go Arctic	
		17:00	Dinner in Oulu city centre	Go Arctic	
		18:00	Back to hotel, do homework, sleep	Hotel-Restaurant Liminka Bay	
Day 6 Friday	Liminka – Pikku Syöte	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest	Hotel-Restaurant Liminka Bay	
		13:00	Heading to Pikku Syöte		
		15:00	Check-in		
		15:30	Self-made raft (making and testing it on the local pond)	Pikku Syöte	
		18:30	Dinner		
		19:00	Disc golf		
		21:00	Back to hotel and sleep		

Day 7 Saturday	Pikku Syöte	08:30	Breakfast in hotel	Pikku Syöte	
		09:30	From nature to product: Make your own lipbalm		
		12:00	Lunch		
		12:30	Wilderness skills and a short hike		
		15:00	Husky farm visit		
		17:00	Dinner + free time		
	Rovaniemi	18:30	Heading to Rovaniemi		
		21:00	Hotel check-in, sleep	TBC, City center	Depends on the price and availability
Day 8 Sunday	Rovaniemi	08:00	Breakfast in hotel	Go Arctic	
		09:00	Science Centre Pilke		
		11:30	Lunch + Visit Santa Claus Village		
		14:00	Visit Arktikum Museum		
		17:00	Dinner + Free Time		
		18:30	Heading back to Oulu	Saaga	
		21:30	Back to hotel and sleep	Hotel-Restaurant Liminka Bay	
Day 9 Monday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
		12:30	Rest + homework	Hotel-Restaurant Liminka Bay	
		14:00	Outdoor activities + Teambuilding	Koiteli rapids	
		17:20	Dinner	Oulu	
		18:00 – 20:00	Concert listening	Oulu Conservatoire	
		20:30	Back to hotel, evening snack, sleep	Hotel-Restaurant Liminka Bay	
Day 10 Tuesday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	

		12:00	Lunch		
		12:30	Rest + homework	Hotel-Restaurant Liminka Bay	
		13:30	Oulu art museum + Tietomaa Science Centre	Go Arctic	
		17:00	Back to Liminka		
		17:30	Dinner (BBQ) + Team building activity	Liisanlinna Adventure Park	
		20:00	Back to hotel, sleep	Hotel-Restaurant Liminka Bay	
Day 11 Wednesday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
	12:30	Rest + homework	Hotel-Restaurant Liminka Bay		
	Rokua	13:30	Climate change shaping our environment: studying the unique landscape and geomorphology of Rokua.	Rokua UNESCO Global Geopark	
		17:00	Dinner + show watching	Oulu Theatre	
20:30		Back to hotel, sleep			
Day 12 Thursday	Liminka	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	
		12:00	Lunch		
	12:30	Rest	Hotel-Restaurant Liminka Bay		
	Ii	13:00	Art Park visiting + Show watching	Ii Wanha Hamina, Huilinki Stage	
		17:00	Dinner	Ii	
		18:00	Back to hotel, do homework, pack luggage, sleep	Hotel-Restaurant Liminka Bay	
Day 13 Friday	Liminka - Helsinki	07:30	Breakfast in hotel	Hotel-Restaurant Liminka Bay	
		08:15	Experience Finnish elementary school curriculum	Liminka Ojanperän School	

		12:00	Lunch		
		12:30	Rest	Hotel-Restaurant Liminka Bay	
		13:00	Leave from Oulu to Helsinki	Dinner on the train	
		20:00	Arrive to Helsinki and heading to hotel		
		20:30	Hotel check-in	TBC, Kamppi area	Depends on the price and availability
Day 14 Saturday	Helsinki	07:30 – 08:00	Breakfast in hotel		
		10:00 – 12:00	Design district visiting	Go Arctic Helsinki Design District	
		12:00 – 13:00	Lunch		
		13:00 – 16:00	Workshops in the design district		Handmade heritage
		16:30	Helsinki City Centre Tour + Dinner	Go Arctic	
		19:30	Back to hotel	TBC, Kamppi area	Depends on the price and availability
		20:30	Evening snack, team game		
		22:00	Back to room, sleep		
Day 15 Sunday	Helsinki	07:30	Breakfast in hotel	TBC, Kamppi area	Depends on the price and availability
		08:30	Helsinki Church Tour	Helsinki Cathedral Church and harbour area, Temppe-liaukio Church	
		11:30	Lunch	Helsinki city	
		12:30	Helsinki Design Museum Visiting	Helsinki Design Museum	Info tour and workshop
		15:30	Snacks in the airport, and heading to China	Vantaa Airport	