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VIETNAM AS A POTENTIAL MARKET FOR FINNISH EDUCATION
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VIETNAM AS A POTENTIAL MARKET FOR FINNISH EDUCATION EXPORT

Commissioned by Case Company A

Abstract

The project aims at discovering the potentiality of Vietnamese market of a case company from company A in exporting Finnish educational expertise. The research will support decision makers and audience in getting a general view of business market in Vietnam, as well as business culture and business practices. Furthermore, the thesis provides a better understanding of the current situation in the education market particularly.

The implementation of the research is conducted in both ways of using primary and secondary data. Primary data is attained from quantitative research by sending online questionnaire via emails and using phone calls to trigger the response rate from targeted customer group in Vietnam. Meanwhile, the secondary data is extracted from scholarly sources and reliable bases that studied the market previously, along with up-to-date newspaper articles and journals.

The research has delivered the answers to objectives given by the project. The information should give the company A a clearer picture of the market situation so as to make a decision whether Vietnam is a potential market to enter and when they should enter regarding opportunities and challenges of the market itself. Additionally, the author provides recommendations for further stages and possibilities for the company when decides to enter.

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1 INTRODUCTION

1.1 Company background

The case company (company A) is an international small enterprise specializing in education management. Particularly, the company offers education consultancy, as well as programmes and services for learning solutions and development based on education expertise from Finland, currently more focus on K12 school consisting of kindergarten and school system from 1st grade to 12th grade. Company's offerings are delivered not only outside of Finland to foreign customers but also inside Finland where customers come and receive the product and/or service. At the moment, company A is moving towards Asian market, especially India and Thailand.

1.2 Project background

Company A views Vietnam as a highly potential market for exporting Finnish education. More precisely, as a rapidly developing and fast growing ASEAN economy, Vietnam holds the ambition of reforming the national education system. Moreover, Vietnam and European Union have completed the landmark trade deal by signing the FTA Free Trade Agreement, supporting trades and eliminating nearly all tariffs. Therefore, it opens possibilities for company A to enter the market with its offerings based on education expertise from Finland. As a consequence, company A would like to conduct a market research in Vietnam in order to examine the profitability and possible mode entries to this market.

2 EDUCATION IN FINLAND

2.1 Education export: case Finland

Discovering the precise term for the phenomenon of education export in the case of Finnish education was one of the main targets in “Report on the export of Finnish education expertise – Thoughts for export promotion based on experiences of Future Learning Finland network”, in Finnish is *Koulutusviennin käsikirja. Opetus- ja kulttuuriministeriö*. (Auvinen, Juntunen, and Poikonen, 2010). Researchers suggested using *export of education expertise* to be more accurate than *education export* in the case of Finland. As a matter of fact, Finnish education export business differs from native English speaking countries whose education services accounted a big part in the national economy; for instance, United States of America, Great Britain, Canada, Australia, and New Zealand. Finnish education is free of charge at all levels from basic education to higher education and adult education with the criteria of bringing the equal opportunities for everyone to have a chance to study. Nonetheless, the Finnish government proposed changes concerning the tuition fee for students coming from outside the European Union and the European Economic Area at the level of higher education in 2015. Reported by Ministry of Education and Culture of Finland (2015), the regulations would come into force 2016 in which there would be an amount of tuition fee applying to non EE/EEA citizens studying at higher education in Finland on or later than 1st August, 2017.

In the meantime, 2014 witnessed a total number of international students coming to United States of America over 885,000 – an 8% increase from the previous year and 72% increase from the past of 14 years. Those students have contributed to the U.S. economy roughly \$27 billion (U.S. Department of Commerce, 2015). Education export also experienced to be the fifth largest service export sector in the UK; leaving insurance services, computer and information services behind. More precisely,

approximately 75% of export earnings came from those studying in Great Britain, along with indirect advantages from international education as specified by HM Government's documents reported in 2013 named "International Education – Global Growth and Prosperity: An Accompanying Analytical Narrative". The alongside benefits consist of increasing the diversity of the education segment, developing the reputation and brand recognition of UK institution and education, and improving the UK's soft power.

Similarly, over the comparisons of numbers between 2009 and 2010, the significance of international education to Canadian economy is recognised, accounting for 1.7% of the value of Canada's export in goods in 2010. The total expenditure of long-term international students in Canada amounted to approximately \$4.2 billion and 7% of the GDP contributed by the overall education services sector. (Roslyn Kunin & Associates, Inc., 2012). The same situation applies to Australia that the education-related personal travel is Australia's 4th largest export after iron ore, coal and natural gas as reported in 2014. Educational service has accounted for 28% of total services export, making it the largest services export in this nation, ahead of other personal travel services and professional and management consulting services. (Australian Government, 2015). International education service is as well noted as a noteworthy service export and a key contributor to the Government's Business Growth Agenda of New Zealand with around \$2.5 billion to the economy. It is also estimated that the value of New Zealand's international education industry has increased by \$258m, with the industry now valued at \$2.85 billion, when compared to the 2012/13 evaluation. (New Zealand Education, 2015)

Despite free education for everyone studying in Finland, the country has still earned profits from exporting education expertise, reaching roughly 268 million euros in 2014. The turnover of education export in 2014 was generated in more or less 60 countries, while target markets were Europe, North America and East Asia respectively. The survey of the current situation and outlooks of education exports, which conducted in 2015 by Tekes – Finnish Funding Agency for Innovation, pointed out the increasing interest from Asian countries. The focus of exports is suggested to shift eastwards, particularly to the Middle East, and East and Southeast Asia in future of Finland's education export. (Mörk, 2015)

2.2 Exporting Finnish education

Joining Organisation for Economic Co-operation and Development (OECD) with other 33 members around the world, Finland became a member of the organisation in January 28th, 1969 (OECD, n.d.). Since the first study Programme for International Student Assessment (PISA) organised by OECD in 2000, Finnish education has earned great reputation and international popularity for its result in PISA rankings.

Quoted from OECD official website, PISA is defined as a triennial international survey that targets to evaluate different education systems by testing the skills and knowledge of 15-year-old students worldwide. At present, randomly selected students from more than 70 countries and regions have taken part in the assessment with the latest results in 2012 published in 2013. OECD designed the assessment in order to evaluate to what extent the know-how of students can be applied to real life situations and be efficient for full participation in society. Participating students and principals as well provide information through questionnaires about the students' backgrounds, schools and learning experiences and about the broader school system and learning environment so as to help interpret the result more comprehensively. The test contains three key subjects of reading, mathematics and science, with a focus on one subject varying in each year of assessment:

- PISA 2000: reading
- PISA 2003: mathematics
- PISA 2006: science
- PISA 2009: reading
- PISA 2012: mathematics.

According to the Ministry of Education and Culture (MOEC) of Finland, Finland's participation in PISA is financed by the MOEC, which also nominates the representative of Finland on the PISA Governing Board. The country attended all assessments since 2000 with high results, nevertheless, experienced a slight dip in 2009 and 2012 as indicated in the table below.

Table 1. Finland's results compared to OECD countries and all participants in PISA tests 2000-2012. Source: Ministry of Education and Culture of Finland.

Year	Finland's Results	Score Points	OECD countries	All participants
2000	Reading literacy	546	1st	1st
	Mathematical literacy	536	4th	4th
	Science literacy	538	3rd	3rd
2003	Reading literacy	543	1st	1st
	Mathematical literacy	544	1st	2nd
	Science literacy	548	1st	1st
	Problem solving	548	2nd	2nd
2006	Reading literacy	547	2nd	2nd
	Mathematical literacy	548	1st	2nd
	Scientific literacy	563	1st	1st
2009	Reading literacy	536	2nd	3rd
	Mathematical literacy	541	2nd	6th
	Scientific literacy	554	1st	2nd
2012	Reading literacy	524	3rd	6th
	Mathematical literacy	519	6th	12th
	Scientific literacy	545	2nd	5th

Nevertheless, the achievements of Finland throughout PISA tests have achieved great attention worldwide ever since the first result was published. “Finland” and “Finnish Education” are keywords that have gained popularity through a firm stream of researches on defining the secrets behind Finland's success by international researchers and educators around the globe. The MOEC, therefore, found a need to create a unit devoted solely to helping foreigners who are curious and fond of learning about Finnish education and system (NCEE, n.d.).

One factor merely could not explain the outstanding educational outcomes of Finland throughout PISA exams. The achievement of Finnish students is also a result from the major transformation of the national economy, leading to the requirement of a unified comprehensive education structure and national curriculum guidelines. Mathematics, science and technology were paid more attention overtime; as well as problem solving,

teamwork, creativity and interdisciplinary studies in Finnish curricula. (NCEE, n.d.) Finland's MOEC also briefly presented primary explanations the national education system, highly competent teachers and the autonomy given to both schools and teachers.

With regard to the reputation of Finnish education throughout PISA tests, "*It became evident how much of Finland's expertise has a lot of market potential*", said Eeva Nuutinen, project director at Finpro, a trade and investment development organisation (Rautakoura, 2013). The same viewpoint is shared with Minister of Education and Culture Sanni Grahn-Laasonen, "*There is an enormous potential for education exports from Finland but today legal issues are blocking these. We are now taking steps to remove these hindrances. The objective is to create more room for selling education abroad and hence improve the resource base for research*" (Myklebust & Dobson, 2015). Many companies and organisations were established with the purpose of exporting the Finnish educational expertise, however, not a full degree programme but learning and training solutions and consultancy tailored to diverse needs and educational level of markets. The lists embrace, for instance, Future Learning Finland, EduCluster Finland, FinnWayLearning, Funzi, Sanako, FCG Finnish Consulting Group, etc. (Future Learning Finland, n.d.)

Recently in 2015, Tekes has conducted a survey assessing current situation and the future trend of Finnish education export. The result disclosed the target of microenterprises and SMEs is to boost the export business from €13 million to €162 million by 2017. The objective will call for an increase in the number of employees in the sector, which might possibly generate hundreds of new jobs especially in enterprises at small and micro levels. The survey outcome also suggested a shifted trend based on rising interest in Asian market that the focus of export is expected to shift eastwards to Middle East, East and Southeast Asia particularly. (Mörk, 2015)

3 THEORETICAL FRAMEWORK

3.1 Service terminology

To a basic understanding of consumers, service is a popular terminology before, during and after any purchase of a product and warranty if included. Nevertheless, a service could as well be attached to a process of delivering an intangible good, including for example information, expertise, experiences, motivation, etc. The performance of services does not necessarily influence the ownership of any factors of production. Therefore, a service might be suggested as an economic activity, or in another way, an act offering to a party by another, creating values and benefits for the recipients and/or consumers at definite times and places. (Lovelock, Vandermerwe, Lewis & Fernie, 2004)

Participating in the process of defining what services are, authors and experts in economics have given diversified definitions based on their own angle of sights and knowledge. Whereas Smith (1776) and Say (1803) considered a service as product consumed in a precise moment of production, Singelmann (1974) and Fuchs (1968) paid attention to co-production of the service, relating to the interaction between consumers and producers in economic activities. Later in 1980, Stanback denoted the differences between a physical product and a service, whose characteristics are non-storable and non-transportable. (Morrar, 2014)

Adam Smith was one of the economists who emphasised the dissimilarity between goods and services, marking an issue of significance in the economy. Based on the illustrated distinction by the classical economists, Hill (1977) highlighted and widened the definition of service and also its differences compared to a tangible good. The process of producing services consists of an activity affecting a person or a good belonging to some economic unit, whilst the output is the changes in the condition of a person or good that the service applies.

3.2 Service quality

3.2.1 Service quality notion

With a view to identify whether there is a gap between customers' expectation and actual characteristics of the product and what it means, Meyer-Höfer, Nitzko and Spiller have conducted a survey regarding European organic food markets in 2015 to collect customers' answers on what they expected about organic food in Europe. To conclude the research, the difference between what consumers expect from organic food and what is written on the European organic food labelled products is not big, but there is a risk or so-called gap in the expectation of customers and producer's deliveries. There are certain terms as *naturalness*, *high quality*, *good taste* can easily create misconception because they may not be defined the same to each consumer across Europe, varying between separate nations, cultures and consumer segments. This misconception can possibly lead to a potential source of consumer disappointment or dissatisfaction.

Thanks to Hill's clarification of differences between goods and services in 1977, it goes straightforward to the distinction of their quality's assessment, either based on their inputs or outputs. With the intention to understand how consumers perceive and assess the quality of a given service, companies and organisations need to understand three characteristics of services: intangibility heterogeneity and inseparability. Almost all services could not be measured, stored or examined in advance of an economic activity to assure quality. Secondly, services are heterogeneous that differ from each other in either producer, production, personnel, consumer, or time. Thirdly, services in production and consumption in many cases could hardly be separable. For example, a service in the case of labour services is often offered during the interaction between organisation personnel and customers. The quality of service and service quality gap are then harder to measure since customer can also influence the interaction and output of the given service. (Parasuraman, Zeithaml & Berry, 1985)

Lewis and Booms (1983) simplified the definition by associating service quality with a measurement used for measuring how well the delivered service can match the customer expectation in which consent to their anticipation on a basis. Nonetheless, defining the concept of service quality has been a continuous discussion among experts and

specialists due to many reasons. Diverse understandings mainly concern various dimensions of service quality and its nature, for instance if the quality is assessed throughout the service performances or the result of (non)confirmation. The dilemma is as well concerned in dissimilar dimensions of service quality, i.e. multidimensionality of service quality has led to the establishment of numerous service quality models, increasing the complexity of its concept. Two primary suggested dimensions are technical and functional measurements, which demonstrate correspondingly the service result with benefits customers will achieve from a service and service delivery of how the consumers receive, perceive, make payments and use. (Grubor, Salai & Leković, n.d.)

Based on above characteristics and dimensions, it is possible to jump to conclusions regarding the quality of service. First, service quality is unlike and more complicated to evaluate than product quality, which mainly comes from the result of comparison between customer expectation and actual service interaction or performance. Thus, service quality happens and is assessed not only during the service encounters as known as moments of truth, but also in the process of service design and production. (Parasuraman et al., 1985)

3.2.2 Service quality as a factor of marketing competitiveness

Pricing is one of the most significant elements of competitiveness in any period of the economy, but things have been changing since 1980s, marking the considerably risen customer discontent with the quality of both products and services. A radical thinking change then came along with the realisation of improving quality. Instead of setting quality standard deriving from operation managers, customer-driven quality replaced and stood for the meaning of service marketing and new service quality. Since then, customer requirements, needs and wishes are paid more attention into research in dimensions of service, leading to a change into service oriented economy with high product differentiation and the idea of forming customer loyalty. (Lovelock et al., 2004)

Service quality unsurprisingly is marking its importance in the modern economy too, where customers as well pay attention to not only how a physical product is produced

but also how it is delivered perhaps even during the design process, production, customer interaction and so on. It is believed that companies and organisation could possibly use service quality as a positioning tool of service providers, influencing the volume of demand for a given physical product or intangible service in this service-oriented economy. Especially in the contemporary service marketing, service quality plays a vital role as a factor of marketing competitiveness, conforming to the growing tendency of requirements from customers and consumers. (Grubor et al., n.d.)

3.3 Education export as a service

Education can be classified as a pure service that combines both tangible and intangible components. Tangible elements refer to teaching materials, equipment, facilities, etc.; while intangible offerings relate to experiences, knowledge, process and so on. However, in accordance with Kotler and Keller (2009), the core service of education in education institutions comprises instruction and other relating services, such as residential, dining, counselling, advising, carer planning, tutoring, library and computer. Therefore, education export could be understood as an educational service since the term concerns more than the instruction and product-related services. Combining the explained phenomenon of education export in Finland's context, exporting Finnish education expertise can be listed as a service.

3.3.1 Types of education export services

As reported by General Agreement on Trade in Services (GATS) published by World Trade Organisation enforced in January 1995, service trading is demonstrated based on the supply of services, which leads to four types of service. A service could be delivered from a member's territory to another member's territory for the consumption abroad, as well as inside the territory of one member to the service consumers of another member cross-border supply without movements. GATS also mentioned the kinds of services that are carried out by a service supplier of one member via commercial presence in another member's territory and via the presence of natural persons of that member in the territory of another member.

In the context of trading the education export services, four types suggested by WTO might be understood as following:

- Consumption abroad: pupils from a nation go to another nation to receive educational services;
- Cross-border supply: educational services are delivered and utilised abroad without movements of neither students nor educators;
- Commercial presence: students of one country receive the educational services established by providers from another country through programmes or an offshore campus;
- Natural persons' presence: educators move to the territory that students resides to provide educational services.

3.4 International market research

3.4.1 Nature of market research

Market research is no longer unfamiliar to entrepreneurs and economists since internationalisation was put into a term. International market research may go further than exporting to or doing an economic activity in neighbour countries but also far away nations in some continents, which could possibly move forward to next step named globalisation. To any firm with an expectation to expand market(s), market research is a wise choice as the initial stage of the market expansion plan. Information collected and analyses conducted from the research are all valuable data to the company to decrease uncertainty, feasibly obvious errors leading to a loss in budget and reputation, and to decide which proper marketing approaches to apply. While the main objective of market research is to identify where are attractive markets or whether the selected market is potential for the firm products and/or services, Cavusgil (1985) also suggested other major questions that a market research could address:

- Which foreign markets are profitable for company products?
- Which territories offer the best prospects?
- What sales volume and margins can be expected in each market?
- Does the foreign market require any modification of the product and service?
- What distribution channels and arrangements should the corporation consider selling to a nation?
- How sensitive is the market demand to product price?
- What performance criteria should be used to monitor company activity in each foreign market?
- Should the company standardise or localise the product?

3.4.2 Market research process

In a publication of mister Sasu at Faculty of Economics and Business Administration of Alexandru Ioan Cuza University, he explained and summed up the process of an international market research in six primary phases. First and foremost, even though it appears to be a more complicated process comparing to domestic market research, the initial stage is to identify the problem between the complexity of the product concept and market structure, with an aim to define goals of the research. Secondly, choosing the adequate research design and methodology also have a vital influence on how the research will be shaped and what kind of information will be collected. Constantin demonstrated some cases in types of research designs and approaches, for instance, exploratory research versus descriptive research, positivism versus interpretivism method, quantitative research versus qualitative research. Before collecting the data, the author suggested to classify data sources into primary or secondary category in order to simplify the data analysis process. Lastly, two final steps are data analysis performance and research report preparation. (Sasu, 2011)

On the other hand, Cavusgil introduced the market research as a sequential process of three main stages in the below figure. Whilst his diagram is more suitable for general international market research that might also enable to compare and choose the most potential market among others, Sasu's process could illustrate the research process in

more details, more appropriate for those whose wish is to concentrate on a particular market.

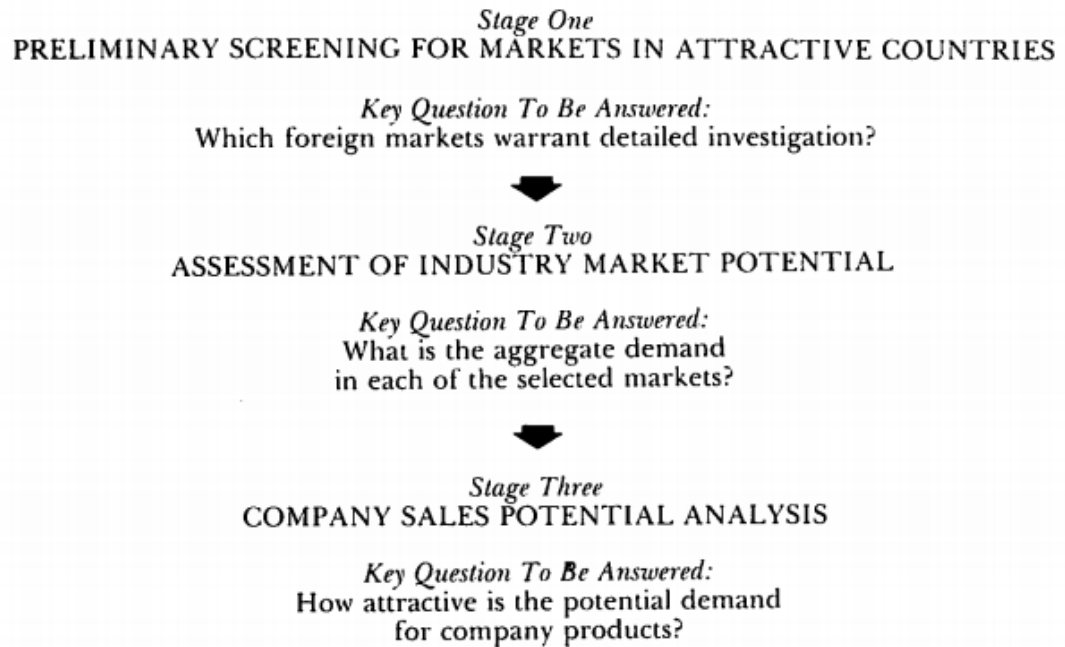


Figure 1. Researching foreign market potentials: A sequential process. (Source: Cavusgil, 1985)

First of all, a preliminary screening is a must for any market research that should contain, for example, demographic, political, economic, social and cultural environment factors, etc so as to answer the question of finding attractive territories. Consequently, industry market potentiality is analysed in each potential market selected from the prior step with a view to identify current and future demands for a particular industry in those chosen markets. The third and final phase of this market research diagram includes assessing the company sales potentiality, which could possibly cover sales forecast, estimated costs of internal distributions, other profitability determinants, etc. To answer the question “How attractive is the potential demand for our product?”, the assessment needs to rely closely on the information collected and conducted from the previous analyses. Then it will lead to the path and approaches suggested for the firm to enter the market, for instance to standardise or localise its product and services. (Cavusgil, 1985)

Referring to this thesis, the author as well applied a preliminary screening on Vietnamese market for company A in certain aspects such as political, economic, socio-

cultural, technological, legal, and environmental factors. The research also consists of the second approach that digging deeper on the current situation of education market in Vietnam and upcoming trends. However, the dissertation does not include the final step as suggested in figure 1, but the author conducts a survey based on online questionnaire and gives company A recommendations relying on the survey result instead.

3.4.3 Difficulties throughout international market research

Kumar (2000) proved it to be intelligible that domestic marketing is less complicated than international marketing due to two elements of global competition and international environment. The same situation applies to international market research and domestic market research as well, whose complexity is established owing to the differences and variety of political, economic, legal, and cultural factors.

Robert Young and Rajshekhar Javalgi (2007) and Constantin Sasu (2011) all shared same opinions on central features of challenges connected to conducting international market research and international marketing research. The list underneath displays the similarities between two above proven sources:

- Cultural issues: Language, Translation, Syntax, Cultural norms, Time zones, Holidays abroad;
- Sampling issues: Native interviewers, Questionnaire length;
- Measurement issue
- Market research infrastructure
- Data collection issues
- Legal issues

Whilst Young and Javalgi (2007) also mentioned currency fluctuation in market research infrastructure challenges, Sasu (2011) added quite a few more elements to above issues. Regarding cultural values, he revealed clear dissimilarities of the proximity and manners in conversations and communication between Eastern and Western cultures. In regard to sampling concerns, he suggested further questions relating to lack of availability of some kinds of information (for example: size, name,

address, telephone number, etc), cultural barriers affecting the rate of response and research participation, and incentives of participation from participants. Each of problems listed above all plays an important role in conducting a market research. The productivity of the market research and its conclusions depends on how well prepared, detailed the research process can be managed and how well the company could overcome those challenges without leaving serious consequences.

During the research of this dissertation, the author found it difficult to collect answers from the audience in Vietnam in different time zone. Owing to the previous experiences of collecting primary data for survey conduct, she decided to use two ways at the same time to approach: calling and sending emails. Besides the fact that Vietnamese times is at GMT +7 and Finnish times is at GMT +2 in the winter time, the working hours in Vietnam range from 7.30am to 4.30pm and there is a break between 12am and 1pm, which could probably vary from business to business (Vietnam Trade in the USA, 2008). Those conditions then limited the calling time, which was from 8am to 11am in the Finnish time. Calling were not successful so much since the author are able to speak to the target people for a few times per day, customer attitudes' also varied from friendly to impolite answers; whilst emails were mostly ignored. Very few audiences showed the cooperative behaviour through phone calls and emails. Out of approximately 100 phone calls and more or less 150 emails sending, the received answers were 21.

3.5 Business to Business (B2B) versus Business to Consumer (B2C)

In short, Business to Business (B2B) can be referred to the situation of commercial transactions between one business to another, opposing to Business to Consumer (B2C) that relates to the exchange of products, services or information from a business to a consumer. Due to the complication of industrial products and industrial demands, mostly all corporations and companies engage in B2B markets with retailers and wholesalers. Nevertheless, the matter of owning larger volumes of customers with longer-lasting relationship between supplier and customers as well take parts in making decision of choosing B2B business model (Kotler, Pfoertsch & Michi, 2006).

Sharing the same opinion, Jobber and Lancaster (2009) introduced the definition and distinction of B2B and B2C markets in a more detailed track. Whereas B2C draws a picture of customers purchasing wanted products and services for their own usage and objectives owing to their personal demands, B2B describes the organisational demands for long-term relationship and business between business partners in the win-win situation. From the nature of each market, B2B and B2C already distinguish leading to distinction in business models and marketing approaches. Clark (2013) shared his elementary assumptions of those differences in the chart beneath.

	B2C	B2B
Market	Large, broad	Single vertical or niche
Orientation	Product driven	Relationship driven
Time	Short- usually only one step	Long/multi step process
Buyer Motivation	Emotional (status, desire, price) or impulse	Rational/based on business value
Sales Style	Convincing, i.e., create/find a need	Consultative
Customer Lifetime Value	Low	High
Branding	Repetition, imagery, point of purchase activities, merchandising	Educational and awareness building activities

creoutsider.com

Figure 2. Different marketing strategies between B2C and B2B markets. (Source: Clark, 2013)

3.6 Cultural influences on international business

Culture has been playing such a fundamental and significant role in any international business that hardly could any companies or organisations ignore while moving towards internationalisation and/or globalisation. Especially, researches have showed failures from a number of companies going overseas, which one of the most frequent mistakes resulted from the inability to adapt or understand the foreign thinking and acting processes, rather than technical and professional incompetence (Ferraro, 2002). On the

other side of the coin, professor Mansoor Maitah (n.d.) listed the explanations for the raise of needs and interests in culture study, established from:

- The globalising process of business
- Expressively increasing advances in telecommunications and data processing
- The establishment of global alliances
- The rising diversity of domestic workforce
- The expanding mobility of abroad workforce

Culture is the term mentioned by almost everyone at any time in anywhere, however, is viewed in a variety of descriptions. Back in the old days of 1945, Kluckhohn and Kelly stated culture as a product of historically created designs existing at a given time as potential guidance for human's behaviours. Later, James Downs (1971) considered culture as a mental map guiding people in their relations to the surroundings of living objects and other people; whereas Cavusgil, Knight and Riesenberger (2008) demonstrated their definition as the learned, shared, and enduring orientation patterns in a society, in which people illustrate their values, ideas, attitudes, behaviours and symbols. Those three authors as well indicated which matters culture directly influences on international business; such as teamwork, lifetime employment, pay-for-performance system, organizational structure, union-management relationships, and attitudes toward ambiguity; so as to highlight the importance of cultural perspectives that international companies should pay great attention to.

Speaking of how culture concerns international business with weighty impacts, a Dutch management researcher Geert Hofstede is one of the names that has been mentioned a lot for his contribution in defining separate dimensions of national culture. Resulted from his researches of matched employee samples from 40 separate nations and students who came from 15 countries and from diversity of companies and industries, he and his colleagues were able to present five dimensions as the following figure. After four dimensions were born in 1980, the fifth dimension was introduced in 1991 by Hofstede together with Michael Bonds. (Hofstede & Hofstede, n.d.)

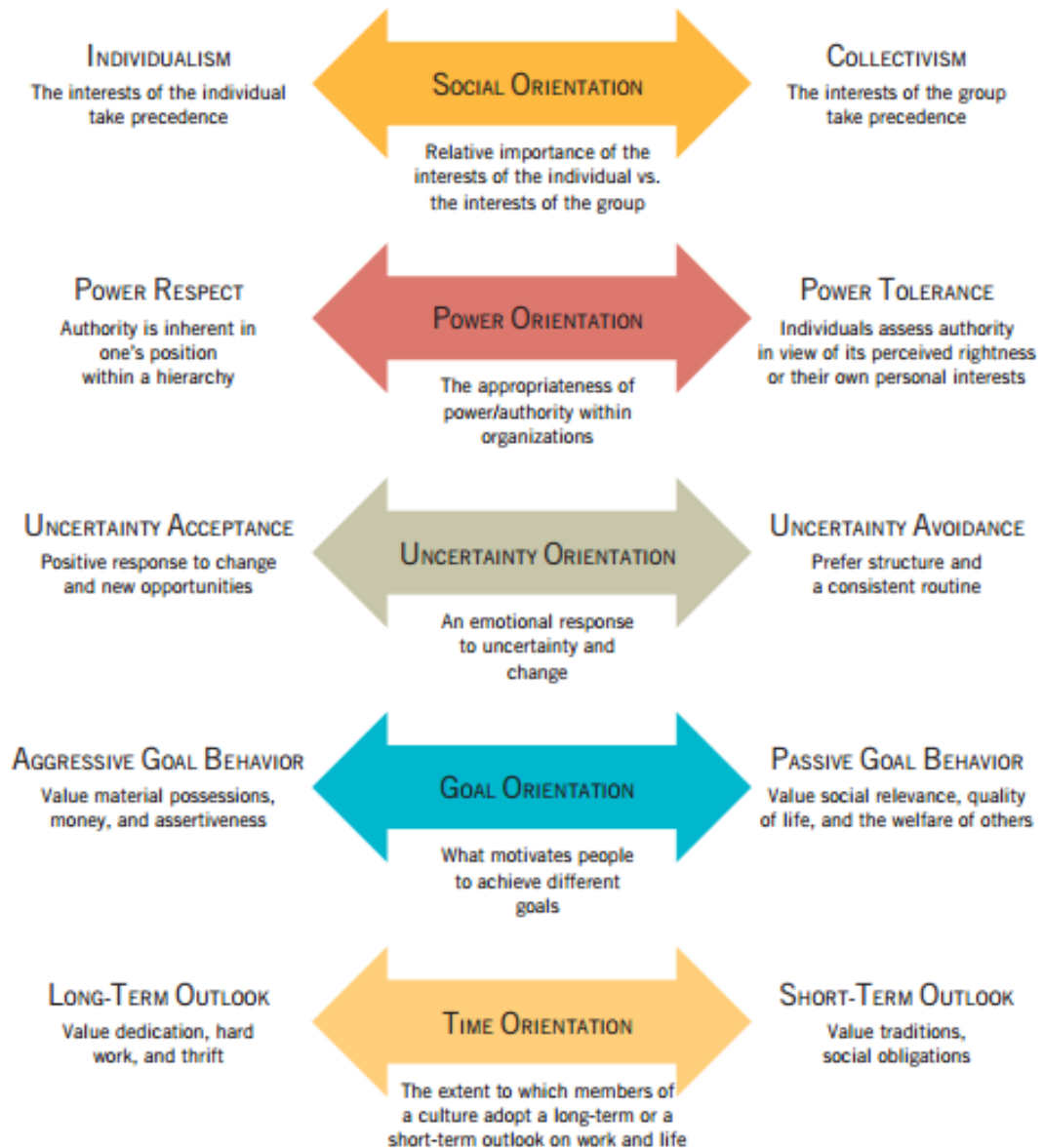


Figure 3. Hofstede's five dimensions of national culture.

Collectivism and individualism basically refer to integration of individuals into main groups, whether people would like to function individually or as member of a group. Individualist societies like United States of America, Canada, United Kingdom, Australia, New Zealand and Netherlands tend to encourage competitions with rewards for whom compete the best and put their own interests in front of the goods for the organisation. Meanwhile, strong collectivist societies such as China, Hong Kong, Taiwan, South Korean, and Mexico highly value the cooperative spirit with conformity and compromise, which people try to fit in a community with less conflicts and tension created. (Cavusgil et al., 2008)

Power orientation, as known as power distance, denotes the dissimilarities between the tendency of societies relating to various solutions solving fundamental dilemmas of human inequality and authority relations (Soares, Farhangmehr & Shoham, 2006). Power respect characterised a kind of culture in which people live and act along a social hierarchy standard and those stand at a superior level expect to have such respect from inferiors, leading to inequality in power, rights, and authority in these territories like Spain, France, Singapore, Japan, etc. On the contrary, power tolerance is synonymous with low power distance forming a culture where the position of a hierarchy is paid less attention, where equality and equity is discussed and fought for, for instance Scandinavian countries and United States of America. (Griffin & Pustay, 2007)

The dimension of uncertainty specifies the extent to which cultural perspectives affect people's thinking, attitudes, behaviours and actions when facing the instability, ambiguity and unpredictable situations. Uncertainty acceptance cultures like Singapore, Denmark, Hong Kong, and the United States affect adaption skills that people might find it more simple to adapt to changes with positive responses, or affect the ability of simplify negative and unstructured circumstances. Contrariwise, high uncertainty avoidance societies like Japan, Greece, Portugal will possibly attempt to avoid or minimise unexpected situations as much as feasible through, for example, strict regulations, high safety and security measures. (Ferraro, 2002)

Goal orientation describes how culture guides people's manners in accordance with distinctive goals. Passive behaviours appear in Netherlands and Nordic countries where people tend to stress on relationships, life's quality and concern for others more than material possessions, career success, competition or assertiveness like aggressive behaviour groups in nations as United States, Mexico, Germany (Griffin & Pustay, 2007). On the authority of Hofstede, these aggressive behaviours can also lead to the conception of gender-based positions and responsibilities, which could be called masculinity and femininity dimensions in other scholarly sources. The distinction was created based on traditional values for males and females. United States of America and Japan are two samples of the masculine culture that emphasises competitiveness, ambition, competition, wealth and assertiveness. In the meantime, Scandinavian countries represent the feminine culture that concentrates on sharing obligations and

rights between men and women, interdependence, welfare systems and education. (Cavusgil et al., 2008)

Cavusgil and his colleagues (2008) denotes the timing dimension as the degree to which people and communities defer gratification to achieve long-term success, which long-term orientation are best illustrated in typical Asian nations (China, Singapore, Japan, etc) with discipline, esteem for the family, group harmony, desire regulation, loyalty and education regard. By contrast, representatives of short-term orientation like Western African's culture tend to highlight the significance of intangible commodity like time, respect for traditions and social values, and fulfilment of social responsibilities (Ferraro, 2002).

Last but not least, the sixth dimension was introduced by Geert Hofstede, Gert Jan Hofstede and Michael Minkov in 2010 called Indulgence versus Restraint, which regards to the ability of controlling essential desires of human that defines the degree of enjoying life. While restraint signifies the regulated gratification of needs by austere social norms in, for instance Asian and Muslim nations; indulgence suggests a society of free gratification of elemental and natural desires of human regarding enjoying life as Western Europe, South and North America or some parts of Sub-Sahara Africa. (Hofstede, 2011)

3.7 Market entry modes (MEM)

Franklin Root (1994) introduced market entry mode in international markets as “*an institutional arrangement that makes possible the entry of a company's products, technology, human skills, management, or other resources into a foreign country*”. There is a variety of alternatives how to enter a new market, yet, more or less four entries fail for every successful market entry, occurring not only in start-ups but also corporations according to reports of business history (Barber, Peinado & Madhok, 2010). As a consequence, choosing the suitable and appropriate entry options may feasibly determine the firm's success or failure for that project and perhaps future operations as well. In the following paragraphs, elements concerning the selection of market entry choices and particular ways of entry are discussed.

3.7.1 Factors influencing selections of MEM

a. External factors

External aspects affecting the decision of entry modes mostly come from the host territories that the firm plans to enter. Hollensen (2001) listed a number of factors, including socio-cultural distance, competitive environment, direct and indirect trade barriers, market size and growth, country risk and demand uncertainty, and small numbers of relevant intermediaries available. Sharing the same point, Root (1994) added the geographical distance, whilst De Búrca, Brown & Fletcher (2004) proposed the feature of laws and regulations.

In addition to above, Koch (2001) attempted to dig in the issue and establish MEMs model in his own direction. To his suggestion, influencing elements also based on the industry viability of MEM, characters of the host nation in business environment (i.e. cultural perspective in B2B), image support requirements, global management efficiency requirements, and popularity of MEM in the targeted market.

b. Internal factors

Internal aspects from the organisation's situation and resources also add more consideration in selecting apposite MEMs. Brassington & Pettitt (2000) sorted out the issues of speed, cost, payback, and long-term objectives; Hollensen (2001) illustrated the matters of company size, international experiences, product complexity and differentiation, risks, control, and flexibility. Additionally, managerial reasons and relationships were inserted by De Búrca, Brown & Fletcher (2004) and Fredrik & Webster (1992) correspondingly.

For a second time, Koch made a separate route in identifying the company's internal impacts on opting MEM. Additional to those mentioned above, he indicated the dilemmas around management share and profit targets, calculation methods applied, experiences in using MEM. In addition to external and internal problems, mixed factors were also on his research in a more detailed description is stated in the figure below.

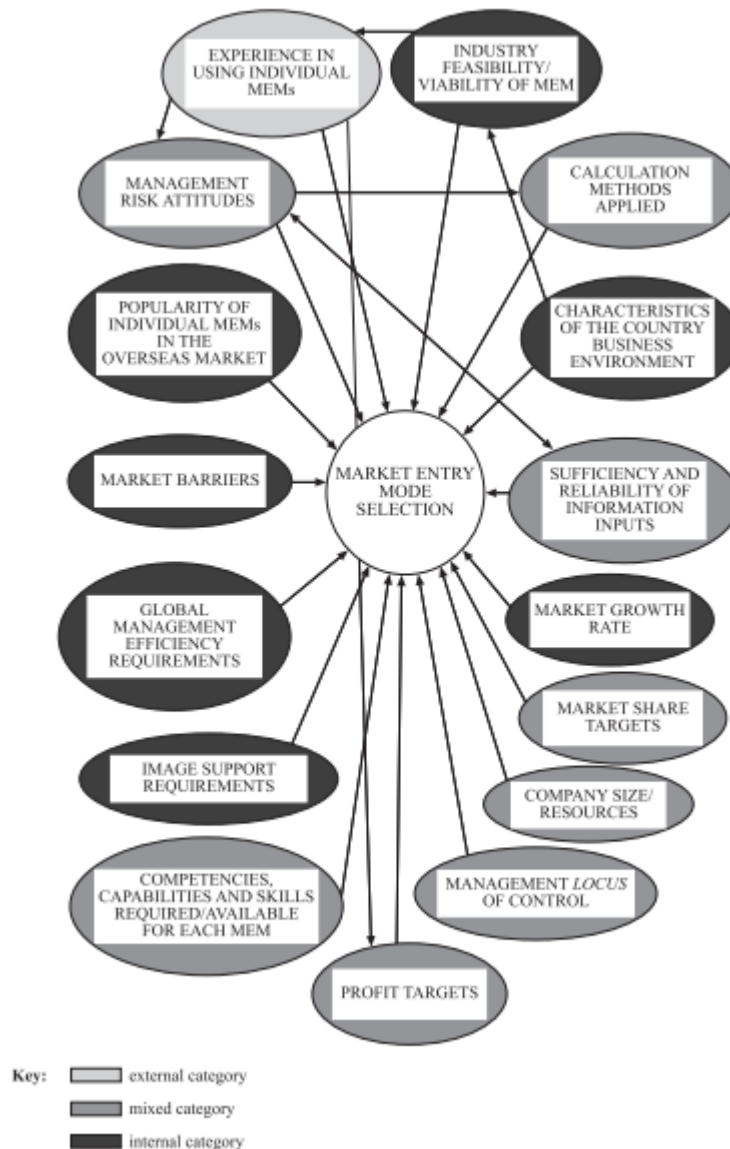


Figure 4. Factors influencing market entry mode selection. (Source: Koch, 2001)

3.7.2 Modes of market entry

Many academic sources have brought and named many alternatives for market entry throughout authors' researches. A newly introduced method is discussed from time to time, nevertheless, four approaches as underneath still remain as most fundamental and common. In this thesis, only six modes will be debated: exporting, licensing, franchising, joint venture, manufacturing and greenfield entry mode that figure 5 mentions some of them.

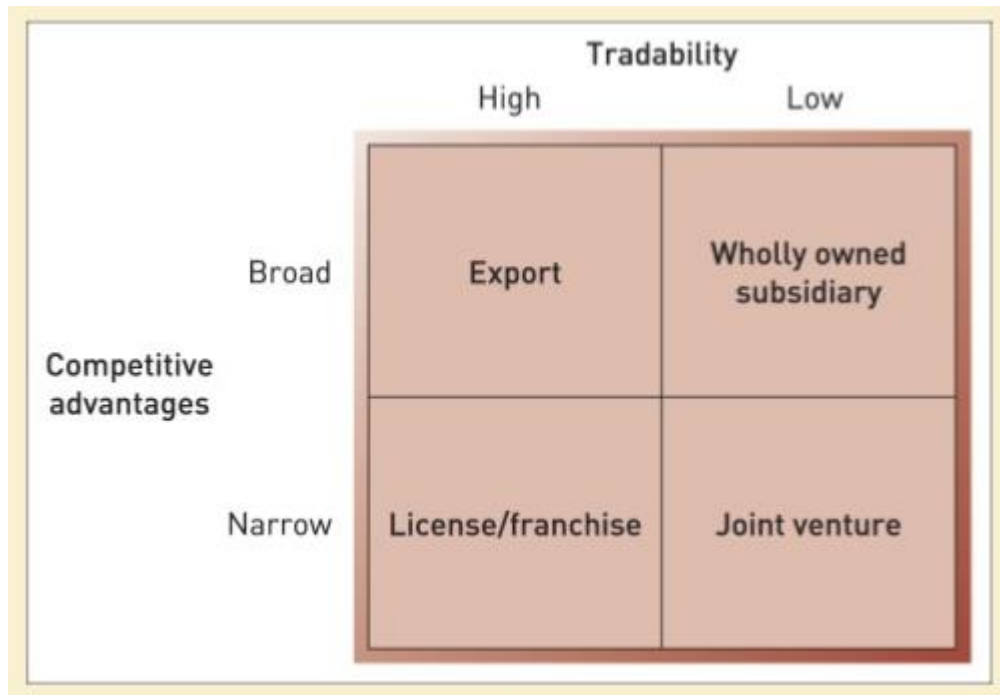


Figure 5. Modes of international market entry. (Source: Johnson, Whittington & Scholes, 2010)

a. Export

Exporting is one of the most popular approach to enter a new market, which firms can choose to export directly or indirectly from the home country to the chosen territory. In direct export, the organisation is involved in marketing, selling the products and services, as well as taking greater responsibilities dealing with larger numbers of contacts overseas. This method will possibly generate more risks at higher level, yet the company receives more control of its resources and distribution. Contrarily, indirect export minimises more risks and control over products and services that taken care by others abroad in i.e. international marketing activities and sales, carried out through foreign agencies, distributors, brokers, export house, trading company or piggyback. Indirect export suits small and medium firms with limited resources or those with little or no experience in exporting. (Durmaz & Taşdemir, 2014)

b. Licensing

Ghuri and Cateora (2014) considered licensing as “*a means of establishing a foothold in foreign markets without large capital outlays*”, a favourite strategy for small and medium-sized companies who can earn granted rights in foreign licensing, comprising patent rights, trade mark rights and the rights to use technological processes. Even though firms should not expect to get much profit from this method, they should expect less risks than direct investment and advantages in case of scarce resources, import restrictions, or a need of patent and trade mark protection. Additionally, regarding rights given from the licensor, Hollensen (2001) gave some other suggestions adding to the list of licensee’s rights:

- A patent covering a product or process
- Manufacturing know-how not subject to a patent
- Technical advice and assistance
- Materials or plant essential to the manufacturing process
- Marketing advice and assistance
- The use of a trade mark/trade name.

c. Franchising

A franchise contract occurs when two companies sign an agreement whereby the franchisor is paid that the franchisee has the right and authority of selling franchisor’s products and/or to use franchisor’s trade mark in a given circumstance at given duration of time (Lafontaine, 1993). Franchising therefore has become a fast growing form of licensing since it basically means a combination of market knowledge, capital and personal involvement from the franchisee, and standard products, systems and management services offered by the franchisor. Master franchise, joint venture and licensing are three kinds of franchising (Ghuri & Cateora, 2014).

d. Joint venture

It is recorded that there were approximately 50,000 joint ventures established in one the riskiest nation in Asia – China since it was allowed to come into effect for the first 15 years. Reasons why joint ventures has become such a familiar and collaborative strategy, especially doing business in severe markets, can be explained with what it brings to both sides. Not to mention a reduction of political and economic hindrances, joint ventures as well offer foreign participants more cheap labour force and less uncertain paths to enter new markets passing barriers of legal and culture matters, and offer local participants new skills, knowledge and updated technology. Despite setting up a new organisation joined by local and abroad members, each firm still stay independent. (Ghauri & Cateora, 2014)

e. Manufacturing

Manufacturing can also be known as wholly owned subsidiary within the overseas territory, helping the parent company to cut down labour cost, transportation cost, export tax, and certainly gain the market entry. A visible example is the company Apple Inc. from the U.S. having some manufacturing factories in China, and many other companies from whom see the attraction from the size of Chinese market. The same situation applies in emerging markets of Brazil, India and Russia. Furthermore, there are three types of wholly owned subsidiaries, including market seeking, resource seeking, and efficiency seeking. (Ghauri & Cateora, 2014)

f. Greenfield entry mode

By launching a new affiliate in the host country by itself or with other business partners, a firm whose headquarter is abroad can apply the greenfield mode whereby the firm has abilities to decide the site that meets its needs best at its own pace, even attracting financial support from the host nation (Cheng, 2006). In spite of advantages that green field can bring, it turns out to be time consuming along with less predictable costs for the firm (Johnson, Whittington & Scholes, 2010)

4 GENERAL MARKET INFORMATION

4.1 PESTLE analysis

With an aim to collect and analyse information in to effective data from external factors influencing the chosen market, PESTLE is a common tool along with other variants such as PEST, PESTEL, PESTLIED, and STEEPLE (Cadle, Paul & Turner, 2010). In next paragraphs, Vietnamese market will be discussed in PESTLE factors.

- PESTLE: political, economic, socio-cultural, technological, legal, environmental
- PEST: political, economic, socio-cultural, technological
- PESTEL: political, economic, socio-cultural, technological, environmental/ ecological, legal
- PESTLIED: political, economic, socio-cultural, technological, legal, environmental/ ecological, demographic;
- STEEPLE: socio-cultural, technological, environmental, economic, political, legal, ecological.

a. Political factors

Vietnam is one of five remaining communist territories in the world at the moment along with China, Laos, Cuba, and North Korea, which is ruled by one party state called Communist Party of Vietnam. Party leaders and leaders of government are selected through votes every five years at the National Party Congress, which the latest election was in held in January 2016 (Gov UK, 2015). On the bright side of the matter, one party state does lessen internal conflicts between parties like other country's government system. Vietnam's character is to concentrate on continuity, together with a slow speed of change making the nation one of most politically stable nations in South East Asia.

Nonetheless, one party state also possibly restricts speech freedom affecting internet usage, information delivery, communication and media. In the opinion of Transparency International, corruption perceptions score from 2012 to 2015 keeps the same level at 31 points, ranked 112th out of 168 countries in 2015 as stated in the chart lower. Press freedom was also at a low stage of 172th among 179 nations.



Figure 6. Vietnam Corruption Index from 2006 to 2016.

b. Economic factors

Regarding income category, Vietnam is considered to be the lower middle income nation with the GDP of approximately \$186.2 billion U.S. dollars in 2014 (The World Bank, n.d.). Nevertheless, Vietnam is expected to be on the top 10 of fastest growing economies in the world in 2016 with the increasing GDP growth rate rapidly from January 2015 to January 2016 reporting by General Statistics Office of Vietnam suggested in figure 7 (Trading Economics, n.d.). Bloomberg surveys as well suggested that Vietnam's economy could possibly expand 6.7% in 2016 same pace with the rate in 2015, supporting the national economy to stand out even comparing to largest emerging countries in the world of Brazil, Russia, China, and India (Nguyen Dieu Tu Uyen, 2016). Moreover, Foreign Direct Investment FDI rate of Vietnam was also in good condition that its inflow averagely climbed up 8% annually, which is the highest rate among emerging markets in ASEAN countries (Gov UK, 2015).

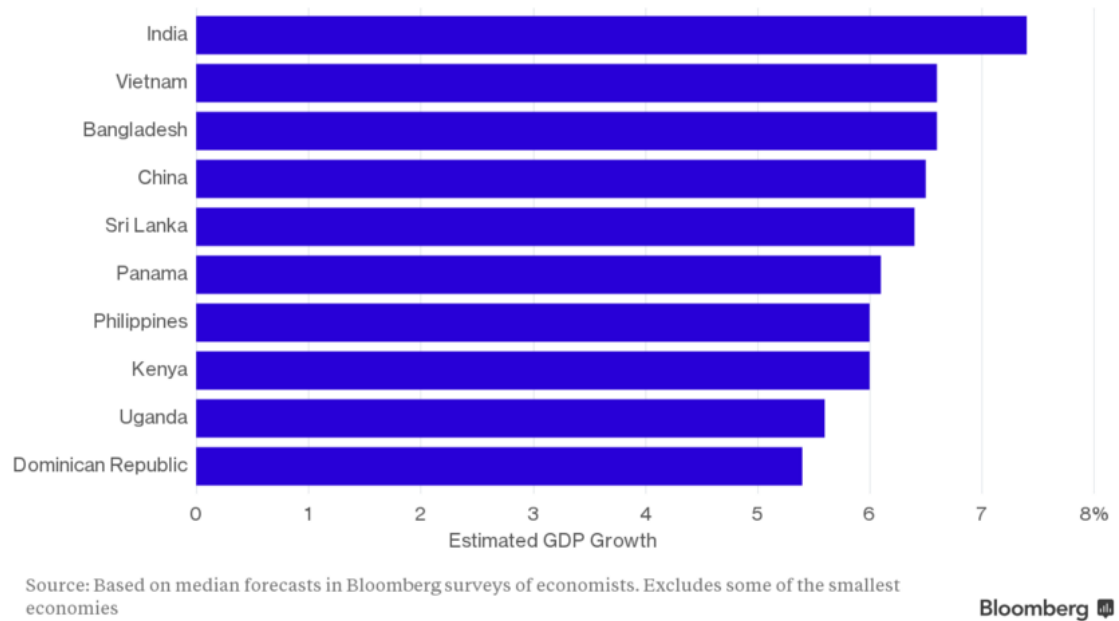


Figure 7. Top 10 fastest-growing economics in 2016.

c. Socio-cultural factors

The estimated population of Vietnam in January 2016 was roughly 94 million based on the latest result of United Nations Population Division, ranking number 14 on the list of countries by population in 2016 (Worldometers, n.d.). Vietnam is a country of 54 ethnic groups with 85.7% of Kinh people, speaking Vietnamese as the official language. Buddhism is the most popular religion in Vietnam at 9.3%, followed by Catholic at 6.7%. Furthermore, the majority of Vietnam's population is at working age, that the group of 15-24 years old and 25-54 years old held proportions of around 17.2% and 45% respectively in 2014 (CIA World Factbook, n.d.). Whilst the number of employed people increased to 52.74 million in 2014 comparing to that of 2013, the rate of unemployment was around 2.3% in 2015 as shown in the line chart underneath, still higher than last three years (Trading Economics, n.d.).



Figure 8. Vietnam unemployment rate from 2012 to 2016.

d. Technological factors

After more than three decades of reforming and transforming to a socialist-oriented market economy, Vietnam has entered a new stage of developing an innovation system with the Master Plan approved in 2011, which aims at turning Vietnam into a developed nation at ICT by 2020 (MIC Gov VN, 2011). Back to the past of 15 years ago that IT company was hardly found in Vietnam, now the country has changed itself with nearly 174. IT business, adding to its new definition of a growing population of students, coders, engineers, and entrepreneurs contributing to the national economic growth and technological innovations shown in figure 9 (Marvin, 2015). However, Research and Development (R&D) issue in Vietnam is still being neglected at a weak level. Vietnam had spent 0.21% out of GDP on R&D expenditure in 2011, comparing to 2.77% of U.S. and 1.84% of China spending on the same year (Redfearn, 2014).

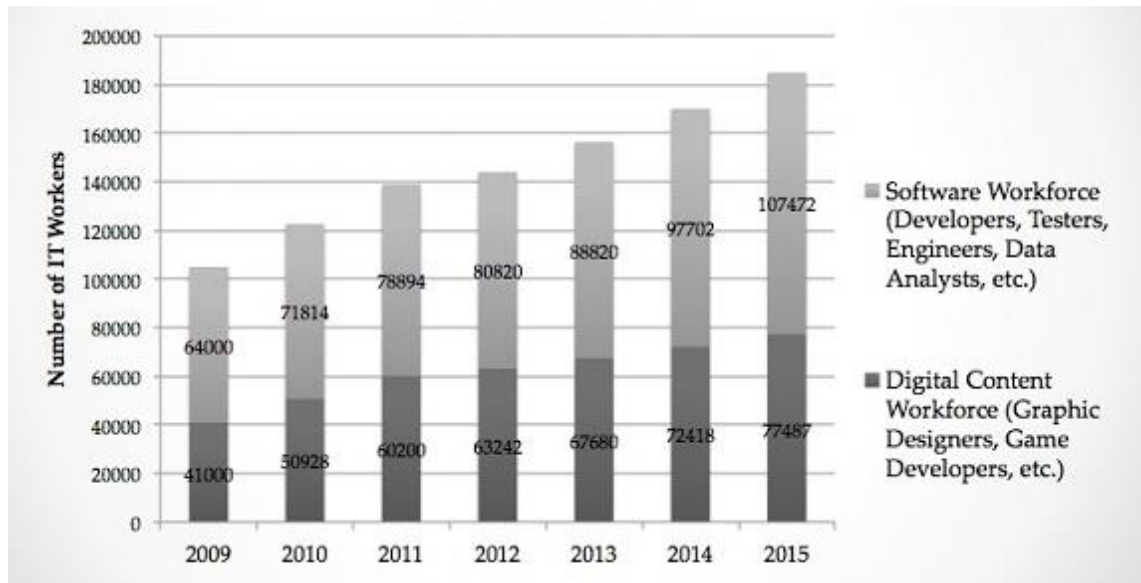


Figure 9. Vietnam IT's services workforce: Rapid Growth for Scale and Skill. (Source: PCMag)

e. Legal factors

Regarding tax matters, Vietnam has been experiencing major changes in tax policies and tax reform since *Doi Moi* (Renovation) Policy in 1986. Especially when the nation became a member of international organisation; such as ASEAN (1995) and WTO (2007), FTA (2015), AEC (02015), TPP (2016) and so on; those need to be aligned with international rules and practices. Law on Tax Administration was implemented in 2007, later amended in the following years of 2009 and 2013. In the meantime, mostly foreign investments and business activities in Vietnam will likely be subjected to common taxes, for example: Corporate Income tax, Value Added tax, Import and Export Duties, Personal Income tax, Foreign Contractor tax, Special Sales tax, Natural Resources tax, Environmental Protection tax, etc. (Grant Thornton LPP, 2015)

The employment laws of Vietnam are formed by the Labour Code, which is operated by National Assembly. Those laws are applicable on both local Vietnamese and foreign workers living in Vietnam, for instance in employment contracts, duration of employment, internal labour rules, trade unions, etc. (Allens, 2012)

f. Environmental factors

Infrastructure has been a controversial topic in Vietnam that the nation has been dependent heavily on the state budget to develop and improve infrastructure situation in which is one of the highest ratio among Asia countries and in ASEAN. The proportion and growth of national GDP and infrastructure investment are compared in figure 10. Consequently, that heavy investment has made a great effect on the economic growth, leading to a need of finding funds from new sources like private sectors to lessen the constraints on national budget. (Vu, 2015)

Vietnam is a net energy exporter of crude oil and coal resources, due to the lack of refining capability and capacity. Therefore, Vietnam expects to reduce its dependence on oil and transform from an exporting economy of energy resources to an importing economy by emphasising on diversifying the national energy consumption. Two solutions suggested were to develop regional resources and to expand regional cooperation, in order to enhance the diversification and cut down the threats on hydro-electric power production likely created by drought. (Vietnam Report, 2015)

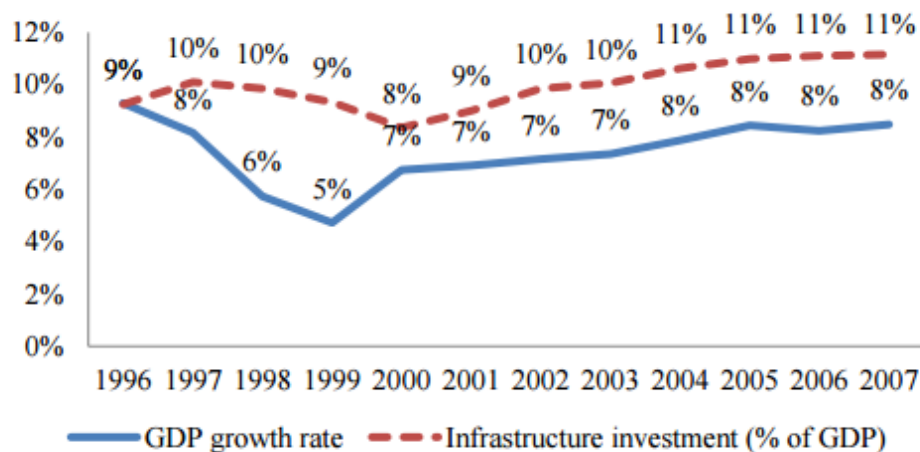


Figure 10. Growth of Viet Nam's GDP and Infrastructure Investment from 1996 to 2007. (Source: Duong Thi Y Nhi, 2014)

4.2 Business culture in Vietnam

Along with many other Asian nations and territories, Vietnam also has high-context culture requiring foreign investors and abroad entrepreneurs to be aware of fundamental business etiquettes in order to cooperate with local contacts or establish a new business in the host country. Although Vietnamese people's characters are open, hospitable and easy-going, the more overseas partners are aware of Vietnamese culture in doing business, the better it is to avoid cultural misunderstandings. Hence, subsequent paragraphs will describe generally some significant parts of Vietnamese business culture.

4.2.1 Initial approach and business relationship

Sharing almost the same culture with China, there is a likelihood that Vietnamese people prefer to partner with those they might have known or from a recommendation of their network and/or contacts. The stronger recommendations can get, the more local business feel secured to start a new relationship with more comfort. Nonetheless, thanks to the evolution of internet, cold calls and emails are getting more welcomed with the introduction of trade fairs, catalogues, brochures and advertisement. This idea goes along with ways of nurturing business relationship in Vietnam. Unlike many Western nations, Vietnamese people tend to nurture their business relationships as social ones. That explains a meeting usually starts with small talk about oneself, which is also a way for them to consider their partners how open, sympathetic and trustful the other could be. (Vietnam Culture, n.d.). Meanwhile, Richard R. Gesteland (2012) suggested entertaining, involving wining and dining, plays a crucial role in building long-term effective relationships in Vietnam either business or informal relations. Abroad visitors should offer to pay for the meal or informally entertaining chance, even though local contacts may refuse.

4.2.2 Business meetings

Hierarchy and seniority are two of most imperative elements during a business meeting in Vietnam or with Vietnamese local people. People in Vietnam are born to live with the culture of high hierarchy with great respect for the elder and seniors, for instance, the most senior person enter the room first, followed by the most elderly person and so on. Silence throughout a business meeting can mean there is disagreement between participants or the topic mentioned was beyond their knowing that remaining quiet could save face as known as self-esteem. Additionally, business cards are necessary for every formal appointment particularly in the first meeting, should be handed with both hands and others' cards should be taken seriously as well to show respect. (Grant Thornton LPP, 2015)

4.2.3 Handshakes and gifts

Vietnam is considered to be a low contact culture that people tend not to give others so much touching, especially while dealing with business contacts (Gesteland, 2012). A gentle handshake with a friendly smile could be a good start for a meeting, yet foreign investors could add a light head bow to show more respect, for example to the seniors (Meyer, Tran & Nguyen, 2006). It is also common to exchange gifts with Vietnamese people. The more regional, special, traditional or expensive the gift is, the better the situation could turn out. The most appropriate occasion to bring the wrapped gifts is when the appointment is about to end or after a successful meeting, but not the first time met. Gifts should be presented and accepted with both hands and smiles, yet leave them later to open or open them when in private. (Grant Thornton LPP, 2015)

4.2.4 Face saving and language

Face saving in the context of collaborating with Vietnamese partners means to save their self-esteem, specifically in front of others and the crowd. This either helps overseas investors win a great negotiation and a strong relationship or lose the battle, possibly with damaged reputation (Gesteland, 2012). Regarding language, there are

more and more Vietnamese people with great English skills, however, foreign partners need to keep in mind to simplify the language in communication with the intention to save face in a way. Vietnamese people as well try to avoid the word “No” by wandering around the topic, instead of indicating the negative meaning directly (Meyer et al., 2006)

5 EDUCATION MARKET IN VIETNAM

5.1 Key differences between Finnish and Vietnamese education

By academic research, Doctor Nguyen Khanh Trung – an education researcher – has established a book called “*Education of Vietnam and Finland*” (in Vietnamese: Giáo dục Việt Nam và Phần Lan) with the assistance of Institute for Research on Educational Development IRED. The book concentrated on an analysis and a comparison between Vietnamese and Finnish education, by taking the example of two public primary schools in Thanh Hai, Vietnam and in Oulu, Finland. Doctor explained the reasons why Finland was chosen as an object to compare with are:

- Finland is considered to lead globally at the moment in education;
- Finland is the least corrupted country in the world.

Basically Vietnam and Finland share quite many common in education system (see more in Appendix 1 and 2). Nonetheless, based on those two explanations Finland appears to be very contradict to Vietnam that Finland’s education system seems to be a good model for Vietnam to look at and see what differences are, what to learn from and what they can learn. The table 2 shows the main differences in social targets and ideal student model between two nations. (Tu Anh Dang, 2015)

Table 2. Differences between Vietnam and Finland's education. (Source: Tu Anh Dang, 2015)

Differences	Vietnamese Education	Finnish Education
Social targets	Meeting the requirements of building and defense of the nation.	<ul style="list-style-type: none"> - Creating education capital for sociality; - Creating social equity; - Preserving and transferring traditional culture transfer and create a new culture; - Developing a society with democracy, equity and human rights.
Ideal student model	<ul style="list-style-type: none"> - Comprehensive development: Morality, intelligence, crisis, aesthetics; - Personal capacity development - Dynamic, creative; - Civic responsibility; - Preparing further education or working; - Building and protecting nation; - Loyalty to the national independence. 	<ul style="list-style-type: none"> - Self-developing and self-involving in education; - Passion for lifelong studying, further study; - Becoming responsible citizens; - Stirring up new thinking, developing opponent capabilities; - Respecting the diversity and differences; - Having community awareness; - Respecting personal liberty of others; - Respecting natural environment.

5.2 Current situation

The twenty years of reforming with the *Doi Moi* (Renovation) policy from 1986 to 2005, the system of education and education law have undergone many changes. Since then, Vietnam's education system has remained to involve four main sectors:

- Early Childhood Care and Education (ECCE): crèches (nursery), kindergartens;
- General education: primary, lower and upper secondary;
- Vocational education: elementary, intermediate, college level;
- Higher education: college, undergraduate, master, doctorate levels.

Accurately as stated by the Government Organisation Law, Education Law, and the Government; responsibility on ECCE, general education, higher education, and professional secondary education belongs to the Ministry of Education and Training (MOET). In the interval, the Ministry of Labour, War Invalids and Social Affairs take charge of vocation education except the professional secondary education. (World Bank 2006)

Educational institutions including schools, colleges, universities, institutes and educational centres; are distributed in three different types of segments: public, private and international. Thanks to all changes and the education principle “close-to-people”, the distribution of educational institutions is carried out in residential areas throughout the whole country, contributing to the national literacy at the proportion of 94.5% in 2015 recorded by UNESCO. More precisely, each quarter has at least one pre-school, one primary school and one lower secondary school; while each district or town should have an upper secondary school and a continuing educational centre. To each mountainous and island district, it is necessary to have a general school and a lower secondary boarding school for to encourage distant students to study; whilst a mountainous province need to open an upper secondary boarding school. Other provinces and cities, each location is required to have a specialised upper secondary school, a junior college, an art and sport educational school, a continuing educational centre and a school for the disables. On the other hand, mostly colleges and universities are located in big cities with great population such as Hanoi, Ho Chi Minh city, Hai Phong, Hue, Da Nang, Can Tho and so on. (World Bank 2006)

Vietnam is still running the project of reforming the higher education from 2006 to 2020 called *Higher Education Renovation Project* implemented by the MOET under the lead of the Party and State. Besides the aim to generate more highly qualified human resources meeting socio-economic development requirements of the nation, objectives of the project also cover the basic changes in quality and size at higher education level, in the competitiveness of institutions and education system, as well as in the ability to meet the demand of the emerging market mechanism. (World Bank 2006)

5.3 Opportunities and trends

Throughout the *Doi Moi* (Renovation) policy, Vietnam was soon to realise the importance of cooperation and integration with international business and corporates principally educational development. In 2005 World Bank reported that Vietnam has been in collaboration with approximately 60 countries, more than 30 international and non-governmental organisations, and successfully signed 14 agreements on expanding and strengthening the relationship between Vietnam and 12 countries. As a result, the number of Vietnamese students getting aids and grants to study abroad dramatically augmented as well as the number of foreign students coming to Vietnam to study and do researches. (World Bank, 2006)

In addition to those above, Vietnam also experienced lots of cooperation with overseas partners collaborating on undergraduate training, exchange study, distance education, teacher training, etc. or establishing newly foreign-funded education schools. Not only students in Vietnam gaining the benefit but the labour forces are improved professionally too with access to new methodologies and technology. With the assistance and advantages from neither from abroad-funded institutions or joint programmes with foreign schools, local students now have possibility to “*study overseas in Vietnam*”, which can save quite much for parents’ resources when compared to sending children to study in another country. (World Bank, 2006)

What is more, Vietnam has been investing on online education market since 2011, predominantly on two topics of English language and university entrance exam practices but only until 2014 that the market brought positive outcomes. Later, Intel Vietnam and T&H corporation together launched the online school project (ISS) concentrating primarily on upper secondary students in rural and remote areas with something like 1 million USD, adding to the estimated value of the market up to 50 million USD quoted by Delta Vietnam. At the time being, there are three main trends for e-learning in Vietnam containing university entrance exam practices for 12th graders, foreign language education, and bachelor degree training provided by private institutions/companies. (Vietnam Pictorial, 2014)

Regarding opportunities related to Finnish education, Team Finland and FinPro Oy have been spending effort to find market chances with the purpose of exporting Finnish educational expertise to foreign territories. In 2015, WCF Wise Consulting Finland Oy together with Team Finland and FinPro Oy have published a report of researching general educational situation in Vietnam and giving suggested cases from local and national wishes and interests. Suggested opportunities cover the area of improving and developing ICT, research collaboration, teacher training, vocational training, K12 education, gaming and game based learning, and renovating the national general education. Moreover, the Finnish Government has launched the second phase of Innovation Partnership Program IPP2 worth €10,000 in 2015, granting for early stage technology companies, business organisations, and community mentors so as to develop in Vietnam a curriculum on entrepreneurship and innovation. (Tu Anh Dang, 2015)

Lately, the popularity of Finnish education success has been widely spread to many audiences in Vietnam via online news, television series and reviews from graduates who studied in Finland and currently work in Vietnam. Nguyen Hong Quang – a television reporter from Vietnam Television – has directed a series of news reports on Finnish Vocation Training in 2013 (in Finnish: Stadin ammattiopisto Tekniikan ja asennuksen toimiala) highlighting how Finnish education supporting students on being able to meet the demand from the employment needs and academic requirements of the changing economy. The series was inspired by Aalto university in Helsinki and Demola Tampere, successfully winning around 36 positive acclaim from viewers. In 2015, Tuoi Tre Newspapers often updated news and series of news related to Finnish education as well. (Tu Anh Dang, 2015)

The trend of studying in Finland has become more popular, attracting both Vietnamese students and their parents. Finnish higher education has appealed students worldwide, increasing the number of international students studying in Finnish higher education institutions from 9,000 to more than 20,000 in 2005 and 2014 respectively. 40% of foreign degree students in Finland are from Asia, Vietnam is one of top countries sending students to study the whole degree programme that has clearly growing students in Finland over the past few years, along with Russia, China, Nepal, which is shown in figure 11 (CIMO, 2016).

To Finland	UAS	Universities	Total
Russia	2083	961	3044
China	699	1264	1963
Vietnam	1281	338	1619
Nepal	865	284	1149
Estonia	427	431	858
India	108	651	759
Pakistan	172	533	705
Germany	243	407	650
Nigeria	374	265	639
Iran	70	524	594

Figure 11. The 10 most common nationalities of international degree students in Finland 2014. (Source: Statistics Finland)

5.4 Competition and challenges

Mainly due to the open policy since 1986, Vietnam has experienced major changes in its education from the cooperation with foreign school partners. Vietnamese people also are more aware of good education systems in the world, primarily from English native speaking nations such as the United States of America, Great Britain, Canada, Australia, and so on. The figure below shows the number of joint programmes between Vietnam and other foreign countries recorded in 2013 from VIED (Canadian Embassy, n.d.). It is comprehensible to observe a fierce competition among national systems that Finnish education needs a great deal of effort to raise the awareness of local people and compete with others who have entered Vietnamese markets for years with great reputation.

Table 3. Countries and its number of joint programmes with Vietnam. (Source: Canadian Embassy, n.d.)

Country	Number of Joint Programmes
France	37
UK	32
Australia	27
US	23
Taiwan	17
China	15
Singapore	9
Canada	6
New Zealand	6
Others	61
Total	233

Among Finnish schools, corporates and organisations exporting Finnish educational expertise, there is also increasing competition. Rovio – the father of Angry Birds game – started their exporting Finnish education venture through the programme called The Angry Birds Playground. In cooperation with the University of Helsinki, the programme relies on Finnish curricula and was firstly introduced to Chinese market (Yle, 2013). Additionally, Future Learning Finland – part of FinPro Oy – is having around 80 Finnish education export companies who are on the list of its partners, which many of them have accomplished achievements from their offerings. Applications from 10monkeys Math World making mathematics more exciting for primary students has been sold to thousands of users located in the United States, Great Britain, Australia, and Saudi Arabia (Curtet, 2014). EduCluster Finland is also a big player that has established the Qatar-Finland International School in Qatar in 2014 together with Supreme Education Council of the State of Qatar (Walker, 2014). The organisation as well has taken a step in collaborating with Ton Duc Thang University from Vietnam by signing a Memorandum of Understanding (EduClusterFinland, 2016).

Nevertheless, foreign investors are required to go through plenty of steps with many red tapes in a complicated bureaucratic process to build up foreign-owned institution. The procedure includes government authorities, MOET, the Ministry of Planning and Investment and other local agencies. This is explained as Vietnamese government would like to reduce the direct competition between local schools and international counterparts (Hong, 2016). Additionally, the majority of educational and training projects from abroad is located in big cities such as Hanoi, Ho Chi Minh City, and Da Nang as reported by Foreign Investment Agency. Due to improper policies, the educational market and opportunities in Vietnam for foreign investors appear to be less appealing, leading to relatively small projects even locating in at hot spots with large population (Vietnam Investment Review, 2015). Last but not least, the challenge for foreign investors delivering overseas training solution could come from not only the bureaucratic bodies but teachers as well. Concerning responses towards educational reforms Dr. Pham Ly demonstrated the most intensive challenge in reforming the national education is transforming the mindset. It is comprehensible that high school teachers strongly opposed the reforms due to the lack of motivation to step out of their old way of teaching and step into a new one. *“We should not underestimate the challenges in terms of transforming teachers’ mindset. Strong opposition from the teachers is a warning for policy makers to have considerate steps when moving forward.”*, said Dr. Pham Ly in an interview conducted by VietnamNet in 2012 (Ly Pham, 2016).

6 SURVEY CONCERNING INTEREST IN FINNISH EDUCATION

To further identify whether Vietnam is a potential market for company A to enter with its programmes based on Finnish educational expertise, the author conducted a survey concerning the interest from Vietnam in Finnish education (see Appendix 3 and 4). The following sections describe the survey.

6.1 Research methodology

The survey was conducted relying on a questionnaire in Vietnamese language in order to make a clear understanding for the audience and reach as many target people working at education department in Vietnam as possible. The questionnaire was established and designed based on forms from Survey Monkey - a community allowing customers using its tool to create and design their own online questionnaires and analyse the results at a certain budget. The online questionnaire, which was sent to targeted customers' email addresses, helped the research process faster and easier to approach for both author and audience. The process of collecting, summarising, and data description was automatically carried out on Survey Monkey.

6.2 Customer profile and approaches

Chosen target customers are educators, administrators, and managers at private high institutions in Hanoi and Ho Chi Minh city. The explanation to the customer profile are that the features of company A's products and services apply to customers as teachers, school headmasters, and administrators. Furthermore, Hanoi and Ho Chi Minh are two

biggest cities in Vietnam in relation to population, colleges, and universities (World Atlas, 2015).

After identifying the list of private schools and universities, the author either sent the online questionnaire via email to general school email addresses or particular email address of school staffs if possible or both. Alongside with that, the author as well made phone calls to school with an aim to inform the school staffs and administrators about the questionnaire and to encourage them to response and spread the online forms to others at the same institutions as many as feasible.

6.3 Online questionnaire

The online questionnaire includes 16 questions divided into two sections, each section is demonstrated on one page. Whilst the first section concentrates on personal and institution information, the other specifies more specifically on respondents' awareness and interest relating to Finnish education and its success factors. Furthermore, there were two questions that particularly relate to the company A. The questionnaire is located in the Appendices.

6.4 Survey results

6.4.1 Respondent profile

In 21 valid responses, 86% of respondents are female and 14 % are male, while 24% of them choose to fill in the questionnaire with their personal email address. On the subject of occupation 62% of the audience were teachers, whilst the rest each person is responsible for a different job such as assistant of the Managing Board, International Cooperation professional, school staff, Head of department, Head of student affairs, Manager, Vice president, and President. The largest group of level of private institutions belonged to upper secondary group reaching 86%, followed by lower secondary schools, university, and master at 76%, 19% and 10% respectively. The stage of

kindergarten, primary shared the same proportion with doctor of philosophy at 5%. However, none of respondents' institution focused on neither nursery, vocational training, professional secondary, nor college education as shown in figure 12.

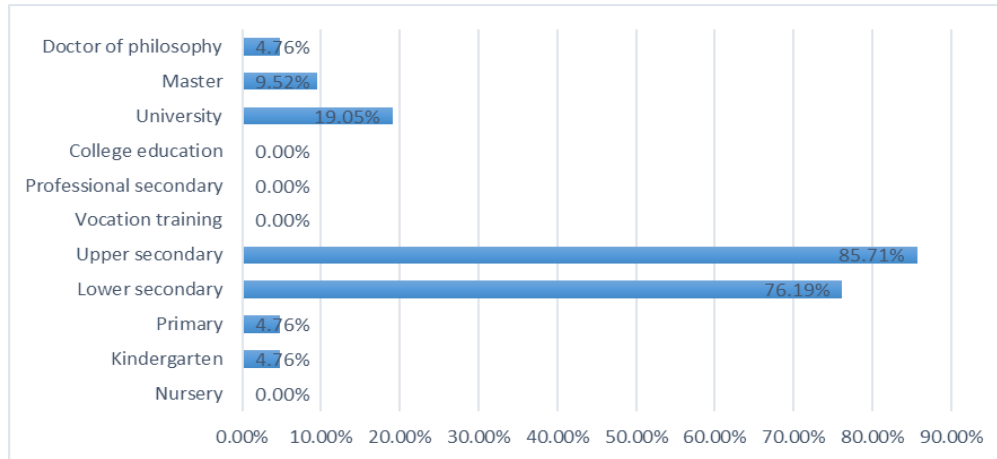


Figure 12. Different levels of eight private institutions where respondents were working.

To those levels of higher education involving universities, master, and doctor of philosophy, the concentration on subjects and majors are divided as the table below:

Table 4. Six focused subjects and majors at higher education level.

<i>Subject/Major at Higher education level</i>	<i>Proportion</i>
Agriculture, Forestry and Environmental Sciences	4.76%
Art and Design, Music, Theatre	4.76%
Business, Economics and Finance	9.52%
Health Care, Well-being, Nutrition, Medicine and Pharmacy	0%
History, Folklore and Cultural Studies	0%
Modern Languages, Information, Communication and Media	9.52%
Natural Sciences	0%
Security, Fire and Rescue Services	0%
Social Sciences and Law	0%
Technology and Engineering	4.76%
Tourism, Catering, Domestic services and Consumer economics	4.76%
Transport Services and Administration	0%
Others	9.52%

Referring to areas of education that respondents are interested in enhancing further, curriculum development stood out to be the highest chosen area with 15 selections among 21 responses, reaching the peak at 71%. The following are ICT and E-learning, and School management and administration sharing the same percentage of 33.33%. Special education was the least chosen matter at 10% as specified in figure 13, behind

the teacher training and other interested areas at the proportion of 24% and 14% correspondingly.

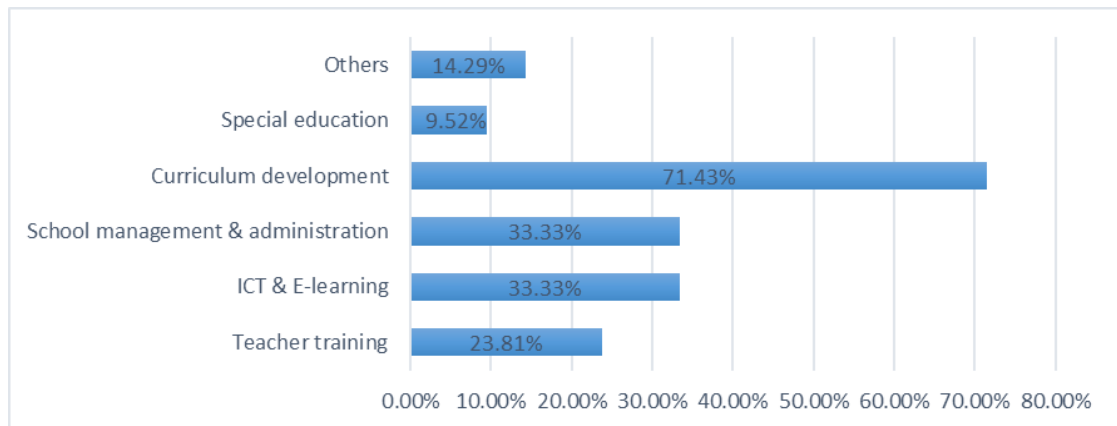
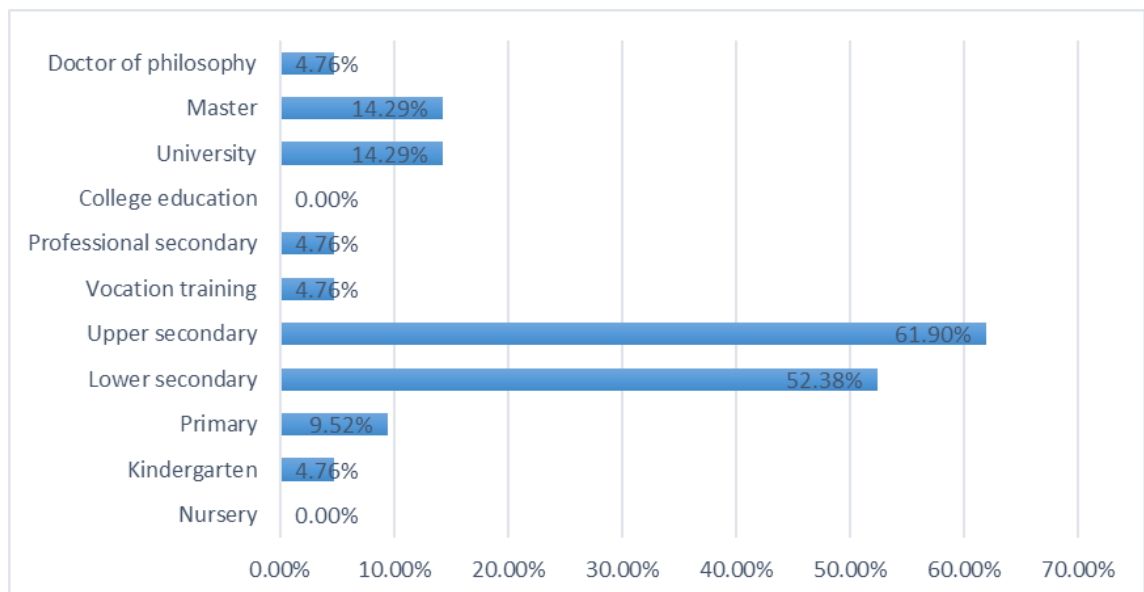


Figure 13. Six areas of education that respondents were interested in to develop.

The last question in the first section is connected with the expansion plan of institutions if there is. The most chosen level of expanding is upper secondary at 62%, followed by lower secondary stage at 52%. The third level of expanding intention is master and university having the same proportion of 14%. Whereas the plan of expanding kindergarten, vocational training, professional secondary, and doctor of philosophy reached the same number of percentages at 5%; there was no plan in expanding nursery and college education. Specific numbers are demonstrated in the figure beneath.



Figurer 14. Expansion plan at nine different levels of education.

To conclude, the majority of respondents were teachers working at lower and upper secondary institutions, whose most interested area at work was curriculum development. The respondent profile was appropriate with the target customer profile of the company A. The information regarding interested areas to enhance and intended expansion of educational level might probably give the company a clue about possible direction and areas to enter or develop.

6.4.2 Awareness of Finnish education

The education system in Vietnam has been experiencing the integration of international educational expertise, while Finland has not yet entered Vietnam's education market. Therefore, the initial question of the second section was that which country came to respondents' mind first when speaking of high quality education. The option of the United States of America and the Finland came at the top and second places at 35% and 26% individually, followed by the Great Britain at the third place at 18%. New Zealand, Canada, Singapore, and Japan all stood at the bottom with least selection from respondents at 4% as displayed in the following figure.

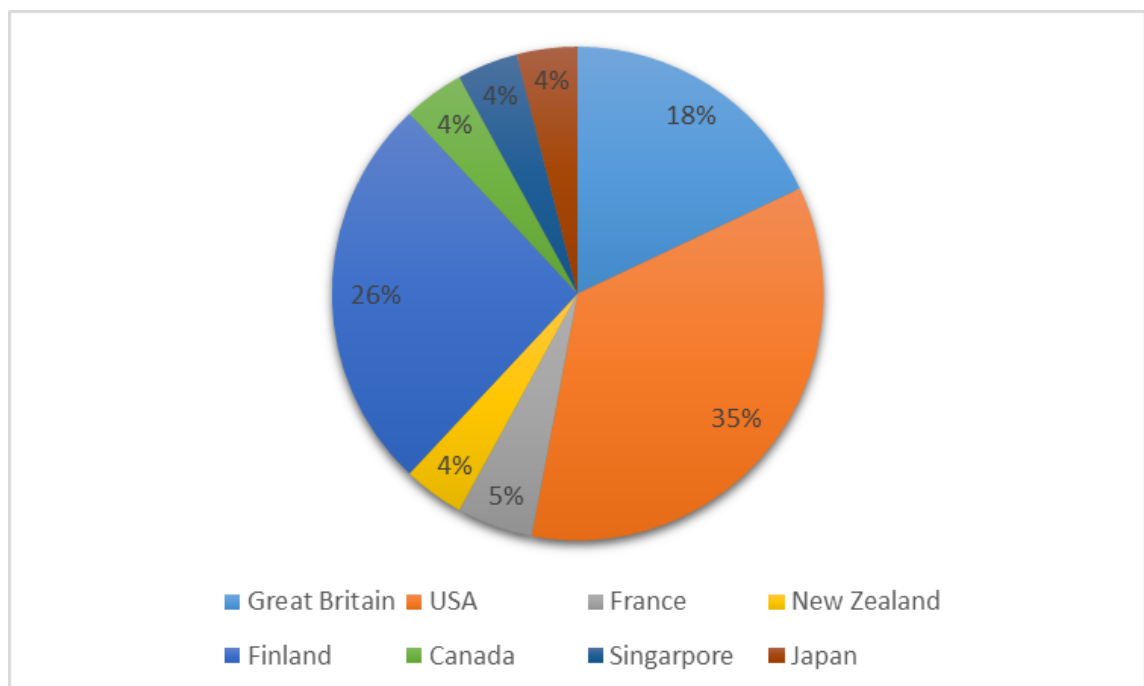


Figure 15. Eight countries of respondents' first thought when speaking of high quality education.

In various ways of collecting information regarding Finland and its education, the author classified those possibilities into six dissimilar categories. More precisely, media involving television news, newspapers, magazines, etc was the top approach reaching 62%; whereas professional contacts (i.e. colleagues, professionals) and social media channels (i.e. Facebook, Twitter, LinkedIn) both ranked at the second rank with the proportion of 38%. As indicated on figure 16, scholarly sources (i.e. journal articles, monographs, books of edited readings, conference papers, working papers, theses) stood at the third place at the rate of 19%. Non-professional contacts (i.e. family, friends) and locations such as conferences, events, and clubs stood at the bottom with around 14% chosen by respondents.

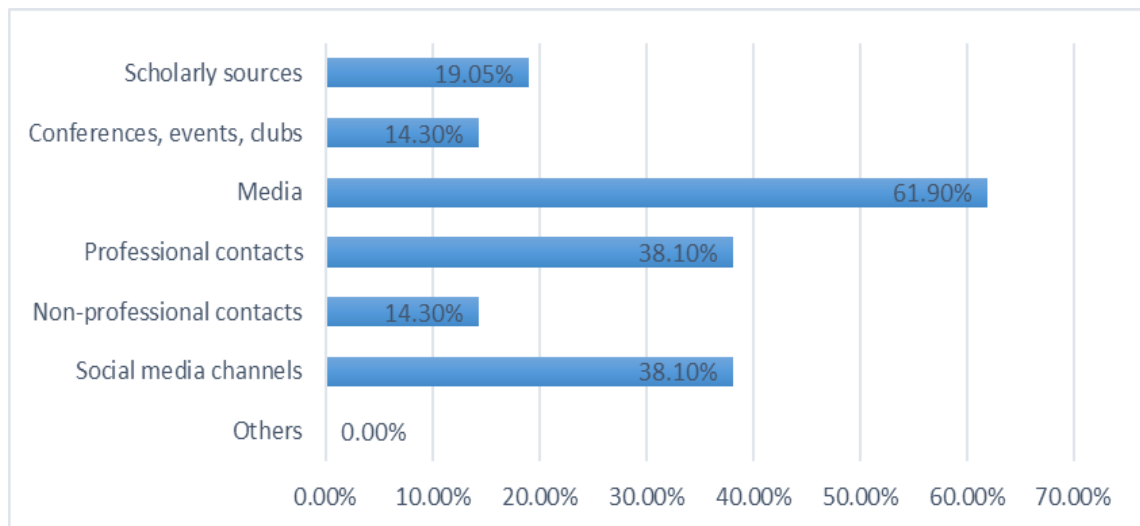


Figure 16. Respondents knew about Finnish education via different sources.

Next three questions asked respondents' opinions towards Finnish education and its success, including "*I am familiar with the success of Finnish education in PISA tests*", "*I am interested in success factors of Finnish education*", and "*I believe my institution could learn from success lessons of Finnish education*". The answers are divided into five separate stages ranging from strongly agree, somewhat agree, neither agree or disagree to somewhat disagree and strongly disagree. As shown on the figure 17, somewhat agree is the most chosen at 52%, 57%, and 52% respectively in the order of three questions. Meanwhile 5% of respondents were somewhat unfamiliar with Finnish education's success in PISA tests, 10% of total responses were strongly unfamiliar. Moreover, there were 43% of people who strongly believed their own institutions could learn from Finnish education's success lessons, while 33% of those who were strongly

interested in Finnish education's success factors and 24% of all of response were strongly familiar with the successful results of Finnish education in PISA examinations.

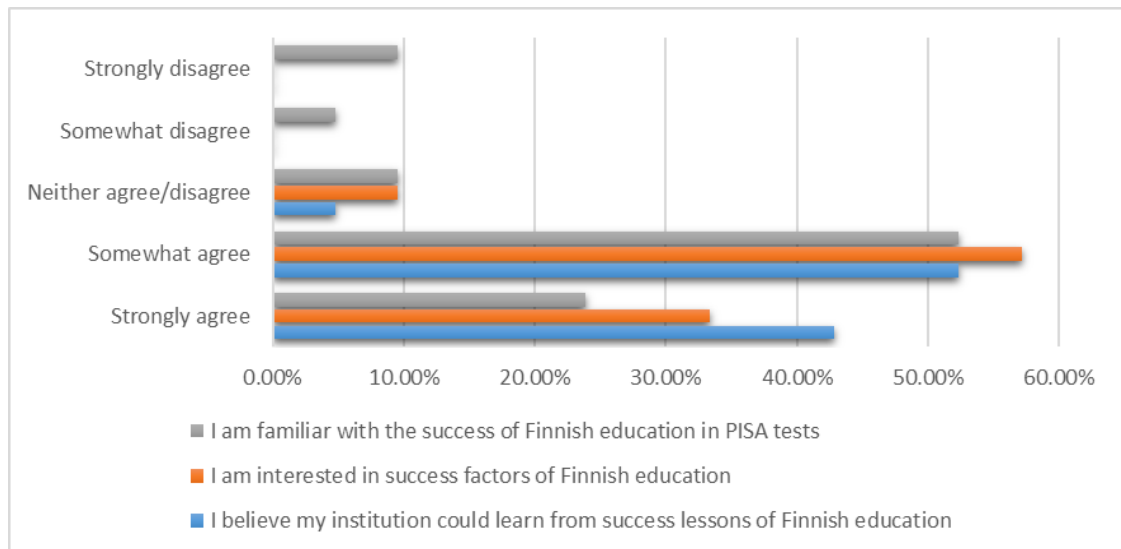


Figure 17. 21 respondents' opinions towards Finnish education.

6.4.3 Questions relating to the company

The second last two questions related to the company A that asked respondents whether they had any suggestions for the company to enter Vietnamese market. Speaking of the first question relating to recommendations, the majority of responses as “none” getting the rate of 67%. The runner-up is a suggestion about offering scholarships for students at the percentage of 10%. The rest of suggestions shared the same proportion of 5%, which contain the idea of enhancing PISA test results of Vietnam, entering Vietnamese market, spreading more information of Finnish brand in more ways, and opening an international school in Vietnam based on Finnish education expertise. There was one respondent suggested that parents can interfere quite deep in children's studying and career. Last but not least, the final question focused on if respondents allowed the company to contact them after the survey regarding education solutions for learning and development. More than three quarter of people agree to be contacted by the company.

6.5 Analysis and suggestions for the company

According to the survey results, different people at dissimilar jobs in separate levels of private institutions answered the online questionnaire, meaning there is a potential group of professionals working in the education field in Vietnam being interested in Finland and Finnish education. Comparing between school stages, the K12 school levels appear to be more open and appealing to collaborate, especially the upper and lower secondary schools. These potential customer profiles are more appropriate with the features of the company A's products and services. Besides the national education system reform concentrates on the K12 stages, wishes to expand the primary, lower and upper secondary levels are the most chosen in the results. Those will create more fields and segments for company A to enter Vietnamese education market. In the field of working with K12 school stages, company A could possibly begin with products and services concerning curriculum development, school management and administration, ICT and e-learning, and teacher training based on their high frequency of chosen in the questionnaire.

The author would not suggest company A to choose the path of cooperating with higher education level at the moment, as it will create a question of time for product development. Moreover, universities covering bachelor and master degree currently promote instant student benefits relying on exchange periods and double degree with overseas universities that allows students to study abroad (i.e. ULIS – University of Languages and International Studies); which is non-related to company A's programmes. In case Vietnamese universities plan to establish new K12 school levels, the author still does not recommend this collaboration for the company A to stick with at this time.

Even though the questionnaire result shows a high percentage of people being aware of Finland's high quality education compared to other nations, the total of answers received is only 21 – a very small number to assume people's awareness on behalf of the whole country. Until 2016 there has been only one representative from Finland that began to cooperate with partners in Vietnam in education field, nonetheless, it will take years to create a testimonial in Vietnamese market in this case. As a consequence, local people's awareness of Finnish education is limited, which testimonials could only come

from Vietnamese students who have returned after their study in Finland. Additionally, the competition in Vietnam is still fierce with plenty of competitors mostly coming from English native speaking countries whose have been in cooperation with Vietnamese partners for years. Company A can then consider to make deeper and further research on a particular school level in a specific city in Vietnam to gain more qualified answers, though it should take much time and budget to either do it themselves or through a local consultant agency.

Regarding respondents' opinions about Finnish education, three questions represent the awareness, interest, and desire of customers towards Finland's educational success factors. The more people are conscious about Finnish education success in PISA examinations, the more they get curious about what Finland has done to achieve such things in education. Consequently, there will rise up a call for a wish and then a need of applying key success elements on their own cases. So as to transform the awareness into desire and finally action, raising the awareness of Finnish education as a whole is also important but not only the achievements in PISA tests.

Therefore, company A should consider different channels to spread the information about Finland and Finnish education to people as one of suggestion in the questionnaire result. Disseminating through media like newspapers, televisions news and reports is as crucial as social media channels, even though social media sites are those can circulate fiercely in the current boosting period of information technology. In above approaches, the better result of audience paying attention can also be achieved from that news and releases in Vietnamese language, decreasing the language barrier between the supplier and customers with the help of native speakers. Furthermore, increasing the awareness among professional contacts can even support the company to find potential partners quicker with professional network. Since company A is a small enterprise joining the education market with a few testimonials and limited resources of budget, experts and workforce; the author recommends the company to actively join conferences, meetings, exhibitions, etc. relating to education that are organised in Vietnam by reputed organisations or corporations who have been working in Vietnam for a long time. Those can be the Finnish embassy in Vietnam, Vietnam embassy in Finland, FinPro, WCF Wise Consulting Finland Oy, FinnPartnership, and so on. Joining such community, company A can both get updated about the latest news and changes from Vietnam, and find potential contacts to cooperate in the future.

Last but not least, those respondents who answered yes to the question “Can company A contact you regarding education solutions for learning and development?” are contacts that company A should keep in touch with. They are people who share the interest in education development and especially Finnish education achievements and success lessons. They might not turn out to be the end customer but perhaps a connection to dig a little deeper in the education market in Vietnam.

To sum up, based on the survey results and analysis the author can see there is a potential education market for company A to enter Vietnam in the near future. Entering the market right away is a risky decision as it still calls for more effort, time and budget spending from the company to actually join in this field. Provided that the company takes above suggestions and advice in consideration, the author believes the company can grab upcoming opportunities and make them happen in this market.

7 CONCLUSION

The research has established an overall picture of the general business market and education field particularly in Vietnam, listing outstanding differences and cautions in doing business, business environment and business culture in Vietnam. Throughout the research, the author has utilised the information from both primary and secondary data. Based on the result of the research, it is possible to decide that Vietnamese market is potential for company A to enter.

However, company A should not enter this market immediately due to the challenges concerning the awareness and interest of people in Finland and Finnish education brands, and the fierce competition with big competitors. The author recommends that

company A should further explore Vietnamese market in different approaches so as to raise the awareness of local people regarding Finnish education and to connect with professional and potential contacts. This is due to the limited number of answers achieved throughout the survey, reflecting the lack of people's interest leading to lack of cooperation attitude.

By and large, the research has answered the main objectives of the project given by company A. It carried out general market information including PESTLE analysis, business culture of the host country, situation in the present and near future in education market. Last but not least, the research also brought market entry recommendations for the company to consider while planning the feasible market entries.

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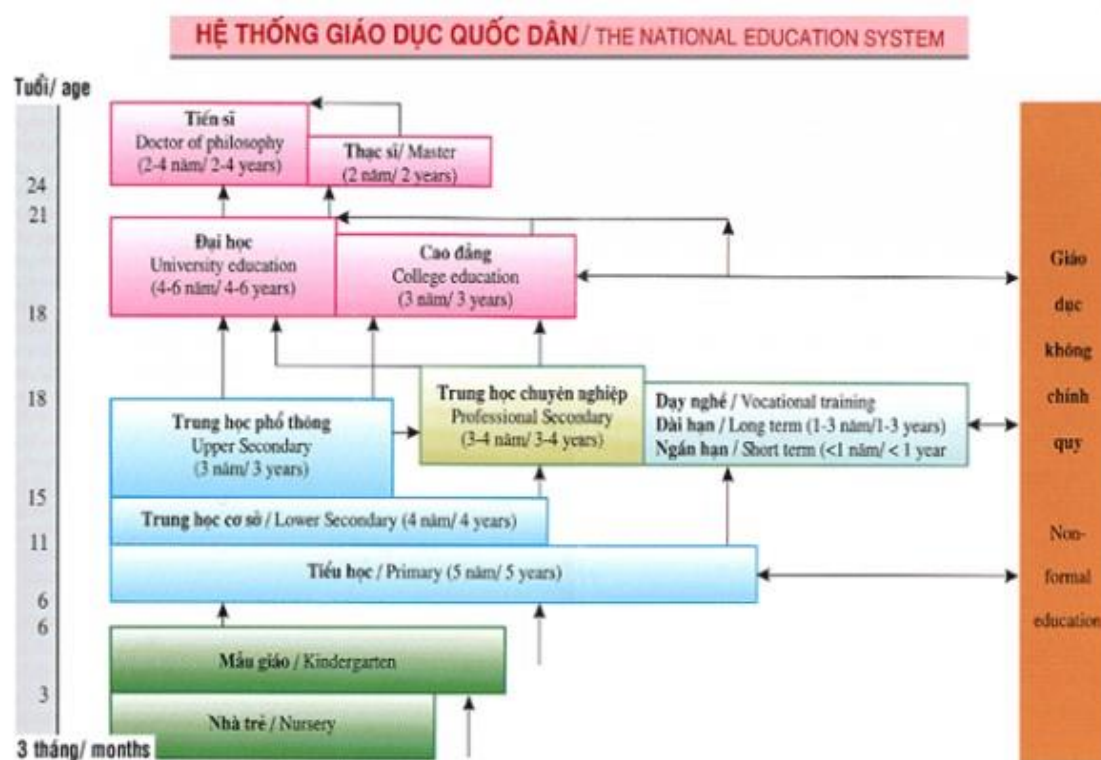
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Vietnamese Education System



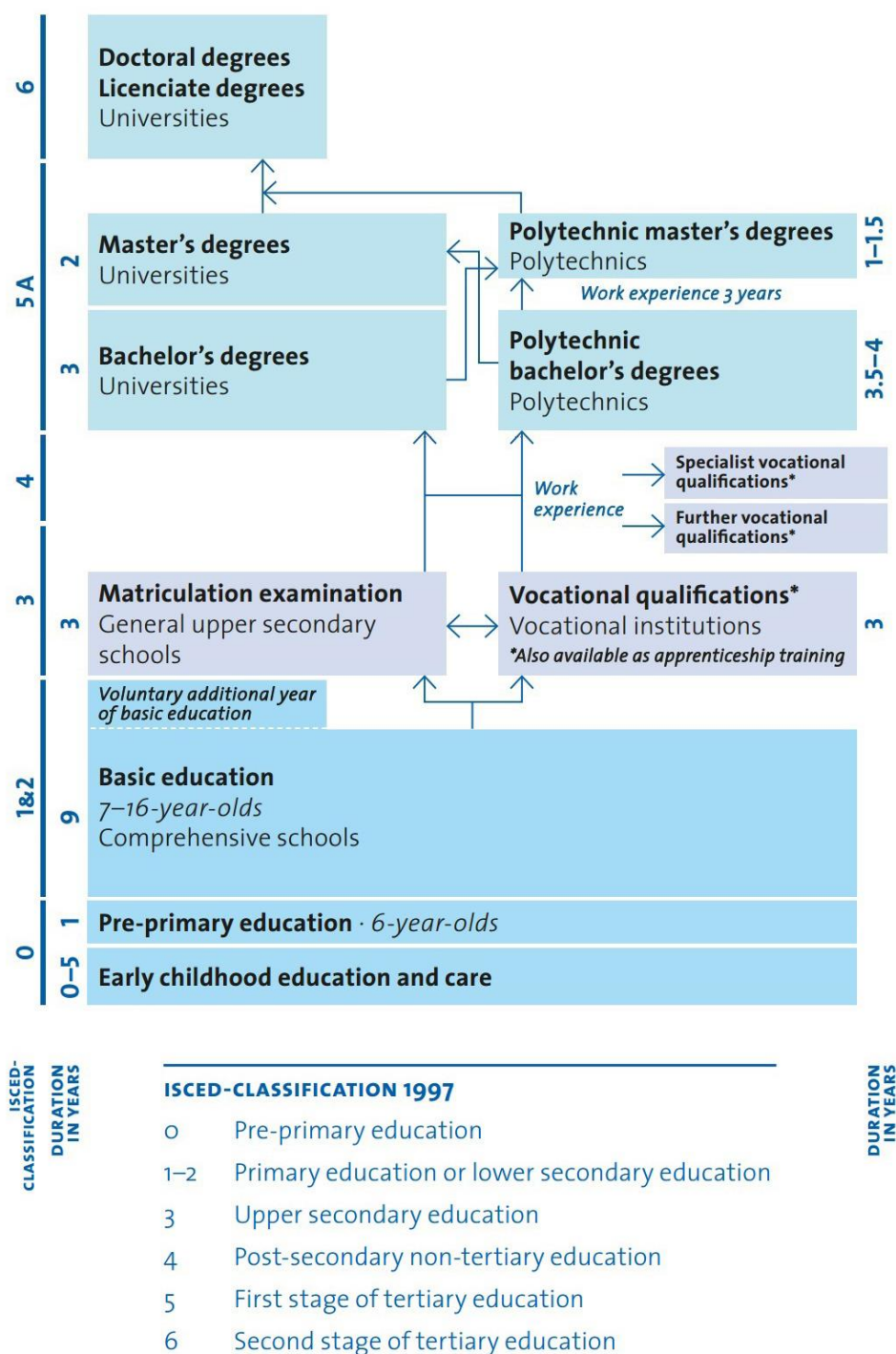
Original (png, 55k) [↓](#)

Figure 1: The Vietnamese education system (2007)

Source: Ministry of Education and Training, 2007.

Finnish Education System

EDUCATION SYSTEM IN FINLAND



Source: Ministry of Education and Culture, Finland.

Survey For Vietnamese Educational Institutions Regarding Interest in Finnish Education

Company A is an expert organisation providing comprehensive education solutions for learning and development, based on educational expertise from Finland. We would like to make a market research on whether it is feasible to apply Finnish education solutions in Vietnamese market.

1. First name – Last name
2. Title
 - Mr
 - Mrs
 - Ms
3. Email address
4. Institution name
5. Position in the institution
6. Which level of education does your institution FOCUS on?

○ Nursery school	○ Master
○ Kindergarten	○ Doctor of Philosophy
○ Primary school	○ Vocational training
○ Lower secondary school	○ Professional secondary
○ Upper secondary school	○ College education
○ University	
7. (If you chose University/Master/Doctor of philosophy) Which subject/ major does your institution FOCUS on?
 - Agriculture, Forestry and Environmental Sciences
 - Art and Design, Music, Theatre
 - Business, Economics and Finance
 - Health care, Well-being, Nutrition, Medicine and Pharmacy
 - History, Folklore and Cultural Studies
 - Modern Languages, Information, Communication and Media

- Natural Sciences
 - Security, Fire and Rescue Services
 - Social Sciences and Law
 - Technology and Engineering
 - Tourism, Catering, Domestic services and Consumer economics
 - Transport Services and administration
 - Others, please specify: _____
8. Which area of education is your institution INTERESTED in?
- Teacher training
 - ICT and E-learning
 - School management and administration
 - Curriculum development
 - Special education
 - Others, please specify: _____
9. (If your institution plans to expand) Which education level is your institution INTERESTED in?
- Nursery school
 - Kindergarten
 - Primary school
 - Lower secondary school
 - Upper secondary school
 - University
 - Master
 - Doctor of Philosophy
 - Vocational training
 - Professional secondary
 - College education
 - No, we don't plan to expand our institution
10. When speaking of high quality education, which country comes to your mind first?
11. From which source(s) do you know about Finnish education?
- Social media channels (Facebook, Twitter, LinkedIn, etc)
 - Non-professional contacts (family, friends, etc)
 - Professional contacts (colleagues, professionals)
 - Media (TV news, newspapers, magazines, etc)
 - Conferences, events, clubs, etc
 - Scholarly source (journal articles, monographs, books of edited readings, conference papers, working papers, theses)
 - Others, please specify: _____
12. I am familiar with the success of Finnish education in PISA tests.

- Strongly agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Strongly disagree

13. I am interested in success factors of Finnish education

- Strongly agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Strongly disagree

14. I believe my institution could learn from success lessons of Finnish education

- Strongly agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Strongly disagree

15. Do you have any suggestion/ recommendation for company A regarding entering Vietnamese market?

16. Could KOULU Group contact you regarding education solutions for learning and development?

Click Done to send your answers. If you have any question, please do not hesitate to contact Ms. Ngô Diệu Hương at huong.ngo@...com. Your feedback and opinion are valuable to us!

Thank you for answering our survey and your cooperation!

Bảng câu hỏi dành cho các cơ quan giáo dục Việt Nam về mối quan tâm tới giáo dục Phần Lan

Công ty A là một tổ chức chuyên cung cấp các giải pháp giáo dục toàn diện về vấn đề giảng dạy, quản lý và phát triển, dựa trên những thành công và kinh nghiệm giáo dục từ đất nước Phần Lan. Chúng tôi muốn thực hiện một cuộc nghiên cứu thị trường để đánh giá tình hình thị trường Việt Nam có thể áp dụng các giải pháp giáo dục của Phần Lan hay không.

1. Họ và tên
2. Giới tính
 - Nam
 - Nữ
3. Địa chỉ email
4. Tên cơ quan giáo dục/ trường học
5. Chức vụ/ Nghề nghiệp của thầy cô
6. Cơ quan của thầy cô đang tập trung giảng dạy ở cấp bậc giáo dục nào?

○ Nhà trẻ	○ Thạc sỹ
○ Mẫu giáo	○ Tiến sỹ
○ Tiểu học	○ Dạy nghề
○ Trung học cơ sở	○ Trung học chuyên nghiệp
○ Trung học phổ thông	○ Cao đẳng
○ Đại học	
7. (Nếu đã chọn Đại học/Thạc sỹ/Tiến sỹ) Cơ quan của thầy cô tập trung vào môn học/ ngành nghề nào?
 - Nông nghiệp, Lâm nghiệp và Khoa học Môi trường
 - Nghệ thuật và Thiết kế, Âm nhạc, Sân khấu
 - Kinh doanh, Kinh tế và Tài chính
 - Y tế, Phúc lợi, Dinh dưỡng, Y Dược
 - Lịch sử, Văn học, Nghiên cứu văn hóa
 - Ngôn ngữ hiện đại, Thông tin, Phương tiện và Truyền thông

- Khoa học tự nhiên
 - An ninh, Chữa cháy và Dịch vụ cứu hộ
 - Khoa học Xã hội và Pháp luật
 - Công nghệ và Kỹ thuật
 - Du lịch, Dịch vụ ăn uống, Dịch vụ trong nước và Kinh tế tiêu dung
 - Giao thông vận tải và quản lý
 - Nếu khác, vui lòng ghi rõ: _____
8. Cơ quan của thầy cô quan tâm tới lĩnh vực giáo dục nào?
- Đào tạo giáo viên
 - Công nghệ thông tin và Giáo dục trực tuyến
 - Quản lý và điều hành trường học
 - Xây dựng và phát triển chương trình giảng dạy
 - Giáo dục đặc biệt
 - Nếu khác, vui lòng ghi rõ: _____
9. Nếu có kế hoạch mở rộng cơ sở, cơ quan của thầy cô sẽ quan tâm tới cấp bậc giáo dục nào?
- | | |
|-----------------------|-----------------------------------------------------|
| ○ Nhà trẻ | ○ Tiến sỹ |
| ○ Mẫu giáo | ○ Dạy nghề |
| ○ Tiểu học | ○ Trung học chuyên nghiệp |
| ○ Trung học cơ sở | ○ Cao đẳng |
| ○ Trung học phổ thông | ○ Không, chúng tôi không có kế hoạch mở rộng cơ sở. |
| ○ Đại học | |
| ○ Thạc sỹ | |
10. Khi nói về nền giáo dục chất lượng cao, thầy cô nghĩ tới đất nước nào đầu tiên?
11. Thầy cô biết tới nền giáo dục Phần Lan từ những nguồn nào?
- Các kênh truyền thông xã hội (Facebook, Twitter, LinkedIn...)
 - Các mối quan hệ cá nhân (gia đình, bạn bè...)
 - Các mối quan hệ xã hội (đồng nghiệp, đối tác, bạn học, thầy cô giáo...)
 - Phương tiện truyền thông (tin tức truyền hình, báo, tạp chí...)
 - Hội nghị, sự kiện, hội thảo, câu lạc bộ ...
 - Các nguồn học thuật (bài báo, sách chuyên khảo, báo cáo hội thảo, giấy tờ làm việc, luận án...)
 - Nếu khác, vui lòng ghi rõ: _____

12. Tôi đã quen thuộc với sự thành công của giáo dục Phần Lan qua kết quả của cuộc thi PISA giáo dục toàn cầu.
- Hoàn toàn đồng ý
 - Đồng ý ở một mức nào đó
 - Không đồng ý hay phản đối
 - Phản đối ở một mức nào đó
 - Hoàn toàn phản đối
13. Tôi quan tâm đến những yếu tố thành công của nền giáo dục Phần Lan.
- Hoàn toàn đồng ý
 - Đồng ý ở một mức nào đó
 - Không đồng ý hay phản đối
 - Phản đối ở một mức nào đó
 - Hoàn toàn phản đối
14. Tôi tin rằng cơ quan của tôi có thể học hỏi từ những thành tựu của nền giáo dục Phần Lan.
- Hoàn toàn đồng ý
 - Đồng ý ở một mức nào đó
 - Không đồng ý hay phản đối
 - Phản đối ở một mức nào đó
 - Hoàn toàn phản đối
15. Thầy cô có gợi ý hay đề nghị nào dành cho KOULU Group liên quan đến vấn đề gia nhập thị trường Việt Nam không?
16. KOULU Group có thể liên lạc với thầy cô để bàn về các giải pháp giáo dục về quản lý, giảng dạy và phát triển không?

Nhấn Hoàn thành để gửi câu trả lời của thầy cô. Nếu thầy cô có bất kỳ câu hỏi nào, xin vui lòng liên hệ Ngô Diệu Hương tại địa chỉ email huong.ngo@...com. Mọi thông tin phản hồi và ý kiến của thầy cô đều vô cùng giá trị đối với công ty!

Cảm ơn sự hợp tác quý báu của thầy cô!