

Promoting Finnish higher education to China

Zhang Yu

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Author(s) Zhang Yu	
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<p>In recent years, there are many policies made by Finnish Ministry of Education and Culture for the purpose of encouraging higher education institutions to export products and services globally. China as the world's second-largest economy, people have increasing demand for advanced educational resources. This research-based thesis aims to reach the three main objectives: why are Chinese universities interested in cooperating with Finnish higher education institutions, what are the challenges and effective approaches when market Finnish higher education to China?</p> <p>This thesis started by introducing the background of Chinese higher education expansion, motivations and behind reasons of why there are growing demand for Chinese students study overseas in recent years. The desktop and primary research were used to interpret information gathered from real projects and practical experiences. Finnish education system and the current cooperation models that have been used into transnational education were also presented in subchapters.</p> <p>In the fourth chapter, a real project of joint degree program cooperation between China and Finland has been introduced, as well as analysing obstacles that occurred during the business negotiation processes, and some sensitive points that Finns should pay attention to when doing business with Chinese people.</p> <p>The conclusion from the findings demonstrates that there will be a bright future for transnational education cooperation between China and Finland. One of effective approaches to promote Finnish higher education to China is reducing the misunderstandings caused by cultural differences, which requires joint efforts from both sides.</p>	
Keywords Education export, promotion, cultural differences, barriers.	

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1 Introduction

This is a research-based thesis. In the introduction, the general background of case company, thesis objectives, and reasons for choosing this company will be briefly discussed. Demarcation, key concepts and benefits will also be carefully covered to enable readers to have primary perception of thesis context. Finally, the potential risks that may happen during the research process will be analysed at the end.

1.1 Background

With the constant development of Chinese economy in recent years, the increasing numbers of Chinese people have realized that education is one of the key factors to enhance national comprehensive strength and competitiveness. Many Chinese universities have built various international cooperation forms with foreign universities which provide more options for students to be educated, and to broaden the ways of cultivating talent. However, due to the rapid expansion of Chinese higher education, a series of potential risks also appeared that should not be neglected by local governments.

Finnish education has maintained a world-leading status for many years, its education export strategies have been funded and encouraged by Finnish government in recent years, particularly in the area of higher education. Sanni Grahn-Laasonen, the minister of Finnish culture and education, states that Finland will enjoy a great new source of income from education internationalization if some of legislative barriers are removed to encourage education export (Saani G-L, 2016). Olli Rehn, the Minister of Economic Affairs, emphasizes the importance of setting up the post of Ambassador for Education Export, which actively promotes the advanced Finnish pedagogy and unique learning environments to more customers from different countries, as well as establishing contacts with potential customers (Olli R, 2016).

The degree program that Chongqing University of Science and Technology (CQUST) expects to launch with Haaga-Helia University of Applied Sciences (HH) is called Aviation Business. The aviation industry of China has a bright future. Chongqing Jiangbei International Airport is one of the eight biggest key airport in China, with 3 terminals with 3 runways (T3A will be in service from middle 2017). As it can be seen from table 1, the passenger throughput of Chongqing jiangbei Airport has been constantly growth in recent years, which boost a great demand for professional personnel in the aviation industry.

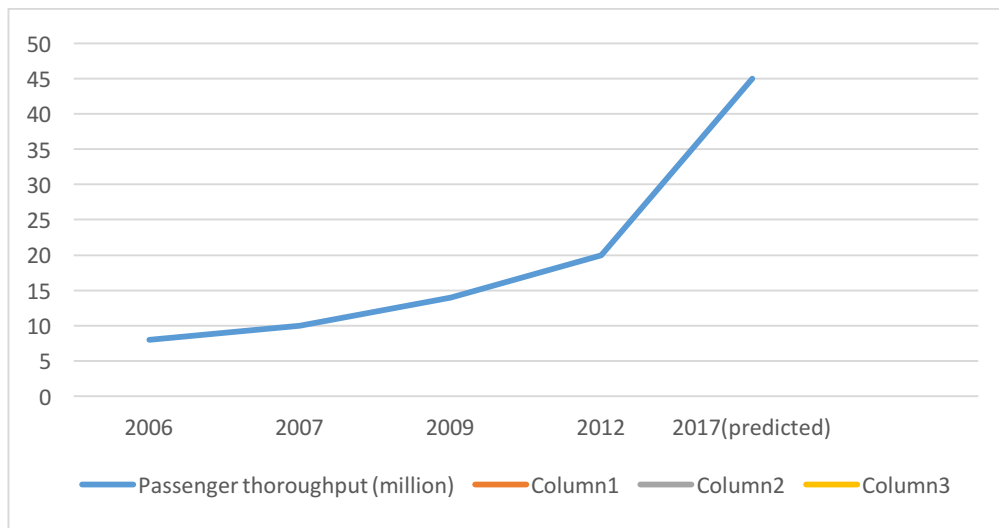


Table 1. Passenger throughput of Chongqing Jiangbei airport (Chongqing Airport Group Co.Ltd, 2014).

1.2 Research Question

The purpose of research is to analysis potential opportunities and challenges for Finnish higher education institutions to export their products and services to China. The research area will focus on the introduction of Chinese and Finnish higher education systems and pros and cons of the existing international cooperation modes that Chinese universities have had with partners.

RQ: Promoting Finnish higher education to Chinese markets.

IQ1: Why are Chinese universities interested in collaborating with Finnish higher education institutions?

IQ2: What are the challenges to market Finnish higher education to China?

IQ3: What are the effective approaches to market Finnish higher education to China?

1.3 International Aspects

This thesis discusses education collaboration between two countries, China and Finland. It offers a chance for Finnish people working in the education export field to learn more about the current situation of Chinese higher education and its potential needs and market scales, which will help them to find out appropriate ways to market and promote Finnish higher education to Chinese universities and communicate with partners properly.

1.4 Benefits

This project is focusing on analysis of international joint degree programme that Chongqing University of Science and Technology(CQUST) intends to corporate with Haaga-Helia University of Applied Sciences (HH). The expected benefits for CQUST include, for

example, importation of advanced Finnish teaching methods to Chinese universities. One-third of academic studies of this joint degree program need to be taught by Finnish teachers. Students are able to come to Finland to study after the completion of basic courses in China, which provides more options for high school graduates in their academic options.

In recent years, the number of people going abroad to study has been quickly growing in China. However, some of students realized it is difficult to adapt to the western educational system in a short period of time, as they grew up in a totally different culture and tradition.

Although Chinese students are required to learn English from elementary school, English is taught more with a focus on correct grammar usage of written form, rather than encouraging them to speak out (Guofang Wan, 2001). Therefore, the appearance of joint education program is a great platform that helps Chinese students to adapt to their study life in Finland quickly and easily. Finnish teachers who are working at CQUST will create the same learning environment as in Finland and to be more attentive to Chinese students' problems to help them surmount language barriers, as well as ensure the high quality of joint program.

Moreover, once the agreement has been made, aviation business degree program will become the first and the only one among 60 universities in Chongqing. This uniqueness will attract many prospective applicants and be a good way to enhance the reputation of CQUST.

On the other hand, exporting education program to China is also beneficial for HH, which is an absolute great chance for HH to exploit bigger market shares in Southwest China and gain good reputations from participants if the program runs successfully. More importantly, collaborating with CQSUT helps HH saving the marketing costs meanwhile promoting its brand awareness, since all the commercial expenses will be undertaken by Chinese institutions. Overall, it is a win-win business.

1.5 Key Concepts

The key concepts in this thesis include four aspects: Chinese and Finnish higher education introduction; opportunities and challenges for both parties to start a joint degree program; cooperation result analysis; and suggestions for Finnish institutions to communication with Chinese universities in order to avoid negotiation collapse due to cultural misunderstanding.

1.6 Case Company

Chongqing University of Science and Technology (CQUST) is a full-time public Chinese university of general education with over 60 years' history. It is located at southwest China, Chongqing city. Currently there are 1546 working staff and around 20,000 enrolled students. It mainly focused on engineering fields featuring petroleum, chemistry, materials science, mechanics, electronics and environmental protection. The breath of its academic endeavour covers economics, management, laws, humanities and arts. The institution is characterized by coordinated development of multiple disciplines, prominent competitive advantages in industries and distinctive features in academics, and it holds tremendous potential for further progress.

1.7 Risks

Inevitably, there are a number of risks that may exist in this joint education programme, number one being quality assurance. Since this will be the first cooperative effort between two universities and a brand new degree program for CQUST to launch, poor programme management may ruin the reputation of HH. It is quite challenging for both parties to formulate a unified standard to assess the qualification of applicants. The adaptability of Chinese students towards Finnish teaching methods is unknown.

The second issue is price settings. From curriculum to teaching staff arrangements, all details need to be well negotiated before setting the final price. However, cooperation is likely to be suspended if CQUST think the price quotes are unaffordable.

Thirdly, misunderstandings can arise because of cultural differences. In this case, trust building is difficult at the beginning due to different cultural backgrounds. In Finland, normally the transaction will be made first, then the trust will be ensured based on the success of transaction. However, in China, people tend to establish and maintain a good private relationship with perspective partners in advance. If successful, transactions or effective activities will follow. During the contract negotiation process, due to the unfamiliarity of Finnish educational system, CQUST would easily misunderstand some terms. Instead of approaching Finns directly, they prefer to have a comprador involved – someone who is capable of interpreting their thoughts to Finns explicitly and playing a positive role in the exchange of information. However, Finns often neglect the importance of comprador which would lead the negotiation into an impasse.

2 Research Methods

In this thesis, the research methods are mainly focusing on desktop and primary research, the main issues correlated with research questions are answered via the opinions and suggestions given by the author who as a project coordinator that has fully participated in the project negotiation process, and obtained practical experiences in education export fields.

Since the core contents of this thesis is about Finnish education exports, it began with the introduction of background information and current state of higher education systems in two countries through desktop research, as a theoretical knowledge support which enables readers to have preliminary recognition of research topics.

In the chapter of real project introduction, primary research was used to investigate how the previous literatures can be applied to the execution of real projects. Primary research is one of market research methods that refers to original data analysis, it often has been carried out to answer questions from specific groups (Gene V, 2012). The reason to apply primary research in this thesis is owing to the involvement of the author during the agreement negotiation process, being actively interacting with both Finnish and Chinese sides to promote communication progress so the first-hand information can be promptly gathered and interpreted.

Finally, analysis and recommendations of findings were given by the author based on the learnings from real case which aims to overcome obstacles and consolidate empirical understandings of education cooperation between China and Finland, as well as helping Finnish education providers to formulate sustainable and profitable marketing strategies when market featured programs to China.

3 Development of Chinese Higher Education

In 1998, Chinese higher education experienced an unprecedented expansion which attracted wide attention. It happened based on a new policy made by Chinese Education Ministry for the purpose of increasing the general ratio of higher education groups of citizens in order to meet domestic economic development demand (Jian L & Xiaoyan W, 2015).

The Gross Enrollment Rate (GRE) indicates the percentage of 18-22 years olds enrolled in full-time higher education. Before 1997, China's GRE was under 7%, which in reality was far below average level of developing countries (Jung C & Gerard A & Futao H, 2015).

After higher education reform in 1998, it has been rapidly increasing to reach the massification stage. Table 2 shows the speed-up increase of China's GER from 1998 to 2012, with over 30 million eligible students enrolling in higher education in 2012 (MOE, 2011).

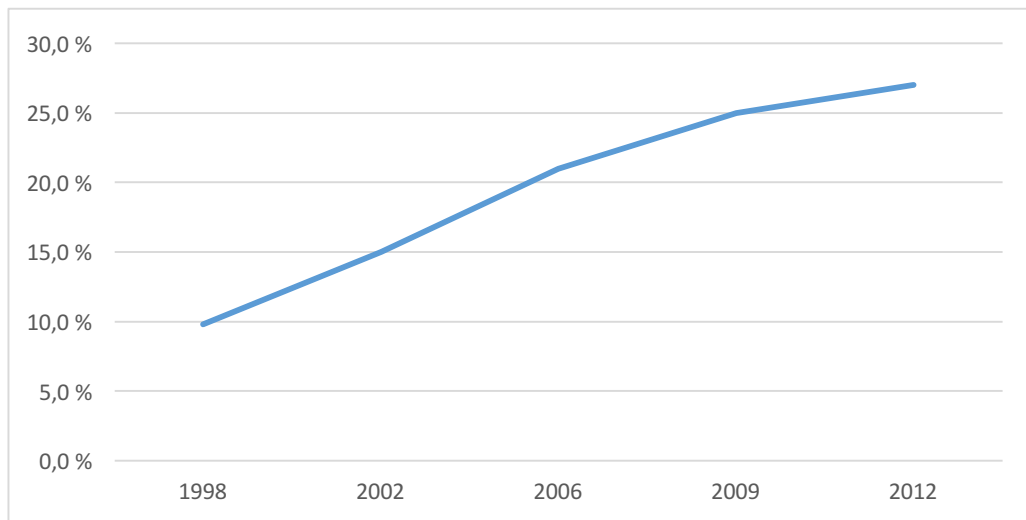


Table 2, China's Gross Enrollment Rate from 1998 to 2012 (Jung C & Gerard A & Futao H, 2015).

As it can be seen from Table 3, the number of undergraduate students grew rapidly from 1998 to 2004 and is continuously expanding. In 2015, the amount of students in higher education was estimated to rise to 33.5 million and 35.5 million by the year of 2020 (Li, W. & Min, W. 2001).

	1998	2004	Growth
New undergraduate students	1,080,000	4,470,000	314%
Regular undergraduate students	3,410,000	13,330,000	291%
Adult students	2,820,000	4,200,000	49%
Total amount	7,310,000	22,000,000	67%

Table 3. Information of students' enrolment expansion from 1998 to 2004 (Jung C & Gerard A & Futao H, 2015).

During the past three decades, the Chinese government and the Ministry of Education have made a lot of significant efforts to restructure and reform their higher education management system in order to achieve educational rationalization due to enrolment expansion (Shi & Englert, 2007). For example, the Chinese government had implemented a policy of decentralizing decision-making power to individual institutions and local govern-

ments, which was described as the use of “private sector” hybrid structure in order to meet its internationalization strategies (Deane N & Jianxin Z, 2015). It decreased the number of national universities from 277 in 1998 to 113 in 2017 (inside institutional mergers), which aims to build stronger academic universities with improved management models and administrative usages through amalgamation (Yuan L, 2010). Meanwhile, a great number of local colleges and institutions have been encouraged to quickly increase - from 855 in 2002 to 1623 in 2012 (Yan, 2011).

As China modernized its higher education, the quality of the teachers and students’ training modes of Chinese universities have also undergone profound changes. English has been designated as the only compulsory foreign language that plays a significant role in students’ qualification assessments in Chinese higher institutions, it also becomes one of the most important factors to measure their reputation and internationalization (Deane N & Jianxin Z, 2015).

However, in order to prevent the brain drain and enhance talent acquisition, the most remarkable and direct change of Chinese higher education in recent years is shifting from sending out students for cross-border education to actively recruiting foreign teachers to China. This strategy originated from a new policy issued by the Chinese State Council in June 2014, which emphasized that international education modes should always follow up the central thought “going out and bringing in.” Also, the scope of institutional cooperation with foreign universities has been considered as an important index to evaluate reputation and qualification of institutions (Chinese State Council, 2014-6-22).

In an effort to improve its awareness, as well as maintain a good reputation among competitors, an increasing number of Chinese institutions started expanding their international connections throughout student/scholar exchange, setting up Sino-foreign joint education program with western universities and many other diversified cooperation modes.

3.1 Chinese students studying abroad

Impact from parents

Nowadays, more Chinese parents are sending their child to study overseas. According to a research conducted by China’s National Bureau of Statistics in 2001, due to the one-child policy, over half of Chinese families are willing to invest one-third of their salaries for their child’s education without considering the financial burden (Mazzarol and Soutar, 2002). This opinion was derived from a general belief that a Chinese graduate with a foreign diploma or double degree will benefit from better working performance and bigger

opportunities to engage in white-collar professional, and brighter employment prospects when they return to their home country (Gareth, 2005).

Other motivations of Chinese students for studying overseas include:

1, The steadily rise in national economic growth since 1990, which has increased household income and makes the costs of studying abroad more affordable to more families (Chinaview, 2006).

2, Overseas education enables their child to have chance to access different cultures, languages, preparing to be more competitive in the future job market (Yang, 2002).

3, Fierce competition of national entrance examination is the only way for high school graduates to get a place in university, that makes lots of affluent parents tend to send their child study abroad (Molly Y, 2007).

4, Chinese governmental policies have had a huge impact on parents' decision-making. In recent years, many incentive policies have been launched to encourage overseas students to return home after graduation (Mok, 2003).

Distribution of Chinese students overseas

On the basis of data from China Ministry of Education, by the end year of 2016, 4.85 million students have studied in 108 countries and regions around the world (MOE, 2016). English-speaking countries become their favourable choice. Such as United States, where students have greater chances to get the visa that attracts increasing amount of students come to study (Deane N & Jianxin Z, 2015).

Table 4 shows the distribution of Chinese students overseas in 2015. The United States is the most popular destination for Chinese cross-border students to choose (32%), compared with UK (21%), Australia (12%), Canada (10%) and all other countries (Chisa, 2016). European countries such as France, Germany and Switzerland only accounted for a small part of proportion, as English is not their official language.

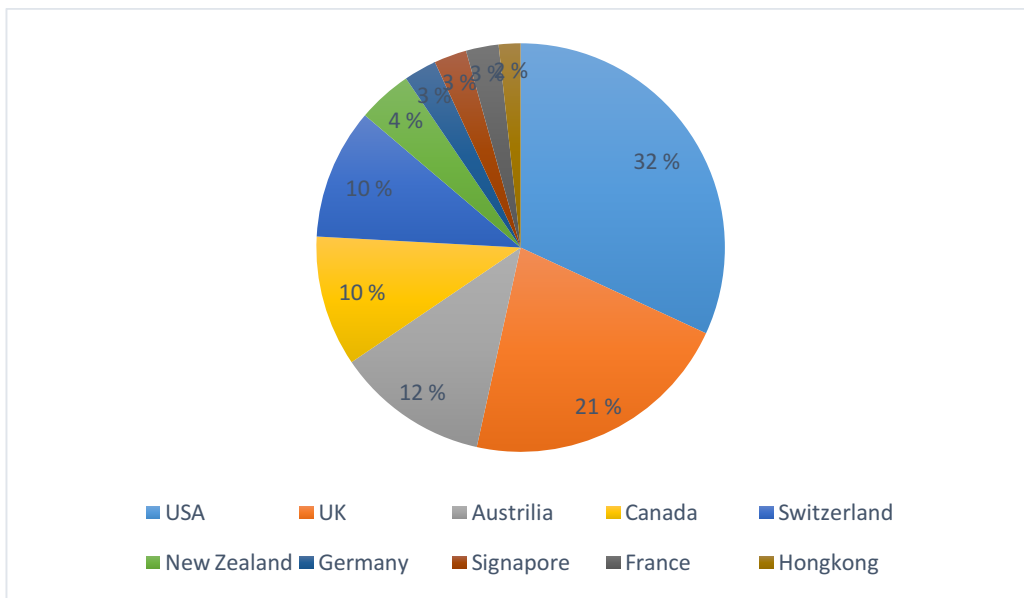


Table 4. Distribution of Chinese students overseas (Chisa, 2016).

However, with the trend of globalization, there are growing number of courses are taught in English in non-English speaking countries, particularly in higher education (Graddol D, 1997). Benefits are easy to discover: it facilitates academic exchange in world and promotes job opportunity and mobility (Montgomery S, 2004). More importantly, universities are able to attract a wider range of students come to study. For instance, over 400 various programs in Finland are taught in English.

3.2 Finnish education system

Finland ranks number one with the highest number of English-teaching programs in higher education in contrast with other European countries (Wächter & Maiworm 2008). It is rapidly moving towards the internationalization process as its government started regarding education as a new export industry that has positive impact on the enhancement of national economy and universities' competitiveness (Saarinen T, 2012).

Table 5 shows the overall structure of education system in Finland. Normally students have to finish nine years of basic education at comprehensive schools, which consists of six years' primary school studies and three years of middle school studies. If their average grades in middle schools cannot meet the requirements of target upper secondary schools, continuing with one more year studies at middle school to improve the average grades is allowed. There are two options for young people to choose after graduate from middle schools: one is to study at upper secondary schools, another is to go to vocational schools which focus on training staff for vocational qualifications. Both of them need three-years

studies before entrance into higher education institutions (Ministry of Education and Culture, 2015).

In Finland, there are two types of higher education that have been classified as traditional universities and University of Applied Sciences (UAS). Traditional universities are scientific, research-based institutions. There are 15 universities in Finland that offer bachelor's, master's and doctoral degrees for students who have completed the required lessons (see Appendix 1). It is assumed that it will take a student 5 years to attain master's degree, even though the timing might be prolonged in some actual cases (Ministry of Education and Culture, 2015).

The UAS, which is formerly known as University of Applied Sciences in Finland, refers to polytechnics that mainly focus on the cultivation of practical professional skills and take regional development as their important objective. Currently there are 24 UAS in Finland (see Appendix 2). The settings of UAS degree programs are based on market needs. The majority of the UAS offer multi-language teaching environments in Finnish, Swedish, and English. The study length of Bachelor degree in UAS is around three and half year to four years that contains a half-year practical work placement. Students are required to have at least three years of working experiences before applying for a mater's degree, which usually takes 1 to 1,5 years to complete (Ministry of Education and Culture, 2015).

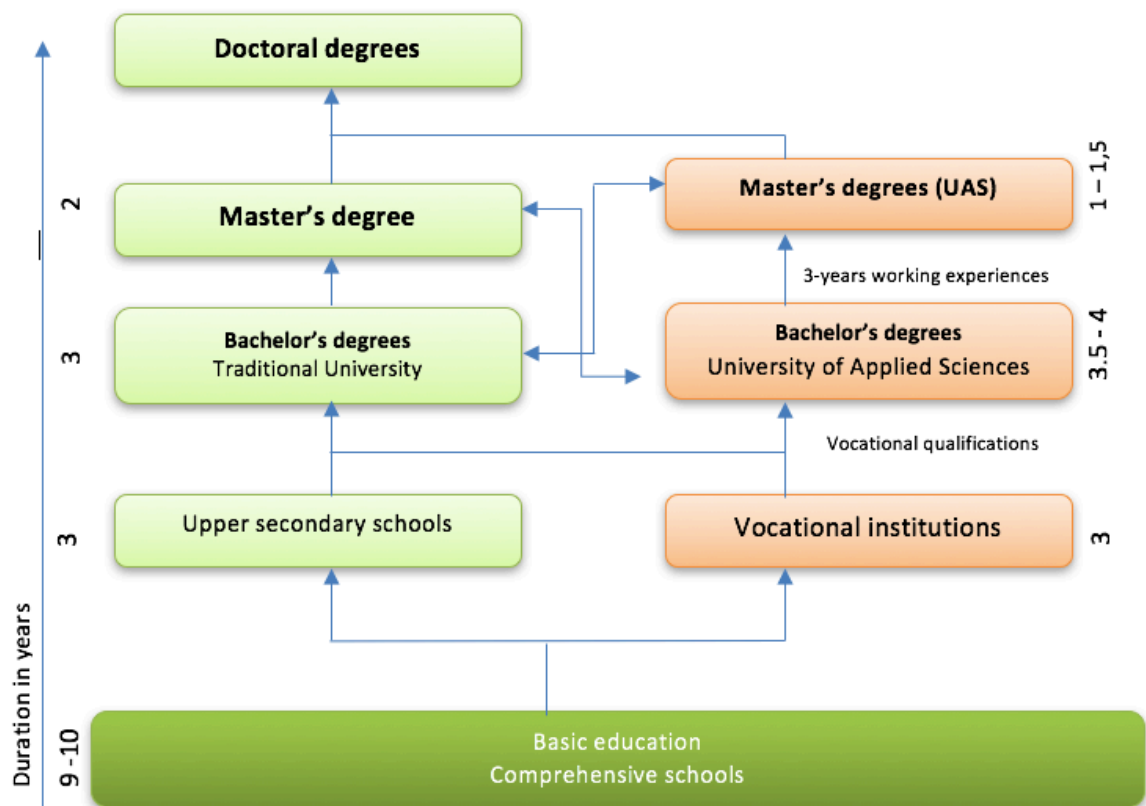


Table 5. Finnish education system (Ministry of Education and Culture, 2015).

The policy of studying in Finland for free both to domestic and international students has been implemented for a long period of time and has attracted many talented and hard-working students come from around the world (Saarinen T, 2012). Even though the Higher Education Law announced in 2017 that the universities are permitted to charge tuition fees to students outside the European Union, they will still have a chance to be granted a certain amount of scholarships if they are able to complete degree their studies in or less than allotted timeframe.

On 4th of April, 2017, Chinese president Xijin Ping visited Finland and made a speech about the importance of strengthening the longstanding relationship and mutually-beneficial cooperation in various fields between two countries (Xiao B, 2017). Education was one of mentioned areas that is expected to have great potential future cooperation and places high value on maintaining sustainable development of society. Further cooperation planned in the education field between two countries includes teacher training, academic research, joint students, etc (Shuyang W & Niu L. 2017).

3.3 International Cooperation models between China and foreign countries

Transnational education in running schools

The Council of Europe in 2000 has defined the term “transnational education” as one “in which the learners are located in a country different from the one where the awarding institution is based”. In other words, it can be described as an educational service that builds a virtual bridge to connect people with different continents together and transport students, teachers, required resources from one country to another (Futao H, 2006).

According to the regulations promulgated by China Ministry of Education in 2008, Sino-foreign cooperative education project refers to the strategic alliance between Chinese and foreign institutions in the operation or management in higher education fields based on mutual trust and benefit, for the purpose of developing curriculum and academic teaching methods to optimize current education service by using the best combined resources, thus achieving ultimate common interests.

Rationales for running transnational education in China

Until February 2007, more than 1,400 Sino-Foreign Cooperative educational projects have been launched in China. The China Ministry of Education officially approved two-thirds of them to run joint education programs. Plenty of driving forces have led to its emergence.

In a major sense, it complied with strong domestic education needs in conjunction with relatively abundant international education resources, to boost prospective vitality and huge market potential for participated institutions (Meiling G. 2008). In macroeconomic environment, globalization is another important factor that cannot be neglected which has deeply impacted higher education. In order to meet the challenges of economic globalization and gain more competitive advantages among World Trade Organization members, importing higher education service from overseas to improve domestic academic quality and teaching standards is seen as an essential component to cope with the complex international environment (Futao H, 2006).

Types of transnational education

The modes of Sino – foreign cooperative education are diversified and flexible. In fact, most of programs are tailor-made to cater to the different needs of various universities.

Basically, the joint degree program refers to the application of advanced education modules introduced from foreign universities into Chinese universities' classes. A group of high quality teachers will be delegated to China annually to offer professional lessons by utilizing advanced teaching methods and philosophy, such as problem-based learning, team work, distance studies, critical debates and many other approaches adopted by international education institutions. Unlike normal Chinese classes, which are characterized by dominant lecturing, they stimulate students' motivation of study and improves their high level of involvement during the class (Lihui X. & Tao H. & Ze L. 2011).

The categories of joint degree program being provided for undergraduates in Chinese universities can be classified into four major types, as follows:

1+3 Type: Chinese students spend their first year on local campus, immersed in language learning and preparatory studies. After they pass the examination, they are permitted to continue with advanced studies in foreign university cover next three years, when their previous academic credits can be transferred and recognized. All the qualified graduates will be awarded bachelor degrees from foreign university which is in partnership with Chinese institution. Students are also able to apply for master's degree, either at the same campus or other foreign institutions.

2+2 Type: Chinese students are required to complete two-year studies at the local campus, which cover all the basic lessons such as fundamental theory and some of professional programs. The curriculum should be taught jointly by Chinese and foreign teachers. After students pass the exam and meet the foreign institutions' admission criteria, enroll

and complete the rest of studies in the remaining two years. Students will have a chance to get double degree from both universities upon graduation. In some circumstances they are only allowed to get a diploma from foreign institutions, depending on the agreement issued by the two parties.

3+1 Type: The majority of foreign programs will be taught at Chinese campuses by Chinese teachers and foreign delegates in the first three years. After completion of compulsory studies and admission, students go abroad to finish the rest of studies in the last year and receive a bachelor's degree from the foreign partner's university at a graduation ceremony as local participants.

4+0 Type: Students experience transnational education without going overseas. They finish four-year courses at the local campus without visiting foreign institutions. All the lessons are provided both by Chinese and foreign institutions in common. A foreign graduation certificate will be granted after the successful completion of all programs to the satisfaction of academic standards (Futao H, 2006)

Besides the above forms of cooperative transnational higher education, more new corporation forms have emerged in recent years between China and foreign partner institutions based on changeable market demand. Overall, they can be summarized and defined as following types:

Branch Campuses	Foreign institutions set up campus in China to provide overseas' education
Franchising	Institution B is permitted from A to offer A's programs to students in B's country
Twinning	Joint degree program agreements made between two parties
Corporate programs	Cross-border studies and academic credits recognition from institution A to B.
Articulation	Students from institution A gain partial program credits at B in another country.
Students' exchange	Students from institution A study abroad at another university that is in partnership with A.
Distance learning	Foreign education programs are delivered online by institution B to encourage students from A to contribute distance work
Short-cycle programs	Students study abroad at institution B without granting a degree.

Table 6. Transnational education types between China and foreign universities (Futao H. 2003).

Improved competitiveness elements of universities through transnational education

With the steady growth of the number of joint degree program launched in China in recent years, the updated infrastructure, advanced teaching philosophy and different management system have brought more competitive advantages for universities. The major competences can be seen in the following:

Competence of learning

The joint degree program creates a special cultural atmosphere for students, as studying at multicultural background environments will actively motivate their participation and engagement in their classes. Universities have the same cognition, grasping with foreign partner institutions, which makes them benefit from convert external special knowledge to internal environment. For example, diversified teaching methods of the joint degree program can be applied to normal programs that endow them with new values and potentially change the traditional way of teaching (Lihui X. & Tao H. & Ze L. 2011).

Competence of innovation

By running transnational degree program, universities are able to reconstruct, recreate, and recombine received resources and knowledge to make the more adjustable to fit in the persistently changing markets, and maintain competitive power through the application of innovative mechanism (Lihui X. & Tao H. & Ze L. 2011).

Competence of finance

After higher education expansion, Chinese universities are encouraged to develop their scales through self-financing basis. The charged tuition fee of joint degree program is usually 2 to 3 times higher than normal programs since all the curricula, textbooks are importing from foreign partner institutions. This guarantees the universities will obtain enough financial supports to purchase needed sources such as updated technology devices to fulfill the growing demand (Yinmei W, 2006).

Competence of talent cultivation

The cooperation between China and Foreign universities has shorten the operational and management difference with western countries, and the selectivity of educational suppliers has become more extensive which increase the diversification of talent cultivation types to satisfy the economic and social development (Lihui X. & Tao H. & Ze L. 2011).

3.4 Major issues involved in Sino-foreign cooperative education

Although Sino-foreign cooperative education has rapidly prospered in recent years, currently some issues and risks still occur during implementation process, which need to be addressed in order to find appropriate solutions to fix and improve them in the future. Several issues exist in the transnational education program can be summarized as follows:

First, the qualification of foreign partner institutions is not guaranteed. By the year of 2007, around 1400 cross-border education programs were founded in China. The majority of Chinese universities that are willing to launch joint degree education with foreign partner schools are ranked domestically first-class level. But for some of foreign institutions, their legitimacy is unclear. Some Chinese universities lack practical experiences in carefully investigating and researching the reliability of foreign educational institutions while setting up cooperation agreement, and this causes a series of consequences. For instance, the diploma that students are awarded from foreign university may not be recognized by Chinese authorities or other countries (Jinhui L & Zhiping L, 2007).

Second, quality assurance of joint program. Quality assurance is defined as systematic management and assessment procedures that have been utilized to achieve quality improvement of specific products or services, that makes stakeholders have enough confidences to prevail potential barriers in quality management to gain the achieved outcomes (Yuan L, 2010).

There are number of Sino-foreign education institutions with poor quality control and bad reputations, as they are mainly business-oriented. For some countries, education export is purely commercial purpose, and is treated as a service that can traded internationally (Meiling G, 2008). They do not strive for academic exchange or to cultivate talent, but only for economic profit. The more students enrolled, the more profits they gain from the process. Thus, the program quality cannot be ensured, as the curriculum settings and class management are not a first priority that will be paid attention to by managers. This creates many negative effects, such as the improper settings of study disciplinary, massive program duplication, lack of distinguishing features of contents, etc. (Jinhui L & Zhiping L, 2007).

Moreover, the financing mechanism of the joint program mainly relies on the investment of capital, intellectual properties, physical goods and other educational resources between two parties. However, at present, most foreign institutions consider non-capital investments, such as curriculum, teaching materials, software, diploma, etc. In fact, with the limited financial supply from its central government, sometimes there is scarcity of budgetary resources. The majority of Sino-foreign cooperative education institutions basically depends on tuition fees from students as its primary source of financial support (Meiling G, 2008). However, due to the blind of quality control of some of joint degree programs, students are suffering big losses in the process. These include the shortage of professional textbooks and resources, insufficient electronic devices, laboratory equipment. In addition, some of the planned courses cannot be implemented due to lack of resources, which leads to students being unable to complete professional lessons and instead must obtain knowledge from practical experiments (Jinhui L & Zhiping L, 2007).

Some of institutions are eager to achieve accelerated success to expand their scales to larger sizes. Many immoral approaches have been used to increase revenues, such as lowering the entrance examination standards to get additional students, as well as inappropriate workload distribution to current teachers that ignores their welfare, etc. (Yuan L, 2010).

Once the dissatisfaction with program qualification starts spreading among students and parents through word-of-mouth and different channels, it will easily ruin the reputation of university, since practical training is at least as important as academic learning. It is also not conducive to its long-term development if the program failed to fulfill students' expectations and hurts their efforts, as nothing will be done to fix the deficiencies and win back the trust from students and parents.

4 Project studies

4.1 Haaga-Helia introduction

Haaga-Helia (hereinafter referred to as HH) is one of the largest international university of applied sciences in Finland and operates five campuses with 640 professional workers and 11,000 students. Known for its superior competences and quality, actively supporting the success and regeneration of students and companies, HH distinguishes itself from other Finnish UASs by being very business oriented. It is the largest provider of education in Finland in each of its areas of specialization:

* Business Management

- * Hospitality and Tourism Management
- * Business Information Technology
- * Management Assistant Education
- * Sports and Leisure Management
- * Experience and Wellness Management
- * Journalism
- * Vocational Teacher Education

The business focus and differentiation from others is also reflected in its chosen focus areas: sales, services and entrepreneurship. These are the fields in which HH wants to excel in education, as well as in research and development. In HH, students are encouraged to be positive and proactive to sales, very customer-oriented and have entrepreneurial capabilities. HH specializes in these areas by also offering further education to companies whose mission is to become forerunners in these areas in applied R&D activities (Haaga-Helia, 2017).

Table 7 below demonstrates the history of Haaga-Helia UAS, which was established by the merging of two UASs, Haaga and Helia in 2007. The combination of strong education in same fields has been seen as a “smart marriage” that brings an increase in profits to HH, bigger market shares among other competitors, more competence resources, and broader offering to companies. It also deepens regional impact through implementation of bigger projects, etc. Mergers of UASs also create great opportunities for HH to be recognized by more international communities and gain cooperation possibilities (Teemu K, 2016).

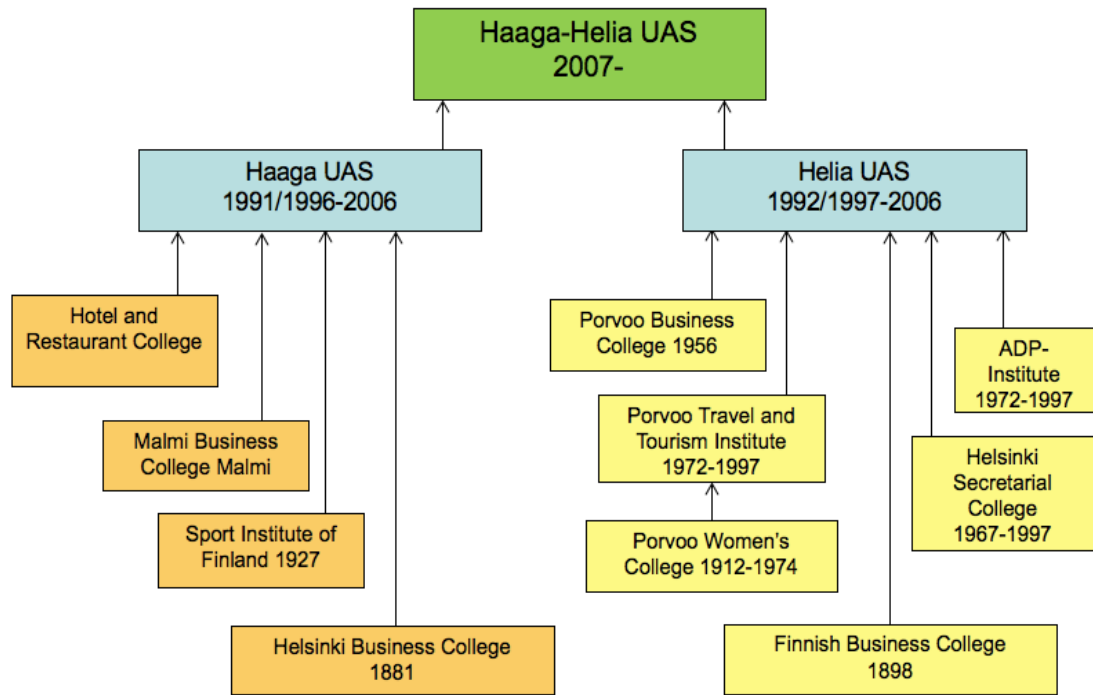


Table 7, Haaga-Helia Family Tree (Teemu K, 2016).

Cooperation with companies

HH operates many projects in conjunction with Finnish companies. For instance, at present in a two and half year project with a budget of 1.25 million euros funded by Finnish Agency for Innovation and companies, HH co-operates with five companies Digia (IT), Martela (furniture) Terveystalo (Health services), TeliaSonera (IT) and Avarn Security (security solutions) in order to study how digitalization affects business-to-business buying. In another over 1-million-euro project funded by the same external funding agency “Leading Passion” and companies, HH studies how to lead employees in the post-industrial area. In this project HH collaborates with Pipelife Finland (plastic manufacturing), ClearChannel Finland (Marketing solutions), Santander consumer finance (Finance). Other big projects include Dicia, which studies digital interaction between companies and their customers. In that project HH, collaborates with 8 companies, including the Finnish national airline company, Finnair (Haaga-Helia, 2014).

International activities

Moreover, HH has achieved numerous success in international activities. Over 700 students have been sent for a study period abroad and over 150 students took their work placement abroad. They were also successful in establishing new partnerships. For example, in November 2014, HH made its first step into Chinese market. They signed an agreement with the Chinese Guangzhou Polytechnic of Sports institute, which includes

organizing a three-year degree program for three starting student groups in 2015–2020 (Haaga-Helia, 2014).

Another example of export of education successes of 2015 was with Shwane University of Technology in Pretoria, South Africa, which ordered a 60-credit teacher training program from HH's Teacher Education Department (Finnfund, 2015).

Recently HH signed a collaboration agreement for development and operation of the China-Finland Centre of Excellence in Vocational Education in Shanghai. In this 5-year agreement with Shanghai's Municipal Education Commission, HH is working with other educational partners from Finland together with the purpose of bringing advanced teaching philosophy and integration to Chinese vocational education system, as well as improving its quality and attractiveness (Haaga-Helia, 2014).

4.2 Introduction of Chongqing university of Science and Technology

Chongqing University of Science and Technology (CQUST) is a full-time public Chinese university of general education with over 60 years' history. It is located at southwest China, Chongqing city. Currently there are 1546 working staff and around 20,000 enrolled students. It mainly focused on engineering fields featuring petroleum, chemistry, materials science, mechanics, electronics and environmental protection. The breath of its academic endeavour covers economics, management, laws, humanities and arts. The institution is characterized by coordinated development of multiple disciplines, prominent competitive advantages in industries and distinctive features in academics, and it holds tremendous potential for further progress (Qi Z, 2016).

CQUST has maintained close collaborations with many international institutions and organisations, has successfully signed agreements with America, United Kingdom, South Korea and other foreign universities and colleges in teacher training program, students exchange, academic collaboration and other substantial cooperation (Qi Z, 2016).

Besides, CQUST has set up a foundation to encourage the establishment of Sino-Foreign cooperative bachelor joint program, it is the partner university of China Scholarship Council (CSC), around 40 teachers can expect to be co-supported financially by CQUST and CSC to study abroad for at least one year annually There are two foundations which financially support undergraduates and graduates to study overseas, students will have chance to get a scholarship up to 20,000 yuan RMB (Qi Z, 2016).

4.3 Background of the launch of Aviation Business Program

In the middle of May, 2016, a group of Chinese university leaders from China's central and western regions participated in an overseas study program in Finland in order to get to know about the Finnish higher education system and operational models, through visiting several universities and attending intensive seminars over one month. The author was appointed as the program translator and interpreter to help those Chinese university leaders better understand study contents during training periods. HH is one of the schools they visited. In HH's Porvoo campus, the vice president of Chongqing University of Science and Technology (hereinafter referred to as CQUST) showed strong interests in HH's newly-opened program – Aviation Business. After campus manager Reija Anckars' introduction, he contacted the author to express the cooperation willingness of this program after he went back to China, because of the rapid expansion of Chinese aviation industries and growing demand of professionals working in this area. Especially Chongqing, a main city in southwest China, and one of five national central cities with a population of more than 30 million that is directly managed by a central government, is quickly developing and expanding its airport scale to meet high passenger volume in these years.

Chongqing Jiangbei International Airport is one of the eight biggest key airports in China, it owns 3 terminals with 3 runways (T3A will be in service from middle 2017). As it can be discovered from table 8, the passenger throughput of Chongqing Jiangbei Airport has been constantly growing from 1990 to 2017, which boosts a great demand for professionals in the aviation industry.

Terminal	Area	Passenger Capacity	Service Date
T1	18,000 m ²	100 million	January 22, 1990
T2B	84,000 m ²	700 million	December 12, 2004
T2A	86,000 m ²	3000 million	December 21, 2010
T3A	530,000 m ²	4500 million	June 2017 (Planned)

Table 8. Passenger throughput of Chongqing Jiangbei Airport (Chinese State Council, 2014).

4.4 Project negotiation process

After two parties introduced school information to each other to have preliminary cognition, HH was invited by CQUST in November, 2016 to visit Chongqing campus and evaluate their ability to run Aviation Business degree program with HH. At that time, the author

was appointed project coordination and had a business trip with HH's Export Department Manager and Porvoo's Campus Director in Chongqing.

Several important and intensive meetings were held by the broad of directors of CQUST during our trip in Chongqing. Qi Zhang, the Export Department Director of CQUST, interpreted some basic facts on the prospect of Aviation Business in Chongqing, available policies, personnel and labs in CQUST. In his presentation, he also made proposals on the cooperation forms at the end. He made a suggested schedule of the agreement negotiation process (Table 9) which was unfortunately not followed afterwards because of misunderstandings and lack of communication between both sides.

January 13, 2017	Completion of the draft agreement
February 17, 2017	Completion of the agreement and the program teaching plan of Aviation Business
February 28, 2017	Completion of the preparation of the applicable materials

Table 9. Suggested schedules of agreement negotiation process (Qi Z, 2016).

This business trip was the only time that two schools had a face-to-face meeting. After all communications were completed via email, with the author acting as an intermediary to interpret thoughts from both sides and promote the communication effectiveness in the progress.

4.5 Agreement of joint program

After the business trip to Chongqing, HH and CQUST made a preliminary agreement which specified possible cooperation forms of the joint education program of Aviation Business. According to the regulations of China MOE, a curriculum plan for Sino-foreign cooperative programs should consist of core major-related courses plus political sciences and physical education courses. One third of core courses should be taught by the faculty from the foreign partner university, the remaining two-thirds will be taught by teachers from CQUST after being trained by HH, as they do not have three years working experiences in relevant fields. At least ten co-teachers will be assigned to Finland for one to two months of professional teacher training and work together with HH teachers before teaching Chinese students at the local campus. Qualified students will get both HH and CQUST's official bachelor's degrees after graduation.

According to the agreement, HH will delegate teachers to CQUST to offer professional studies for local students annually. Professional teachers with rich experiences will be first selected for quality assurance,

Therefore, the curriculum of Aviation Business can be described on the following chart:

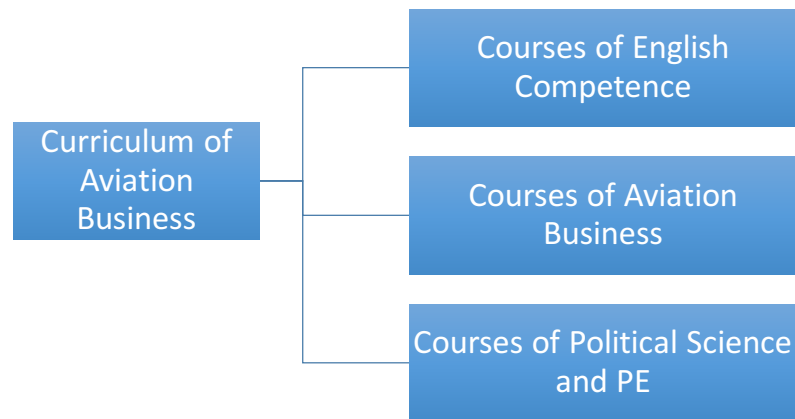


Table 10. Curriculum of Aviation Business (Qi Z, 2016).

Considering the uncertainty regarding to assessment of China MOE, there is possibility that CQUST cannot get approval from China MOE to run this joint program. Two forms were made in case of rejection: Sino-Foreign Cooperative Program and Sino-Foreign Experiment Program.

The Sino-Foreign Cooperative Program means approved by MOE, the joint program can admit graduates of high schools directly from most provinces in China, the annual tuition fee charged up to 25,000 yuan RMB annually. The cooperation forms of this module are usually 3+1 or 4+0, which means students have options to choose whether to study majority of courses at Chinese campus and spend last year in Finland, or granted double-degree diploma by studying entire programs in China.

However, compared with first mode, Sino-Foreign Experiment Program has many restrictions. It can only recruit students from freshmen in CQUST every year and tuition fee is about 15,00 yuan RMB annually. After the examination, the qualified students can transfer to HH by 2+2 or 3+1.

4.6 Obstacles during business negotiation process

The business negotiation process did not go as smoothly as people expected. On the contrary, the CQUST once had the intention of terminating cooperation stymied by cultural differences that led to serious misunderstandings and insufficient lack of communication between two parties. The main reason was due to the different credit calculation systems in both countries, which led two parties to get different outcomes of how many credits should be taught by Finnish teachers in Chongqing.

Credit Calculation system in China

In China, the length of an entire degree program is 4 years; the total credits are 180. One credit equals 16 teaching periods and 1 teaching period equals 45 minutes, which means 1 credit is the equivalent of 12 face-to-face teaching hours in a classroom. It is not the total workload for students, as students' self-study hours are not counted in the credit calculation. The recommended number of annual credits required to complete the studies is 45.

As the Export Department Director Qi Zhang interpreted in his presentation, one-third of core studies should be taught by HH teachers in Chongqing. From their perspective, that is 60 (Qi Z, 2016).

Credit Calculation system in Finland

According to the email explanation from Mr. Pasi Halmari in Finland, the length of a degree program varies by faculty. The total credits for Aviation Business is 210, and it is recommended for students to complete all studies within 3 ½ years. The credits used are based on the Pan-European credit system, ECTS, known as the European Credit Transfer and Accumulation System. In that system, the students' total workload is defined to be 27 to 30 hours per credit. This is not face-to-face teaching hours. The face-to-face teaching is not regulated, only the total workload that consists of face-to-face, literature, essays and tests etc. Each of these components has a standardized workload calculation method that can be found in several sources. The student should achieve 60 ECTS annually to complete his / her studies within the recommended time (Pasi H, 2017).

In this case, the program length can be expanded from 3 ½ years to 4 years, and total study credits can possibly increase from 210 to 240 to meet China MOE's requirements. Based on Finnish credit calculation system, the total credits of one-third courses taught in Chongqing will be 80.

However, after HH listed the above reasons explaining why the teaching credits are 80 instead of 60, CQUST cut off discussions with HH and kept silent for a long time. They told the author it is not an attractive enough offer, not only because all of them deemed they were buying 60 credits of courses, but now have to pay the price of extra 20 credits. Also the delayed email reply and lack of communication and good faith with regard to cooperation made them dissatisfied with the Finnish people's professionalism. It is very likely that the majority of board of directors' members of CQUST would vote against the final decision. Due to misunderstandings on both sides, the contract was almost cancelled at that moment.

As a project coordinator, the author tried to fix the broken bilateral partnerships by interpreting different credit calculation systems to both parties, reflecting feedback from Chinese customers to HH, and giving suggestions for them to change their ways of communicating with CQUST. In order to help Chinese people better understand HH's study requirements and regulations, Mr. Pasi Halmari explained that there is a clause stating that 90 ECTS of HH studies have to be included into the degree if the student wants to obtain HH's Bachelor Diploma. This is the case in all HH's agreements with regard to double degree cooperation with partner schools. In this project, HH has been flexible in reducing the credits from 90 to 80, and will make no more concessions. Meanwhile, the author sent planned course lists from Aviation Business to CQUST and explained the importance of 80 credits courses. This made them ultimately change their mind and they signed the agreement with HH.

4.7 Managing cultural differences

Although the deal finally has been made due to joint efforts, the cultural differences that posed a threat to mutual trust, and led to misunderstandings in the negotiation process should be paid attention to by both parties in the future cooperation. Because of cultural differences between China and westerners, even though they are speaking the same language in the business communication process, the same message can be read and understood in different ways.

The following examples highlight sensitive points and key challenges that foreigners might face when doing business with Chinese partners, as well as providing practicable advice which will be beneficial for both start-ups and multinational giants to integrate into China's market entry plan and will avoid costly mistakes.

Planning a meeting

It is common for westerns to make a detailed meeting plan in advance and strictly follow the agenda in the usual case. In China, some of the meetings are held suddenly without initial preparation and notification to participants until the last minute. It is also very likely that they will be cancelled before they start.

In most western countries with a low-context culture, the important decision is usually made by the board of directors after group discussion. Chinese people are deeply impacted by thousands of years of Confucianism, the high-context culture which formed a strict hierarchical structure in society and the business world. For example, only the senior members are expected to lead a discussion in the conference, and they are also the first group to receive key information and deliver it to subordinates. The final decision is made by one person, such as the CEO of a company. Consulting with other shareholders is rarely needed. It is rare to see subordinates put forward their own thoughts or to be critical of managers. Instead, they usually follow the managers to do what they are told even if they somehow doubt the correctness of the decision (Chunyan L, 2015).

Ways of communication

Indirect communication is another important trait that is favoured by Chinese people in the business negotiation processes, especially at the first meeting. They prefer to contact an intermediary, who is known and trusted by both parties, to help them establish primary relationships with trade partners. Also, direct rejection is regarded as rude behaviour. Chinese people rarely say “no,” although it does not mean they are satisfied with the offered products. In high-context culture, things are left unsaid, and the best way to understand is to link them with the context of the moment (Gerald A & Edwin D, 2007).

In the previous case, the CQUST kept silence for a long period of time after reading the credits explanation from HH to show their dissatisfaction with the results, which they expressed to the author instead of telling the Finnish people directly. For this reason, HH thought they had decided not to cooperate. In fact, it was not a signal of aversion to cooperation, it only meant they were waiting for a more convincing explanation and reasonable price quotes from the Finnish side. Every time they chose to contact the author because the shared language and cultural background helped them better express opinions that effectively reduce the mutual doubts caused by misunderstandings. It is true that sometimes lack of cultural awareness from exporters will bring the loss of potential profits if they cannot read the customers' minds appropriately.

Guanxi

In Chinese, *guanxi* is commonly translated as establishing the private relationship and building a personal network with others. Unlike task-oriented westerners, in China, a society that is defined by tradition and strict rules, *Guanxi* plays a significant role in Chinese social life, which is the cornerstone of business success. It is regarded as a substitution for formal legislative support based on the principal of reciprocity, and against threats and uncertainties and gain protection from governments, officials, or acquaintance (Xin & Katherine R & Pearce & Jone L 1996). Wisely utilizing the practice of *Guanxi* in business negotiation with trade partners means the businesses are trustworthy enough to ensure that companies have a stronger chance to reach their goals.

For westerners who intend to enter Chinese markets or proceed with new business initiatives and fail to build *Guanxi*, this may seem like breaches of etiquette from the Chinese people's perspective, and this can cause inconvenience to their business. For instance, they cannot get anything done with the allotted time or have to pay additional money to get required license. For the first meeting, gift exchanging is a good way to show respect and goodwill to. More importantly, people coming from same background will have more basis for social interactions which produce positive effects on the development of private relations. It is easier for them to form common values and build greater trust in others (Xin & Katherine R & Pearce & Jone L 1996). This also explained why the CQUST felt it was easier to communicate with the author, as they shared a mutual cultural background.

4.8 Suggestions for future cooperation

Carrying out the joint degree program with CQUST helps HH make a successful market entry into Chinese markets. However, compared with United States, United Kingdom, Australia and other English-speaking countries who have developed their education service as the principal destinations for Chinese families to choose, there is still a huge space for Finnish higher education providers to enhance its brand awareness among Chinese students and parents. The following practical advice and findings are given by the author about what could do HH to make its education and services more attractive for Chinese students in the future.

Be present on Chinese search engines

The easiest way for Chinese students to be acquainted with a university is by searching for its introduction on online. Due to the laws promulgated by local governments, some western search engines such as Google have restricted access in mainland China. Wikipedia is also inaccessible in many circumstances. Therefore, finding the right place to

publish relevant information is crucial for education providers. The leading Chinese search engines such as Baidu and Sougou can be the first priorities to consider. For instance, Baidu Baike is a web-based encyclopaedia created by Baidu that is endorsed by most Chinese people where they can upload and store needed information freely. Just like Wikipedia, it has become the most popular place for Internet users to get to know the whole world (Zhijing W & Yin P, 2012).

Currently, there is very limited information of HH's Chinese introduction published on Baidu Baike pages, and it's highly recommended to complete and improve them in the future. Not only on Baidu Baike pages, but also more Chinese articles about HH should be published on other websites to increase the possibility of its appearance when people are using different search engines, as well as ensure that they can find the needed results immediately by typing a few keywords.

Digital marketing promotion

Nowadays, with the rapid development of Internet and technology in China, the traditional advertising models have undergone profound changes due to the appearance of social media, and Wechat has become the first choice for enterprises, agencies or individuals who have the willingness to market their service and products.

Wechat is the most welcomed social media platform that has been commonly used in China with more than 1 billion registered users and 7 million active monthly users. It is not only a messaging app, but also contains a mobile portal that has had a great impact on Chinese people's daily life. Wechat's public platform provides three service models that enable users to register accounts for different usages: business, service, and subscriptions. The first two types are mainly used by companies and service providers of society; the account of the subscription will send periodic group messages to subscribers who are interested in the contents (Yupeng S, 2015).

Creating an official public Wechat account and regularly updating school-related news, articles, and videos with Chinese translation would be beneficial for HH in promoting its competitive education to more and more Chinese people. Account managers are able to precisely target and segment users by utilizing the Customer Relationship Management system which is provided by Wechat for free.

As mentioned in previous chapters, Chinese parents are usually the final decision-makers of whether to send their kids study overseas and what kind of programmes they should study. However, since most parents cannot understand English, reading the posts through

verified Chinese social media apps has become the main channel as an introduction to foreign education institutions. In order to gain more Wechat subscribers, HH could utilize different Chinese social media channels to promote its brand values such as Weibo, which is another important social media app used by more than 10 million users. Similar to Facebook, it is like a micro-blog where people can freely post information within 140 characters. Many international celebrities and companies have signed up weibo accounts and gained millions of followers because of its large user base and strong capability of information dissemination. Finnish brands such as Marimekko, Iittala, Fiskars, Lumi also have official accounts that open a window for Chinese people who have access to and can get to know more about Finland and Finnish culture. For HH, setting up an official account on Weibo and taking time to learn how it works will provide an opportunity for them to directly interact with potential applicants, where they can publish updated news in Chinese and reply to comments under each posts. Good media posts and positive interaction with followers will help HH build a strong e-reputation.

Create attractive contents

To some extent, the Chinese education market is enormous but relatively immature. According to the author's personal experiences, many people, especially students who have the willingness to study overseas, may have the initial goal of going to a particular country, but with very limited knowledge of which universities are good at which disciplines. It is also a challenge for them to analyse strength and weakness of that particular university and what kind of program would be the best choice for them to apply to, since their language skills are not good enough to read relevant materials in English at that stage. Therefore, it is important for HH to come up with creative contents online in Chinese; for example, taking the press releases or articles about HH from the Finnish market, then tailoring it to the Chinese market by linking it to hot topics in the websites of the Chinese press with Chinese translation of the contents, such as Tengxun, Sina, Souhu, which are the main online news providers in China with high possibilities of being browsed by millions of readers everyday.

Moreover, when HH promotes Finnish education system to China, emphasizing what this university specializes in, and how many featured modules of the joint programs can be adjusted to meet students' expectations, will place a high value on its attractiveness and help them target the right applicants, since Chinese students are interested in studying at a university which they perceive as being expert in a chosen subject.

Promoting lectures and student exchanges

One efficient way to market brand to potential customers is through the recommendations of word-of-mouth. Delegating a group of outstanding teachers who represent HH to offer specialized lectures to target Chinese educational institutions in certain regions will help HH improve its brand awareness and gain good reputation from local students.

HH will also benefit from the implementation of students' exchange programs. Propelling students to study in different countries not only gives them an opportunity to improve their own skills but also helps HH to build and consolidate partnerships with global institutions while enhancing the popularity of Finnish education.

Recruiting Chinese staff

Selecting an appropriate Chinese intermediary who has both a Chinese and Finnish education background is conducive to HH establishing better business relationships with Chinese institutions. As mentioned in the previous chapter, Chinese people tend to be more attuned to an intermediary's involvement in the business negotiation process, even if they can speak fluent English. Speaking with people from the same cultural background means the familiarity with the local situation so they can communicate in Chinese-style, which shortens the cultural gaps while increasing the likelihood of collaboration success.

5 Conclusion

The Chinese higher education expansion in 1998 brought profound changes to the original education system and also created a number of great opportunities for international education institutions to establish partnerships with Chinese institutions to market its products and services. The diversified cooperation of transnational education programmes will bring great benefits to students if their quality can be assured at a high level. Introducing the advanced Finnish higher education modes to China to launch a joint degree program with a local university has made the program more attractive for applicants, and both parties will gain benefits from the process.

Exporting Finnish higher education to China is a sequential step-by-step process, which requires enough patience and understanding from both parties, as there are many difficulties and challenges which will occur in the negotiation process. What should both parties do to avoid potential risks and conflicts? What kinds of factors are worthy for Finnish higher education providers to take into consideration when promoting their products and services to China in the future? The author has given some of recommendations based on practical working experiences.

For Chinese higher education institutions, reading and researching background information about Finnish higher education is necessary before starting business communication. It helps to avoid misunderstandings and potential risks that may happen during the process. Also, during the agreement implementation periods, Chinese people should give detailed explanation and clarification of documents that need to be prepared by Finns to ensure that people will understand the requirements and do everything correctly from the beginning. Moreover, being open-minded. The Westerners' thinking is very straightforward. Do not use too many metaphors in the discussion that make things too complicated if it can be solved in a simple way.

For Finnish higher education institutions, things they could do to promote higher education in the future include:

Firstly, it is necessary for managers to create competitive advantages of the education services when marketing them to Chinese customers, which could enable them to overcome international barriers and eventually receive the fruitful results.

Secondly, instead of marketing products directly to customers, it's important to find out what they need and expect in advance. If the existing products cannot fulfil their requirements, be flexible with the portfolios of products and try to adapt them to meet customers' needs. In many cases, customers may have various requirements to meet program cooperation, and the best option for them is to get tailor-made products or services.

Thirdly, promoting its education through Chinese social media platforms and different channels. The contents should be timely updated and accurately put into the right platforms by professional stuffs to increase the page views. Finding right intermediaries who have relevant working experiences in both cultural backgrounds and are able to precisely interpret doubts among both parties is the next crucial step to effectively promote the negotiation progress.

Fourthly, having a positive attitude. In some circumstances, exporting education means delegating a group of excellent teachers to other countries, a place that they may be completely unfamiliar with. It probably would be the most challenging phase for Finns to overcome since they are more used to working in a stable environment with fixed human relationships.

Lastly, sometimes the proposals of cooperation might be bogged down or responded to very late from the Chinese side because of bureaucracy. Finns should have adequate patience and understanding of that. When the agreement has been made, there is still a

lot of paperwork waiting to be completed and many documents are needed to prepare due to the requirements from Chinese governments. For Finns, this may be difficult to understand, but being positive and working together with Chinese education institutions will bring greater value to Finns that familiarizes them with the way of cooperation and effectively promotes them to more Chinese institutions.

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Appendix 1

Appendix 1: List of Universities in Finland

University of Helsinki

University of Eastern Finland

University of Jyväskylä

University of Lapland

University of Oulu

University of Tampere

University of Turku

University of Vaasa

University of Åbo Akademi

Lappeenranta University of Technology

Hanken School of Economics

University of the Arts Helsinki

University of Aalto

University of Tampere

National Defence College

Appendix 2

Appendix 2: List of University of Applied Sciences (UAS) in Finland

Arcada University of Applied Sciences

Centria University of Applied Sciences

Diaconia University of Applied Sciences

Haaga-Helia University of Applied Sciences

Humanities University of Applied Sciences

Häme University of Applied Sciences

Jyväskylä University of Applied Sciences

Kajaani University of Applied Sciences

Karelia University of Applied Sciences

Kymenlaakso University of Applied Sciences

Lahti University of Applied Sciences

Lapland University of Applied Sciences

Laurea University of Applied Sciences

Metropolia University of Applied Sciences

Mikkeli University of Applied Sciences

Novia University of Applied Sciences

Oulu University of Applied Sciences

Saimaa University of Applied Sciences

Savonia University of Applied Sciences

Seinäjoki University of Applied Sciences

Tampere University of Applied Sciences

Turku University of Applied Sciences

Vaasa University of Applied Sciences