

KYMENLAAKSON AMMATTIKORKEAKOULU
University of Applied Sciences
International Business / International Marketing

Petri Sosunov

PROSPECTS OF FINNISH HIGHER EDUCATION EXPORT IN BRIC
COUNTRIES

Bachelor's Thesis 2012

ABSTRACT

KYMENLAAKSON AMMATTIKORKEAKOULU

University of Applied Sciences

International Business

SOSUNOV, PETRI

Prospects of Finnish higher education export in BRIC countries

Bachelor's Thesis

68 pages + 7 pages of appendices

Supervisor

Ulla Puustelli, Senior Lecturer

Commissioned by

KymiDesign&Business

June 2012

Keywords

BRIC countries, Finnish export of higher education, industries, economic growth, demand

The importance of Brazil, Russia, India and China, also known as the BRIC countries, in the global economy is growing all the time. The youth potential of these countries and growing middle-class increase the demand for higher education. Domestic demand and supply for higher education do not meet in all levels within BRIC countries and this creates prospects for external operators.

The aim of this research was to retrieve updated information on industries of BRIC countries and export of Finnish education for the commissioner. The focal point was to determine export opportunities of Finnish higher education in BRIC countries.

The research was conducted by using qualitative research method and the empirical part consisted of semi-structured interviews. The main concepts of the theoretical framework consisted of export of education, BRIC countries, economic growth, and industries of the target countries. Furthermore, expert interviews provided current in-depth information on the topic.

According to research results, Finnish export of higher education has opportunities in the BRIC countries. Results presented versatile need for knowhow in industries and on educational solutions. However, the existing weaknesses of Finnish education export have to be taken into account in order to accomplish these opportunities. As a whole the research created an outline and formed a basis for further studies related to the subject.

TIIVISTELMÄ

KYMENLAAKSON AMMATTIKORKEAKOULU

University of Applied Sciences

International Business

SOSUNOV, PETRI

Suomalaisen korkeakouluviennin mahdollisuudet
BRIC- maissa

Opinnäytetyö

68 sivua + 7 liitesivua

Työn ohjaaja

Ulla Puustelli

Toimeksiantaja

KymiDesign&Business

Kesäkuu 2012

Avainsanat

BRIC- maat, suomalainen korkeakouluvienti,
toimialat, talouskasvu, kysyntä

Brasilian, Venäjän, Intian ja Kiinan eli BRIC- maiden merkitys maailman taloudessa kasvaa koko ajan. Maissa oleva mittava nuorisopotentiaali ja kasvava keskiluokka lisäävät kysyntää muun muassa korkeakoulutukselle. Kotimainen korkeakoulutuksen kysyntä ja tarjonta eivät kuitenkaan kaikin puolin kohtaa BRIC- maissa ja tämä luo tilaisuuden ulkopuolisille toimijoille.

Tutkimuksen tavoitteena oli tarjota toimeksiantajalle tämänhetkistä tietoa BRIC- maiden toimialoista ja suomalaisesta koulutusviennistä. Painopisteenä oli määrittää suomalaisen korkeakouluviennin mahdollisuuksia BRIC- maissa.

Työ tehtiin laadullista tutkimusmetodia käyttäen ja tutkimusosuus koostui puoli-strukturoiduista haastatteluista. Teoriaosuudet koostuivat koulutusviennistä, BRIC- maista, talouskasvusta ja kohdemaiden toimialoista. Lisäksi asiantuntija-haastattelut tarjosivat aiheeseen liittyvää perusteellista ajankohtaista tietoa.

Tutkimustulosten mukaan suomalaisella korkeakouluviennillä on mahdollisuuksia BRIC- maissa. Tulokset toivat esiin monimuotoista tarvetta osaamiselle niin toimialojen saralla kuin erilaisten koulutusratkaisujenkin puolesta. On kuitenkin huomioitava suomalaisen korkeakouluviennin olemassa olevat heikkoudet näiden mahdollisuuksien toteuttamiseksi. Kokonaisuudessaan tutkimus loi yleiskuvauksen ja muodosti pohjan aiheeseen liittyville jatko-tutkimuksille.

CONTENTS

1 INTRODUCTION.....	8
1.1 Research goals	8
1.2 Research questions	9
1.3 Research structure and limitations.....	9
1.4 Material collection	11
2 EXPORT OF EDUCATION	13
2.1 Strengths of exporting Finnish education in general	15
2.2 Weaknesses of exporting Finnish education in general	15
2.3 Opportunities in exporting Finnish education in general	16
2.4 Threats in exporting Finnish education in general	17
3 BRIC COUNTRIES AND ECONOMIC GROWTH.....	18
3.1 Population of BRIC countries	19
3.2 Growth of the middle-class in BRIC countries.....	23
3.3 Economic growth and economic development of BRIC countries.....	26
3.4 The development of industries and education in BRIC countries.....	30
3.4.1. Brazil.....	31
3.4.2. Russia.....	32
3.4.3. India.....	33
3.4.4. China	35
4 EXPERTS' VIEW OF THE CURRENT SITUATION IN THE ECONOMY AND EDUCATION OF THE BRIC COUNTRIES	37
4.1 Research methodology	38
4.2 Data collection and analysis	39
4.3 Questionnaire design	41
4.4 Results of the interviews	42

4.4.1. Industrial development and demand in BRIC countries .	43
4.4.2. Finnish higher education export.....	48
4.5 Summary of results	51
5 CONCLUSIONS.....	55
5.1 Reliability and validity of the research.....	57
5.2 Suggestions for future research	58
5.3 Self-evaluation	59
REFERENCES.....	61
APPENDICES	
Appendix 1 Finpro interview.....	69
Appendix 2 Ministry of Education and Culture & Future Learning Finland interview	71
Appendix 3 Professor Qi's interview	73
Appendix 4 Dr. Carnoy's interview request.....	75
LIST OF FIGURES	
Figure 1 <i>Structure of the research</i>	10
Figure 2 <i>Map of BRIC countries</i> (European Dialogue 2008)	18
Figure 3 <i>Population age structure of BRIC countries in 2010</i> (Eurostat 2012).	20
Figure 4 <i>Estimated age distribution of BRIC countries in 2020</i> (Euromonitor International 2009).	21
Figure 5 <i>Tertiary age (18-22) population forecast</i> (British Council & Oxford Economics 2012).	23
Figure 6 <i>Millions will enter middle class in the BRICs by 2020</i> (Wilson, Kelston & Ahmed 2010).	24

Figure 7 <i>Middle class and share of consumption</i> (Wilson, Kelston & Ahmed 2010).....	25
Figure 8 <i>Projected labor demand and supply in India in 2020</i> (McKinsey&Company 2012).....	34
Figure 9 <i>Projected labor demand and supply in China in 2020</i> (McKinsey&Company 2012).....	36

LIST OF TABLES

Table 1 <i>International classification of exported education services by WTO</i> (Ministry of Education and Culture 2010a: p.7).....	14
Table 2 <i>Country facts of BRIC countries 2011</i> (Table based on sources The World Bank 2012a, 2012b, 2012c, 2012d)	19
Table 3 <i>Median age distribution in BRIC countries</i> (CIA World Factbook).	22
Table 4 <i>World Development Indicators database, gross domestic product 2011</i> (World Bank 2012).....	26
Table 5 <i>The yearly Gross Domestic Product (GDP) and Inflation rates of Brazil</i> (Azzarello, S & Putnam, B 2012).....	27
Table 6 <i>The yearly Gross Domestic Product (GDP) and inflation rates of Russia</i> (Azzarello, S & Putnam, B 2012).....	28
Table 7 <i>The yearly Gross Domestic Product (GDP) and inflation rates of India</i> (Azzarello, S & Putnam, B 2012).....	29
Table 8 <i>The yearly Gross Domestic Product (GDP) and inflation rates of China</i> (Azzarello, S & Putnam, B 2012).....	30
Table 9 <i>The main industries, exports and imports of Brazil</i> (Finpro 2010a).	32
Table 10 <i>The main exports and imports of Russia</i> (Finpro 2010b).....	33
Table 11 <i>The main industries, exports and imports of India</i> (Finpro, 2010c).....	35
Table 12 <i>The 7 strategic industries of China</i> (White, G. 2011).....	35

Table 13 <i>The main industries, exports and imports of China</i> (Finpro 2010d).....	37
Table 14 <i>Criteria for choosing qualitative research method</i> (Kananen 2010: p.41).....	38

1 INTRODUCTION

The world economy will experience notable progress in emerging market areas during the upcoming decades. Developing countries with large populations and wide markets are estimated to capture the economic focus of the world. Regions holding the aforementioned description are known as BRIC countries, a term referring to the economies of Brazil, Russia, India and China. (Lawson & Puroshothaman 2003.) These countries are developing at a tremendous pace compared to the rest of the world and considered to become among the leading economies of the world in the future, therefore, presenting an interesting phenomenon to examine in the perspective of Finnish higher education exports. As this development continues, the target countries will experience changes and new demand which potential is valuable to study.

1.1 Research goals

This thesis was commissioned by KymiDesign&Business, an innovation and learning unit part of Kymenlaakso University of Applied Sciences (KymiDesign&Business 2011). The aim of this research is to give current information about industries in the BRIC countries and Finnish education exports for the commissioner. The emphasis of this research is to identify opportunities for Finnish export of higher education in developing BRIC countries. This is done by assessing BRIC countries industry demand, economic growth, and demographic profile (median age and growing middle-class). Furthermore, existing weaknesses of Finnish export of higher education are discussed because addressing them facilitates getting a clearer view on possible opportunities.

The objective is to create an outline for the client, particularly with the purpose of serving as a basis for further, more specific research. With a use of expert interviews, the study will offer an in-depth view to the present situation and demand in the target countries. Ultimately, this data will highlight the opportunities of Finnish export of higher education in the BRICs.

1.2 Research questions

The main research question that this study aims to provide an answer is:

- What kind of opportunities do BRIC countries currently offer for Finnish higher education exports?

Sub-questions will be used to support the main research question and the overall idea of the study. These questions are the following:

- How does economic growth in BRIC countries impact the demand of higher education?
- Which significant industries are currently in need of external knowhow in BRIC countries?
- What does BRICs' demographic profile, in terms of median age and middle-class, provide for the target countries' higher education sector?

1.3 Research structure and limitations

This chapter will present research design including research structure and limitations. The research methodology chapter will explain the rest of the used methods of research design later on in the study.

The structure of the entire study is presented in Figure 1.

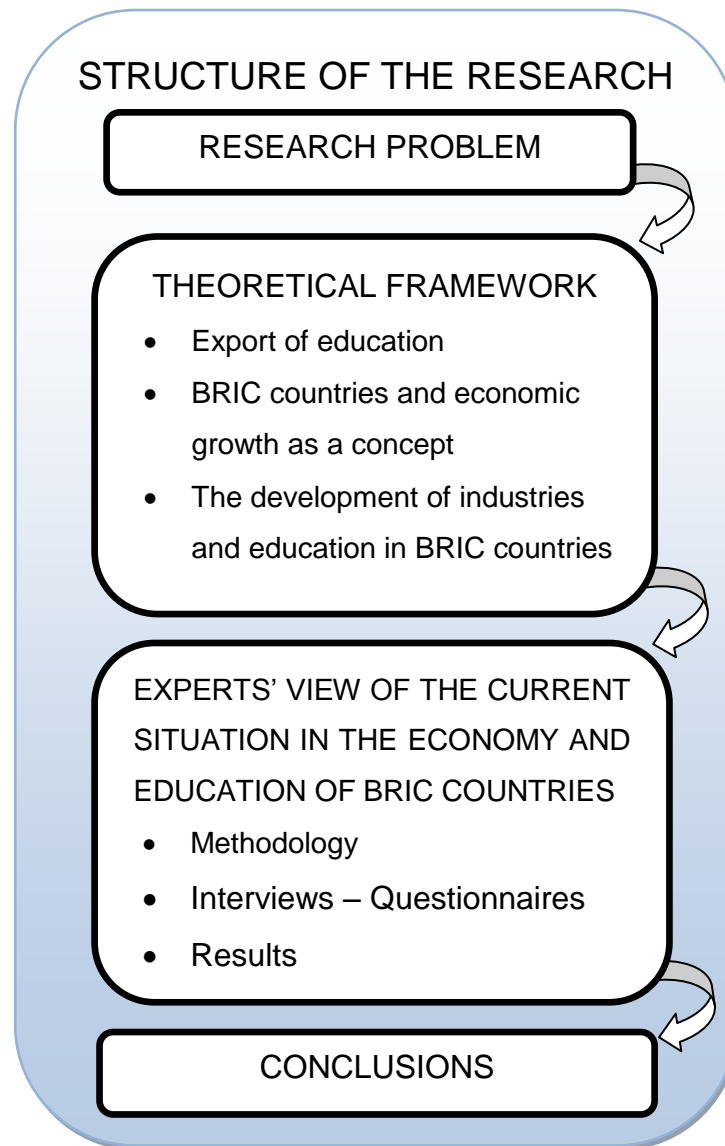


Figure 1 *Structure of the research*

As the Figure 1 demonstrates, the study begins by defining the research problem which is presented in chapter 1.2 Research question. This follows by theoretical framework that introduces all of the theoretical key concepts. These include the concept of export of education, BRIC countries and economic growth, and the development of industries and education in BRIC countries. The theory of education export consists of a brief link between education and economic growth, concept of education exports and the general SWOT analysis Finnish education export. Theories about BRIC countries, economic growth, and the development of industries and education are presented also in accordance to each country, rather than as a whole BRIC grouping, in order to have a better understanding of them. Then,

in chapter 4, Experts' view of the current situation in the economy and education of BRIC countries, rest of the used methods in the study are presented in detail. Furthermore, aforementioned chapter will also present empirical analysis, in which all received data from theory and expert interviews is assessed and examined with a use of theory-bound analysis method. Results will highlight the possible opportunities export of Finnish higher education has in BRIC countries. After completing all of the previous stages conclusions chapter summarizes the research findings, determines research validity and reliability, and gives suggestions for further research.

In terms of limitations, several points have to be mentioned. This study was conducted by examining BRIC countries from the perspective of Finnish higher education rather than education exports in general. Moreover, from the perspective of the Finnish higher education exports, this research has a certain novelty since there are hardly any previously published studies in which BRIC countries have been researched as a whole group or individually. This creates a limitation to the form of an end product of this research. The end product will be an outline that does not include any concrete guidelines or plans for the future but provides a basis and ideas for further studies on the topic.

1.4 Material collection

Background information and other data are gathered in accordance to the research problems. In the first hand, the theory is collected from databases that are known to consist of useful information to different sections of the research. Several sources, that are found, are separated under different sections and then disassembled into suitable information to the research. Building the theoretical framework helps collecting the data as the interviews are formed by the theory. Overall, the theory background aims to seek answers to the examined subject. The importance of self-acquired data in the form of expert interviews rises when the understanding towards different sections of the study grows, and by that, more materials supporting the topic is usually discovered.

The relevant theoretical information is collected from various databases for the research. These databases consist of studies, articles and statistics on the Internet, and books. The majority of the sources are collected from the internet due to the nature of the theories, statistics and the lack of up-to-date information in books. Most significant education related material, for the theoretical framework, is collected from the Ministry of Education and Culture reports. Moreover, comprehensive information on industrial and economic development in BRIC countries is gathered from Eurostat, Goldman Sachs, World Bank, Finpro and several investment companies. Furthermore, because this study will use plenty of statistical information on the economies of the target countries, as current as possible information is emphasized on to ensure reliability. These statistics focus on demonstrating trends in demographic profile, in terms of median age and middle-class, and economic development of BRIC countries. The aforementioned statistics are retrieved from reputable and dependable institutions that provide recent data. These institutions will be WorldBank, CIA World Factbook, Goldman Sachs, Eurostat and CME Group. Almost in all cases, information from the aforementioned institutions is originally retrieved from the statistical departments of the target countries.

As mentioned previously, expert interviews are used to acquire in-depth data on the topic. The interviews are directed to experts who possess recent knowledge related to this study. Experts from the Finnish Ministry of Education and Culture, and a national education export program Future Learning Finland, who specialize in export of education related matters, will be contacted. In addition to the aforementioned, a perspective on higher education in BRIC countries is aimed to provide with interviews addressed to experts who are knowledgeable on development of higher education in the target countries. Moreover, experts from Finpro, who are located in BRICs, will be interviewed concerning the economy of the target countries, emphasizing on industry development and demand.

2 EXPORT OF EDUCATION

This chapter begins by briefly stating the link between education and economic growth. Then, the situation of education markets in BRIC countries is opened for the reader in a few words, following with the main subject, export of education. The actual focus point will follow by examining possibilities the Finnish education export has on a general level. For this, strengths, weaknesses, opportunities and threats of Finnish education exports will be identified through a SWOT analysis. A more profound discussion in relation to BRIC countries and Finnish higher education exports in particular will be presented within the chapter 4.4 Results of the interviews.

The link between education and economic growth has been widely studied along decades. Investments in education have positive effects as it helps individuals and nations to develop themselves further (OECD 2012). Furthermore, Barro (1996) and Hanushek (2010) point out that education, and especially education quality, are contributors to economic growth.

Overall, BRIC countries present interesting markets for educational products due to their vast amount of young population and development from economic growth. The aforementioned attributes have also increased the demand of higher education (British Council & Oxford Economics 2012). Furthermore, tertiary education is increasingly important to populations of emerging market areas and many such countries try to put more effort on the education sector in order to improve their abilities to provide for the vast prevailing need these markets have (Ministry of Education and Culture 2009). This is also confirmed by British Council & Oxford Economics (2012) that continues the thought by stating that there are many matters that affect to demand of tertiary education, to which demographic profile is an important contributor. For instance, the majority of India's people is around 26 years old when it is reflected to entire population of the countries. This means that there is a massive amount of young, working-age population in reserve. Tertiary education is globally perceived as a very important matter and many international organizations aim to improve its versatility and quality as a

concept. Moreover, as higher education institutions multiply in the future, the young population beginning their studies starts to compare different “products” – institutions and their supply. Educational services actually become products owing to the fact that the trend will be in fee-paying education systems, and therefore, people want to receive the best value for their money. (Yelland, R 2011.)

Thus, export of education has become one form of trading products in many countries. Generally, when talking about export of education, the term is perceived as international trade on educational knowhow, services and concepts. (Ministry of Education and Culture 2010a.)

Table 1 *International classification of exported education services by WTO* (Ministry of Education and Culture 2010a: p.7).

1	Primary education services
2	Secondary education services
3	Post-secondary education services
4	Adult education services
5	Other services that support education; exchange programs, consultation services, technological education solutions

The sectors displayed in the Table 1 are all included to the Finnish expression of education exports. Overall, the expression is associated to exporting education competence and expertise abroad in diverse forms. (Ministry of Education and Culture 2010a: p.7.)

To further inspect Finnish export of higher education, a SWOT analysis will be applied. Jobber (2007, p.47-48) states that with a use of SWOT analysis, the strengths, weaknesses, opportunities and threats of a project can be recognized and assessed altogether in organized manner. From findings,

conclusions can be drawn on how to use strengths, transform weaknesses into strengths, benefit from future opportunities and stay away from possible threats (Jobber 2007: p. 48). To serve this study, the researcher believes that SWOT analysis is a useful way to give an outlook for the commissioner on the current attributes and situation of Finnish higher education in terms of export of education.

2.1 Strengths of exporting Finnish education in general

Generally, Finland has various strengths in exporting education. Finland possesses an education system, in general, that can challenge other education providers in the market and make its presence. This competitive edge reflects from great worldwide success in different basic level evaluations (Juntunen, 2009; Ministry of Education and Culture 2010a, 2010b.) Furthermore, Finnish education system does not only extend to different aspects of education but it also strongly combines practical operations and multiple structures of the society that foreign education systems are just starting to apply (Juntunen, 2009).

Another significant strength in Finnish export of education is how education is developed and perceived in Finland. The pedagogic knowhow and innovative as well as up-to-date outlook to approach different aspects of education are definite strengths. (Juntunen 2009.) Finnish educational knowhow is valuable, and therefore, many domestic institutions and operators are willing to develop and transform it into an actual product that can be sold abroad (Juntunen 2009; Ministry of Education and Culture 2010a, 2010b.)

2.2 Weaknesses of exporting Finnish education in general

Finnish education exports have quite many weaknesses that should be overcome in order to be successful with these operations. The most difficult weakness to deal with is the fact that the operators in the education field are

very small (Juntunen 2009; Ministry of Education and Culture 2010a). Even if many operatives exist, there are very few cooperation models to exporting education and disunity between different operators is a known issue (Juntunen 2009). Moreover, a lack of proper knowhow in many fields of exporting is also an essential hinder to Finnish education exports. There is no valid business knowledge when it comes to exporting, inability to transform ideas and skills into products prevails in the education field, and internationalizing Finnish education as well as the system is problematic. (Juntunen 2009; Ministry of Education and Culture 2010a.)

However, it is not obvious that overcoming the previously mentioned factors would solve the problem for starting education export operations successfully. Currently, Finland's national support forms on education exports are widely scattered, which affects interest of education institutions in such activities (Ministry of Education and Culture 2010a). The lack of prioritizing education exports among governmental education institutions; straightforwardly, transforming education knowhow into an international business opportunity requires much more investments and risks than governmental institutions are able to cope with by themselves. (Juntunen 2009; Ministry of Education and Culture 2010a.) Lastly, higher education institutions have a particular weakness in a form of Finland's current university legislation as it prevents Finnish operators to export education leading to a degree (Ministry of Education and Culture 2010a).

2.3 Opportunities in exporting Finnish education in general

Finnish education exports have many opportunities as there is a strong international development in different education fields, and education-related operations are spreading worldwide (Juntunen 2009; Ministry of Education and Culture 2010a, 2010b). There are already some international programs available in higher levels of education which is essential if wanted to enter this more and more globalizing exporting field (Ministry of Education and Culture 2010a, 2010b). Another opportunity is that Finland possesses various valuable aspects, such as innovation and pedagogic knowhow,

which provide a suitable environment to develop creative education solutions. Moreover, Finnish education would have a wider variety of products and services to offer in foreign markets if the current university legislation could be modified more tolerant. One solution would be introduction of tuition fees in the Finnish higher education system. (Juntunen 2009; Ministry of Education and Culture 2010a, 2010b.)

2.4 Threats in exporting Finnish education in general

In the current education markets Finnish operators face quite many obstacles. The education market itself is seen as a threat as the competition is crucial with operators that already have a strong knowledge base on this kind of activities (Juntunen 2009; Ministry of Education and Culture 2010a, 2010b). The competitive situations are favorable to English-speaking countries in the majority of cases (Juntunen 2009). It is also emphasized that unsolved disunity between different education operators' decision-making and willingness to develop education solutions would be more than problematic to Finland's position as an education exporter. Additionally, a market entry with a concept that lacks cohesiveness and clear direction, can ultimately hurt existing good perception of Finnish operators. (Juntunen 2009; Ministry of Education and Culture 2010a, 2010b.)

Moreover, a probable internal threat to the attractiveness of Finnish export of higher education might be the implementation of a tuition fee. In a recent article in *Helsingin Sanomat*, expert of international affairs in Aalto University, Sauli (2012), reveals that when Sweden replaced their free education with fee-paying system the enrolment rate of students coming outside of the EU and ETA countries dropped by 79%. Sauli (2012) continues by stating that tuition-free education is one of the main reasons for choosing a place to study.

3 BRIC COUNTRIES AND ECONOMIC GROWTH

This chapter will introduce the BRIC countries and explain the concept of economic growth. As BRIC countries vary from each other, separate overviews on the backgrounds of the countries are made in order to help the reader to have a better grasp of the subject. The section begins with a thorough presentation of demographic profiles of BRIC countries, in terms of median age and middle-class. Then, in the section of economic growth, the concept and the economic progress of the target countries will be explained. Lastly, this chapter will present the industrial sector development, in terms of significant industries and education, of each of the target countries.



Figure 2 *Map of BRIC countries* (European Dialogue 2008)

Figure 2 demonstrates geographical locations of BRIC countries on the world map. Brazil locates in South America, Russia in Europe and Asia, and India as well as China in Asia.

Table 2 *Country facts of BRIC countries 2011* (Table based on sources The World Bank 2012a, 2012b, 2012c, 2012d)

	Brazil	Russia	India	China
Population size	196 655 014	141 930 000	1 241 491 960	1 344 130 000
GDP (in USD)	\$2,477 trillion	\$1,85 trillion	\$1,84 trillion	\$7,318 trillion
GDP growth	2.7%	4.3%	6.8%	9,2%
Inflation	6.6%	8.4%	8.8%	5.4%

Table 2 displays recent facts retrieved from The World Bank about Brazil, Russia, India and China's population size, Gross Domestic Product in U.S. dollars, Gross Domestic Product growth rate, and inflation rates in 2011. It can be seen from Table 2 that all of the target countries have had GDP growth, and in 2011 India and China experienced most robust growth. Furthermore, Russia and India has had quite high inflation rates when compared to China and Brazil in 2011. Additionally, it can be seen that the population size in China and India exceeds over billion. Moreover, when comparing the size of Gross Domestic Product across the target countries, it can be seen that China is significantly larger than the other BRIC countries.

Despite many individual differences between BRIC countries, the factors that they have in common are rapid economic growth, growing middle-classes and the increasing importance of making better use of their large amount of domestic, working-age human capital (Eurostat 2012; Wilson, Burgi & Carlson 2011). The following sections will explain these factors in more detail to shed light to their importance to development of these countries.

3.1 Population of BRIC countries

The following paragraphs will present the demographic profile of the target countries in more detail in terms of age distribution and median age

structures of total population. Population age distribution will give an insight to the size of youth and working-age population.

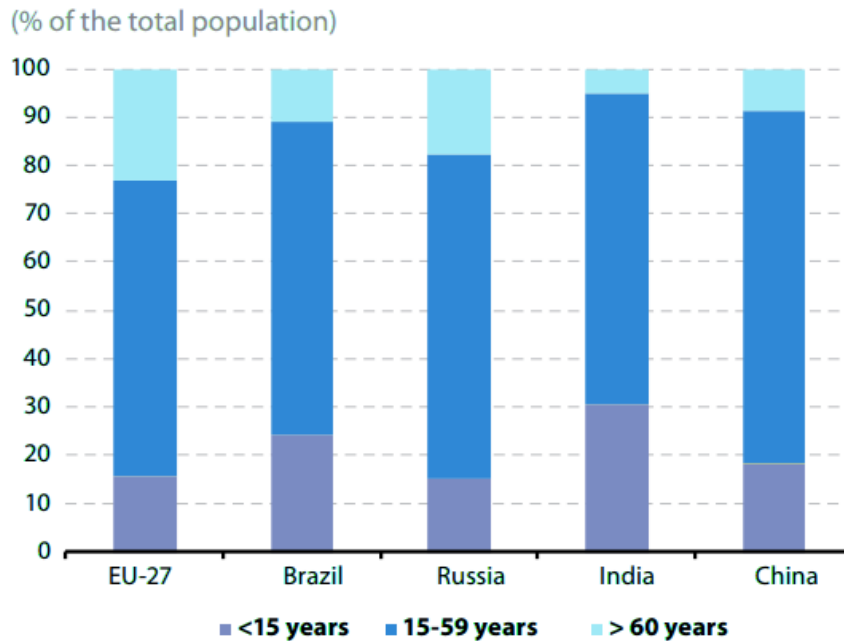


Figure 3 *Population age structure of BRIC countries in 2010* (Eurostat 2012).

As displayed in the Figure 3, among BRIC countries India had the greatest amount of youth population (30%) and the least of elderly population (5%) in 2010. Brazil followed by the second largest number of youth population (22%) and the second smallest proportion of aging population (11%). China's youth population reached to 18% and ageing population to 10% of the whole population of the country. In Russia on the other hand, 15% of its population belonged to youth population and 18% to elderly.

Nonetheless, Russia had the same amount of working-age population, meaning people from 15 to 59 years of age, as Brazil with 67% from the total population size of the country. That rate also was the second largest among BRIC countries. The largest amount of working-age population was in China with 72% and India had the smallest amount with 65%

The following figure presents the estimated age distribution in BRIC countries in 2020. It provides information on how the different age groups in the countries are expected to be developed from the 2010s situation seen above.

% of total population

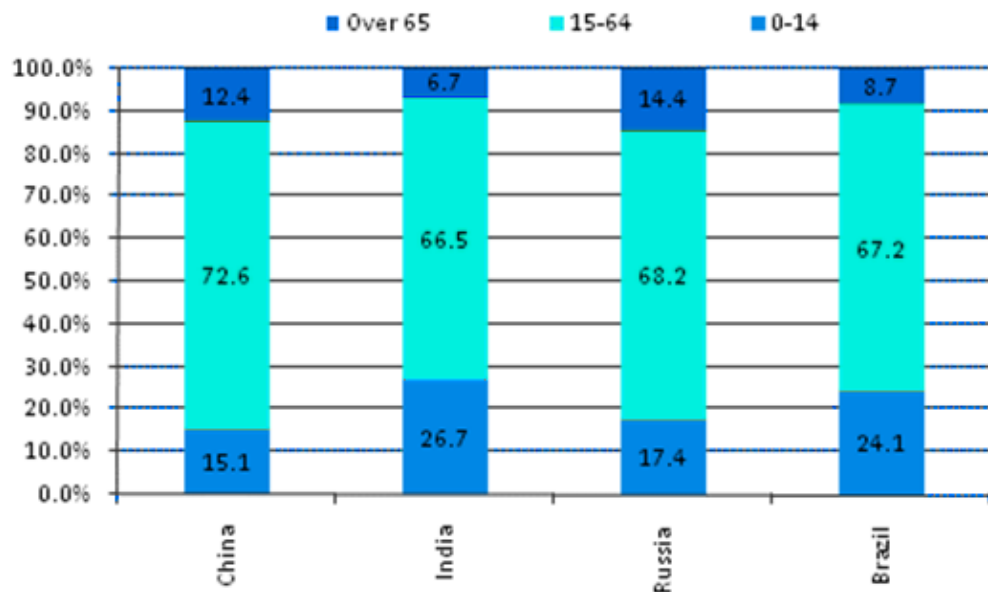


Figure 4 *Estimated age distribution of BRIC countries in 2020* (Euromonitor International 2009).

According to the Figure 4, BRIC countries will face interesting changes in the future if everything happens as estimated. The results in the figure above will be compared to the facts from 2010 albeit there are slight differences; 2020s working-age population is marked 15-64 which is 15-59 in 2010s figure, and ageing population is 65 and above in 2020s which is 60 and above again in 2010s figure.

It is forecasted that in 2020 India will still have the largest amount of youth population (26.7%). However, there will be a slight decrease compared to the situation in 2010 when the proportion of the young was 30%. The country will have the smallest amount of ageing population (6.7%) which it also had in 2010 (5%) although that amount will seemingly face some increase. Brazil will again take the second place with the youth population (24.1%) which is elevated a little compared to 2010 when the same percentage was 22%. Elderly population in Brazil is going to face decrease to some extent as in 2020 the number will be 8.7% which was 11% in 2010. Similar to Brazil, Russia will have a positive development with the youth population as well. In 2020 the proportion of the young in the country will be 17.4% which is 2.4 percentage points higher than in 2010. The number of ageing population will

still be the highest (14.4%) in Russia but it has decreased from 2010 when it was 18%. China will not have as positive development in the near future as the aforementioned countries since it will have the smallest amount of youth population (15.1%) which has decreased from 2010 by 2.9 percentage points, and the share of elderly population will be 12.4% which means increase by 2.4 percentage points.

The working-age population will not face drastic changes in any of the target countries. China will continue keeping the first place with 72.6%, Russia comes next with 68.2%, then Brazil with 67.2%, and lastly India with 66.5%. As mentioned before, if this estimation is realized, each of the countries will have an increase to their working-age population by 2020.

Overall, as seen in the Table 3 below, India has the youngest population with a total median age of 26.5 years; female population is slightly older (27.2 years) than male (25.9 years) by 1.3 years. Brazil has the second youthful population with a total median age of 29.6 years. Again female population is older (30.5 years) than male (28.8) by 1.7 years. China and Russia both have rather old population, in terms of higher education target ages, as the total median age in China is over 35 years (35.9 years) and in Russia it is closer to 40 (38.8 years). The same trend continues with these countries in which female population is older than male. In China the median age among the female population is 36.6 years and male 35.2 years, and in Russia the median age of the female population is 42.1 years and male 35.6 years.

Table 3 *Median age distribution in BRIC countries (CIA World Factbook).*

	Total	Male	Female
Brazil	29.6 yrs	28.8 yrs	30.5 yrs
Russia	38.8 yrs	35.6 yrs	42.1 yrs
India	26.5 yrs	25.9 yrs	27.2 yrs
China	35.9 yrs	35.2 yrs	36.6 yrs

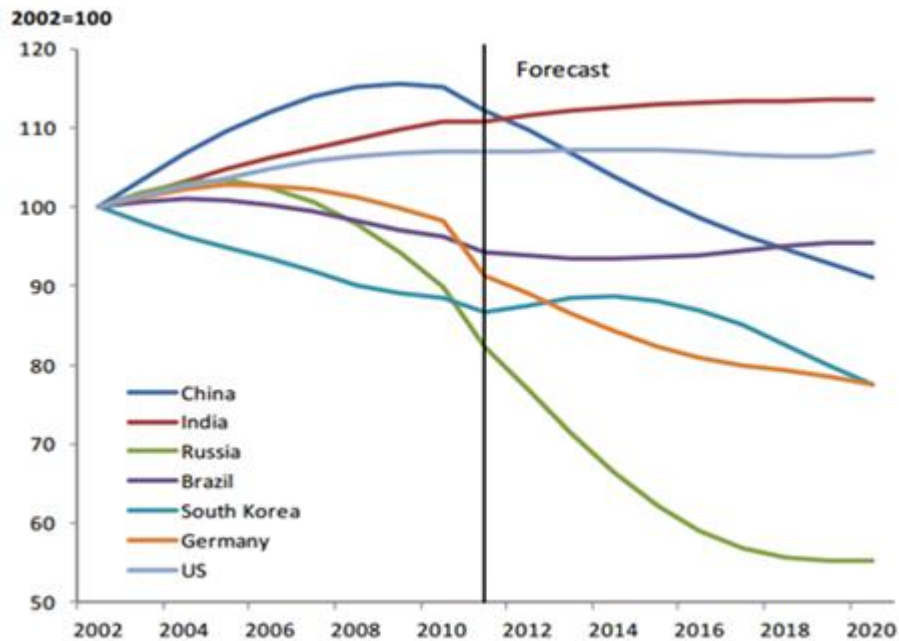


Figure 5 *Tertiary age (18-22) population forecast* (British Council & Oxford Economics 2012).

Figure 5 demonstrates tertiary age (18-22) population forecast until the year 2020. From the figure can be seen, that in terms of the target countries of this study, the tertiary age demographic of China starts to steadily decline moving towards 2020, and Russia experiences most dramatic drop among BRIC countries due to its aging demographics. However, the young population of Brazil and India enable constant grow from 2013 all the way until forecasted year 2020.

3.2 Growth of the middle-class in BRIC countries

To inspect more of the labor pool in the BRIC countries, following paragraphs will present the estimated development of middle-class in the target countries. Figure 6 and 7 will reveal how income levels progress and how consumption between income levels behaves.

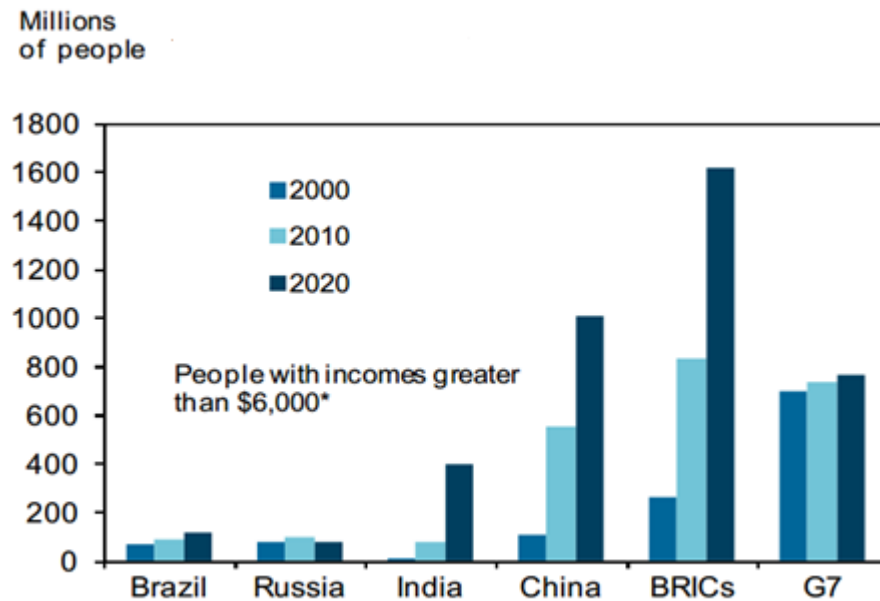


Figure 6 *Millions will enter middle class in the BRICs by 2020* (Wilson, Kelston & Ahmed 2010).

Figure 6 presents a forecast on impacts of consumption in different income levels in middle classes income bracket of BRIC countries by 2020 per target country and as a grouping compared to G7 countries (France, United States, United Kingdom, Germany, Japan, Canada and Italy). Furthermore, the figure consists of people with incomes greater than 6 000 US dollars per year. Moving towards 2020 the portion of middle class people will go past G7 countries as a whole grouping, amounting to staggering estimation of 1600 million people (Wilson, Kelston & Ahmed 2010). Moreover, the figure demonstrates that China is able to surpass G7 by itself as well in the portion of middle-income people. India will experience considerable growth as well, in Brazil's case middle class increases moderately and in Russia's case decline is expected when moving towards 2020 from 2010.

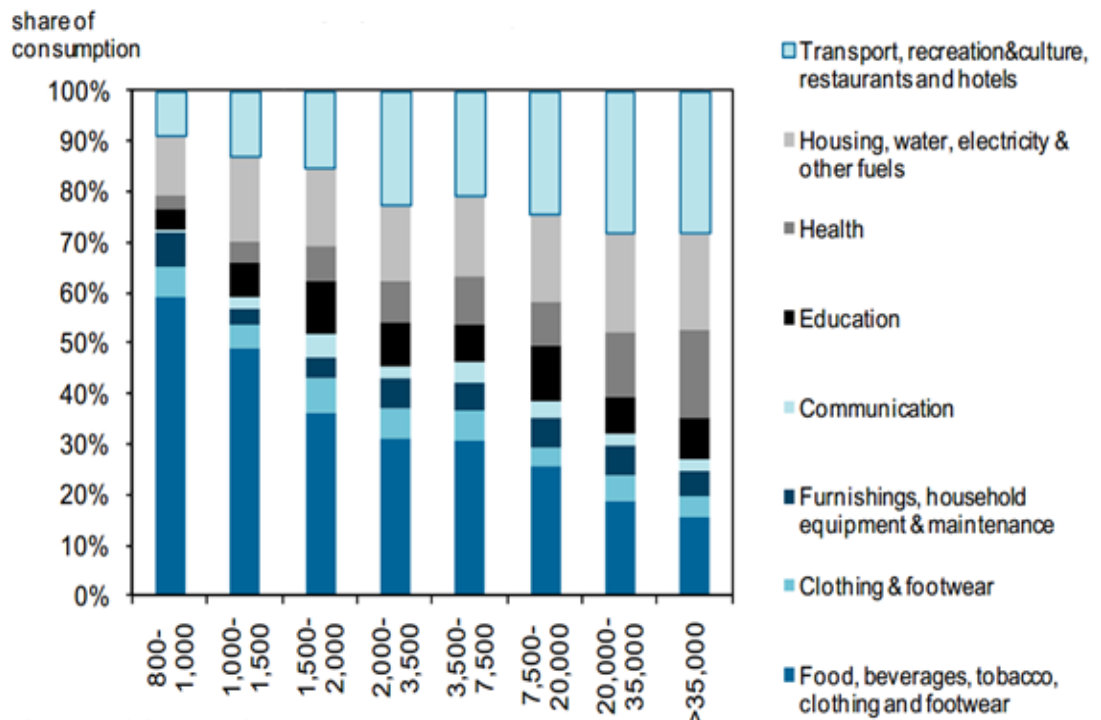


Figure 7 *Middle class and share of consumption* (Wilson, Kelston & Ahmed 2010).

Figure 7 presents the share of consumption of middle-class in different income levels in BRIC countries. The share of consumption in everyday items is greater when income level is low. As the income level rises smaller partition of total consumption is used on daily consumables, and more on service sector and other commodities. The figure demonstrates that people belonging to 800-1000 US dollars in a year income bracket, 60% of their consumption is used to daily consumables. Middle-class that has a 35 000 US dollars income level per year uses more money on transport, recreation & culture, and restraints and hotels than in food, beverages, tobacco, clothing and footwear. However, the share of education consumption, in relation to the total consumption, is almost at the same level in all of the income categories with an exception of poorest households. Investments in education increase in capital as the income levels of families grow. (Wilson, Kelston & Ahmed 2010.)

3.3 Economic growth and economic development of BRIC countries

“Economic growth is defined as an increase in output (real Gross Domestic Product); an expansion of production possibilities.” (Schiller 1997: p.16)

In relation to this study, the concept of economic growth is associated to the positive development of the target countries. Economic growth is ultimately connected to improved welfare of a nation as people have to be able to keep up their standard of living. Therefore, with economic growth, countries try to guarantee the economic well-being of their population, meaning that their livelihood is maintained on a decent level. (BBC 2008.) BRIC countries have managed to sustain a positive development trend, and within the last decade the growth in the countries was good even during the economic instability. Hence, the strong performance of BRICs in such difficult economic situation encourages looking into the countries and the opportunities their markets present. (Flanders, S. 2011; Goldman Sachs 2007; Wilson, Burgi & Carlson 2011.)

In order to familiarize the reader more thoroughly to BRIC countries, following paragraphs will individually take a look into them. Since these countries vary from each other, it is important to inspect the current situations of these countries also separately instead of a whole grouping. This is done with overviews that focus on general progress of the countries.

Table 4 *World Development Indicators database, gross domestic product 2011* (World Bank 2012).

<i>Ranking</i>	<i>Economy</i>	<i>(millions of US dollars)</i>
1	United States	15,094,000
2	China	7,318,499
3	Japan	5,867,154
4	Germany	3,570,556
5	France	2,773,032
6	Brazil	2,476,652
7	United Kingdom	2,431,589
8	Italy	2,194,750
9	Russian Federation	1,857,770
10	India	1,847,982

Table 4 displays a listing of 2011 top ten (10) GDP rankings in the world and the current positions of BRIC countries on that list. According to Figure 3 China is currently ranked second (2nd), Brazil sixth (6th), Russia ninth (9th) and India tenth (10th). Other nations on the top ten (10) ranking are part of seven highly developed and industrialized countries known as G7. (World Bank 2012.)

In order to elucidate more on the economic growth of BRIC countries, the following paragraphs will provide a view to the target countries economic progress and situation.

In the case of Brazil, the country is trying to achieve future's sustainable development by addressing its economic drawbacks as well as societal issues. Furthermore, there are already good signs from these projects as the country has been able to reduce one of its major problems – poverty. However, the country faces other major difficulties as well, since great investments are needed on infrastructure and public services. Even though Brazil's industries cannot be considered to be at their best shape, it still has developed with a fast pace, and holds the seventh place ranking in the largest economies of the world. Through such development, the middle-class of the country has also grown further and it has been able to enjoy the benefits of economic growth. Nonetheless, this kind of development has not reached the education sector of the country as the basic education still is on a low level and the whole system requires significant investments. (World Bank 2012a.)

Table 5 *The yearly Gross Domestic Product (GDP) and Inflation rates of Brazil* (Azzarello, S & Putnam, B 2012).

Brazil										
Q4/Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
GDP	6.2%	2.2%	4.9%	6.6%	0.9%	5.2%	5.3%	1.4%	1.5%	2.5%
Inflation	7.5%	5.7%	3.1%	4.5%	5.9%	4.3%	5.9%	6.5%	5.5%	5.0%

Table 5 indicates statistics on Brazil's GDP and inflation development rates from 2004 to 2013 of which 2013 estimations are based on forecasts. Between the time period, Brazil has not experienced significant fluctuations

on inflation. However, it can be seen that in 2008, global recession lowered GDP growth significantly. The country experienced extraordinary growth burst again in 2010. 2012 and 2013 estimations are indicating moderate growth for Brazil. (Azzarello, S & Putnam, B 2012.)

When inspecting Russia, it can be seen that the country has a lot of challenges and shortcomings to overcome regardless of their recent year moderate growth. Furthermore, since Russia has a strong causality with their energy industry, impacts on this sector, especially on fossil fuels, affects to the whole economy. For that reason, the country has been aiming to advance other aspects of its industries and versatile on what the country could provide by investing on significant industry modernization. To enable this Russia has implemented a strategy that aims to change the economy of the country to more technology and research oriented. (Ministry of Foreign Affairs of Finland 2012.)

Table 6 *The yearly Gross Domestic Product (GDP) and inflation rates of Russia* (Azzarello, S & Putnam, B 2012).

Russia										
Q4/Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
GDP	6.2%	7.8%	8.9%	9.2%	-1.3%	-2.6%	4.9%	4.8%	2.5%	2.0%
Inflation	11.7%	10.9%	9.0%	11.9%	13.3%	8.8%	8.8%	6.1%	4.5%	6.0%

Table 6 demonstrates information about Russia's real GDP and inflation rates in the course of 2004 to 2013. As indicated, Russia's real GDP development from year 2004 to 2007 has increased. Recession affected Russia heavily and the GDP of the country declined in 2008 and 2009 as seen on the Table 6. Moreover, as oil prices went high in 2010, growth began. (World Bank 2012.) This resulted as a massive growth from the last year, and thus, GDP was 4.9%. 2011 marked a slight decline from 2010 growth rates but the country remained on surplus. When moving on, year 2012 and 2013 forecasts estimate decrease in yearly GDP growth. Additionally, 2012 GDP is indicated to be at the lowest point since 2008 but is forecasted to rise slightly during 2013. (Azzarello, S & Putnam, B 2012.)

India on the other hand presents more massive challenges. A part of India's population has prospered due to economic development but as this portion is reflected to the whole population of the country, which is the second largest in the world, the gap between incomes and poverty still forms major issues. Currently, the Indian government aims to focus on providing education to everyone including the poorest regions of the country. Additionally, the increased youth population has created a demand for more consistent education system. The government has also addressed that India's low level of infrastructure needs to be taken care of and it is seeking to invest in it. Nonetheless, the situation with the infrastructure is so severe that the current investments are not sufficient enough to cover constructing and maintaining of all areas. (World Bank 2012c.)

Table 7 *The yearly Gross Domestic Product (GDP) and inflation rates of India (Azzarello, S & Putnam, B 2012).*

India										
Q4/Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
GDP	6.4%	9.7%	9.4%	9.6%	5.8%	7.4%	8.2%	6.1%	3.0%	3.5%
Inflation	4.6%	5.3%	6.7%	5.5%	9.7%	15.0%	9.5%	6.5%	8.0%	9.0%

The real GDP and inflation rates of India between 2004 and 2013 are displayed in Table 7. A closer inspection of the table informs that India experienced relatively high inflation rates since 2008 and according to forecast this continues steadily at least until 2013. Real GDP wise, regardless of 2008 global recession turmoil, India has maintained surplus and growth (Azzarello, S & Putnam, B 2012). 2011's 6.1% growth rate is estimated to decline during 2012 – 2013. However, forecasts indicate that 2012 growth rate trend will continue towards the year 2013.

Similar to other BRIC countries, China has also been able to raise its status as a notable economy in the world. Furthermore, the share of medium-income population has increased but there are no guarantees for far-reaching growth if the government of the country is not able to provide a development plan for such progress. In addition to that, the prospering of population has brought forth some long-developed issues which the government now tries to scale down and solve. For instance, providing

education to the whole population has become an important question. (World Bank 2012c.)

Table 8 *The yearly Gross Domestic Product (GDP) and inflation rates of China* (Azzarello, S & Putnam, B 2012).

China										
Q4/Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
GDP	9.5%	9.9%	10.4%	11.2%	6.8%	10.7%	9.8%	8.9%	7.2%	6.5%
Inflation	3.2%	2.4%	1.6%	2.8%	6.5%	1.2%	1.9%	4.6%	3.5%	4.0%

Table 8 displays statistics on China's real GDP and inflation rates between the years 2004 and 2013. The data shown in this table provides striking results. China has had phenomenal real GDP growth rates and low inflation yearly throughout the indicated time period. During global financial crisis in 2008 China experienced significant slowdown in growth since the demand in the rest of the world came to halt and as a result from previous year's 11,2 fell (China Digital Times 2008). However, as the year 2009 demonstrates, growth started strong once again. Table indicates slight decrease every year from when moving forward from 2009 to 2013. (Azzarello, S & Putnam, B 2012.)

It can be concluded from target countries separate GDP and inflation development tables (Tables 5-8) that the overall economic growth in the BRIC countries has slowed down or become more moderate. However, the most considerable reason behind this is the weak economic situation around the rest of the world. (Azzarello, S & Putnam, B 2012.) BRIC countries future and long-lasting growth relies on how well these countries can capitalize their massive labor pool (Eurostat 2012).

3.4 The development of industries and education in BRIC countries

Due to economic growth in BRIC countries, many sectors have experienced development. This chapter will focus on presenting significant industries and the current state of education in the target countries. Moreover, the intent is

to bring out both sectors demand and need for external knowhow since they can present opportunities for Finnish expertise.

3.4.1. Brazil

In terms of recent year investments and overall development, there are many industries that provide opportunities for foreign professionals and operators in Brazil. The consumer markets in the country are blooming as a result of increased demand from the prospering population. (Finpro 2010a.) The public education market in Brazil on the tertiary level is challenged by oversupply of students due to the vastness of young population and competition (Bernstein, A 2012). To overcome these challenges, the government of Brazil is going to put heavy investments on the sector in order to improve overall level of education and support the young population of the country at the same time (Gomez, E. 2012).

Related to the previously mentioned, according to Ernst & Young (2012), as more people elevate their living standards in Brazil, tendency to use service industry becomes greater, and especially investments to personal well-being and development will be in greater demand. Besides that, another industry that Brazil has severe issues with, and that is infrastructure on many sectors. The country has almost a distress to develop its infrastructure, as these improvements will reflect massively into advancing the country forward. (The Economist 2012a.) On the other hand, the current main industries of Brazil combine variety of different sectors. Mechanical- and metal industry are important for the economy of Brazil. Furthermore, agriculture and food industry are the largest export industries in the country. In addition to these, Brazil has a vast amount of mineral resources and is one of the largest producer of different metals in the world. (Finpro 2010a.)

Table 9 *The main industries, exports and imports of Brazil* (Finpro 2010a).

Main industries	Exports	Imports
<ul style="list-style-type: none"> - Petrochemistry - Motor vehicles and parts to motor vehicles - Steel - Textiles - Cement - Timber - Iron ore - Tin - Machinery 	<ul style="list-style-type: none"> - Vehicles and parts to vehicles - Metallurgy products - Soybeans - Grains - Cooking oils - Chemicals - Shoes 	<ul style="list-style-type: none"> - Machinery and electronic devices - Chemicals - Oil - Vehicles

Table 9 demonstrates the main industries, exports and imports of Brazil. It can be seen from the table 9 that Brazil has a diverse variety of industries. However, the majority of main industries are closely related to manufacturing and raw materials. Additionally, exports present a wide range of different industries but majority of them is related to agriculture and food products. Imports demonstrate an overall need for fossil fuels and various machines.

3.4.2. Russia

In the case of Russia, there is a variety of industries that are in need of improvements and knowhow in many different ways (Finpro 2010b; Rusol 2012). Firstly, the environmental sector of Russia, and especially water treatment and waste management sectors are on very low stages and present ongoing issues to the country. In order to overcome the troubles in both of these segments, more technical input and knowhow is needed. (Finpro 2010b.) An additional industry weak-point can be seen in infrastructure. The reason behind this is that Russia's infrastructure is deteriorating all around. (Wilson, Burgi & Carlson 2011.) Furthermore, transportation infrastructure presents potential and is in need of external knowhow (Finpro 2010b).

Education-wise Russia has high-class higher education but it is not versatile enough. The gained level of practical knowledge from higher education degree is currently inadequate. Therefore, the education system in the country should be modified to take into account the labor market, and meet its demand better. (Shteingardt, A 2012.)

Table 10 *The main exports and imports of Russia* (Finpro 2010b).

Exports	Imports
- Oil and oil products	- Machinery
- Natural gas	- Grocery
- Metals	- Grain
- Timber and timber products	- Chemicals and metals
- Chemicals	
- Machinery	

Table 10 presents the main exports and imports of Russia. The majority of exports consist of raw materials. Moreover, the table 10 presents that fossil fuels are dominant export products. In imports, the need for agricultural and food industry products is evident.

3.4.3. India

The energy sector of India needs significant improvements since the industry has an enabling force that moves India's development onwards (Ebinger, K. & Avasarala, G 2012). Moreover, the healthcare sector in India struggles in its quality, functionality and competence, and it is another industry which desperately needs progress (Kalidindi, S 2012). In addition to the previously mentioned, India presents infrastructure-wise a lot of opportunities in building, transport infrastructure, and in energy distribution since the country faces insufficiency in almost every aspect in them (Montgomery, E. 2008; The Economist 2012b). Furthermore, the environmental sector in the country faces various difficulties that need solutions to address existing problems and facilitate modernization across the fields (Finpro 2010c).

Education-wise India provides massive market for educational sector due to its age distribution in demographics. Labor force is a corner stone of the country and education is seen as an important area which is really invested on. Moreover, the country is not able to meet this existing need for education, thus, providing opportunities on the educational front in general but, as current regulations for outside operators does not allow entry to all aspects of education. (PWC 2012.) More about the education forecast of India will be presented in statistics in Figure 8 below.

Comparison of projected labor demand and supply, 2020E
Million workers

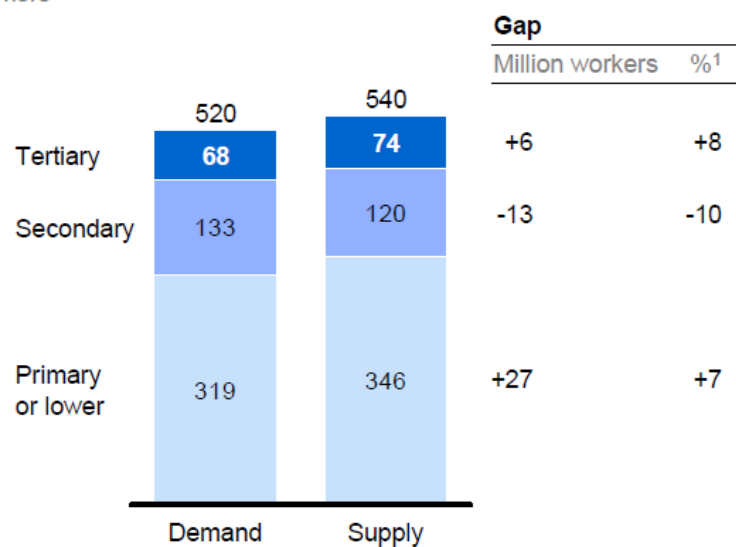


Figure 8 *Projected labor demand and supply in India in 2020* (McKinsey&Company 2012).

Figure 8 presents forecasts on the level of demand and supply in India for educated labour force in different levels of education. It can be seen that supply exceeds demand on tertiary as well as on primary level. Tertiary level will be able to provide 6 million more workers that are demanded. On the other hand, India is going to experience shortage of secondary educated labour by 13 million workers (10%). Demand will be forecasted to be 133 million and supply is only able to provide 120 million. (McKinsey&Company 2012.)

Table 11 *The main industries, exports and imports of India* (Finpro, 2010c).

Main industries	Exports	Imports
<ul style="list-style-type: none"> - Textiles - Chemical industry - Food industry - Steel industry - Cement - Mining industry - Mode of transport - Refined oil products - Machinery and software 	<ul style="list-style-type: none"> - Refined oil products - Textile industry - Jewels - Chemicals - Leather products 	<ul style="list-style-type: none"> - Fuels - Machinery - Jewels - Fertilizers - Chemicals

Table 11 exhibits the main industries, exports and imports of India. It can be concluded from the table 11 that India has a diverse range of main industries. However, exports indicate that textile industry, refined oil products and chemicals are among the most significant main industries. Imports, on the other hand, demonstrate a broad need for products across different industries.

3.4.4. China

China has identified its industry development areas and focus points for investments in the upcoming years. Table 12 below will point out these industries.

Table 12 *The 7 strategic industries of China* (White, G. 2011).

1	Energy saving and environmental protection	5	New energy
2	New generation IT	6	New materials
3	Bio-technology	7	New energy cars
4	High end equipment		

Table 12 demonstrates seven strategic industries of the Chinese government in 2011. China has carried and will carry on putting substantial investments to these selected industries that are closely related to sustainable development (Wang, A & Qing, K 2012). Clean-tech industry, substitute ways to replace fossil fuels as a power source in general and in the auto industry, overall technological advancements in the fields of medicine and information technology, finding rare earth elements, and manufacturing of massive high-profile equipment are industry highlights for China in the upcoming years and as moving towards the future (White, G. 2011). Furthermore, China needs more education for the future, since it will face high demand for tertiary educated workers within the labour market and has considerable deficiency by domestic means to fulfil this need (Censky, A. 2012).

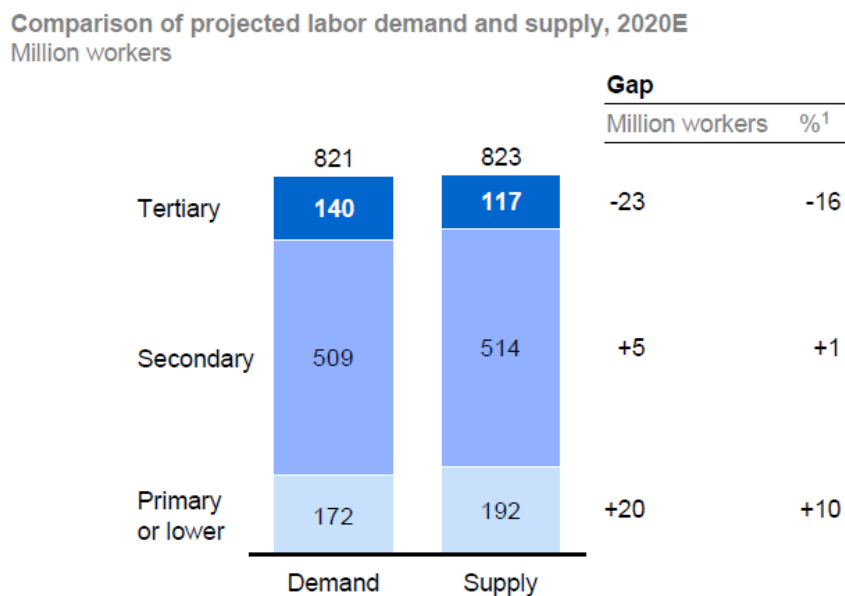


Figure 9 *Projected labor demand and supply in China in 2020* (McKinsey&Company 2012).

Figure 9 demonstrates statistics on the demand of high-skill labor in China. China is going to have shortage on tertiary level for not being able to meet growing demand of 140 million in the forecasted year 2020 (McKinsey&Company 2012). Based on the figure it can be seen that tertiary level supply of 117 million is not enough to meet this demand, resulting in a gap of 23 million people (16%). However, the primary or lower and

secondary level will be able to meet demand with existing supply in forecasted year 2020.

Table 13 *The main industries, exports and imports of China* (Finpro 2010d).

Main industries	Exports	Imports
<ul style="list-style-type: none"> - Iron, steel, coal and oil - Machinery and cars - Textiles - Chemicals - Groceries - Cement - Chemical fertilizers - Footwear and toys - Consumer electronics - Telecommunication devices 	<ul style="list-style-type: none"> - Office appliances and telecommunication devices - Clothing - Telephone devices - Electronic machinery 	<ul style="list-style-type: none"> - Electronic machinery - Crude oil and fuels - Office appliances and telecommunications devices - Special machinery for manufacturing industry

It can be seen from table 13 that China has widest variety of industries from the BRIC countries. The industries of China cover numerous natural resources, machines and other consumables. Exports focus mainly on technology related devices and products. The imports of China include fossil fuels, technology and machinery. Overall, the table indicates that focus is on different kind of technological products.

4 EXPERTS' VIEW OF THE CURRENT SITUATION IN THE ECONOMY AND EDUCATION OF THE BRIC COUNTRIES

This chapter explains how this study was conducted. Therefore, all the diverse methods that were used during the process will be discussed. Moreover, the objective of the empirical research was to get more in-depth information and understanding of the current situation in the BRIC countries concerning economy and education. Thus, experts from each BRIC country were interviewed, and finally, this chapter will present the results of the data collection.

4.1 Research methodology

According to Kananen (2010: p. 41), qualitative method is mainly chosen when the studied phenomenon is unfamiliar or only a little known. Furthermore, qualitative research method is best suited for situations that can be described in the following manner:

Table 14 *Criteria for choosing qualitative research method* (Kananen 2010: p.41).

1	There is no information, theories, or previous studies on the phenomenon.
2	An in-depth view of the phenomenon is wanted.
3	New theories and hypotheses are created.
4	Multiple strategies, so called mixed-research strategies, are used.
5	Good description of the phenomenon is wanted.

This study contains a couple of aforementioned sections. Section two (2) and five (5) are closely associated to this study. Section two (2) is used in a case where existing theory base needs specification or clarification in order to achieve deeper view of the phenomenon, hence qualitative method has to be taken in use (Kananen 2010: p.41). For this study, a comprehensive view had to be taken due to a research topic which has not been broadly studied before in the perspective of Finnish higher education. Moreover, as similar studies had not been previously published, deeper insight had to be acquired from multiple experts via comprehensive interviews that were based on personal experiences. Additionally, qualitative research method in this study provided means for making a directional overview of the core of an unfamiliar subject. With the help of this study it is easier to carry out future research that has specific and narrowed focus points.

Qualitative research focuses on words instead of numbers in data collection (Quinlan 2011: p.286). Better understanding of the subject can be achieved with words rather than quantitative description. Therefore, section five (5), a good description, refers to a verbal explanation of the phenomena that is easier to comprehend. (Kananen 2010: p.42.) In relation to this study, a concrete example can be seen in economic growth chapter. Instead of explaining the phenomenon for the reader in a mathematical format, it is opened with words to be more understandable.

4.2 Data collection and analysis

Expert interviews were used in data collection. Interviewees were selected based on their involvement to the topics and extensive amount of knowledge of the phenomenon. I approached nine (9) different experts in their own fields to take part to this study. This was done to ensure that sufficient amount of data could be collected as well as to receive variety of opinions on the presented matters. In the end, eight (8) out of those nine (9), who were contacted, participated. Interviewees that took part in this study were senior experts in their own fields and possess high positions in a well-known Finnish institution, company and Chinese university. Seven (7) interviews were conducted in Finnish by using telephone. Telephone interviews were documented by recording them. Additionally one (1) interview was an online interview which was conducted in English through email. All of the interviews were conducted individually during November 2012. Individual interviews tend to be more time-consuming to conduct than group interviews but provide more reliable information (Kananen (2010, p. 53). Moreover, each questionnaire was sent in advance to the interviewees via email in order to provide them some time to familiarize themselves with the questions.

The questionnaire (Appendix 1) was sent to five (5) Finpro experts located in each of the target countries. These questionnaires were designed to collect their insight knowledge of target countries industry development and demand. From Brazil, Samuli Seilonen, the Head of Trade Center Rio de Janeiro was willing to take part in the interview. In Russia, Tarja Päivärinne,

the Head of Region Russia, Baltic countries and CIS countries, participated. India was represented by Leena Österberg, Head of Finpro India, and lastly, from China two Heads of Trade Center agreed to be interviewed; Eija Tynkkynen from Beijing's office and Jari Makkonen from Shanghai's.

The second questionnaire (Appendix 2) was sent to two (2) organizations. The first was directed to Finland's Ministry of Education and Culture, where a group of experts discussed about the subject and compiled the final answers together. Counselor of Education, Vihma-Purovaara, acted as a contact person and took part to the interview in behalf of the aforementioned group. Therefore, when referring to this interview, Vihma-Purovaara is mentioned as a source. The second interview was directed to Finpro's specialist Eeva Nuutinen who is a Senior Project Manager in Future Learning Finland's national education export program. Both questionnaires were conducted via telephone in Finnish.

The third, and the last questionnaire (Appendix 3), was sent to Qi Wang, PhD, Assistant Professor at Shanghai Jiao Tong University. Dr. Qi Wang conducted presentation 7th of December in Academic Cooperation Associations seminar about "*Higher Education in China and Hong Kong: Recent developments and relations with Europe*". Due to her recent study, it was valuable and interesting to hear additional perspective to education prospects from a person from a BRIC country. This questionnaire was conducted via email in English.

The person the researcher was not able to engage for an interview was Dr. Carnoy from Stanford University who has done research on BRIC countries in relation to economic returns on higher education. An email was sent twice with an enquiry (Appendix 4) but unfortunately I never received a reply.

After all of the confirmed interviews were conducted, transcripts were made out them. In order to ensure accuracy of the transcripts, word-for-word documentation was used. Furthermore, language that contained slang words was turned to standard language. Then, the answers were analyzed and interpreted.

The research utilized theory-bound data analysis. This method means that the analysis is not directly guided from the theory but it supports the gathered data in the background (Aaltola & Valli 2007, p.162). Main focus of the analysis is on the self-acquired materials, such as interviews, from a viewpoint of the research topic. Therefore, the received data from the interviews was reflected to the theoretical framework. In this process the data was profoundly discussed in order to fulfill the purpose of this research. The final focus point during the analysis process was on summarizing the findings into a comprehensive ensemble. Ultimately, all of the conducted interviews provided updated information and valuable insights for the study.

4.3 Questionnaire design

Overall, this study consisted of three (3) different kinds of questionnaires which aimed at providing in-depth knowledge. Questionnaires were designed to use open questions in order to examine the topic broadly. Open questions do not expect specific answer from the participant but provide an opportunity for the interviewee to respond in any way (Quinlan 2011: p.293). Furthermore, this study employed a semi-structured interview schedule in the interviews. This interview type refers to a pile of matters that are wanted to be answered in the case of this research. Moreover, semi-structured interview schedule gives the interviewee a chance to state their own opinions freely on the matter rather than enabling the researcher to influence their perspective on to the answerer. Quinlan (2011: p.303.) In addition these, freely formed themes were incorporated to the questionnaires which can be seen in the following appendices; Appendix 1, Appendix 2 and Appendix 3. With a use of themes, the phenomenon of the research was covered as thoroughly as possible.

The first questionnaire (Appendix 1) was conducted in Finnish because the interviewees are native Finns. All of the questionnaires had nine (9) questions, with an exception of Russia which had eight (8). These questions were divided into three sections; development, demand and interviewees background information. Questions one to four (1-4) focused on industry

development in the target countries as a whole, covering investments and most significant industries. Questions five to seven (5-7) on the other hand, comprise of demand related questions. More precisely, these consisted of the target countries unemployment status, need for external knowhow, and the impacts of increased quality of life and wellbeing to industries. Questions eight to nine (8-9) discussed the background information of the interviewees.

The second questionnaire (Appendix 2) was also conducted in Finnish and it consisted of 14 questions divided in three sub-categories. The first category, from questions one to four (1-4), consisted of questions about Finnish export of education. These were related to Finnish the demand, competitiveness, and market areas of Finnish export of education. Questions five to eleven (5-11) focused on clarifying exporting Finnish education to BRIC countries. These questions aimed to find answers on how suitable on different levels Finnish export of education could be in target countries and how these countries economic growth and demographics mean for Finnish export of education. Last sections in the questionnaire, from 12-14, aimed to find about background information in terms of participants name and title.

The third and final questionnaire (Appendix 3) was conducted in English and it had eleven (11) questions. Question one (1) enquired about Chinese industries and education. Questions 2 to 9 focused on higher education in China, imported higher education and its situation on the market, effects of economic growth to the Chinese educational market and current state of Finnish export of education familiarity in China. Remaining questions six to seven (10-11) enquired background information.

4.4 Results of the interviews

In this chapter the results from the qualitative research, which was conducted with a variety of interviews, will be presented. Firstly, the different interviews are opened with sub-chapters; 6.1 Industrial development and demand in BRIC countries, and 6.2 Finnish higher education exports.

4.4.1. Industrial development and demand in BRIC countries

BRIC countries have faced positive growth that has allowed them to enhance development on their industries and increase wellbeing within the nations. However, industry development does not always guarantee a sufficient amount of skilled domestic employees which results in a need for external knowhow and better education on some levels. Thus, inability of BRIC countries to supply domestic demand has created several opportunities for external suppliers of knowhow. All the following information on BRIC countries presented in this chapter comes through interviews to Professor Qi and Finpro experts of Brazil, Russia, India and China.

Brazil

In recent years, Brazil has had many successful and improving industries. Seilonen (2012), the Head of Trade Center Rio de Janeiro, points out that some of these industries can be considered being in a more significant role for the whole country as they have experienced remarkable development. These industries include machine and metal industry, mining industry, paper and cellulose industry, IT industry, and energy sector. Additionally, maritime cluster, shipyard, oil and gas offshore industries and infrastructure will be the biggest targets for industry investments in Brazil during the upcoming years.

Brazil has been able to establish new workplaces and set targets for more. According to Seilonen (2012), this kind of positive growth also has a negative side as the level of employees' skills does not meet the elevated requirements, for instance, in education wise. On the other hand, the lack of higher expertise and knowhow has been a problem in many different fields even before the recent industry growth which has led to labor shortage in some businesses.

Due to the fast pace of modernizing businesses and their operations, there are both existing and emerging industries that already are in a need of external workforce in terms of sufficient knowhow and skill sets. Seilonen (2012) states, that the existing and emerging industries that require these

aspects from professionals are mining, paper, telecommunications technologies, high-tech industry and the maritime cluster. The skilled labor in the aforementioned industries is lacking due to scarceness of good-quality education, Seilonen (2012) emphasizes. Nonetheless, there already are some businesses and universities operating in maritime cluster in Brazil that work with Finnish businesses and universities through Finnish Osaamiskeskus' project in order to create different kinds of relations and cooperation between Finnish and Brazilian universities from maritime field (Osaamiskeskus OSKE).

Seilonen (2012) states that the education system in the country is of a better quality on higher education level compared to lower levels of education as there are severe issues from primary to secondary education in terms of quality. From the lower levels, Brazil is especially in a need of vocationally educated people and from higher levels, university of applied sciences are highly demanded. Overall, there should be more investments to education and the usage of current funds in primary and secondary education should be planned better in order to improve the quality of lower level education (Seilonen 2012).

Russia

The main and fastest growing industries in Russia have been construction and infrastructure to which country tries to focus on but need large investments in (Päivärinne 2012). Unlike construction, the security industry in the country has already gained large investments in both private and public sectors as this industry is notably important to Russia. Other important industries are education, healthcare, services and clean-tech.

In the service sector, tourism has a possibility to become more important to Russia if the field meets the required standards and is developed enough. The country is now taking actions towards developing its infrastructure and improving the clean-tech industry particularly in terms of energy saving solutions. Päivärinne (2012), the Head of Region Russia, Baltic countries

and CIS countries, suggests that already these operations might help in the attempt to create a better image of Russia as a tourism destination.

Päivärinne (2012) continues that Russia is currently lacking expertise in many sectors; a deficiency of vocational education is an adversity to education sector, healthcare sector does not have enough employee-proficiency or funding, and other parts of service sector have faced a severe shortage of motivated as well as competent workers. As previously mentioned situations prevail, Finland has an opportunity to provide expertise in different areas in Russian industries.

In addition to educating workers in the service sectors and providing them a better knowledge base for the available jobs, the sectors would also need overall improvements. At this point, the country does not provide enough versatility or competitive products on a global scale as its main products export wise are raw materials, and thus, there is a need for modernization, Päivärinne (2012) elaborates. Furthermore, there will be an increased need of external knowhow if more Russian businesses want to internationalize because many people have business skills but employees tend to lack practical knowledge on service and service-chain concepts in different industries.

The lack of practical knowledge can be explained by the deficiency of vocational education and wrong mentality towards service professions. Päivärinne (2012) points out that interests of educated Russians rather commonly lay on highly valued occupations and degrees, such as business and law, which pay well after entering working life. This situation divides the education unevenly and leads to oversupply of professionals in specific fields. Nevertheless, Päivärinne (2012) points out that some service sectors are growing in Russia, and due to the lack of proper vocational education, private institutions have taken control over the situation and are educating employees for a number of industries. Overall, it is evident that the greatest demand of education can be seen in vocational and university of applied sciences institutions, Päivärinne (2012) summarizes.

India

According to Österberg (2012), the Head of Finpro India, recent investments of India can be seen especially in healthcare and life-science sectors, telecommunications technologies, energy industries, and manufacturing industries. More focus and investments are especially needed in healthcare sector and on infrastructure of the country as they are severely underdeveloped (Österberg 2012). However, there is a quite problematic side to India's infrastructure as rebuilding, maintaining and developing the currently weak infrastructure are major issues but due to India's politics these operations are put to side.

"According to Economic Times India's 2012 research, when determining causes for slowed investments, political idleness was at 55% - meaning that matters were not carried onwards on any level." (Österberg 2012)

In addition to previously mentioned sectors, India is investing heavily on clean-tech industry. Better knowhow in clean-tech will contribute in finding solutions to process the immense amount waste and pollution that India's enormous population, its growing middle-class and ever-increasing consumption create (Österberg 2012).

India currently possesses quite capable, educated workforce that has good English proficiency skills, when addressing the situation education wise. However, Österberg (2012) emphasizes that a vast amount of people really are capable for any position in many industries but they tend not to be so broadly spread across the nation which causes uneven development in the country. However, India is not experiencing any level of unemployment per se as demographics of the country represent a great labor pool for the majority of the whole population being slightly over 26 years old but the key challenge will be educating this massive reserve. That said, India's own domestic supply and resources cannot meet this demand at present and for this reason. (Österberg 2012) Therefore, Finland's highly respected education solutions offer wide range of possibilities for the Indian market.

China

All the operations caused by China's fast economic growth have weakened the state of the environment, for instance recycling of waste and development of environmental impacts form quite a challenge for China. Therefore, Makkonen (2012), the Head of Trade of Trade Center in Shanghai, and Tynkkynen (2012), the Head of Trade Center in Beijing, both agree that clean-tech is now a truly important industry to the country and it will receive more investments in the future. The country has set a goal of becoming more energy efficient, and hence, it is investing in technologies that ultimately clean the breathing air and help to preserve water reserves, Makkonen (2012) continues.

“Already small deeds, such as attempts to limit the number of private cars and increase the popularity of public transportation system, will have noteworthy impacts on the environment after decades.” (Tynkkynen 2012)

Makkonen (2012) and Tynkkynen (2012) list that China's fastest growing industries include education, the development of administration and society, reform of healthcare sector, and ship industry. Along with these industries, China invests heavily on high-tech and infrastructure. Tynkkynen (2012) mentions that Chinese values are driven by money and the investments are made on industries that are considered the most profitable ones.

Currently, the markets in China need external expertise especially in middle managerial levels, international administration, international business management and project leading but the drawback is the difficulty in getting a part of this kind of operations. There also are other, more practical industries that require foreign professionalism. For instance, the country needs to guarantee qualified working-age population so there are prospects in labor development and training, ship industry provides opportunities for Finnish skills in cruise ship building, and IT- professionals are needed for designing electronic commerce solutions and developing social media contents (Makkonen 2012; Tynkkynen 2012; Qi 2012). Fortunately Finns are known for strong technology expertise and building user-friendly software,

and thus, there is a great possibility to cooperate with Chinese IT-businesses in such operations.

There are plenty of students educated to different industries annually and employers have a vast variety of employees to choose from. However, Makkonen (2012) points out that it is hard to find a real talent as the country is facing an increasing problem through a lack of proper language skills, comprehensive enough education and people with required work experience. Both Makkonen (2012) and Tynkkynen (2012) declare that from education field, China provides an opportunity for external knowhow particularly in enhancing the whole education system or patterns, pedagogic expertise, and educating medical professionals as well as business people to high positions. In general, it is expected that Western operators provide innovation in terms of ideas, concepts and quality. Moreover, it is evident that the need and importance of vocational and university of applied sciences cannot be underestimated in China as many industries demand practical knowhow and cross-industry abilities for implementing the learned things suitably in practice. Finnish education institutions are exemplary of the aforementioned factors and the quality of Finnish education is perceived very high in China (Makkonen 2012; Qi 2012).

4.4.2. Finnish higher education export

In general, Finland's strengths in terms of exporting education are rather versatile. According to Nuutinen (2012), Finpro's Senior Project Manager in Future Learning Finland, and Vihma-Purovaara (2012), Counselor of Education in Ministry of Education and Culture, the education provided on any level in Finland is of a good quality and there is a wide range of valuable knowhow in the field, for instance, this combination has been noticed worldwide especially in Finnish pedagogic knowhow and education related to it. The impressive PISA results of Finnish general education have mainly increased the conspicuousness of Finland on the international education field (Nuutinen 2012; Vihma-Purovaara 2012). However that provides an excellent basis for introducing Finnish higher education more widely to

foreign countries in the future. In addition to the internationally reputable and competitive education system, Nuutinen (2012) continues that Finland currently provides free education to everyone, and therefore, it possesses a rather rare advantage in the widespread field of education providers.

Currently, both Nuutinen (2012) and Vihma-Purovaara (2012) find many weaknesses in Finnish higher education exports when considering BRIC countries as target markets for providing such services. Nuutinen (2012) points out that the Finnish higher education is not as remarkably prominent in worldwide rankings, similarly to general education is through PISA evaluations. Moreover, Finland is not currently able to export education that lead to a degree due to Finland's current legislation although there is a demand for that sort of educational service (Nuutinen 2012).

In addition to the lack of current visibility in the world, it is pointed out that Finnish higher education institutions either do not possess proper business knowhow, have an insufficient amount of it, or lack it completely in terms of exporting education (Nuutinen 2012). Furthermore, the unfamiliarity with the area of exporting education related services and the lack of relevant business knowhow result in inability to recognize the knowledge and skills that can be turned into products or service models which could be then exported (Nuutinen 2012). Without the proper knowledge of business practices concerning export of education Finnish operators cannot be very successful.

Although Finnish export of higher education faces many weaknesses in these fields, BRIC countries still provide a developing market area that has numerous opportunities for it. According to Nuutinen (2012), demand of these countries and Finland's supply meet each other quite well. For instance, there is a notable need for pedagogic education and education systems in BRIC countries to which Finland has valuable knowhow to offer (Nuutinen 2012). To assert this, Vihma-Purovaara (2012) points out that the key element in education exports is generally to provide solutions to necessary needs of the target country, such as the need for pedagogic knowhow, and to be approachable to them with these services. Moreover,

Nuutinen (2012) states that electronic education solutions are becoming increasingly demanded in the education field which is good to take into consideration when creating some solutions or products for exporting.

Increasing demand in one place creates opportunities elsewhere. Nuutinen (2012) emphasizes this by stating the factors that might affect to the demand of Finnish export of education in BRIC countries. These include the level of education in target countries, several education reforms, desire to develop education sector, and the growth of middle-class. Vihma-Purovaara (2012) elaborates to this by pointing out that the more prosperity people have the more young population go to seek education services somewhere else.

Another prospect could be seen in implementing a fee-paying system in education that leads to a degree, and with the help of this process, current legislation could be modified more flexible (Nuutinen 2012). Even though Finnish legislation does not currently allow selling a whole degree Finland can offer other educational solutions, Nuutinen (2012) points out.

The greatest threat to exporting Finnish higher education to BRIC countries is the current visibility in the market due to competition and notably larger foreign operators that have more means at their disposal compared to Finland (Vihma-Purovaara 2012). Nuutinen (2012) agrees to that and continues by presenting issues such as general trade barriers, obtaining funding and the severe need of investments, level of corruption and complexity of legislation in the target countries, and the difficulty to find a partner creates threats within the markets in BRIC countries.

Moreover, it can be rather a significant threat not to have a realistic time span for the venture and acknowledge how time-consuming the project can become. For instance, in Brazil, it will take years to establish the actual business after entering the country and that requires a lot of commitment as well as funding. Nuutinen (2012) also discusses the other side of utilizing fee-paying system in Finland and its effects to the attractiveness of Finnish education globally since it has been previously free.

4.5 Summary of results

In general, BRIC countries provide a wide scale of opportunities for external knowhow and Finnish exports of higher education. In recent years, the economies in BRIC countries have grown rapidly which has increased their welfare and middle-class population in the countries. Due to this significant development the countries have faced elevated demand in many sectors and industries, versatile issues with labor quality, and unevenly spread skill sets. Moreover, BRICs are countries with vast populations, which contributes to challenges and opportunities in many ways.

There is a lack of required level of expertise in many business fields in Brazil and Russia which mainly results from poor level of vocational education. The industries that need more quality educated and competent labor in Brazil are mining, paper, telecommunications technologies, high-tech, and maritime cluster. In Russia the industries without skilled workforce are more service oriented as they include vocational education and healthcare sector. Other parts of that service industry have a shortage on labor, and therefore, they demand devoted human capital. Moreover, Russian businesses are in a need of knowhow on internationalization practices as the domestic knowledge on the subject is insufficient, especially in terms of services and service chains.

Vocational education on secondary and tertiary levels is highly demanded in both countries and this provides excellent opportunities for Finnish export of higher education. For instance, in terms of solving the lack of expertise even partly, areas forming major drawbacks in target countries should be investigated, and accordingly, create a tailor-made product or service. Depending on the structure of education, that solution can be related to pedagogy or be an improvement idea to educational system. Furthermore, especially Brazil requires quality to the education which Finnish operators are able to provide. Other, more practical educational solution would be cooperation between operators in Finland and target countries, as the example of Osaamiskeskus' project suggests. It is noted that Finnish

operators need more collaboration all around and the latter solution could have far-reaching benefits to Finland as well.

In India and China the situation with skilled labor is dissimilar to Brazil and Russia as these countries have almost an oversupply of workers in different industries. However, the experienced people in India do not relocate themselves after work across the nation which has led to underdevelopment in many parts of the country. Thus, external professionalism is needed in the country particularly in healthcare sector, clean-tech industry as well as education sector. The majority of India's population is very young compared to many other countries and that creates tension on the domestic education supply, and accordingly, keeping quality in the education. China has a large number of graduates every year whom enter the domestic labor market. Still, extremely skilled individuals are hard to find as there are fundamental issues with a lack of foreign language proficiency and extensive enough education, among others. Accordingly, many industries, as following, require external knowhow: international administration, international business management, labor development and training, marketing and sales, ship industry, and education.

As the needs in previously handled countries mainly concentrate on education related matters, there definitely are a variety of opportunities for Finnish export of higher education. Due to the massive young adult population, India cannot cope with the level of its current education supply, and hence, external assistance is needed in terms of providing high-quality higher education. Currently, Finnish higher education operators are not allowed to sell whole degree programs, meaning educational services leading to a degree, because of legislation but this could be a future opportunity. Meanwhile, Finnish higher education providers could offer other, innovative products and services. China provides opportunities for exporting several educational high-quality solutions as the comprehensive language education is in a low level and the educational system in the country would need more depth. Therefore, Finnish higher education exporters could sell pedagogic language solutions, learning patterns to language studies or parts for improving educational system. Furthermore, vocational education is seen

increasingly important to China as the working environment needs hands-on skills and cross-industry knowhow. This would enable Finnish operators to introduce university of applied sciences learning patterns to Chinese education market.

It is suggested that economic growth is an interconnected factor to wealth and welfare of population which, in turn, elevate demand on different services. Among others, economic growth affects education sector in terms of increased demand especially on quality of higher education. Thus, the positive development in the countries has enabled opportunities in new market areas.

Growing middle-classes and the large number of young adults on their higher education- age in BRIC countries have affected to education development and activity of people towards seeking education services elsewhere. Especially ICT-based learning environments and technologies are more demanded in terms of education. Due to these factors, Finnish higher education institutions and businesses should examine and discover what they have to offer in this sense to the education markets in the target countries.

Russia has had positive development to its economy, its middle-class has grown even further and it has brought forth a demand for education on a general level, mainly concentrating on practical education in basic levels. The current median age in the country is 38.8 years. However, the average age of the whole population is getting even older. In the case of China, the proportion of middle-class population is on ongoing growth which results as an increasing number of middle-class consumers who are willing to spend more. Although the median age in China is 35.9 years and rising, the current new generation concentrates more on themselves and their demand elevates on everything. In particular, the quality of higher education is a key factor for the prospering population when making education-related decisions. For instance, it is a general notion in China that Western countries provide the highest quality education; in addition to that, the quality of Finnish education is perceived belonging to the elite in the world.

The rapid growth of middle-classes in Brazil and India has allowed people to elevate their living standards and consumer markets expand in a fast pace. Both countries also have relatively young populations which have some impact to demand on certain services. In India the median age of the population is currently 26.5 years and it equals to notable increase on demand in the higher education sector to which, as stated previously, the country is not able to supply alone. Still, it has to be taken into consideration that the legislation in the country forms a barrier for external education providers to some fields of education. Similar to India, Brazil also has favorable situation as the population's median age 29.6 years, meaning that working-age population is blooming and there is an increasing demand particularly for practical higher education.

Although the education markets in BRIC countries provide opportunities for Finnish export of higher education in different ways there still are obstacles that have to be overcome in order to access those markets and provide the solutions. When the weaknesses of Finnish higher education operators are addressed they enable implementing opportunities in practice. There is a lot of competition in BRIC countries and the rivals in their education markets are large international operatives. Now Finnish operators have no visibility on the international markets due to the small size and scarce international connections, and therefore, it is necessary to increase the level of cooperation between different facets nation- and worldwide. However, Finnish higher education operators could learn from the previous successful practices in order to create better action plans and models. For instance, the earlier mentioned Osaamiskeskus' project emphasizes the importance of international as well as national networking very well.

Another hindrance to Finnish education exports compared to the competitors is the lack of ready education products, services or packages. It has been impossible to transform the knowledge, skills and innovation into vendible products. Accurate collaboration would help with this problem as well as finding the real needs in the target markets and providing solutions to them with the means Finnish education does the best. While specifying the needs of BRIC countries it is reasonable to pilot the countries into smaller areas as

there are various different needs and demands in every region of this kind of large nations. When the certain niche has been found, it is easier to start building a solution for its need and try to find a way to enter the market. Currently, there are numerous barriers to market entry in BRIC countries, and thus, local connections and cooperation is vital.

5 CONCLUSIONS

This study provided a view to Finnish higher education exports current opportunities in BRIC countries for the commissioner, KymiDesign&Business. In order to achieve the presented results, the research followed a structure in which the theoretical framework included several concepts related to export of education, BRIC countries and economic growth, and the development of industries and education in BRIC countries. The methodology part gave more in-depth view on the used methods and forming of questionnaires for the interviews. All conducted interviews employed semi-structured interview schedules. Finally, in the empirical section, results were presented through analysis.

The purpose of this thesis was to determine if developing BRIC countries provide opportunities for Finnish export of higher education. Moreover, in order to identify these opportunities, supporting questions were established to find out impacts of economic growth on the demand of higher education, significant industries that currently need external knowhow in BRIC countries, and the target countries demographic profile in terms of median age and middle-class. When assessing the research findings in relation to the aforementioned questions, it can be stated that Finnish export of higher education has many opportunities in BRIC countries and sub-questions contribute to these prospects.

The major finding that can be drawn from this study, which also answers to the main research question, is the need in BRIC countries for quality higher education in terms of pedagogic solutions in general and for language education as well as learning patterns, innovative ideas for improving target

countries education systems, and most importantly practical educational solutions that satisfy their needs. These are feasible opportunities for Finnish export of higher education as Finland is currently able to provide pedagogic services and parts for enhancing education systems. Also a need for providing education in a larger scale, degree programs, was raised but Finland's legislation does not presently allow selling that massive education products or services.

Moreover, it was found that there are several industries in the target countries that could use external knowhow. Both Brazil and Russia currently lack expertise in many practical sectors, such as manufacturing and service industries, that are important to the countries but they are not invested in properly. India's need for external professionalism rises from the fact that the skilled labor in the country does not spread evenly which leave many areas without good services. Thus, the service industries demand healthcare, clean-tech and education expertise from outside of the country. China also has a large pool of labor but the skills vary from field to field, even on the higher level positions, practicality is lacking. External skills are needed in middle-management, international business related positions, human resource development and training, ship industry and education sector.

This research also shown that the impacts of economic growth on higher education demand are positive, particularly in the perspective of Finnish export of higher education, as the growth increases the demand on different services and quality education on every level is among them. Furthermore, prospering population in the countries, in other words middle-class, also provides increased demand for higher education and their median age distribution imply which markets are the most appealing currently and in the long-run: India and Brazil with vast population of young adults. Russia and China also provide a wide range of opportunities demographically, yet not in median age wise as the population average age in the countries is closer to 40 years.

Additionally, it is necessary to take into consideration the weaknesses that currently prevail for exporting Finnish higher education exports. If the

operators want to be successful in the education markets of BRIC countries it is important to address those issues and create solutions, such as forming a cooperation network which would be time-consuming but it elevates the opportunities significantly. Notable collaboration between different, even international, facets would increase the visibility in the tough-competition markets.

All the previously presented findings will serve as a basis for more narrow and specific future studies, and overall, contribute to the better understanding of the phenomenon as the researched topic did not have too many previously published studies. The empirical findings give valuable insight information about the opportunities of Finnish export of higher education in BRIC countries. Hence, the researcher holds a view that both the main question and all sub-questions were answered well during the thesis, and therefore, as the objective of the thesis was to provide an outline on the topic the study met its expectations in terms of forming the planned end-product.

5.1 Reliability and validity of the research

The sources for this thesis were selected in order to get support for forming the structures of the interviews and analyzing their findings. Quality and relevance of these sources were key elements when creating the theoretical framework that provided reflection to the research findings in form of previous studies and other literature handled in the preceding chapters. Additionally, as self-acquired information through the interviews was used when creating the theory it brought in-depth and up-to-date viewpoint.

Finpro's BRIC country experts brought valuable amount of practical knowledge to different subjects (growing industries and education) to the study, so did Ministry of Education and Culture's counselor of education et al. and Finpro's Future Learning Finland's senior project manager of the program to export of education chapter. One perspective was also received from a Chinese professor who has specialized herself on China's

development in terms of economic growth and education. Thus, the interviews were well-grounded and they supported the objective of the study.

That said, I was able to receive comprehensive knowledge on the topic and the research questions were answered accordingly. Furthermore, the matters discussed throughout the research provided many ideas for future studies.

5.2 Suggestions for future research

Even if the research topic was broad, handling all the BRIC countries, it managed to serve the purpose of the study and create a good foundation for the future studies at the same time. The different subjects of this thesis present many opportunities for the further research. The same topic can be studied from various viewpoints, and all the BRIC countries can be examined individually. Furthermore, already demand in one country or need for educational services could be narrowed down to smaller segments. For instance, in countries such as China and India, instead of trying to examine the countries as a whole more narrow approach should be applied.

In the future, China will have many megalopolises along with the existing enormous cities. As these areas are going to be vast in size they alone could be a target of one study. Moreover, in the case of India, the different regions of the country are so diverse, versatile and fragmented that their markets differ from each other significantly. Both countries need more precise and exact spots on which to focus on instead of a broad concept of studying the whole country. Furthermore, the strategy that should be implemented when exporting education to any of BRIC countries should be tailor-made that meets specific demand, instead of ready-made general solutions. Moreover, some time in the future there would be place for studies defining market entry strategies or marketing plans.

It would be recommendable to have some quantitative studies made on the topic in order to have a possibility for receiving a broader view on the

phenomenon. Especially some sort of cooperation plan could be conducted with target countries higher education institutions as well as businesses that might be influential in the examined sector. The businesses could include either Finnish establishments operating in the target country or domestic companies, or both in order to have a more comprehensive collaboration idea.

All in all, it would be ideal for further studies to go through the countries individually for having specific views. If possible, as many quantitative studies would be good on the topic as possible in order to have more statistical basis on the topic also, especially in the viewpoint of Finnish export of higher education. Further qualitative studies can be done later on for conducting the market entry or marketing plan, for instance.

5.3 Self-evaluation

Already in the beginning of the research, I found the topic very interesting as I did not have too inclusive perception on BRIC countries or export of education. While researching more and further on the topic it became even more intriguing, especially when I found a possibility to interview remarkable people, with positions in respected organizations, who had first-hand knowledge on the different parts connected to the study. The different pieces also were one point to this subject that made it convenient to examine; all the topics gradually move towards to the main point of the research which is evaluating the opportunities for Finnish export of higher education.

Surely, not everything went according to plans all the time. There were some obstacles with finding theories I had in mind and studying all BRIC countries at the same time turned out to be slightly challenging as thoughts on the topic started to vary every now and then. Then, after all the interviews were conducted, I realized that there were more things I would have liked to ask from the interviewees even though I reacted to their answers while interviewing and asked follow-up questions.

Nonetheless, those barriers were defeated and I cannot be happier with the existing interviews. It was good to leave something to ask for the people taking on with further research ideas. Thus, I believe that the study overall met the set objective and fulfilled its purpose as an outline. This thesis will provide helpful information through the findings, and again, a good basis for the commissioner in terms of further research on the topic.

REFERENCES

Aaltola, J & Valli, R. 2007, *Ikkunoita tutkimusmetodeihin 2: Näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin*, PS-kustannus.

Azzarello, S & Putnam, B. 2012, *BRIC Country Update: Slowing growth in the face of internal and external challenges*, CME Group, Viewed on 10 October 2012, < <http://www.cmegroup.com/education/files/ed133-market-insights-bric-2012-8-1.pdf>>.

Barro, R. J. 1996, *Determinants of economic growth: A cross-country empirical study*, Viewed on 11 November 2012, <http://www.nber.org/papers/w5698.pdf?new_window=1>.

BBC, 2008, *Why do we need economic growth?*, Viewed on 6 October 2012, <http://news.bbc.co.uk/2/hi/uk_news/magazine/7674841.stm>.

British Council & Oxford Economics, 2012, *The shape of things to come: Higher education global trends and emerging opportunities to 2020*, Going Global 2012, Viewed on 25 October 2012, <http://ihe.britishcouncil.org/sites/default/files/going_global/session_attachments/GG2012%2012.1%20Janet%20Illieva.pdf>.

Bernstein, A. *Higher education: learn from Brazil and let the private sector play its part*, Business Day, 2012 Viewed on 13 November 2012 <<http://www.bdlive.co.za/opinion/2012/10/17/higher-education-learn-from-brazil-and-let-the-private-sector-play-its-part>>.

Carnoy, M. Stanford Center for International Development. 2006. *“Higher Education and Economic Development: India, China, and the 21st century”*. Working Paper No. 279. Viewed on 3 November 2012, <<http://www.stanford.edu/group/siepr/cgi-bin/siepr/?q=system/files/shared/pubs/papers/pdf/SCID297.pdf>>.

Chinese Government's Official Web Portal 2010, *China to nurture 7 new strategic industries in 2011-15*, Gov.cn, Viewed on 5 November 2012, <http://english.gov.cn/2010-10/27/content_1731802.htm>.

China Digital Times, 2008, *China 2008: The Global Financial Crisis*, Viewed on 20 November 2012 <<http://chinadigitaltimes.net/2008/12/2008-financial-crisis-and-china/>>.

CIA World Factbook. 2012a. *South America: Brazil*. Viewed on 27 September 2012, <<https://www.cia.gov/library/publications/the-world-factbook/geos/br.html>>.

CIA World Factbook. 2012b. *East & South-East Asia: China*. Viewed on 23 September 2012, <<https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html>>.

CIA World Factbook. 2012c. *South Asia: India*. Viewed on 26 September 2012, <<https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>>.

CIA World Factbook. 2012d. *Central Asia: Russia*. Viewed on 26 September 2012, <<https://www.cia.gov/library/publications/the-world-factbook/geos/rs.html>>.

CIA World Factbook. 2012. *Field listing: Median age*, Viewed on 3 October 2012, <<https://www.cia.gov/library/publications/the-world-factbook/fields/2177.html>>.

Censky, A. 2012, *China: World's largest supplier of educated workers*, Economy, CNN Money, Viewed on 5 November 2012, <<http://money.cnn.com/2012/06/15/news/economy/china-educated-workers/index.htm>>.

Ebinger, K & Avasarala, G. 2012, *India's energy sector needs private capital*, Gulfnews.com, Viewed on 16 November 2012

<<http://gulfnews.com/opinions/columnists/india-s-energy-sector-needs-private-capital-1.1057683>>.

Economist, The, 2012a, *The road forsaken: Brazil's infrastructure needs are huge. So is the job of attracting private capital*, Viewed on 16 November 2012 <<http://www.economist.com/node/21560309>>.

Economist, The, 2012b, *India's infrastructure: Blackout nation*, Viewed on 18 November 2012 <<http://www.economist.com/node/21559941>>.

Economy Watch, 2010, *The BRIC countries: Brazil, Russia, India and China*, Viewed on 10 October 2012 <<http://www.economywatch.com/international-organizations/bric.html>>.

Euromonitor International, 2009, *Special report: Diverging demographic prospects for BRIC consumer markets*, Viewed on 19 October 2012 <<http://blog.euromonitor.com/2009/06/special-report-diverging-demographic-prospects-for-bric-consumer-markets.html>>.

Ernst & Young 2012, *Sustainable Brazil: Economic growth and consumption potential*, Viewed on 16 November 2012 <http://emergingmarkets.ey.com/wp-content/uploads/downloads/2012/01/Sustainable-Brazil_Economic-growth-and-consumption-potential.pdf>.

Eurostat, 2012, *The European Union and the BRIC countries*, European Commission, Viewed on 3 November 2012, <http://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_6_raporlar/1_5_eurostat/The_European_Union_andthe_BRIC_Countries.pdf>.

European dialogue 2008, *BRIC map*, Viewed on 1 January 2013 <<http://eurodialogue.org/BRIC-Map>>.

Finpro, 2010a, *Maaraportti: Brasilia*, Viewed on 10 November 2012, <<http://194.100.159.181/NR/rdonlyres/8E75F812-FFBD-44A8-8291-FC2B8C8DE4CE/13319/Brasiliamaaraportti0711.pdf>>.

Finpro, 2010b, *Maaraportti: Venäjä*, Viewed on 10 November 2012, <<http://www.finpro.fi/documents/10304/16284/Russia0820192.pdf>>.

Finpro, 2010c, *Maaraportti: Intia*, Viewed on 10 November 2012, <<http://194.100.159.181/NR/rdonlyres/22B76BCB-81A5-4B4A-AE13-9842C20B1F6D/13322/FinproIndiaCountryreport072011.pdf>>.

Finpro, 2010d, *Maaraportti: Kiina*, Viewed on 10 November 2012, <<http://www.finpro.fi/documents/10304/15931/Chinacountryreport0920194.pdf>>.

Flanders, S. 2011, *The global financial crisis and the BRICs*, BBC, Viewed on 6 October 2012, <<http://www.bbc.co.uk/news/business-15817660>>.

Goldman Sachs, 2007, *BRICs and Beyond*, Viewed on 14 October 2012 <<http://www.goldmansachs.com/our-thinking/topics/brics/brics-and-beyond-book-pdfs/brics-full-book.pdf>>.

Gomez, E. 2012, *Viewpoint: Brazil's education challenge*, Latin America, BBC, Viewed on 8 October <<http://www.bbc.co.uk/news/world-latin-america-17688560>>.

Hanushek, E. 2010, *Education and economic growth*, Viewed on 16 November 2012, <<http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%20Woessmann%202010%20IntEncEduc%202.pdf>>.

Jobber, D. 2007, *Principles and Practice of Marketing*, 5th Edition, McGraw-Hill Education.

Juntunen, T. 2009, *Selvitys suomalaisen koulutusaosaamisen viennistä: Ajatuksia viennin edistämisestä perustuen "Future Learning Finland"-verkoston kokemuksiin*, Viewed on 16 November 2012, <<http://194.100.159.181/NR/rdonlyres/F5ED062F-CD51-4E36-9B3D-6AD9BE0C2AC1/13038/FutureLearningFinlandselvitysFINAL3.pdf>>.

Kalidindi, S. 2012, *Healthcare sector in India: Problems and ways to improve it*, The Times of India, Viewed on 16 November 2012 <<http://timesofindia.indiatimes.com/nri/contributors/contributions/dr-sreenivasa-raju-kalidindi/Healthcare-sector-in-India-Problems-and-ways-to-improve-it/articleshow/16569852.cms>>.

Kananen, J. 2010, *Opinnäytetyön kirjoittamisen käytännön opas*, Jyväskylän Ammattikorkeakoulun julkaisuja –sarja.

Kymenlaakson ammattikorkeakoulu, 2011, *KymiDesign&Business: Kansainvälisen liiketoiminnan ja kulttuurin osaamiskeskittymä KymiDesign&Business*, Viewed on 9 September 2012, <<http://www.kyamk.fi/Ty%C3%B6el%C3%A4m%C3%A4lle/Projektit/KymiDesign%26Business/>>.

Lawson, S & Purushothaman, R. 2003, *Dreaming with the BRICs: The Path to 2050*. CEO Confidential, Goldman Sachs, Viewed on 6 September 2012, <<http://www.goldmansachs.com/ceoconfidential/CEO-2003-12.pdf>>.

Makkonen Jari, Interviewed by Petri Sosunov, November 2012.

McKinsey&Company, 2012, *The world at work: Jobs, pay and skills for 3,5 billion people*, McKinsey Global Institute, Viewed on 1 January 2013, <<http://goo.gl/cEJLP>>.

Ministry of Education and Culture. 2009. *Strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015*, Viewed on 3 November 2012, <<http://www.okm.fi/export/sites/default/OPM/Julkaisut/2009/liitteet/opm23.pdf?lang=fi>>.

Ministry of Education and Culture. 2010a. *Kiinnostuksesta kysynnäksi ja tuotteiksi: Suomen koulutusvientistrategia*, Viewed on 14 November 2012, <<http://www.minedu.fi/OPM/Koulutus/artikkelit/koulutusvienti/liitteet/koulutusvientistrategia.pdf>>.

Ministry of Education and Culture, 2010b, *Finnish education export strategy: summary of the strategic lines and measures*, Viewed on 14 November 2012, <<http://www.minedu.fi/OPM/Julkaisut/2010/liitteet/okm12.pdf>>.

Ministry of Foreign Affairs of Finland, 2012, *Maatiedosto Venäjä: Talous, elinkeinoelämä ja ulkomaankauppa*, Viewed on 16 of November 2012, <<http://formin.finland.fi/public/default.aspx?nodeid=30932&contentlan=1&culture=fi-FI>>.

Montgomery, E. 2008, *Infrastructure in India: A vast land of construction opportunity*, Pricewaterhouse Coopers, PWC, Viewed on 17 November 2012 <<http://www.pwc.com/gx/en/engineering-construction/pdf/infrastructure-in-india.pdf>>.

Nuutinen Eeva, Interviewed by Petri Sosunov, November 2012.

OECD, 2012, *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Viewed on 21 September 2012, <<http://dx.doi.org/10.1787/eag-2012-en>>.

Osaamiskeskus OSKE, *Maritime: Huge markets for marine technology in Brazil*, Viewed on 3 November 2012 <<http://www.oske.net/en/activities/articles-about-clusters-activiti/maritime/>>.

PWC 2012, *India – Higher Education Sector: Opportunities for Private Participation*, PWC Brand and Communications India, Viewed on 3 October 2012 <http://www.pwc.in/en_IN/in/assets/pdfs/industries/education-services.pdf>.

Päivärinne Tarja, Interviewed by Petri Sosunov, November 2012.

Quinlan, C. 2011, *Business Research Methods*, Cengage Learning EMEA.

Rusol, *Venäjä*, Viewed on 10 November 2012, <<http://www.rusol.net/fi/russia.php>>.

Shteingardt, A. 2012, *Russia's Education System and Labor Market Demands*, The Moscow Times, Viewed on 17 November 2012 <http://www.themoscowtimes.com/business/business_for_business/article/russias-education-system-and-labor-market-demands/472950.html>.

Sauli, H. 2012, *Lukkausmaksu ei tuo Suomeen rahavirtaa*, Helsingin Sanomat, Viewed on 16 November 2012, <<http://www.hs.fi/paakirjoitukset/Lukkausmaksu+ei+tuo+Suomeen+rahavirtaa/a1352909476685>>.

Schiller, BR. 1997, *The economy today*, McGraw-Hill Companies.

Seilonen Samuli, Interviewed by Petri Sosunov, November 2012.

Tynkkynen Eija, Interviewed by Petri Sosunov, November 2012.

Vihma-Purovaara Tiina, Interviewed by Petri Sosunov, November 2012.

Wang, A & Qing, K. 2012, *China eyes new strategic industries to spur economy*, Reuters, Viewed on 26 November 2012, <<http://www.reuters.com/article/2012/07/23/us-china-economy-strategic-idUSBRE86M03R20120723>>.

Wang Qi, Interviewed via email by Petri Sosunov, November 2012.

White, G. 2011, *The 7 Strategic Industries The Chinese Government Loves And Why You Should Too*, Business Insider, Viewed on 5 November 2012, <<http://www.businessinsider.com/the-7-strategic-industries-the-chinese-government-loves-2011-2?op=1>>.

Wilson, Kelston & Ahmed 2010, *Is this the 'BRIC's Decade'?*, BRICs Monthly Issue No: 10/03, Commodities and Strategy Research, Goldman Sachs, Viewed on 2 December 2012, < <http://www.goldmansachs.com/our-thinking/topics/brics/brics-reports-pdfs/brics-decade-pdf.pdf>>.

Wilson, Burgi & Carlson 2011, *A Progress Report on the Building of the BRICs*, BRICs Monthly, Goldman Sachs, Viewed on 2 December 2012,

<<http://www.goldmansachs.com/our-thinking/topics/brics/brics-reports-pdfs/progress-on-building-the-brics.pdf>>.

World Bank, The, 2012a, *Brazil Overview*, Viewed on 27 September 2012, <<http://www.worldbank.org/en/country/brazil/overview>>.

World Bank, The, 2012b, *China overview*, Viewed on 20 September 2012, <<http://www.worldbank.org/en/country/china/overview>>.

World Bank, The, 2012c, *India Overview*, Viewed on 28 September 2012, <<http://www.worldbank.org/en/country/india/overview>>.

World Bank, The, 2012d, *Russia Overview*, Viewed on 28 September 2012, <<http://www.worldbank.org/en/country/russia/overview>>.

World Bank, The, 2012e, *Russian Economic Report: Moderating Risks, Bolstering Growth*, No 27, The World Bank in Russia, World Bank, Viewed on 28 September 2012
< <http://www.worldbank.org/content/dam/Worldbank/document/rer-27-march2012-eng.pdf>>.

Yelland, R. 2011, *The globalisation of higher education*, OECD Observer, Viewed on 7 October 2012, <http://www.oecdobserver.org/news/fullstory.php/aid/3731/The_globalisation_of_higher_education.html>.

Österberg Leena, Interviewed by Petri Sosunov, November 2012.

APPENDICES

Appendix 1

Finpro interview

Haastattelun on tarkoitus kartoittaa **Brasilian/Venäjän/Intian/Kiinan** nousevia toimialoja ja kysynnän tarvetta suomalaiselle osaamiselle. Haastattelu koostuu kaiken kaikkiaan 9 kysymyksestä, joista 7 käsittelee kohdemaan alojen kehitystä sekä aloilla ilmenevää kysyntää, ja 2 haastateltavan taustoja.

Kiitos osallistumisestanne!

Ystävällisin terveisin,

Petri Sosunov

KEHITYS

1. Mitkä **brasilialaiset/venäläiset/intialaiset/kiinalaiset** toimialat ovat kokeneet huomattavinta kehitystä viime vuosina?
2. Millaisiin aloihin **Brasiliassa/Venäjällä/Intiassa/Kiinassa** investoidaan tällä hetkellä eniten tulevaisuutta ajatellen?
3. Mitkä viisi toimialaa ovat tärkeimpiä niin **Brasilian/Venäjän/Intian/Kiinan** taloudelliselle kuin sosiaalisellekin kehitykselle ja onko näihin aloihin tarpeeksi paikallista osaamista saatavilla?
4. Tulevatko tämän hetken tärkeimmät toimialat olemaan pinnalla myös lähitulevaisuudessa (5-10 vuoden sisään) vai olisiko joillain muilla nousevilla aloilla potentiaalia syrjäyttää nämä?

KYSYNTÄ

5. Millä aloilla on jatkuva tai suuri työvoimapula? Tarjotaanko **Brasiliassa/Venäjällä/Intiassa/Kiinassa** koulutusta näiden alojen tarpeeseen?
6. Mikä on **Brasiliassa/Venäjällä/Intiassa/Kiinassa** ulkopuolisen osaamisen tarve eli millä aloilla kaivattaisiin muun muassa suomalaista osaamista?
7. Keskiluokka ja hyvinvointi kasvavat **Brasiliassa/Intiassa/Kiinassa***, joten onko nähtävissä, että näiden myötä myös kysyntä jonkin tietyn alan osaamiselle kasvaa?

VASTAAJAN TAUSTATIETOJA

8. Etu- ja sukunimi:
 9. Työnimike:
-

- * Venäjä on jätetty tarkoituksella pois kohdasta 7, koska maan keskiluokka ja hyvinvointi on kehittyneempi muihin BRIC- maihin verrattuna.
Russia has been left out from question 7 on purpose as the middle-class and welfare in the country are further developed compared to other BRIC countries.

Haastattelun on tarkoitus kartoittaa BRIC- maiden (Brasilia, Venäjä, Intia ja Kiina) kehityksen vaikutuksia suomalaiseen korkeakouluvientiin, sekä viimeksi mainitun mahdollisuuksia kyseisissä kohdemaissa. Haastattelu koostuu kaiken kaikkiaan 14 kysymyksestä, joista 11 käsittelee monipuolisesti itse tutkimuksen aihepiirejä ja 3 haastateltavan taustoja.

Kiitos osallistumisestanne!

Ystävällisin terveisin,
Petri Sosunov

SUOMALAINEN KORKEAKOULUVIENTI

1. Mitkä tekijät vaikuttavat yleensä suomalaisen korkeakouluviennin kysyntään maailmalla ja miten kysyntää voisi lisätä?
2. Miten maksullisen koulutusjärjestelmän käyttöönotto, tai sen nykyinen puuttuminen, vaikuttaa suomalaisen korkeakouluviennin kehitykseen ja kilpailukykyyn?
3. Globaalit koulutusmarkkinat kasvavat hurjaa vauhtia. Millaisia toimenpiteitä ja tulevaisuudensuunnitelmia Future Learning Finland on kehittänyt suomalaisen korkeakouluviennin edesauttamiseksi ja kilpailukykyyn lisäämiseksi?
4. Mitkä maat ovat suomalaiselle korkeakouluviennille merkittävimmät tai potentiaalisimmat markkina-alueet?

SUOMALAINEN KORKEAKOULUVIENTI BRIC- MAIHIN

5. Miten sopivina kohteina näette BRIC- maat suomalaiselle korkeakouluviennille?

6. Minkä alan koulutus olisi BRIC- maissa kaikkein houkuttelevin suomalaisen korkeakouluviennin näkökulmasta?
7. Mitä vahvuuksia suomalaisella korkeakouluviennillä on, jos vientikohteena olisivat BRIC- maat?
8. Millaisia mahdollisuuksia BRIC- maat tarjoavat suomalaiselle korkeakouluviennille?
9. Mitä heikkouksia suomalaisella korkeakouluviennillä on BRIC- maita ajatellen? Miten nämä heikkoudet saadaan käännettyä mahdollisuuksiksi?
10. Millaisia uhkia suomalainen korkeakouluvienti voisi kohdata BRIC- maissa? Millä keinoilla näistä uhista pääsee yli?
11. BRIC- maiden keskiluokka jatkaa kasvuaan ja nuoria, korkeakouluikäisiä on suuri määrä. Mitä tämä taloudellinen kehitys sekä nuorisopotentiaali merkitsevät suomalaiselle korkeakouluviennille, ja kuinka näitä voisi hyödyntää?

VASTAAJAN TAUSTATIETOJA

12. Etu- ja sukunimi:

13. Työnimike:

This interview aims to provide information concerning China's educational market and its opportunities for Finnish higher education exports. The interview consists of 11 questions of which 9 handles the main points of the study and 2 the backgrounds of the interviewee.

Thank you for your participation!

Yours sincerely,

Petri Sosunov

CHINESE INDUSTRIES AND EDUCATION

1. Which industries are currently experiencing a shortage of educated labor force/professionals? How well can domestic education meet this demand?

HIGHER EDUCATION IN CHINA

2. In which education fields China is currently investing heavily?
3. In China, which countries are considered the most appealing in terms of higher education imports?
4. China's middle-class is growing rapidly. How is this development seen in Chinese educational market and what kind of opportunities does this phenomenon provide to foreign education importers?
5. Among Chinese students, how popular is it currently to get a foreign higher education degree instead of a domestic one?

6. Finland is increasingly pushing to education exports market. How well-known is Finnish higher education currently in China?
- If you are familiar with Finnish higher education, please, answer the following questions:
 - i. What appeals in Finnish higher education and pedagogy?
 - ii. What would China gain from the differences of Finnish education patterns (teaching and learning)?
 - iii. Finland offers free higher education for everyone. In your opinion, how important factor this is among Chinese students when choosing a foreign degree program?
7. In China, what are the strengths of importing Western higher education pedagogy?
8. What kind of challenges might foreign higher education imports face in China?
9. What kind of challenges is China's domestic educational market currently facing or trying to overcome?

BACKGROUND INFORMATION

10. First name and last name:

11. Profession and title:

Dear Dr. Carnoy,

My name is Petri Sosunov, I am a Finnish student from Kymenlaakso University of Applied Sciences. I am studying International Business for the last year, and currently working on BBA thesis which is commissioned by a Finnish research company KymiDesign&Business. My study handles BRIC countries' development in the perspective of Finnish higher education exports.

I have found Your studies on economic development's impacts on education in BRIC countries tremendously interesting and therefore it would be a great honour to hear more of Your thoughts through an interview.

I will gladly give more information about myself, my project and this interview. I can be contacted via email or by calling.

Yours Sincerely,
Petri Sosunov