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**INTRODUCTION TO TUITION FEES, CASE STUDY: FINNISH UNIVERSITIES OF
APPLIED SCIENCES**

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ABSTRACT

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The aim of this thesis is to study the effects of the implementation of tuition fees for non-EU/EEA area from an organizational point of view. The commissioner, FINNIPS, presented the topic to the authors in spring 2017. FINNIPS is a network of seventeen Universities of Applied Sciences in Finland, which host entrance examinations and provides information on higher education programs at Finnish Universities of Applied Sciences.

The objective of the thesis is to study what has already changed in the Universities of Applied Sciences, that are part of the FINNIPS network. Additionally, the research will study the processes and services, which have already been or will be in the future affected by the implementation of tuition fees.

The theoretical framework is based on various publications from the Ministry of Education and Culture, tuition fee trial conducted in years 2010-2014 in Finland as well as experiences from other Nordic countries. Additionally, the internationalization and education exports of higher education institutions are brought to light and discussed. The research methods applied were a quantitative survey conducted with Webropol, and a qualitative interview with the Director of Study and International Affairs and the planning officer from Oulu University of Applied Sciences to gain deeper insight of the introduction of tuition fees.

Based on the research results, the amount of international degree students from outside the EU/EEA area has decreased. However, the amount is believed to increase back to the level it was, or even higher, within a few years. To be able to attract prospective students, Finnish higher education institutions have to consider factors like quality of education, the amount of tuition fee collected and the creation of scholarships. Besides these factors, education export is an important aspect to increasing the amount of applicants.

It would be interesting to see a study on what the changes actually are in couple years from now. At that time, the true effects of the tuition fees will be visible and well known, at the moment we can just speculate what might happen in the future, in addition to the changes that have already happened. Additionally, in few years, when United-Kingdom is no longer part of the EU, it would be interesting to find out if there will be changes in the international student mobility, as United Kingdom has been one of the top destinations so far for the European citizens.

Keywords: Tuition fee, scholarship, international degree programme, higher education, quality of education

CONTENTS

1	INTRODUCTION.....	5
2	CONCEPTS.....	7
2.1	FINNIPS.....	7
2.2	Polytechnics Act.....	8
2.3	European Economic Area.....	9
3	INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS IN FINLAND	11
3.1	Statistics.....	11
3.2	Internationalization Strategy.....	13
3.3	Education Export.....	15
3.4	Current Issues in Internationalization and Education Exports	18
3.4.1	Internationalization Issues.....	18
3.4.2	Education Export Issues	19
4	TUITION FEES IN OTHER NORDIC COUNTRIES.....	21
4.1	Denmark.....	21
4.2	Sweden	23
4.3	Norway	24
4.4	Iceland.....	24
5	TUITION FEES IN FINLAND	26
5.1	Advocating and Opposing Arguments.....	26
5.2	Tuition Fee Trial 2010-2014	28
5.3	Results of Trial Period	31
6	RESEARCH DESIGN.....	33
6.1	Research Methods	33
6.1.1	Quantitative Survey.....	34
6.1.2	Qualitative Interview.....	34
6.2	Conducting the Research.....	35
6.2.1	Analyzing the Survey Results.....	36
6.2.2	Reporting the Interview	42
7	CONCLUSION.....	45
8	DISCUSSION	48
	REFERENCES	51
	APPENDICES.....	56

1 INTRODUCTION

The legislation of universities and universities of applied sciences has been amended in Finland. Since 2016, higher education institutions could collect tuition fees from students coming from outside EU/EEA area. From fall term 2017, every higher education institution in Finland has to collect the tuition fees. Finland has been known for free education, however, in the future institutions will focus on competitiveness with quality of education, instead of the fact that it is free. (The Ministry of Education and Culture 2015, cited 2.3.2017)

The purpose of this thesis is to study the effects of tuition fees in Finnish universities of applied sciences. FINNIPS, the Finnish Network for International Programmes, is our commissioner for this thesis. Therefore, we will focus on the seventeen UASs that are a part of the FINNIPS cooperation network (FINNIPS, cited 2.3.2017). This thesis will examine already existing changes and what is expected to change in the universities of applied sciences now that tuition fees are introduced to students applying outside of EU/EEA area. The aim is to determine the attitudes towards tuition fees and the changes that come with it.

FINNIPS introduced us to the topic and explained their needs and gave us general guidelines to follow. As a result, we decided that our research problem is the introduction of tuition fees and how it will influence the universities of applied sciences. We will approach this problem from the organizational point of view. Our preliminary research questions are:

- What has changed after the introduction of tuition fees and how?
- Which processes and services have been affected by tuition fees?
- Which processes and services will be affected by tuition fees?

The research is conducted by doing a quantitative survey and in addition to that, a qualitative interview is conducted to gain deeper knowledge about the research results. The survey is targeted at the heads of the universities of applied sciences and heads of international affairs. The qualitative interview will be done with Allan Perttunen, director of study and international affairs and Sanna Pusula the planning officer at Oulu University of Applied Sciences. We will ask for their opinions regarding the results of the quantitative survey and overall phenomena around tuition fees.

In the beginning, the major concepts related to the topic will be explained to help the reader follow the text and understand it as a whole. The next chapter deals with a theoretical framework to support the research and its findings. At the end, the research and the research methods will be presented and analyzed. Findings will be analyzed based on the theories, keeping in mind the commissioners' needs and directions. The very last chapter will be a discussion about the thesis process. It will include strengths and weaknesses of the research as well as a self-evaluation of the process as a whole.

The primary sources used are the tuition fee trial conducted by the Ministry of Education and Culture in cooperation with Finnish Universities and Universities of Applied Sciences. Tuition fee trial was conducted in the years of 2010 to 2014. Nine universities and twelve universities of applied sciences participated in the trial. The trial did not go as expected and the results were lacking due to lesser amount of participating degree programs than originally registered. (The Ministry of Education and Culture 2014, cited 8.3.2017.) The second main source is a series of publications from the Ministry of Education and Culture. The publications discuss both current issues and various themes around the topic of internationalization and education exports in Finnish higher education institutions. (The Ministry of Education and Culture 2013; 2016; 2017, cited 14.5.2017.)

2 CONCEPTS

To make the thesis easier to follow, this chapter will explain the main concepts concerning tuition fees in Finland. These definitions of concepts will help the reader to understand the theory better and tuition fees as a whole. In addition, this chapter begins with a more in depth introduction of the commissioner, the Finnish Network for International Programmes.

2.1 FINNIPS

The Finnish Network for International Programmes, better known as FINNIPS (referred now on as FINNIPS), brings together seventeen universities of applied sciences (referred now on as UAS) and together all these UAS form a network for over forty English-taught bachelor's degree programs. Under these programs are eight different study fields students can choose from: business, culture, health care, natural resources, seafaring, sports, technology and tourism. Below is a list of the network UASs. (FINNIPS 2017, cited 23.3.2017.)

- Arcada University of Applied Sciences
- Metropolia University of Applied Sciences
- Häme University of Applied Sciences
- JAMK University of Applied Sciences
- Kajaani University of Applied Sciences
- Karelia University of Applied Sciences
- Lahti University of Applied Sciences
- Lapland University of Applied Sciences
- Laurea University of Applied Sciences
- Novia University of Applied Sciences
- Oulu University of Applied Sciences
- Saimaa University of Applied Sciences
- Seinäjoki University of Applied Sciences
- Tampere University of Applied Sciences
- Turku University of Applied Sciences

- Vaasa University of Applied Sciences
- South-Eastern Finland University of Applied Sciences

The main task of FINNIPS is to organize entrance examinations around the globe for the degree programs that are taught in English in Finnish UASs. In addition to Finland, FINNIPS organized entrance examinations in twelve countries in April 2017. These countries included, for example, Brazil, China, Germany, Kenya, USA and Vietnam. Besides entrance examinations, FINNIPS engages in study fairs to boost knowledge about Finland as a study place as well as advertise the diverse study opportunities. (FINNIPS 2017, cited 23.3.2017)

2.2 Polytechnics Act

According to the Polytechnics Act (932/2014) 12§, degree programs and their entrance examinations in Finnish UASs were free of charge for both Finnish and foreign students until 2010. Between years 2010 and 2014 UASs were able to take part in the tuition fee trial, which is explained in further detail in chapter 5, and collect tuition fees from English-taught degree programs. (Finlex, HE 77/2015, cited 9.4.2017.)

In accordance with the Finnish parliamentary decision, Polytechnics Act (932/2014) 63§ is being invalidated along with the alterations of 13§, made-to-order education and a new addition 13a§: tuition fee charges for foreign language degree programs. (Finlex, HE 77/2015, cited 17.4.2017.) According to the new addition, UASs have to collect a tuition fees from students admitted to other than Finnish or Swedish-language bachelor or master's degree programs. As stated in the Polytechnics Act, the tuition fee is, at minimal cost, 1 500 EUR per academic year. Each UAS decides on the amount of tuition fees and the arrangements relating to the collection of it, at their own institution. Additionally, all UASs have to have a scholarship system to support the students who participate in paid degree programs. (Polytechnics Act 13a§ 2016, cited 17.4.2017.)

However, there are exceptions in who pays for foreign language degree programs in Finland. No fee is charged from a citizen whose home country is a part of the European Union (from now on referred as EU) or European Economic Area (from now on referred as EEA), nor from a person who shall be treated as a citizen of EU upon an agreement with other contracting party to the EU

and its member states, nor the above mentioned family member is charged. Likewise, no fee is charged from a person who has an EU blue card, a continuous or permanent residence permit or a long-term resident's EU residence permit determined in the Aliens Act, nor is the above mentioned family member charged. (Polytechnics Act 13a§ 2016, cited 17.4.2017.)

Definition of a family member is defined in the Aliens Act 37§. There are three definitions. First, Finland's residence's spouse, and under eighteen years old unmarried children whose guardian is a person living in Finland or a spouse of a resident of Finland. In addition, in case that a minor is the resident of Finland, guardian is acknowledged as a family member. A family member is also considered to be of the same sex when the relationship is nationally registered. Second, individuals living constantly in a marriage-like relationship under the same roof despite of their gender are equivalent to a married couple. There is a requirement that the individuals have lived with each other not less than two years. This can be over ruled if there is a major reason, for instance, joint custody of a child. Third, under eighteen year old foster child or children are treated as children under the age of eighteen, provided that there has been a genuine de facto care and a reliable clarification statement has been made between the child or children and the guardian. (Aliens Act, 37§, cited 25.4.2017.)

The new reformed Polytechnics Act was put into effect January 1st 2016. However, the collection of tuition fees will apply to students, who start their studies in the fall 2017 or later. The time between bringing the Polytechnics Act into effect and actually charging students seemed long. From organizational point of view, the time was used beneficially; create scholarship systems, create marketing contents, recruit new employees as well as other development practices related to the collection of tuition fees. (Finlex HE 77/2015, cited 11.4.2017.)

2.3 European Economic Area

EEA constructs of all EU countries and European Free Trade Area (from now on referred as EFTA) countries with the exception of Switzerland. EFTA still has four member countries: Switzerland, Norway, Iceland and Liechtenstein. Some EFTA countries are not part of the EU by choice or as yet at this time have not succeeded in becoming member countries. (European

Parliament, cited 18.4.2017.) Below is a figure 2.1 that highlights EEA countries, in order that it would be easier to distinguish member countries from the rest of Europe.



FIGURE 2.1 EEA countries on a map of Europe. (Eurooppatiedotus.fi, cited 18.4.2017)

In May 1992, EEA agreement was signed and the agreement was put into effect January 1st, 1994. The main task of EEA is to expand EU's internal market to the EFTA countries. EEA allows to freely move capital, goods, people and services within the member countries. To add to this, EEA contributes to the cooperation of competition, economic, energy, monetary and transport between the member countries. Finally, the agreement contains policies about social aspects, such as labor law, safety and health at employment place, and equality between men and women, along with consumer protection, environment and company legislation policies. (European Parliament 2016, cited 18.4.2017.)

3 INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS IN FINLAND

Internationalization of higher education institutions is affected by political, economic, academic and cultural factors (Taajamo 2005, 21). Additionally, it is important to understand how much and why the amount of foreign degree students has increased in such rapid speed in the past decade. Internationalization of higher education institution requires more than just students from other countries. From an organizational point of view, the personnel of a school needs to be able to encounter with people from all over the world. Export of education is a commercial activity that has become part of a country's exports in a same way as metal or oil is. Succeeding in it requires new thinking, in addition to using already existing high expertise and experience together with productization. (The Ministry of Education and Culture 2016, cited 8.5.2017.)

This chapter will address the statistics behind internationalization of degree students and programs. Hereafter, internationalization of Finnish higher education institutions will be covered as well as education exports, which is a new matter in Finnish education institutions.

3.1 Statistics

According to OECD (2014, 342), there were over 4,5 million enrollments of student to study outside of their home countries in 2012. Comparing this to year 2000, the amount of students studying outside of their home countries were about two million. On average, the growth between years 2000 and 2012 was nearly 7% annually. Globally, Asians constitute to 53% of all the students studying a degree outside of their country of origin. Chinese, Indian and Korean students make up most of the students coming from this continent. (OECD 2014, cited 13.5.2017.)

At the present time, there are slightly over 20 000 foreign degree students studying at Finnish Universities and UASs (The Ministry of Education and Culture 2013, cited 27.4.2017). The Ministry of Education and Culture (2001, 49) had set a target for 2010 that higher education institutions have between 10 000 and 15 000 foreign degree students studying in Finland. This

would be equal to four percent of all students studying at universities and UASs (The Ministry of Education and Culture 2001, 49). The actual number of incoming foreign degree students was 10 066 as early as in 2006. Further, in 2015 the amount had increased to 20 353. In other words, in 2006 3,3% of all students are incoming degree students, by 2015 the amount had risen to 6,9%. The Ministry of Education and Culture's target was effortlessly reached in 2010; there were a bit over 15 000 degree students and the percentage of foreign degree students was above 5. (CIMO 2017c, cited 27.4.2017.)

According to article published by Yle, in the spring 2017, the amount of foreign degree student applicants has decreased about 10-15% compared to spring 2016. In total, there were less than 5 700 applicants outside of the EU/EEA area in 2017. All together, currently Finnish higher education institutions teach over 15 000 non-EU/EEA degree students. (Kallio J. 2017, cited 15.5.2017.)

CIMO (2017a), the Finnish National Agency for Education, created a table that shows the top ten origin countries of foreign degree students at Finnish UASs in 2015. In order the countries are Russia, Vietnam, China, Nepal, Estonia, Pakistan, India, Germany, Iran and Nigeria, being that most students came from Russia and the least from Nigeria. As the list demonstrates, eight out of the top ten countries were outside of EU/EEA-area. Estonia and Germany are the only EU/EEA countries that made it to the top ten list. (CIMO 2017a, cited 27.4.2017.) CIMO facts and figures publication (2013) states that 60% of those students that come to study at English-taught degree programs are outside of EU/EEA-area (CIMO, 2013, cited 28.4.2017). The amount of students coming from Vietnam and Nepal has increased significantly in recent years (CIMO 2017b, cited 28.4.2017).

Figure 3.1 below shows the study fields in which foreign degree students study in Finland. As the figure states, nearly 60% of all foreign degree students study in business and administration and technology programs. Humanities and education and natural resources and the environment programs are considerably less popular compared to business and technology.

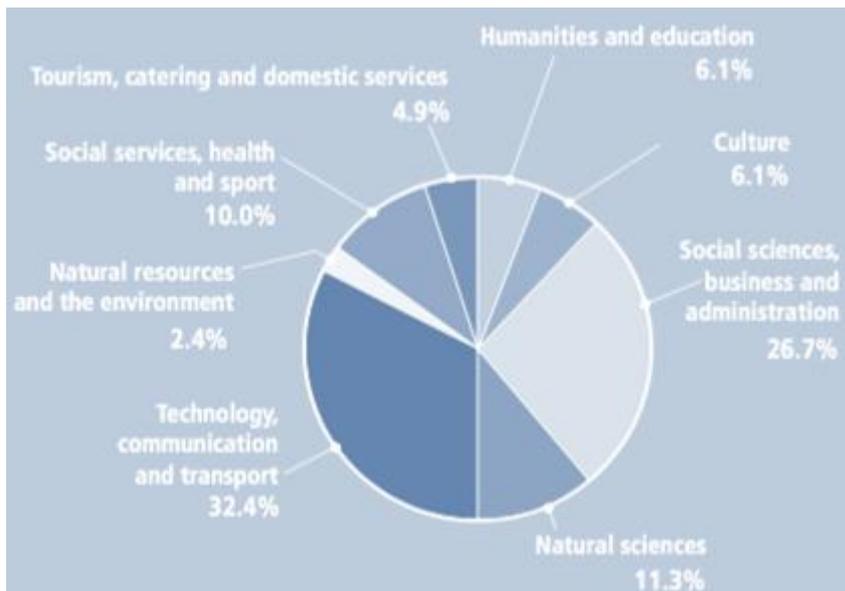


FIGURE 3.1 Study fields in which foreign degree students study in Finland in 2011(CIMO 2013, Cited 28.4.2017).

3.2 Internationalization Strategy

There are three factors that affect foreign degree students to choose a specific country to study at: language of instruction, the quality of education, tuition fees as well as policies on immigration. Repeatedly, countries with world languages (English, Spanish and French) as a native language are more attractive to foreign degree students compared to other countries, English being the most popular. Taking this into account, rising amount of higher education institutions nowadays provides education in English in countries that do not have English as their native language. For second factor, quality of education, applicants have wide range of information to choose from based on, for instance, just online research. In any case, countries that have adapted tuition fees for international degree students have substantially benefitted economically. For example, many countries in Asia have created strategies to obtain international students to cover the educational costs and generate income. In addition to tuition fees, international degree students pay attention to destination country's immigration policies. (OECD 2014, cited 13.5.2017.)

The Finnish Ministry of Education and Culture authorized a group to create policies for improving higher education institutions internationalization. The group set a target that in 2025, as a country, Finland is open, international and rich in languages and culture. To reach the target, the group

has presented seven goal-oriented measures. Furthermore, the group considers that the success of the measures proposed requires high quality in education and research together with genuinely international high education community that is attractive as a work and study place. (The Ministry of Education and Culture. 2017, cited 28.4.2017)

First measure focuses on international appeal through research and science. Finland needs cutting-edge expertise to form new innovative and successful enterprises. Leading researchers and research environments open access to global networks, which attracts investments and corporations to Finland as well as foreign students to Finnish higher education institutions. Second measure concentrates on making Finland known as a country of high quality education. The aim is to strengthen the quality of education and pioneering in learning environments in research, development and innovation along with strong engagement with working life as a part of international attraction. Third action is to enhance the visibility of Finnish higher education and its services through joint marketing efforts. There will be a new type of operations model created, in a manner a company, to attract private investments in education export projects and product development in the field. This will globally boost the visibility and demand of Finnish higher education. Fourth, simplify processes related to studying and employment to make it easier to come to Finland. There is a service promise that in Finland foreigners will get service in English. In addition to attractive educational programs, supporting entry and settlement services need to be developed for different student groups. These include: housing, bank, education and health services, and language training, supporting for spouse's employment. When the above-mentioned services come from the government instead of the higher education institution, it releases the working hours from the institutions to better use, such as developing recruitment and orientation of personnel. Fifth measure is to launch a national conversation about the promotion of higher education and examining internationality. The objective is to have a group of experts familiar with international influence in 2020. The experts will monitor, assess and redirect the policies of higher education and research. Sixth, a network called Team Finland Knowledge will be established to represent Finnish higher education and research in selected countries. The aim is to network with selected partner countries and regions increasing the quality and effectiveness of education and research and business cooperation thereby strengthening the prosperity and competitiveness of Finnish society and partner countries. Not to mention, the task of the network is to facilitate access to new information and enable new contacts for education and research institutions, individual researchers and other parties. Last but not least, is the seventh measure; foreigners trained in Finnish universities and UASs will be gathered together to form an alumni

and be part of a network. Networking makes it easier to make the decision to move back to Finland, it also helps to establish contacts and collaborate with authorities. Returning to Finland must be administratively easy as well as from an educational and work perspective interesting and socially refreshing. (The Ministry of Education and Culture 2017, cited 1.5.2017.)

A well-established international higher education community prepares students for international mobility periods as well as work in culturally diverse global environments. The international experience of personnel and international connections improve the quality of teaching and research. The arrangement of foreign language education genuinely supports the formation of an international higher education community, opportunities for international cooperation and student mobility and hence employment. From an organizational point of view, internal services, management and information services will be developed so that international learning and working environments are well established within the education institution. (The Ministry of Education and Culture 2017, cited 1.5.2017.)

Ministry of Education and Culture created a working group to promote education exports in 2013. The working group came into a conclusion that in 2025, there would be a minimum of 60 000 foreign degree students studying in Finland. It is emphasized that not all students would complete their degrees physically in Finland, but part of the studies would take place at partner institutions in the origin country of the student. (The Ministry of Education and Culture 2013, cited 28.4.2017.)

3.3 Education Export

Education that is high quality, produces good learning outcomes and is equal to all students creates an excellent base to enter international markets. Knowledge does not diminish even though it is shared, on the contrary. (The Ministry of Education and Culture 2016, cited 8.5.2017.)

What is education exports? In a broad sense, education export means all education-related exports. In this context, the word export refers to business customers and that they are foreigners or live abroad. Education can take place physically abroad, according to the traditional definition of export. However, education export is just as well a situation where education is organized in Finland provided that the customer or payer is a foreigner. (koulutus.fi 2017, cited 8.5.2017.) In

other words, education export includes all education, training or knowledge transfer business from which a foreigner pays for a product or service (The Ministry of Education and Culture 2016, cited 10.5.2017). Education export is done by companies and educational institutions, which provide education, training, learning aids or whole school and educational solutions. (koulutus.fi 2017, cited 11.5.2017.)

According to Ministry of Education and Culture the key to productive growth is achieved through long-term work. The potential of education export's extensive utilization requires profound market and customer comprehension, as well as reliable and high quality service and product development. The fundamentally vital decisions are made by companies, higher education institutions and other educational institutions, which creates a solid foundation for the whole education export process. (The Ministry of Education and Culture 2016, cited 10.5.2017.) Examples from other countries show that strengthening education export requires significant input from strategic players in the sector to develop and promote export of educational products. In addition to resource allocation, success requires both ability and willingness to take a risk. (The Ministry of Education and Culture 2013, cited 11.5.2017.)

A degree from higher education institution is the most common cross-border educational export product. Most of the trade value in global education services consists of the sale of higher education leading to a degree. World trade movements have led the international mobility of students and the quantitative growth in higher education institutions. Where welfare is increasing, the demand for education and student mobility is also increasing. (The Ministry of Education and Culture 2013, cited 10.5.2017.)

In 2013, Ministry of Education and Culture studied ways to reinforce education exports in Finland. One way to reinforce education export is that quality control and learning are centered. Quality control and experienced quality are the key elements when developing educational exports. Higher education institutions ensure the quality of their export project before marketing and selling. Lacks in quality causes risk to all Finnish operators in the market. Another way is to recruit more motivated students to come to Finland. Compared to other countries the amount of foreign students is low in Finland. Besides, Finland removed the legal obstacles that it has created itself. If the legal obstacles were not extracted, the resources of Finnish educational institutions would have not increased even though the education system would have attracted foreign degree students to Finland. Finland was not able to cover the demand of education for

developing countries or emerging economies by constantly increasing the volume of free education, while significant cuts were targeted to the public funding for education. Moreover, the goal is to make education exports a profitable business. Education export is a strategic choice that will support the institution's other objectives. Education plays a key role in strengthening and building positive image of Finland and its brand, since the country is known around the world for its educational system and results. (The Ministry of Education and Culture 2013, cited 11.5.2017.)

In 2016, the Ministry of Education and Culture created a map to intensify education exports in Finland. This map includes seven areas to focus on in years 2016-2019. Figure 3.2 below demonstrates the actions related to the intensification of exporting education and at the end of the map is the target state, which is becoming a vital ecosystem within the educational export industry. (The Ministry of Education and Culture 2016, cited 11.5.2017.)



FIGURE 3.2 Map to intensify education exports in Finland in years 2016-2019 (The Ministry of Education and Culture 2016, cited 11.5.2017).

First action is the reinforcement and productization of Finnish educational knowledge. This is conducted by strengthening the attractiveness of higher education for future students outside the EU/EEA area. Additionally there will be developed national long-term training program and other training for experts and developers of educational exports. Hereafter, increasing opportunities to identify the exploitation of scalable business models, for example digital, that support the education export sector and remove legal barriers that may arise. Second action is about partnerships, which distributes market and support information between the partners. High standard education and research knowledge will be attached to be part of building Finland's brand and additionally increase efforts to attract the employment of international professionals and researchers in the field of education to Finnish companies and universities. Third part of the map incorporates the increase of transparency of the public administration services in the education sector. One way is to develop practices for rewarding skilled staff and strengthening ways of encouraging education exports and facilitating expert participation, including support materials and sharing of the best practices. Fourth action, networks, includes the strengthening of already existing networks. Ways to do so is to reinforce international networking of domestic

players, reinforce recognition and partnership of product and service profiles. Also, enhance the cooperation between Finnish education exporters and mutual product and service offerings; including companies and higher education institutions. Together with, continuum of strategically chosen measures in selected target markets, including promotion tours and trade fairs, and in important geographical areas, reinforcing the conditions for international education, networking and partnering countries. Fifth action is to create targeted growth program and develop it in accordance with agreed measures. The idea is to promote the functioning of the target market's own education systems with customer-driven and business-driven business models to build long-term customer relationships. Sixth, and the last action of the map is to establish financial services applicable to education exports for the needs of the industry and public organizations. Also, the intention is to create financial services and products for different stages of organizational growth. In addition, public funded research and development investments are enhanced to support business growth and product development in education exports. In conclusion all these steps and actions will form a vital environment, which conjointly supports the 'ecosystem' of education exports. The ecosystem constructs of confidence and service cooperation networks that include different kinds of and different levels of expertise. (The Ministry of Education and Culture 2016, cited 11.5.2017.)

3.4 Current Issues in Internationalization and Education Exports

Internationalization and export of education have issues despite all the attempts from the Ministry of Education and Culture. Biggest issues in internationalization are cultural differences, language skills and low working life connection. In conjunction with internationalization issues, education exports face issues in language skills as well as in cooperation between parties involved.

3.4.1 Internationalization Issues

There is a gap between foreigners and Finnish students. It is common that foreign exchange and degree students live in their own groups because of the challenge to connect with Finnish students. The so-called mix of cultures does not happen and foreign students stay in their own community and as a consequence cultural shock is possible. The lack of interaction between

Finnish and foreigners complicates the adjustment process into Finnish society's customs and norms. The reluctance among Finnish students makes it difficult to adapt to normal everyday life. (Taajamo 2005, 42-45.)

Students and educational personnel are facing a list of new challenges due to the increased amount of international students. There can be a major space between the members of staff and students in the incongruity and misinterpretation in their own assumptions, needs and demands. The space has to be solved to be able to succeed in creating an effective and prosperous learning environment. (OECD 2012, cited 12.5.2017.)

Another issue in Finland is that international competence and international experts are not really recognized in working life. The integration of foreign degree students to a Finnish working society should be facilitated. Finland educates lots of foreign degree students but after graduation many will not stay in Finland due to not getting a job. This happens as a consequence of not offering enough Finnish language studies or connections between the education institution and Finnish companies. Connections between educational personnel and companies willing to work with international students are low. (Piiroinen 2015, cited 13.5.2017.)

3.4.2 Education Export Issues

The most important issue is that educational institutions have a lack of knowledge in educational exports. In Finland, educational institutions do not have enough experience of productization, business operations and how to build revenue logic. Part of the higher education institutions need support in starting, in clarifying business-oriented thinking and in productizing their know-how. In addition, the possibilities of education exports are not enough well known in different market areas. For example, in particular countries the support from a government or other local partners is necessary to be able to export education there. (The Ministry of Education and Culture 2013, cited 11.5.2017.)

Competition between educational institutions complicates the export activity. The cooperation between national institutions remains low and a part of the small institutions do not have the resources to respond to a large-scale demand. The export of education is largely based on the

utilization of resources and human resources of the education institution itself. This can harm both basic operations and export. Despite expectations, building convincing and productive projects and educational export products is not as easy as thought. There is also a risk that the export activities cannot be distinguished from publicly funded statutory activities. (The Ministry of Education and Culture 2013, cited 11.5.2017.) Jaakola's research (2017, 31) follows the same ideas compared to the issues mentioned before. According to Jaakola there is a shortage of educators, who are ready and willing to go abroad and participate in education export projects. The educator shortage can increase the competition between institutions. (Jaakola 2017, 31-32, cited 11.5.2017.)

Another issue is that the role of education export is unclear. Companies and educational institutions expect more support from the government, particularly from the Ministry of Education and Culture, to promote exports. The Ministry of Education and Culture traditionally does not have extensive activities in international promotions. The conflict between expectations and opportunities has contributed to blocking the launch of education exports at full power. In addition, another challenge facing external education export companies is that new products have not always been in demand on the domestic market due to limited resources. Marketing new products abroad would be easier if they had user experiences and references from Finland as well. (The Ministry of Education and Culture 2013, cited 11.5.2017) These points are also found in Jaakola's (2017, 31-32) research. It demonstrates that the lack of defining education export and the separately working Finnish education export operators are issues to advance the export of education in Finland. The fact that Finnish operators carry out the export process individually happens because of the lack of common basis for export definition and business sector, or that there is a defect in comprehensive research data on education export in Finland, in which operators could base their export decisions and processes. Jaakola also emphasizes the absence of cooperation between educational institutions as well as between public and private bodies. These are seen as factors that slow down the export of education. (Jaakola 2017, 31-32, cited 11.5.2017.)

On top of before mentioned issues, Jaakola states that weak skills in languages challenge the export process. Finnish operators have excellent skills in English but they lack in others. This is the other way around in the destination countries. They lack of English skills but are good for example in French and Spanish. This is due to the fact that Finland increasingly exports education to, for instance, South America and Africa. (Jaakola 2017, 32, cited 11.5.2017.)

4 TUITION FEES IN OTHER NORDIC COUNTRIES

Most European countries collect some form of tuition fee from students outside EU/EEA-countries. Some countries have introduced tuition fees or even raised them in 2013/2014, but there has also been opposite changes. Germany for example decreased the number of states collecting tuition and only collected tuition fees in one of its states in 2014, which was also quitted in 2015. (The Ministry of Education and Culture 2014, cited 22.3.2017.)

For a number of years the Nordic countries have been questioning whether or not to collect tuition fees from international students outside EU/EEA area, as for a long period of time they have been known for offering tuition-free education for everyone. In spite of that, Denmark was the first to introduce tuition fees in the semester of 2006-2007, following with Sweden in 2011-2012 and Finland, with a trial in 2010. Norway and Iceland still continue to offer free education regardless of students' origin. All of the three countries: Denmark, Sweden and Finland encountered similar outcomes due to the implementation of tuition fees. They all experienced a significant decline in the international student enrollment soon after the implementation, but due to initiatives such as increased scholarships and study grants the amount of applicants started to increase steadily. The implementation of the tuition scheme has a significant effect on student mobility and international student enrollment in the Nordic region. In both Denmark and Sweden, the administrative workload of individual universities was greatly affected by the introduction of tuition fees and as a result caused them to reevaluate the effectiveness of their marketing and recruitment strategies. Another challenge would be to ensure competitiveness in the global international education market, against the more trendy regions such as the United Kingdom, the Netherlands and the United States. (International Educator 2013, cited 22.3.2017.)

4.1 Denmark

Denmark started collecting tuition fees from all students coming from outside EU/EEA-area in the year 2006. The main goal for this change was not to increase the amount of international students but to increase the competitiveness of Danish universities and to cover the educational costs. Since Denmark was the first of the Nordic countries to implement the tuition scheme, both

Finland and Sweden cited the Danish experiences in the discussions of whether or not to introduce tuition fees in their own countries. (The Ministry of Education and Culture 2014, cited 22.3.2017.)

The tuition fees in Denmark vary depending on the degree and range anywhere from 6000 EUR to 16000 EUR per year. Some universities collect also a 100 EUR to 150 EUR fee from entrance exams. The responsibility for the tuition-fee model is delegated to administration and pricing to the individual higher education institutions. The authorization to pricing the programs themselves is conditional to the principles set by law, that the pricing should be correlated to the costs of the program. The Danish legislation states that universities are preconditioned to establish a base for the calculation of the prices of individual programs. Fundamentally, this means that, the minimum price of a degree program should be equivalent to the grant received from the government. The universities can set tuition higher than the degrees costs, in which circumstance the surplus may be used to fund scholarships and study grants. In Denmark the universities have different pricing strategies and methods on how to administrate tuition fees. The authority to set the prices also varies depending on the institution. Some universities make the decision centrally and some delegate to their faculties. (The Ministry of Education and Culture 2014, cited 23.3.2017; Norden 2013, cited 23.3.2017)

In Denmark the state provides universities, UASs and business academies funding for free study places and scholarships, as well as development scholarships through DANIDA (Denmark's development cooperation). These will then be redistributed by the universities to the students outside of the EU/EEA, aka "third country students". As a result of the implementation of tuition fees, the state's funds have increased significantly. The pool of funding went from 2 million DKK in 2006 to over 28.7 million DKK in 2009 and to approx. 59 million in 2011. Nevertheless, the Danish universities state that there is not enough funding, which in turn makes it more difficult for the universities to compete internationally and to attract the best students outside EU/EEA to Denmark. (Norden 2013, cited 23.3.2017).

After the implementation of tuition fees, international student enrollment decreased significantly. The changes showed in particular, in the amount of applicants from outside EU/EEA area as well as in the student enrollment, which dropped by a third right after the reform. The amount of students came steadily back up after a couple of years, but it has again slightly decreased after

the year 2010 (2005: 3349, 2010: 2847, and 2012: 2764). While the numbers of students from outside EU/EEA area experienced a drop and a steady recovery, the overall international student enrollment in Denmark doubled after the introduction of tuition. This is due to the increase of student enrollment from inside the European area. (The Ministry of Education and Culture 2014, cited 18.4.2017.)

4.2 Sweden

Starting from the fall semester 2011, Sweden introduced both application fees and tuition fees for students outside the EU/EEA area. The reasoning behind the reform was very much alike to the Danish. By charging tuition fees, Sweden's intention was to compete with other international universities on the basis of high quality education, rather than on the basis of offering free education. The number of international applicants and international students enrolled in Swedish universities had doubled in the years of 2006 (11 800) to 2010 (27 900), which was also one of the underlying reasons behind the implementation of tuition fees. (The Ministry of Education and Culture 2014, cited 18.4.2017.)

A decline in the international student enrollment occurred in Sweden after the introduction of tuition fees, very much like in Denmark in 2006. The overall decline in the amount of applicants of non- EU/EEA students was almost by 80% (2010: 122 000, 2013: 37 000). After the initial drop in 2011, the number of international students has steadily grown but it had not yet reached the number it was before the implementation of the fees by the year 2014. (The Ministry of Education and Culture 2014, cited 18.4.2017.)

Tuition fees for students coming from outside the EU/EEA area ranges from 6 500 EUR to 15 000 EUR per year, depending on the degree and institution. The universal application fee is approximately 95 EUR per application term, and it is not tied to how many degrees a student applies for. The tuition fee profits go to the government, which are then distributed back to the institutions depending on the quantities. The tuition fee revenue is used for quality improvement measures as well as for funding of scholarships and study grants for students from outside EU/EEA. The application fees go to Universitets- och högskolerådet (UHR), which offers

Swedish institutions funding worth of 6.8 MEUR on a yearly basis, for the reduction of tuition fees. (The Ministry of Education and Culture 2014, cited 18.4.2017.)

4.3 Norway

In Norway, the public higher education institutions do not charge tuition fees. Norwegian students pay an enrollment fee of approximately 40 to 80 EUR, which is among other things a precondition to the participation in exams.

The amount of international students in Norway has increased in the years 2005 to 2013 by over 50%, however, the growth has been less than in other Nordic countries. The number of students coming from outside EU/EEA grew by 30% and students from inside EU/EEA doubled in the years on 2005 to 2013 (2005: 600, 2010: 9200, 2013: 10300). The Norwegian government discussed the implementation of tuition fees in 2013, however, the implementation was not at that time considered worthwhile. The assessment was based on the experiences of Denmark and Sweden. It was estimated that the number of third country students would decrease by 75% and the scholarship system would decrease the overall tuition revenue to a point that it would no longer be profitable. (The Ministry of Education and Culture 2014, cited 18.4.2017.)

A representative from a Norwegian university states, that even though Norwegians believe that everyone should have an equal opportunity for higher education, the opportunity might be threatened in the future. If the amount of international students keeps increasing in Norway, like it has in the past few years and as a result the local students are unable to get study places, some fees may have to be implemented. However, for now, Norway is still happy with the system that they have – a system that focuses on the academic competences of students instead of their financial abilities. (Norden 2013, cited 24.4.2017.)

4.4 Iceland

Iceland is a lot like Norway when it comes to higher education fees. The education is free for everybody. Though, since 1991, students have paid an enrollment fee, which was 370 EUR in the

semester of 2013-2014. The enrollment fee is fixed between all higher education institutions in Iceland. The amount of international students in Iceland increased by 50% in the timespan of five years (2005: 735, 2010:1133). Most of the growth was from students coming from outside EU/EEA, which was approximately an 86% increase. The amount of international students from inside EU increased by approximately 45%. According to a representative from an Icelandic university, consequences from other Nordic countries, such as Denmark and Sweden, introducing tuition fees could be felt in Iceland. They noticed a significant increase in the amount of international students. Most of them coming from developing countries, as they cannot afford to pay tuition. (The Ministry of Education and Culture 2014; Norden 2013, cited 24.4.2017.)

The public sector organizes the higher education system in Iceland, while grants are offered for the private institutions. Iceland has in total seven universities - four of them are state-run and three private. The privately run universities do charge tuition, though the amount varies depending on whether the students come from outside or within the EU/EEA area. The fees range from 1 800 EUR to 3 600 EUR per year for EU/EEA students, and 6 000 EUR to 9 000 EUR for students from outside EU/EEA. Scholarships and study grants are distributed by the government in Iceland. The Ministry of Education, Science and Culture grants a number of international students with scholarships each year. In the semester of 2012-2013, eighteen scholarships were granted for international students from both inside and outside of EU/EEA. (Norden 2013, cited 24.4.2017.)

5 TUITION FEES IN FINLAND

In Finland, tuition fees have been a topic of discussion for over a decade. The discussion about the implementation of tuition fees in Finland started in 2004 with a globalization report published by the government. In spring 2005, the minister of education formed a workgroup to investigate the possibilities of tuition fees. The workgroup came up with a proposal in 2005 where they suggested of collecting tuition fees from non-EU/EEA students, the amount varying from 3500 EUR to 12 000 EUR. However, the case did not reach unanimity in the parliament at that time. (Kivistö 2009, 13.)

5.1 Advocating and Opposing Arguments

The arguments advocating the implementation of tuition fees in Finland are mostly based on the financial aspect. In all simplicity, tuition fees generate additional revenue for the higher education institutions. This argumentation can be divided into two main themes. First, the higher education institutions financing and the pressures of the state's economy. Since the 1980's, in Finland, like in many European countries, the higher education institutions management and financing was switched from the direct control of the government towards a more performance-oriented management and higher decision-making power of the institutions. The economic recession and government's tightened budget meant an increase in the financial efficiency of the operations of universities. In 2005 Finland's Ministry of Education and Culture raised the question: who benefits from the higher education, the individual or society – should the beneficiary participate in the costs of the education? The advocacy for the implementation of tuition, from the ministry of education, is understandable as the Ministry represents the main funder of higher education, the government. The second, the increasing internationalization of higher education institutions and consequently, additional resources that are needed. When it comes to higher education in Finland, internationalization has been seen as an inevitability. According to the Ministry of Education and Culture and other stakeholders, the requirement for competing internationally is to attract the best international students to Finland and recruiting them to the Finnish labor market after graduation. The advocates of the implementation of tuition, see the fees as a means of financing the measures needed for internationalization of higher education institutions, such

measures being: increasing the selection of English-taught international degrees, marketing, developing of the application- and selection process of international students as well as improving the student guidance services of international students. (Kivistö 2009, 13-14.)

The people opposing the implementation of tuition fees have a more of an ideological viewpoint. There's been talk of the position and role of students and how it might change as a result of the implementation – will students become clients or members of the university community. Although the same financial aspect is used in many arguments, the opposing side does not believe in the profitability of tuition fees. Tuition fees are believed to affect the entire society, the Finnish internationalization strategy and how education is perceived, is it an export product or a privilege. The opposing side would prefer it staying as a privilege. Furthermore, when the education is paid, foreign students appear to have more expectation of the services provided for them, which are believed not to reach the level expected. In addition to that, the commercialization of education is also believed to threaten equality amongst students, as students will be chosen based on their ability to pay, instead of choosing the best and most motivated students. (SAMOK 2015, cited 28.4.2017.)

As mentioned earlier in this chapter, in the advocating arguments tuition fees are perceived as additional resources for internationalization, though truthfully, internationalization of higher education institutions require a lot more than just the revenue from tuition fees. Student organizations are being skeptical about the usefulness of tuition fees as some of the obstacles of internationalization, mentioned specifically, are the lack of foreign-language education, the deficient quality of it and the lack of marketing intended for foreign students. These obstacles are believed to be caused by the small size of the institutions, the lack of foreign researchers, teachers and students, which ultimately hinders the possibility for a truly international environment. Student organizations see tuition fees as an additional obstacle for internationalization as Finland has been attracting foreign students with the possibility of free education for years and tuition fees will evidently decrease the amount of international students applying for a study place in Finland. (Kivistö 2009, 16.)

5.2 Tuition Fee Trial 2010-2014

The Ministry of Education and Culture conducted a tuition fee trial in Finland in the years 2010-2014. In that trial, Finnish higher education institutions could charge tuition fees from students coming from outside EU/EEA area. The institutions were given the right to choose the amount they would charge, with the precondition that a scholarship scheme was put in place. The objective of the trial was to see what effects would arise from the implementation of tuition, how would it effect on the internationalization, the attractiveness of Finnish higher education institutions, student mobility, and the quality of English taught degrees. The Ministry of Education and Culture assigned a workgroup to assess the trial results and to report the outcomes to the ministry. The workgroup carried out three surveys for universities, one student survey in 2013 along with workshops and discussions. (The Ministry of Education and Culture 2014, cited 30.4.2017.)

In the 2000', the amount of international students in Finnish higher education institutions increased by approximately 7% each year. According to Statistics Finland, the amount of international degree students in Finnish universities and UASs' was a little under 6900 in the year of 2001 and in 2012, there were approximately 19 000 international students in total in Finland. The majority of international students coming to Finland are from outside EU. Statistics Finland states that in 2012 three quarters of the international degree students in Finland were from outside EU/EEA. These statistics set the expectations for the potential amount of paying students before the trial. In total 154 degree programs signed up to the trial, but in the end, not all of them collected fees. Figure 5.1 shows all the participating institutions, degree programs and, degree programs collecting fees, in the trial. The amount of programs collecting fees varied every year, in 2013, there were 43 degree programs. From 53 different countries, 355 students from outside EU/EEA enrolled during the trial period and nearly all of the students paying tuition received some kind of study grants, from either the institutions or from the Erasmus Mundus-program, covering either a portion or the entire tuition. (The Ministry of Education and Culture 2014, cited 30.4.2017.)

	Universities			Universities of Applied Sciences			In Total		
The number of higher education institutions enrolled in the trial	9			12			21		
Year	2011	2012	2013	2011	2012	2013	2011	2012	2013
The number of degree programs enrolled in the trial	125	131	131	21	23	23	146	154	154
The number of degrees collecting fees	19	32	32	8	10	11	27	42	43

FIGURE 5.1 The institutions, degree programs and degree programs collecting fees that participated in the trial (*The Ministry of Education and Culture 2014, cited 30.4.2017.*)

Most of the universities and UASs' taking part in the trial mentioned the importance of internationalization as the primary reason for the participation. The trial was seen as a possibility to improve education export and the quality of international degrees, yet the risk of the amount of international students decreasing and the international degrees losing viability was seen as a barrier for participation for some institutions. (The Ministry of Education and Culture 2014, cited 30.4.2017.)

The size of the tuition in the institutions was chosen as the decision for the participation of the trial was made. The amounts stayed the same through the entire trial, though every institution had their own ways of choosing the right chargeable amount for the tuition. In universities the tuition varied between 5 000 EUR to 12 000 EUR per academic year, in UASs the amount was between 4 000 EUR to 8 000 EUR. Despite the differences in the ranges, the average amount for tuition fees collected was 8000 EUR per academic year. The amount of the fees was mostly based on either the costs of the program or on the market pricing. Additionally the Erasmus Mundus – programs, in which the fees are based on the size of the study grant given to students by the European Commission. The costs of the education were estimated by using nationwide unit prices and averages. The market pricing was used in both universities and UASs and it is based on especially domestic but also international comparisons. It is characteristic and typical for most of the students enrolling in tuition fee collecting programs during this trial, to receive a scholarship of some sort. During the entire trial period, in universities 848 international students started in tuition fee collecting programs, from which 339 were paying students and 287 received scholarships. In UASs 208 international students enrolled in tuition fee collecting programs, from

which sixteen were paying students and fourteen of them received scholarships. Figure 5.2 shows the number of tuition fee-paying students enrolled during the trial, by country (The Ministry of Education and Culture 2014, cited 5.5.2017.)

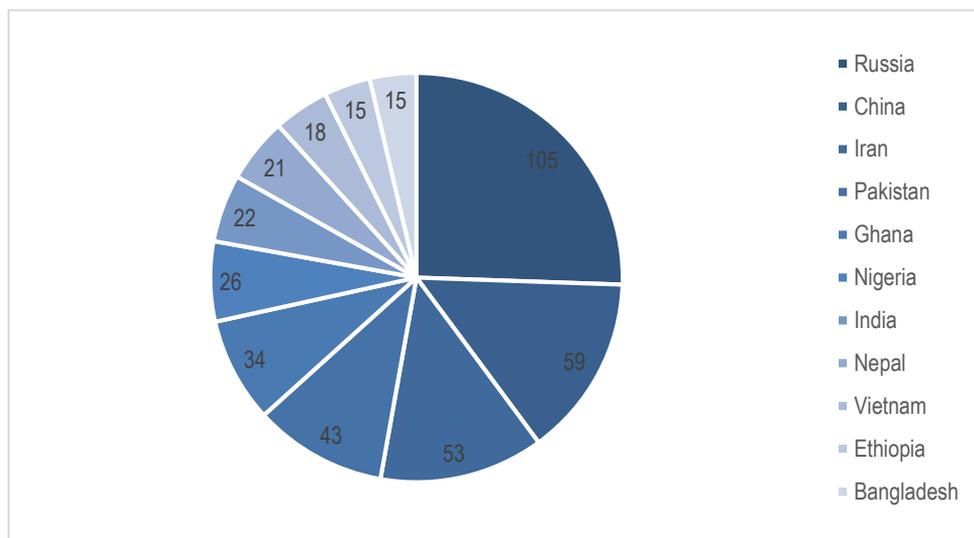


FIGURE 5.2. The number of tuition fee-paying students enrolled during the trial, by country (biggest) (The Ministry of Education and Culture 2014, cited 5.5.2017)

During the trial, the institutions were asked in surveys, about how they will utilise the revenue received from tuition fees. Most of the institutions expectations for revenue were low, and the perception did not change. The revenue received from tuition fees are mainly used on the viability of degree programs and on study grants. In the trial the higher education institutions had a chance and an obligation to decide on their scholarship system and the principles of their granting. UASs generally use a model where the scholarship covers either the entire tuition or half of it. The maximum scholarships granted by universities cover the tuition and an additional grant for living costs, but also other smaller grants are used. Some universities use the Erasmus Mundus – system. In most higher education institutions the amount of scholarships is determined by a pre-agreed percentage of all approved students. In UASs the scholarships are funded with the tuition fee revenue and / or with the use of a scholarship funds and in universities they are funded with the tuition fee revenue and / or the institutions basic funding. The basis for granting a scholarship is academic success. Some universities also use motivation and the student’s suitability in the university’s strategic goals, as criteria. (The Ministry of Education and Culture 2014, cited 5.5.2017)

5.3 Results of Trial Period

Given that only a number of higher education institutions and programs participated in the trial, it does not provide enough information to make an estimate about the overall impact on international student enrollment if the tuition fees would be implemented permanently in Finland. Overall the trial ended up not going as well as it was hoped. Even though 154 degree programs signed up in the trial, not all of them ended up collecting fees. It was typical especially in the university sector that a large group of programs did not start charging the students. Some of the reasons behind these choices were changes in the structure of the programs or the overall decision not to put the payments in action. However, even though the choice of not collecting fees was made, the degree programs wanted to keep the option open and for that reason did not revoke the participation. Nonetheless, there were very little changes to that during the trial. (The Ministry of Education and Culture 2014, cited 5.5.2017)

The fact that the trial was temporary, caused some institutions to not participate in it. They viewed the project as not being worth it considering the workload and in their mind the risk of the investment going to waste was too big. Some institutions also viewed the implementation of tuition as a negative concept. However, the surveys conducted throughout the trial showed that the opinion seemed to be slightly changing for the better. The trial and the conversations appeared to have a positive impact on the perceptions concerning tuition fees. Many institutions, even those not participating in the trial, informed that they would be ready to collect tuition fees if the decision for the permanent implementation would be made. The trial ended up being so, that most of the programs collecting fees were concentrated to a few higher education institutions and additionally mainly just singular programs here and there. Most of the programs collecting, were from the University of Oulu, Aalto University, Lappeenranta University of Technology and Haaga-Helia University of Applied Sciences. During the trial, 1785 international students were approved for chargeable programs in Finland and 85% of them were in universities, 65% (1164) of them were from outside the EU/EEA area. The higher education institutions estimates on the amount of paying students enrolling in the programs were fairly moderate, generally about zero to five paying students per program. Yet despite the moderate estimates, the amount of payable students ended up being under the assessment and as a result the institutions lowered the estimates as the trial continued. (The Ministry of Education and Culture 2014, cited 7.5.2017.)

The institutions were asked twice for the evaluation if the tuition fee trial has affected the recruiting of professors teaching at chargeable international degree programs and if the implementation causes the need for special requirements from professors. The results indicate that institutions believe that the implementation of tuition fees has affected the recruitment and the requirements. Nevertheless, the trial showed that the recruitment process stayed the same in both chargeable and free international degree programs. The fact that the program was chargeable, did not cause teachers to have any special requirements. Although, the institutions have emphasized on linguistic and cultural knowledge. (The Ministry of Education and Culture 2014, cited 7.5.2017.)

6 RESEARCH DESIGN

According to Yin (2003, 19), research design is the consistency that ties together the gathered data and fundamental research problems. Research design prepares a blueprint for gathering data as well as its evaluation. In addition, research design discloses the nature of the research; causal, descriptive or exploratory. In turn, research methods indicate the approach applied to gather data. (Ghuri & Grønhaug 2005, 56.)

In this chapter the research methods and the overall research design will be explained in more depth. First point of discussion is the research methods and after that there is an analysis of the survey results as well as an interview report to explain some aspects of the survey in more detail.

6.1 Research Methods

Research methods are guidelines to resolving questions. Research methods function on various roles, for instance, means to reach explanation, regulations for communication such as explanation of arriving at conclusions, and onlookers should have the means to examine and assess the research outcomes. Comprehension of the research problem is a necessity for determining the research methods used. (Ghuri & Grønhaug 2005, 40.)

The research for this thesis consists of a combination of two research methods. The quantitative survey was chosen as a primary focus and the qualitative interview was used as support for the gathered data and the data analysis. Quantitative survey is great for this type of research as it provides a large sum of data in a relatively short time period, as tuition fees are a new subject in Finland and there is not that much research done about it. (Vilkka, 2015, 73.)

The objective of this thesis is to gather information from the organizational point of view about tuition fees and possible changes that come with it. As mentioned earlier in the introduction to this thesis, the quantitative survey is targeted for the head of UAS' and the head of international affairs.

6.1.1 Quantitative Survey

Quantitative survey is the most commonly used data gathering method when doing quantitative research. In a quantitative survey the respondents read the written question themselves and responds to it in writing. This type of research is suitable for a large and scattered group of respondents. The largest risk in survey conducting is the possible low percentage of responses. (Vilkkä 2015, 94.)

Surveys are a powerful means to receive statements, mind-sets, and explanations towards a phenomenon in question. To add to that, cause-and-effect connections are easily seen through surveys. Survey respondents responses might be influenced by various factors. These factors include the following: sponsors, stimulus, format of the questionnaire and the cover letter. Doubt about a sponsoring company might influence the respondents' way to answer, or in the worst case it might even block answering altogether. Additionally, a reward might influence the decision to take part in a survey. The researchers have to determine if they want to give a reward or not. If yes, it can be financial or a commodity. Response rates are affected also by the format of the questionnaire. Factors in the format are duration, layout and presentation. The biggest effect on response rate is the cover letter stating the purpose of the study. For the most part it determines the final decision if a person will respond to a survey or not. (Ghuri & Grønhaug 2005, 124-125.)

6.1.2 Qualitative Interview

Many qualitative interviews fall into the category of semi-structured interviews. In a semi-structured interview the key topics, issues and themes are picked from the research problem. This way the imperative topics are handled, but the order and structure of questions can remain open. (Vilkkä 2015, 124). As Eriksson and Kovalainen (2008, 82) explain, a semi-structured interview allows possibly important topics being raised by the interviewee, as the interview itself is not too structured or restrictive. This allows to explore topics more in-depth from the participants' point of view, but to still have a somewhat systematic format.

Semi-structured in-depth interviews have the advantage to receive more precise information compared to structured interviews. Respondents' personal thoughts are heard due to unrestricted

questions instead of limited amount of options. Furthermore, interviewer is able to ask for additional questions to deepen the response. (Ghuri & Grønhaug 2005, 131-133.)

According to Yin (2003, 89), a semi-structured interview is more like a guided discussion in preference to structured questioning. It is relatively short and guided based on the study in question. The significant intention of the semi-structure interview is to confirm already established assumptions. (Yin 2003, 89-91.)

6.2 Conducting the Research

The quantitative research of this thesis was conducted in the form of an online Webropol- survey. The survey and its questions were drafted following the guidelines of FINNIPS. The research's nature is descriptive. The primary focus being in the possible changes in UASs and their methods and views considering tuition fees as a new concept in Finland. The survey was sent via e-mail. The hoped amount of participants for the survey was one answer from each UAS in the cooperation network of FINNIPS, which is in total seventeen. The idea was that multiple persons involved in international and tuition fee related issues in that UAS could combine their thoughts and answer the questionnaire together. The survey was originally open for answers from 7.4. - 19.4.2017. In that time period, the survey had gotten six answers, which is why the answering time was extended until 21.4.2017 and a reminder was sent. In the end, there were in total ten answers, all from different UASs. This equals to 58.8% response rate. The survey results will be examined in all confidentiality and the answers will be analyzed in a general sense so that individual answering UASs will maintain their anonymity.

The survey contains three question types: the Likert scale, multiple choice and open questions. As open questions are not as quick and easy to answer and requires more thinking, the answers are often left either blank or brief. To minimize the need for open questions, the Likert scale and multiple choice questions were chosen. These were to make the survey more efficient and not too time consuming. The survey was conducted in Finnish.

6.2.1 Analyzing the Survey Results

First few questions in the survey were about the identity of the respondents. The UAS represented, the title of the respondent and others participating. The names of the participating UASs stay anonymous in this thesis. In figure 6.1, the titles of the respondents are shown. Most of the respondents were directors of international affairs and two of them were directors of study affairs. In addition, there were two other responds outside of the option range; team leader and admissions officer. It was not a surprise that the highest response rate was from directors of international affairs, as tuition fees have mostly to do with international affairs.

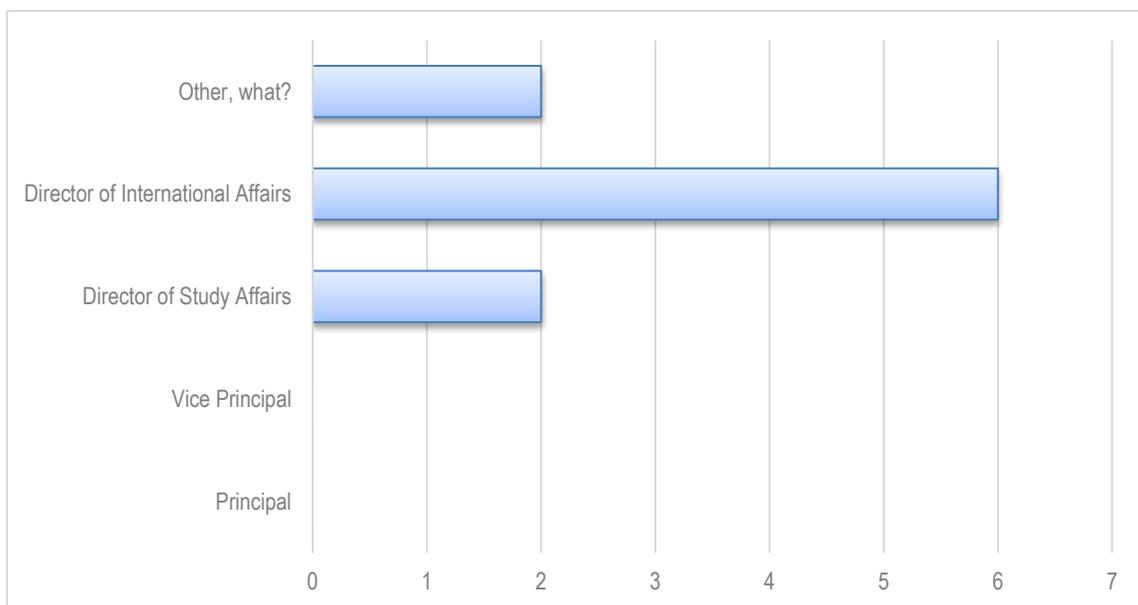


FIGURE 6.1 Title of respondents

Figure 6.2 displays the parties involved in answering the survey. From all the parties involved, there were in total five directors of study affairs and four directors of international affairs participating in responding to the survey. Besides these, seven responded the option: other, what? Six out of the seven mentioned admissions services and also the following answers were given: international coordinator, team leader and development manager.

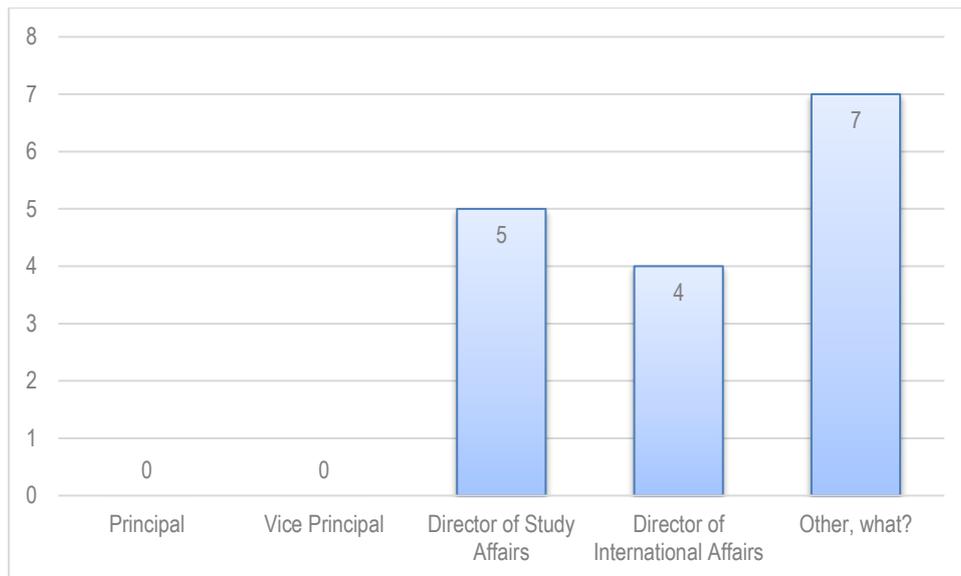


FIGURE 6.2 Parties involved in the survey

Next, the respondents were asked the question of what has changed and what is expected to change after the implementation of tuition fees in their UAS. The purpose of this question was to get to know the different views on potential threats and possibilities that come of tuition fees. Many responses stated the loss of applicants and consequently the possible decrease of international degree programs and their funding, a very possible and almost an evident threat. Students may steer for the more popular and bigger cities in the south and as a result smaller UASs may struggle, this may result in competition between institutions and also in the breakdown of existing cooperation models. The demographic profiles of applicants may also change, due to people from different countries applying for degrees, compared to time before the introduction of tuition fees. The implementation of tuition fees may also confuse applicants as different UASs have different practices, considering the administration. Some respondents also mentioned the possible doubt of students not being committed to enrolling for a degree or paying on time. This resulting in the shortage of students in degree programs. There is also the possibility of international programs having mainly Finnish students and this may result in the decrease of internationalization within the degree programs. Tuition fees might also raise the expectations of international students, this may be interpreted as either a threat or a possibility. The possibilities mentioned are focusing mainly on the financial aspect of tuition fees. The implementation of tuition fees are perceived to have a significant impact on the export of education in Finland. Tuition fees will bring more revenue for the higher education institutions, which consequently might result in the change of mindset – students are seen as paying customers. The respondents

recognize tuition fees as a possibility after the quality and marketing have reached an adequate level.

Figure 6.3 shows processes and services that the implementation of tuition fees has already affected in each UAS. The answers vary quite a lot between institutions. The only service that had all the respondent stating the same was the library services. Every respondent mentioned that library services have not yet been affected at all. In other process and service options the responses were divided between at least three different rating scales. The most popular answer for admission services was 'extremely', this option was chosen by four UASs. The other six responses were divided between 'slightly' and 'a lot'. For international affairs, most of the UASs answered 'slightly'. Concerning student services, the answers were pretty diverse. Three answers were on 'not at all', four on 'slightly', one on 'moderately' and two on very much. Student unions have not been affected that much so far, as the highest scale answered for that was 'moderately'. For financial services and marketing, the most popular answer was 'slightly'. Three UASs believe that marketing has already been affected extremely much. There were also a few answers for 'Other, what', these were for ICT and public relations.

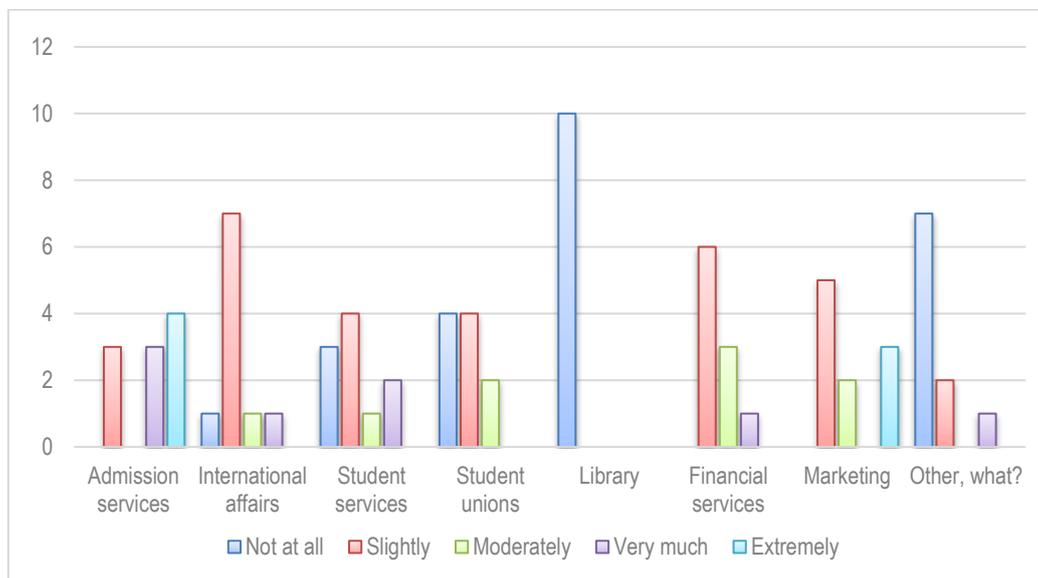


FIGURE 6.3 Processes and services already affected by tuition fees

The respondents were also asked how the tuition fees have affected the operations in their UAS. This was an open question because the operations of each institution are different and the answers vary so much. This question was to deepen the information gotten from question five.

The implementation of scholarship schemes was mentioned in the answers of multiple respondents. This may be due to the fact that the Polytechnics Act demands every UAS to put a scholarships system in place for students, before the tuition fees can be introduced. Many respondents also mentioned that they have enhanced marketing and public relations due to the implementation tuition fees. Instructions related to tuition fees and the payment obligations have been published for instance in UASs websites.

Question seven was about which processes and services will be affected by tuition fees in the respondents' UASs. All ten UASs responded to this question. The purpose of this question was to investigate which processes and services receive more attention in the future. Figure 6.4 shows how the answers were distributed based on each process or service. As seen below in figure 6.4, admission services will be affected the most in the future based on six 'extremely' responses. This was predictable based on the fact that tuition fees were just introduced and this is all new to the organizations as well as applicants. Admission services are the ones who best can assist new applicants in the application process. Therefore, admission services must to be prepared to meet the need of the applicant. International affairs got the most diverse range of responses. Every answer option was selected once besides 'slightly' with six UASs responding that. This was predictable since international affairs will probably be working tightly together with admission services. Library services are the least likely to be affected by tuition fees according to the responses. The most popular response for financial services was 'slightly', which was surprising since all the UASs have to create systems for receiving the tuition fees and granting scholarships. For marketing, only one UAS responded 'slightly'. Each of the following answer option received three responses: moderately, a lot and extremely, which was not a surprise considering that all UASs have to create their own marketing content to promote their own institution abroad. Lastly, there was an option to choose 'other, what?' and then type the services and processes not mentioned in the survey that will be affected in the future. Seven out of the ten UASs selected 'not at all' and three of them selected 'slightly' together with written responses, where ICT and assessment of payment methods were mentioned. To conclude, no one can foretell for sure the processes and services, which will be affected by tuition fees until later on. The tuition fees will be applied for the first time in the fall 2017, therefor, the true effects are hard to predict at this point.

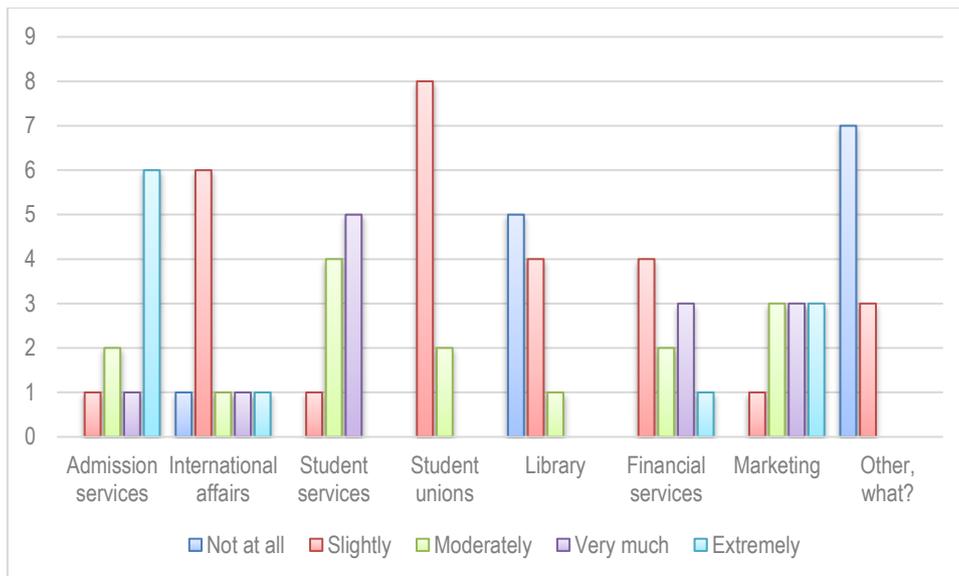


FIGURE 6.4 Processes and services that will be affected by tuition fees

The eighth question was an open question where respondents were able to type their own responses. There was no limit to how much the respondents can type. Nine out of ten UASs replied to this question. The UASs representatives were asked in what way tuition fees will affect the UASs activities and operations in the future and how much. Two UASs mentioned quality of education and services and development of them. One UAS mentions that services need to be improved better to support students. Another UAS responded that student services need to be developed as well as operation models need to be created to match the expectations and needs of foreign degree students who pay tuition fees. Three UASs raised the question about the future of English-taught degree programs; either to consider about specialization or the profitability of the program whether to continue or not. The possibility of decrease of foreign students requires constant assessment of the situation and possible actions. One UAS stated that the tuition fees will not affect the financial aspect of their institution. On the other hand, couple UASs stated that tuition fees will affect their processes by creating the processes involved in paying the scholarships, checking the obligation of payment and tracking payments. Tuition fees will have an effect on the workload at many different stages of student's school experience; in the beginning by checking the obligation and ability to pay, during the school years by checking the payments and scholarships and lastly losing and restoring the right to study. In conclusion, one UAS expressed that it is too early to know the final effects on this matter. However, the final effects can be speculated and planned.

All UASs responded to the ninth question, which asked if the amount of applicants outside of EU/EEA area has changed in spring 2017. The intention of this question was to find out if the introduction of tuition fees has affected the amount of applicants outside of EU/EEA area. Every UAS stated yes as their answer.

Next, question number ten, was a continuation question to the previous one. The fact that every UAS stated yes does not tell extensively about the phenomenon around applicants outside EU/EEA area, therefore tenth question asked the UASs to explain why they responded yes to question number nine. Furthermore, it was an open question in order to obtain the most profound information. Three out of the ten UASs mentioned that applicants came from different countries compared to previous years. Five UASs stated that there was a decrease in the number of applicants outside of EU/EEA area. An individual UAS said that the amount of primary applicants outside EU/EEA area increased however the overall amount of applicants, including Finnish and EU/EEA applicants, decreased. In addition to these, two UASs stated that the amount of Vietnamese students decreased in their institutions. Finally, one UAS highlighted that repeatedly the number of applicants varies from year to year.

According to answers given to question eleven, there are a lot of parties involved in the implementation process of tuition fees. The respondents were asked to tell who the involved parties are in the planning and execution of the implementation of tuition fees in their UAS. Almost every respondent mentioned the board of directors, the executive council, and the director of study affairs, the marketing department, administration, and admissions services as the main parties involved. These may also vary depending on the institution. Some UASs also mentioned the principal, ICT, international students and student unions as part takers. Some of the tasks for the involving parties mentioned are drafting the processes and guidelines, decision making, as well as driving the processes from decision to practise.

Two of the last questions in the survey concern the institution strategy. The respondent were asked if the implementation of tuition fees have been taken in to consideration in the institutions strategy and how. Half of the respondents said that tuition fees have not been taken in to consideration. This may be due to the fact that most of the strategies have been implemented before the decision to introduce tuition fees was made. Still, there were a few UASs who responded saying that they have noted the tuition fees in their strategy though just slightly. One respondent said they have taken tuition fees in to account significantly, in their strategy. The

responses are shown in figure 6.5. The UASs who answered that they have noted tuition fees in their strategy mentioned the following effects: Education arrangements and timing, improvement of English-taught programs, campuses and education quality, additional attention was also paid on creating an international university environment.

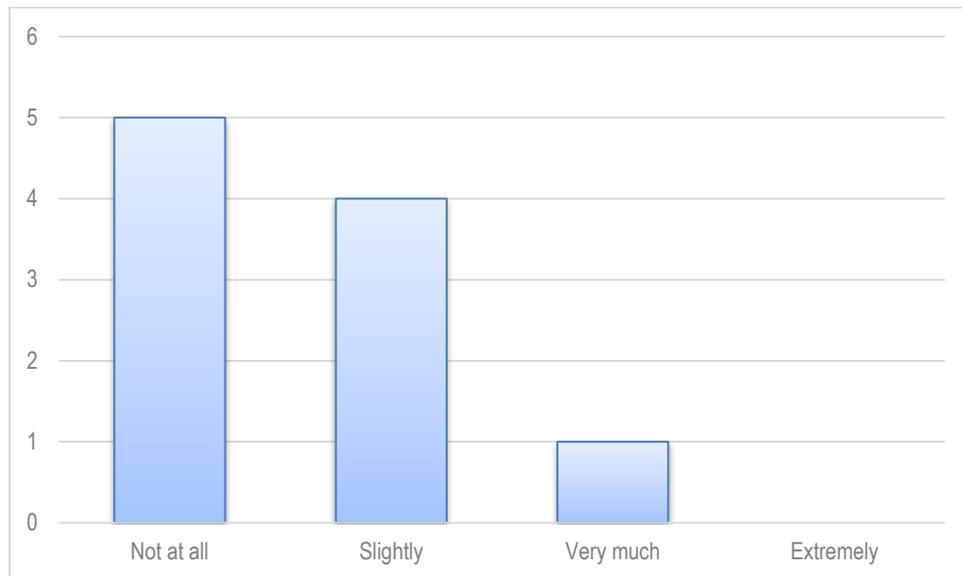


FIGURE 6.5 How tuition fees have been taken into account in UASs strategy

6.2.2 Reporting the Interview

To gain a deeper understanding of the quantitative data, gathered by the survey, a qualitative, semi-structured interview was conducted. Qualitative interview was completed with two field experts: Allan Perttunen, the director of study and international affairs in Oulu UAS and Sanna Pusula, the planning officer in Oulu UAS.

According to Perttunen a truly international higher education environment means that the institution offers English-taught programs and lectures, among other things. Additionally, student unions are an important part in creating the atmosphere between students, as well as, in deciding which services are provided for international students. Every UAS handles the same issues; which international programs to have and try to increase the amount of international students. (Perttunen & Pusula, interview on 2.5.2017.)

As a country Finland is attractive for international students, due to Finland's reputation as a provider of high quality education. Finland ranks well in PISA (Programme for International Student Assessment) exams. Even though PISA exams focus on children under the age of 15, it creates the image of high quality and that also affects the higher education. Besides these factors Finland is known for its beautiful nature and safety. (Perttunen & Pusula, interview on 2.5.2017.)

After the introduction of tuition fees Finnish UASs had to consider how to attract students who are able to pay for the tuition and how to market their own institution. In Finland, the higher education institutions compete against each other for international degree students. In addition to the before mentioned image, possible applicants also look at the institution rankings. Unfortunately UAS are not included in them and for that reason universities might seem more attractive for international students. The previous target groups might not be able to afford to come to study in Finland after the tuition fees are implemented and as a result UASs have to focus their marketing on new target groups. Previously international degree students might have come to Finland due to free education. Nowadays, as a country, Finland is too expensive for the groups that used to apply. (Perttunen & Pusula, interview on 2.5.2017.)

The Ministry of Education and Culture only set the minimum amount for the cost of tuition and left the final decision for the institutions. Tuition fees are generally determined on the basis of the true cost of the academic year per student. Universities have started the planning for tuition fees before UASs, therefore UASs were able to look at what universities decided before determining their final prices. As there is price competition, institutions need to take in to consideration the pricings set by others, for that reason there are not huge differences between different institutions. Scholarship schemes are an essential part of tuition fees. Generally the amount granted is either 50% or 75% of the total cost of tuition, but there are also exceptions. When it comes to the implementation, the institutions feel like the Ministry of Education simply introduced the tuition fees but does not invest in creating a national brand. It seems like the government keeps cutting funds from education and there is not enough capital to cover everything needed. The pressure of internationalization is weighting on higher education institutions and they have had to use their own capital to cover the costs. The truth is, that if there is no spare capital it is taken away from other operations within the institution. (Perttunen & Pusula, interview on 2.5.2017.)

The amount of applicants decreased in all UAS in Finland after the implementation of tuition fees. Perttunen and Pusula believe that the amount will rise back up to the level it was before or even higher. The same phenomenon happened in both Denmark and Sweden. They also trust that Finland will continue to collect the fees after ten years. (Perttunen & Pusula, interview on 2.5.2017.)

7 CONCLUSION

The main task of the thesis was to find out the potential effects of tuition fees. There are several responses to this question. In general terms, it can be said that tuition fees are seen as both a threat and a possibility from the organizational point of view.

According to the government's proposal, tuition fees are intended to expand the funding base of universities and UASs, and promote education exports. Due to the introduction of tuition fees, Finnish higher education institutions have better possibilities to compete in international education markets, while the quality of education is emphasized instead of education being free. Though, it is not yet certain that the funding base for universities and UASs will really expand or that their economy will improve.

Generally, tuition fees are seen as a way of getting additional revenue. The advocating arguments are mainly based on the financial aspect of the tuition fees; the economic recession in Finland has forced the government to re-evaluate the finances and how much to spend on public services. This has resulted in the reduction of funding from public services. On that account, the introduction of tuition fees helps in the funding of institutions operations. Institutions responding to our survey recognize tuition fees as a possibility, exactly for the reason that it brings capital for the institution and its operations. However, the actual revenue depends on the development of the number of foreign degree students, as well as on the amount of the tuition fees for higher education institutions. The cost of scholarships and other administrative work will reduce the amount of revenue. The additional income could be used to develop international brand building, marketing capabilities and to support services that foreign degree students need.

Before the introduction of tuition fees it was believed that the amount of non-EU/EEA applicants would decrease after the implementation, similarly like it happened in Sweden as well as in Denmark. Based on the trial conducted in Finland and the survey we made, this assumption was proved correct. However, on the basis of the interview and what happened in other Nordic countries, we dare to say that the amount of international applicants will rise back up to the level it was or even higher, after a couple of years. Nevertheless, the decrease of applicants might result in the re-evaluation of the continuity of some international programs and this might jeopardize the internationalization of smaller institutions.

Besides the internal market in Finland, institutions compete on international level for foreign degree students. Still, when it comes to education export it is important to note that Finland is a small country and for that reason the same volume cannot be reached compared to the top exporting countries. Tuition fees came partially in to make education exports possible. On one hand, it is an attempt to make higher education institutions more international, on the other hand it is there to create revenue for the institutions.

On the basis of our research, there have been changes after the introduction of tuition fees. The biggest change has been the preparations and planning that institutions have done for the implementation of tuition fees. Based on the survey responses, most of the UASs stated that the fees have not affected that much yet in their institution, however, they have been preparing and planning for fall 2017. For instance, the implementation of scholarship systems and other processes involved in the payment collection. The decrease in the amount of applicants is also one of the main issues changed after the implementation. Even though this could have already been expected before the research was conducted, the results ended up confirming the matter anyway.

Within the target countries, the target groups have changed and consequently the marketing of international programs has to adapt along with it. It is important for English-taught degree program to be differentiated from competitors in order to attract talented applicants. Marketing of the programs should be directed to where there are prospective students. In addition to the non-EU/EEA students, also students from European countries are wanted and it is not the intention to recruit student only from areas subject to payment.

There have also been changes to the processes and services of higher education institutions. In addition to the before mentioned changes in marketing, there has also been changes in the financial services, admission services and international affairs. Considering that the implementation is still in early stages, it is seen that the processes will be affected more in the future, further along the way. The changed will be mainly focused on the same processes as now, but it will be in more depth.

In conclusion, it can be stated that the attitudes towards tuition fees are skeptical and reserved. The best outcome from the success of tuition fees brings a great deal of new possibilities for higher education institutions, as well as improves the internationalization opportunities and

increases the capital for development of education. On the contrary, if the implementation of tuition fees are unsuccessful, it might destroy the development of internationalization of Finnish institutions and decrease the amount of international students significantly.

8 DISCUSSION

The purpose of our thesis was to figure out the possible impacts of the introduction of tuition fees. We based our theories on various publications from the Ministry of Education and Culture and the tuition fee trial conducted in Finland in the years of 2010-2014, as well as the reporting's of other Nordic countries. The research questions were:

- What has changed after the introduction of tuition fees and how?
- Which processes and services have been affected by tuition fees?
- Which processes and services will be affected by tuition fees?

..

In our opinion, we managed to answer the research questions well. The theoretical framework provides a comprehensive presentation of what tuition fees are and what their purpose is. In support of the impact assessment, we presented the results of the tuition fee trial and the effects of tuition fees in the Nordic countries. In addition, the governmental efforts to support internationalization and education exports.

In the research chapter, the survey results are reported and analyzed, which were used to make conclusions about the impacts of tuition fees. Allan Perttunen, the director of study and international affairs and Sanna Pusula, the planning officer at Oulu University of Applied Sciences also gave us their views on the overall phenomena.

We think that the introduction of tuition fees is a step towards more international environment, although Finland is still a long way from the top destinations for international students. The pricing of the programs is reasonable for the most part, even low-priced compared to other countries. It would be interesting to hear from the students' point of view once the tuition fees are actually collected. As we are not part of the target group, we just have to think from their point of view.

We began our thesis process in February 2017. We had a meeting with FINNIPS where we discussed the objectives, schedule and research methods. During February and March we planned, did background research and compiled theories regarding the subject around tuition fees. This was also when we started working on the primary webropol survey. The final version of

the survey was complete and sent in the beginning of April. The survey lasted from 7th of April until 21st of April. The interview with the director of study and international affairs and the planning officer of Oulu UAS was held on the 2nd of May.

We think that the validity of our research is good. The survey questions reflected the matter on hand and the target group was right. No one knows better what is happening at the UASs than the people who are in the center of the phenomena themselves. However, the reliability factor is not quite the same. We have to keep in mind that the questionnaire was sent to the partnering UASs and there are not as many responses as could be considering the entire Finland. Conducting more reliable research would require more time and resources. Based on the limitations on the number of participating UASs we had, the response percentage was great, 58.8%.

In the beginning of the writing process the subject was still slightly new to us, but when we researched the theoretical framework more in depth the whole picture started to clear up. Once we got familiar with the topic, it peaked our interest and the writing process became more interesting. The clarification of the theoretical framework was of major importance for the progress of the thesis.

The progress of this thesis was on schedule most of the time. The opening seminar was held in the beginning of March, the direction seminar in mid-April and the presentation seminar at the end of May. As we planned to graduate in the summer of 2017, the tight schedule was evident and we were prepared to take our chances. Neither one of us wanted to stretch the timeframe of the thesis for too long, so the schedule provided by FINNIPS was suitable for the both of us. Working under a strict timeline, kept us motivated and determined of the goal.

All in all, we are satisfied with the outcome of the thesis. However, the scale could have been broader and included all the universities and UASs in Finland. Still, in our opinion, this thesis will be beneficial for both higher education institutions as well as foreign degree students. For further assessment, it would be interesting if someone began to study what the changes actually are in couple years from now. By then, the true effects of the tuition fees would be visible and known, for now we can just speculate what might happen in the future, in addition to the changes that has already happened. In few years, when United-Kingdom is no longer part of the EU, it would be

interesting to see if there will be changes in the international student mobility, as United Kingdom has been one of the top destinations so far for the European citizens.

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Lukuvuosimaksut vedenjakajana - kysely

1. Mitä ammattikorkeakoulua edustatte? *

Valitse

2. Kyselyyn vastaajan tehtävänimike? *

- Rehtori
 Vararehtori
 Opintoasioiden johtaja/päällikkö
 Kansainvälisten asioiden johtaja/päällikkö
 Muu, mikä?

3. Kyselyn vastaamiseen osallistuvat tahot? *

- Rehtori
 Vararehtori
 Opintoasioiden johtaja/päällikkö
 Kansainvälisten asioiden johtaja/päällikkö
 Muu, mikä?

4. Mitä ammattikorkeakoulussanne on muuttunut tai arvioidaan muuttuvan lukuvuosimaksujen käyttöönottamisen vaikutuksesta? (Uhat, mahdollisuudet..) *

5. Mihin eri prosesseihin ja palveluihin lukuvuosimaksut ovat jo vaikuttaneet ammattikorkeakoulussanne ja kuinka paljon? *

	Ei ollenkaan	Jossain määrin	Melko paljon	Paljon	Erittäin paljon
Hakijapalvelut	<input type="radio"/>				
Kv-palvelut	<input type="radio"/>				
Opiskelijapalvelut	<input type="radio"/>				
Opiskelijakunnat	<input type="radio"/>				
Kirjasto	<input type="radio"/>				
Talouspalvelut	<input type="radio"/>				
Markkinointi	<input type="radio"/>				
Muu(t) palvelu(t), mitkä? <input type="text"/>	<input type="radio"/>				

6. Millä tavalla lukuvuosimaksut ovat vaikuttaneet ammattikorkeakouluunne/ammattikorkeakoulunne toimintaan?

7. Mihin eri prosesseihin ja palveluihin lukuvuosimaksut tulevat vaikuttamaan ammattikorkeakoulussanne ja kuinka paljon? *

	Ei ollenkaan	Jossain määrin	Melko paljon	Paljon	Erittäin paljon
Hakijapalvelut	<input type="checkbox"/>				
Kv-palvelut	<input type="checkbox"/>				
Opiskelijapalvelut	<input type="checkbox"/>				
Opiskelijakunnat	<input type="checkbox"/>				
Kirjasto	<input type="checkbox"/>				
Talouspalvelut	<input type="checkbox"/>				
Markkinointi	<input type="checkbox"/>				
Muu(t) palvelu(t), mitkä?	<input type="checkbox"/>				

8. Millä tavalla lukuvuosimaksut tulevat vaikuttamaan ammattikorkeakouluunne/ammattikorkeakoulun toimintaan?

9. Onko EU/ETA-alueen ulkopuolelta tulevien hakijoiden määrä muuttunut kevään 2017 hakijatietojen valossa? *

- Kyllä
 Ei

10. Jos vastasitte edelliseen kysymykseen kyllä, tarkentaisitteko miten?

11. Ketkä/Mitkä tahot ammattikorkeakoulussanne ovat mukana lukuvuosimaksuja koskevien prosessien suunnittelussa ja toteuttamisessa? Miten? *

12. Onko lukuvuosimaksut huomioitu korkeakoulunne strategiassa? *

- Ei huomioitu
- Vähäisessä määrin
- Huomioitu
- Laajasti huomioitu

13. Jos lukuvuosimaksut on huomioitu, miten? (Opetuksen laatu, kampukset, liiketoiminta...)

TUITION FEES FROM THE ORGANIZATIONAL POINT OF VIEW

1. The internationalization strategy for higher education institutions emphasizes the creation of a truly international academic environment. How has this been taken into account in Finnish universities of applied sciences?
2. How does Finland perform in international competition? What makes and does not make Finland attractive?
3. How universities of applied sciences pay attention to the marketing of programs with tuition fees?
4. What factors the amount of tuition fees is based on?
5. What has and will the tuition fees have an impact on? For example: quality, staff, services, guidance
6. Do you see tuition fees as a possibility for internationalization? Why?
7. Will the applicant rates increase back to the level they were before?
8. Do you see that tuition fees are still in Finland in 10 years from now? Why?
9. What are the current issues in internationalization of higher education institutions?
10. Anything else you would like to highlight in your own words?