

HOW TO DESIGN A SUPERIOR NORDIC STUDY TOUR PRODUCT FOR CHINESE STUDENTS

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The topic of this study is to how to design a superior Nordic study tour product. The purpose is to collect actual needs, interests and expectations of target customers on overseas study tour product by conducting a targeted questionnaire, which aims at figuring out a better optimized design solution on existed product issues in order to meet the consumption needs of target customers.

The quantitative approach-questionnaire was used online via WeChat in this study and target groups are all Chinese. According to the analysis results of total 272 respondents, firstly, most respondents prefer that overseas journey education should focus on studies, skills improving and cultural experiencing. In addition, the majority think that participants can also broaden international horizons, enrich their life experiences and improve individual cognition or independence ability through overseas study tours.

Importantly, this study also shows their requirements on the content and arrangements of study tour product. There were mainly six aspects mentioned: length of the program, elements in content design or arrangements, the number of team members, preferences in accommodation and food, things concerned while participating such programs and the preferences in study tour theme. Such requirements and preferences could be precious advice for study tour market.

Key words: overseas study tours, educational training, product design, Chinese market, cultural experience learning

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FOREWORD

Thanks to all the participants who joined the research. Please allow me to thank my graduate thesis tutor: Anne Tolvanen & Adrian Braun who did great help and encouragement in my thesis writing. Whether in the framework of the entire thesis or content layout, they gave excellent academic advice. In addition, I would also like to thank IT teacher and the language teacher: Tuija and Ulla, who gave a great feedback on improving the format and language on the thesis. Subsequently, thanks for lapin AMK for providing me with the opportunity of four years of undergraduate professional studies as well as providing a platform of Nordic quality educational resources for international students like me, so that I can learn and grow a little by little. At the same time, I am also grateful to the teachers and classmates who have taught and helped me in the university. Because of you, my study abroad career has become so meaningful and happy. Importantly, through continuous professional studies and practices, I finally found out: Who am I, where I am going, what I am going to do and how to do. This is of great significance to my future life and career,

1 INTRODUCTION

Due to a continuously booming and stimulation in tourism economy in Finland, around 454,000 visitors came from China in 2018, two thirds of the travellers came for holiday purpose and still one third for studying and business, which promoted a further relationships and cooperation in between China and Finland (Visit Finland survey report, 2018). Importantly, since 2017, winter and summer camp training education started to be popular in Finland and the number of study tours from China are increasingly more. “We received about 300 to 500 Chinese students who participated in relevant training courses in both the sport and local culture in the summer from 2017 to 2019”, said by Majava Janica who works for Santa’s Sport College in the Sales department and the interview was made on 19h October 2020 via email.

The objective of this thesis is to find out a better optimized product solution for addressing current existing issues in the study tour product in China and the purpose is to come up with a better strategy in product design by analysing at the needs, interests and complaints from current target customers on study tour products. Readers can benefit from this thesis on understanding the current situations in study tour abroad industry in China as well as the needs or perspectives of Chinese customers on overseas study tour product.

Theoretical framework is based on the overall review of overseas study tour education and also what criteria that an excellent study tour product should have such as safety, reasonable percentage in between studying and travelling and factors affecting consumers to consider while joining an overseas study tour program. Preliminary designing ideas and directions are formed. Besides, by understanding the current trend in product as well as related expectations from consumers, it will be easier to launch a personalized product customization service of the product.

2 THEORITICAL FRAMEWORK

2.1 General Overview of Overseas Journey Education

Overseas study tour is a cross-cultural experiential learning model and a valuable educational training experience (Harrison 2006, 1). Similarly, study tour abroad is also defined as an education tour operated in international destinations for few weeks (Yu & Hee 2017), which has the same perspective as Global Learning 2017 does (Study tour is a short-term education program which offers students the opportunity to accomplish intensive lectures in international destinations). More importantly, such short study tour program abroad is not only the opportunity for participants to be educated in an international education environment on specific academic subjects, but also is an experiential learning in which cultural awareness and interpersonal skills will be improved (Williams & Best 2013). Therefore, it can be seen that overseas journey education is not just simply or purely traveling abroad or studying abroad. Instead, it is a cross-industry of both education and tourism, and more likely to be a targeted educational training service.

History	Origin-Cofucius thoughts on ancient study tour education
-in 3 stages	Reform and open of China in past 30 years-impact on overseas journey education
	Offical Supports-in 2013

Figure 1. History of Overseas Study Tour in China in 3 Stages

Confucius, who was not only a pioneer and practitioner of the spirit of ancient study tours, but also the origin of modern study tours. As early as more than 2000 years ago, Confucius broke the traditional way of thinking in studying within government and opened a new chapter in teaching the importance of experiential

learning throughout the country (People's Political Consultative Conference Daily Education Online Weekly, 2017).

Since of the major reform of China and relevant open policies, an increasingly number of Chinese parents are capable and have a desire in sending their children to abroad to study as they believe that it is an excellent opportunity for their child to expand international horizons. Especially in the 21st century and the ones who owns competences should be international and with multiple skilled. More importantly, outbound journey education in China also became an emerged industry under the popular and impetus of studying abroad (Wang & Li 2008, 45).

In 2013, "National Tourism and Leisure Outline (2013-2020)" was published in China by the State Council, which proposed the idea of "gradually promoting study tour trips in both primary and secondary school", which made it clear that study tour trips need to be included in the category of daily education in both primary and secondary school. It will be an entirely new way or approach to achieve the success in advanced education by a combination in both Chinese traditional quality education and study tour trips (People's Political Consultative Conference Daily Education Online Weekly, 2017).

It can be seen that the Chinese government pays enough attention on overseas journey education as well as with a strong back support in this emerging industry.

Current trend in overseas study tour in China is relatively positive or rather over-speed and reasons behind that are mainly having strong support from local government on relevant policies as well as domestic economy quickly developed enables the majorities of Chinese family become commonly rich in terms of living standards and income. Thus, a growing number of Chinese parents are willing to pay for their Children education and by sending their child to abroad for such study programs has also a significant effect on expanding international horizons, improving abilities and building life values (ZHI HU 2019).

Similarly, another core value of the overseas study tour prepares students for a better vision on the future in terms of becoming a global talent (Bergsteiner & Avery 2008, 29).

According to the "Industry Development Report of International Study Tour in China 2018 ", pointing out the scale of overseas study tour market in China will reach up to 26.8 billion RMB and the number of participants is expected to achieve 1,05 million. Surprisingly, this figure in the future will still continuously grow at a rate of over 20% and until 2020, the number of participants will reach 1.70 million. It seems that the industry of overseas study tour already entered a "golden age"(Wang 2019, 3). It shows that more and more Chinese parents pay attention to education and individual professional learning development of their children. Also, such touring programs could be as a preparation for the participants in studying abroad in the future (Xiong 2007).

However, there are still some issues existing in this emerging industry in China and it can be classified to three aspects: problems in actual operation, product quality and industry challenges.



Figure 2. Problems in 3 Aspects in Overseas Study Tour Market in China

Other unexpected challenges or difficulties while operating such a tour program also need to be taken into account such as participant overindulgence, entanglements in romance relationship and lost personal valuables (Gordon &Smith 1992, 215). Similarly, operation problems during the trip abroad also involve the tracking of entire group, punctuality issues and overindulgence in alcohols and parties (Koernig 2007, 215-217).

When it comes to the quality of overseas study tour product, the feedback in general turned out negative. For those Chinese students who participated in such short-term study tour program have less or almost no chance to study on specific subjects or courses, which has been criticized as shopping tour (Tam 2013). Similarly, such tour programs also received a negative reputation on offering plenty of sightseeing and lack of studies (MoE 2014). However, the safety of the participants is the prior consideration for target groups while joining the study tour program (Evans, Finch et al. 2008, 14). Furthermore, the duration for staying in destination country is also limited. Importantly, the industry of overseas study tour lack of product positioning and standardization, which means the percentage in between travelling and studying within such study program is in imbalance (Wang & Li 2008, 45).

Unfortunately, various problems often appeared due to a lack of the management and market supervision from relevant department. However, China's Ministry of Education made an illustration on requiring those who are running overseas study tour programs to follow the guidelines on curriculum. Specifically, to have clear and beneficial educational training objectives as well as an appropriate learning plan (Duncan, K. 2014). Another industry issue is called Chinese-style study tour phenomenon, which is seen as a journey of sightseeing only or a trip with limited studies. Besides, these study tour programs cost a lot and so that most Chinese parents already get disappointed on it as the feedback from students was negative (Yue 2017). More surprisingly, the reason for some of Chinese middle-class parents in sending their children to participate in overseas study tour programs is just to show off and the pressures from peers (Ming 2019).

The suggestion will be eventually given from the analysis and results of the questionnaire, which will be useful in improving the quality of overseas study tour product in China. The aim of this research study is to figure out a better optimized or upgraded product solution for students.

2.2 Criteria of a Qualified Overseas Study Tour Product

Four important aspects concerning overseas study tour program were mentioned by eight articles below (table 1): Safety, Elements and Percentage in study tour

program, Choice of Destination and Factors affecting consumers to consider while joining such touring program.

Table 1. Criteria in Four Aspects in Overseas Study Tour Program

Author	Year	Opinions & Claims
Lan Chen	2019	The name of study tour can be acquired by using a local unique tourism theme and the designing contents can be a form of the combination of school curriculum and new elements such as classic reading and treasure seeking or rewarding in answers (3).
CGTN	2018	Destination of overseas study tour mainly focused on developed countries such as UK, United States and Australia where participants can practice their language skills (Crip). Similarly, 74% of all reservations are favoring in US, UK and Australia (Tuniu reports). Besides, most popular elements in study tour program are visiting university, international classes, outdoor and cultural activities, and charity experiences.
Katie Duncan	2014	At least 50% of the contents within overseas study tour are course teaching and cultural activities. A maximum of two countries and the visit of four cities in that country.
Evans, Finch et al.	2008	The security of the students is the most important consideration before and during the study tour (14).
ITB China	2020	China National Tourism Administration illustrated in detail how local tour agencies secure the safety of participants in overseas study tour program (1).

<p>Katherine Ellinghaus Jennifer Spinks Glenn Moore Paul Hetherington Cassandra Atherton</p>	<p>2019</p>	<p>Participants can benefit from overseas study tour trips such as the opportunity of travelling abroad to expand international horizons, the chance for fully immersed in a local culture and deeply learn the foreign language by communicating with locals (Maggie Stimming 2010, 175).</p> <p>Academic innovative writing workshop has a positive effect on students during the study tour abroad (Paul Hetherington 182-185)</p> <p>The authors pointed out that under the arrangements of the teachers in classes, students are able to start innovative writing and discussion after the visits in museums, art galleries and historic spots which will be helpful in improving the understanding of the students on the local history and culture (185-186).</p>
<p>Stephen K. Koernig</p>	<p>2007</p>	<p>The author made a questionnaire on students' evaluation from overseas study tours and statistics showed that 92% want to have free time to discover the city on their own; 87% prefer to use local public transportation and 80% desire to have guided tours and dinner together with alumnus. Others involved are factory visit, company tours and cultural activities (211). After constant trial and error on planning and organizing study tour abroad, the author eventually found that a balance in between studying and travelling that is 40% belongs to company tours and other relevant academic activities; 40% goes for cultural activities and last 20% are given to students</p>

		to explore on their own (213-214). Potential security risks are visible during the study tour abroad such as team member lost within a walking tour around the city and overindulgence on alcohol and parties in hotels. Thus, keeping an eye on students is a primary task while travelling abroad (215).
Tracey Bretag & Robert van der Veen	2017	Other aspects of the study tour structure include the presentations within the workshops before departure on cultural information, actual advice (health, safety, risks and logistical support), academic requirements and expectations on behavior (176). The participants desire to experience new culture and have a closer contact with internationals during the study tour abroad as well as the opportunity to practice their language skills (178). The author concluded that the key motivation for students to participant in an overseas study tour are quickly completing the course tasks, fully immersed in a local culture and expanding their personal social network or developing soft skills and building a long-term life plan for themselves (181).

It can be seen, therefore, that an excellent overseas study tour program should consider the safety of the team as a whole including the students, accompanying teachers and the tour leader before, during and after the trip as the many authors mentioned above concerning study tour abroad that safety is the prior consideration when choosing an overseas study tour program.

In addition, the percentage between travelling and studying within a study tour program is relatively stable as the majority opinions from the authors prefer to

have more academic or learning activities related to culture or school curricular, which is similar to the opinion of the author (Harrison 2006), pointing out that overseas journey education is mainly a training service in education.

On top of that, the choice of overseas study tour destination mostly focused on developed countries where students can practice their language skills such as UK, United States and Australia, which has the same argument as ITB (2020) pointed in terms of the destination for such study programs.

Finally, factors of affecting customers to choose overseas study tour program are various and the majority preferred to have free time to explore the city on their own, to take local public transportation instead of tour bus and a guided tour with alumnus. Following by the visits to company and factory. Importantly, the safety also is a major consideration (Stephen K. Koernig 2007) as well as the price for such touring programs is incredibly high, which is unacceptable. Meanwhile, time for staying is quite limited (Wang & Li 2008, 45).

2.2.1 Safety

The safety of the children is the most important priority that that parents will consider before sending their child to abroad for a short study tour program including personal safety and medical or health concerns (Evans, Finch et al. 2008, 14). Especially for Chinese parents, who decided to re-think in sending their child to abroad for study tour programs since the safety becomes the most important concern (Qiao 2019).

Besides, a detailed illustration is also being provided by China National Tourism Administration on how the local travel industry takes care of the safety of those who participate in overseas study tour programs. After all, this emerging market environment is still in a situation where lack of industry-wide standards and associated policies (ITB China 2020, 1). Meanwhile, some other safety problems also potentially existed duo to a lack of market supervision. For instance, the minibus that participants used during the study tour abroad was converted based on a seven-seat vehicle and no extra seat belts equipped (Ming 2019). Therefore, to secure the safety of the participants in an overseas study tour program is essential, which will take many efforts and cooperation in between local

government and travel agencies, plus a clear supervision on the suppliers abroad regarding the operation safety.

However, a number of measures can be adopted in order to better preserve the security of Chinese students during a study tour abroad (Beijing New Oriental 2015).

- 24-hour domestic and international emergency contacts
- Overseas medical accident insurance
- Full supervision by tour leader
- Closer connections in all links of the itinerary

Similarly, it is important to have the study tour contract, associated insurances, professional team cooperation and 24-hour contact, which are the guarantee of securing the safety of Chinese students before participating such study tour program (ANT ADVISOR 2019).

2.2.2 Percentage Between Travelling and Studying

As for the percentages in between travelling and studying within short overseas study tour programs, that is still questionable in China market since there is a lack of a large-scale of exploration in this industry so that tour programs mostly specialized in travelling instead of educational training, which caused an imbalance in the supply and demand in education travel market (Wang & Li 2008).

More importantly, due to a lack of relevant professionals and regulations in the study tour market, it is quite challenging to re-define the industry and make it standardized (ITB China 2020, 1).

However, many authors in table 1 still believe that such short study tours abroad should either contain academic learning subjects or cultural activities.

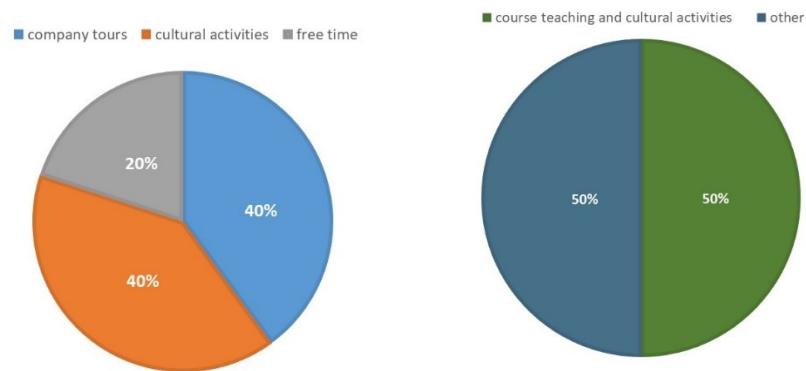


Figure 3. Compares in Two Authors Concerning Percentages Between Travelling and Studying (Koernig 2007 213-214; Katie Duncan 2014).

Specifically, after many trials and errors in operating overseas study tour programs, the author insists that 40% can be company tours and 40% contributes to cultural activities, last 20% are given to participants as free time to explore the city on their own (Koernig 2007, 213-214). It is similar to the opinion of the author (Duncan 2014) that at least 50% of the contents within the program belongs to course teaching and cultural activities.

It seems that values of such touring programs can be fully presented when learning process in classes (including interactions and teamwork abilities), foreign language studies and activities related to local cultures are combined together.

Besides, Chinese parents expect their Children to learn and gain something different during a study tour abroad, something that can stimulate innovation or imagination of the children. For instance, in relation to process of learning on how the knowledge or skills are being taught during the classes and also how does the problems are solved by an effective teamwork (ITB China 2020, 2). Unlike in Chinese traditional education system, that is exam-focused too much and also gained widely a negative reputation from the public (Guo & Huang & Zhang 2019, 13).

2.2.3 Choice of Study Tour Destination

The destination for overseas study tour seems to be focused in English-Speaking countries where students can easily practice their language skills in advance before go to a college or university for academic degrees. Also, these countries have something in common that is more developed than the country where the participants come from on the industries or economics such as USA and UK or Australia. Besides, some Asian countries are involved as well, Japan, Singapore and South Korea (ITB China 2020, 2).

Moreover, according to the report of one of the biggest online travel agencies Ctrip, that United Kingdom, USA and Australia, Canada and Singapore are the most welcomed destinations for study tour abroad for Chinese students. Similarly, as another quite competitive online travel agency in China, Tuniu also reported that it received lots of bookings for overseas study trips from July to August and the majorities of the participants are preferring in going to United Kingdom, United States and Australia (CGTA 2018).

However, Finland, as one of the most successful countries in leading fundamental education on international stage, could also be the ideal destination for Chinese students to visit and study. A growing number of international experts and educational institutes are searching for the keys of the success in Finnish education system since that Finnish students had a remarkable achievement in all three literacy domains in PISA 2000, 2003 and 2006 (Kupiainen, Hautamaki & Karjalaine 2009, 5). Also, teachers in Finland in general are recogized as the key to ensure the quality education so that students can be beneficial from such excellent education systems (Finnish National Agency for Education 2017, 70). Importantly, as Finnish education owns a high reputation on its teaching quality as well as a relatively lower expenses in tuition fee, Finland has gradually become one of the most popular destinations for Chinese students (Holm &Sammalisto & Vuorisalo 2014, 529-537).

GENERAL WESTERN MODEL	THE FINNISH SYSTEM
<p>Standardisation Strict standards for schools, teachers and students to guarantee the quality of outcomes.</p>	<p>Flexibility and diversity School-based curriculum development, steering by information and support.</p>
<p>Emphasis on literacy and numeracy Basic skills in reading, writing, mathematics and science as prime targets of education reform.</p>	<p>Emphasis on broad knowledge Equal value to all aspects of individual growth and learning: personality, morality, creativity, knowledge and skills.</p>
<p>Consequential accountability Evaluation by inspection.</p>	<p>Trust through professionalism A culture of trust on teachers' and headmasters' professionalism in judging what is best for students and in reporting of progress.</p>

Figure 4. Comparison between Western Education System and Finnish Education System (Kupiainen, Hautamaki&Karjalaine 2009, 12).

As it shows that the western education system generally develops the abilities of students in a strict and standard way as well as focuses on the quality of the results. On the contrary, the way of teaching is more flexible and diverse in the Finnish education system, teachers who are highly qualified in the professional examination system and with strong research skills are capable of re-designing or adjusting a part of the course content by collecting and analysing the feedback from students in order to achieve the teaching objective. Furthermore, a customized learning solution will be also made by the teachers based on the learning ability of different students and the progresses. More importantly, there are similar values in between China and Finland in developing the comprehensive abilities of the students such as the personality, morality, creativity, knowledge and multiple skills.

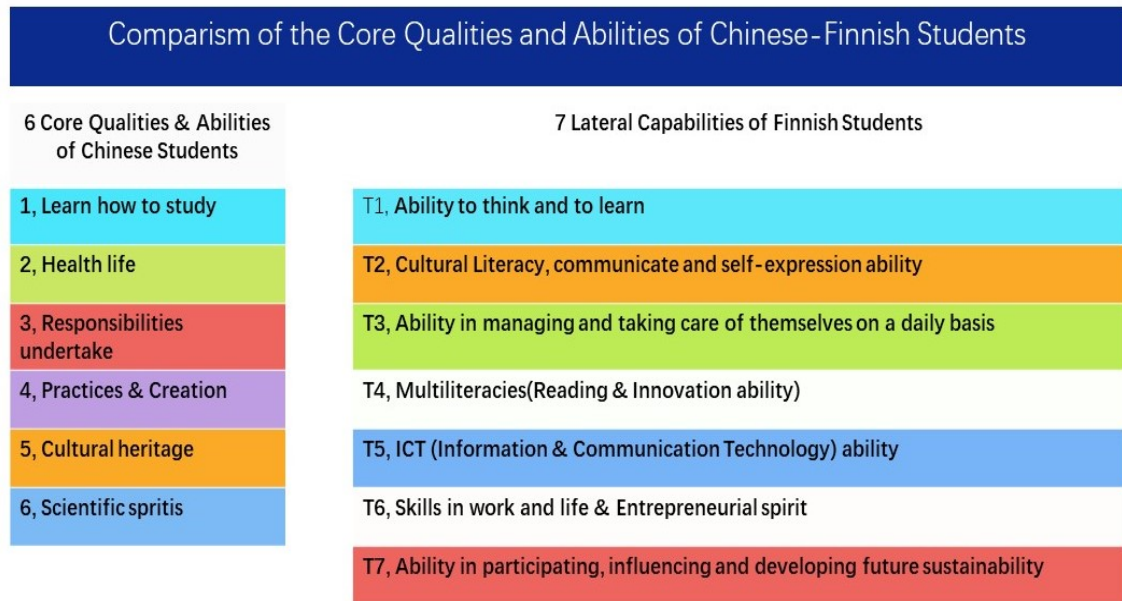


Figure 5. Comparison of the core qualities and abilities of Chinese and Finnish students (SouHu 2019).

As it shows in the figure, the education of China and Finland is highly matched in developing the direction and ability of students. There are five points within six core elements of Chinese students that are highly consistent with the seven lateral capabilities of Finnish students (1-T1 ability to learn and think, 2-T3 learn how to manage individual health life properly, 3-T7 learn to participate and actively integrate into social activities, 5-T2 cultural quality, be good at communication and ability in self-expression, 6-T5 scientific spritis & ability in information and technology). However, T4 (Multiliteracies) and T6 (skills in work and life & entrepreneurial spirit) are not included in the six-core literacy of Chinese students, which seems to be, on the one hand, that Finnish education is more comprehensive and more supportive in the majority of the core literacy of Chinese students. On the other hand, Finnish education, to some extent, could make up for the weaknesses of Chinese students on both the core literacy and the other abilities. Consequently, Chinese students who come to Finland to participate in study tour programs can quickly adapt to local study environment as well as teaching philosophy in general. In other words, it will be such a meaningful study trip for Chinese students.

2.2.4 Factors affecting Target Customers to Consider when Choosing Overseas Study Tour Program

Table 2. “Build Your Own Program” Summary (Evans, J., Finch, J., Toncar, M.F. & Reid JS. 2008, 15).

Table 3
“Build Your Own Program” Summary

Characteristic	Responses
When would you go?	Summer (52%) winter (25%)
How much would you pay?	Mean: \$1089; range: 0-\$8,000; 63% willing to pay \$1,000 or more; 25% willing to pay \$1500 or more; 3% willing to pay over \$2,000
How much input would you like to have?	85% said they would like to help choose the business visits
What study tour attributes matter the most to you?	
Cost	53 ranked most important
Cities/Countries visited	35 ranked most important
Friends attending the study tour with you	11 ranked most important
Businesses visited	3 ranked most important
Leisure/free time	2 ranked most important
Do you feel prepared for a study tour	68% yes; 32% no
Would you travel on your “perfect” study tour?	96% yes

It can be seen that the majority of the participants will concern the cost as the most important factor considered before attending the study tour program abroad. Similarly, the price for such touring programs is incredibly high, which is unacceptable. Meanwhile, time for staying is also quite limited (Wang & Li 2008, 45). In addition, the choice of the destination country or the cities also affect the target groups on choosing the study tour program. For those countries that are developed or mother-language is English would be more welcomed and popular as one of the purposes in participating these overseas study tour programs for the students is to practice the language skills (ITB China 2020, 2). On top of that, accompanying of friends is another consideration for the participants. Besides, the study tour operators might confront with a choice of providing the students with an entertaining and excited trip of educational experiences instead of a bored trip with academic study only (Evans 2008, 13&15-16).

Table 3. Residents’ motivations for educational tour (Wang & Li 2008, 47).

Traveling motivations	Natural sites	Historical sites	Scientific exploration	Language learning	Arts & crafts	Seminar& symposium	Custom learning	Culture exchange	Schools touring
percentage%	8	30	9	3	1	17	12	5	15

As the data illustrates that the higher percentage the topic has, the more interested the residents have in terms of participating in such touring programs.

The ranked top four motivations for target customers are historical sites (30%), seminar and symposium (17%), tours in schools (15%) and custom learning (12%). Instead, the proportion on natural sites and scientific exploration are relatively stable (8% and 9%). As for cultural exchange (5%), language learning (3%) and Art & crafts (1%) are not as popular as the top ones.

It can be seen that, therefore, the more popular elements the study tour program has, the possibilities for participating such touring programs for the target groups are much higher.

Table 4. Student Evaluation from Study Abroad Tours (Koernig 2007, 211)

**TABLE 1
STUDENT EVALUATIONS FROM STUDY
ABROAD TOURS**

	%
Recurring student comments about what they liked the best included ^a	
Free time to explore the city on their own	92
Using local transportation instead of tour buses	87
Guided tour and dinner with alumnus	80
Factory tours	74
Learning how to get around on public transportation	73
Balance of company visits and cultural activities	63
Learning about what the trip entails (pretrip)	59
Learning about the culture in pretrip sessions	56
Recurring student comments about what they liked the least included ^a	
Company tour on the first day	65 ^b
Too many company tours	58
Final paper requirement	55
Hard time getting to know other students before the trip	49
Too much pretrip academic focus	31
Not enough cities visited	28
Too many cities visited	23

a. Percentage of students mentioning the topic.

b. Responses limited to one class.

It is notable that the feedback from the evaluation of participants who previously had a short study trip abroad is also valuable and useful for those who organize these study trips. In table 3 showing that the higher the percentage is and the more interested the student is on the topic mentioned. It shows that the most interested and welcomed is that a certain amount of free time should be given to students to discover around the city (92%). Following by the opportunity to experience local transportation rather than the tour bus (87%), and then a guided tour with alumnus is also needed for the participants as well as a wonderful dinner together which brings unforgettable and beautiful memories (80%). Others such as visiting a factory (74%), instructions on how to use local public transportations (73%), participating in cultural activities or having a visit to a local company (63%) are also attracted during the study trip.

2.3 SWOT Analysis for Finland as a Journey Education Destination

SWOT analysis is an abbreviation, which stands for Strengths, Weaknesses, Opportunities and Threats. It can be used as the key method to present the strategical analysis results, which can provide the organization with instructions in making future strategies in a competitive environment. However, SWOT consist of both the internal and external analysis. In this study, the strengths and weaknesses can be used for internal analysis for journey education market in Finland, opportunities and threats can be used for external analysis (Evans, Campbell & Stonehouse 2003, 196-198). Consequently, SWOT analysis would assist the readers to understand how the current situation of Finnish journey education market looks like from a strategic perspective.

Table 5. SWOT Analysis for Journey Education Market in Finland

<p>Strengths</p> <ul style="list-style-type: none"> • Well-known Education System • High-Quality Educators & Teaching Content & pedagogical way of managing schools • High demand in Finnish school visits • Security & Happiest Nation • Good marketing connection between Visit Finland and China • Direct flight to China • Rich in natural resources (such as Aurora & Finnish Design) • Unique Santa Claus culture 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Finnish journey education market still in the early stage • Lack of industry standards and relevant policies • Not English-speaking country
<p>Opportunities</p> <ul style="list-style-type: none"> • An entirely new destination for journey education • Chinese government official support in this industry 	<p>Threats</p> <ul style="list-style-type: none"> • Finland is not big enough to compete with other major popular destinations such as UK and United States

As it shows that the advantages of Finland as a journey education destination are clear. Firstly, the strengths in education field are that Finland owns a high reputation on its education system (Kupiainen, Hautamäki & Karjalainen 2009, 4). In addition, Teachers in Finland are highly educated as well as excellent teaching content. Furthermore, the way of pedagogy for managing schools is also

outstanding. Importantly, whether the culture of the trust within the schools and society or continuously learning philosophy, Finnish education always remain a world-class level (Mantua-Kommonen, Nori & Yuan 2018, 5). Besides, there is a high demand in visiting schools from kindergartens to vocational schools (Mantua-Kommonen, Nori & Yuan 2018, 5).

According to the report of 2018 world happiness from UN, that Finland is the happiest country in the world and also the country ranked as the most safe, stable and best governed country (The guardian 2018). Thus, Finland could be the ideal destination for Chinese students to take journey education programs as a safety environment is the primary consideration for Chinese parents while choosing the destination (Qiao 2019). On the other hand, a great achievement was accomplished by Visit Finland in China terms marketing Finland and it also received a high reputation from Chinese people. Moreover, Finnair received a high reputation of being a trusted airline in providing the shortest route from Finland to China as well as the safety. Travelling to Finland become valuable and meaningful because a clear image of this country as well as these unique features such as Santa Claus, beautiful nature, Aurora borealis, Finnish Design and education, which gives the visitors an impression of being friendly (Visit Finland 2016, 4). However, the weakness of Finnish journey education market is still in the early stage and not ready yet to compete with other major study tour destinations such as UK and United States. In addition, the journey education industry in Finland lack of industry standards and relevant instructions since it is not ready yet to form the eco-system. Importantly, official language of the country are both Finnish and Swedish instead of English, which might bring a concern to Chinese parents to consider whether their Children can have a good language-practice environment or not during the study trip in Finland. In other words, it may affect on their decisions to come to Finland.

As for external environment, the opportunity for Finnish journey education is that Finland will be a new destination for Chinese students to discover. The specific target groups will be those who are searching for new options (Visit Finland 2018). More importantly, industry of overseas journey education in China is also

supported by local government (People's Political Consultative Conference Daily Education Online Weekly, 2017).

The threat seems to be that journey education industry in Finland is not as mature as other countries does such as USA and UK or Australia as these destinations all have a common, that mother language is in English and already be quite popular study tour destinations in Chinese market (ITB China 2020, 2).

3 METHODOLOGY

3.1 Research Method

Quantitative research is the main research method used in this study. The reason for using this method is because the aim is to find out a better optimized study tour product solution for Chinese students. Amount of data and mathematics are meaningful to certificate general opinions from the people. Some specific model in mathematics used by the quantitative research method in order to collect the data as well make statistics measurement. Usually, the questionnaire is conducted when actual issues are combined with this method. As for the given research targets, the quantitative research is used for acquiring overall data results. It is to quantify both the problems and phenomenon. In this study, questionnaire was the tool that is used in the quantitative research to collect data. It is a good method that information can be collected by the form of the survey from a certain amount of people on relevant perspectives, basic evidence and knowledge (Medknow, W.K. 2019, 335).

Research questions are as follows:

- What is the definition of overseas study tour?
- What factors affecting Chinese parents to consider while joining an overseas study tour program as well as their motivations?
- How to combine the Chinese traditional education and fundamental education in Finland to achieve a higher quality in study tour market?

The limitation of this study is that lack of extra survey on students themselves but only their parents and also the target groups are only Chinese people not global ones. Furthermore, this study only focuses on the solution in improving the product itself instead of other related challenges such as actual operation problems and industry problems.

3.2 Sample selection, research setting and pre-test

The author made an online survey as a quantitative research to figure out the actual needs, interests and expectations of Chinese consumers as well as relevant preferences or requirements on overseas study tour products. The questionnaire (Appendix 1) contains 16 questions presented in Chinese language through a Chinese local WeChat platform (one of the popular social media communication platforms in China). The target group of this study is all Chinese citizens who come from different backgrounds including entrepreneurs, corporate executives, government officials, social white-collar workers, primary and secondary school principals, teachers. It is notable that the age of the respondents does not matter, instead, the perspectives from Chinese consumers on overseas study tour product are important.

When it comes to structure of the questionnaire, it should be simple and easy to follow, starting from general questions to specific ones. Basic questions are gender, age, education background and monthly incomes (Medknow, W.K. 2019, 335). In the subsequent part, some targeted questions are asked concerning overseas study tour program such as prices, group size, safety factors, duration of stay, preferences in choosing learning subjects and the type of activities. In the last part, what are the values or factors that Chinese customers consider as important while joining such unique study program as well as the theme they preferred to experience. The questionnaire consisted of 16 mandatory closed questions, which are single choice and multiple-choice type.

Pre-testing was completed with some Chinese teachers before formal statistics collection in order to identify common misunderstandings and mistakes on the specific vocabulary appears in the questionnaire (Reynolds, Diamantopoulos & Schlegelmilch 1993).

3.3 Data collection and data analysis tools

The data from this questionnaire was collected on 29th March 2020 via WeChat Online Platform. A total number of 273 participants were involved within the research and the time for each of them in answering the questionnaire was less than 10 minutes.

Descriptive analysis is used for most questions and comparative analysis is used on some specific questions.

4 FINDINGS

4.1 Survey and analysis

Table 5. Number of Participants, Gender and Age

	Gender		Age			
	Male	Female	Under 18	19-25	25-40	40 above
Number	64	208	1	6	49	216
Percentage	23.53%	76.47%	0.37%	2.21%	18.01%	79.41%

The total number of respondents in the questionnaire was 272, of which more than half were women (76.47%) and men only accounted for 23.53%. In addition, 79.41% of the respondents are over 40 years old, while 18.01% are around 25-40 years old. However, the age between 9-25 years old is less than 2.21%.

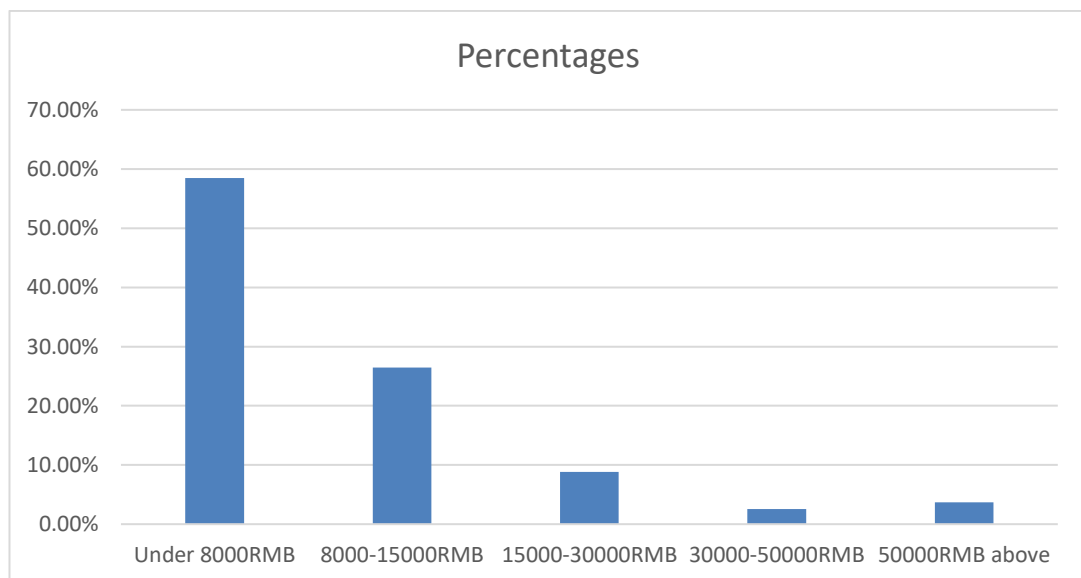


Figure 6. Monthly Income of the Family

According to the Figure 6, more than half of households have monthly income of less than 8,000-yuan (1,000 euros), accounting for 58.46%. However, there is still a possibility for the family to participate in some of the study tour programs, even though the price for specific one is high, which is un-acceptable from the perspective of Chinese consumers (Wang & Li 2008, 45). Household income of 8,000-15,000-yuan (1,000-1875 euros) accounts for 26.47%. On the contrary, less than 10% of households have a monthly income of 15000-30000 yuan (1875-3750 Euro), accounting for 8.82%. It is notable that the percentage of the family who have a monthly income of 30,000-50,000 yuan and above (3750-6250 Euro) almost the same, 2.57% and 3.68%.

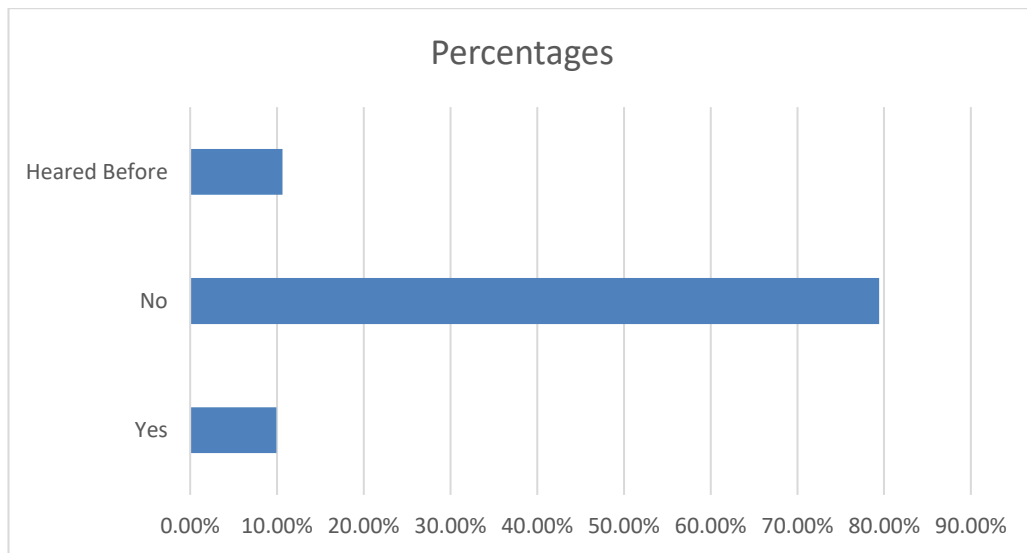


Figure 7. Does Your Children Ever Participated in Overseas Study Tour Trips?

Most of families said that they never participated in such touring program (79.41%), while only 10.66% of families had heard of it and only 9.93% of the children of families participated in these programs.

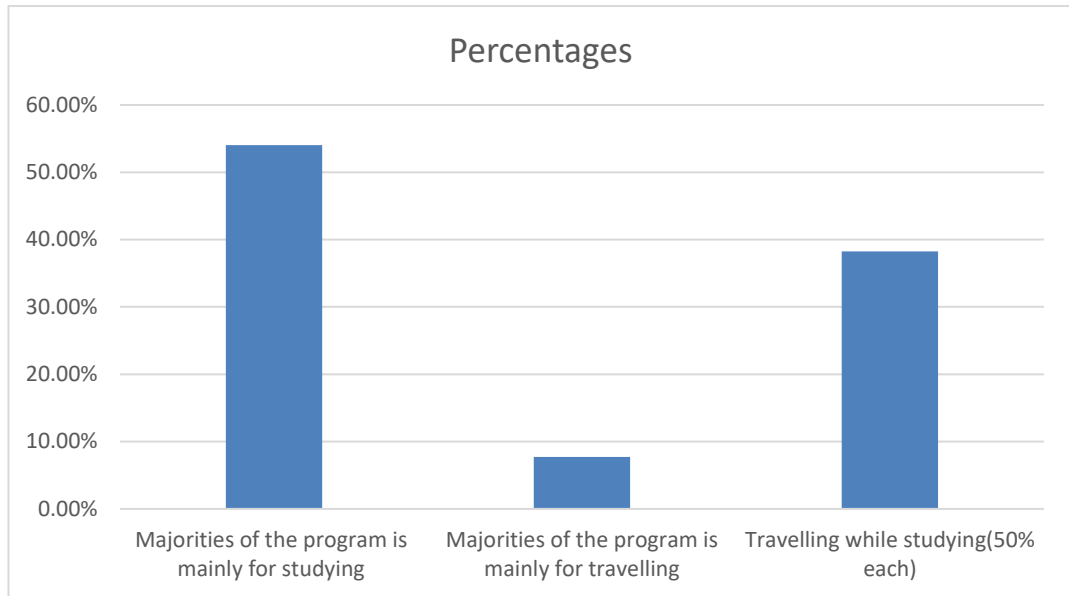


Figure 8. The opinions of Chinese Parents on Overseas Journey Education

More than 54.04% of the respondents insist that the program should provide students with more studies instead of travelling or entertaining. 38.24% people think that students can be benefit when studying and travelling are combined together. Only less than 10% think that the program is mainly for travelling.

In general, the opinion of most respondents are consistent with these authors (Harrison 2006, 1; Yu & Hee 2017; Williams & Best 2013), that overseas journey education focus more on educational training, skills improvement and cultural experience rather than tourism.

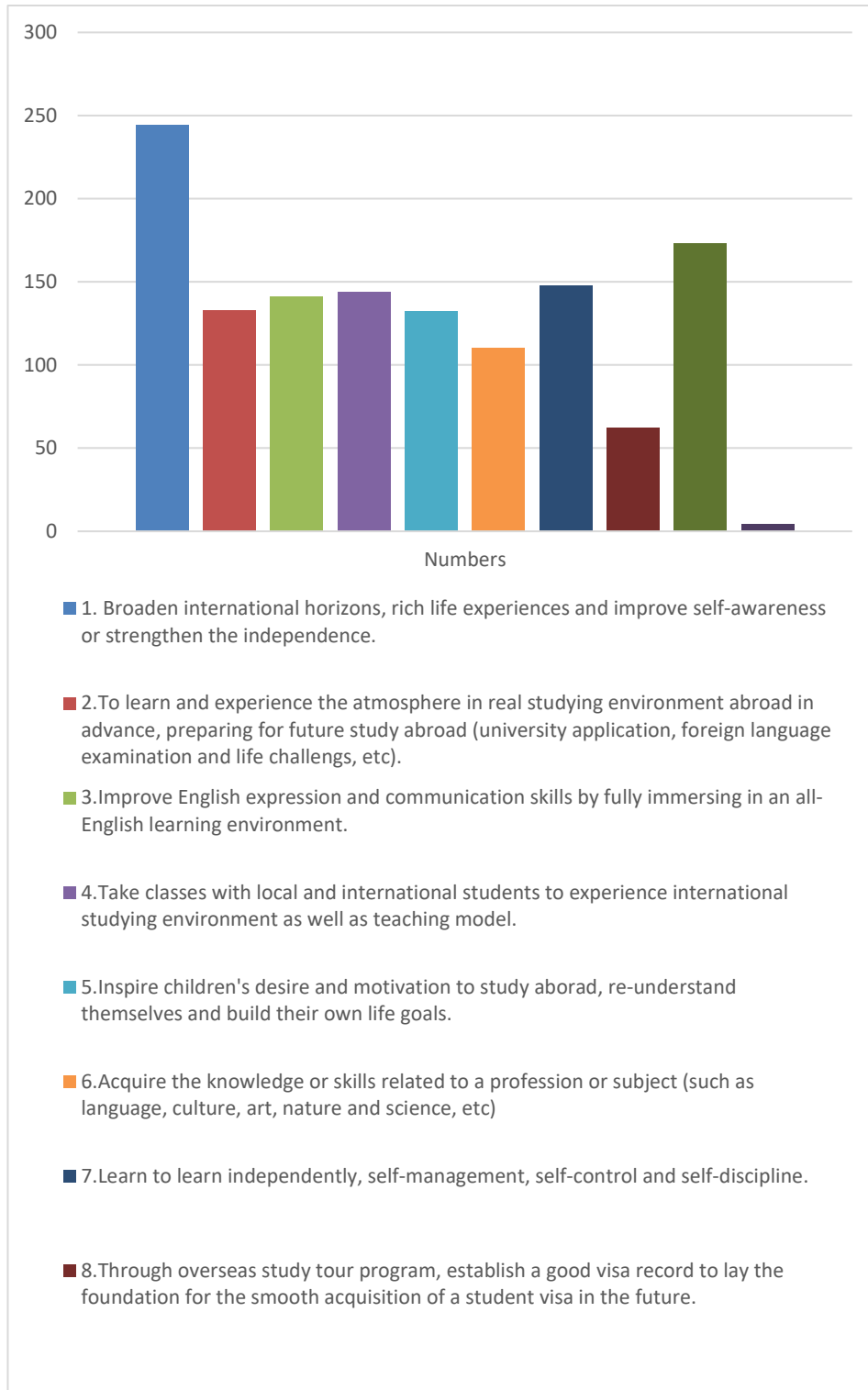


Figure 9. Expectations of Chinese Parents on Study Tour Program

It can be seen from the data above that the majority of respondents (N=244) hope their children to expand international horizons, to gain knowledge and improve individual ability in both the cognition and independence by participating such touring programs. Similarly, more than half of the people (N=173) also prefer to

have in-depth contact with local culture, historical sites and local lifestyle including food differences and living habits, Moreover, respondents also want their children to experience real studying environment abroad (N=133), language learning (N=141) and the opportunity to take classes together with local students (N=144). but only few of the respondents (N=62) want to establish want to establish a good visa record by participating in such programs in order to gain an overseas study visa smoothly in the future.

The ultimate purpose or motivations for Chinese parents to send their children to participate in such short-term overseas study tour programs are hoping their children to be open-minded on horizons, improving ability of cognition on surroundings and acquiring different knowledge or skills in specific fields. Besides, it is also a precious opportunity to have a closer contact with locals, their culture and famous historical sites. Importantly, by attending these study tour programs, participants will have the opportunity to practice their language skills by fully immersed in a full-English-environment.

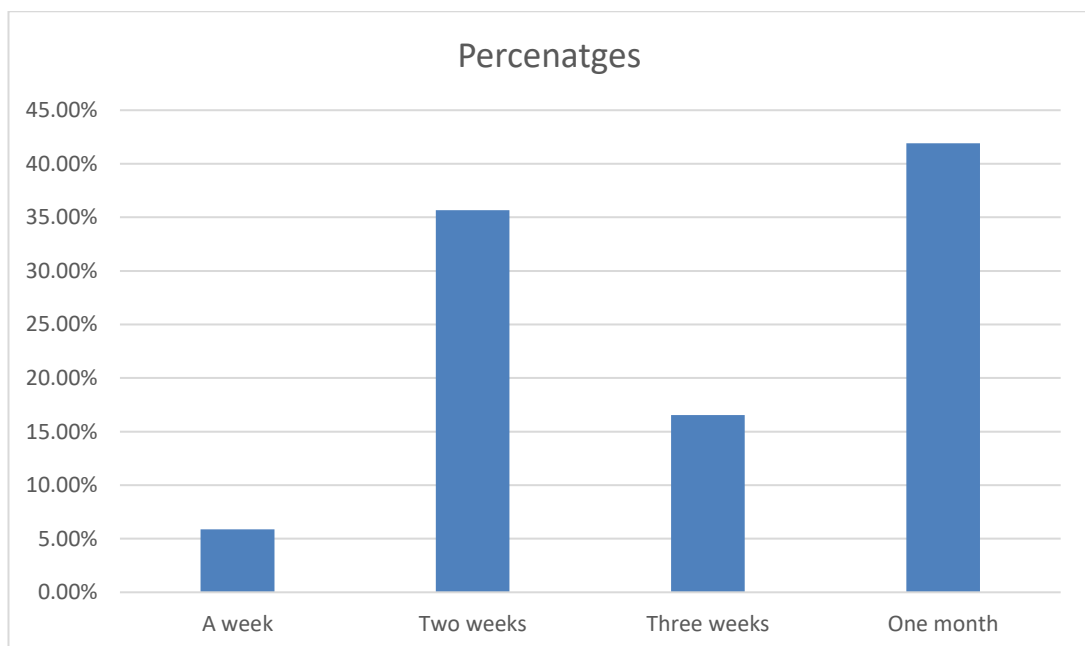


Figure 10. Opinions of Respondents in durations of summer & winter study tours

According to the data, 41.91% of the respondents hope that the length of the program should be one month, while 35.66% support 2 weeks and only 16.54% think 3 weeks are reasonable, less than 6% hope for one week. Consequently,

most Chinese parents prefer to have 2 to 4 weeks in length within overseas study tour programs, which is acceptable in their opinion. In terms of the length of the study tour programs, previous authors (Koernig 2007; Moore & Spinks et al. 2019) conveyed the same argument.

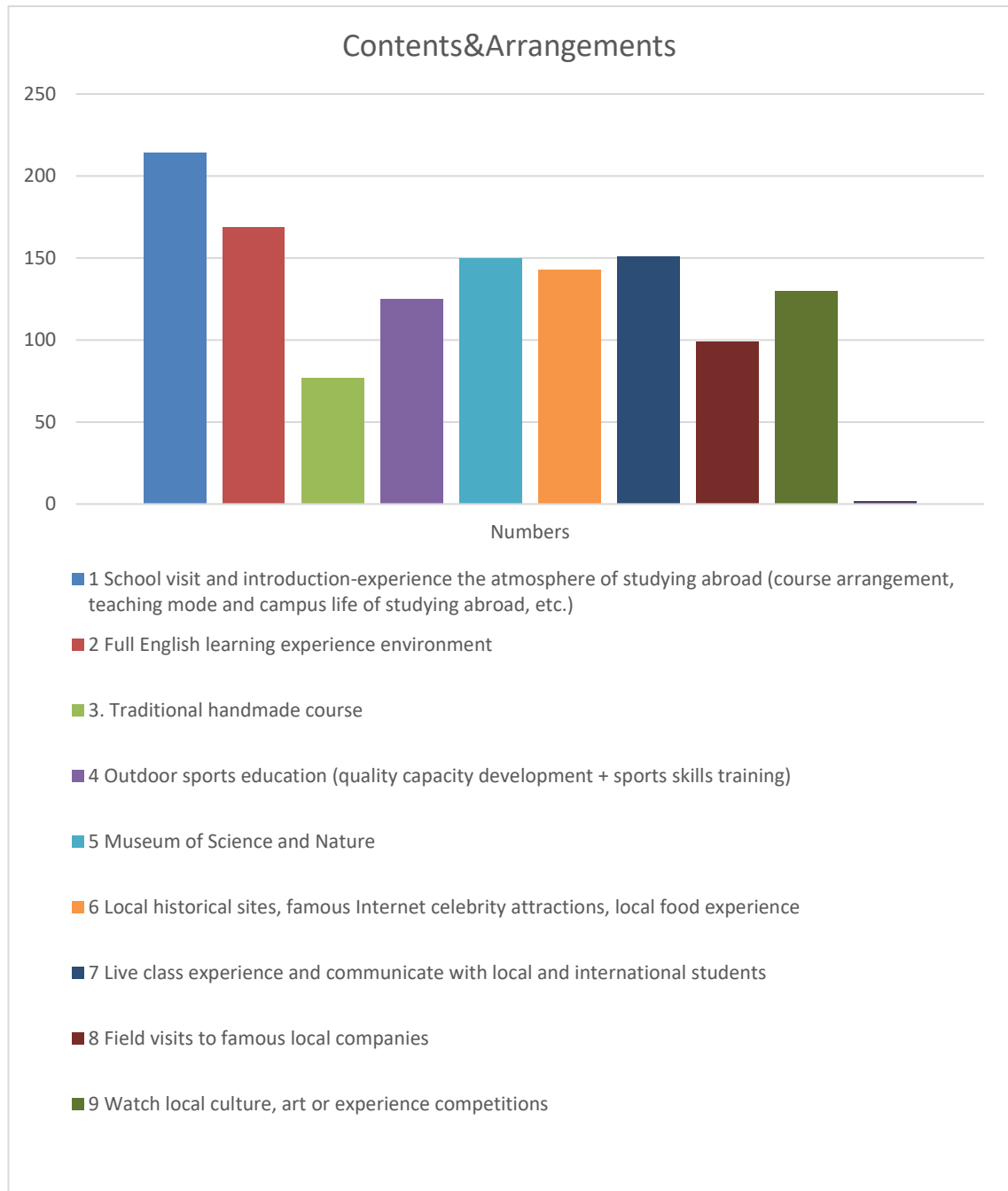


Figure 13. Arrangements that Chinese Parents want to have in OST Program

As it shows above that more than half of the respondents prefer to have school visit within the program as well as experience studying environment abroad

including education system, teaching model and life in campus (N=214). In addition, majority of Chinese parents hope that a full-English learning environment should be provided for the participants (N=169). Other arrangements such as visiting museum (N=150), historical sites (N=143) and live-classes experience together with locals (N=151) are also attractive, which has the same opinion as the author (Wang & Li 2008, 47) does.

Furthermore, outdoor activities (N=125) and watch competitions (N=130) also need be considered as the number of supporters almost occupied half of the total. However, company visit (N=99) and traditional handmade workshop (N=151) are not that popular for the respondents, compared to the arrangements mentioned above.

Consequently, it can be seen that those arrangements mentioned above are the activities or services Chinese parents expect to have while participating overseas study tour programs. Meanwhile, it seems to be also the actual needs of most Chinese parents when sending their children abroad for such programs, which is also important and precious for advice in designing a qualified product because the criteria of a good product is always connected to actual needs of the customers (Hippel 1978).

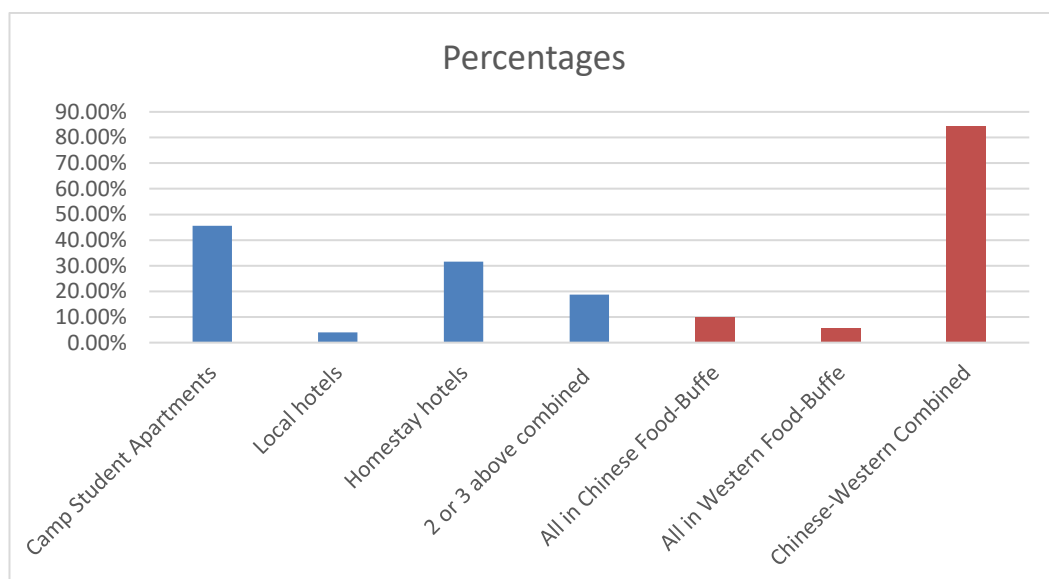


Figure 11. Preferences of Target Customers in hotel types and food

Nearly half of the respondents prefer to choose camp student apartments, accounting for 45.59%, followed by homestay hotels which is 31.62%, and only

4.04% chose hotels. On the contrary, there are still 18.75% of people chose the mixed one.

As for the food preference, the majority of people prefer to have the combination of Chinese and Western style (over 80%), and the proportion of choosing all in Chinese or all in western style is less than 10%.

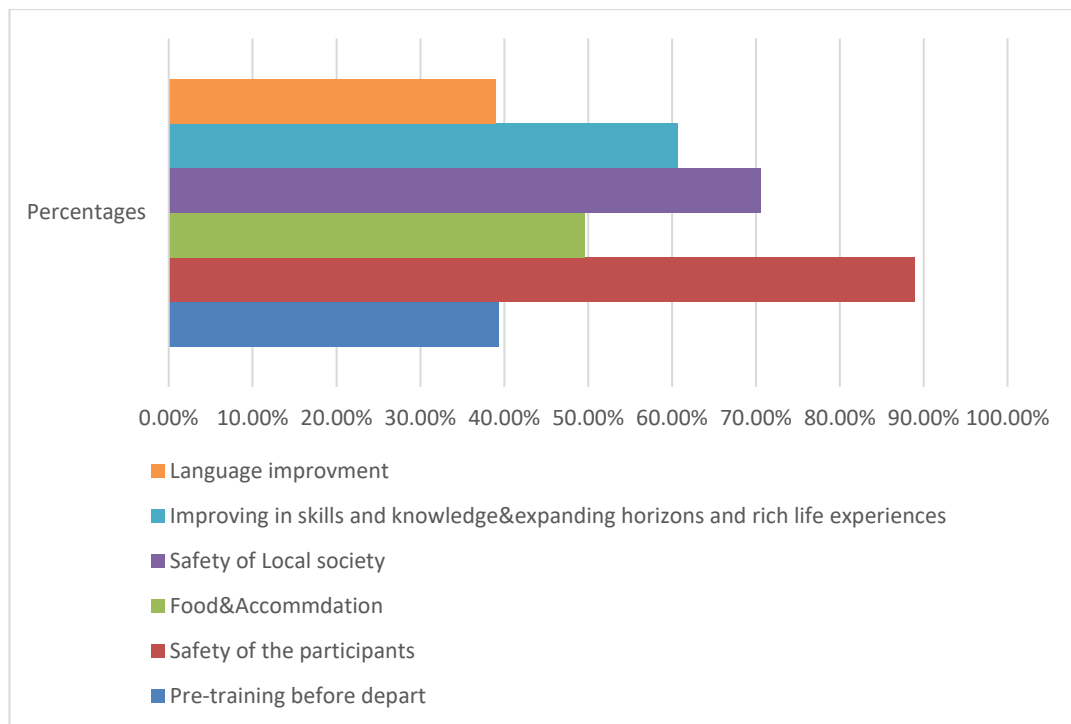


Figure 12. Things that Chinese Parents concern during the Program

More than half of the Chinese parents (88.97%) worried about the safety of their children while participate such touring programs, who has the same opinion as the views of previous authors (Evans, Finch et al 2008; Qiao 2019). In addition, safety of local society also matters and accounting for 70.59%. Surprisingly, Finland has been claimed as the most stable as well as the safest country throughout the world (Henley 2018). On top of that, around 60.66% of Chinese parents hope their children to be improved in both field skills and knowledge. Besides, expanding international horizons and rich life experiences are also expected, which is opposite of the phenomenon of current Chinese-style study tour. As for the percentages of food and accommodation, pre-departure training and foreign language improvement, which are relatively low (49.63%, 39.34% and 38.97%).

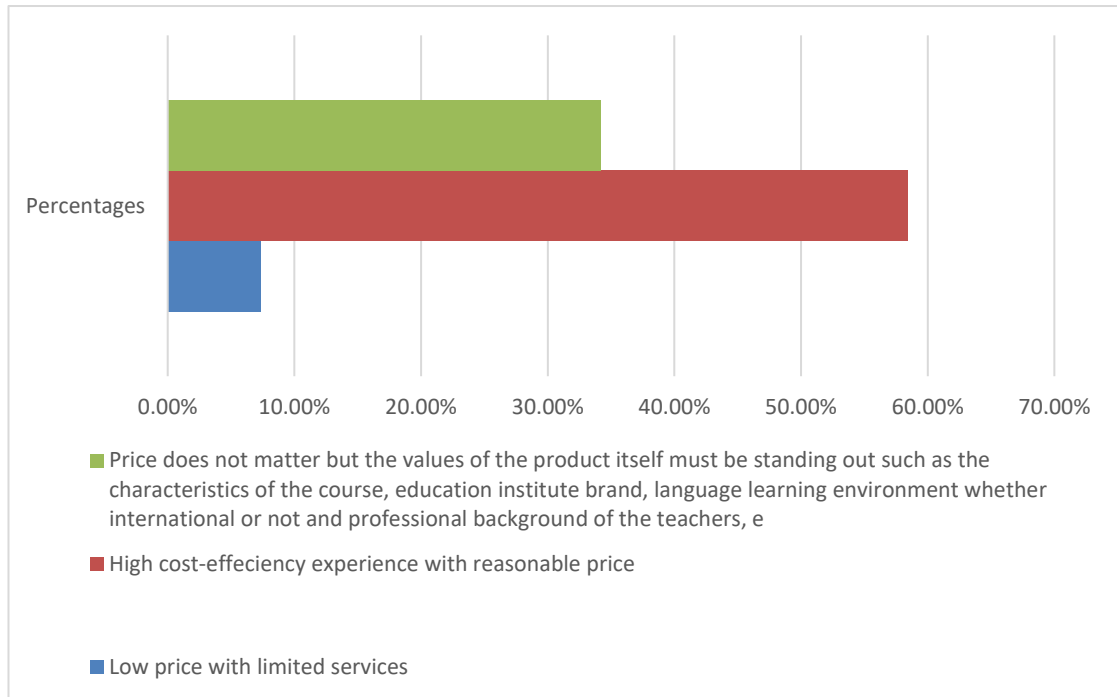


Figure 13. Opinion of the Target Groups on Prices of the Program

More than half of the people support high cost-effective experience, accounting for 58.46%. Instead, around 34.19% still believe that the value of the product itself as well as characteristics of the curriculum are more important than prices (school's brand awareness, the content & teaching arrangements of the curriculum, language learning environment & professional qualifications of the staff, etc). However, less than 10% of people choose the low price with limited services (low price means that acquiring limited experiences or services such as the number of countries and cities visited are limited, courses or activities that are charged in high price might be automatically out of their considerations. Certainly, low price also means the time for staying in the study tour destination is limited).

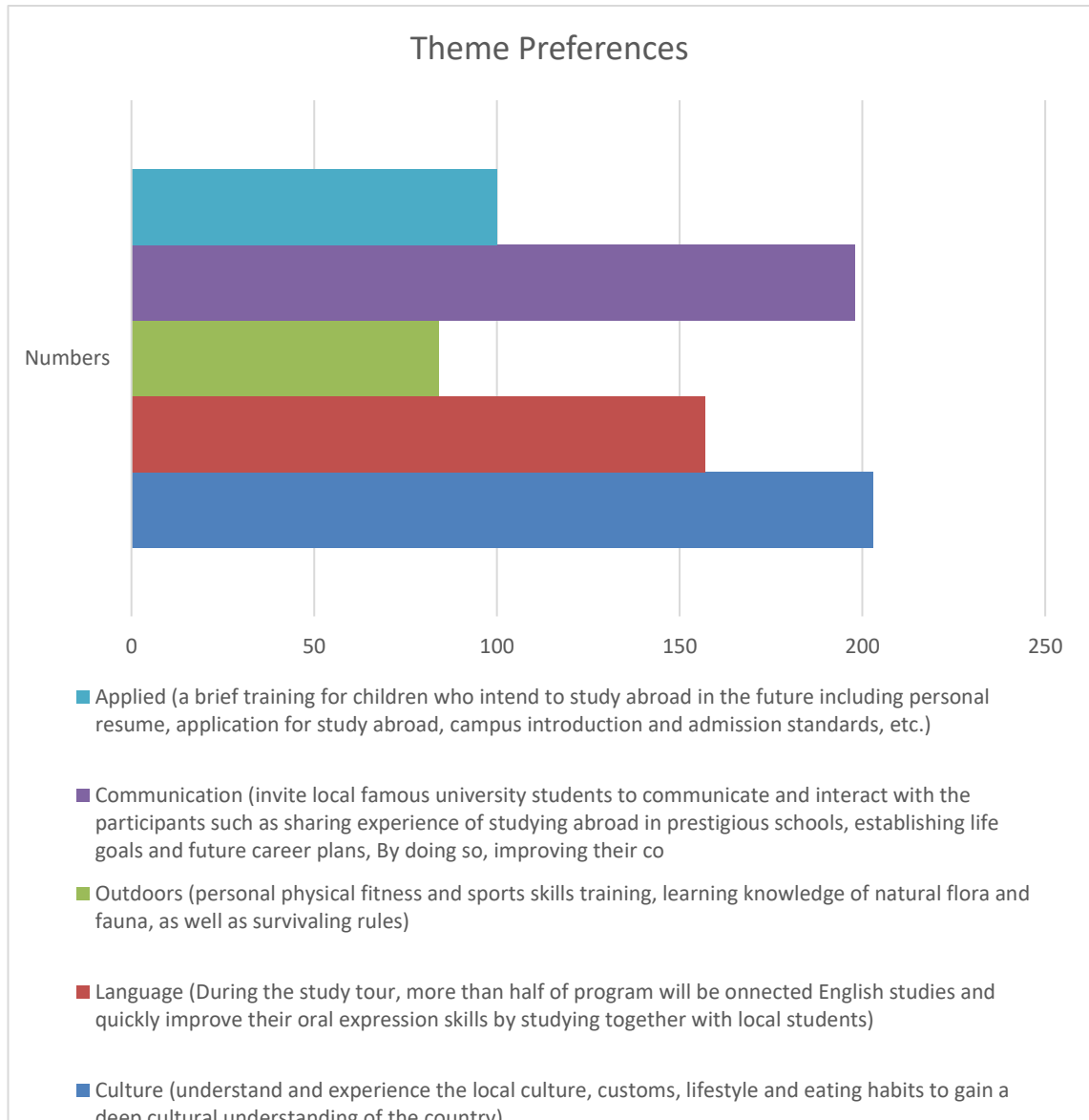


Figure 14. Theme Preferences of Chinese Parents in Choosing OST Program

As data shows that there are indeed some preferences in choosing the theme program of overseas study tour by Chinese parents. The most popular ones are cultural theme (N=203), communication theme (N=198) and language theme studies (N=157), which has the same points mentioned before (Duncan 2014; Stimming 2010; Koernig 2007; Bretag & Veen 2017; Wang & Li 2008, 47). However, the number of supports on outdoor activities (N=84) and applied learning (N=100) are limited.

5 CONCLUSION AND DISCUSSION

In conclusion, overseas journey education in China is currently still an emerging industry as most of the respondents (79.41%) claimed that they never participated in such programs and only few of them have heard of it (10.66%), which is similar to the opinions as the author (Wang & Li 2008, 45) does. Although the number of people who join in these programs are extremely limited (9.93%). However, the attitudes from most Chinese parents concerning overseas journey education are clear and having a hard-line stance. The majority think that such programs should focus on more educational training, improving skills and cultural experiencing rather than travelling only. Similarly, the authors (Harrison 2006, 1; Yu & Hee 2017; Williams & Best 2013) have also the same argument, which is the opposite of the phenomenon of Chinese-style study tour in the market. This also shows that Chinese parents are paying more attention to their children's education as well as the needs on overseas study tour programs.

From the results of the questionnaire that the majority of Chinese parents hope that the participants can broaden international horizons and improve their cognition or judgment ability by participating in such overseas study tour programs. Meanwhile, during the study trip in the destination, there is an opportunity for the participants to learn extra-curricular knowledge and enrich their life experiences by immersing fully in local culture, lifestyle and histories, which is similar to the opinions as the authors (Bergsteiner & Avery 2008, 29; Maggle Stimming 2010, 175) does. Besides, part of respondents also expect that their children can experience the real studying environment abroad and atmosphere by participating in language learning, visiting local schools, and taking classes together with local students in order to prepare for studying abroad in the future.

Based on the analysis of the results, target groups have their own perspectives and requirements on product content design, arrangements and needs concerning overseas study tour program. There were mainly 6 aspects mentioned by the respondents:

- Length of the program could be 2 to 4 weeks.
- Preferred number of team members vary from 6 to 20.
- Preferences in accommodation and food (45.59% prefer students' apartment in camp school, 31.62% favouring homestay hotels and still 18.75% choose the one combined all living accommodation together. As for food, the majorities insist the model of a combination of Chinese and Western).
- Most concerns on the program: Personal life safety (88.97%) , security of local society (70.59%), values of the program whether focus more on skills improving, knowledge acquisition and expand horizons (60.66%).
- Preferences in types of study tour theme: culture (74.63%), communication (72.79%) and language studies (57.72%).
- Content design of the product or arrangements: 78.68% support local school visits & experience real studying environment abroad (such as education system, teaching model and campus life), In addition, 62.13% expects to have language training courses as one of the purposes for participating such programs is to practice English skills. On top of that, the opportunity to visit historical museums, taste local food and take live-classes together with local students (55.15%, 52.57% and 55.51%). Instead, watching events and outdoor activities are still considered (47.79% and 45.96%).

From these preferences and requirements of target respondents mentioned above, the most important discovery in this questionnaire was the preferences in study tour theme from the perspective of the writer, because once the theme of study tour product is determined, whether it is academic courses or cultural activities on both content design and arrangements, it should always be followed and connect to these theme directions and clarify the targeted educational significance behind the program as well as the values of the product itself. Usually, every theme product has its own theme culture and service attributes and the theme is always surrounded by all relevant activities or the way it presents (Cho, Kwon, Gentry, Jun & Kropp 2013). The purpose is to allow target consumers to

be more impressed on what he or she gone through as well as to be familiar with cultural logic and the resulted marketing behaviour behind the theme.

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APPENDICES

Appendix 1. Questionnaire for overseas study tour product

Appendix 2. Data of questionnaire

Appendix 1 1(5)

Q1 your gender

female

male

Q2 Your age is

under 18

19-25

25-40

over 40

Q3 Your household income in monthly is

RMB 8000-15000

RMB 15,000 -30000

RMB 30,000-50000

RMB 50000 or more

Q4 What is the age of your daughter(son)?

7 years old and below

8-12 years old

13-16 years old

16-19 years old

20 years old and above

Currently no children

**Q5 Has your child participated in similar overseas study programs before?
(Such as to the United States, Britain, Australia, Europe and other countries)**

yes

no

only heard of it

Appendix 1 2(5)

Q6 What is your understanding of "study tour abroad"?

- A The program is mainly for studying
- B The program is mainly for travelling
- C Studying while travelling, 50% each

Q7 What do you hope your children can learn by participating in the winter and summer overseas study tours? [Multiple Choice Question]

1. Increase knowledge and broaden horizons, improve self-awareness, and strengthen the ability to think and recognize external things
2. Experience the real environment and atmosphere of studying abroad, and prepare for the future of studying abroad in advance
3. Improving English expression and communication skills quickly by immersing in a full English learning environment
4. Take classes with local and international students, experience an international learning environment and learning model, and make foreign friends
5. Stimulate children's desire and motivation for schooling, re-understand themselves and set their ambitious goals in life
6. Knowledge and skills related to a major or subject (language, culture, art, nature and technology etc)
7. Learn to learn autonomously, self-manage, self-control, and self-discipline
8. Establish a good visa record through study tours to lay the foundation for a successful study visa in the future
9. In-depth understanding of local culture, places of interest, and historical sites, as well as local lifestyles and differences between Chinese and Western diet

Appendix 1 3(5)

Q8 How long do you think it is appropriate to study abroad in the winter-summer camp?

- 1 week
- 2 weeks
- 3 weeks
- 1 month

Q9 What arrangements do you want to include in your study tour? [Multiple Choice Question]

- 1 School visit-experience the atmosphere of studying abroad (course arrangements, learning and teaching models, and real life in a school garden)
- 2 Full English learning environments
- 3 Traditional handmade courses
- 4 Outdoor sports education (quality development and sports skills training)
- 5 Museum of Science and Nature
- 6 Local landscapes, famous spots and local food experiences
- 7 School Classes-Study and communicate with local and international students
- 8 Visit local famous enterprises
- 9 Watch local cultural, artistic or experiential matches
- others

Q10 How many team members do you think is more reasonable?

- 6 to below VIP group
- 6-12 group
- 12-20 group
- 20-40 group

Appendix 1 4(5)

**Q11 Through which channels did you know about overseas study tour?
[Multiple Choice Question]**

Educational institutions
schools
online
offline advertising or posters
family and friends
others

Q12 During your study tour, what kind of accommodation do you prefer for your children?

Camp Student Apartments
Local star hotel
Homestay Family Apartment
Combination of above 2-3 kinds of accommodation

Q13 Food arrangements during the study tour?

Full Chinese buffet or order dishes
Full Western buffet
Chinese and Western combination

Q14 What do you care most about when your children travel abroad to study? [Multiple Choice Question]

Pre-departure training
safety
food and accommodation
local social order,
vision and experience
improvement of knowledge or skills

Appendix 1 5(5)

Q15 As for the price, which one you prefer?

Low price with limited services

High cost-effective experience with reasonable price Price does not matter but the values of the product itself (the characteristics of the course, education institute brand, English learning environment whether international or not and professional background of teachers, etc)

Q16 Which of the following study tour theme do you prefer? [Multiple Choice Question]

Cultural (understand and experience the local culture, customs, lifestyle and eating habits to deepen the cultural awareness of the country)

Languages (During the study tour, more than half of the participants are in English-speaking learning mode, communicate and learn with local and international students, and quickly improve their speaking skills)

Outdoors (personal physical and motor skills training, knowledge of natural flora and fauna, as well as survival rules and operating laws)



Communication (inviting local famous university students to communicate and interact with the participants, such as sharing the experience of studying abroad in famous schools, establishing life goals, and future career planning, etc., to allow them to improve their awareness of foreign universities and increase their curiosity about studying abroad Stimulate and increase your child's strong desire to study)

Application (a short training for participants who intend to study abroad in the future including personal resume, study abroad application, campus introduction and admission criteria, etc.)

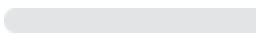


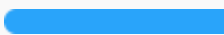
Appendix 2 1(8)

Questionnaire For Overseas Study Tour Product






Q1 your gender

Option	Number	Percentage
Female	208	 76.47%
Male	64	 23.53%
Numbers	272	

Q2 Your age is

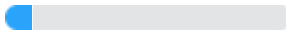
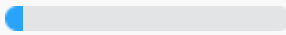
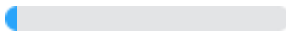
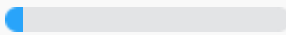

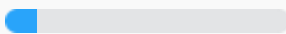
Option	Numbers	Percentages
Under 18	1	 0.37%
19-25	6	 2.21%
25-40	49	 18.01%
Over 40	216	 79.41%
Numbers	272	

Q3 Your monthly household income is

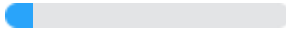
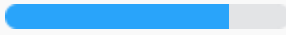

Option	Numbers	Percentages
Less than 8000 yuan	159	 58.46%
8000-15000 yuan	72	 26.47%
15000-30000 yuan	24	 8.82%
30000-50000 yuan	7	 2.57%
50000 yuan or more	10	 3.68%
Numbers	272	

Appendix 2 2(8)


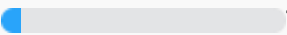
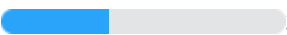
Q4 What is your child's age?

Option	Numbers	Percentages
Under 7	26	 9.56%
8-12	18	 6.62%
13-16	12	 4.41%
16-19	19	 6.99%
20 and above	166	 61.03%
Currently no children	31	 11.4%
Numbers	272	

Q5 Has your child participated in similar overseas study programs before?

Option	Numbers	Percentages
Yes	27	 9.93%
No	216	 79.41%
Heard of it only	29	 10.66%
Numbers	272	

Q6 What is your understanding of "study tour abroad"?

Option	Numbers	Percentages
The program is mainly for studying	147	 54.04%
The program is mainly for travelling	21	 7.72%
Studying while travelling, 50% each	104	 38.24%
Numbers	272	

Appendix 2 3(8)


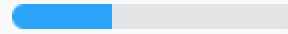

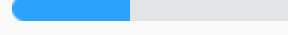
Q7 What do you hope your children can learn by participating in the winter and summer overseas study tours?

Option	Numbers	Percentages
1.Increase knowledge and broaden horizons, improve self-awareness, and strengthen the ability to think and recognize external things	244	89.71%
2.Experience the real environment and atmosphere of studying abroad, and prepare for the future of studying abroad in advance	133	48.9%
3.Improving English expression and communication skills quickly by immersing in a full English learning environment	141	51.84%
4.Take classes with local and international students, experience an international learning environment, learning model, and make foreign friends	144	52.94%
5.Stimulate children's desire and motivation for schooling, re-understand themselves and set their ambitious goals in life	132	48.53%
6. Knowledge and skills related to a major or subject (language, culture, art, nature and technology, etc.)	110	40.44%
7.Learn to learn autonomously, self-manage, self-control, and self-discipline	148	54.41%
8. Establish a good visa record through study tours to lay the foundation for a successful study visa in the future	62	22.79%


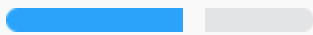
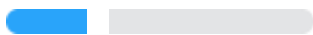

9. In-depth understanding of local culture, landscapes and historical sites, also local lifestyles and differences between Chinese and Western diet	173	 63.6%
Others	4	 1.47%
Numbers	272	




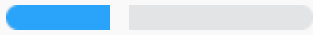

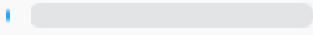
Appendix 2 4(8)

Q8 How long do you think it is appropriate to study abroad in the winter-summer camp?

Option	Numbers	Percentages
1 week	16	 5.88%
2 weeks	97	 35.66%
3 weeks	45	 16.54%
1 month	114	 41.91%
Numbers	272	

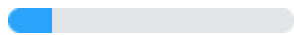
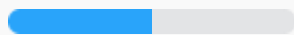
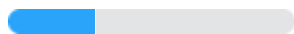

Q9 What arrangements do you want to include in your study tour?

Option	Numbers	Percentages
1 School visit and experience the atmosphere of studying abroad (course arrangements, learning and teaching models, and real school life)	214	 78.68%
2 Full-English learning experience environment	169	 62.13%
3 Traditional handmade courses	77	 28.31%
4 Outdoor sports education (quality development and sports skills training)	125	 45.96%


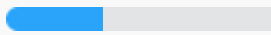



5 Museum of Science and Nature	150	 55.15%
6 Local landscapes, famous spots, local food experiences	143	 52.57%
7 School Classes-Study and communicate with local and international students	151	 55.51%
8 Visit local famous enterprises	99	 36.4%
9 Watch local cultural, artistic or experiential matches	130	 47.79%
Others	2	 0.74%
Numbers	272	

Appendix2 5(8)

Q10 How many team members do you think is more reasonable?

Option	Numbers	Percentages
6 to below VIP group	44	 16.18%
6-12 group	137	 50.37%
12-20 group	83	 30.51%
20-40 group	8	 2.94%
Numbers	272	


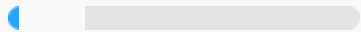

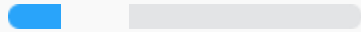
Q11 Through which channels did you know about overseas study tour?

Option	Numbers	Percentages
Educational institutions	181	 66.54%
Schools	92	 33.82%
Internet	134	 49.26%
offline advertising or posters	41	 15.07%
family and friends	115	 42.28%

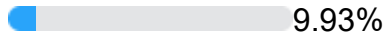
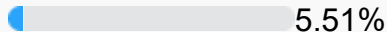

Others	6	 2.21%
Numbers	272	

Appendix 2 6(8)

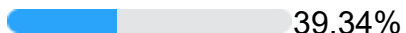
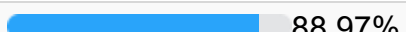
Q12 During study tour, what kind of accommodation do you prefer for your children?

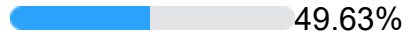
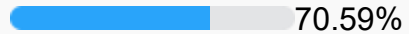
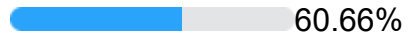
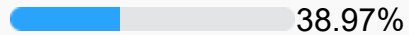
Option	Numbers	Percentages
Camp student apartments	124	 45.59%
Local star hotel	11	 4.04%
Homestay family apartment	86	 31.62%
Combination of above 2-3 kinds of accommodation	51	 18.75%
Numbers	272	

Q13 Food arrangements during the study tour?

Option	Numbers	Percentages
Full Chinese buffet or order dishes	27	 9.93%
Full Western buffet	15	 5.51%
Chinese and Western combination	230	 84.56%
Numbers	272	


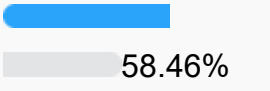

Q14 What do you care most about when your children travel abroad to study?

Option	Numbers	Percentages
Pre-departure training	107	 39.34%
Individual safety	242	 88.97%

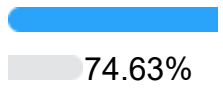
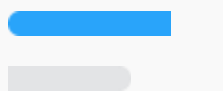
food and accommodation	135	 49.63%
local security of the society	192	 70.59%
vision and experience improving	165	 60.66%
improvement in language	106	 38.97%
Numbers	272	


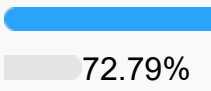

Appendix 2 7(8)

Q15 As for the price of the program, which one you prefer?

Option	Numbes	Percentages
Low price with limited services	20	 7.35%
High cost-efficiency experience with reasonable price	159	 58.46%
Price does not matter but the values of the product itself (the characteristics of the course, education institute brand, English learning environment whether international or not and professional background of teachers, etc)	93	 34.19%
Numbers	272	

Q16 Which of the following study tour theme do you prefer?

Option	Numbers	Percentages
Cultural (understand and experience the local culture, customs, lifestyle and eating habits to deepen the cultural awareness of the country)	203	 74.63%
Languages (During the study tour, more than half of the participants are in English-speaking learning environment, communicate and learn	157	 57.72%

with local and international students, quickly improve their speaking skills)		
Outdoors (personal physical and sport skills training, knowledge of natural flora and fauna, as well as survival rules and skills)	84	 30.88%
Communication (inviting local famous university students to communicate and interact with the participants such as sharing the experience of studying abroad in famous schools, establishing life goals, and future career planning, etc., to allow them to improve their awareness of foreign universities and increase their curiosity about studying abroad Stimulate and increase your strong desire to study)	198	 72.79%
Application (a short training for participants who intend to study abroad in the future including personal resume, study abroad application, campus introduction and admission criteria, etc.)	100	 36.76%
Numbers	272	

Appendix 2 8(8)