Tampere University

Juha Franssila

CONCEPT FOR EXPORTING LEARNING ENVIRONMENTS

ABSTRACT

There is a risen national interest in Finnish education exports. Finnish universities are still developing their education export products and services. Exportation of learning environments is a one instrument that can be used to export education into a transnational environment. There is not a service that enables a Finnish higher education institution to outsource its property acquisition process abroad. Target company has committed through a shareholders' agreement to provide services for universities in facility matters also abroad.

The objective of the study is to develop a concept for the target company that describes a process for learning environment exportation from their viewpoint. Literary survey accumulates information on universities education export models and what are the links between a company's strategy, business models and processes. Interviews with the target company chart out the target company's process model in Namibia and what is their future visions and strategy concerning education exports. Interviews with Finnish education export companies and universities build an understanding on different existing education export products and services and how their education exportation was seen in the future. Interviews are also used to gather information on the differences between operating in Namibia compared to Finland.

Education exports are a broad concept that can be defined as businesses that bring revenue from education, education systems or transportation of knowledge or expertise in a form of a product or a service from one country to another. The Thesis focuses on transnational education exports where education and research activities across national boundaries. International branch campus (IBC) is a model where an entity that is owned, at least in part, by a foreign higher education provider and that provides an entire academic program transnationally.

A company can improve its activities through a strategy and it can become aware of the needed changes in time in a changing operational environment. International strategies can be used to guide organization's operations outside of its country of origin. Business models stem from a company's strategy and for each different business model there should be a specific process in place. This ensures operational effectiveness.

The produced model illustrates the relation between education exporter's and consultant's, who acquires a property from transnational environment, strategies. The produced process for exporting learning environment is a part in establishing an international branch campus and it consists of three phases: preliminary survey phase, tenancy phase and renovation phase. Activities and connections between each phase are portrayed in a cross-functional flowchart. Operational instructions give more detailed description from each of the phases.

Overall, produced model can be used as framework for the target company's future projects. Future research should be conducted on implementation and maintenance phase. In addition, target company's current business model does not support optimally learning environment exportation so this is another research opportunity in the future.

Keywords: Education exports, Learning environments, International branch campus (IBC), Transnational strategy, Business model, Property acquisition

The originality of this thesis has been checked using the Turnitin OriginalityCheck service.

TIIVISTELMÄ

Suomessa on herännyt kansallinen mielenkiinto koulutusvientiä kohtaan. Suomalaiset korkeakoulut ovat vielä kehittämässä koulutusvienti tuotteitaan sekä palveluitaan. Oppimisympäristöjen vienti on yksi tapa viedä koulutusta valtion rajat ylittävään ympäristöön. Tällä hetkellä ei ole olemassa palvelua, joka ulkoistaa suomalaisen korkeakoulun kiinteistöhankintaprosessin ulkomailla. Kohdeyritys on sitoutunut osakassopimuksen kautta tarjoamaan palveluita yliopistoille tilakysymyksissä myös ulkomailla.

Tutkimuksen tavoitteena on kehittää konsepti kohdeyritykselle, joka kuvaa oppimisympäristön vientiprosessin heidän näkökulmastaan. Kirjallisuuskatsauksella kerättiin tietoa yliopistojen koulutusvientimalleista ja siitä, miten yrityksen strategia, liiketoimintamallit ja prosessit linkittyvät toisiinsa. Haastattelut kohdeyrityksen kanssa kartoittavat kohdeyrityksen käyttämän prosessimallin Namibiassa ja mitkä ovat heidän tulevaisuuden näkymät ja strategia liittyen koulutusvientiin. Haastattelut suomalaisten koulutusvientiyritysten ja yliopistojen kanssa rakentavat ymmärrystä nykyisistä koulutusvienti tuotteista ja palveluista ja kuinka he näkevät koulutusvientinsä tulevaisuudessa. Haastatteluiden avulla kerättiin lisäksi tietoa siitä, kuinka Namibian toiminta ympäristö eroaa Suomesta.

Koulutusvienti on laaja käsite, joka voidaan määritellä yrityksiksi, jotka tuottavat liikevaihtoa koulutuksesta, koulutusjärjestelmistä tai tiedon tai osaamisen siirrosta tuotteen tai palvelun muodossa maasta toiseen. Työ keskittyy valtion rajat ylittävään koulutusvientiin, jossa koulutus ja tutkimus toiminnot tapahtuvat valtion rajojen yli. Kansainvälinen etäkampus on malli, jossa itsenäinen kokonaisuus, jonka omistaa ainakin osittain ulkomainen korkeakoulu, tuottaa akateemisia tutkintoja valtion rajojen ulkopuolella.

Yritys pystyy kehittämään toimintojaan strategian avulla sekä tiedostamaan tarpeelliset muutokset ajoissa muuttuvassa toimintaympäristössä. Kansainvälisiä strategioita voidaan hyödyntää ohjaamassa organisaation toimintoja sen kotimaan ulkopuolella. Liiketoimintamallit lähtevät yrityksen strategiasta ja jokaista eri liiketoimintallia varten tarvitaan tietty prosessi. Näin pystytään varmistamaan operatiivinen tehokkuus.

Tuotettu malli osoittaa koulutusviejän ja konsultin, joka hankkii kiinteistön valtion rajat ylittävästä ympäristöstä, strategioiden välisen yhteyden. Tuotettu prosessi oppimisympäristöjen vientiin on osa kansainvälisen etäkampuksen perustamista ja se koostuu kolmesta vaiheesta: asiakkaan kontaktivaihe, vuokrausvaihe ja remontointivaihe. Toiminnot ja suhteet eri vaiheiden välillä on esitetty vuokaaviossa. Ohjauskortit antavat yksityiskohtaisemman esittelyn jokaisesta vaiheesta.

Kokonaisuudessa tuotettua mallia voidaan käyttää viitekehyksenä kohdeyrityksen samankaltaisissa hankkeissa tulevaisuudessa. Jatkotutkimusta kannattaisi tehdä käyttöönotto- ja ylläpitovaiheista. Kohdeyrityksen nykyinen liiketoimintamalli ei tue optimaalisesti oppimisympäristöjen vientiä, joten tämä on yksi jatkotutkimusmahdollisuus tulevaisuudessa.

Avainsanat: Koulutusvienti, Oppimisympäristöt, Kansainvälinen etäkampus, Valtion rajat ylittävä strategia, Liiketoimintamalli, Kiinteistön hankinta

Tämän julkaisun alkuperäisyys on tarkastettu Turnitin OriginalityCheck –ohjelmalla.

PREFACE

This Master's Thesis has been written to fulfill the graduation requirements of the Major in Construction Production at the Tampere University. The research was conducted between January and October 2019. The research subject proved to be challenging and the focus of the Thesis needed some revision during the project. I am confident that the end result corresponds with the expectations set for the research. After the first two months I was able to concentrate my full time and efforts for this project. Refinements of the Thesis took longer than expected so the set schedule was exceeded but the necessary changes enabled me to reach more comprehensive end result. In the future I will be continuing with the subject and research.

I would like to thank the examiner of this Thesis and my supervisor post-doctoral researcher Jukka Puhto who gave excellent feedback through out the writing process. I would also like to thank University Properties of Finland for providing me this research subject and special thanks to Suvi Nenonen who also examined my work process and gave outstanding feedback. Without all of the interviewees I would not have been able to complete this Thesis so much appreciation for all them for accepting my research request.

Finally, I would like to thank my family and friends for their support and encouragement through out my studies. They provided me with an outlet during this journey which enabled me to relax once in a while.

Tampere, 18.10.2019

Juha Franssila

TABALE OF CONTENTS

APPENDIX 1: Interview questions

1. INTRODUCTIONS

1.1 Background and motivation

The Finnish education sector can be recognized as one of the best in the world and Finland's national interest in education exports is rising (Schatz 2016, p. 1). There is globally established demand for commercial education products and services (Ministery of Education and Culture (MOEC) 2016). According to the Observatory on Borderless Higher Education there was 263 international branch campuses (IBCs) established around the globe in 2017 (Garret et. al. 2017). University of Turku's Master's degree programme in software engineering in Namibia is an addition to this list. Finnish universities have not established a transnational campus abroad so no previous knowledge exists on how to export learning environments in Finn-ish context.

The term "education export" does not occur in the Oxford English Dictionary. By breaking up the terms education is described as "bringing up" or "the culture or development of personal knowledge or understanding, growth of character, moral and social qualities". The word export is most commonly connected to the business sector where commodities are sent out from one country to another. Each of the concepts represent a different sector of society: education is commonly understood as a humanitarian, civic or private domain and export is in the use of the business sector. The term education export is connecting the two fields and this creates a tension (Schatz 2016, p. 46). UNESCO believes that education is a human right for all through life and that access must be matched by quality (UNESCO 2019).

As a term learning environment can be divided into both external operational environment and internal learning environment. External environment is the physical surrounding which provides a setting and possibilities for learning and internal environment is our brains, where actual learning is occurring through reflection and conception. (Piispanen 2008, p. 15) Modern learning environments need to provide the requirements for an optimal learning process so that students can fully focus on their internal learning. Terms are defined in more detailed fashion as a part of the literature review.

This Master's Thesis is studying The University Properties of Finland Ltd's (SYK) project in Namibia. This project's goal was to rent and renovate a modern learning environment for the purposes of University of Turku's (UTU) information technology master's degree programme starting in fall 2019. SYK is a Finnish campus developer who owns and develops higher education campuses outside of the Helsinki metropolitan area. One third of the company is owned by the Finnish government and the rest is owned by Finnish

universities outside of the Helsinki metropolitan area. They have a turnover of over 150 million euros, and they own roughly 1,1 million square meters of properties. (SYK 2019) The project in Namibia was the company's first outside of Finland.

SYK is providing cost-effective facilities that their customers require and need. In addition to institutes of higher education SYK's client base includes various types of businesses. The company has also a responsibility vision which includes the goal of having Europe's most responsible campuses. This vision will require ecological sustainability, sustainable economy and sustainable sociability. SYK is actively trying to become a carbon neutral company by using renewable and smart energy solutions. Sustainable economics require attractive campus environments and through strong economics making ecological decisions becomes easier. As a developer of learning and research environments goals in social sustainability can be met by enabling multiculturism and internationalism.

SYK is trying to help its customers and the decision to help University of Turku in establishing a branch campus in Namibia is following this logic. International campus development is something that the company has not done before so it was seen as important to study the project and find out through research whether a more generalized model for similar projects could be created.

1.2 Research objectives and questions

The purpose of the Thesis is to study how education has been exported and what is the role of learning environments in this exporting field and based on the findings, develop a concept for exporting learning environments for the target company. The goal is to produce a compact manual how learning environments could be exported in a similar context. In order to reach this goal, five preliminary questions were formed. They are the following:

- How education is exported and to what extent?
- What kind of models can be used for exporting learning environments?
- What concept is suited for exporting learning environment to Namibia?
- What are the existing internationalization strategies for universities?

Based on these questions the goal is to construct a scalable concept for exporting learning environment for the target company. The focus of the thesis is in education exports that are taking place in a transnational environment. Learning environments as themselves are not the main focus of the Thesis, however a brief summary of their nature has been done.

1.3 Scope of the thesis

The Thesis is focused on exporting learning environments on a Finnish campus developer's view point and the focus is solely on exportation of the physical environment. The project in Namibia is the first of its sort in Finland so research is focusing more in collecting the data from the process through empirical research. Healey (2015) and Knight (2016) give an insight how these types of projects have been done globally but there is no Finnish research on similar projects. The literary survey focuses more on what is the market for this type of service and what strategic aspects needs to be taken into consideration when moving from property development in Finland to property development in a transnational environment.

Through the conducted interviews the researcher collected the information about the project and wrote down the process phases as detailed as possible. After the case in Namibia was displayed in detailed manner the researcher is displaying a more generalized model of exporting learning environments in chapter six. Though the findings from the literary survey and the empirical study, the researcher is taking a strategic approach on how these types of projects could be done in the future.

This Master's Thesis covers only one case project so only one model for exporting learning environments was produced. This decision was made due to the limitation of time and the scope planned and reserved for the Thesis. In order to achieve a more comprehensive understanding of exporting learning environments, a greater number of projects should be studied and more models should be formulated.

1.4 Structure of the Thesis

This Thesis is divided into introduction, literary survey, empirical research, creation of the concept, discussion and conclusion. The first part of the Thesis is a literary survey on education exports in general and how a process can be extracted through a company's strategy and business models. The education export chapter defines the term and creates an understanding what are the markets for these types of products and services in Finland's point of view and in a global context. It produces also an understanding on what learning environments are and what their purpose and relevance in education is. The second chapter also displays research on transnational education export models and portrays what are the main models used and what kind of education export destination Namibia is.

The third chapter focuses on generic international strategies, what is the relationship between a business model and strategy and how a specific process is linked to them. The literary survey is based on scientific, peer reviewed publications and books. The research on the education export market is done mostly through internet outlets to get the most up to date information on the subject.

After the literary survey phase the Thesis presents the methodology for the empiric phase. The results of the interviews are collected through multiple thematical interviews and the results are displayed in the fifth chapter. Interviews are divided into three groups: the first one focuses on the target company and collecting the data from the case project, the second on education exports in general and the third on the operational environment in Namibia. The method used in the interviews is covered in more detail in the fourth chapter.

Based on the insights from the literary survey and empirical study the author formulated and displayed an exemplary proposal on how the target company could improve their learning environment export concept that was formed during the project. These findings are displayed in chapter six.

Discussion in chapter seven links all the finding of the Thesis back to the research setting and questions. The known information and knowledge about the subject are compared to the significance of the findings. The purpose of the discussion is to explain and understand the new information and discuss the reliability of the research. Chapter eight displays the conclusion. It sums up the main results of the Thesis and discusses their importance and gives recommendations on further research.

2. EDUCATION EXPORTS

2.1 Education export market

2.1.1 Universities' education export strategies

Education exports can be defined as businesses that bring revenue from education, the education system or the transportation of knowledge or expertise in a form of a product or service from one country to another (MOEC 2016, p. 3). The leading countries in the education export market are referring to the higher education sector and into the income that is gained through tuition fees from international students. Referred countries include England, Australia and USA and they have disseminated educational systems since the era of colonization. In comparison, Finland's history in education exports is little to none, although Finland has a good international reputation for its high-quality primary and lower secondary education. (Schatz 2015, p. 328)

Even though the term education export has no definition in English dictionaries, it is widely used in the English vocabulary of media, politicians and researchers. "Export" can also happen inside of a country's borders. Exchange students that come into a country as a part of their education or a group of Chinese teachers visiting Finland and familiarize themselves with Finnish education system are an example of this. In both cases education has happened in Finland but the educational experience is leaving Finland. (Schatz 2016, p. 16, 49)

The Finnish Ministry of Education and Culture drafted a Road Map of Finnish Education Exports 2016-2019 (Koulutusviennin tiekartta) in 2016. Its goal was to map out the measure of supports that would expedite Finnish education exports during the term of the government which lasts for four years. To put it briefly, each of the four years had its own sub stages that should result into an increase in education exports revenue by third by the year 2018. These stages included constant service productisation, network building, focusing onto certain geographical areas, expanding education export also as a part of other industries' products and removing all the obstacles of education exports. Much of the responsibility was directed to businesses, higher education institutes and education establishments. (MOEC 2016, p. 2-3) In 2019 Finland elected a new government and during the writing process of this thesis it is unclear what is the government's new road map regarding education exports.

There are 13 universities and 23 joint-stock universities of applied sciences in Finland. After reviewing Finnish universities' strategies through their websites, education exports were not mentioned in a sense. The collective theme was to be internationally distinguishable and try to encourage international students to study their degrees in Finland. Most of

these 13 universities collaborate with Finland Universities which is an education export company. The minority of Finnish universities have done actual education export business and most of these cases seem to relate to teacher training in Middle-East, China or Southern Africa. Finnish Universities themselves are educators, not business organizations and their interests seem to lie in importing international students rather than doing transnational education.

Even though the University of Turku is Finland University's partner, the case in Namibia does not involve them. Collaboration with the Namibians have been driven by the university rector and professors. Finland University has focused its resources to locations where they see the most potential at the moment, including Southeast Asia and Brazil, for example, Africa is seen significant in the long run but it requires investments that Finland University cannot afford at the moment.

2.1.2 Finland's education export market

Finland's education export revenue in 2017 was 310 million euros. The revenue was generated through 11 different education sectors and the growth from 2016 was 56 million euros or 16 per cent. (Table 1) The statistic is based on Education Finland's growth program, which includes 100 Finnish education export businesses, and the data was collected from them through interviews. Education Finland estimates that Finland will reach a revenue of 350 million euros, a mark set by the Finnish government, in the year 2018. The fastest grower was work training services that utilize digital solutions and the only sector that did not achieve any growth was the development of basic education. However, it still made a significant contribution of 11,3 million euros. A lot of businesses in the education travel sector have entered the market through risen interest in Finnish education in China. Learning environments had a low market share of 4 million euros (1,3 %) ranking in sixth but the growth had been significant (176 %). Most of this revenue is generated by Finnish furniture manufacturers providing furniture and space solutions for education purposes. (Education Finland 2018)

Table 1. *Education export revenue in Finland 2017 (Education Finland 2018)*

Responder organization's sector	Revenue 2017, million €	Growth % cf. 2016
Early Childhood Education	0,76	171 %
Educational Travel	0,84	271 %
Vocotional Education and Training	1,7	52 %
Education & Consultation	1,8	22 %
Education Technology	3,7	47 %
Learning environment	4	176 %
Polytechnics	4,1	37 %
Work Training Services (private)	6,5	4000 %
Univeristies	8,2	64 %
Development of Basic Education incl. School Concepts	11,3	0 %
Publishing and Educational Contet	268	14 %
Overall	310	16 %

The major education export markets for Finland are Persian Gulf, China, Southeast Asia and Latin America, contributing 54 per cent of the revenue. Finnish education products and services are also exported to Scandinavia, Spain, Portugal, Greece, Malta, Germany, Great Britain, Russia, Eastern Europe and USA. In year 2018 it is forecasted that business will expand into Africa, and more specifically to Egypt, South-Africa, Namibia, Tanzania, Ghana and Ethiopia, for example. (Education Finland 2018)

2.1.3 Global education export market

The global education export market has grown into a multi-billion-dollar industry. Top three countries alone have a market share of over 81,3 billion euros. Number of internationally mobile students has nearly doubled in a decade. Majority of the students come from Asia and China alone is accounted for over 300.000 international students. (U.S. Department of Commerce 2016) UNESCO evaluated that there were 373.303 internationally mobile African students. Amount is approximately 10,5 per cent of world's international students. Almost 80 per cent chose a French- or an English-speaking country and 20 per cent stayed in Africa. (Campus France 2016)

The three largest education exporters at the moment are United States, United Kingdom and Australia. The U.S. is the leading destination for internationally mobile students with almost a 22 per cent stake of 4.5 million international students (U.S. Department of Commerce 2016). Among service exports in 2017 the U.S. education service exports ranked sixth and international students generated over 38,8 billion euros in form of living expenses and tuition fees (Export.gov 2019).

In United Kingdom the revenue from education exports and transnational education activities was estimated to be 22,3 billion euros in 2016. Transnational activities include higher and further education, schools and English language training. Revenue from these field was 2,1 billion euros. The main revenue in education exports was generated from higher education i.e. international student fees and living expenditures accounting for 15,0 billion euros. (Department for Education 2019) The UK was attracting 14.2 per cent of internationally mobile students (OECD 2018). Australia increased their international education exports by 22 per cent in 2017, reaching 22,2 billion euros. Like all top three education exporters most of the revenue is coming from students' personal expenses including tuition fees and living costs. (Australian Bureau of Statistics 2018)

2.2 Learning environments

Learning is occurring all through our lives in different kind of environments and settings. Learning environments are by definition too broad of a concept to determine, which kind of an environment is good for learning. Therefore, it needs defining. (Wilson 1996, p. 5) Learning environments are traditionally associated with classrooms, schools or some kind of network environment. These environments transform into learning environments after being added with the educational solutions that are the base for learning. (Jalkanen et. al. 2012, p. 68) The most tangible segment in a learning environment is the physical environment (Piispanen 2008, p. 47).

One of the largest capital investments for HEI's is the building and renovation of learning spaces. Therefore, a need exists to understand what constitutes an effective design and how learning space can better become "a physical representation of the institution's vision and strategy for learning" (Joint Information Systems Committee 2006). For example, if the intention is to produce team-playing, information-literate, problem solving graduates with effective communication skills, then this should be evident both in the design of the curriculum and also within the design of learning spaces and other supporting infrastructure. (Weaver 2008, p. 70)

The school building itself as a physical learning environment and as an individual element does not directly affect learning but its relevance as a contributory factor conducive to learning is focal (Dudek 2000, xii; PricewaterhouseCoopers 2003, p. 45). According to Sanoff (2009, p. 10) conditions created by a learning environment substantially affect teachers' pedagogical and didactic use of methods. Vice versa wholeness created by an education space and spaces which do not support, in terms of space arrangement, evolving of teaching and learning activities prevent the developing of teaching and learning process. (Kuuskorpi 2012, p. 22-23)

The importance of physical learning environment as a part of learning process is undeniable. It creates a platform for a learning event in which the creditable learning environment with its arrangement possibilities affects in addition to learning forming of social

relations, atmosphere and possibilities of self-fulfilment (Nuikkinen 2009, p. 95). If a school's physical environments and social atmosphere can provide a tempting learning entity, the students are presented with a possibility of a more profound leaning process. (Kuuskorpi 2012, p. 23)

2.3 Transnational education export models

2.3.1 Common transnational education framework and definitions

Transnational education as a concept stands for education and research activities across national boundaries. Universities have expanded their higher education services beyond national borders and this is referred as offshoring. It is often done by outsourcing some of the education systems to a foreign partner or by establishing their own campuses abroad. This form of education is referred as "transnational" education and more specifically the term includes activities where the education institution is based in a different country from the location of the students. (McBurnie & Ziguras 2007, p. 1) Haley's (2015) literature review identifies four distinct forms of transnational education: distance-learning, international branch campus, franchising and validation (Healey 2015, p. 3).

Knight (2016) has recognized two problems within education export terminology. She states that a decade ago there were four terms used to describe education abroad and they were cross-border, transnational, offshore and borderless education. Terms had different meanings however they were used in varying situations. After a decade there were two main terms in use: cross-border higher education (CBHE) and transnational education (TNE). Term CBHE can be understood broader as cross-border education. TNE is the more popular of the two terms due to its everyday use. The second problem is the terminology used to describe TNE activities. Activities are described with same labels and they are used to describe multiple different TNE activities. (Knight 2016, p. 36, 37)

Transnational education can be split into two main categories: collaborative and independent provisions (Table 2). In collaborative TNE a foreign entity is partnering up with a local education provider who can be a public or private institution. Independent foreign provision is working without any formalized academic collaboration with local education providers. (Knight 2016, p. 43, 44)

Table 2. *Common TNE Framework and Definitions. (Knight 2016, p. 44)*

TNE mode	Definition	Descriptive notes
Collaborative TNE provision		
Twinning program	A foreign sending HEI offers academic program(s) through a host country HEI. Foreign sending HEI provides curriculum and awards qualification.	Joint/double degrees from host country HEI and from foreign sending HEI are increasingly being offered for twinning programs. QA dependent on national regulations of host and sending countries. Twinning is often labeled franchise in some countries.
Joint/double/multiple degree programs	The program curriculum is jointly designed, delivered, and monitored by all local and foreign partners. Different combinations of qualification provided depending on host country regulations.	A joint degree program offers one qualification with badges of both sending and host HEIs on certificate. A double degree program offers two qualification from each partner. A multiple degree program offers three or more certificates/qualifications depending on the number of partners.
Cofounded/developed universities	A HEI is established in host country in collaboration with foreign sending HEIs. The academic programs are offered through twinning or joint/double/multiple degree arrangements. Local host HEIs also develop academic programs independent of foreign partners.	Different kinds of qualifications are awarded and can include (a) host country HEI qualification, (b) joint qualification with foreign sending HEI, (c) double or multiple qualifications depending on the number of foreign sending HEIs. QA dependent on host and foreign country regulations.
Locally supported distance education programs	A foreign distance education HEI/provider offers programs with academic support for students available from local entity. Qualification and curriculum offered by foreign distance education provider.	QA normally by sending HEI and country.
Independent (foreign) TNE provision		
Branch campus	A foreign sending HEI offers academic programs through their own satellite campus located in host country. Qualification and curriculum offered by foreign sending HEI.	QA dependent on national regulations of both host and sending countries.
Franchise university	A private independent HEI/provider offers a series of franchised academic programs from different foreign sending HEI/providers. Qualification and curriculum offered by foreign sending HEIs.	QA dependent on national regulations of host and sending countries.
Distance education	Foreign sending distance education provider offers academic programs directly to host country students. No local academic support available. Qualification, curriculum, and QA offered by foreign sending HEI.	QA from foreign sending country.

Note. TNE = transnational education; QA = quality assurance; HEI = higher education institution.

Knight's (2016) framework was aimed to start a conversation about developing a common set of TNE terms. Its framework and definitions for different types of TNE activities are a much more elaborate description of the TNE types than what Healey (2015) has

used but acknowledges that these terms do not align well with countries' broader understanding and strategy of higher education internationalization (Knight 2016, p. 46).

2.3.2 Distance education (Cross-Border, Transnational)

In a distance learning arrangement, courses or programs are provided for the students from a different country. This happens through distance and online modes. It can include some face-to-face support however education is done mainly by student's independent work. (Knight 2007, p. 24)

Distance education can be divided into locally supported distance education programs and foreign distance education providers that have no link with the local entities (Knight 2016, p. 38). The cheapest option is to have no local partners and to do only little face-to-face interaction or support to students. The model however fails to understand students' preference for local support, contact and teaching. For example, Australia's investments in online distance programs, in early 2008, had enrolled only 10.563 international students when compared with 55.800 offshore on campus students and 166,639 on campus students in Australia. (Ziguras & McBurnie 2011, Fp. 108)

A more common transnational education model is to partner up with a local institution. A foreign partner provides the qualification, curriculum and education material but the local staff does most of the teaching. Usually the teaching staff travels from the home campus to the host country in order to do few intensive days of teaching. (Ziguras & McBurnie 2011, p. 109)

There are also multiple types of twinning programs. Knight (2016) defines them as joint or double degree programs through a foreign institution and a local partner (Knight 2016, p. 40). Twinning programs usually are completed partly in the host country and in the education providers' country. A typical twinning arrangement is that a student studies for one year in a local HEI and two years overseas. For short, this is called "1+2". (Choo 2006)

2.3.3 International branch campus (IBC)

The Cross-Broder Education Research Team (C-BERT) has given a definition to the international branch campus (IBC): "an entity that is owned, at least in part, by a foreign higher education provider; operated in the name of the foreign education provider; and provides an entire academic program, substantially on site, leading to a degree awarded by the foreign education provider". C-BRET have also listed all of the IBC's exciting, closed and under development. In 2017, there were 250 operating IBC's from 34 different host nations. Five largest exporters are USA, the United Kingdom, France, Russia and Australia. (C-BERT 2017). Three largest exporters of branch campuses are the United States, the United Kingdom and France. (Table 3)

Table 3. *Number of Branch Campuses by Country. (C-BERT 2017)*

United States	United Kingdom	France	Russia	Australia	Netherlands	India	Canada	China	Germany	Ireland	Malaysia
77	39	28	21	15	9	7	6	6	4	4	4

20 IBC's have been founded in Africa at the start of 2017. Majority of them have been exported by the United Kingdom (8). Three of them have been closed due to some problems in funding, lack of interest and development in electronic communications. Largest host countries are Mauritius (8) and South Africa (4). (C-BERT 2017)

Journal of Business Research published an article in 2017 of publications done from IBC's. As a result, it found out that after the year 2000 scholars have started to pay a lot of interest on the subject. Especially in last five years over a dozen publications have been made per year. Studies handle reasons behind establishing an IBC, models for actual "physical plant", different occurring issues, sustainability, language, parallelism with a subsidiary of a multinational corporation and education hubs as business hubs. (Escriva-Beltran et. al. 2019) Escriva-Beltran et al. (2019) has collected the different models to establish an IBC as a "physical plant" (Picture 1). CBERT survey of 50 BCs in 2011 reveals five types of ownership patterns.
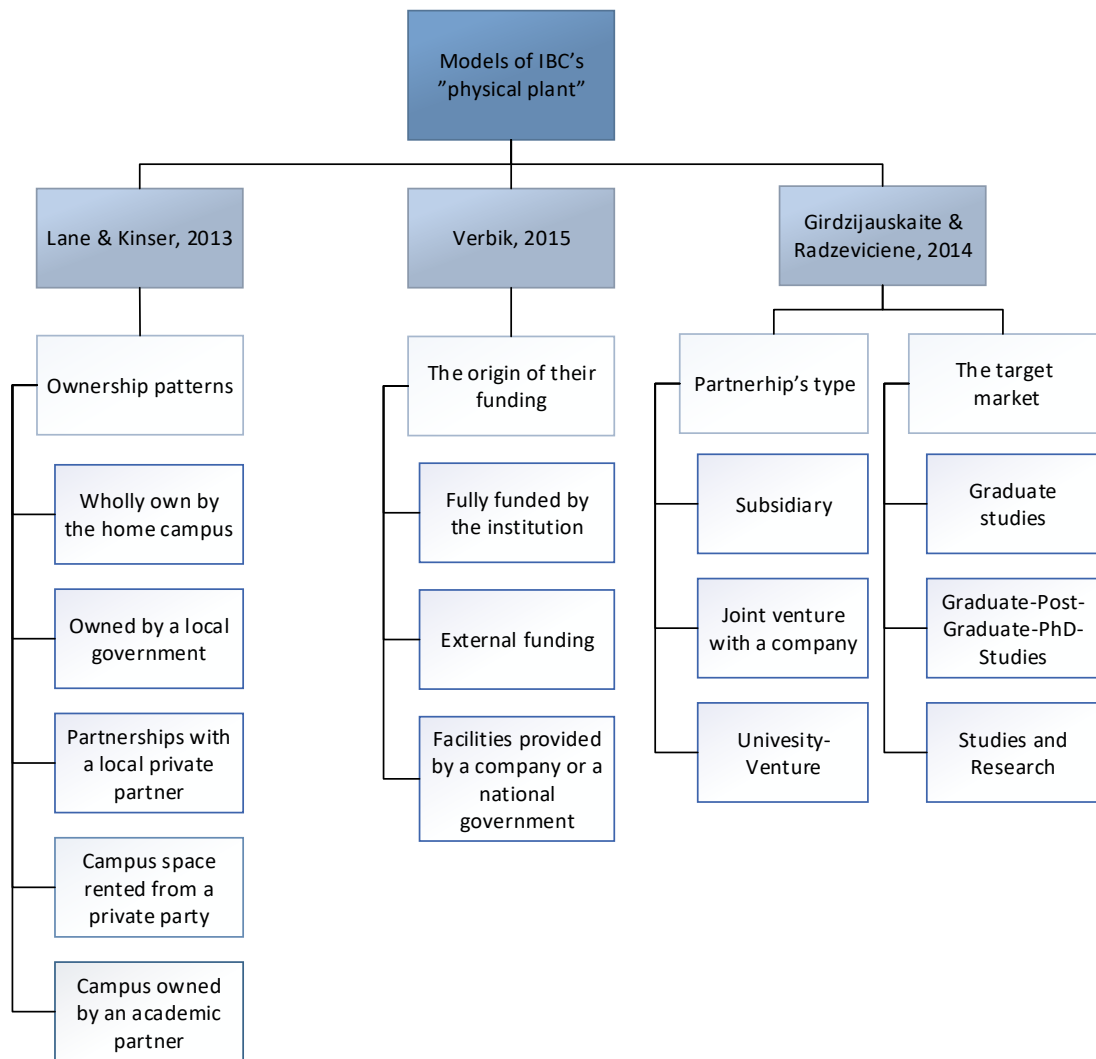
Figure 1. Models to establish an IBC as "physical plant" (Escriva-Beltran et. al. 2019, p. 6)

IBCs "physical plants" range in wide scale from rented storefronts to government subsidized architectural wonders. Universities use five different ownership patterns to establish an IBC. Models might have limitations that come from local regulations. For example, some countries do not allow foreign ownership of facilities or it might be difficult to find a willing government, private or academic partner to provide the space. Each ownership pattern has different type of opportunities and obstacles. A wholly owned arrangement has a greater financial risk but it provides stability and freedom from external interference. Partnerships reduce the financial risk but the freedom in academic affairs might be limited. (Lane & Kinser 2013, p. 5-6)

Three different models of IBC are provided by Verbik (2015) depending on the source of funding. The first model is the least common because institutions seek collaborative approaches and the model involves funding by the institution. External funding from either the host government or private companies is the second model and in the third model a

national government or a company provides the facilities. (Escriva-Beltran et al. 2019, p.5)

Girdzijauskaite and Radzeviciene (2014) classify branch campus models into two groups according to the target market and the partnership form. Depending on the partnership form, BCs are divided into three groups by the author: (1) a subsidiary with certain operations individually offshored to a foreign country; (2) a joint venture where takes place a bilateral or multilateral merge of HE; and (3) a university business venture. Depending on the target market, the following kinds of campuses may be involved in IBC: (1) education campus, in which the only target is undergraduate students; (2) graduate, post graduate and PhD students; and (3) students and a research campus. (Escriva-Beltran et al. 2019, p.5)

By introducing an IBC, the university might have a strong kick-off for its international expansion if the emerging educational market is forecasted in its early stage by the management of the HEI. Overall IBCs are seen more risky and harder approaches to internationalization compared to traditional international networking. IBCs take up a lot more resources and require a greater deal of commitment than networking. However, benefits can be gained through stronger international presence and generated extra income. Risks of establishing an IBC can be greatly decreased by going into a joint venture model where higher education institutes collaborate or there is some kind of business partnership. Joint ventures between HEIs hardly turn into an independent branch since the agreement is usually long term. (Girdzijauskaite and Radzeviciene 2014, p. 305, 307, 308)

The main accusations that IBCs face are related to the risk of westernisation of education and undermining local values. Examples from Singapore and Malaysia indicate that the local governments have cooperated in relatively friendly terms in quality assurance with the IBCs. In order to gain this trust IBCs have learnt the importance of acknowledging the cultural aspects of the host nation and keeping up to date with any changes in the host country's quality assurance arrangements. The biggest challenge for the IBCs is staffing. It has proven difficult to induce staff from the home campus to move out to the IBC and prestige that comes with a skilled academic staff is something that the students seek in their degrees. (Shams & Huisman 2016, p. 967)
Several researchers (Girdzijauskaite & Radzeviciene, Healey, Verbik, Lane & Kinser) point out that the research on IBCs is scarce. The recent decade has produced the most significant portion of the literature and a lot of the research has been done on the view point of education, not on campus development. Commercial secrecy often covers the governance and ownership structures of an IBC and neither expenditure and income nor enrolments are publicly available (Healey 2015, p. 387).

2.4 Namibia as an education export destination

Cooperation between Namibia and Finland dates back to the 1870s when the first Finnish missionaries started to work in Ovamboland of the Northern region of the current Namibia. When Namibia became independent in 1990 it was one of the main recipient countries of Finnish development assistance. As Namibia became a lower middle-income country in the turn of the century, Finland took a stricter focus to aid the least developed countries. Emphasis has shifted to more diversified ways of interaction. (Valjas et. al. 2008, p. 10)

Namibia's 5th national development plan (NDP5) recognizes a serious concern in the relevance and quality of university education of both public and private sector. Its contribution to research and innovation remains small. The university education completion rate is at 50 % in 2016 and Namibia has set a goal to increase this percentage to 70 by the year 2022. The number of public higher education institution enrolments was 34,917 in 2015 and the University of Namibia (UNAM) covered 20,619 (59 %) of this. The total enrolment of private HEIs was 14,761 in 2015. (National Planning Commission 2017, p. 75)

The reported listed multiple challenges that need to be addressed in order to increase the education completion rate. Especially for poor, rural students from marginalized and special needs groups access to university education opportunities continues to be low. Investments are wasted due to the low graduation and high drop-out rates. Limited funding available for students and the lack of student support systems are often linker to access and drop-out rates. Furthermore, there is limited infrastructure for quality teaching, research and innovation, including limited access to broadband. Weak linkages with labor market, including industry, result to a negative impact on the relevance of training programs and employability. In short, the report names the desired outcome to be "by 2022, Namibia has put in place an education system that responds to industrial needs." (National Planning Commission 2017, p. 75-76)

Finland and Namibia have collaborated in terms of education export before. In these cases, Namibia Students Financial Assistance Fund (NSFAF) has bought bachelor's and master's degrees for Namibian teachers from Finnish universities. This has not been transnational education exportation, but the teachers have studied in Finland. For example, Finland University has arranged teacher training at the University of Turku's (UTU) institution in Rauma and at the University of Eastern Finland (UEF), where 25 students started in 2017 (University of Turku 2016). UTU's was bachelor's degree programme and UEF's was master's degree programme in Primary Education. UEF has also previously done research collaboration in the fields of forestry, history and geography. (University of Eastern Finland 2017)

3. STRATEGIES FOR INTERNATIONALIZATION AND DEVELOPING A BUSINESS MODEL

3.1 Strategies for internationalization

Every organization has been founded for some task. They try to meet the needs of some people or organizations in a changing world by utilizing certain resources in their operation. With a strategy they can improve their activities. They can focus better on needs and clients, become aware of the needed changes in time and be more effective on directing and using their resources. (Kamensky 2010, p. 17)

Due to the wide-ranging and complex nature of strategy it is impossible to capture the meaning of it in one short definition. For example, Kamensky (2010) defies strategy as "company's conscious decision on focal goals and guidelines of its activities in changing environment". The definition highlights the following matters:

- Starting point of strategy is the changing world or company's operational environment.
- Strategy incorporates both goals and the focal guidelines of operation, policies.
- Focal matter is on selecting from innumerable possibilities, putting things in order of importance and concuss decision of turning down multiple as such potential options.
- Company's decisions are jointly known and acknowledged so that the decisions can also be implemented purposefully and disciplined. (Kamensky 2010, p. 19)

Strategy can also be defined as "the long-term direction of an organization" (Johnson et. al. 2014, p. 3) or "the determination of the long-run goals and objectives of an enterprise and the adaption of courses of action and the allocation of resources necessary for carrying out these goals" (Chandler 1962). There are multiple more definitions for the term. However, for the purposes of this Thesis it is important to form an understanding of the concept that works as a bridge to business model and ultimately to process.

Strategies can exist at three main levels inside an organization: corporate-level strategy, business-level strategy and operational strategies. A corporation-level strategy is concerned with how value is added to the constituent business of the organization whole and the overall scope of an organization. A business-level strategy is how an organization is able to produce competitive edge in their particular market (this strategy level is also often referred as "competitive strategy"). Finally, operational strategies are concerned with how the corporate- and business strategies can be effectively delivered by the components of an organization in terms of process, resources and people. It is important to integrate each

level which means that a strategy is typically complex which requires sensitive and careful management. (Johnson et. al. 2014, p. 7)

International strategy refers to a range of options for operating outside an organisation's country of origin. A range of strategic approaches open up if there are sufficiently strong drivers and advantages to merit an international strategy. These approaches can range from the simplest to the most complex global strategies. Global strategy should not be confused with international strategy and the difference is that global one involves high coordination of extensive activities scattered geographically in many countries around the world. (Johnson et. al. 2014, p. 262)

There are six generic international strategies: export, import, multidomestic, global, regional and transnational. It is important to recognize that these are architypes and they are not necessarily practiced in exactly this fashion in any real-world multinational. For real companies their merit lies in establishing boundaries to operate within and actual strategies can be compared with the benchmark they provide. (Collis 2014, p. 120)

In **export strategy** a company sells its products through distributors or other third parties. This means that international activity is minimal and it is fairly straightforward to manage. The limitations of this strategy are, firstly, result from restricting the firms access to the consumer in foreign market so it cannot easily adjust the product to meet local needs. Second, it is hard to coordinate global activities because the firm does not have control over the final delivery. This strategy is best adopted when a firm can exploit its country's advantaged or unique factor of production. (Collis 2014, p. 124)

Import strategy is the complement of export strategy. In this strategy a firm competes only in one country and access products through an international sourcing strategy. The company will not have international activities or maybe just an international purchasing operation. This strategy takes advantage from reduced cost foreign production or providing distinctive products for its market. (Collis 2014, p. 128)

Multidomestic strategy this is first presented generic international strategy that involves a firm operating across borders. It has two distinguishing characteristics. The first is to take existing competitive advantage in a form of a product or a service, that has been proven in domestic market, and replicating it internationally. The second characteristic is that each foreign subsidiary is given the autonomy, after the domestic entity has done some transferring of skills and knowledge for them, and it has all the activities to adapt its offering so that it fits to the local market. (Collis 2014, p. 130)

Global strategy does not try to adapt it products or services to the foreign market. The main idea is to have "the same product sold in the same way around the world". Due to this simplistic manner of standardization it has an advantage of efficiency and it can exploit scale and learning. Decisions are made by the headquarter which creates a great demand for active coordination of activities around the world. International advantage

can be obtained if two conditions are met: there is an existence of a global customer base that will buy a standard global product and the existence of scale economies that allow the global firm to exploit the benefits of aggregation. (Collis 2014, p. 137)

Regional strategy can be divided into two variants. In the first variant a firm chooses to focus competing in a single region (like Europe or Latin America). The second one is a variation to this strategy where a firm is seen as competing globally but operating with three regional businesses: America, Europe and Asia. Note that regions don not have to be grouped by country. Regional divide can also be made between emerging markets, where similarities between countries can be grouped, and developed countries. (Collis 2014, p. 143)

The goal of **transnational strategy** is to be able to "Think global. Act local." It is trying to realize this by incorporating the virtues of both global and local strategies. Unique distinguished advantage to multidomestic strategy is the ongoing transfer of learning between countries. Where the multidomestic strategy is transferring knowledge from headquarter country to foreign countries, in transnational strategy the transfer is happening between the foreign countries and back to the headquarter. Realization of this goal remains problematic due to the challenge of building a coordinated global network and managing problems it produces. (Collis 2014, p. 145)

Johansson & Vahlne (2009) argued that internalization depends on a firm's network and relationships. They expect that the local firm goes abroad based on its relationships with important partners who are committed to developing the business through internationalization. These partners can be located at home or abroad. In case that the local firm can find a partner abroad, which has a valuable network position in one or more foreign countries, it is likely that the firm allows this inclusion to its network. Two possible reasons can be recognized for such foreign expansion. One is the probability of finding business opportunities that are interesting and the second is that a relationship partner which is going abroad, or is already abroad, wants the focal firm to follow. The firm demonstrates its commitment to relationship by following the partner abroad. (Johansson & Vahlne 2009, p. 1425)

3.2 The relationship between business model and strategy

Despite wide-ranging literature on *business models,* scholars do not agree on the definition of it (Zott et. al. 2010, p. 1) Multiple different definitions for the term has been given throughout history (Table 4).

Table 4. *Definitions for business models by different researchers*

P. Timmers (1998, p. 2)	An architecture for the product, service and information flows, including a description of the various business actors and their roles, a description of the potential benefits for the various business actors and a description of the sources of revenues.
Porter 2001 (2001, p. 73)	The definition of business model is murky at best. Most often, it seems to refer to a loose conception of how a company does business and generates revenue. Yet simply having a business model is an exceeding low bar to set for building company.
R. Amitt and C. Zott (2001, p. 511) C. Zott and R. Amit (2010, p. 2016)	A business model depicts the design of transaction content, structure and governance so as to create value through the exploitation of business opportunities (2001). The authors further evolved this definition, based on the fact that transactions connect activities to conceptualize a firm's business model: A system of interdependent activities that transcends the local firm and spans its boundaries.
J. Magretta (2002, p.4)	Business models are "stories that explain how enterprises work. A good business model answers Peter Drucker's age-old questions: Who is the customer? And What does the customer value? It also answers the fundamental questions every manager must ask: How do we make money in this business? What is the underlying economic logic that explains how we can deliver value to customers at an appropriate cost?"
Morris et. al. (2005, p. 727)	A business model is a concise representation of how an interrelated set decision variable in the areas of venture strategy, architecture, and economics are addressed to create sustainable competitive advantage on defined markets
A. Osterwalder & Y. Pigneur (2010, p. 14)	A business model describes the rationale of how an organization creates, delivers, and captures value.
R. Casadeus-Masanell & J. Ricart (2010, p. 196)	A business model refers to the firm's logic, the way it operates and how value is generated for its stakeholders
D. Teece (2010, p. 179)	A business model articulates the logic, the data, and other evidence that support a value proposition for the customer, and a viable structure of revenues and costs for the enterprise delivering that value.

Casadeus-Masanell & Ricart (2010) find that there is a one-to-one mapping between a strategy and a business model in simple competitive situations, which makes separating the two notions difficult. *Business model* refers to the firm's logic, the way it operates and how value is generated for its stakeholders and *strategy* refers to the business model of choice through which the firm will compete in the marketplace. (Casadesus-Masanell & Ricart 2010, p. 196)

Most companies use strategies to outperform the competition and these strategies (or strategy) may become more effective through business model improvements. In terms of a business model, a separation between strategies from the potential use of business model innovation, improvements and replacements are needed in order to support those strategies and make them work better. The most successful companies have an ability to link effective strategies with effective business model innovation repeatedly. (Mitchell & Coles 2003, p. 16)

A firm's strategy is a vaster concept than a business model and much more information is required to represent it. A larger ellipse represents firm's strategy that work as base for business models. (Figure 2) Two business models depict different views of the one firm's strategy and based on the one firm's strategy there can be constructed an unlimited number of different models. (Seddon et. al. p. 429)
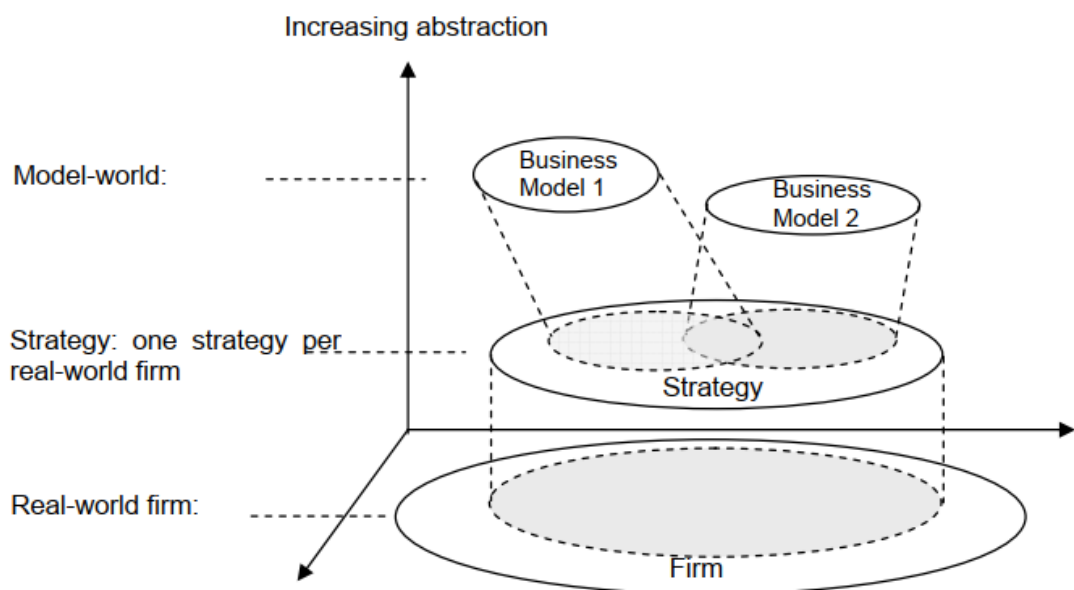
Figure 2. The Relationship Between the Concepts "Business Model", Porter's [1996, 2001] "Strategy", and a Real-World Firm (Seddon et. al. 2004, p. 429)

Strategy is always attached to a specific firm and is always firmly anchored in its own particular competitive environment. However, a business model stems from a firm's strategy but it can apply to more than one firm. (Seddon et. al. 2004, p. 440)

Requirement for a new business model needs to be considered. When there is a requirement for new growth a step into unknow market is needed and this means that a company is faced with unknown business model territory. In most instances' success is not dependent only on a company's ability to innovate or its business model, growth is also affected by external factors. (Jablonski 2017, p. 297)

Emerging markets require a systematic approach to develop novel business model as they are unique environments. To focus on emerging economies is a quite another matter than simply going global. Prestigious scholars have discussed strategy development, government interaction, the exploitation of local opportunities and risk management issues in emerging economies. (Jablonski 2017, p. 298)

Doing business in emerging market countries is not a simple and risk-free endeavor, mostly because it involves navigating through governmental bureaucracy, living with corruption and facing the scarcity of local talents to operate with. But despite all of these drawbacks it is still nevertheless rewarding to grow an emerging market based - company and some might even say that emerging markets are not so distinctly different from other markets. (Jablonski 2017, p. 300) Doing business in emerging markets is quite challenging, not only due to the business environment, but mostly due to the constant need to adapt strategies and to innovate the basic business model. (Jablonski 2017, p. 323)
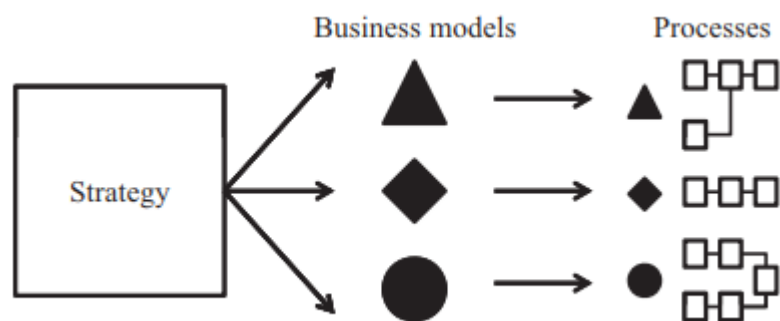
3.3 From strategy to business model to specified processes

To support a company's profitability and performance innovation is reviewed as an important factor and as a result it is normal for executives to be interested in innovation and not only at the technological level. Technological innovation is not the only solution to change a company's performance. At the level of the business model innovation means a lot more, its about strategy renewal and in addition to identify the knowledge, that means intellectual capital, that exists inside the company and using it as a valuable asset. (Jablonski 2017, p. 309) Drivers for innovating and developing a new business model can stem from the following factors: (1) to satisfy existing but unanswered market needs, (2) to bring new technologies, products, or services to market, (3) to improve, disrupt, or transform an existing market with a better business model, or (4) to create an entirely new market (Osterwilder 2010, p. 244).

A company's business models should be based on its strategy and should be created from it (Pekuri & Haapasalo 2015, p. 188). In construction companies' case, for each different business model there should be a specific process in place so that the operational effectiveness can be consolidated. When projects are sorted and selected from wide-raging construction markets, managers need to make sure that they fit into company's existing business models and operational process delivery models. However, the manner that companies' conduct their projects selections is driven through available resources rather than by business models (Pekuri & Haapasalo 2015, p. 191).

The true business value of potential investment should be understood by managers in project selection situations (Cooper 2001). The objective is to ensure that in deciding organization's competence is adapted widely and reviewed and project's expected financial performance is evaluated but information about technical feasibility, strategic fitness and markets should be integrated into project evaluation. (Kinnunen et al. 2011; Ulrich and Eppinger 2008). Strategic fitness is in key role to ensure that the project fits with the company's objectives and resources and that core competencies are used optimally. In turn, potential synergies (or conflicts) with existing organizational processes, structures and competences are reviewed with technical feasibility, as opposed to just those problems related to the project's complexity and risks (Carbonnell-Foulquie et al. 2004).

Keeping the above decision-making logic in mind, the extent to which strategic pans can be implemented is determined in the project selection and if priori designed business processes and models can be used. Without a clear direction, every new project fit with the organization if it is deemed to be profitable. A downside can be recognized when selecting projects that seem profitable: such projects need a new business model, which may not reach to high level of maturity through learning and it may not be used again. The other option is to deliver an odd type of project by trying to use an existing, but inefficient and unfitting model. By contrast, for each of the organization business models can be established processes and repeat them to achieve higher efficiency if the organization has articulated business models, a clear direction and it bases its project selection logic on them. In order to ensure operational effectiveness in projects, each of the business models draw from strategy that should have different order-delivery processes (Figure 3). (Pekuri & Haapasalo 2015, p. 185)

Figure 3. *From strategy to business models to specified processes (Pekuri & Haapasalo 2015, p. 185)*

In order to ensure operational effectiveness for each business model there should be a specific process in place. Through this it is more likely that project delivery is more effective, and the use of resources is efficient. If the selected project does not correspond

with exciting business models the possibility of waste creation increases. Successful process designing and managing enhance a company's financial performance and competitiveness. (Pekuri & Haapasalo 2015, p. 192)

4. SUMMARY OF THE LITERARY SURVEY

The theoretical framework of the research is based on universities' education export models, generic international strategies and producing a process model based on a firm's strategy and business model (Figure 4). Based on the literary survey on universities' education export models, a process model was developed that illustrates how an IBC is established on the view point of a Finnish HEI. In the Finnish context, HEI's do not engage in education export projects themselves and therefore, a framework for extracting a suitable process from strategy and business model, was added. The model is not a complete version on how to establish an IBC but a simplification which facilitates an understanding on what the role of a consultant in these projects is and how they can form a transnational property acquisition process.
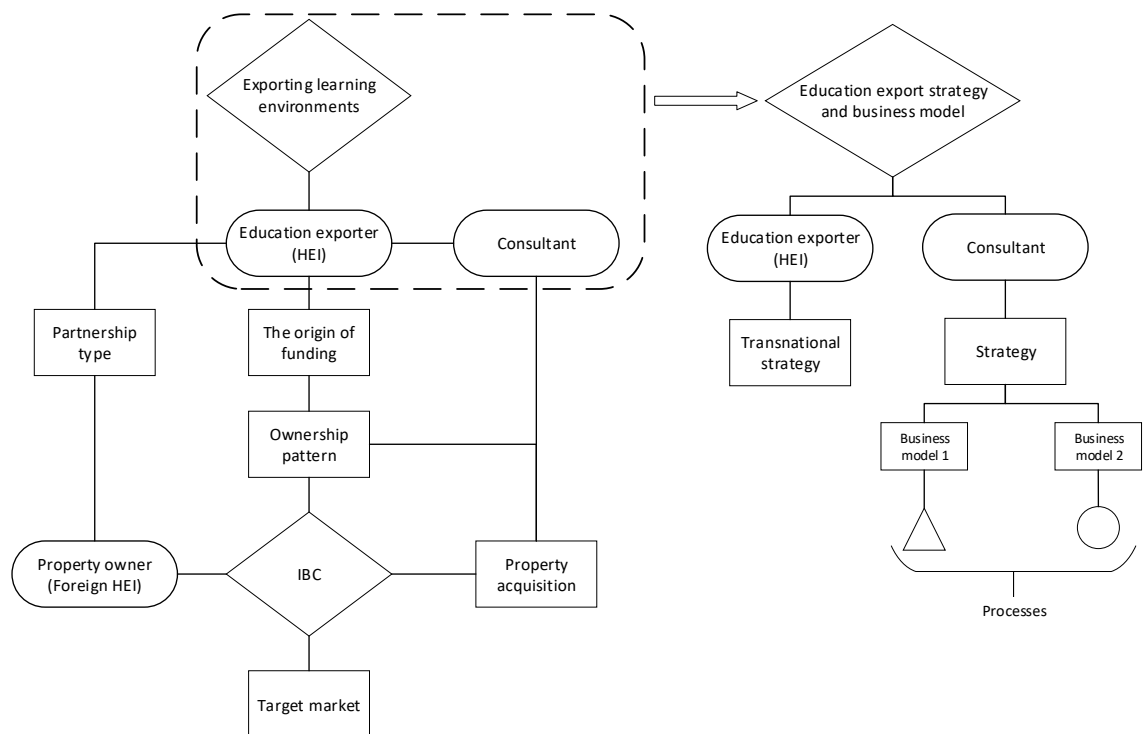
Figure 4. Forming the theoretical framework of the research

In scientific research it is important to define concepts in order to avoid any misunderstandings. Education exports are a broad concept that in a global context mainly refers to revenue generated from intuition fees. The research presents a more detailed account on what different fields actually exist and an estimation on what is the market size for them. The focus is on transnational education exports that occur beyond the exporter's national borders. The research on the field is still quite sparse so there are no detailed process descriptions on the subject.

The literary survey indicates that Finnish HEI's do not have a capability to establish an IBC by themselves and require aid in the process. A partnership with a consultant, that has expertise on learning environments, property acquisition and campus development, outsources the setting up process and the HEI can focus on its core competitive advantages in providing education. Property acquisition is also including the renovation of the property as this is most likely needed.

As Finnish universities have not established an IBC before there is not an organization in Finland that provides a service where an IBC is acquired and renovated abroad for the uses of a HEI. Moving from a Finnish based organization to an organization, which can acquire and renovate a property outside of Finnish borders, requires developing a business model that subsidizes a Finnish HEI in this project.

The subject is approached from a strategy and business model stand point, which creates a base on how a firm can organize their activities that can be suited for purposes of transnational property acquisition. A summary on international strategies is presented to establish an understanding on how a transition into exporting is generally been done. The importance of producing a process that is based on a business model that stems from strategy gives a foundation for export projects.

5. METHODOLOGY

5.1 Planning of interviews

Interview questions were chosen on the basis of the research questions. Education export business is a fairly new subject in the Finnish context, so the empirical study phase is an integral part of this Thesis. In addition, case Namibia is SYK's first transnational operation and the company wanted to get a comprehensive representation of the process. In order to achieve this goal first-hand knowledge was required on the subject and this could be gained through interviewing the process participants. SYK also wanted to scope out their clients' interests on education export business which meant interviewing some of the more potential ones. On the basis of this background information the researcher wanted also to find out companies' strategy and future vision to get a more profound understanding on the matter and to understand what kind of development ideas could be formed for the process model created for the case Namibia.

The research questions were formed in a manner that finding an answer through collecting numeric data or using a quantitative research method was not found feasible. The qualitative research method is often referred as a data analysing procedure or data collection technique that produces or uses non-numeric data (Saunders et al. 2016, p. 184). In principle, the starting point of qualitative research is to illustrate real life. It contains an idea that reality is varied. Research needs to consider that reality cannot be smashed arbitrary into pieces. Events simultaneously shape one another, and it is possible to find multiple relations. Qualitative research tries to study the subject as holistically as possible. (Hirsjärvi et al. 2007, p. 157)

The chosen research method was qualitative, where the data is collected by interviewing persons who have expertise, one way or another, on the studied subjects. Keeping in mind that this sort of qualitative research method portraits participants' personal views, multiple participants were interviewed regarding the main topics of the subject. In this way a more comprehensive picture can be formed on the basis of produced results. In order to find suitable participants for the interviews, the project members shortlisted multiple candidates. The produced shortlist contained people from multiple different fields and organisations. The original shortlist needed to be narrowed down to fit the scale of the thesis. Sample sizes initial approximation for planning of qualitative interview studies is necessary, while during the research phase ongoing evaluation is needed to reach an adequate final sample size (Malterud et al. 2016). The researcher did not use any framework to analyse the saturation of the sample size due to the restrictions of the master's thesis, however the researcher noticed some overlapping during the interviews which indicates a good sample size for the purposes of this study.

The interviews were divided into three different topics: (1) SYK's process in Namibia and their viewpoint on education export business, (2) universities' and education export companies' views and strategies in education exports and (3) Namibian special features in education export context. The categories were set by collaboration with the project group and the researcher.

Interviews with SYK were carried out from the service provider's point of view and the interviews with universities and education export companies were from the viewpoint of possible clients. The researcher wanted also an interview on the Namibian operational environment. Four interviews were conducted in both of the first two topics and one on the third topic.

5.2 Data collection and analysis

Interviews were carried out by using *thematical interviews.* For example, Patton (1990, p. 280) uses term "the general interview approach" on a similar type of interview. Even though method's model were Merton's, Fisken's and Kendall's (1956) focused interview, thematical interview differentiates on the fact that it does not require certain type of empirically created shared experience but is based on assumption that all individual's experiences, thoughts, believes and feelings can be studied with this method. Merton's et al. highlights interviewees' world of experience and their definitions on situations. (Hirsjärvi & Hurme 2011, p. 48)

The advantage with the thematical interview is that it does not bind the interview to a certain form, quantitative or qualitative, and it does not take a stand on the number of interviews or that how "deep" into the subject it goes. Instead of the term takes into consideration what is the most important thing in interview and it's the fact that the interview, instead of questions, follows certain themes. This mainly liberates the form of interview in the researcher's point of view and brings out the voice of interviewees. Thematical interview takes into consideration that persons' interoperations on things and the meaning they give to things are focal, also that meanings are born from interaction. (Hirsjärvi & Hurme 2011, p. 48)

Thematical interview is a semi-structured method in a sense that one of the interviews aspects, interview's subject, theme zones, are same to all. In other semi-structured interviews for example questions or even the form of questions is same for all. Thematical interview is lacking structured form interview's characteristic questions precise form and order however it is not totally free like an in-depth interview. (Hirsiärvi & Hurme 2011, p. 48)

Two of the interview topics carried out in this study were thematical interviews and one was semi-structed. Interview guides were constructed for the interviewing purposes.

Three different interview guides were developed for interviewing purposes. Due to different topics multiple guides were necessary. According to Patton (2002, p. 343-344), an interview guide lists the questions or issues that are to be explored in duration of an interview. An interview guide is prepared to ensure that same basic line of inquiry is pursued with each person interviewed. The advantage of an interview guide is that the interviewer/evaluator has carefully decided how to use the limited time available in an interview situation. With the help of an interview guide interviewing a number of different people becomes more systematic and comprehensive by delimiting in advance the issues to be explored.

Interview guides with SYK, universities and education export companies were divided into three themes: present, future and strategy. Each theme contained varying number of questions depending on the role of the participant. The aim of SYK's interviews were to scope out the process of the Namibia case and get an idea what is SYK's vision and goals regarding education exportation. Results were divided into two chapters. The first chapter presents SYK's strategic view on education exports and the second focuses on the process created.

Selected interviewees from the SYK organization were the project manager in the Namibia case, lawyer, head of SYK's service products and their CEO. The present theme was more heavily emphasized with the project manager and lawyer and the future and strategy themes with the head of service products and CEO. In the results chapter these interviewees are represented with SYK1-SYK4. However, all the participants were asked the same themes, but the questions varied. Variation of the question also was due to avoiding too much of an overlap with the interviews. The first interview was carried out in April and the last one at the star of June so the researcher had time to develop the questions to fit more preferable onto the thesis's objectives.

The third subchapter in the result section focuses on Finnish Universities' and education export companies' views on education exports. Finnish universities' representors are displayed as UNI1 and UNI2 and the education export companies' representors as COM1 and COM2. Present theme focuses more on what kind of education export projects have been done in Finland and what learning points could be recognized within them. Future and themes focused on possible future plans concerning education exportation and what could SYK's role be in actualization of these projects. Strategy theme focused on getting interviewees view on how significant part education exports have in their organizations, which factors have influenced on education export destination selection and which continents and countries are appealing education export destinations.

The third interview topic concerning the Namibian special features in education exports context were not divided into themes, but it was carried out as a semi-structured one. This was due to the interview having a more straightforward subject. Results have been collected from all interviewees.

Interviews were carried out by phone or face-to-face depending on which was the most convenient mean. If the interviews would have been done through email, it would have probably produced more reduced answers. Doing the interviews through a dialog, the interview themes were covered more fluently and follow up questions were made possible. During the interviews, conversation was allowed to flow with a natural pace and more often than once the participant answered, at least partly, to multiple questions at once. All interviews were conducted in Finnish which was the mother tongue of both the interviewers and the participants. The length of the interviews were about one hour and all of them were recorded with a smart phone. The researcher transcribed all the interviews so that the results can be displayed as a part of this thesis.

6. RESULTS OF THE INTERVIEWS

6.1 SYK's strategic view on exporting learning environments

6.1.1 Background

SYK's current vision states "to be Europe's most valued campus developer" (SYK 2019). This statement in itself does not answer the question why Africa was selected to the continent to do business in. All four interviewees mentioned SYK's vision statement but different viewpoints were given on why Namibia was selected as exporting destination.

SYK's main clients are universities and SYK is a large regional influencer in all university cities outside of Greater Helsinki. SYK is mainly owned by the Finnish government and ten Finnish universities. (SYK 2019) The Finnish Ministry of Education and Culture tasked Finnish universities to lead the way in education exports. SYK wants to serve their clients' needs and if there is going to be investments on education export business, universities need help in some aspects of this business. This point was highlighted also by the interviewees.

> *SYK1: ...our client universities have been tasked with Finnish education exports. In summary, the base comes inside of the organization and from our clients'...*

> *SYK2: In a way we have committed through shareholders' agreement to provide reasonable priced and appropriate facilities for universities and on these bases our management reads that we provide services for universities in facility matters also abroad.*

SYK has also experience on cooperation with international operators and their employees have global connections which help adjusting into a global market. This would suggest that if networks already exist why not utilize them.

> *SYK1: SYK has done both European and Nordic cooperation in the past and we have tried to broaden this this collaboration...*

> *SYK3: Some of our employees have great international business networks and are constantly operating on global level, so as a company we must also be there.*

The main reason why particularly Namibia was selected as the first destination of transnational business was connections of the University of Turku (UTU) and mutual interest between University of Namibia (UNAM) and Turku on this venture. SYK had also some knowledge and experiences on the country through its employees which most likely eased the decision.

SYK2: To my knowledge for example the Namibia project originates on the fact that University of Turku's rector and the university itself is interested on Namibia collaboration.

SYK3: In this case the initiative came from the university and the reason why this particular destination was selected, they had some previous contacts there.

As a company SYK has also an ambition to be an innovator. A constant knowledge accumulating and benchmarking in the global market is also in a key role at staying productive and competitive. By blindly operating in the Finnish market the information and opportunities will be missed. Going abroad and doing international business is not in a sense something to be desired if business at your main region (in this instance) is not running smoothly. After establishing and stabilizing business in a certain market, it is only reasonable to research into something new.

SYK3: In my opinion, if we would not take part in international market, we are not interested in anything. We cannot blindly act only in Finnish market, but we also must benchmark new concepts.

The Namibia case can also be seen as an opportunity to test in which way SYK can operate in a transnational market and how their business model applies there. As presented previously similar projects have been done globally and basic concept has been proven. By testing SYK's services abroad some kind of opinion can be formed on company's possible potential in expanding internationally.

6.1.2 SYK's future vision and education export strategy

The future theme focused on SYK's most potential customers in the future, what is their current customers' potential and desire on exporting learning environments and what could SYK's role be in future as a part of this business. Interviewees found that SYK's current customer base is on the focal point of future education export projects although they did not want to exclude other possibilities. SYK has recognized their customers' desire in the education export market and wants to help them realize some of this desire.

Finnish universities were recognised as the most potential customers for education export business. They already have a good global network and they are interested in developing their international connections. Interviewees pointed out that Finland's rate of birth is predicted to decrease which puts Finnish universities under pressure where to find students in the future. It is still unsure what kind and where universities would be willing invest concerning education exports. Nevertheless, according to the interviewees SYK's role is to be a service organization which serves the needs of universities. Universities focus seems to be mainly in their facilities in Finland and making them appealing to students.

> *SYK1: Probably our most potential customers are universities that are taking steps brave enough in education exports.*

> *SYK4: Finnish universities are our most potential customers in terms of education exports.*

Collaboration with different education export businesses were found a possibility. They have a good understanding where the market is and what kind of export models might be the most sensible. To put it the other way around, where SYK's possible education export projects might be directed and some enquiries have come from Africa and India, for example. SYK has good relations in both of these destinations. A clear potential has been established through these interviews, although it is still a bit uncertain where to go from here and with which partners.

> *SYK1: By entering into alliance with education export businesses we could generate new kind of business.*

> *SYK3: … determine in cooperation with these education export businesses where the best market pull is and where we should be at this moment.*

> *SYK4: … education exports could be directed to Africa and India. We have exceptionally good relations with both of these and there is a great deal of openings which invite us to come there.*

There is not a clear vision inside the company on how to proceed in transnational business. The role of a consult was suggested various times during the interviews and this would mean that SYK would be offering their services in a similar form as in case Namibia. However, the possibility of owning a property outside of Finnish borders was not completely ruled out. Decision of this sort would shift SYK's business model abroad to a similar direction as it is done in Finland. SYK is with a good financial standing so it would not be out of question to take risk of this stature.

Strategy theme focused on finding out what interviewees thought to be possible business models for SYK, what partners would they need in education export projects, what are the major risks, how business fits in SYK's strategy and what role education exports could have in SYK's business in the future.

In a sense education exports are already part of SYK's strategy. Owning campuses in Finland that are subjected for visits from all over the world is a showcase which needs to be in order. Claiming that one has expertise on something needs to be verified with something tangible. This means that Finnish universities need to have learning environments and laboratories that are appealing for international students and visitors.

When asked which transnational business model would suit SYK, multiple possibilities were pointed out. Case Namibia has suggested that a consulting business could be a viable option for SYK also in the future. Consulting could also have a bit different kind of a focus than now. For example, consulting of a new campus's design and building process instead of just acquiring a property abroad and renovating it. Another suggested model was network service where SYK would operate in different junctions aiding universities in their education export projects. This would mean that SYK has collected and is actively sustaining a network from which for example a university can choose a partner or destination where to export education. These were the two most suggested business models. However, the idea that SYK would operate on the basis of the same business model than in Finland was not turned down. This would require owning of a property abroad. Interviews suggested that SYK's education export business would take place in the developing part of the world so doing this involves some major risk. However, solvency of SYK would suggest that they have the capability of withstanding these risks.

> *SYK1: I would say that the business model would be a consultant service and selling of know-how which would be know-how what university would want to take as part of their education export process. Another model could be a sort of network service where SYK would operate abroad in junctions aiding universities.*

> *SYK3: A light model could be that we do cooperation agreements with different universities and then we just point out the spots… In a sense education export is already part of SYK's strategy. If you start to export education, your "home base" needs to be in order.*

> *SYK4: … it is connected with a whole area of business. It could be consulting, campus development consulting, sub renting, buying a campus, service activities. We could be an enabler. We would enable for some of our universities that they could start education somewhere…*

It is important to distinguish that SYK is not organizing education by themselves. Their expertise is on learning environments and campus development. Also operating in international environment requires partners. SYK needs international contacts to take care of construction contract projects, including planning. On top of this administrative matters like land acquisition. Law matters were also in key role in this case so it is fairly safe to assume that these kinds of services will be needed in the future.

The major risks are both in the organizational and operational level. Putting efforts into new business ventures, especially abroad, is always risky. The lost time and efforts might never be gained back with efficient compensation. In the operational level the major risks are connected to the cultural environment. Corruption and administrative related matters greatly differ from Finland to World's most parts. All cases have different risks and a comprehensive risk assessment needs to be done at the beginning of every project. In the

budgeting phase possible time and money losses need to be kept in mind in order to ensure the correct pricing and resource managing.

> *SYK3: On our point of view, we can lose time and money if we do not handle this well enough. Time is probably the bigger question that where your focus is and does our customers benefit from this. Our two main missions are to take care of our current customers and contracts, develop campuses with them and does this start to derail if we start operating abroad… The risks need to be evaluated at very least in budgeting phase in terms of time and money, taking care of that you have enough resources.*

> *SYK4: Focal risks are connected to cultural environment, like corruption and administrative environment risks, in the beginning. I mean that you might not get decisions from the local government agencies.*

Overall education exports fit in SYK's strategy quite well. Their business and infrastructure are on good grounds and their vision of becoming Europe's most valued campus developer seem possible. This requires some kind of international actions and this case in Namibia has been a step in that direction.

> *SYK4: We need to be in growing international education business environment with products and services and even perhaps with infrastructure.*

Going from a strategy to a business model and onto actual projects takes time. This is a process with stages. Case Namibia has been SYK's first test in international business and the future will show can SYK take the next steps in terms of building business out of their international strategy.

6.2 Process for exporting learning environments

6.2.1 SYK's process illustration in Namibia

The process in Namibia is divided into seven phases (Figure 5). The data has mainly been collected through interviews with SYK's personnel as a part of the present theme. The first two phases of the process were the client's risen interest in export activities and establishing first contacts with the local operators. During these phases SYK was collecting user data for the project. In phases three to five SYK found a global partner and through collaboration they were able to draft tenancy for (UTU) and start the building project by tendering contractors. Final two phases are concentrating on the actual renovation of the property and turning it to a modern learning environment.

Phase I	Contact from SYK's customer (e.g. university) and interest of a transnational operator → applying for project funding
Phase II	Creating contacts with foreign operators and collecting user data
Phase III	Finding a global consultant to map out the foreign operational environment (e.g. legislation, rent levels). Property is allocated by the customer.
Phase IV	Drawing up tenancy with the local tenant for the client
Phase V	Building consultant contract with the client, which enables the use of local sub-consults who will tender a competition of contractor
Phase VI	SYK draws up building contraction with the local contractor for the client
Phase VII	Supervision of learning environment renovation with the local sub-contractor

Figure 5. SYK's process for exporting a learning environment to Namibia

The process was formed through decisions that were greatly based on a need and no carefully drafted process chart was done at the start of the project. This can be explained much by the fact that business is still very new in the Finnish context and SYK has little to none experience of doing business in a transnational market. A more detailed description of each phase is given in the following paragraphs.

Phase I

SYK is committed through a partnership agreement to offer suitable properties for universities at a moderate charge and because of this contractual clause, SYK is willing to advance the universities' education exports. UTU showed interest in establishing an education branch in Namibia and sought out SYK's assistance to make it possible. The Namibians' visit in Finland and their interest in Finnish education resulted into local contacts. Before UTU had expressed their interest in starting a master's degree programme with UNAM, a representative of SYK visited in Namibia at the start of the year 2018,

acting as a representative of SYK. The purpose of this trip was to visit Namibian ministries and local schools, connecting with people as a part of the In-Learn (Innovative Learning Ecosystem and Infrastructure) project.

The whole opening of the process was a sum of the contacts from Namibian representatives and UTU's interest in transnational collaboration with Namibian university. SYK was not actively selling its transnational services to Finnish universities and the business opportunity was a result of interest shown from their client.

Phase II

After UTU showed interest in transnational operations, talks were opened regarding SYK's possible role in this venture. UTU needed modern facilities in UNAM in order to create a learning environment for their master's degree programme. To achieve this goal SYK's customer, UTU, would need facilities in UNAM. Representatives of UTU had already visited in UNAM and mapped out which spaces were possible to rent. A representative of SYK travelled to UNAM and visited the spaces that were available for rent. At this point, the idea was that SYK would rent the facility from UNAM and sublet it to UTU. This is the same business plan SYK uses in Finland.

SYK's business plan in Finland is to rent, manage and develop their properties and the first plan was to use a similar model in Namibia. A more detailed illustration of the reasons why this model was not used in Namibia is presented in phase IV.

Phase III

The customer had allocated which facilities will be rented and the next phase was to find a global consultant who would help SYK draft a tenancy with the local university. It was in SYK's interest to find a consultant who is familiar with the local operating environment. Through SYK contacts, Cushman & Wakefield was chosen to map out the local legislation and rent levels, which were needed in drafting a tenancy and negotiating reasonable rent for the rented property. Namibian culture differs quite greatly from Finnish and it was important to find out what special features should be taken into consideration before signing a tenancy. For example, corruption is a feature that is present in Namibia and not so much in Finland. Another thing was the local quality standards, which differ from the Finnish construction.

Phase IV

As previously stated the first intention was that SYK would rent the property from UNAM and sublet it to UTU. However, this solution was proven to be impractical. After SYK perceived the risks and impracticalities involved with the solution as too great, the model was pivoted, so that UTU would rent the properties directly from UNAM. Subletting would have meant that matters concerning the property and tenancy were going to be

dealt with SYK. However, SYK would not have a representative in Namibia to address these problems while UTU would have a staff member there at all times. The most sensible option was that UTU would become the contracting party. Another problem that raised questions in SYK's point of view was taxation matters. If SYK was renting a property in Namibia and subletting it to Finland, would SYK need to be listed as company in Namibia and pay taxes there. These issues were not addressed more elaborately as the subletting model was discarded due to these difficulties. SYK committed to assist UTU with all the matters concerning the property and tenancy even though they are not the leaseholder.

Drafting up the tenancy in an unfamiliar operational environment was proven difficult. Consultant group Cushman & Wakefield did not have any lawyers in their organization in Namibia. SYK inquired its partner law firms on their knowledge about Namibia's property and office renting legislations without a result. SYK was forced to operate with the assumption that UNAM would not consciously try to take unfair advantage of the situation and that employees of Cushman & Wakefield possessed the needed practical experience in tenancies, even though they were not lawyers.

Through a Google search SYK was able to find couple of tenancy examples which differed great deal from the contracts used to rent business premises in Finland. Renter's and leaseholder's responsibilities and duties were very different. For example, in Finland, the tenant's responsibility to pay rent expires if the facilities are not available, however in Namibian base models' risks are turned over to the leaseholder.

At this phase, it became clear that it is not sensible that SYK uses the same business model in this project which it uses in Finland. SYK became a consultant who assists its client to reach the set goals.

Phase V

After UTU signed the tenancy with UNAM, consultant agreement with representatives of Cushman & Wakefield in Finland came to an end. The next step was to make a contract with a local building consultant. Cushman & Wakefield in Finland informed that they do not offer these types of services. Cushman & Wakefield's representative in Namibia billed SYK by the hour and searched for a local building consultant for the renovation phase.

UTU has acquired construction-contracting services from SYK through a consultant contract, which enables SYK to use a local sub-consultant who will draft piecework contracts for UTU regarding contractor services and supervises the renovation process. SYK is in a contractual relation between the local building consultant and UTU has hired SYK as an expert on building consultant matters. SYK was also responsible of providing the architectural design for the renovated space.

Phase VI

SYK examined the possibility of an indirect model, like in phase IV, where SYK would have acquired the needed contracts to renovate the facilities and resell the acquired services for UTU. However, it was established that piecework contracts and building consultant contracts have different terms, so due to the legislation in Finland and the contract procedure, the model was determined to be too difficult if any problems would occur. These factors were understood also by UTU and in a case where they rent a property they are responsible for the renovation piecework contracts.

Phase VII

The final phase in the process is the actual renovation of the facilities. SYK planned the learning environments based on the gathered user data and outsourced the actual renovation process for a local operator. The renovation is ongoing at the time this Thesis is written, so the result is not yet known.

The flowchart on SYK's process in Namibia has been divided into three stages: preliminary survey phase, the tenancy process and the renovation process. The first two of the stages have been completely accomplished and the third is still ongoing at the time this thesis is written. An oval represents the start or end point in the process, the arrow connectors show relationships between the representative shapes, a rectangle represents process actions and a diamond indicates a decision. An arrow shape was also added to the top of the figure to illustrate the approximated duration of each phase. SYK's swimlane and main process actions are highlighted. (Figure 6)
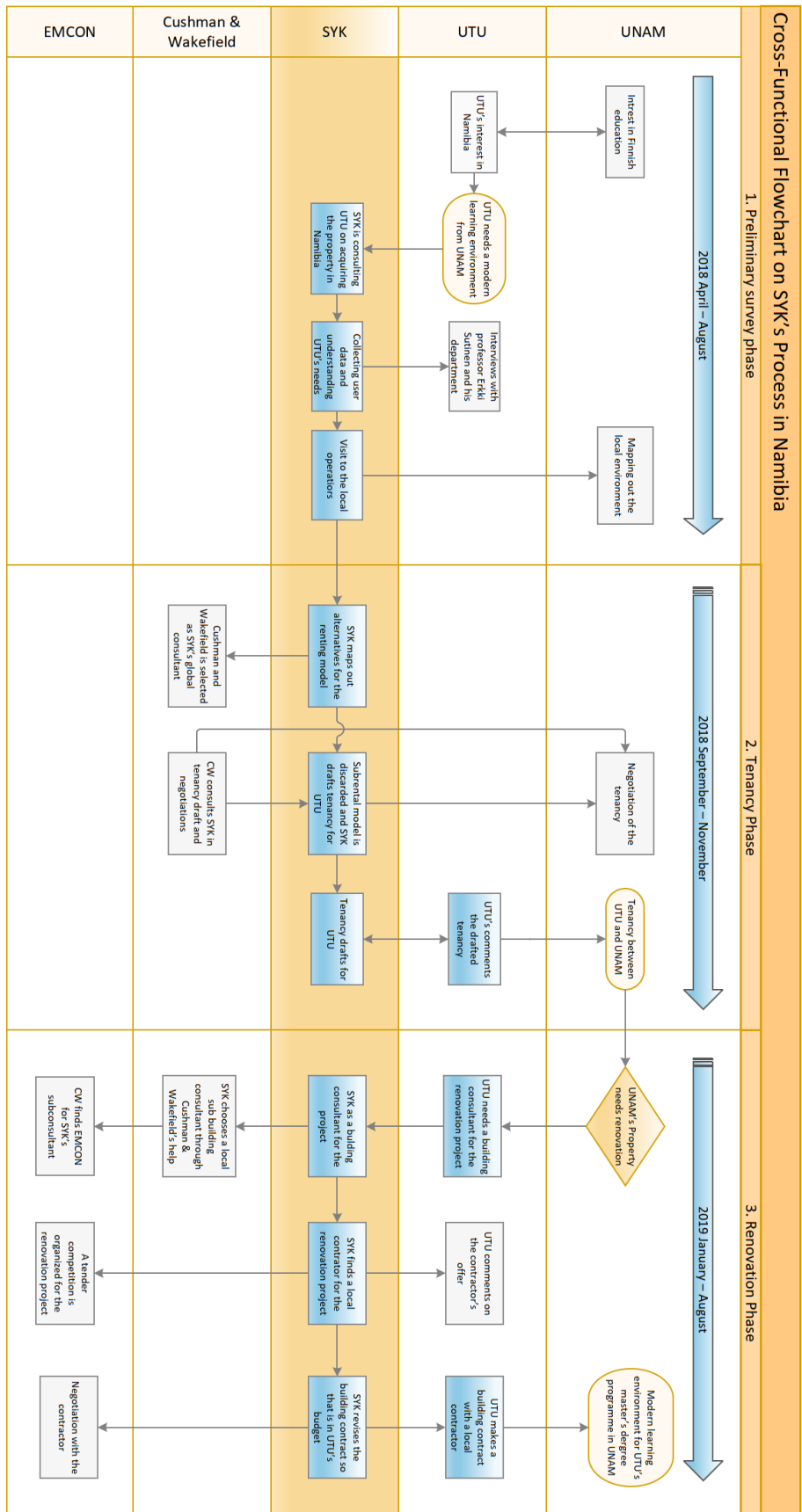
Figure 6. *Flowchart on SYK's process in Namibia*

The first stage includes only SYK, UTU and UNAM. Generalized the involved parties are a consultant (SYK), customer (UTU) and property owner (UNAM). The process starts at the mutual interest of the end customer and the property owner after which the consultant is introduced to handle the operational environment. The primary purpose of the first stage is to give the project boundary conditions in which the desired end result needs to be reached. From the consultant's point of view this requires getting familiarized on the customer's visions and the property owner's facilities.

The second stage introduces SYK's global consultant Cushman & Wakefield who helps SYK draft a tenancy for UTU. The tenancy process starts by forming a renting model that is used in this case and concludes to a tenancy agreement between UTU and UNAM. SYK needed a global consultant to operate in the local operational environment and by this aid in creating a tenancy draft.

The renovation process is the last stage and it contains all the operators. EMCON is searched by Cushman & Wakefield for SYK's building sub-consultant for the renovation. The process starts from the renovation need and produces modern learning environments to UNAM's campus. SYK operates as a building consultant and uses EMCON's services to find local contractors for the renovation.

In summary, five different operators were needed to build learning environments to the University of Namibia campus. As a consultant SYK needed to use sub-consultants to operate in a global environment and formed a clear operation model during the process.

6.2.2 Customer's role in the process

Overall SYK is content on the customer's role in the process. However, there were some uncertainties with the area of responsibilities and the interviewees also managed to highlight some problem areas and how to improve in them. As a client UTU needs to be divided into two different sections. There is the Department of Future Technologies, which is run by professor Erkki Sutinen, and the maintenance services. With projects in Finland SYK is usually collaborating with maintenance services but in Namibia the driving forces were the UTU's rector and head of the department.

> *SYK2: Tenancy related matters, like renovation, does not formally belong to Department of Future Technologies.*

At the start of the project it is important to distinguish all the different parties that combine one's customer. Especially in the case of a university there is rarely only on operator that is controlling the process. For example, a project kick start can be used to divide responsibilities, communicate why the different parties are needed in the different parts of the process. Also hearing their opinions is important way to get a better commitment.

SYK2: Problems have occurred because UTU has not informed maintenance services well enough.

SYK3: ... what I would do differently, I think that a sort of kick start is needed at the start of the project. This would clear out any confusions about which individuals would be working with the project and what their roles would be.

The role of the customer should not be underestimated in this process. By actively participating throughout the process and by establishing clear goals for the project it was stated that collaboration worked otherwise smoothly. This enabled SYK to produce a tangible end result.

6.3 Finnish Universities' and education export companies views on education export

6.3.1 Present

The interviews tried to find out which kind of education export projects there has been done in Finland, is there any repeated methods of education exports in form of products and services, what are the current challenges in the business and what is the relevance of learning environments in an organization's education export business. These questions were presented to all interviewees and some more detailed questions were asked during the interviews depending on the answers given by the interviewees.

Finnish education export projects have mainly focused on teacher training. There have been projects that have involved training that has happened both in Finland and a transnational environment. It is important to understand that Finnish education exporters have done most of the projects with multiple partners. Most projects involve so many different fields of expertise that it is challenging to manage every aspect by one party. Finnish universities are not built like business corporations which have their own marketing divisions and clear products or business models concerning transnational market. This is why they most commonly need a partner to help them. They are good research facilities that can organize a level of education however marketing their "core products" is not their strong suits. Education Finland's (2018) research shows that the Finnish education export revenue in 2017 came from multiple different sources (Table 1).

Finnish education exports in a transnational context have started from teacher training. Most of the projects focus on this subject. The productize phase is still developing and finding out what are the needs in which Finland can help the most. Finland has still quite short traditions in the education export sector compared to UK and United States, for example.

COM1: ...there are few markets that we have started from. We have found the markets where competition is not that saturated and the need of education is fierce... there are also some products that we are started with. The need for teacher education is great globally.

COM2: ...we have collected network of 40 companies and organizations... We have productized Finnish education for past two years and it is still changing a bit...

The case in Namibia has not been the first education export programme in Africa. For example, in Tanzania there has been a doctoral training that is still active and in Zambia, virtual basic studies for high school students. The case in Namibia is a continuum of these projects and the need of local presence is connected to the education that was established during these projects at least in some degree. The degree programme in Namibia is the first permanent programme where there is physical presence of a Finnish education institution.

Basically, finding a suitable market and a suitable client or partner abroad has been the two main driving forces in transnational education exports projects. For example, interviewees emphasized that the early excitement of the first contact from a possible customer rarely turns into a good match. One product that has been found applicable globally and in Finland is KiVa Koulu. Without going to great detail explaining how it works, it is an anti-bullying programme which has been developed in UTU and it have licensed partners over in ten countries. However, it is a quite a demanding programme which takes a lot of resources so a finding a partner who can turn it into a working concept is quite laborious and careful process. Other education export programmes involve teacher training for example in Namibia, Georgia, Saudi-Arabia and Indonesia. These are the programmes that were discussed in more detail with the interviewees but it should be noted that other programmes exist as well.

Universities want to internationalize and education exports support these desires. By doing projects in different fields of education exports, universities can also provide more jobs for their academic staff. By actively connecting with the world and being on the verge of new knowledge universities are also fulfilling their functions.

UNI1: To my mind university must always be on the edge of current knowledge and new information.

UNI2: Education export projects add clearly onto universities international know-how.

In summary, there has been multiple education export projects in multiple different countries however it must be noted that a clear generalization between these is difficult to

make. It is due to different cultural environments, scale and customization that in these projects that gone through.

There are multiple viewpoints that can be recognized as challenges in education exportation from Finland. The Finnish government invests very little resources into education exports compared to rival countries. This is a part of the reason why Finland is a quite expensive education export provider. The other part is that almost all of the project costs are tried to put on the customer even though they are not directly connected with the produced product or service. Before the first transaction happens there are many stress tests that need to be gone through and this consumes resources. Creating a good partnership between a possible client without earlier connections takes time and effort. If there are no earlier networks between the service provider and the customer, the Finnish way of doing things can differ from other education export providers. However, Finnish education has a good reputation although we have not had long traditions in education export business.

> *COM1: One Finnish feature in education exports, compared to many competing nations, are low resources spent… On my opinion there are different challenges in different fields. For example, if you have a learning game it needs to be a quite ready product before you go global. With teacher training and consultation there is a lot of building up the service along the way… Finnish model cannot be exported as it is.*

In summary, a lot of the problems that education exporters face can be traced back to the fact that Finland does not have long traditions in the field. Companies and universities are still finding out which product and service models are most suitable for the international market. The Finnish government could have more involment in aiding Finnish education exports but these processes take time.

Physical learning environments are not considered as a sperate product. They are involved as a part of some projects but in sense they are not their own sector that universities or education export companies are exporting separately at the moment. Universities have good connections to SYK and they are familiarized with the company through different projects. Doing business with them is natural and united efforts in education exports were seen a possibility.

> *COM1: Learning environments are not a separate product for us however as more research emerges it might be in the future… when it comes to these spaces there is international interest… it still has been quite small with us but there is a lot of potential.*

> *COM2: To put it shortly it is one fifth of our things is physical environment related. Of course, we want that our schools look great however main emphasis must be on faculty training.*

There seems to be a demand for learning environments and this is most likely due to they are most tangible and displayed factor in education. Updating learning environments also take up a lot of resources which are often limited which then limits the market. There is still often a need to update them which creates a good potential for exporting learning environments.

6.3.2 Future

The future theme was focusing on finding out how interviewees think their education export business is going to evolve in short and long term, what kind of education export alternative models have they considered and what kind of partners are you looking for. Future for education exports were seen as a bright one. Finland is going to run out students in the future due to decrease in the rate of birth and encouraging international students to choose Finland is needed if universities want to operate in their full capacity. There is a constant search of new projects and it is believed that increasing number of these projects could be started during the next five years. Universities recognize the potential in education exports. However, they are trying to find out the best methods for them. Encouraging international students to choose Finland is probably their main focus at the moment. It was pointed out that even after these five years Finland will still be an unexperienced education exporter.

> *COM1: Our education export business has a great potential and in short perspective Finland needs international students.*

> *COM2: Shortly, I see future very brightly and growing. I believe that during next year we start three more Finnish schools abroad.*

A chance for new international branch campuses were seen unlikely in the short term however COM1 mentioned that they believe in having five transnational locations with constant representation that would work as HUBs for inviting people to Finland and as places for research co-operation. One view for universities was that they are in a sort of a hybrid scenario where different models are combined and learning environments are a part of these models. It is difficult to estimate what are the next steps in terms of learning environment exports but the case in Namibia is thought to be some kind of a start which might open some possibilities for future projects.

After projects that are ongoing now indicate what are the economic education export products or services a can judgment be done regarding which business model is the most feasible in the future. Some of the service ranges were quite large so it is understandable to try narrow it down to the most sensible ones. Collaborations with state ministries to improve education were also seen possible.

COM2: There are a million options and it is the best part about this that all of them are interesting…

All competent partners were seen as welcome ones. Education export ventures in a larger scale were seen quite demanding and for a Finnish organization operating alone in this field is difficult. That is why a partner network was something that every interviewee saw necessary. For projects that would involve know-how from learning environments, SYK was seen as a very probable partner to do business with. In the international field Finnish universities try to find universities in Finland and abroad to do collaboration with. This was seen possible way forward when it comes to education exports.

COM1: If there is some know-how that is not found from our roster then external partners are surely needed.

In summary, there is constant scoping for possible projects. As always predicting the future is difficult but all interviewees underlined the potential in education exports. Universities are keen to explore new ways to internationalize themselves and education export projects were seen a great opportunity to aid that vision.

6.3.3 Strategy

All of the education export companies' revenue was coming from education exports. Finnish universities are institutions that are not trying to make profit and their main goal is to cover their expenses and provide education. EU-countries were not seen as potential option for education export destinations and focus was mostly in developing nations and continents. Reason for this, that was given by one of the education exports companies, was if one of the EU nations was trying to sell education exports to Finland would Finnish universities be interested and that was seen highly unlikely. Instead, it would most likely fall under normal academic co-operation.

Strategic choices on the possible education export destinations differentiated between education export companies. Vocational training was a potential target for improving education services in developing countries. Vocational institutes and training are neglected in some parts of the world and projects in improving it would benefit nations. For example, education a competent workforce in blue-collar jobs would help businesses to hire more people and create a middle class that is greatly missing for example in Afrika. Through this Ruanda and Zambia were potential exporting nations because these have already a vocational training system in place.

COM2: The thing that has made those (Ruanda & Zambia) interesting is that both are vocational training projects. To put it shortly, most of the developing countries would need vocational training.

Asia, Southeast Asia and Brazil were the other destinations where education export market was seen interesting now. India was recognized as potential market but it was noted that probably in terms of student recruiting and establishing something there was seen difficult. An interesting and potential market was United States. However, even though they have the solvency it is a very difficult market to get in. Africa is going to be important market in the long run however the projects that are going to start there are channelled most likely through Namibia.

> COM1: Africa is a question mark. In a long run it is very important for us however it takes up investments that we cannot afford now.

Universities' view on possible education export destinations did no differ greatly on education export companies. One of the university representatives had more knowledge about Africa and saw many opportunities and the other had experiences from southeast Asia. Both of these destinations were seen potential although Africa was more unknown territory. Emphasis was more on the local desire to collaboration.

Overall a clear division between potential education export destinations were not made. Some markets, like China, were excluded due to difficult nature of them but otherwise interviewees were quite open to do business globally. More emphasis was given to finding suitable partners and projects that had working dynamics rather than which part of the globe operations would be directed to. More developed nations like EU countries were not seen as possible markets mostly because their own education institutions do not need help.

6.4 Distinctive national features in exporting education to Namibia

Namibia has is a diverse multicultural nation. It has eight larger ethnic groups which are indigenous to Namibia. The administrative language is English. Multiculturism is an aspect that must be kept in mind if one wants to have a complete understanding of the nation. Other cultural feature is that even though Namibia has a fairly good GDP value the income gap is one of the largest in the world. Most of the people live in poverty.

The first Finnish people moved to Namibia about 150 years ago and the two nations have a long historical background. Relationships between the nations have been founded on individuals that have lived in Namibia for long stretch of times. For example, a Finnish missionary worker lived there for 54 years. This means that Finland has a good reputation in Namibia and these connections can be clearly identified. For example, environment minister has had education in Finland and the vice rector in University of Namibia speaks Finnish.

>*SYK4: An elderly person stopped us on a street and wanted to thank us for the work that Finnish people had done in Namibia.*

In order to operate in Namibia an element of trust must be created between the local people. The history between the two nations eases this goal but sifting to a more business-like environment might effect on these built relationships. Trust is also based on the results that can be produced.

>*UNI1: In quite a few African nations students do not trust in so called "flagship" universities. They trust more on, for example, private universities which have a proven track record on producing skilled students.*

Comparing the property development in Namibia and in Finland the first thing that was pointed out that SYK's organization had not a division that would take care of offshore projects. Figuring out how to divide responsibilities in this environment proved to be difficult. Case in Finland the company have a clear vision how to distribute responsibility and organize their operation. In offshore projects this kind of apportionment is still missing, which is understandable as this case has been a pilot.

>*SYK1: ... no one has figured out how to organize property development abroad.*

Most distinguishing feature in comparing two countries this far a part is culture. This reflects to all different categories in property development. For example, differences in properties' quality levels, digital infrastructure and even in which compass point the properties are built varies. These are only some of the features that were mentioned in the interviews however the important thing is to get familiarized on the local operational environment into extent which eliminates possible surprises as well as possible. Even though Namibia has fairly modern infrastructure in some places, poverty is an aspect that can be clearly distinguished from everyday life. In property development, available capital creates bounds in which new projects can be set in motion. Interviewees pointed out that it might be difficult to generate projects that would be fully funded by local capital.

Corruption is a factor that needs to be understood in Namibia. This is an event that does not basically occur in Finnish culture and it has a great effect in operational level. Problems with corruption can materialize, for example, if you cannot get decisions from governmental agencies. Legislation and contract procedures are playing a key role in property development. Information about what are the differences in these and what are the local practises was hard to come by. If a clear enough picture of these factors cannot be formulated essence of risk has to be taken.

>*SYK1: ...the significance of interior and outdoor locations is different. It is challenging to describe and identify this.*

SYK2: Finding information about legislation and contract procedures has proven to be extremely laborious. We have not been able to get 100 per cent assurance how these contracts will be handled in a conflict situation.

SYK3: Totally different legislation, property levels, tenancy models and everything starts different.

Common factors were difficult to point out however working in a same time zone helped the communication with the local operators. Finland have a good reputation in Namibia due to a common history through Finnish missionary work and the fact that Finland has not been a colonial power. Also, project managing and subcontracting functions work in same principles as in Finland.

It is difficult to make any generalization based on one case project in perspective of doing offshore operations however corruption and acknowledging different legislation, property levels and tenancy models can be stated to be a common factor in similar projects. Finland's good reputation in terms of history and education does also help operating in local environment.

7. CONCEPT FOR EXPORTING LEARNING ENVIRONMENTS

7.1 Generalized model for exporting learning environments based on the case Namibia

7.1.1 Cross-functional flowchart from the process

Based on the case Namibia a more generalize model for exporting learning environments was formulated (Figure 7). The process model has been drafted from the viewpoint of SYK who is working as consultant for the education exporter. SYK's swimline and the main activities of the process has been highlighted. The flowchart portrays all the other participants of the process which are property owner, global consultant and a local sub building consultant. It also illustrates all the phases of the process (Preliminary Survey Phase, Tenancy Phase and Renovation Phase). Implementation and maintenance phase were not added due to the scope of the thesis but it is important to highlight that SYK has desire and capability to also oversee these future phases.

An operational instruction has been developed from each of the process phases in order to produce as detailed process description as possible and to give a comprehensive oversight of the process. Decisions on the boundary of each phase leads to a consultant agreement between SYK and education exporter.

In this process model the education exporter is considered to be as a customer of both SYK and property owner. SYK is trying to create value for the education exporter by providing a service that produces agreements in transnational environment. Property owner has an interest to keep the tenant content so that they will keep receiving rent income. As education export projects are most commonly done in partnership with a foreign education institution emphasis is not on the search of a suitable property.

Process has been divided into three phases. First phase focuses on customer's needs and getting grips with local operational environment, the second phase on what is needed to make a tenancy agreement and the third phase on acquiring a contractor or contractors and supervision of the renovation. Customer contact from one of the SYK's customers initiates the process. If an organization is interested on education exports and are in a need of property outside of Finland's borders, SYK has a capability to produce a solution. In the first phase of the process the decision is made whether to proceed into an education export project. Producing of a successful end product requires careful assessment and understanding of the customer's needs. Tenancy and renovation phase illustrate what different parties are needed and what are their roles. Estimated duration of each phase is

illustrated by an arrow shape and estimation is based on the case project in Namibia. SYK acts as a coordinator throughout the process presenting negotiated contracts for the education exporter.
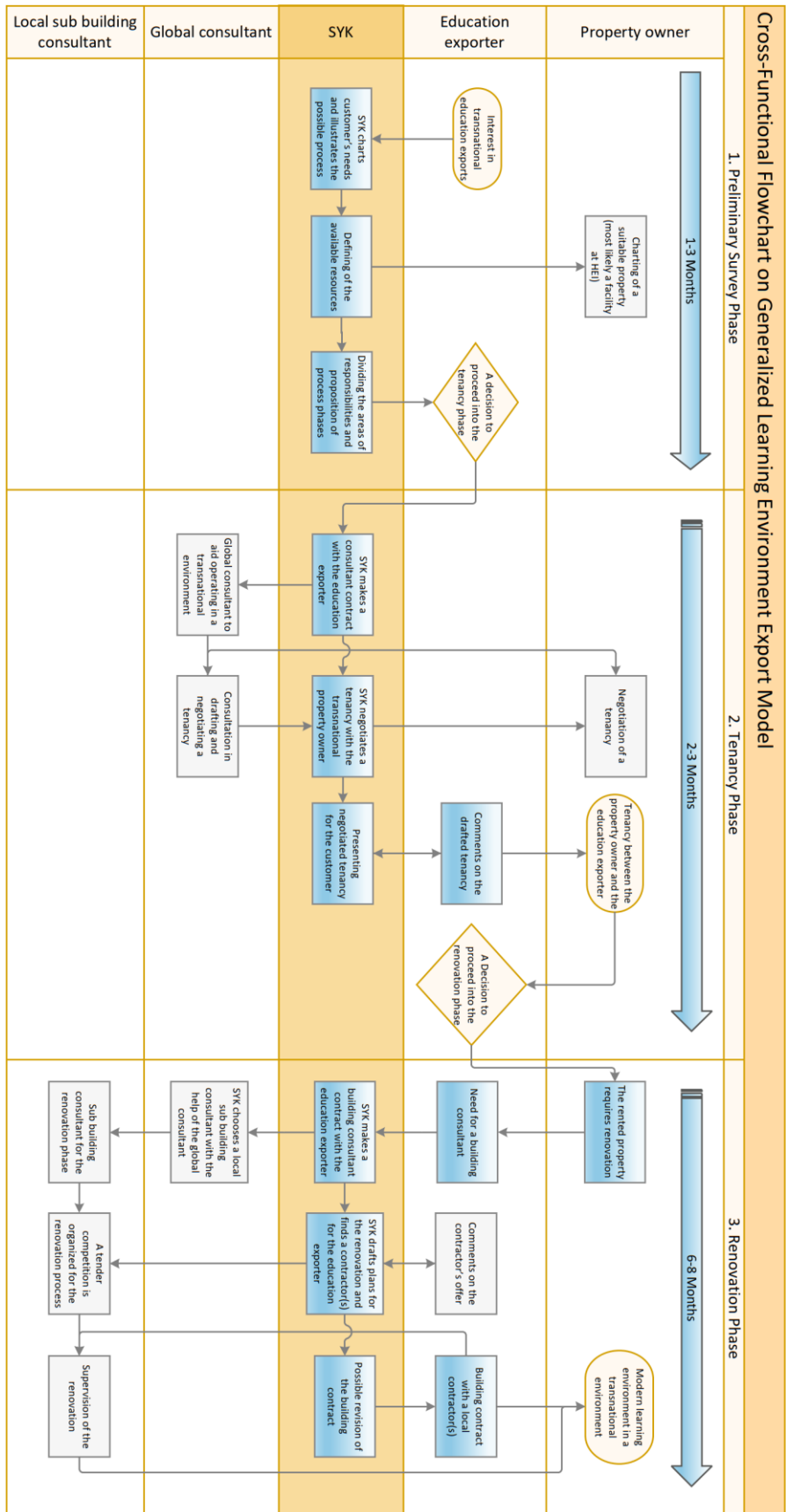
Cross-Functional Flowchart on Generalized Learning Environment Export Model

Local sub building consultant	Global consultant	SYK	Education exporter	Property owner

1. Preliminary Survey Phase — 1-3 Months

- Interest in transnational education exports
- SYK charts customer's needs and illustrates the possible process
- Defining of the available resources
- Charting of a suitable property (most likely a facility at HEI)
- Dividing the areas of responsibilities and proposition of process phases
- A decision to proceed into the tenancy phase

2. Tenancy Phase — 2-3 Months

- SYK makes a consultant contract with the education exporter
- Global consultant to aid operating in a transnational environment
- SYK negotiates a tenancy with the transnational property owner
- Consultation in drafting and negotiating a tenancy
- Negotiation of a tenancy
- Presenting negotiated tenancy for the customer
- Comments on the drafted tenancy
- Tenancy between the property owner and the education exporter
- A Decision to proceed into the renovation phase

3. Renovation Phase — 6-8 Months

- The rented property requires renovation
- Need for a building consultant
- SYK makes a building consultant contract with the education exporter
- SYK chooses a local sub building consultant with the help of the global consultant
- Sub building consultant for the renovation phase
- SYK drafts plans for the renovation and finds a contractor(s) for the education exporter
- Comments on the contractor's offer
- A tender competition is organized for the renovation process
- Possible revision of the building contract
- Building contract with a local contractor(s)
- Supervision of the renovation
- Modern learning environment in a transnational environment

Figure 7. Generalized model for exporting learning environments

7.1.2 Preliminary survey phase

In preliminary survey phase SYK's customer (education exporter) has most likely an idea on what they want to achieve with their education export project. Universities are SYK's mayor customer and their organizations are not businesses which have expertise in real estate market, property acquisition, tenancies, construction contracting etc. In a case that requires acquiring a transnational learning environment, SYK can offer their expertise in a form of consulting service.

In order to build a steady foundation for a project must the customer needs to be understood. Namibia case was founded on collaboration desires of University of Turku and University of Namibia. This meant that the customer had already pointed out the destination for learning environment exportation. Short term goal in this project was also clear (acquiring of a learning environment from the University of Namibia) and understanding what the customer wants in a long term gives context for determining, for example, how long is the space needed for. Getting grasps with the goals of the project works as bridge to more tangible aspects of the space like size, purpose, rent level, quality standards and location. Making a clear division between different roles early on is one of the fundamental aspects of every project. This helps out to clear any confusions about areas of responsibilities and helps communication. A sort of project kickoff meeting, that would include all of the parties, should be added to the early stages. Service level demands play also a role in searching and acquiring of a property.

After the customer needs has been charted and the goal has been set, financial boundaries are determined. This basically means creation of budget. This process could be also reversed where a suitable solution is based on a given budget. However, it might be difficult to do an accurate cost estimate when working in an unfamiliar environment so customers goals are the driving force. Based on the customer needs and available resources can be an ideal schedule mapped out which guides the project forward.

Based on the interviews getting acquitted with the local culture and practices is focal when moving into a foreign business environment. Meeting with different local administrators helps to build a trust among them. After the property has been selected, the premises for designing of a learning environment can be set. Interviewees pointed out that getting grasps with the local business environment can be difficult so sufficient amount of effort should be in invested to this in order to minimize the risks involved.

Based on the information gathered, a more detailed estimate on resources required in each of the stages can be made and determine if the project is feasible. When the estimated cost start to rise over the initial budget and risk level is deemed high, a revision of the project is needed before pushing it forward.

Concept for exporting learning environments	
Operating instruction / Phase I	

TITLE	**Preliminary survey phase**
GOAL	Acquiring user data and getting familiar with the local operational environment
INITIAL DATA	The target and the scale of the education export

PROCESS	**1. Find out the following things about customer needs**
	- In which nation or region, the customer is interested about?
	- What the customer is hopping to achieve in the short and the long term?
	- The needed space
	   - size
	   - using purposes
	   - rent level
	   - quality standards
	   - location
	- Which individuals and organizations are going to represent the customer (naming someone in charge of decisions in customer's organization)
	- What services are needed
	
	2. What are the customer's available resources
	- How much is the customer willing to invest, creating a budget
	- What is the ideal schedule
	
	3. Map out the local environment
	- Choosing a property to rent (most likely near or at an institute of higher education)
	- Get acquainted with the local culture and practices
	- Visit the local departments and representatives of the government
	- Visit the property owner and chart out quality levels
	- Evaluate the local political atmosphere
	
	4. Charting out the needed resources within own organization
	- Name a project organization to manage the process
	- Make a project schedule
	- Estimate how much effort and time each stage is going to require
	  ➔ Cost estimate
	- Risk assessment

OUTCOME	**Decision on proceeding into the tenancy phase**

7.1.3 Tenancy phase

The goal of tenancy phase is to draft a tenancy for the customer based on the data gathered in the phase I. With the help of a global consultant a tenancy draft can be negotiated and presented for the customer.

A global consultant can be used to do a lot of the legwork in gathering the needed information for tenancy negotiations. In order to minimize tenant's risks, information from local tenancy practices is needed. Finnish practices might differ in some cases and responsibilities in different problem situations might result into unexpected additional costs for the tenant if not understood well enough. As a new business environment, it is important to find out the local rental levels to negotiate reasonable deal.

Interviewees pointed out that it was not easy to form a comprehensive understanding of local contract practices. If a level of trust can be reached with the property owner, it lowers the risk taken with any uncertainties. Global consultant has most likely experience on similar type of agreements so using its services to conform a balanced deal. If the property requires renovations, it is important to acknowledge the terms connected with them. Determining responsible for facility management or any other services are also part of this phase.

Negotiated tenancy draft is presented for the customer in case there is any uncertainties or problems. After the customer has agreed on the formed tenancy, can the agreement be signed between the property owner and SYK's customer.

Concept for exporting learning environments
Operating instruction / Phase II

TITLE	**Tenancy phase**
GOAL	Drafting a tenancy
INITIAL DATA	Customer and property data

PROCESS	**1. Acquire a global consultant**
	   - Information on local tenancy practices
	   - Acknowledgement of corruption and ways to minimize it
	   - Information on local rental levels and quality standards
	
	2. Negotiate a tenancy draft
	   - Acknowledgement of the local contract practices
	      - A level of trust with the property owner
	      - Often the rent is payed in advance to avoid any problems
	   - Use of a consult in reviewing the property owner's propositions
	   - What are the responsibilities of the tenant and the lessor
	      - In which situations will the tenancy expire
	      - If the property becomes unavailable
	   - Understanding the appropriate rental levels in the negotiations
	   - Renovation practices
	   - Facility management services
	   - Provided services
	
	3. Present the tenancy to the customer
	   - Terms of the negotiated tenancy
	   - Comparing the rental level to the customer's budget
	   - Check if there are any contradictions
	   - Compromise a proposal in a case of a contradiction

OUTCOME	**Tenancy between the customer and the property owner**

7.1.4 Renovation phase

Signing of the tenancy will start the renovation phase. The goal is to transform the rented property into a suitable environment for education. In renovation phase SYK will operate as a building consultant and drafts a building contract (or contracts) for its customer. Due to legal difficulties SYK cannot make contracts directly with contractors and their task is just to find suitable candidates to carry out the renovation.

Distance between the export nation and Finland makes coordination of local operations laborious and therefore a local sub building consultant is required. In Namibia case SYK was able to partner up with a building consultant who had previously done projects with UNAM and they were also recommended by the global consultant. This sort of recommendations solidifies the trustworthy of the consultant.

Planning phase has been done in collaboration with SYK's partner architect and this is one of the key competences of SYK. Based on the sketched plans a tender competition of contractors was done by the sub consultant. In Namibia case the first offer was deemed too expensive by the customer and some adjusting of the contract content was needed.

Concept for exporting learning environments
Operating instruction / Phase III

TITLE	**Renovation phase**
GOAL	To renovate the rented property into a modern learning environment
INITIAL DATA	Customer and property data
PROCESS	**1. Acquire a local sub building consultant** - A consultation contract with the customer enables the use of sub-consultant - A local sub building consultant to organize the renovation process **2. Planning of the renovation** - Considering all the necessary regulations - Condition inspection for the space - Finding a solution based on the gathered user data that fits into the budget **3. Organize a tender competition of contractors** - The use of sub consultant to organize competition to find suitable contractors for the renovation **4. Building contract between customer and contractor(s)** - Consideration of the offers - If the offers do not fit the budget, reviewing of the contract content - Checking of the quality standards - A local sub consultant to supervise the renovation phase at the local environment - Weekly updates for SYK
OUTCOME	**A modern learning environment**

7.2 Proposal for improvements

Overall the process that SYK was able to create during the project in Namibia resulted into a working concept. The key competences that the company has were transferred into a transnational market and utilized in a way that produced a solution in every phase of the project. However, it seems that SYK's current business model is not optimally suited for education exports. The results of the interviews indicate that there is not a clear understanding what the most feasible business model would suit for international markets.

The service that was provided for the education exporter was a consulting service through which the customer was able to outsource its transnational property acquisition process. Making a tenancy agreement abroad has been something that has required a bit of a learning curve and this acquiring of new knowledge has taken resources. Renovating phase is something that is based more on the activities that SYK already possess.

Organizing the company in a manner where the activities needed in the created process, would be distributed so that there is not any confusion between responsibilities and the resources can be used efficiently. In order to achieve this an organization needs to examine their exciting business models and figure out where this type of a process is suited the best. In SYK's case a new business model would be needed to set in place that accommodates process of exporting learning environments.

From the three phases of the created flowchart, the most attention is needed in the first one (preliminary survey phase). During the project in Namibia there were confusion in the customer's organization on what responsibilities belong to which party. As there was not a clear model on how to export learning environments it is understandable that this type of a division is difficult to make. The presented process description gives a framework on how to execute these types of projects in the future. This helps to clear confusion on what is the service provided, what phases it contains and what are the roles of the different parties during the process.

During the tenancy phase it was understood that it is laborious for SYK to rent a property from abroad. This was the main reason why the model was pivoted into a creation of a rental agreement and providing it for the education exporter. Interviews indicate that SYK is not going to acquire a property from the transnational market in the near future, so the focus should be kept in drafting a tenancy for the education exporter.

The third phase, renovation, has the most unknown factors as this phase is not completed during the Thesis writing process. There are indications that the process is going to be completed and the goals of the customer will be met. This phase contains the most business potential out of the three. As established during the literary survey there is a clear market for learning exportation market and the produced spaces will work as a showcase on SYK's know-how that might lead onto business enquiries from the region.

In a summary, the created process was a successful one and it can be used as a framework for similar projects in the future. It is difficult to make assumptions based on one project, but results seem to indicate that the model can be repeated in a similar context. There are still improvements to be made in the business model aspects, inside of the organization, but overall consulting business seems to fit into SYK's current strategy.

8. DISCUSSION

During the recent decades interest in education exports and in transnational education has been on the rise. Research done by Lane & Kisner (2013), Girdzijauskaite & Radzeviciene (2014), Verbik (2015), Escriva-Beltran et. al. (2019), and other researchers, show how to export learning environments in a form of an IBC. UTU's project in Namibia can be identified as one but there is no existing research which in detail describes the process of establishing one from a Finnish education exporters viewpoint. A lot of the research from IBCs studies the subject from an education viewpoint and the property acquisition process has not been studied enough.

The education export revenue in Finland has grown in recent years and the interviews indicate that there is still potential for further growth. As Finland has a short history in this field Finnish education export products and services are still taking shape and new ones are being developed. Finnish universities and education export companies are always on the look for new projects and see SYK as potential partner for future ones. However, SYK has not got a clear education export service or a product that could be offered to their customers. SYK is committed to aid its customers in facility matters also abroad and the process used in Namibia can act as a foundation on how SYK could provide a learning environment for its customer in a transnational environment.

In a model where an education exporter is exporting a learning environment, in a form of an IBC, it can outsource the property acquisition process to a consultant so it can focus solely on providing the education services. From a strategy standpoint, this means that the education exporter and the consultant have different views. The six generic international strategies, provided by Collis (2014), describe a transnational strategy model that can be implanted onto establishing an IBC. A transnational strategy is a strategy for the education exporter due to its nature in which a firm is operating across borders through a foreign subsidiary. A consultant is not actually exporting anything because it has been employed by a Finnish organization so none of the generic international strategies can be implemented.

As a consultant it is in a situation where it is operating both in national and international market. A clear division between business models in these different markets is needed as there is most likely a difference between them. Seddon & Lewis (2004) argue that an unlimited number of different business models can be built on one firm's strategy and Pekuri & Haapasalo (2015) argue that in construction companies' case there should be a specific process in place for each of these business models. The consultant can have a one strategy that produces multiple business models. These business models can be used to formulate different processes for different markets, in order to achieve an efficient process delivery.

According to Jablonski (2017), doing business in emerging markets is quite challenging due to multiple different factors. Multiple of these factors were identified in case Namibia through the interview results. Due to the historical background between Finland and Namibia there are some exciting connections and a good relationship between the nations. It is important to build an element of trust between the local operators or otherwise daily activities may become much more difficult. Namibia is a country where different operators know each other and the different partners they are doing business with quite well, so it is not an option to gain a bad reputation among the locals. This can be avoided by understanding the local culture and practices and by forming a good relationship at least with some of the local operators.

Corruption is something that needs to be kept in mind due to its presence in some regions. However, it must be pointed out that it was acknowledged straight from the start of the project in Namibia and based on the interviews it had practically no effect in any of the process phases. Unknown practices might result into some delays. For example, some of the design plans were needed to be signed by hand before being approved and this is something that is not a custom in Finland. Overall, all of the delays had minimal effect but a more streamlined process could have been achieved without them.

Understanding differences in the legislation proved to be difficult and laborious. If there is going to be a conflict situation where, for example, the facilities are not available the responsibilities of different parties need to be acknowledged to avoid any unnecessary risks. Legislation provides the legal ground for the formed contracts and an element of risk will be taken if not understood completely. Legislation also prevented the use of the first model in which SYK would have rented the facilities for itself and sub rented them to the education exporter.

By systematically approaching these differentiating factors and understanding their effects a company can minimize their influence on a process. Moving to a market that differs greatly from a familiar environment is challenging but through adaption and innovation these challenges can be dealt with.

This Master's Thesis was part of SYK's operations in a transnational environment. The purpose of the Thesis was to study how learning environments can be exported and, based on the findings, develop a concept for the target company on how they can take a part in Finnish education exports.

Research on the subject was scarce and no detailed frameworks in this context could be found. Due to this, the interviews were used to create an understanding of the process used in Namibia. When comparing its characteristics to the IBC models, similarities can be found but by themselves they are limited in describing the challenge SYK has been facing. A framework for moving from a strategy to a business model and onto a process, clarifies how a Finnish campus developer can evolve its business into a transnational

market. In the perspective of SYK there should be a clear division between the business models used in Finland and proposed consulting business in transnational markets.

An exemplary solution was developed for a process where SYK is consulting an education exporter in acquiring a property from a transnational market (Figure 7). It illustrates a scenario where the property is acquired by renting it from a local partner for the purposes of the Finnish education exporter. The prerequired information for the tenancy and renovation phases stems from customer demands, and it serves as a base for the created agreements.

This is only one possible solution on how learning environments can be exported. In order to find the best results for SYK's current situation, a more detailed illustration on the business models between the national and international environments should be developed. This is due to the different business environment and different service that has been provided.

9. CONCLUSIONS

The research implies that Finnish organizations can successfully export learning environments. There is a significant market for education exports but the revenue from exporting learning environments contribute only a fraction of them. Finnish education export products are still being developed and Finnish universities are forming their internationalization strategies.

Based on the literary survey (chapters 2 and 3), a comprehensive overall picture was acquired on education exports, how learning environments can be exported and how a process can be constructed based on a company's strategy and business model. The project in Namibia was identified as an international branch campus (IBC) and it was understood that a Finnish higher education institution (HEI) requires aid in the property acquisition process from a transnational environment. This process can be outsourced through a consultant who has expertise on campus development. A project of this kind has not been done before and therefore, a consultant with the described service available does not exist in the Finnish context. Therefore, a framework was needed to link the consultant's existing strategy – through a business model – onto the learning environment exportation process.

The empirical study phase (chapters 4 and 5) was designed and conducted to gather information through interviews. The first goal was to gain information on the phases that project in Namibia consisted of and on what are SYK's strategic view on education exports in general. The second was to get up to date views from Finnish universities and education export companies on present education export projects, future insights on the subject and current education export strategies. The goal of the third interview was to identify the differences and special features between operating in Finland and Namibia.

Based on the gained knowledge a concept for exporting learning environments was constructed (chapter 6). The process adapts the same model that SYK used in Namibia and presents it in a generalized manner so that it can be used as a framework in future projects (Figure 7). Operating instructions on each of the process phases were added in order to give a comprehensive illustration on the subject. Hence, the objective of the study has been met in the appropriate limits for a Master's Thesis.

However, the model needs to be developed further by adding the implementation and maintenance phases to the process. They were not included in the process due to the limited research on the subject and the fact that the project was still ongoing during the Thesis writing process. The developed model does not elaborate on SYK's current business model nor does it develop a new one for the purposes of education exports. This subject can be studied further in the future.

One of the most important findings of the Thesis is, that University Properties of Finland Ltd. can act as a consultant in exporting learning environments. SYK can utilize its core competences in campus development also in a transnational environment. They have acquired a network of partners and connections that can be employed to support this type of projects in the future.

There are still lessons to be learned from the project in Namibia. They will become evident as the degree programme gets going. Through developing the model further SYK can move toward a more comprehensive service that can be introduced in possible follow up projects.

REFERENCES

Amit, R. & Zott, C. (2001). Value Creation in E-Business. Strategic Management Journal, 22(6/7), pp. 493-520.

Australian Bureau of Statistics (2018). International Trade: Supplementary Information, Financial Year, 2017-2018. Retrieved from: https://www.abs.gov.au/AUS-STATS/abs@.nsf/DetailsPage/5368.0.55.0032017-18?OpenDocument

Campus France (2016). The international mobility of African students. Special Edition of Campus France Notes no. 16 – October 2016. Retrieved from: https://webcache.goog-leusercontent.com/search?q=cache:6L2J2QfE_IIJ:https://ressources.cam-pusfrance.org/publi_institu/etude_prospect/mobilite_conti-nent/en/note_16_hs_en.pdf+&cd=1&hl=fi&ct=clnk&gl=fi&client=firefox-b-e

Carbonell-Foulquie, P., Munuera-Alemán, J. L. & Rodriguez-Escudero, A. I. (2004). Criteria employed for go/no-go decisions when developing successful highly innovative products. Industrial Marketing Management, 33(4), pp. 307-316.

Casadesus-Masanell, R., & Ricart. J. E. (2010). From Strategy to Business Models and onto Tactics. Long Range Planning, 43(2), April-June 2010, pp. 195-215.

Chandler, A. D. (1962). Strategy and Structure: Chapters in the History of American Enterprise. Cambridge, Mass.: M.I.T Press, 1962 (1966).

Choo, P. G. S. (2006). Assessing the Approaches to Learning of Twinning Programme Students in Malaysia. Malaysian Journal of Learning & Instruction, Vol. 3., Universiti Tunku Abdul Rahman, Malaysia. pp. 93-116.

Collis, D. (2014). International Strategy and Competition: Context, Concepts and Implications. United Kingdom: John Wiley & Sons Ltd., New York.

Cooper, R. G. (2001). Winning at New Products: Accelerating the Process from Idea to Launch. Third Edition, Perseus Books; Cambridge, MA; 2001.

Cross-Border Education Research Team (C-BERT) (2017). Branch Campus Listing (Updated January 20, 2017). Retrieved from: http://cbert.org/resources-data/branch-campus/

Department for Education (2019). UK revenue from education related exports and trans-national education activity in 2016. Retrieved from: https://www.gov.uk/government/sta-tistics/uk-revenue-from-education-related-exports-and-tne-activity

Dudek, M. (2000). Architecture of Schools. The new learning environments. Oxford: Architectural Press.

Education Finland (2018). Koulutusviennin arvo jo 310 miljoonaa. Publications of the National Board of Education (Opetushallitus). Retrieved from: https://www.epressi.com/tiedotteet/koulutus/koulutusviennin-arvo-jo-310-miljoonaa-vardet-pa-utbildningsexporten-redan-310-miljoner.html

Escriva-Beltran, M., Muñoz-De-Prat, J., & Villó, C. (2019). Insights into international branch campuses: Mapping trends through a systematic review. Journal of Business Research, Volume 101, August 2019, pp. 507-515.

Export.gov (2019). Education and Training Services Resource Guide 2019. U.S. Commercial Service. Retrieved from: https://2016.export.gov/industry/education/eg_main_108888.asp

Garrett, R., Kinser, K., Lane, J. L. & Merola, R. (2017). International Branch Campuses: Success Factors of Mature IBCs. The Observatory on Borderless Higher education (OBHE) and Cross-Border Education Research Team (C-BRET), State University of New York at Albany, Pennsylvania State University, United States.

Girdzijauskaite, E., & Radzeviciene, A. (2014). International Branch Campus: Framework and Strategy. Procedia - Social and Behavioral Sciences, Volume 110, pp. 301-308.

Healey, N., M. (2015). Towards a risk-based typology for transnational education. Higher Education, 69(1), January 2015, pp. 1-18.

Hirsjärvi, S. & Hurme, H. (2008). Tutkimushaastattelu: Teemahaastattelun teoria ja käytäntö. Helsinki: Gaudeamus Helsinki University Press.

Hirsjärvi, S., Remes, P. & Sajavaara, P. (2007). Tutki ja kirjoita. 13th partly revised edition, Otavan Kirjapaino Oy, Keuruu 2007.

Jablonski, A. (2017) Business Models: Strategies, Impacts and Challenges. Hauppauge, New York: Nova Science Publishers, Inc.

Jalkanen, J., Järvenoja, M., & Litola, K. (2012). Muuttuva maailma, erilaisia oppijoita - millainen oppimisympäristö? In T. Murtorinne, & M. Mäki-Paavola (Eds.), Tämä toimii! (pp. 67-80). Helsinki, Finland: Äidinkielen opettajain liitto.

Johanson, J. & Vahlne, JE. (2009). The Uppsala Internationalization Process Model Revisited: From Liability of Foreignness to Liability of Outsidership. Journal of International Business Studies, 40(9), pp. 1411-1431. DOI: https://doi.org/10.1057/jibs.2009.24

Johnson, G., Whittington, R., Scholes, K., Angwin, D. & Regnér, P. (2014). Exploring strategy: [text & cases]. 10th ed. Harlow: Pearson Education, 2014, United Kingdom.

Joint Information Service Committee (2006). Designing spaces for Effective Learning: A Guide to 21st Century Learning Space Design. Higher Education Funding Council for England, Bristol: HEFC.

Kamensky, M. (2010). Strateginen johtaminen: Menestyksen timantti. 3th ed. Talentum Media Oy, Helsinki, 2012.

Kinnunen, T., Pekuri, A., Haapasalo, H. & Kuvaja, P. (2011). Business case analysis in new product development. Global Journal of Management And Business Research, 11(2).

Knight, J. (2016). Transnational Education Remodeled. Journal of studies in international education, 20(1), pp. 34-47.

Kuuskorpi, M., 2012. Tulevaisuuden fyysinen oppimisympäristö. Käyttäjälähtöinen muunneltava ja joustava opetustila. Faculty of Education, University of Turku, Turku 2012.

Malterud, K., Siersma, V. D. & Guassora, A. D. (2016). Sample Size in Qualitative Interview Studies. Qualitative Health Research, 26(13), pp. 1753-1760.

Magretta, J. (2002). Why business models matter. Harvard Business Review, 80(5), pp. 86-92.

Merton, R.K., Fiske, M. & Kendall, P. L. (1956). The Focused Interview. Glencoe, IL: The Free Press.

Ministery of Education and Culture (MOEC), (2016). Koulutusviennin esteitä puretaan. Publications of the Ministery of Education and Culture 2016. Retrieved from: https://minedu.fi/koulutusvienti-hanke

Ministery of Education and Culture (MOEC), (2016). Koulutusviennin tiekartta 2016-2019. Publications of the Ministery of Education and Culture 2016:9. Retrieved from: https://julkaisut.valtioneuvosto.fi/handle/10024/74852

Mitchell, D. & Coles, C. (2003). The ultimate competitive advantage of continuing business model innovation. Journal of Business Strategy, 24(5), pp. 15-21. DOI: https://doi.org/10.1108/02756660310504924

Morris, M., Schindehutte, M., & Allen, J. (2005). The entrepreneur's business model: toward a unified perspective. Journal of Business Research, 58(6), June 2005, pp. 726-735. DOI: https://doi.org/10.1016/j.jbusres.2003.11.001

National Planning Commission (2017). Namibia's 5th National Development Plan (NDP5). Republic of Namibia.

Nuikkinen, K. (2009). Koulurakennus ja hyvinvointi. Teoriaa ja käyttäjän kokemuksia peruskouluarkkitehtuurista. Acta Universitatis Tamperensis 1398, Faculty of Education, University of Tampere, Tampere.

Organisation for Economic Co-Operation and Development (OECD) (2018). International student mobility. Retrieved from: https://stats.oecd.org/Index.aspx?DataSet-Code=EAG_ENRL_MOBILES_ORIGIN

Osterwalder, A., Pigneur Y., & Clark, T. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons, Inc., Hoboken, New Jersey, United States.

Pekuri, A., Pekuri, L., & Haapasalo, H. (2016). Business models and project selection in construction companies. Construction Innovation, 15(2), April 2015, pp. 180-197. DOI: https://doi.org/10.1108/CI-12-2013-0055

Piispanen, M. (2008). Hyvä oppimisympäristö: Oppilaiden, vanhempien ja opettajien hyvyyskäsitysten kohtaaminen peruskoulussa. Kokkola: University of Jyväskylä, Kokkola University Consortium Chydenius, Finland.

Patton, M. Q. (1990). Qualitative evaluation and research methods. 2nd ed. Newbury Park (CA): Sage.

Porter, M. (2001). Strategy and the Internet. Harvard Business Review, 79(3), pp. 62-78.

PricewaterhouseCoopers (2003). Building better performance: an empirical assessment of the learning and other impacts of schools capital investment. Department for Educational and Skills. DfES Publications. Research Report RR407. Nottingham, UK.

Saunders, M., Lewis, P. & Thornhill, A. 2016. Research methods for business students. Seventh edition. New York: Pearson Education.

Schatz, M. (2016). Education as Finland's Hottest Export?: A Multi-Facered Case Study on Finnish National Education Export Policies. University of Helsinki, Faculty of Behavioural Sciences, Department of Teacher Education, Helsinki, Finland.

Seddon, P. B., Lewis, G. P., Freeman, P. & Shanks, G. G. (2004). The Case for Viewing Business Models as Abstractions of Strategy. CAIS, 13(25), pp. 427-442.

Shams F., & Huisman, J. (2016). The role of institutional dual embeddedness in the strategic local adaptation of international branch campuses: evidence from Malaysia and Singapore. Studies in Higher Education, 41(6), pp. 955-970.

Shams, F., & Huisman, J. (2012). Managing Offshore Branch Campuses: An Analytical Framework for Institutional Strategies. Journal of Studies in International Education, 16(2), pp. 106-127.

Teece, D. J. (2010). Business Models, Business Strategy and Innovation. Long Range Planning, 43(2), pp. 172-194.

Timmers, P. (1998). Business Models for Electronic Markets. Electronic Markets, 8(2), pp. 3-8.

Ulrich, K. T. & Eppinger, S. D. (2008). Product design and development. 4th ed. Boston: McGraw-Hil.

United Nations Education, Scientific and Cultural Organization (UNESCO) (2019). Education transforms lives. Publications of UNESCO. Retrieved from: https://en.unesco.org/themes/education

University of Turku (2016). Namibia ostaa opettajankoulutuspaketin Turun yliopiston Rauman yksiköstä. Publications of University of Turku. Retrieved from: https://www.utu.fi/fi/Ajankohtaista/Uutiset/Sivut/namibia-ostaa-opettajankoulutus-paketin-rauman-yksikolta.aspx

University of Eastern Finland (2017). Namibian ostama opettajankoulutusohjelma alkaa Itä-Suomen yliopistossa. Publications of University of Eastern Finland. Retrieved from: https://www.uef.fi/-/namibian-ostama-opettajankoulutusohjelma-alkaa-ita-suomen-ylio-pistossa

University Properties of Finland Ltd. (SYK) (2019). Available at: https://sykoy.fi/en/

U.S. Department of Commerce (2016). 2016 Top Markets Report, Education. A market Assessment Tool for U.S. Exporters, International Trade Administration, Industry & Analysis (I&A), May 2016. Retrieved from: https://webcache.googleusercon-tent.com/search?q=cache:SN7WVLx1950J:https://www.trade.gov/topmarkets/pdf/Education_Executive_Summary.pdf+&cd=4&hl=fi&ct=clnk&gl=fi&client=firefox-b-e

Valjas, A., White, P., Thompson-Coon, R. & Gowaseb K. (2008). Evolving New Partnerships between Finland and Namibia. Ministry for Foreign Affairs of Finland, Evaluation report 2008:3.

Weaver, M. (2008). Transformative learning support models in higher education: Educating the whole student. London: Facet.

Wilson, B. G. (1996). Constructivist learning environments: Case studies in instructional design. Englewood Cliffs (N.J.): Educational Technology Publications.

Zott, C. & Amit, R. (2010). Business Model Design: An Activity System Perspective. Long Range Planning, 43(2), pp. 216-226.

Zott, C., Amit, R. & Massa L. (2011). The Business Model: Recent Developments and Future Research. Journal of Management, 37(4), pp. 1019-1042. DOI: https://doi.org/10.1177/014920631140626

Haastattelukysymykset koulutusvientiyrityksille ja yliopistoille

Osa 1. Nykytila

1. Kerro hieman itsestäsi ja organisaatiostanne. Millainen näkökulma teillä on koulutusvientiin?
2. Millaisissa koulutusvientiprojekteissa olette olleet mukana ja millainen rooli teillä itsellänne on ollut näissä projekteissa?
3. Mistä syistä olette lähteneet mukaan koulutusvientiprojekteihin ja miten projektit palvelevat mielestänne yliopiston toimintaan?
4. Millaisia erilaisia koulutusvientivaihtoehtoja olette harkinneet koulutusvientitoiminnassa?
5. Onko teillä olemassa joitain vakiintuneita tapoja tehdä koulutusvientiä ja miten olette näihin päätyneet?
6. Millaisia haasteita koulutusvientiin liittyy?
7. Millainen merkitys tiloilla on organisaationne koulutusviennissä?
8. Kuinka tuttu Suomen yliopistokiinteistöt (SYK) on toimijana? Millainen rooli SYK:llä on ja voisi olla teidän koulutusvientiprojekteissanne?

Osa 2. Tulevaisuus

9. Miten näette koulutusvientiliiketoimintanne kehittyvän tulevaisuudessa?
10. Millaisia tulevaisuuden visioita näette koulutuksen toteutukselle Suomen rajojen ulkopuolella ja miten tilaratkaisut voivat tukea tätä visiota?
11. Millaisia yhteistyökumppaneita tarvitsette/haette koulutusvientihankkeillenne?

Osa 3. Strategia

12. Millainen strateginen merkitys koulutusviennillä on yrityksellenne?
13. Mitkä tekijät tekivät Namibiasta houkuttelevan koulutusvienti kohteen? Mitkä muut valtiot olisivat mielestänne houkuttelevia koulutusvientikohteita? (Namibia-projektissa toimineet henkilöt)
14. Mitkä tekijät tekivät Namibiasta houkuttelevan koulutusvienti kohteen? Mitkä muut valtiot olisivat mielestänne houkuttelevia koulutusvientikohteita? (Namibia-projektissa toimineet henkilöt)

Haastattelukysymykset SYK:lle

Osa 1. Nykytila

1. Mistä syystä Suomen Yliopistokiinteistö Oy:llä on kiinnostunut kansainvälisestä liiketoiminnasta tällä hetkellä?
2. Kuinka projektit saivat alkunsa? Miksi Namibia valikoitui koulutusvienti kohteeksi?
3. Miten SYK:n Namibia-projekti lähti käyntiin?
    a. Mitkä olivat ensimmäiset projektin vaiheet valtion rajojen ulkopuolella tapahtuvassa kiinteistökehittämisessä?
    b. Kuinka luotiin ensimmäiset kontaktit paikallisten (Namibian) toimijoiden kanssa?
4. Miten projekti on edennyt ja onko sille asetettuihin tavoitteisiin onnistuttu vastaamaan? Kerro omasta näkökulmastasi.
5. Miten asiakkaan kanssa on toimittu prosessin aikana ja millainen rooli asiakkaalla on ollut prosessissa?
6. Mitä erityistekijöitä tunnistettiin projektissa verrattuna kiinteistökehittämiseen Suomessa?

Osa 2. Tulevaisuus

7. Ketkä ovat SYK:n potentiaalisimmat asiakkaat koulutusviennin osalta?
8. Millainen potentiaali ja halu asiakkaillanne on oppimisympäristöjen viemiselle Suomen rajojen ulkopuolelle?
9. Millainen rooli SYK:llä on nyt ja voisi tulevaisuudessa olla koulutusviennissä?

Osa 3. Strategia

10. SYK vuokraa, hallinnoi ja kehittää omistamiaan kiinteistöjään Suomessa. Mikä on näkemyksenne siitä millainen liiketointamalli sopisi ulkomaille? Miksi esimerkiksi välivuokrausmallista luovuttiin Namibiassa?
11. Millaisiin rooleihin SYK tarvitsee yhteistyökumppaneita oppimisympäristön viennissä ulkomaille? Miten vastuualueet jakautuisivat?
12. Mitkä riskit ovat keskeisimmät oppimisympäristöjen viennissä ulkomaille ja miten nämä riskit tulisi huomioida?
13. Miten koulutusvienti istuu SYK:n strategiaan?
14. Millainen rooli koulutusviennillä on SYK:n liiketoiminnassa tulevaisuudessa?

Namibian toiminta ympäristö verrattuna suomeen

1. Kerro hieman toimenkuvastasi ja roolistasi Namibia-projektissa.

2. Mitkä ovat olleet suurimmat haasteet/ongelmat Namibia-projektin aikana ja missä on erityisesti onnistuttu?

3. Millaisia linjauksia valtio on tehnyt koulutuksen kehittämiseksi?

4. Millaiset kulttuuriset erityispiirteet tulisi huomioida oppimisympäristöjen siirtämisessä Namibiaan?

5. Millaisia tuloksia odotit projektilta ja onko tällä hetkellä odotetut toteumat vastaamassa näitä odotuksia?

6. Missä näet suurimpien kehityskohteiden olevan, jos vastaavanlainen hanke toteutettaisiin uudestaan?

7. Onko mielestäsi SYK:lle syntymässä kannattavaa liiketoimintaa tämän hankkeen seurauksena?