The Finnish education system continues to receive global attention due to its high ranking and results in various international measures. As a result, the government has established a number of initiatives to promote Finnish education internationally.

This poster examines the global education initiatives of Tampere University of Applied Sciences (TAMK) as it seeks to internationalize and commoditize a number of programs to the global education community.

Since the global economic crisis of 2008, educators in Finland have become used to the expression 'koulutusvienti', which translates directly to 'education export'. Although direct, it does clearly express the desire to bring funds from international students into the Finnish economy, albeit with certain legislative constraints on tuition fees.

The main challenge facing those involved in this globalization process is the prohibition on the charging of fees to individuals taking degree programs. This has led to the development of alternative qualifications such as certificates and diplomas and to other none degree programs.

As a University of Applied Science or 'ammattikorkeakoulu', TAMK is very much focused on applied vocational education, with programs in health and social sciences, forestry, engineering, art, media and music, business and vocational teacher education.

Finland requires those teaching in vocational and higher education to obtain a qualification in education. The institution has an authentic approach to learning, using a constructivist pedagogy built around student-centered and problem-based learning. Simulations are used to help create this authenticity.
Internationalization

TAMK has a long history of internationalization, often taking a project based approach funded by grants from the European Union and other awarding bodies.

There is also a long history of student and faculty exchanges and course collaboration in various programs.

This has seen partnerships in Russia for providing education in environmental and waste management, as well as in Oman on project management and tourism. In the United Arab Emirates and Brazil there have been programs for vocational teacher education.

Conclusion

Internationalization of Finnish education has been challenging because of both legislative restrictions and also due to a lack of drivers for change at the institutional and individual level. That is slowly starting to change.

The reputation that Finland educational system enjoys has enabled the promotion of all types of programs from a diverse range of disciplines.

There are still issues of scalability, due in part language issues for delivery. In the years ahead it is certain that we will see a growing number of institutions from Finland challenging the traditional providers of education for international students. At Tampere University of Applied Sciences education means the world to us.