

Export of Higher Education: the Marketing Model

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Abstract—This article presents the results of a conducted analysis on realization of Russia's exporting policies in the area of higher education. There were reported the following negative aspects in the area of higher education exporting policies: conceptual discrepancy of used approaches, backlog of competitors on application of marketing tools; insufficient number of researches of actuators of export activity in the system "state-region-university"; breakage between desired and actual position of Russia on international educational market. The purpose of this research is to develop marketing tools to control higher education export on all levels. The methodological base of this research is the following: dialectic, system, complex and situation approaches; statistical, comparative, and expert analysis as marketing research methods; graphical representation and interpretation of the information. The information base of the research is: open sources of information (Russian state service for statistics – Rosstat, (Rosstat, UNESCO), legal acts, state programs in the area of education, official sites of the Ministry of Sciences and Higher Education of Russian Federation, Rossotrudnichestvo, universities of the project "5-100", analytical materials, expert evaluations. The results are the following: the main approaches to control of export of higher education were identified; a valuable approach to the export of higher education in the system "state-region-university" with use of marketing tools were justified; systematization of the kinds of synergistic effects on the place where its arose; the version of eight-level chain of value of Russian education was offered; the element composition of marketing model of export of higher education was presented and necessity of development of regional modifications of the model was justified. Distinguishing feature of the offered model is the emphasis of integrated export policy management and omnichannel continuous interaction of key partners. Is an opportunity to use research's conclusions and recommendations for developing export's strategies of the state, regions, and universities development?

Keywords—marketing educational export model; target audience; consumers' expectations; consumers' educational value chain; consumers' satisfaction; synergistic effects of higher education export

I. INTRODUCTION

Until 2017 the export of Soviet and Russian education was based on production concept oriented to mass markets (Africa, Asia, Latin America) and the proposal of educational products for low prices. However, by the end XX v. conditions for further proposal to mass markets of standard product disappeared: the international educational market started to be characterized by rapid dynamics of its development, the growth of the competition among traditional and new players, the change of consumers' preferences [1], [2], [3], [4], [5], [6]. The annual rates of increase of international educational market by 17% help increase of his capacity by 2020 before 252 billion US dollars. New competitors (more specifically OAE, South Korea, Singapore, Brasil, China, Republic of South Africa) have begun to restrict the traditional export-leaders – The USA, Great Britain, Austria, France, Germany, Russia.

According to the data of the UNESCO's Statistical Institute, Russia is ranked the sixth on the international educational market and has a share of 5%, by the beginning of 2017 228,9 thousand foreign students joined or finished programs of higher education, it was received 1662,3 billion dollars from education programs export [7]. Even though Russian Federation substantially falls behind from the USA, where 19% from the overall number of students are foreigners, which is more than a million people, Russia plans to accept 710 thousand students of the full-time and part-time forms of studies on the programs of middle professional and higher education only by year 2025. According to data of The Federal State Autonomous Scientific Institution Center for Sociological Research ("Sociocenter"), the interest to PhD and postgraduate studies remains low: in 2016-2017 academic years a proportion of full-time form of studies postgraduates was 2,8%, distance – 0,8%, PhD candidates of full-time form – 0,02%. Some competition threats from the former soviet republics appeared for Russia, namely Belarus, Kazakhstan. According to official data of Rosstat, Russia began to lose its positions in the countries

defined as the traditional importers of Russian education, in 2017, the number of students from Azerbaijan, Armenia, Moldova decreased [7]. This flow is redistributed in the benefit of Turkey.

Experts believe that the negative trend was intensified by the collapse of the USSR, the Warsaw Pact, and a decline in popularity of Russian language.

The transition to a new export concept, sales, begins in the second half of 2017 beginning with the implementation of a priority project, i.e. "Development of the export potential of the Russian education system" and related programs (for example, "Ambassadors of the Russian education" [8], [9]. Large-scale efforts on the state and universities levels aim to create a powerful sales network of educational products: five target models (methods of delivery of educational services) [10], [11], [12], [13] have been developed; additional information services (including those in foreign languages) have been created in the portal of the National information center for the recognition of foreign and Russian education (Main State Center for Education Evaluation): more than 70 agreements on the mutual recognition of education and qualifications are presented on the interactive map; "Regional Forums of Foreign Graduates of Russia" began to be held, in 2018 a competition was announced to create a symbol of the official brand of Russian education, etc.

It is well known that the main drawback of the production and sales concepts is the focus exclusively on the abilities of the service provider and not on the market demands. Thus, the efficiency of Russia's export activities in the current situation shouldn't be assessed as satisfactory.

In our opinion, the implementation of key decisions in the field of export of Russian education is impossible without marketing training focused to organize an interaction with the target audience and creating a value proposal. Thus, the effectiveness of state's policy in the field of educational export is predetermined by a cardinal revision of approaches to organization of export to benefit marketing.

II. ANALYSIS OF THE MARKETING PRACTICE OF HIGHER EDUCATION EXPORT IN RUSSIA

The analysis showed that 2013 was a turning point for the Russian practice of improving the competitiveness of Russian education [14].

It is necessary to note the positives in strengthening the positions of Russia on the international education market:

- on the national level, programs and priority projects have been implemented (e.g., "5-100", "Development of export potential of the Russian education system", "Educational tourist routes of Russia", "Ambassadors of Russian education", to be conducted the Forums of foreign graduates of Russian universities, etc.);
- on the regional level, the tasks of creating conditions for the implementation of export potential are being solved: councils and commissions for working with foreign students are being formed, positions of

advisers to heads of administrations, mayors for interaction with foreigners are being introduced, etc.;

- on the level of large universities, there is a consortium of Russian exporting universities, international network educational consortia, etc.;
- WOM marketing tools are used on all levels (see "Fig. 1") [15].

The most developed aspects are currently the channels and the tools for promoting educational services (see "Fig. 1").

In Russia, within project implementation "Development of export potential of the Russian education system", target models have been developed: internal internationalization (training in the territory of the Russian Federation), institutional presence of Russian educational organizations abroad; joint educational programs; online training; network universities (network interaction). The website of the Ministry of Higher Education and Science provides detailed information about the universities of the project "5-100" is given, about education programs (there are 3335 programs in Russian, 3160 - in English, 2136 - in Chinese), step-by-step instruction for admission to universities. Since 2017, publishing house "Accreditation in education" has been implementing the Higher Education Discovery project (hedclub.com) to find international partners for the implementation of projects in the field of joint educational activities, student and teacher mobility, etc. Among partners in the field of recruiting is the company "Rakus" (St. Petersburg, <http://www.edurussia.ru>), which has 61 offices in the world; Russian-Chinese center for cooperation in the field of education, science, culture and public health (<http://r-kc.ru>).

To the number of disadvantageous of Russian practice of improving the competitiveness of Russian universities are:

- problems in the lack of supply of educational products: a small number of programs in English; non-focus on real demand due to the lack of marketing research;
- personnel problems: insufficient number of teachers fluent in foreign languages, underqualified staff in Universities' international departments, marketing specialists, and University recruitment specialists;
- infrastructure problems: poor quality of the classroom fund, dormitories, etc.;
- poorly integrated marketing promotion tools;
- insufficient universities budget, including marketing.

III. MARKETING MODELS OF HIGHER EDUCATION EXPORT

Critical analysis of the concepts, mechanisms, the tools to increase the attractiveness of Russian higher education led to the conclusion that it is necessary to develop a marketing model of higher education exports. The purpose of modeling is to provide export management in the system "state-region-

University" for the formation of value proposition to consumers. The proposed simulation model provides a holistic view on the main elements that should be taken into account in the process of creating conditions for

omnichannel ("seamless") continuous interaction with target audience in the implementation of export strategies of the country, regions and universities. In general, the marketing model is shown in "Fig. 2".

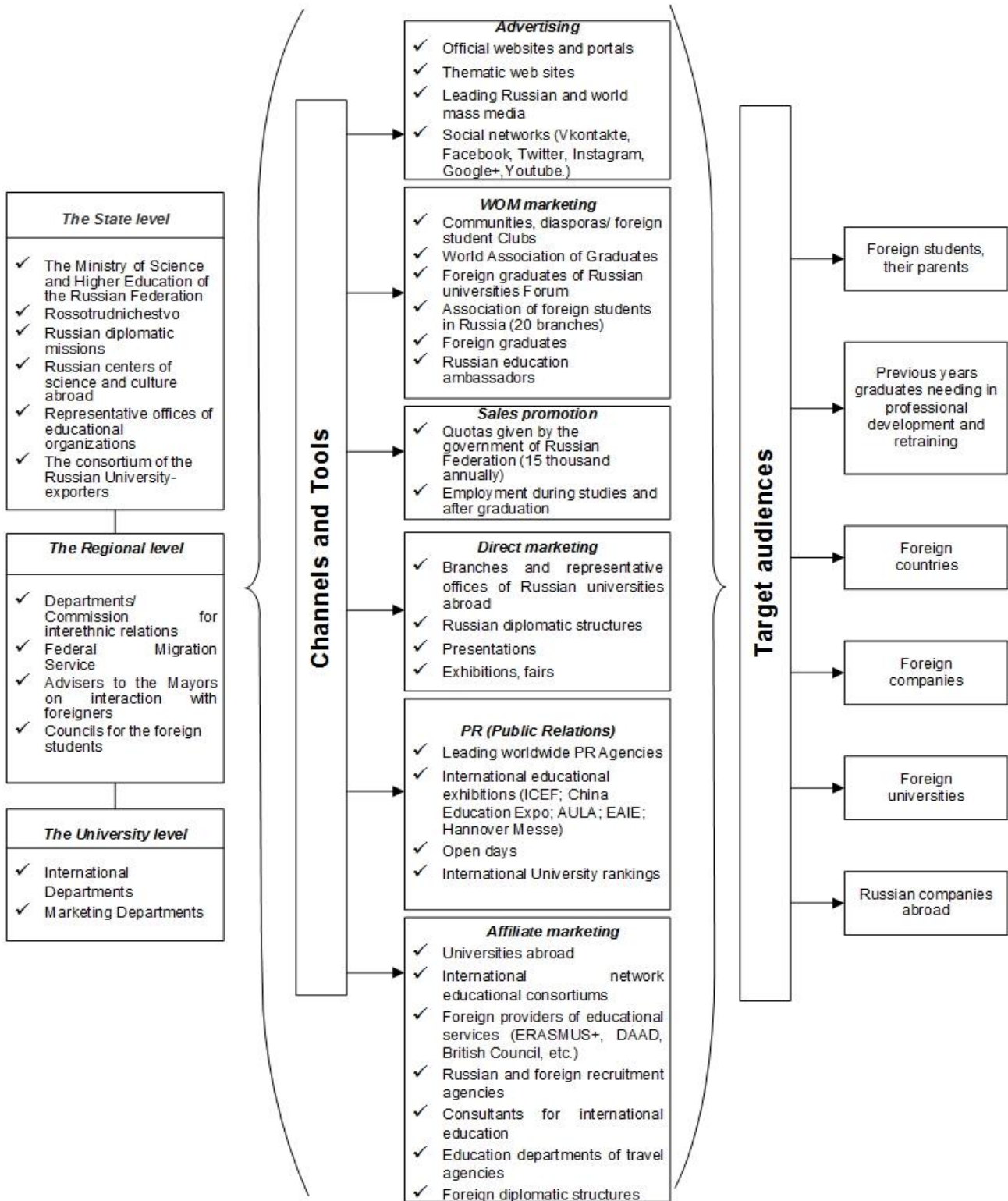


Fig. 1. Main marketing channels for promoting Russian education.

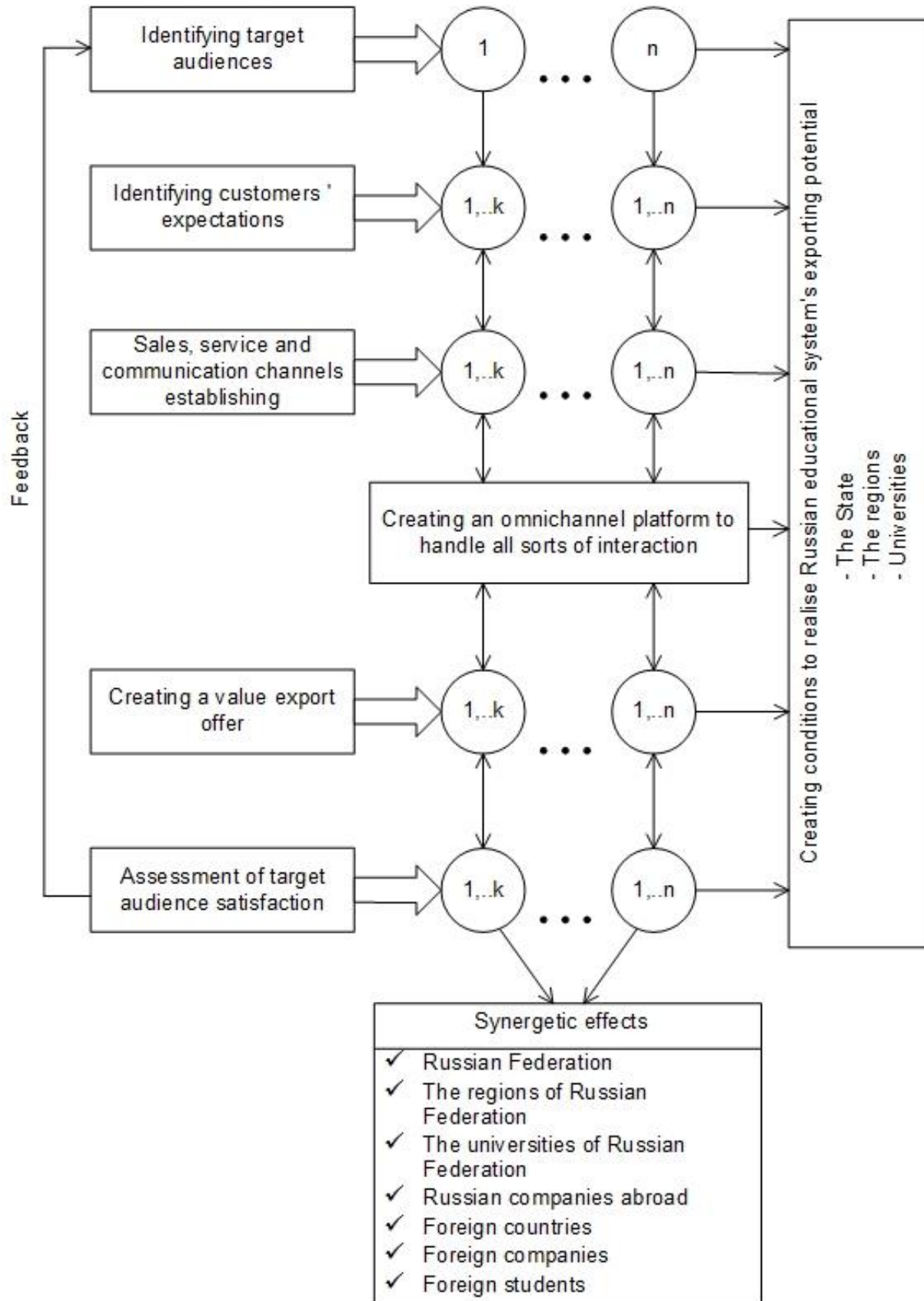


Fig. 2. Marketing model of higher education export.

The primary task of designing export programs is to identify key partners and target audiences.

The subjects of the market of higher education (universities, consumers, the authorities and management at different levels, intermediaries) are the key partners that operate on the basis of the principles of partnership (strategic direction of the partnership, the independence of partners, voluntary relations, flexibility and openness) and have a decisive influence on the performance of the value creation process of the Russian education. In this research the value of higher education is considered as the ability of the educational product to satisfy base needs and create additional competitive advantages for the consumer/buyer in the labor market. The main groups of target audiences include entrants, their parents and relatives; the graduates of previous years who need improvement of professional skill training; foreign companies and Russian companies abroad; foreign countries.

The next task of marketers is to conduct regular marketing research in order to identify changing expectations, the requests of target audiences and the problems of satisfaction.

The information in "Fig. 1" allows us to draw a conclusion about a large number of parallel existing online and offline marketing channels, and the tools for interaction on a wide range of issues (not only marketing). They are constructed in such a way that the same tool is simultaneously is a distribution channel (sales channel and supply of educational product), a service channel (support in the process of consumption of an educational product) and a communication channel (by the channel for collecting requirements and expectations, informing, etc.). The simultaneous use of a few channels of interaction with target audiences, the key partners makes it necessary to choose a strategy for managing them. Thus, the key task of education export marketing is centralized management of interaction channels in the system "state-region-University". Such opportunity is given by the Omni-channel strategy. It includes a set of actions in the marketing channel aimed at creating conditions that consider the interests of the parties to

form long-term mutually beneficial relations. Omnichannel implies a free transition of the consumer from the channel to channel and continuous feedback. The manufacturer, in turn, is able to interact with customer data regardless of the channel of communication; can identify the buyer at any point and compare its behavior in different channels; avoid loss of the information; to integrate the processes of service, sales and resource planning.

The next key challenge for specialists in marketing of export of higher education is creating customer value of offered educational products. "Fig. 3" presents a possible variant of the value chain of Russian education for foreign students studying in Russia under the programs of bachelor, master, postgraduate, advanced training. Similar chains should be developed for students in foreign branches of Russian universities, online courses; for foreign countries and companies.

The interaction of the key partners results in occurrence of the common functions and the areas of joint control. In the works of R. Eggertsson, I. Ansoff [16] [17] and other researchers proved that such co-operation leads to a result that exceeds a simple amount of the results of the activities of disparate subjects, that is, there is synergy. Some types of synergistic effects at the place of their occurrence are presented in "Fig. 4".

We believe that, in practice, various enlarged regional modifications (types) of marketing models should be used: for the countries of Europe, CIS, Asia, Africa, South America and the Caribbean. In our opinion, the appropriateness of the modifications they are determined by the defined by features and condition of socio-cultural, economic development, the value of higher education in the world regions (some features are reflected in the researches of Russian and foreign experts, for example [18], [19]. The identified regional and country specifics should become the basis for the development of competitive strategies for the export of education in the country, regions and universities. This means that with a constant composition of elements, the types of the models will differ significantly in content.

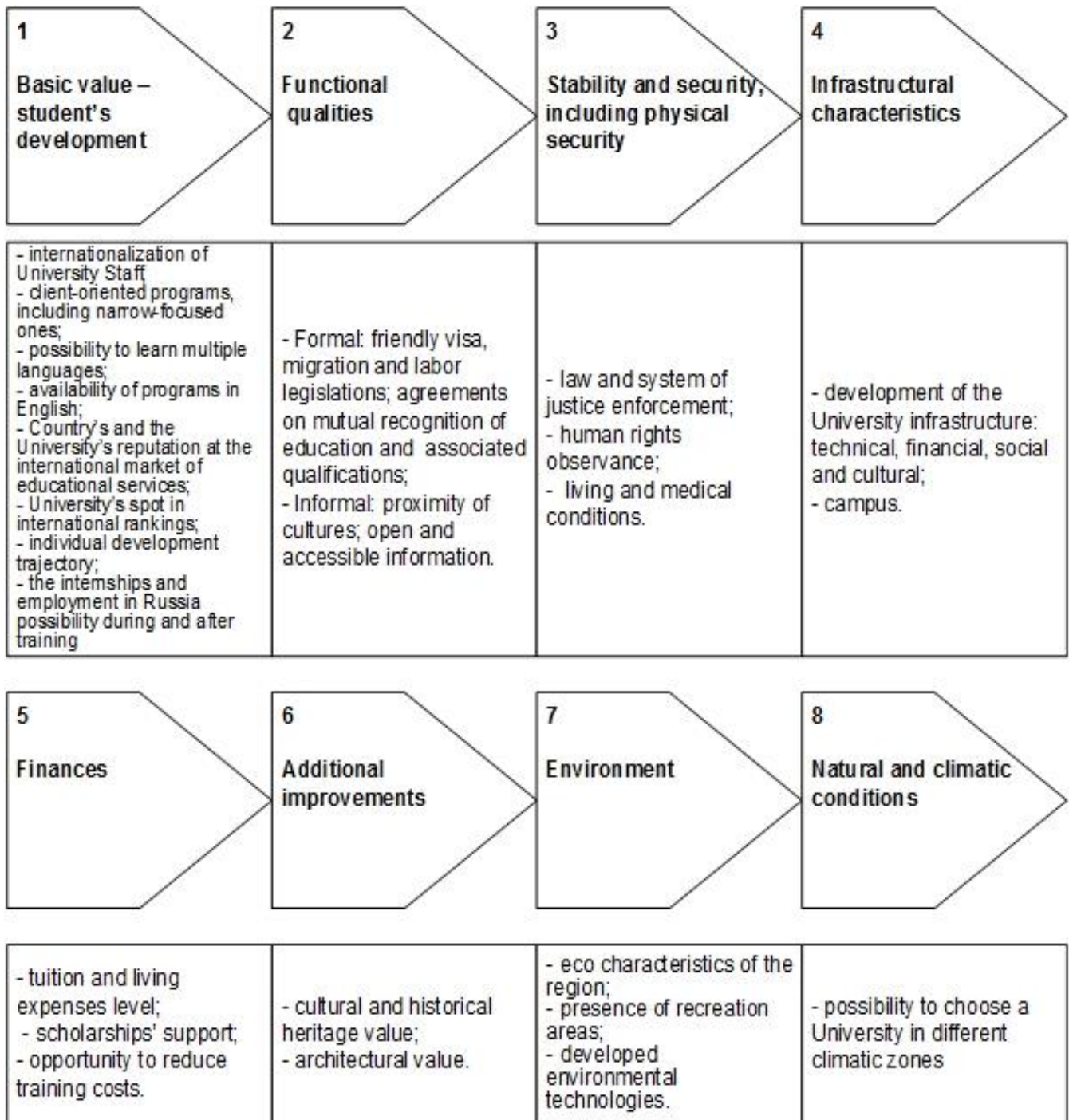


Fig. 3. An instance of a value chain for international students studying in Russia.

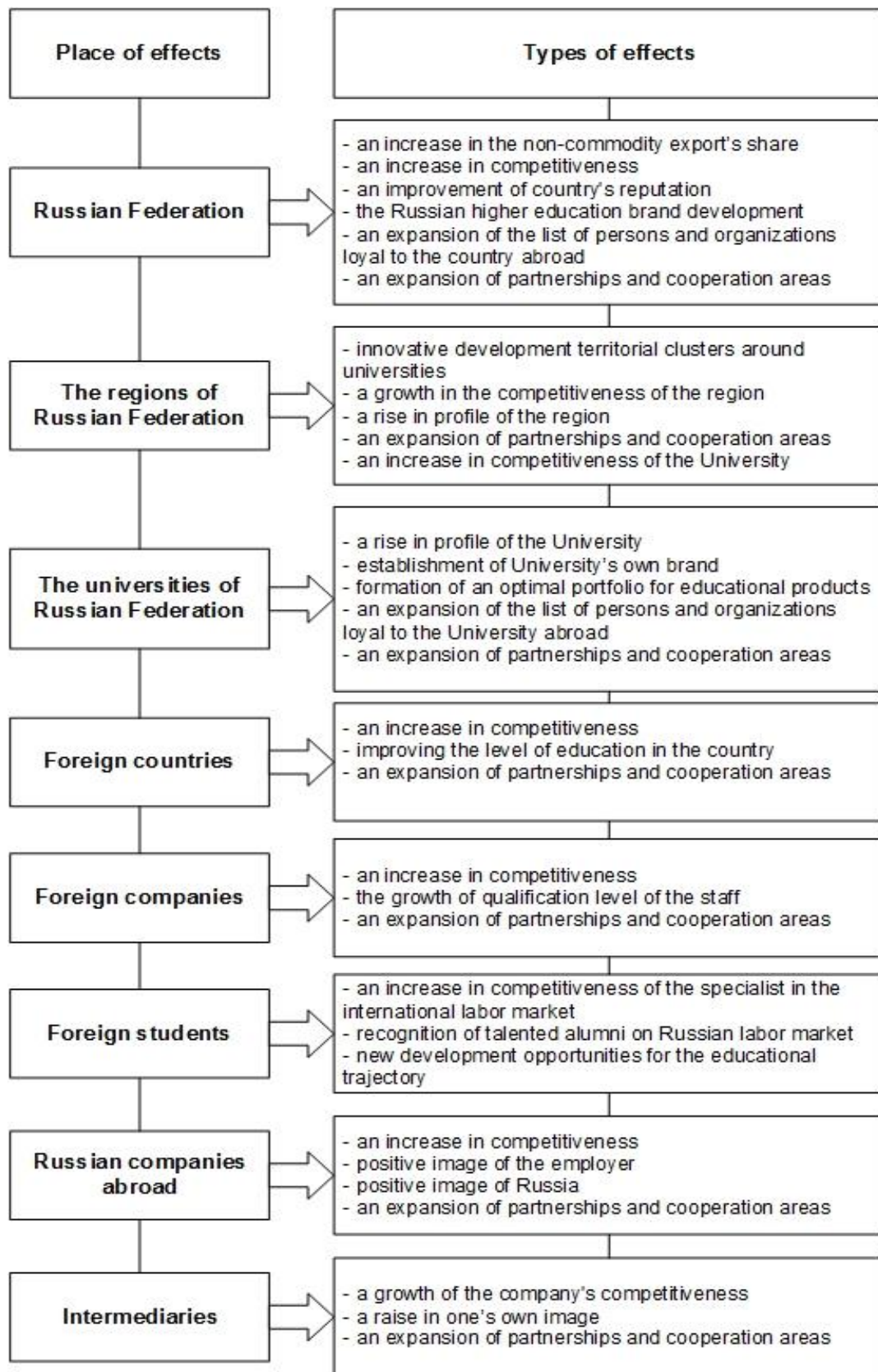


Fig. 4. The main types of synergistic effects from the export of education for key partners.

IV. CONCLUSION

The critical analysis of domestic and foreign practice of education export management allowed drawing a conclusion about the need to abandon the production and sales concepts as inconsistent with current trends in the development of the international education market, and the transition to the implementation of marketing, customer-oriented approach. Marketing approach on all levels of the system "state-region-University" allows to provide a mutually advantageous co-operation of the key partners and to create a value proposition in the market of international higher education based on continuous interaction of key partners through the omnichannel platform.

The research systematizes the types of synergetic effects at the place of origin; proposes a variant of the eight-level value chain of Russian education; presents the element and content of the marketing model of higher education exports; substantiates the need to develop regional modifications of the model that can become the basis of export strategies of the state, regions and universities.

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