

University Brand Development Under Conditions of Social Demographic Changes

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ABSTRACT

The substantiation of recommendations for developing directions for the development of a university brand is an integral part of the development of an intellectual society, as well as the foundation for an advantage in a competitive environment in the context of socio-demographic changes. The development of the Internet space has also become an element of the conditions in which higher education institutions are located. On the one hand, this provides an opportunity for closer, faster interaction and exchange of experience, and on the other hand, it shows the difference and uniqueness of higher education institutions among themselves. In addition, the modern world, from the point of view of socio-demographic development, is changing (some countries are going through a demographic crisis, others are experiencing too rapid population growth, including through migration) and this forces the scientific community to pay attention and take into account when forming a university promotion policy in the market of educational services. These studies show the demographic and migration prospects of society, which must be taken into account when developing a university brand. The authors developed an organizational and economic mechanism for the formation and promotion of a university brand, which justifies the need to integrate university brand management into the educational institution management system.

Keywords: *higher education institution, brand, management, brand equity, promotion, competition, socio-demographic changes, fertility, migration*

1. INTRODUCTION

The active inclusion of the Republic of Belarus (RB) in the global economic system, socio-demographic changes necessitate the improvement of the competitiveness of educational institutions [1]. It largely depends on marketing activities improving and using the branding tool.

The word, brand, derives from its original and current meaning as a firebrand, a burning piece of wood. That word comes from the Old High German, "brinnan" and Old English "byrnan, biernan", and "brinnan" via Middle English as "birnan" and "brond" [2].

The Brand Identity Prism is a concept coined by J. Kapferer in 1986. According to him, any brand can be identified by its characteristics. Aaker (1991) [3] describes a brand as a logo, name or even a package that differentiates the products or services of different providers. However, Marconi (1993) [4] stressed that the brand is not just a name because the name is created to identify the product where as the brand is created to add value to the product and give it a personality.

Today brands play a bigger role. The power of brands to communicate a complex message quickly, with emotional impact and with the ability of brands to attract media

attention, makes them ideal tools in the hands of activists (Smilovitz, Shayna (2018) [5].

Historical analysis showed that the market for services in the field of higher education began to actively develop around the 1990s. New types of courses and training programs were introduced, alternative teaching methods began to be applied. Thanks to the development of formation and communication technologies since the mid-1990s, commercial distance learning has been actively developed. The widespread distribution of the Internet made a huge contribution to the development of the educational services market: the process of organizing the educational process has changed. Internet technologies made it possible to receive educational services anywhere at a convenient time.

Recently, educational institutions in the Republic of Belarus have been actively turning to the concept of branding from the position of enhancing the image of a higher educational institution.

However, lack of experience in brand development causes the need for new approaches, tools and models of brands in marketing activities.

The facts mentioned above explain the relevance of the development of the university branding foundations, the creation of applied developments and the identification of reserves to increase its social and ethical potential. In this

regard, the study of theoretical and methodological features of the formation and promotion of a university brand is relevant.

However, it is worth noting the socio-demographic factors that determine the demand for educational services. The analysis of the demographic situation, the identification and forecast of reproductive strategies, as well as the migration attitudes of the population make it possible to determine the importance of the brand for higher education institutions.

1.1. Related Work

In accordance with the identified factors, we divided the existing work into two categories.

1.1.1. Simulation of the number of births for various types of reproductive strategies

The need to study the reproductive behavior of the population is due to the direct influence of its types on the reproduction of society, which in turn is a guarantee of the sustainable development of the state. A person acts in accordance with his vision of the situation in which he is at the moment, his specific actions will affect the external environment for other members of society, which will cause a response in the form of a certain set of actions - behavior. Therefore, if we consider the sphere of fertility, try to create an effective mechanism for managing it, we cannot ignore the study of reproductive behavior and factors influencing it.

According to the World Values Survey [6], more than 88% of Belarusian citizens surveyed consider the family "very important" in their lives. Adherence to family value among Belarusians was revealed in other sociological studies [7, 8, 9].

One of the priority goals of the demographic policy of the Republic of Belarus in 2021-2030 is the creation of conditions for the growth of the country's population [10]. This landmark is indicated in the sustainable development strategy.

In general terms, taking into account the behavioral factor, the number of people born per year (BR) can be represented in the following form, formula (1):

$$BR = \sum BR_i^{plan.} + BR_i^{random}$$

, where $BR_i^{plan.}$ - number of births planned for a given year in the population

i reproductive strategy, BR_i^{random} - the number of random births in a given year in the population i reproductive strategy.

Planned number of children in a given year $BR_i^{plan.}$ will depend on: the share of the total population of people i of the reproductive strategy - can be calculated on the basis of official statistics on the number of women of reproductive age and the number of children they have; - the number of people planning the birth of a child in a

given year. For calculation $BR_i^{plan.}$ we will offer the formula (2): $BR_i^{plan.} = D_i \cdot N_i^{plan.}$, where $N_i^{plan.}$ - the number of people i of the reproductive strategy planning this year the birth of a child, D_i - is the share of people i of the reproductive strategy in the entire population. Number of people planning a birth this year

$N_i^{plan.}$ will depend on: the number of the population i of the reproductive strategy planning the birth of children, in other words, having a positive planned potential, which we understand as an excess of the number of planned children over the available ones; the rest of the years until the end of reproductive activity - calculated as the difference between the planned age of completion of reproductive activity and the current age; distribution of the population according to the planned interval between the birth of children; distribution of the population by the time of the planned start of reproductive activity from the current date; subjective assessment of the fulfillment of the conditions necessary for the birth of a child.

The value N_i^{random} random shows the average number of possible random children per year in the population of reproductive age, having regular sexual relations and negatively related to abortion, with a known contraceptive effectiveness. The indicators used in this model can only be obtained by surveying the population. Therefore, the accuracy of the model will depend on: the number of respondents; simplicity and clarity for respondents of asked questions; sufficiency of answer options; honesty and mood of respondents to accurate answers; regularity of the survey and analysis of its results.

Our study involved 112 respondents of both sexes (20 men and 92 women), of different ages (from 18 to 58 years) and reproductive strategies, depending on the number of children available (from 0 to 4). In this section, we show the results of applying the model described above to the data obtained during the survey.

Table 1 shows the results of calculations of the average age-specific fertility rate for the 10-year forecasting interval (from 2020 to 2029 inclusive).

Table 1 The mean value of age fertility rate for women of reproductive different strategies (RS)

Number of children by type	RS 0		RS 1		RS 2		RS 3	
	Planned	43,27	95,9 %	71,85	87,5 %	23,02	64,6 %	10,04
Random	1,87	4,1 %	10,24	12,5 %	12,60	35,4 %	13,43	57,2%
Total	45,14	100 %	82,09	100 %	35,62	100 %	23,47	100 %

Source: compiled by the author according to the survey results.

Table 2 shows the results of calculating the average age-specific fertility rate for women of all reproductive strategies.

Table 2 The average age-specific fertility rate for women of all reproductive strategies

Number of children by type	On average for all RS	
Planned	42,40	85,2 %
Random	7,38	14,8 %
Total	49,78	100 %

Source: compiled by the author according to the survey

Based on the calculation results presented in tables 1 and 2, we will draw the following conclusions regarding the number of children during the forecast period (2020 - 2029): the maximum total number of children can be expected from a population with a reproductive strategy of the first level (in other words, second children should appear more than children of a different order); it is expected that with the increase in the number of children in the family the planned nature of their appearance will decrease when implementing the reproductive strategy of the third level, most of the children will be born by chance; the obtained average value of the age-specific fertility rate (49.78) says that the average number of children born is between 2020 and 2029. will be slightly higher than the obtained value in 2018 throughout the Republic - 42.6 [11].

With an increase in the key factor for this model, the coefficient of fulfillment of conditions, an increase in the planned birth rate is observed. However, this increase in

population will be strategic in order to reduce the population depopulation, but insignificant in the scale of the offered educational services. This forces universities to build their brand strategy as recognizable in the world with an export orientation.

1.1.2 Study of migration attitudes and their importance for the educational services market

Understanding the behavior of consumers, their contingent and their characteristics (gender, age, migration activity, income, etc.) becomes important for the university's brand development strategy. Table 3 shows the number of young citizens of the Republic of Belarus in 2018.

Table 3 The number of young citizens of the Republic of Belarus in 2018, people

	Men and women	Men	Women
Republic of Belarus, including age, years	1921 075	985 185	935 890
14	87 165	44 778	42 387
15 – 19	453 268	232 987	220 281
20 – 24	512 640	263 427	249 213
25 – 29	713 641	365 053	348 588
30	154 361	78 940	75 421

Source: compiled by the author based on data from the National Statistical Committee

Based on the analysis of data on the number of young citizens of the Republic of Belarus, as of January 1, 2018, 1 million 921 thousand young people aged 14 to 30 years (or 20% of the total population) live in Belarus. This determines the significance of the ongoing state youth policy, which represents a system of socio-economic, political, organizational and legal measures aimed at supporting young citizens of Belarus.

About 85% of young people live in cities, of which approximately 0.5 million live in Minsk. Unlike their parents, all those under the age of 27 are citizens of the Republic of Belarus who did not live in the USSR. Currently, 80% of young Belarusians are more or less satisfied with their lives, 19% of respondents express dissatisfaction. This is evidenced by the results of the republican sociological survey conducted by the Information and Analytical Center under the Presidential Administration of the Republic of Belarus in the 2nd quarter of 2018. Belarusian youth are primarily focused on creating a happy family and maintaining health (61% each), raising children (48%) (the question suggested the possibility of choosing several answer options). The first five life goals of young citizens of the Republic of Belarus also include the birth and upbringing of children (48%), achievement of business success, career (38.5%) and professional self-realization (32.5%).

Also, one should not disregard the migration of scientific youth abroad for study and professional activity, which is an essential part of the international migration of skilled labor.

On the one hand, university graduates represent one of the most mobile groups, due to their weak rootedness in the social structure. As a rule, they are not yet burdened with social obligations (family, work) and their migration intentions are less dependent on circumstances. On the other hand, due to their age and lack of experience, graduates are traditionally considered one of the vulnerable groups in the labor market: depending on the volume and quality of human, as well as social and cultural capital, the same factors can stimulate or limit migration. In this regard, a survey was conducted among 174 students about their future intentions and migration attitudes, using the example of students from Polotsk State University. Most of the respondents were girls. Migration attitudes of women require scientific attention due to the fact that it is women who provide, in addition to migration, population growth with the potential move to permanent residence in another country. The study revealed: 72% of students of Polotsk State University would like to move. At the same time, about 12% have no intention of moving to another country.

During the study, the main reasons for the desire of young people to relocate were also identified: high income (48.6%); higher standard of living (61.6%); more opportunities for self-realization (69.2%); I plan to change my family status there (7.5%); my relatives / friends live there (6.8%); I can find an interesting job (43.8%). Almost a third (29.3%) of the students surveyed are fully satisfied with the quality of education. Most (43.9%) of the students

surveyed were satisfied, but not completely. Thus, the probability of exchanging migration flows of young people who are more mobile, taking into account the availability of the modern information field necessary for migration, will rush to more developed countries that provide a higher income level than in the country of departure. Donor countries will seek to make up for the outflow of young people. In this case, it is important to develop the brand strategy of universities as an opportunity to attract young people to the country. During the training of young people (migrants) in higher education institutions, the process of socialization and cultural adaptation in society occurs more gently for both migrants themselves and society as a whole.

1.2. Our Contribution

This article reveals the socio-demographic changes of society in the near future. Our studies reflect the demographic and migration trends of the Republic of Belarus. In addition, an emphasis is placed on the young population, which is a consumer of educational services. The present studies provide an objective picture of socio-demographic changes in the near future and allow us to assess the conditions necessary for the development of higher education. In addition, these studies draw attention to the need to develop the university's brand and introduce this strategy into the university's strategy.

1.3. Paper Structure

The rest of the paper is organized as follows. Discusses the methods of forming and promoting the brand of higher education institutions, analyzes the main trends and directions of development of the higher education services market in the Republic of Belarus. The attempt to evaluate the brand of higher education institutions on the example of Polotsk State University has been made.

Organizational and economic mechanism of formation and promotion of the brand of the institution of higher education substantiates the need to integrate the brand management of higher education institutions into the educational institution management system.

2. BACKGROUND

2.1. Probabilistic Automata

Education services marketing is determined by the long-term commercial interests of all market actors in a targeted relationship. It is regulated by the possibility of creating a favorable and broad social resonance, the effect of

reproducing the national intellectual potential and the effects associated with it. The marketing functions include research and forecasting of the education services market, identifying promising services and the need for updating, determining the optimal values of volume, quality, range and service, pricing, communication activities, promotion and sale of education services, as well as their support in the consumption process. The marketing of education services must provide its own reproduction and development, solving the problems of personnel for the implementation of marketing activities in education.

The specificity of marketing in education is partially manifested as the specificity of services as such, and partly as the specificity of scientific, intellectual services. But there are also features arising from the very essence of educational services and, above all, the exclusivity of the "source material" of the education sphere - the student's personality, which plays a decisive role in the market selection of educational services, including the technologies and conditions for their provision, actively participates in the process of providing educational services.

Marketing in secondary, high school and postgraduate and additional education operates in different conditions and has certain specificity.

Institutions of higher education and additional education are not free from these factors, but have a number of serious additional reserves and incentives for the development of marketing. These are primarily their human resources: teachers and researchers, especially economists and marketers. Connections and opportunities regarding cooperation with other educational institutions, including foreign ones are also very important. The targets of institutions of this education level are inevitably more focused on the needs of enterprises, organizations and institutions that will continue to use graduates.

The fundamental principle of educational services marketing is focused in its philosophy and focuses on the needs and demands of the consumer. But it could not be realized if the rest of the marketing principles are not aimed at the implementation of this basic principle. We have selected the most well-established of them.

Concentration of the university resources on the provision of educational services that are really needed by the consumers in the regional market segments selected by the institution.

Understanding that the quality of education services as a measure to meet the need for it. Therefore, unnecessary services can not be of high quality. Moreover, any qualitative difference of this service from another is not significant in and of itself, but depending on the subjective weight of the need for which the measured property, the characteristic of the service, is aimed to meet. Consideration of needs is not narrow, but in a broad sense, including beyond the traditional, well-known ways to meet

them. The university can not be limited to the provision of education services of one property. Variations in this case are not only relevant (for education this is the possibility of choosing the form of education; specialty; level of training - master, bachelor, etc.), but also vital, because otherwise marketing will not be effective.

Orientation to reduce the total consumer costs in the region (first of all, the cost of educational services consumption), taking them into account in pricing, that is the dominance of the consumer price over the sale price.

Preference of the methods that are not reactive, but of a predictive and active demand-generating type. This becomes very significant in the context of economic restructuring of the region, when a university must deal not only with the need for specialists at the moment, but also to predict the demand dynamics for a particular group of specialists in the region.

Dominance of the long-term perspective of the regional market in crucial areas. Continuity of collecting and processing information about the labor market situation in the region and its reactions. Use of various options for labor market projections, assessments and decisions on a multi-factor basis. Complexity, interconnection of specific problems, as well as methods and tools for their solution.

The optimal combination of centralized and decentralized management methods - the center of management decisions is transferred as close as possible to the consumer. Situational management - making decisions as soon as they arise, new problems are discovered, situations change.

In addition a number of organizational measures are to be implemented: to optimize the network of institutions providing general secondary education. It's necessary to take into account the emerging demographic situation, develop a network of educational institutions of a new type, create university complexes, form an effective mechanism for transferring scientific and technical developments to industry and regions. There are also plans to develop distance learning systems at all levels of education, monitor the quality of training and education of young people, improve the qualified level of teachers and the efficiency of personnel use.

In 2012 the first places in the rating were occupied by Sweden, Finland, Denmark, the Netherlands and Norway. Russia was on the 55th place, Ukraine – 56th, Kazakhstan – 73rd.

As for the Republic of Belarus it is ranked the 59th (KEI – 5.59, KI – 6.62). Comparing to the last years, Belarus has improved its position as much as 11 points (generally, due to Innovation Sub-index and ICT Sub-index) and has entered into the top 10 of most dynamic knowledge economies. The weakest Belarus sub-index is the Economic and Institution Regime one (table 4)

Table 4 Belarus in the Knowledge Economy Index

Year	Rating	KEI	KI	Economic and InstitutionRegimeSub-index	Education Sub-index	Innovation Sub-index	ICTSub-index
1995	55	5,81	6,92	2,51	5,42	8,29	7,03
2000	71	4,82	6,12	1,35	7,69	5,24	5,43
2005	70	4,89	6,05	1,39	5,23	7,51	5,41
2009	73	4,93	6,19	1,15	8,02	5,89	4,74
2012	59	5,59	6,62	2,50	5,70	7,37	6,79

The market of educational services in RB from 2000 to 2010 was characterized by a increase in educational organizations. In 2010 the number of universities in RB was 55 (public and private). In 2018/19 academic year the number of universities was reduced to 51. The restructuring of higher education in RB is aimed at improving the quality and competitiveness.

Speaking about the competitiveness of universities, recently it can be noted that the interpretation of the concept of “competitiveness” is replaced by the concept of “location of the university in the ranking.” Today in the international arena RB is represented by world ranking of universities. For example in 2018 Belarusian State University took 354th place in the world among the 800

best universities in the world (QS World University Rankings 2017/18). In total only two Belarusian universities are represented in the ranking. Belarusian National Technical University takes the position of 801-1000.

Ranking Web of universities presented a national rating of Belarusian universities which reflects their position not only domestically also in the world.

The Polotsk State University is a classical eastern-european university with over 430 years of history. According Ranking Web of universities the PSU takes 6468 place among universities in the world and 15th place among 51 universities in the country (Table 5).

Table 5 Ranking Web of the PSU

World Ranking ^	Continental Ranking	Country Rank	Presence	Impact	Openness	Excellence
6468	1727	15	2320	8961	3684	6115

PSU is the University of two cities.

The University holds a name of one of the most ancient cities in Eastern Europe. Polotsk was first mentioned in historical sources in 862 and is, therefore, rightly considered to be the oldest center of culture and education of the country. The first book-printer in Easter Europe, doctor of free arts and medicine, Francysk Skaryna, was born and conducted research in Polotsk. In 1581 a Jesuit College was founded in the city, which later grew into Polotsk Jesuit Academy in 1812 and became the first Higher Education Institution on Belarusian land

Polotsk State University is the largest regional research and educational centre with strong traditions and unique scientific and pedagogical schools. The university researchers have created and patented more than 1000 inventions. The university developments are patented in Belarus, Russia, France, Germany, the United Kingdom, Italy, Belgium, Austria, the Netherlands, the United States of America, Canada, Japan, China. Many of our scientists and their achievements in research are widely known in the country and abroad, however, science in PSU has

always evolved around specific features of the region’s industry. In such areas as petro-chemistry and oil refining, machine building, construction and housing and communal services, Polotsk State University is the undisputed leader in the implementation of the regional programme “Innovative Development of Vitebsk Region”. There are 7 faculties, 27 departments ,83 Bachelor and Master study programmes, 18 PhD research programmes. At The PSU study over10 000students.

PSU is an international university:

1. European practices in University management, teaching/ learning in line with the Bologna process.
2. Internationalisation of education (internal & external) including academic mobility, Double-Degree Master study programmes .
3. Enhancement of academic research-industry-society relations.
4. Effective Quality Assurance.
5. Inter- & Multi-disciplinarity.

International educational programmes International double degree Master programs in English: “Construction” jointly

with Polytechnical Institute in Leiria (Portugal) “Business-administration: regional planning and development” jointly with Rezekne High School of Technologies (Latvia) “Project Management” jointly with the University of Dąbrowa Górnicza (Poland)/ PSU participates in different EU-funded programmes: TACIS, TEMPUS, CBC, INTERREG IVB, BSR-2, ERASMUS+, HORIZON 2020. Training in the art of brand management is still in its infancy in Belarus; there are practically no specialists in the field of brand management of educational services.

Mission of the University: “We learn to master something new under conditions of uncertainty, solve non-standard tasks of the modern engineering, work in a team, appreciate the time, remember our roots and love Belarus!”.

Thus at the present moment PSU offers on the market services characterized by a broad focus and high quality. The level of education’s quality is confirmed by the teaching staff, material and technical support, as well as a long history of development in the selected segment of the educational services market. The figure 1 shows the PSU brand formation algorithm.

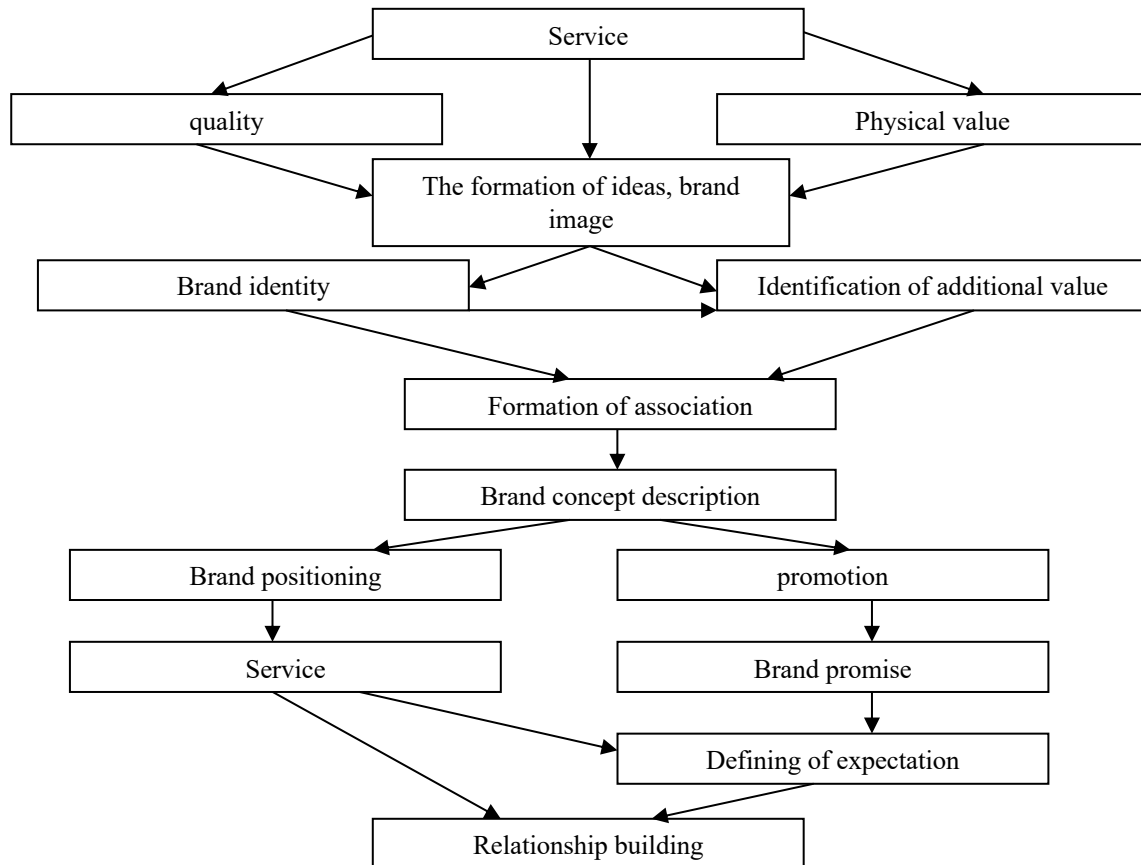


Figure 1 PSU brand formation algorithm

Customer service management is worked out by the university in the process of studying their requests. It is the meaningful feedback with the university clients that helps to shape the effective “client-oriented” behavior of all its employees in the “hot spots” of sales of educational products and services.

To investigate students', staff's, graduates' and employers' perceptions of Polotsk State University a questionnaire survey as the most widely used research method was applied. It involves assessing the effectiveness of the brand based on the study of consumer opinions, the characteristics of their perception of the brand, consumer behavior in relation to the proposed services or goods. Such an analysis is made mainly in a quantitative aspect

that allows us not only to represent the brand’s contribution to the financial viability of the organization more clearly, but also allows us to imagine what financial value consumers give to the brand. The brand’s assessment undergoes temporary changes associated with changes in the situation on the labor market, with social processes, with changes in the minds of consumers and their attitude to the services offered, etc. As a result, the economic value of the brand can decrease or increase.

The study employed an online survey at Polotsk State University among staff (academic and nonacademic), students, graduates and employers. A questionnaire was developed through a multi-stage design process. The initial form was constructed based on a rigorous literature review

followed by an exploratory study, both of which led to an initial draft of the questionnaire. Relevance, clarity, and validity of the questionnaire were ensured using a pre-test procedure with a sample of two faculty members and ten students. Data collection for this study occurred over a period of approximately three months. Females represented 59.6 percent while males represented 40.4 percent of the total sample units. Then participants were recruited in order to control quotas of gender, age, and attitude towards university.

Potential respondents received the survey link, providing 2298 valid responses. The data collection took place in October 2019. The sample is consisted of students currently studying for an undergraduate degree (1482), university staff (teaching staff – 223, nonacademic staff – 148), recent university graduates (300) and employers (145). Table 2.2 presents the profile.

The questionnaire for students consists of 28 questions (responses: to five items measured perceived quality; to five items assessed reputation; to one item assessed trust; three items measured brand image; nine items measured satisfaction). The teaching staff were offered 19 questions (one of them is open-ended question). Responses to five items measured perceived quality; one item assessed reputation; four items measured brand image; while three items measured satisfaction). Nonacademic staff answered 16 questions (3 are open-ended questions). Responses to one item measured perceived quality and assessed reputation, four items measured brand image; four items measured satisfaction). Graduates responded 13 questions. Responses: to four items measured perceived quality; one item assessed reputation; three items measured loyalty; while one item measured satisfaction. Employers replied to 8 questions. Responses: to two items measured perceived quality; three items assessed reputation; one item measured loyalty. Questionnaire data were analyzed using standard statistical analysis. In addition, a content analysis of open questionnaire questions was conducted.

The university target brand component consists of such components as the presence of graduates who are qualified specialists from various fields of activity. The quality of education and the level of preparedness of graduates, their relevance in the market and compliance with the requirements of employers, also becomes a contributing term. In modern conditions, the requirements for university graduates are increasing with respect to increasing their professional competence.

Professional competence is an integral characteristic of the business and personal qualities of a specialist, reflecting the level of knowledge, skills, experience sufficient to carry out this type of activity, as well as his(or her) moral position. The criterion of professional competence is the social significance of the results of the specialist's labor, his authority in a particular field of knowledge (activity).

However, assessments and opinions on good professional competence, ability to acquire new knowledge, teamwork and using of information and technical skills were similar.

The primary objective of this study is to investigate whether university social augmenters have brand equity.

The main tasks of the organizational and economic mechanism for creating and promoting a brand of educational services determine the following areas of activity:

- development of a unified educational environment at university;
- providing access to full beam and educational services;
- ensuring the accessibility and quality of education;
- development of social and civil forms of process management in education;
- increasing the investment attractiveness of the education system. The creation of a unified educational environment at university should be aimed at studying, analyzing and taking into account the needs of the regional labor market, the state, social communities, and individual consumers. The educational environment of the university should:
- ensure that students receive such professional training that will increase its competitiveness;
- create conditions for the free development of personality;
- create a regional cadre elite capable of reproducing and developing the resource and intellectual potential of the region.

Organizational and economic mechanisms for creating and promoting a brand of educational services should contribute to:

- the implementation of an ongoing educational process at its various levels;
- development and implementation of a regional state-public system for assessing the quality of education, the activities of educational institutions and organizations;
- implementation of projects in the areas of innovative development of education.

The urgency of the task of developing social and civil forms of process management in education is associated with the need to ensure its openness to society which is manifested both in the regular public presentation of reports of educational authorities and educational institutions on their activities and their publication in the media. It is also the possibility of public participation structures in the educational activities of educational institutions.

As the experience of the functioning of the education systems of developed countries testifies, such openness allows educational institutions to objectively imagine the level of their development, actively interact with society, and seek new investments. The investment attractiveness of the education system allows to increase the implementation of effective economic mechanisms, which include:

- financing of consumers of educational services, rather than educational institutions;
 - ensuring the economic interest of teachers in professional self-development;
 - prescribing in the contracts of management personnel of the education system the dependence of the assessment of their activities on the quality of education in the region, educational institution
- Organizational and economic mechanisms for creating and promoting a brand should take into account the following needs:

1. development, testing and implementation of a model for attracting a variety of sources to finance educational institutions and organizations of all levels and types;
2. development and implementation of effective education quality management technologies that ensure its investment attractiveness;
3. development and implementation of a system of economic motivation of education workers, encouraging the use of innovative technologies in the educational process.

Organizational and economic mechanisms for creating and promoting a brand should take into account the risks of innovative development of education and ensure the

transfer of the education system from the consumer to the creative sphere. They should transform the society's attitude to education considering it as a strategic resource for the economic development of the country as a whole and in separate regions.

Based on the foregoing, we proposed a system of organizational and pedagogical mechanisms for creating and promoting a brand of educational services of an educational institution, including a predictive analysis mechanism, a brand management mechanism, a point network implementation mechanism, and a mechanism for attracting investments (Figure 2).

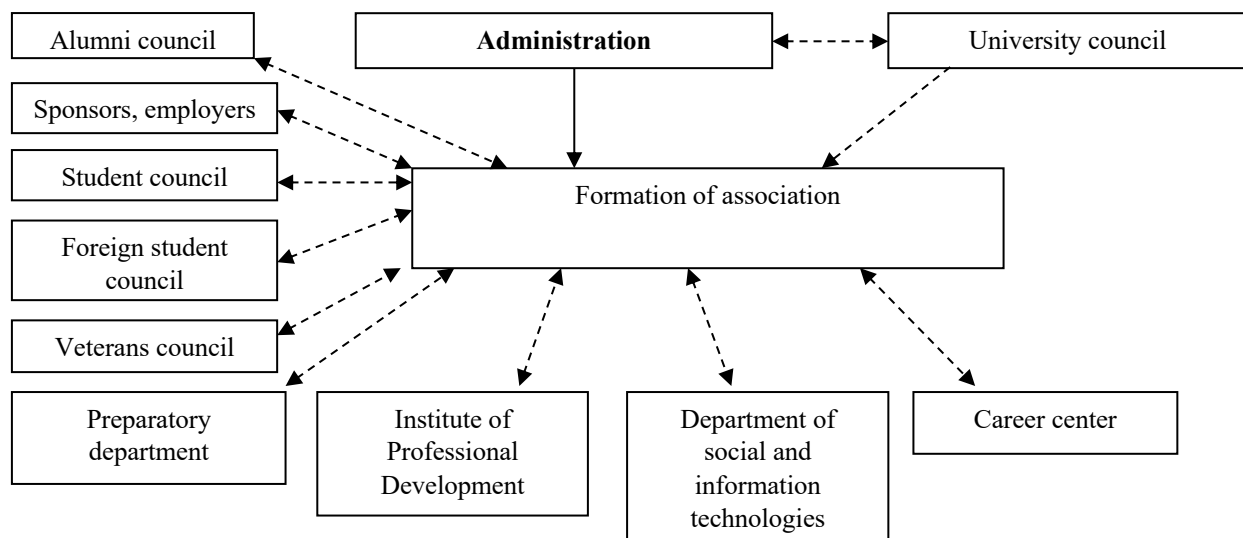


Figure 2 Organizational and economic mechanisms for creating and promoting a brand of educational services(author’s compiled)

In our opinion the organizational mechanism of the prognostic analysis of the development of education is necessary to ensure the proactive nature of education. Its application

is also necessary because a significant transformation of information flows in the branding of educational services is required based on the use of information and communication technologies, which make it possible to form databases on the state of the educational services market in the region, collect information quickly, process and disseminate it.

The implementation of the mechanism of prognostic analysis will contribute to the solution of such urgent problems and tasks as the lack of formation of the system of state-public organizations engaged in the employment of graduates of educational institutions, the absence of centers for monitoring, forecasting and marketing of educational services. The prognostic analysis mechanism is especially important for vocational education institutions, since identifying long-term staffing needs of educational organizations will help to adjust the choice of areas for training and retraining of specialists for the education system.

The organizational mechanism of brand management is implemented at the educational institution management level and is based on the understanding that branding is done according to a technology that has three key concepts: brand positioning, brand vision and its promotion strategy.

The economic mechanism of pricing policy in relation to the creation and promotion of a brand of educational services is important. In order to establish a pricing policy for creating and promoting a brand it is necessary to determine the average cost level of all events. When determining the estimated prices it should be born in mind that in subsequent stages when the brand requires only its support, costs are reduced. By developing a pricing policy one should take into account both the change in prices for the services provided and the forecast of the situation on the target market.

Price premiums are set in proportion to the cost structure of brand creation and promotion. The mechanism of pricing policy is fully correlated with the rejection of estimated financing for the process of creating and promoting a brand of educational services and the transition to a mechanism for long-term regulatory financing. The economic mechanism for attracting funding

for the creation and promotion of educational services brands reveals possible sources of financing and takes into account the variety of forms of financial support for the educational institution. Additional extra-budgetary funds will be needed to implement the above activities.

We can offer the following practical recommendations to enhance the image of PSU:

1. It is necessary to establish a system of close interaction with secondary educational institutions, focusing on the fact that they are potential university students.
2. Conduct non-standard "open door days" that allow you to present your programs, talk about the benefits of training.
3. Intensify work with foreign students in order to increase the student body.
4. Actively collaborate with the media to promote a healthy lifestyle. Use a wide variety of arguments.

3. CONCLUSION

The study identified three aspects as distinctive components of students' experience with university social augmenters. Namely, they are the social augments' reputation, coach-student interactions, and interactions between students.

The second important component of the brand of the educational institution is, firstly, the qualification of the teaching staff, and secondly, the behavior style of all staff of the educational institution and the organization of relations with consumers of educational services. The first gives the right to assert that qualified, highly educated specialists at a university provide a high level of quality education and train sufficiently qualified specialists.

The second is due to the fact that potential consumers of the brand of educational services, before choosing a brand for themselves, have numerous contacts with a variety of educational institutions. This happens both at the selection stage (acquaintance with educational institutions, the conditions for admission and training, etc.), and at the stages of submitting documents and passing entrance exams.

In the process of the analysis we came to the conclusion that the development of a brand goal that is adequate to the identified attributes requires the use of the following mechanisms:

1. Involve all employees of the institution in determining the attributes of educational services, organize their general discussion and make a list of attributes inherent in a particular educational service.
2. Develop a list of possible attributes that parents of various categories of students expect to see in the educational service and in particular future excellent students and good students; enterprises, organizations, institutions as potential employers.
3. Conduct a survey of employers and compile a list of requirements that they impose on graduates of the university, develop a tactical map of employment of graduates, the prospects for their professional activities.

5. At mass events, more actively represent their students as participants, volunteers, event organizers.

Among other recommendations for the formation of the brand of the university are the following.

- advanced training of teachers, stimulating them for professional achievements;
- decent wages increase the attractiveness of the university in the eyes of candidates for vacancies;
- providing employees with opportunities for creative and professional implementation, etc.

Interesting and significant data can be obtained in the course of conversations with visitors to the traditional annual exhibitions and fairs "Education and Career" which are a kind of market where educational services and products of educational institutions are presented.

4. Analyze the results: to calculate which of the expectations (attributes) listed by the employees of the educational institution and the "experts" coincide; determine the frequency of mentioning a particular attribute by different respondents and build a rating of attributes, highlighting 4-6 basic ones.

5. Conduct a survey among applicants because a great influence on the quality of future specialists is provided by the level of training of applicants. Each institute and university is doing tremendous work to prepare its future student. An educational institution should be interested in organizing career guidance, concluding agreements with schools in the city, region, creating all the necessary conditions for admission and training for both Russian and foreign applicants. We recommend to pay special attention to regular work in evaluating the activities of the university from the point of view of students. Its accessibility ease of navigation, systematic updating is an image element of the university.

Survey data are a fairly objective basis for assessing the position of the university in the ranking.

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