

Tendencies educational services in system of strategic development in the international market

Krasnobodtseva Alexandra Andreevna, student of SibSAU named by. M. F. Reshetnev, Krasnoyarsk, Russia.

Annotation: The urgency of choosing the option of strategic development is due to the fact that at present Russian universities face a difficult task of forming a system of strategic development in the international education market, focused on the needs of the modern labor market, taking into account the competitive educational environment not only from universities but also commercial educational centers.

Key words: образование, стратегия развития, тенденции образовательного рынка, международный рынок образовательных услуг

The international market of educational services is one of the most dynamically developing sectors of the world economy, which is characterized by multi-billion sales; expansion and diversification of educational services and products of international education; growing mobility of students, researchers, teachers, educational programs. The author of the work highlighted the trends in the development of educational organizations in the international market.

Cross-border (or transnational) education is one of the most important directions of development of the modern market of educational services. According to international instruments, transnational education is understood to mean all types of higher education programmes, sets of educational courses or educational services (including distance education services) in which students are located in a country other than the country in which they are studying [3].

A distinctive feature of transnational education is that such education programmes and services may be part of a national education system different from that offering such programmes and services, and even independent of any national education system.

Cross-border training is carried out through franchising, validation or accreditation of a foreign University, joint degree programs, corporate universities, international institutions, as well as foreign branches of educational institutions and distance learning. A growing number of leading universities are focused on transnational education, training in the world economy, and intercultural communication [2].

Over the past few decades, many colleges and universities have expanded their presence in the world through the development of research sites, representative offices and overseas campuses. In some cases, these initiatives have resulted in dual or co-educational programmes. Cross-border education is currently actively developing in the Asia-Pacific region, where it mainly takes the form of franchising or branch network (twinning).

In the programs of branch networks (twinning programs) students are enrolled in a foreign University (provider of educational services) and study in foreign training programs; part of the education is provided in the country of origin of the student and ends in the country of the University – service provider. This type of cross-border education usually implies both programmatic and student mobility. Institutional mobility is becoming an important part of cross-border education, the most typical form of implementation of this type of education is the opening by universities of foreign campuses or training centers through local educational service providers.

Experts in the field of international education highlight the following trends in institutional mobility:

Admission of foreign institutions is considered in the context of regional strategy of innovative development or knowledge-based economy. According to this logic, cross-border education in Singapore is developing.

The second trend is related to changes in funding models for University campuses abroad. While most of the offshore campuses of the first wave operated abroad through self-financing, currently financing is increasingly carried out through local partners (government or industrial companies), which provides the area under campuses or even subsidizing them [4].

In China, the campus of the University of Nottingham, for example, was funded by an industrial partner, at the expense of Abu Dhabi are funded and subsidized offshore campuses of the University of the Sorbonne and New York University. Cities or educational towns are rented or provide premises and offer centralized logistics services [7].

Such financing methods for institutions mean a significant reduction in the risks associated with international mobility.

Third, programmatic and institutional mobility is increasingly being extended to doctoral or research programmes, although as early as 2006, no more than 5% of offshore University campuses offered doctoral programmes.

In Europe, the number of foreign students has exceeded 1.5 million, most of whom come from countries outside the European Union. Spain is not on the list of key countries, but it is a popular country for teaching students from Latin America (Cuba has become noticeably more active in this market in recent years). As for the distribution of education by regions, the largest number of foreign students study at European universities (about 50 %). Current trends and prospects of development of incoming and outgoing student mobility are three foreign students studying in European countries, to one European student traveling for study abroad. In second place is North America, selected by 28 % of foreign students, followed by Asia (18 %).

An important indicator of the internationalization of higher education is the share of foreign students in the total number of students of higher education institutions in the country. The leaders are Luxembourg (41 %), Australia (18 %), Great Britain (17 %), New Zealand and Switzerland (16 %), and Austria (15 %).

Therefore, Russia is included in the group of countries where the share of foreign students in the total number of students does not exceed 4 % [5].

One of the main trends in recent years is a significant increase in the proportion of foreign students enrolled in undergraduate programs [8]. The leader in this indicator is Australia (the increase in foreign students enrolled in undergraduate programs, in the period from 2004 to 2012 was 60%), the second place is the UK (about 50%), the US and Canada show an increase of 40 %. At the same time, the highest proportion of

foreign students enrolled in undergraduate programs is characteristic of Luxembourg (24 %) and Austria (20 %) [2].

This trend is related both to the increase in the number of middle class in some countries, ready to pay for the education of children abroad (for example, 95% of Chinese students pay their own tuition in foreign universities), and the implementation of national scholarship programs by individual States, in which actively financed the training of citizens abroad, including undergraduate programs (Saudi Arabia). In addition, foreign universities themselves are more and more willing to attract foreign students - bachelors, making appropriate changes to their institutional strategies, considering them not only as an important source of income, but also as a factor in the growth of internationalization of the University and increasing its reputation in the world educational space [8]. At the same time, almost all European countries (except Germany and Hungary), as well as the United States, Australia and Japan, are characterized by an increase in the proportion of foreign students from lower levels of higher education (bachelor's degree) to higher doctoral studies.

According to experts, international undergraduates and graduate students prefer countries that invest a lot in the development of R & d within the higher education system, which indicates the development of quality education and research, and also works to increase the recognition of universities [6].

The modern international market of educational services today is one of the most dynamically developing sectors of the world economy, with billions of sales [3]. Experts note that many universities are seeking to use the opportunity to expand its presence in the international market, through the creation of foreign campuses, research and representative offices and sites [1].

This movement is going as a well-known scheme of training programs for obtaining double diplomas, and using options for the development of the branch network and franchising as a form of development. Modern development of educational organizations actively demonstrates the use of options for the diversification of services and products of international education, along with the growth of mobility of students, teachers, researchers and even educational programs.

The study shows that the presence of Russian universities in the modern global market of educational services is limited. Only a few universities are active in the development of international activities. Among the problems that limit the development of Russian universities in the international market of educational services, we can distinguish:

1. The unwillingness to use new development options in the conditions of increasing competition and the emergence of new players in the market of international education;
2. Non-participation in the processes of formation and development of regional markets of educational services, cross-border education;
3. Use of traditional development strategies, not the use of new export strategies of educational services;
4. Not involved in the processes of the merger of academic institutions or the creation of educational clusters, international University network;
5. Do not use opportunities to attract international and national providers, including from non-educational structures to promote University programs;
6. Not enough solution to the problems of quality assurance of educational services;
7. The continued use of the approach based on mass recruitment of students instead of the approach based on finding the best and the brightest;
8. Do not use the capabilities of modern electronic promotion channels, including social networks, including foreign ones, to provide information about the University, educational programs, in foreign languages.

The study shows that in order to use the opportunities of the global market of educational services, modern Russian universities need to radically change their development strategies, paying special attention to marketing in educational activities.

References:

1. Education at a Glance 2012: OECD Indicators [Электронный ресурс]. URL: http://www.oecd-ilibrary.org/education/education-at-a-glance-2012_eag-2012-en
2. Marginson S. Global position and position-taking: the case of Australia // Journal of Studies in International Education. 2007. vol. 11. No. 1. p. 5–32.
3. Open Doors Survey, November 14, 2011. Institute of International Education [Электронный ресурс]. URL: <http://www.iie.org/en/Research-and-Publications/Open-Doors>
4. Vincent-Lankrin S. “Cross-border Higher Education: Trends and perspectives” как глава публикации ОЭСР “Higher Education to 2030”. 2009. Vol. 2 [Электронный ресурс]. URL: <http://dx.doi.org/10.1787/9789264075375-4-en>
5. Project Atlas: Trends and Global Data 2011 [Электронный ресурс]. URL: <http://www.iie.org/en/Research-and-Publications/~media/Files/Services/ProjectAtlas/Project-Atlas-Trends-and-Global-Data-2011.ashx>
6. Code of Good Practice in the Provision of Transnational Education. UNESCO/Council of Europe [Электронный ресурс]. URL: <http://www.cepes.ro/hed/recogn/groups/transnat/code.htm>
7. Education at a Glance 2012: OECD Indicators [Электронный ресурс]. URL: http://www.oecd-ilibrary.org/education/education-at-a-glance-2012_eag-2012-en
8. Bhandari R., Belyavina R., Gutierrez R. Student and the Internationalization of Higher Education: National Policies and Strategies from Six World Regions. Institute of International Education. New York, 2011.