

Modeling of Educational Services Export Considering National Specifics of Importing Countries

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To increase the efficiency of the export of educational services, it is necessary to consider the regional specifics and characteristics of a particular country-importer of education. The research aims to determine the stages of modeling the export of educational services due to the national specifics of the importing country. The paper shows (1) the relationship between the labor and educational services market, and the dependence of successful economic development and the education level of the population, (2) analyses the main segments of the international direction in education, (3) compares the quantitative characteristics of educational services provided by some exporting countries and importing countries demands (on the example of Vietnam). The authors develop the main stages of modeling a nationally oriented export of educational services (11 consecutive steps) relying on a nationally oriented teaching approach and helping foreign citizens with adaptation in Russian higher education. Recommendations of the most promising regions and countries of the multipolar world in terms of export of educational services are offered.

Keywords: export, educational services, labor market, national characteristics of students, international students

INTRODUCTION

The current Russian policy aims to increase the international prestige of Russian higher education and turn it into one of the lucrative export elements. For this purpose, the government improves the position of Russian universities in international educational rankings, signing new international agreements that create additional opportunities for academic mobility development.

It becomes evident that without effective interaction between the universities and various economic entities, without introducing a feedback system with the professional community, and the development of modern educational technologies, it is impossible to create a highly developed human capital – the basis of the national economy. An analysis of the structure of the world's leading economies shows that today's main income is brought not by production and trade but by the service industry – the area of the economy

in which added value is achieved at the expense of intellectual resources. It also includes educational services that bring considerable income through training their own citizens and foreign nationals.

The main segments of the international direction in education are (1) short-term courses (including language courses), (2) school education, (3) secondary vocational education, and (4) higher education. The ratio of international students in different segments across countries varies significantly. In the United States and New Zealand, college and university studies account for a large proportion (about 80%). At the same time, in the UK, on the contrary, the number of students enrolled in language courses is twice the number of students enrolled in academic programs. In Canada, two-thirds of students come to study English or French and only one-third pursuing higher education (Aydrus & Filippov, 2008).

On the one hand, education is becoming a profitable branch of the economy. On the other – it is a necessary condition for the development of other industries, primarily high-tech. One can often hear the opinion that Russian higher education is gradually losing its humanistic function. It means that education should be aimed not only at the practical development of professional competencies but also at the comprehensive development of the human personality. As a result, students move into the category of consumers of paid services, which must be “served” by universities. In this case, the authors believe that one should not discard the traditions of Russian higher education but use national characteristics that distinguish the Russian paradigm from the Western one as a competitive advantage.

MATERIALS AND METHODS

To conduct the research in the field of international education, the authors study national and international printed and electronic information sources (Ministry of Science and Higher Education of Russian Federation, 2019; UNESCO Institute of Statistics [UIS], 2020; World Bank, 2020) and summarize the experience of international activities of Russian and foreign universities. Teaching guidelines for organizing work with international students available in the work of M. N. Kozhevnikova, A. N. Rementsov & N. A. Rementsova (2015). Throughout the research, the authors applied the following methods: (1) the method of comparative analysis, (2) the method of stepwise approximation, (3) the method of statistical research, and (4) the method of retrospective analysis.

The statistical data analysis shows that in the 2017–2018 academic year in Russia and branches of Russian universities abroad, 334,5 thousand foreign citizens from 175 countries of the world received tertiary education (graduate level) in Russian educational programs. The proportion of foreigners among all students in Russia was 7.88%. At the same time, 256,9 thousand people studied at universities on a full-time basis and 77,6 thousand people on the extramural studies program. Worth noticing that the income from the export of Russian educational services for this period amounted to 129,9 billion rubles or 1998, 1 million US dollars. At the same time, international students provided 23,6 thousand jobs for Russian universities (Ministry of Science and Higher Education of Russian Federation, 2019).

To understand the essence of the formation and development of the educational services export, the authors study these processes in interaction with the international labor market, considering the national characteristics of a particular region’s development.

In this regard, it is advisable to examine the stages of the export of educational services modeling, considering the national characteristics of the importing country. Relying on the stepwise approximation method, the authors propose the following “11 steps” to implement a nationally oriented approach to the export of educational services:

1. Determination of the target audience;
2. Assessment of the demographic situation in the importing countries (specification of the population proportion aged 18–22) and vectors of academic mobility;
3. Analysis of the economic development rates of the importing country (GDP growth) and structural changes in the labor market;
4. Identification of the most demanded specialties in the importing country;
5. Analysis of the educational services market in importing countries;

6. Analysis of competitive proposals and directions of academic mobility of exporting countries;
7. Analysis of the state and capabilities of national education systems;
8. Economic cooperation (economic projects) between importing and exporting countries;
9. Determination of national characteristics of international students of the importing country (language and worldview, culture, etc.);
10. Determination of the characteristics of training, academic, social, and psychophysiological adaptation of the citizens of the importing country based on the selected, nationally oriented characteristics;
11. Creation of a set of marketing activities aimed to attract citizens of the importing country.

RESULTS

The authors assessed the possibility of modeling a nationally oriented export of educational services using Vietnam as an example of one of the countries that import such services, considering the steps proposed above.

The authors note the common concern among a significant part of young adults in many countries regarding the target audience.

In almost every country in the world (including Vietnam), young adults who are potential applicants to higher education ask themselves what a diploma of higher education will give them, where they will be able to work, how much they will earn, and what are their career prospects. First of all, a potential applicant (high school or university graduate) is considering the possibility of future employment in the home country where their parents and friends live. An applicant and his parents evidently determine those sectors of the economy that are developing steadily and have great potential and a high need for highly qualified personnel.

They assess the future profession demand and subsequent employment. At the next step, both Russian and foreign applicants monitor national and international educational institutions, evaluate the proposed educational programs, its cost, and graduates' feedback on the quality of the received education.

The analysis of the demographic situation in several countries and the capabilities of national education systems shows that countries with a highly developed economy (primarily in high – tech industries) and which usually have a strong national education system are experiencing an acute demographic crisis. The reason for the crisis is the birth rate falling, and as a consequence, it does not allow countries to fill universities at the expense of their own young citizens. These countries include Japan, Great Britain, France, Germany, the USA, Australia, and Russia.

On the other hand, countries that used to be called developing countries, but today are demonstrating rapid economic growth (for example, the countries of Southeast Asia: China, India, Vietnam, Sri Lanka, Myanmar, Indonesia, and others) are experiencing an acute shortage of specialists in high – tech industries. Moreover, the capabilities of national educational systems do not allow to fill this shortage at any acceptable level, and young adults of these countries seek to find opportunities for higher education abroad – in countries with a more developed education system (often bearing in mind the possibility of further employment and residence in this country). Consequently, countries from the first group compete for students from countries of the second group.

The authors consider this phenomenon using Vietnamese students' integration into the international educational system as an example.

DISCUSSION

Analyzing the demographic situation in Vietnam, the authors note that the country's current population is over 97 million people and continues to grow by about 1% per year; according to the forecasts, it will reach 120 million by 2050. At the same time, 70% of the population structure are young adults under 35 (World Bank, 2020). When the further development of any government economy directly correlates with

the number of citizens with higher education, the issue of raising the educational level of the population becomes crucial.

The evolution of Vietnam's economy went from an agricultural economy and low – efficiency assembly production to modern production with new technologies. Over the years, the economic potential of Vietnam shows a steady growth trend, which is confirmed by annual GDP indicators at the level of 5–7% (for example, in 2018, GDP growth was 7.1%, and in 2019 – 7%) (World Bank, 2020). The main and priority directions for the further development of the Vietnamese economy are the high – tech industry, energy, biotechnology, mechanical engineering, microelectronics, communications, and telecommunications. All of them require the significant involvement of highly qualified personnel.

It also should be noted that, according to expert analysis, the national education system of Vietnam does not correspond to the structural changes in the country's economy. This causes an imbalance between the economy needs for highly qualified personnel and the capabilities of the national education system in their education. For example, only 30%–35% of Vietnamese students enter higher education after passing difficult exams (Temmerman, 2019). Meanwhile, the remaining two – thirds of those who wish to get higher education do not have such an opportunity.

The shortage of places in universities is recognized at the government level. The ways to overcome the problem are outlined in a number of official documents, for example, “On the Creation of a State Strategy for the Development of Human Resources until 2020”, “Resolutions on the Comprehensive and Fundamental Reform of the Higher Education System in Vietnam in 2006–2020” and others (Nguyn, 2004).

The analysis of proposals from exporting countries and data from international organizations shows that the number of Vietnamese students studying abroad has increased by 69% over the past six years (UIS, 2020). According to the Vietnamese government, over 170,000 Vietnamese students are currently getting higher education abroad (Kennedy, 2019).

The leader in the admission of Vietnamese students is currently Japan (26,768 people), on the second place is the United States (23,204 people), almost the same number studied in Australia (15,298 people). South Korea is also showing great interest in Vietnamese students, with 4,656 students enrolled in 2017 (UIS, 2020). Along with Japan, South Korea is interested in an influx of students from overseas due to serious demographic problems that could negatively affect the education systems of these two countries. The solution to this problem is at the national level. To prevent the outflow of highly qualified teaching staff and educational technologies, Japan and South Korea have developed government strategies to increase the number of international students.

Russian universities admitted 4,758 Vietnamese citizens in the 2017 academic year (Ministry of Science and Higher Education of Russian Federation, 2019). To increase the number of students from this region, universities have to determine an additional condition.

One of the conditions for the targeted attraction of international students from a certain region is a nationally oriented approach to the very process of education and adaptation of this category of students. The authors believe that a systematic and nationally oriented approach to teaching and adaptation of international students should include:

- Programs of psychophysiological and socio – cultural adaptation considering the national characteristics of the mindset and student region culture;
- Methods and means of organizing the educational process considering the national pedagogical traditions of students;
- The use of the intermediary or native language when teaching international students in Russian;
- In the curriculum, an emphasis should be placed on disciplines that more consider the peculiarities of the student's work;
- The use of technologies aimed to develop behavioral and cognitive competencies, considering national characteristics;
- Maximum consideration of cultural characteristics and national traditions when communicating with teachers;

- Consideration of the national specific features of the student's native language system and the language – conditioned picture of the world;
- Understanding and considering students' mindset characteristics that affect the specifics of behavior and socialization in the new society.

The nationally determined characteristics of Vietnamese students include increased diligence and great responsibility combined with being non – materialistic, disciplined, with the highest level of collectivism, and a developed sense of duty to the homeland. The opinion of the social group (fellowship) has major importance for Vietnamese students. This should be considered when solving complex issues that arise in the process of teaching and adaptation of students. Often, the opinion of the fellowships' leader and members plays a decisive role. Thus, the reporting meetings of the fellowship have a significant impact on the academic performance of students. Parents also have a great influence; they connect the future of their children with successful social adaptation and the formation of national identity. The leading national values among Vietnamese students are: education, good breeding, the spirit of solidarity and community, mutual ties, and responsibility (Kozhevnikova, Rementsov & Rementsova, 2015).

CONCLUSION

At the current stage of development, further improvement of the economy of any country is impossible without raising the educational level of the population and, foremost, the possibility of obtaining higher education.

It can be stated that the export of educational services has become one of the leading directions of policy in many countries (from both geopolitical and economic points of view); a direction which brings a very significant income. In this regard, it is necessary to understand the further development of not only the world academic mobility but also the regional one. Thus, it is necessary to create a phased process of educational services export on a scientific base. This process should be complex and systematic; it should be based on the needs of the labor market and the desires of the customers. The modeling must consider the nationally determined characteristics of students (including their educational characteristics) and the national factors of the economic development and the labor market of the importing countries of a particular region of the world. At each stage of the development of the world economy, it is necessary to assess the needs of the labor market, real possibilities of the national education system, and the proposals of leading players of educational services export. Therefore, relying on the research data, it is possible to advise Russian universities in the near and medium-term to start targeted work to promote their educational services in such countries as: in Asian continent – Bangladesh, Pakistan, Myanmar, and the Philippines; in African continent – Nigeria, Ethiopia, Congo, Egypt, and Tanzania; in Latin America – Brazil, Mexico, Colombia, Argentina, and Venezuela. Russian universities can also use the practice of targeted training for young people from China and Vietnam based on a nationally oriented approach.

At the same time, it should be noted that the directions of academic mobility are subject to volatility – they change with a particular frequency. Sometimes this happens predictably, but more often, we analyze the reasons for the popularity of a particular country post factum, when citizens of another one massively already begin to go there to study (Kozhevnikova, 2018).

During the 2000–2010 period, Russian universities observed a massive influx of Chinese students. The reasons fit well with the relations between the countries – exporters and importers of educational services described above. However, later, we observed an unexpected effect – China made a powerful leap in developing the national educational system (which became possible largely because of the country's systemic support). Today China itself accepts students from neighboring countries for education. Chinese universities occupy leading positions in international educational rankings and recruiting the best foreign scientists and specialists. The vector of academic mobility turned in the opposite direction. And this also requires additional elaboration when modeling the export of educational services considering the national specifics of the importing country.

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