

Use of marketing communications tools in providing education services for international students outside the EU

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Zásady pro vypracování:

1. Study the theoretical background of marketing communications tools, educational services and international student market.
 2. State the main goal, sub-goals, research questions and methodology of the thesis.
 3. Based on market research results, identify what factors effect customer choice of certain countries and university.
 4. Distinguish and categorize main sources of information which customers use to make a decision.
 5. Based on the results of the analysis choose and develop appropriate marketing communication tools for promotion of education services for international students outside the EU in Tomas Bata University. With the help of the the project the university can attract more international students and improve the place in the ranking among Czech Universities.
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ABSTRAKT

Cílem projektu je volba vhodných marketingových komunikačních nástrojů pro vybrané fakulty Univerzity Tomáše Bati ve poskytující vzdělávací služby pro zahraniční studenty.

První část práce se zabývá teoretickým pozadím tématu. V této kapitole hlavní funkcí, klasifikací a marketingový mix služeb jsou popsány. Pak se autor zaměřuje spíše na konkrétní vzdělávacích služeb. Druhá část obsahuje popis z provedeného výzkumu a analýzy získaných dat. Třetí část zahrnuje project, kde se autor naznačuje nástrojů marketingové komunikace a jak na jejich realizaci.

Klíčová slova: Služby, vzdělávání, mezinárodní studenty, vzdělávací služby, mezinárodní studentská trhu, marketingový mix, propagace, Univerzita Tomáše Bati, segmentace

ABSTRACT

The aim of the project is to choose appropriate marketing communication tools for selected faculties of Tomas Bata University in providing education services for international students.

The first part of the thesis deals with the theoretical background of the topic. In this chapter main features, classifications and marketing mix of services are described. Then the author focuses more on the specific of education services. Second part contains the description of conducted research and analysis of gathered data. Third part includes the project where the author suggests marketing communication tools and how to implement them.

Keywords: Services, education, international students, educational services, international student market, marketing mix, promotion, Tomas Bata University, segmentation.

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I declare that this thesis is fully inscribed on my own and all the literary sources used are stated in the reference list and are properly quoted. I hereby declare that the print version of my Master's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

In Zlín, 21st April 2016.

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INTRODUCTION

Nowadays the fast development of the marketing influences all spheres of human lives. It also includes education. Education, as a service, is actively promoted and sold in modern society. More and more educational institutions offer educational services, including higher education. Therefore, universities compete with each other and try to attract more students using different marketing strategies and communication tools.

On the other hand, the processes of globalization and the democratization of society affect the growing role of higher education in modern society. The popularity of higher education is increasing all over the world, what explains the development of the educational market. Since the society becomes more open, the market of educational services becomes more international. It means that universities offer more different programs for students all over the world. They try to attract more international students and make their brands familiar to potential customers.

Tomas Bata University in Zlín is one of the education institution who also develops international activity. In order to increase the number of international students and brand awareness there is a need to launch promotional campaigns.

Therefore, the main goal of the thesis is to develop the project for Tomas Bata University which suggests marketing communication tools in providing educational services for international students.

In order to meet main goal were developed sub-goals such as:

- Analysis of theoretical background related to marketing of services and marketing of educational services
- Conduction of empirical research and analysis of gathered data
- Selection of marketing communication tools and implementation

Based on the theoretical analysis and marketing research the project for Tomas Bata University is presented, where the author suggests how to launch particular marketing tools, such as Social Media Marketing, different types of advertising etc. in order to promote educational programs of TBU for international students.

I. THEORETICAL PART

THEORETICAL BACKGROUND

In this chapter main theoretical issues are analyzed. The chapter consists of two parts in the first one marketing of services is described and the second one is focused on educational services and international student market.

1 MARKETING OF SERVICES

For deeper understanding of the topic about marketing communications in providing education services for international students it is necessary to analyze theory concerned marketing of services, to define what is a service and how it differs from a product. Moreover, it is important to learn marketing mix of services and their types because education is the type of services.

1.1 Definition of services

On the markets all over the world are presented not only goods but services as well. Moreover, the sphere of services is developing very rapidly that is why there is a need to understand the difference between goods and services and specific features of services. In order to be successful in the sphere of services it is necessary to define main differences between services and goods and how they affect marketing mix.

There are many definitions of services which focus on several features and it isn't easy to choose one of them. American Marketing Association define services as activities, benefits or satisfaction which are offered for sale and provided in connection with sale of goods. (American Marketing Association, 1960). While Philipp Kotler emphasis intangibility of service and consider it as an act or performance that one party can offer to another that is essentially intangible and does not result in ownership of anything(Kotler,2006). Unlike American Marketing Association he writes that it is production may or may not be tied to a physical product.

While more general definition is given by Hasenfield. Y and Richard, A. E in which services are actions of organization that maintains and improves the well-being and functioning of people. (Hasenfield. Y and Richard, A.E.,1998). Adrian Payne in the book "The essence of services marketing" also focuses on intangibility of services, which involves some interaction with customers or with property in their possession, and does not result in a transfer of ownership. A change in condition may occur and production of service may or may not be closely associated with a physical product. (Payne, 2005).

1.2 Features of services

Based on given definitions main features of services can be selected (Kotler and Keller, 2007). The first of them is:

1. Intangibility

Services are intangible in that they do not have a physical shape. So a consumer cannot touch or see it but can derive the benefits after buying it. This intangibility makes the task of decision more complex. While motivating the prospects they cannot display the positive or negative aspects of services. The consumer also finds it difficult to measure service value and quality. To overcome this, consumers tend to look for evidence of quality and other attributes. They also consider physical evidence and qualifications or professional standing of the consultant. Services by nature are abstract. Therefore, services carry with them a combination of intangible perceptions and benefits. Thus it is right to mention that due to intangibility, the managing of services become much more complicated.

2. Inseparability

Services often cannot be separated from the person of the service provider. Moreover, some services must be created and dispensed simultaneously. This feature of services also limits the scale of operation of a service firm. The goods are produced at one point and then distributed by others at other points. In services, we find the selling processes contributing to its creation.

3. Heterogeneity

It is not possible for a service firm to standardize its service. Each unit of - the service is somewhat different from the other units of the same service.

4. Perishability

Services are highly perishable and they cannot be stored. In the context of services, if we fail to sell the services, it is lost forever.

5. Ownership

Lack of ownership is a basic feature of the service industry. A customer may only have access to or use of a facility. Payment is for the use, access or hire of the service. Thus the ownership is not affected in the process of selling the services.

6. Fluctuating Demand

Generally, the demand for services is fluctuating in nature. Demand for certain services that may be high during peak seasons may be low during off-seasons. Most service organizations have capacity constraints. So simultaneous attempt to achieve closer match between demand and supply

is sought. The combination of perishability and fluctuating demand offers challenges to service company executives in planning, pricing and promotion of services.

1.3 Classification of services

Moreover, all services can be divided in some groups based on certain criteria. One of the most important criteria is tangibility. Services can be (Lovelock and Wirtz,2004):

- Highly tangible in case when a service includes physical product. For example, services after purchasing cell phones.
- Service linked to tangible goods.
- Tangible goods linked to services.
- Highly intangible in this case no products are offered as a part of the services.

The second criteria are the business orientation or service provider. Based on this factor services are divided in:

- Commercial organizations. The main objective is to make a profit from providing services.
- Non-profit Organizations. The main objective is to serve the target clients without any motive to earn the profit. This type includes governmental structures and nonprofit organizations

According to the type of end user there are:

- Consumer services (B2C). The purpose of personal usage.
- Business to Business (B2B). This is between two companies, for example one company hiring another to do a market research for it.
- Industrial services. This is the case when a manufacturing company buys services from a service provider.

Services can be classified based on the extent of the consumer contact:

- People-based services -education, healthcare etc. where high contact is necessary.
- Equipment based services - only low customer contact is required for such services: car wash, cinema, and vending machines.

1.4 Services marketing mix

Based on definition of services, their features and classification we can conclude that the approach to services should differ from goods. Therefore, there is a need to analyze marketing mix of services.

1. The product has four dimensions (Lovelock and Wirtz, 2004):

- The basic or core service, for example, serving food in a restaurant.
- The expected service - this includes the minimum expectations that a customer has from a service, for example, a customer expects prompt service and comfortable seating in addition to good food from a restaurant.
- The augmented services - here the service provider offers benefits over and above those that the customer expects.
- The potential service - this contains all potential features and benefits that may be added to increase the utility of the service to the buyers. For example, a computer can be upgraded to function as a multimedia unit for entertainment or making presentation.

2. Price in services

Here pricing is dependent more on providing social benefits to customer rather than making profits. The factors affecting pricing policy include the following (Lovelock and Wirtz, 2004):

- Costs of providing the service
- Prices charged by competitors
- Demand levels and price elasticity of demand
- Marketing with other product mix
- Service quality and positioning

3. Promotion of services

Promotional program in a service firm should have three goals: to portray the service benefits in as appealing a manner as possible, to differentiate its offerings from those of its competitors, and to build a good reputation to the service firm. Since the service firm is marketing intangibles, reputation is very important. Promotional programs can stress dependability of the service – it is efficient delivery and consistent high quality.

4. Place decision

A key decision with regard service distribution is location. There are several factors, which influence the decision of service location (Woodruffe, Helen, 1999):

- Service inseparability
- Service perishability
- The role of the consumer as coproduce of the service
- Customer needs and wants

- Importance of geographical location as part of the service
- Target markets

5. People

People are the key to a successful service encounter and this can happen only if the employees develop an obsession with the customers. The organization's staff are its prime resource, and human resources management is the professional approach to finding and developing the right people. Central to successful service delivery is the management of the customer provider interface. Employees need to understand their role in service exchange, and human resources management provides the programs and strategies to ensure the highest standards of customer care.

[1] Process

There are four objectives of setting down clear outlines or blueprints for service delivery processes. These are (Woodruffe, Helen, 1999):

- To ensure that service is carried out in the fastest, most efficient and cost effective manner possible
- To enable service quality to be monitored and benchmarks to be put in place thus allowing accurate measurement of both quality and productivity.
- To facilitate staff training and enable individuals to carry responsibility for individual stages of the service transaction and delivery.
- To reduce the amount of divergence thus enabling accurate budgeting and manpower planning etc. to take place.

[2] Physical evidence

Since services lack tangibility the consumers require evidence to prove- that they exist in the same form as being claimed by the service provider. Some services are product based and service providers will focus on ensuring that any accompanying goods, which form part of the service, are of appropriate quality and standard. Services, which are highly intangible like consultancy and financial advice, are more difficult for the consumer to assess. In the absence of any tangible products, consumers will look for other ways of evaluating the service. In this context physical evidences like the tangible aspects of the service, the physical surroundings, location, decor and layout of the organization help the service firms for marketing the services efficiently.

2 MARKETING OF EDUCATION SERVICES

However, education is a service therefore all points which are showed above can be applied to education. Usually educational services include the following features (Prokopenko, 2014):

- Desired characteristics of future students
- Learning objectives
- Duration and level of studying
- Type of educational institution and the location.
- Technologies and control of results.
- Characteristics of the employees who provide educational services.
- The teaching tools and directions of their use, for example tools for the visualization of knowledge

At the same time for a full analysis of educational services the main participants or subjects of the market should be selected. The first subject is an educational institution which provides educational services, the second are consumers of these services, which may include individuals, businesses and organizations. The next subject of educational services market is intermediaries, such as employment organizations, labor exchanges, the organizations of registration, licensing and accreditation of educational institutions and public institutions and structures involved in the promotion of educational services on the market (Pankruhin, 1999).

Educational institutions form the offer, sell and provide educational services. The functions of educational institutions include:

- the provision of educational services to students and the transmission of knowledge and skills;
- production and provision of related educational services, as well as the effects that form the personality of the future specialist;
- providing information and mediation services to potential and actual learners and employers, including co-ordination with them the conditions of future work, the size of the order and the sources of funding for education and other services (Pankruhin, 1999).

An important role among subjects performing student himself, on whom services are directed. The student is not only the user of educational services in the working process, but also final consumer. Consumers use the educational potential not only to create material and other benefits, not only for earning money, but also for themselves to meet their own needs. The student carries out a particular choice of their future profession and specialization, dates, places and forms of education,

sources of financing, as well as the choice of the future place of work (or the next level of education) and the implementation of the whole complex of building acquired conditions.

Apart from the main subjects of educational services market is also necessary to define indirect participants of education, which also affect the formation of educational needs. From the consumer part such indirect participants can be: parents, family, relatives, friends. The main member who influence the consumer, is the family, because in most cases family provides students with money.

From the part of the educational institution in such a party is the government, because its role is reflected in the production of services. Government develops lists of professions and occupations for which students receive education and defines the main features of the range of educational services. The state is the guarantor, as the quality of educational services, as well as its compliance with educational standards, since it is engaged in certification and state accreditation of educational institutions, and creates a state system of attestation and diagnostic centers.

Based on it we can conclude that student is the main member of educational services, so it is important to study and analyze his or her needs and consumer behavior. Therefore, it is necessary to make segmentation of the students.

2.1 Market segmentation

Market segmentation allows to differentiate and specify demand and as a result it can help identifying the most suitable conditions for choosing the best option of marketing strategy. As a result of this process market segments are formed or groups of consumers who shows similar consumer behavior. Market segments are differentiated based on the types of consumers and differences in needs, characteristics, behavior of consumers (Bell and Wind, 2007).

Factors of segmentation (Batalova, 2010):

- Geographical factors.

Educational organizations are situated in certain regions and mainly focused on the urban population, except of some special institutions. In addition, the geographic factors explain a fairly strong homogeneity of the students on the factors of cultural-historical, linguistic traditions which are important for education.

- Demographic factors.

One of the major demographic factors include age of the consumer. People at the age between 14 and 35 years are most interested in higher and further education. Next important demographic factor is gender. Here we are not talking about how different the perception of the effectiveness

and development of knowledge based on gender, there are differences in view of the situation and prospects of men and women with respect to employment and demand in the labor market. For example, is the fact that about 70% of the unemployed are women, the majority of which has children in this connection educational institutions of retraining should take into account this fact and offer appropriate services.

- Psychographic factors.

These factors include the choice of the region (or country) for education, the choice of a certain educational institution and motivation.

Besides segmentation, the educational institution should constantly maintain their competitiveness. The competitiveness of an educational institution is made up of several factors. First of all, this is the price for educational services. And the distinguishing feature is the fact that on the market of educational services some services are often not paid by the consumer, student and parents. The next factor is the quality of educational services, on the one hand, it assumes that the content and process of studying should be made according to requirements of educational standards, on the other is to provide a sufficient level of technology in educational process (Pankruhin, 1999).

Another competitive factor is the image of the organization, which was formed intentionally or accidentally in the public consciousness. This image is the basis of the reputation of the educational institution, which is reflected in the rating. Rating performs quantitative and formal expression of the reputation of the institution that affect the business (Batalova, 2010).

For consumers of educational services image is an informal guarantee of the quality of the proposed educational product. There are internal and external image of the organization. The external perception of the company's image reflects the social environment. Basically, the external image based on the results of work and specifics of communication policy of the organization.

Internal image is how the company is perceived by the employees. The perception of the organization by employees has an impact on the activities, which ultimately affects the consumers of the firm estimates. Due to the fact that educational institutions provide a specific non-profit product with a special social significance, they have a wide range of components of the social component of the image (Pankruhin, 1999):

- How long educational institution exists in the region;
- The number of outstanding graduates of educational institutions;
- Cooperation with other educational institutions in the region;
- Social importance of projects proposed by local community organization;

- Demand for graduates of educational institutions in the local labor market;
- Activity in the social life of the region;

Thus, factors such as price, quality of service and the image of the educational institution influence the student's choice of educational institution. Comparing these characteristics in different universities, a student makes a decision about the place. Choosing the place students pay attention to components such as the well-known brand, a beautiful and informative catalog, the availability of the modern site and others.

Mazzarol and Soutar have identified several factors influencing institutional selection, based on a survey of international and domestic students enrolled in Australian universities. These include:

- the reputation of both the institution and its faculty;
- word of mouth;
- connections with other institutions more familiar to the student;
- the number of students enrolled;
- the institution's willingness to recognize the student's qualifications (Mazzarol and Soutar, 2002).

2.2 Marketing mix of educational services

Price and quality are the main factors which influence students and his parents that is why the attitude of students and their parents is becoming more consumer. In addition, the range from which they choose expands because service producer is trying to satisfy customer's needs.

Therefore, marketing mix activities or the 4P's model (product, price, distribution and promotion) is a marketing concept used as such to a limited extent in higher education, with its different components being paid different levels of attention in the sector. Pricing and promotion policies are used more in higher education as marketing concepts (Hemsley–Brown and Oplatka, 2006), product policy not always being defined as such, is highly used in higher education institutions (program portfolio, product quality, branding), while distribution policy is not considered at all, as not being applicable to the sector.

Promotion policy concentrates in higher education around marketing communications and dissemination of information, mainly in the context of choices made by potential students. This type of activity that emphasize on the use of communication tools (such as advertising, public relations, personal selling) in order to attract students, it can be associated with the selling approach, if the information provided at admission about the high education and its services, does not correspond

to reality. Subsequent efforts to ensure good student experience through valuable teaching experience and good support services and to prepare students for their profession are to be done to ensure correspondence between reality and the communicated image and to maintain promotion policy within the marketing philosophy that concentrates on the consumer (Voss, Gruber and Szmigin, 2007).

Pricing policy that deals with setting the prices for the educational services has a number of peculiarities in the higher education sector. First of all, until a decade ago, in many countries (mainly the European ones) higher education was totally state budgeted that meant from the student's point of view that it was free of charge. Since tuition fees have been introduced, they encountered different forms in different countries (as full costs, as partial contribution to the educational costs) but the state still plays a major role in setting tuition fees. For instance, in UK partial tuition fees for undergraduates have established upper limits by government, with the consequence that most higher education institutions have the same tuition fees. This illustrates how the application of this marketing concept has limitations in higher education, as the sector does not have always the freedom to set its own prices. This does not mean that the importance of price related aspects should be ignored.

Price related information (tuition fees, cost of living, scholarships) is given equal importance as the program's characteristics in the potential students' choice, given the recent increased consumerism in higher education choice (Maringe, 2006). The use of these marketing specific concepts in higher education varies highly from one country to another. In USA as compared to Europe marketing concepts in higher education have been assimilated to a higher extent, as USA has gone through the clash of cultures between the traditional academic values and the market-focused values 10 years earlier (Chapleo, 2004). Even in Europe there are differences, with UK being seen among the earliest in Europe to introduce more market-like approaches to higher education (D'Andrea, Stensaker and Allison, 2007). But in many countries marketing related activities are at initial stages in higher education, communication being usually the first step to introduce a marketing orientation in the institution.

Distribution policy is rather not considered, as having too little applicability to the higher education sector.

2.3 International student market

The process of obtaining the education abroad is becoming more and more popular because of globalization and internalization. Young people think that education at the university which is situated abroad, opens many possibilities to them. Therefore, the number of students who study

abroad grows up. According to the statistics, in the middle of 1980s 800 thousand people from foreign countries studied in Europe, in the 1990s- over 1 million people and at the end of the XX century about 1.5 million people, while in 2008 already exceeded 2.8 million. That's why international student market is developing and different countries and universities start to compete for foreign students (Alekseeva, 2012).

Market of educational services is a set of educational services consumed abroad by citizens of different countries, as well as educational services provided by foreign institutions in the domestic markets (Chebotareva, 2012).

Market of educational services may include: language courses, schools, higher education, further professional education. In addition, all segments of this market are connected with each other. For example, there is the connection between language courses and educational institutions, because students must have a certain level of language to study in certain institution. In order to confirm the knowledge of a foreign language, students take specialized language exams (eg, TOEFL, IELTS, DALF, DELE, CELI, etc.). Thus, higher education and language courses are interrelated.

In our work we will focus more on international student market or services of higher education for foreign or international students. International students will be considered as a group of people who came to another country to obtain bachelor, master or doctoral degree and who are not citizens of the country (Filipov, 2008).

By the number of foreign students in the country is determined its level in international student market. The leaders of this market are considered countries such as:

- United States
- United Kingdom
- Australia
- France
- Germany

About 60% of foreign students from all over the world are enrolled in universities of these five countries.

The state of the international student market and the place of concrete countries in it is determined not only by the number of foreign students, but also by other indicators (Filipov, 2008):

- rate of increase in the number of foreign students;

- the ratio of the number of foreign students in the country relative to the world population of students;
- income from foreign student's programs;
- public costs for education;
- costs per 1 student;
- the proportion of foreign students as a part of all students;
- profiles of foreign students in the country of study;
- distribution of foreign students in universities and professions.

On these indicators influence the factors that students are guided in choosing the university and the country. Choosing where to go, students usually take into account the following factors (Aleksseva,2012):

- the migration policy of the host country (issues of obtaining visas, the ability to combine work with study);
- career opportunities in receiving and sending countries;
- the recognition of the education in student's home country and other countries;
- costs for studying abroad (tuition fees and accommodation, infrastructure, social support for foreign citizens, the possibility of obtaining benefits and subsidies);
- reputation and expected quality of educational institutions and the education system in the receiving and sending countries;
- the possibility and availability to continue education in the country of origin (the availability of the second higher education and postgraduate programs);
- cross-cultural communication between students, their supervisors and other members of the academic community of host country; the ability to save personal, friendly and professional contacts at home country;
- the language of the host country and the possibility of its study;
- the level and perception of quality of life in the host country (transport accessibility, climate, cultural and tourism opportunities, religion, political stability, etc.);
- geographical and cultural proximity of countries of origin and destination country.

These factors show that students concern not only about university and the program of studying, but also about specific features of country.

Therefore, many countries start to invest money in advertising campaigns in which they promote country and make themselves as educational destinations. These campaigns typically promote the destination country's quality of life (including safety and security), the quality and reputations of

its postsecondary institutions and the accomplishments of faculty and alumni, orient students to the postsecondary sector, and provide general information like finding accommodations and applying for a student visa (Agence Campus France, 2012). The challenge international students face in determining institutional quality and fit in an unfamiliar postsecondary system may make coordinated national campaigns particularly useful.

Mazzarol and Kemp have selected six main factors influencing choice of a particular destination country (Mazzarol and Kemp, 2002):

- overall knowledge and awareness of the host country;
- recommendations from family and friends;
- cost issues (including both financial and safety/security);
- the environment (both physical and social);
- geographic proximity to the home country;
- social links (the presence of family and friends in the host country).

A set of factors written by CERI largely corresponds to this and other criteria mentioned in this section, including: language of instruction; cultural and historical ties; quality of life; alumni networks; availability of the desired program of study; reputation of the destination country, its education system and postsecondary institutions; cost; the availability of support services; portability of earned credentials; and the possibility of securing permission to work or migrate (Centre of educational research and innovation, 2004).

Let's analyze some of these factors more deeply. First, the language of the country is a key factor, since most foreign students tend to get into English-speaking country, which leads to the high positions of Great Britain and the United States.

Second is the migration policy of the country. Some of countries give foreign students the right to work and this includes visa issues relating to host and home countries.

Third, the price of educational services and financial support. There are several options for financing education in international student market. The main student support is going from educational grants and loans, which work around the world. Participants of grant programs and loans are consumers, including students and their parents, the applicants, the universities, the government and banks.

Educational grants help students reduce the cost of higher education. Grants are provided free of charge by the state, private companies, banks, charities and others. Grants are awarded for tuition, accommodation, food, and other needs. They are available in the form of scholarships. The main

objective of grants is to engage in higher education a greater share of the population, as well as the involvement of students from disadvantaged backgrounds and support for students from families with low incomes(Alekseeva,2012).

Financial support and prices for educational services depend on the host country. Prices for educational services associated with the position in the ranking, which means that the most expensive education in the USA, further pricing policy corresponds to the position in the list of countries above. For example, the year in USA school costs about 15-25 thousand dollars. In England, prices are lower about 12-20 thousand dollars. Education in Australia and Canada will be cheaper in one and half to two times than in America. While the world average level of prices - 10 thousand dollars.

Based on the financial policy among the countries 2 groups of sellers can be distinguished hard and soft sellers. Hard sellers include the USA, Canada, UK, Australia, New Zealand, since the consumer is obliged to pay for the services itself, and the role of scholarships, grants and various benefits is not important. In addition, according to this financial policy is typical the difference in the price for local and foreign students (Filipov, 2008).

As for the soft sellers, studying of foreign students is financed from local sources usually from the budget. For example, in Germany, France, Finland, Sweden, foreigners who study in public universities do not pay for education. The country benefits from such students at the expense of finance coming from their livelihood. In addition, countries that provide benefits for education, tend to be more interested in attracting to their labor markets educated immigrants. Thus, the European education is considered to be more attractive compared to the US.

2.4 International recruitment strategies

Government and institutional recruitment strategies take a variety of forms. Though they sometimes act on their own, often the cost, complexity, and time involved in international recruitment lead them to seek assistance from a third party. The nature of these third party relationships varies considerably, from one-time transactions to more extensive partnerships. Print media, social media, web sites, advertising and other promotional materials represent efforts to influence or encourage students to consider a particular institution or country. Governments can also influence patterns of student migration through the development and implementation of immigration and student visa policies. All of these international recruitment strategies can be divided into four general categories: marketing, policy incentives, direct engagement, and third party partnerships(Davis,2009).

1)Marketing

Marketing consists of recruitment activities, which include advertising campaigns that promote specific post-secondary institutions, a set of institutions, sub-national administration or country (Tamburri, 2008). Examples of marketing activity include the development of a website or print materials focused on students from foreign countries (Hoskins, 2012). Also it can be advertising or an article placed in publications for foreign students developed by a private company. In addition, foreign students and their families often take into consideration institutional reputation as a quality marker. Therefore, they focus more on elite and famous schools which located in particular educational destinations countries. In response to this consumer behavior, many countries have developed campaigns of brand identity to promote themselves to international students. These campaigns aim to leverage the positive reputations many top destination countries enjoy by extending it in a sense to its lesser-known postsecondary institutions.

2) Policy incentives

These activities include strategies of government, directed to attract foreign students in the hope that they settle will on a permanent basis (Dreher and Poutvaara, 2005). Such policies generally respond to one of the four areas of interest for future students: the process of obtaining a student visa, financial issues, work permission and permanent residence. The issues of getting student visa can affect the direction of international student migration (Anderson, 2005). Many countries hope to attract students from foreign countries by establishing funding schemes to support postsecondary studies, especially at the graduate level. Some programs support international development or diplomatic efforts and target students from developing countries, while others are intended to raise the sponsoring country's global research profile (General Accounting Office, 2008). Policies allow international students to work in the destination country and therefore satisfy their needs for funding and to position them for success in the workforce as potential skilled migrants.

3)Direct engagement

By direct engagement is meant recruitment activities in which government or postsecondary institutional representatives are in direct contact with international students, their families, teachers, or other education administrators. Examples of direct engagement include sending admissions personnel or faculty members to staff a display at an education fair overseas; development of an alumni network in a sending country to assist with recruitment (Willis and Kennedy, 2004) or participating in a recruitment tour of secondary institutions and meeting with teachers and counselors (Davis, 2009).

4) Third party partnerships

Third party partnerships include activities that an institution has contracted with a private vendor. The specific of these partnerships can be different. An institution may sign a contract with a third party to facilitate direct engagement activities. They may hire agents or an agency that manages its own network of agents. These agents then recruit and assist prospective students in a particular region or city on the institution's behalf.

Moreover, for many international student's application and visa processes can be quite difficult. Therefore, they show a desire for using a middleman (Bodycott and Lai, 2012) and many students and their families hire an agent. This middleman can be called education agent in other words is "an individual, company, or organization that provides advice, support, and placement services" (NACAC, 2010). Agents are paid for their services – by the educational institutions they represent, the students they assist, or both. When working with students, agents can help identify a range of suitable institutions, help explain admissions processes, translate documents, help students practice their interview skills, review their essays and writing samples, and expedite the paperwork needed for visa applications (Levanthal, 2011).

The most expansive partnerships involve the establishment of pathway programs. A pathway program is a hybrid international recruitment-instruction delivery service that institutions contract with third-party private vendors to provide (Wood, 2011). The seller – usually a recruitment agency with its own network of agents – recruits international students to a foundational year program that it operates on the institution's campus (Steele, 2010). Agents target students whose grades, test scores, or language proficiency make them unlikely to be admitted directly to the institution. Instead they apply and are admitted to the seller's pathway program. In the program, students take courses intended both to improve their language skills and meet institutional prerequisites needed for regular admission as second-year students. Students live in residence and have access to campus resources, for which the seller compensates the institution (Pearson, 2010). The vendor administers the pathway courses and selects and hires instructors. The institution generally receives a percentage of the tuition for all credit-bearing courses. Proponents of pathway programs describe dividends for all sides. Students with the desire but not the grades or fluency in language needed for admission get an alternative pathway to an overseas credential. Postsecondary institutions secure a secondary stream of international students who meet admissions criteria and are already acclimated to campus. Recruiting agencies expand their recruitment pool to include otherwise inadmissible students.

2.5 Education services in the Czech Republic

Higher education forms the highest level of the Czech education system. Czech higher education dates back six hundred years. In 1348 Emperor Charles IV founded a university in Prague which is the oldest academic institution in the Central Europe. It is now called the Charles University. Since 2001 the three cycle structure has strictly been implemented in the higher education system (Study in Czech Republic, informational portal).

Bachelor's degree programs are 3 to 4 years in duration and constitute the first level of higher education. The study program must be completed with a final state examination, which usually includes the presentation and defense of a thesis. Successful graduates may enter the labor market or continue their studies in follow-up Master's programs in related fields.

Master's degree programs may either follow on from Bachelor's programs as follow-up Master's programs (1 to 3 years), or they may be full programs (4 to 6 years). Programs focus on the acquisition and application of theoretical knowledge, and on the development of creativity and talent. Graduates in Master's programs have to take a final state examination and publicly present and defend a thesis.

Doctoral programs (normally last 3 years) are intended for graduates from Master's programs and focus on independent creative work in research, development or the arts. Doctoral studies are completed by way of a state doctoral examination and the public presentation and defense of a doctoral thesis (dissertation) based on original work, which must have been published or admitted for publishing (Higher education in Europe, 2000).

The main language is Czech; however, some programs are offered in foreign languages (mainly in English) is expanding in particular to cater for international students.

Moreover, Czech Republic offers scholarship opportunities for international students The Government of the Czech Republic annually offers scholarships within its Foreign Development Assistance Program. These so called government scholarships support students from developing countries who would like to study at public universities in the Czech Republic.

Czech Republic provides scholarships for studies pursued both in the Czech language and in the English language. Scholarships for studies in the Czech language are granted with a view to a list of recommended fields of study, updated according to the needs of specific countries, and also with regard to ongoing development cooperation projects. Applicants can also receive funding for a one-year long language and preparatory course. Scholarships for study programs in the English language are granted only in the selected study programs.

Besides, The Ministry of Education, Youth and Sport of the Czech Republic annually offers scholarships to foreign nationals within the framework of intergovernmental exchange programs arranged with a number of countries. These scholarships can only be granted to candidates officially recommended by the appropriate authorities in the eligible countries, which collect the applications, set the closing date for applications and organize the selection procedure. These can be Czech embassies abroad, ministries of education or other organizations active in the field of education (Study in Czech Republic, informational portal).

The third option of financial support is provided by the International Visegrad Fund. The Visegrad Fund is an international organization founded by the governments of the Visegrad Group countries (Czech Republic, Hungary, Poland and Slovakia). The fund operates several grant programs, and also awards individual scholarships, fellowships and artist residencies.

Visegrad scholarships support Master's and PhD studies or research stays at universities in the Visegrad region, including the Czech Republic. Applicants must come from Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kosovo, Macedonia, Moldova, Montenegro, Russia, Serbia, or Ukraine, and they can apply for study periods up to 4 semesters. Interested applicants should submit their applications by January 31 each year.

Also South Moravian Centre for International Mobility is a specialized nonprofit organization which provides support to talented students and researchers based in the South Moravian Region of the Czech Republic. This scholarship scheme supports foreign students from countries out of the EU who are interested in Master or Doctoral studies at universities in Brno. Study programmes in technical and natural science are preferred and it is also expected that applicants will have a good knowledge of Czech language as they must be able to pass entrance exam at university and start studying in Czech.

There are even more opportunities for international students which help them to pay for education in Czech Republic. This fact proves that Czech Republic is open for international students and support them. That's why the number of them is increasing and competition among university is growing as well. Today, the Czech Republic is an increasingly popular destination for international study, with over 39,000 foreign students currently enrolled at its universities. Also, EU statistics released in 2014 listed it as the 12th most popular destination for Erasmus students in Europe.

The highest number of foreigners, almost 7 thousand, study at Charles University in Prague (6,852), many of them studying medical or pharmaceutical science. It is very similar at Masaryk University in Brno – out of a total 5,599 foreigners, 1,315 are students at the faculty of medicine. The University of Economics in Prague has over three thousand foreign students,

most of them enrolled for disciplines lectured at the Faculty of International Relations(Czech Statistical office).

II. METHODOLOGICAL PART

3 MAIN GOAL, RESEARCH QUESTIONS AND METHODS

This part focuses on the methodology of the marketing research which was conducted by the author in order to collect data about consumer behavior. In the chapter main goal and research questions are described. Moreover, the author explains which methods were used and their advantages and limits.

3.1 Main goal

The main goal of the thesis is to find out what motivates students to study abroad and, based on the findings, suggest a promotional campaign for selected faculties of Tomas Bata University.

In order to meet the main goal, the following subgoals were stated:

- To analyze specific features of consumer behavior and decision making process of foreign students.
- To find out main factors which influence student choice.

3.2 Research questions

To meet the main goal and subgoals of the thesis, the following research questions were set:

RQ1: Who are the main consumers of foreign educational services and who influences their choice of country and university?

RQ2: Which are the main factors that customers take into consideration during the process of choosing the place of studying?

RQ3: What are main sources of information which our customers use?

RQ4: What does consumers motivate to buy these services?

3.3 Research Methods

In the master thesis, two strategies will be used: quantitative and qualitative in order to gather a big variety of information. Qualitative research allows to get deep and sensitive information while quantitative strategy gives common trends and statistical data.

Moreover qualitative research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. While quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed

into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research (Flick, 2009).

As quantitative research on-line survey is used. Respondents are foreign students from non-European countries who study in Czech Universities. This method allows to collect information about students from all Czech universities and to see from which countries and cities they are, where is the biggest amount of foreign student. Moreover, it gives data about most popular sources of information and we can analyze the connection between different variables. Therefore, the big advantage of on-line survey is that we can reach students in different cities of Czech Republic who came from different countries. Since students are among young population all of them have Internet and it is possible to publish questionnaire in social networks. On the other hand, the issue of reliable data appears, because the absence of interviewer leads to less reliable information. Besides, it is difficult to motivate and persuade respondents to fill questionnaire.

As qualitative strategy is used semi-structured interview which is conducted with 10 participants who study in different universities of the Czech Republic. One of the main advantage of this method is that interviewer can ask additional questions if something is not clear and also can see non-verbal reactions of participants. On the other hand, there is a problem to persuade students to participate in the interview because it takes time and some people do not like when they are recorded.

III. ANALYTICAL PART

4 APPLICATION PART

In this part the process of marketing research is described. First of all, tools and results of quantitative strategy are presented. Second of all, the process and tools of qualitative research are shown. In the end of this chapter the author gives conclusions and recommendations based on goals and research questions.

4.1 Quantitative research

On-line survey is the method which is used as quantitative strategy because only through the Internet we can reach students from different Universities and cities of the Czech Republic.

4.1.1 Sampling method

On-line questionnaire was put in all big groups in social networks in which international students are included. Usually these groups are based on the Universities and foreign students share information there. We used systematic sampling and sent the link to every seventh student among group participants. Moreover, snowball sampling was used because we asked to send the questionnaire to other international students whom they can know.

4.1.2 Respondents

211 International students who study in Czech Universities participated in the on-line survey. Among them about 60% are from Russia, 18.5% Ukrainians, 9.5% -Kazakhstan and other respondents are from Belarus, Moldova and Armenia. The middle age of respondents is 21.14. The main part of respondents are females 72.5% and only 27.5% are males.

Table 1 Age of respondents

	Total amount of respondents	Minimum	Maximum	Mean	Standard deviation
Age	211	17	31	21.14	2.599

Source: Own research

Most of the respondents study bachelor's programs 76.1%, 20.1% study master's programs and only 3% are Ph. D students. Since students study in different cities we can see that about 40% of them live in Brno and a bit less of participants live in Prague-36%, other students are from smaller cities such as Zlin, Plzen, Hradec Kralove, Liberec, Ostrava, Olomouc. Economic specialization is the most popular one comparing to others, 38.4% of all respondents study at economic faculties,

24% focus on technical studies, 13.3% study humanities while others study medicine, law, philology, chemistry. Main part of our respondents study in Czech language 86.3% and 13.7% in English.

4.1.3 Questionnaire

The questionnaire is presented in Russian language, the translation and original form of it are shown in the appendix. The questionnaire was downloaded in online google forms.

The purpose of the first question is to see did students consider other countries apart from the Czech Republic or they intended to study only in the Czech Republic. The results of this question will show intention of students in the beginning of decision making process.

The second question shows the sources of information about the possibility to study in Europe. It is important to know who influenced student's desire to study abroad.

The aim of the third question is to identify characteristics which make European countries attractive compare to USA and Asian countries while the fourth question completes the previous one but without comparison with other countries. In the fourth question respondents select reasons of choosing Europe. Starting from the fifth question the topic focuses on the Czech Republic as study destination.

The fifth question aims to find when exactly the student starts think about this possibility, what affect his or her desire. The importance of characteristics presented in the next question will show to what students pay attention most of all. Then 7 and 8 questions help to find out features of student's behavior during the process of choosing the university. Therefore, students can think from more general to more concrete, because in the beginning they start to answer about countries and then they finish at the University. 10 -12 questions are for those respondents who study in Czech language and who took Czech language courses before. These questions aim to discover how advertising affect their decision. 15 question will show the level of student's satisfaction by different characteristics like the program, quality of knowledge, relationship between students and teachers etc. The purpose of 16 and 17 questions is to identify student's future plans after finishing the University. 18-25 are social demographical questions which will find out personal information about our respondents.

4.1.4 Results

In the beginning we made a comparison of three groups of countries in terms of the different characteristics that are attractive to students. The leader is European countries that take first place in all the criteria: the language, attractive migration policy, the price of educational services, the

prestige of education in this country, the presence of students from different countries, the proximity of the culture to student's country, the location of the country, the international recognition of qualifications, high level of teaching.

Among these indicators the prestige of education and the international recognition distinguish the United States, these criteria were chosen by 40% of students. While the attractiveness of the teaching level in the United States noted 33.6%, and the value of American education in the home country - 34.6%. For other parameters USA vary a lot from European countries, while Asian countries have not scored more than 8% on any criterion.

It is necessary to analyze what makes Europe so attractive and why students choose European countries for further studying.

Table 2 Reasons to get education in Europe

	Frequency	Percent (%)
The possibility of the future successful employment in Europe	149	71.0
Good conditions for studying and living	130	61.9
The high prestige of European education	116	55.2
High quality education	110	52.4
Acceptable prices for school	106	50.5
The possibility of successful employment at home country	43	20.5
Parents or friend's recommendations	36	17.1
The possibility of obtaining a scholarship	28	13.3
Do not know	5	2.4
Total	723	344.3*

*total is more than 100% because respondents could choose several answers

Source: Own research

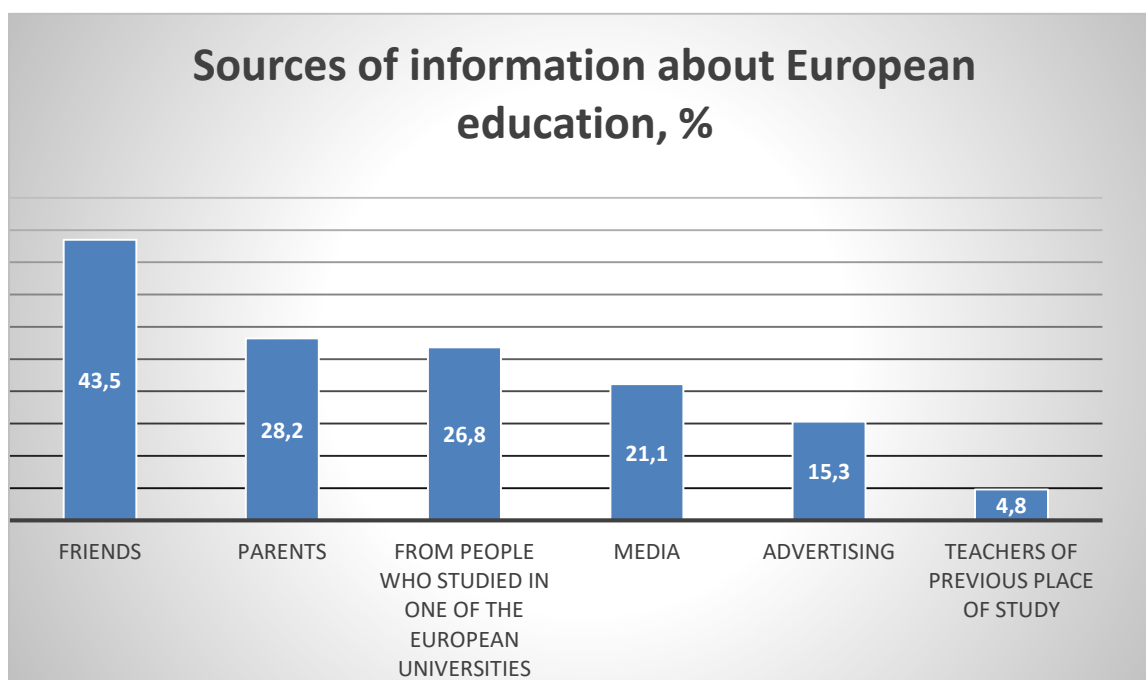
The table shows that the main reason is the possibility of the future successful employment in Europe, while the possibility of successful employment at home country is marked only by 20% of respondents.

The second reason which was chosen by respondents- good conditions for studying and living. The conditions of life were marked by 61% of respondents, although the reason is not directly

related to education. This means that students meet the need for education and at the same time satisfy other needs not related to education, in this case, it is improvement of living conditions.

Moreover, the high prestige of European education, high quality education and acceptable prices for school make European education more attractive. More than half of students chose these criteria.

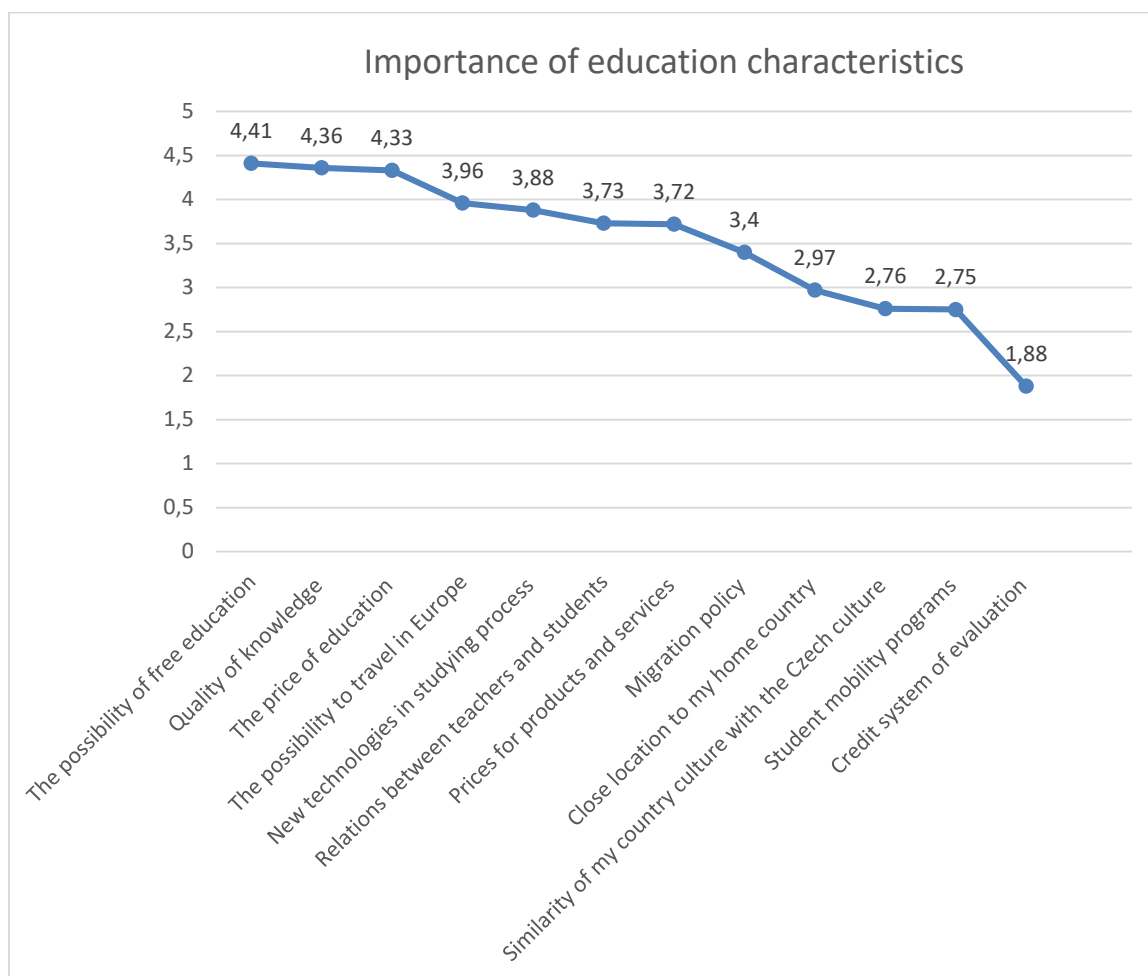
Our research showed that 43,5% of the respondents have known about education opportunities in Europe from friends and 28,2% from parents. Also the younger respondents are, more they learn from their parents. While another important source of information is advertising. Advertising was noted by 15% of respondents, though, in my opinion, advertising has an impact on increasing number of potential students. Only 15% chose this because not all respondents can notice the influence of advertising and accept it. And among 15% of respondents 10% have bachelor's studies and 5% master's studies.



Graph 1 Sources of information about the European education

Source: Own research

Going from general to more specific, from European education at all to education in the Czech Republic the influence of parents is getting stronger. Almost 40% start to think about going to study to the Czech Republic after their parents have offered this option, 28% when friends told them and 10% after saw some advertising. Therefore, we can see that most of all students are influenced by their parents.

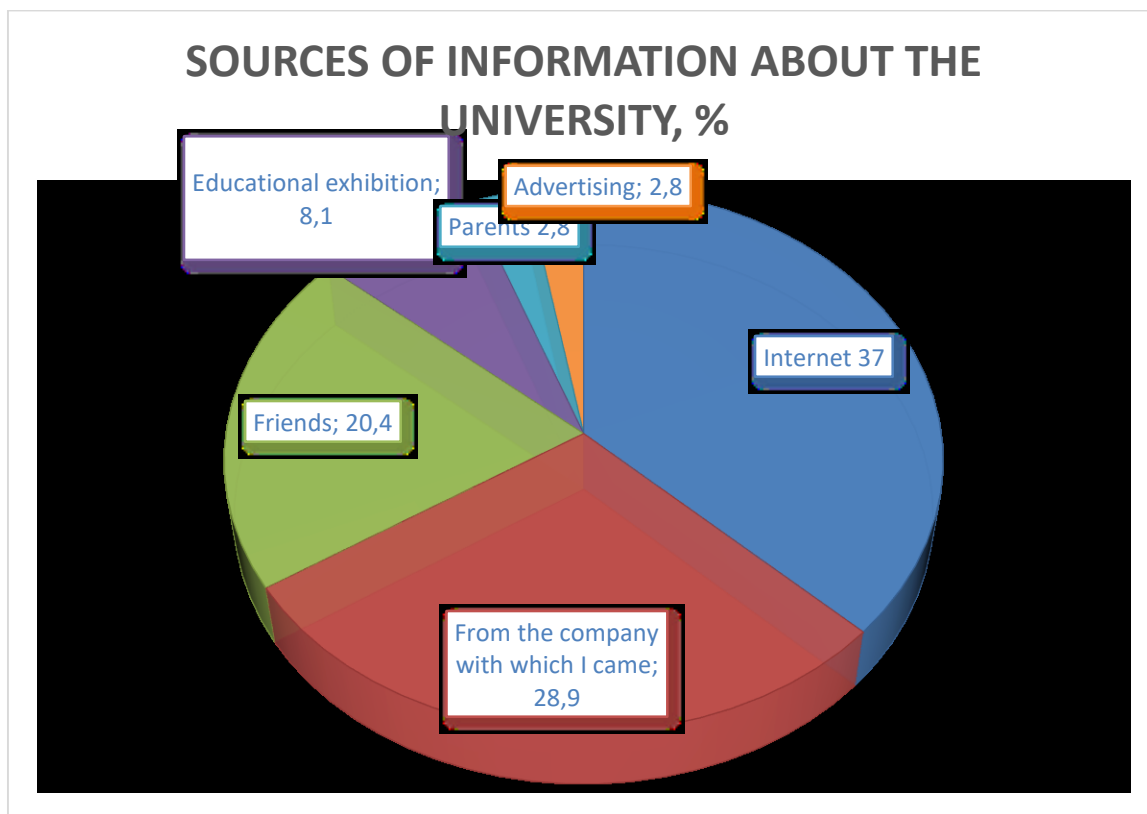


* Minimum-1, maximum- 5, where 5 is very important, 4-important 3-neutral, 2-unimportant, 1-absolutely unimportant.

Graph 2 Importance of education characteristics

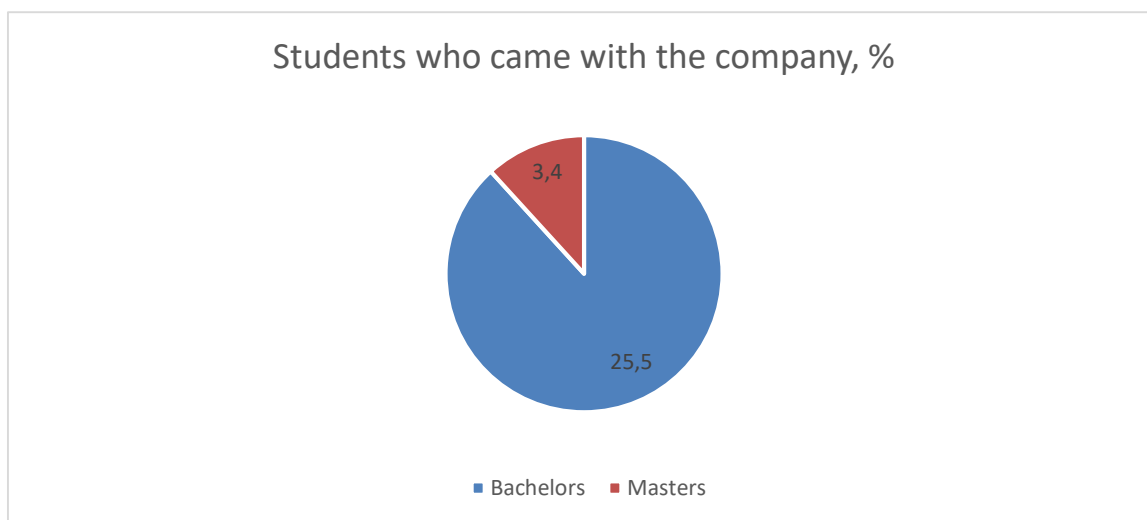
Source: Own research

According to the graph 2 we can see that the most important factors which students considered during decision making process is the possibility of free education (4.41) and the price of education (4.33). Therefore, we can conclude that Czech Republic has attractive price policy especially for those who study in Czech language. Also students take into consideration quality of knowledge. Among less important factors are the possibility to travel in Europe, new technologies in studying process, relations between teachers and students and others. The most unimportant factors are credit system of evaluation and the possibility of participation in student mobility programs.



Graph 3 Sources of information about the university

Source: Own research



Graph 4 Amount of students who came with the company

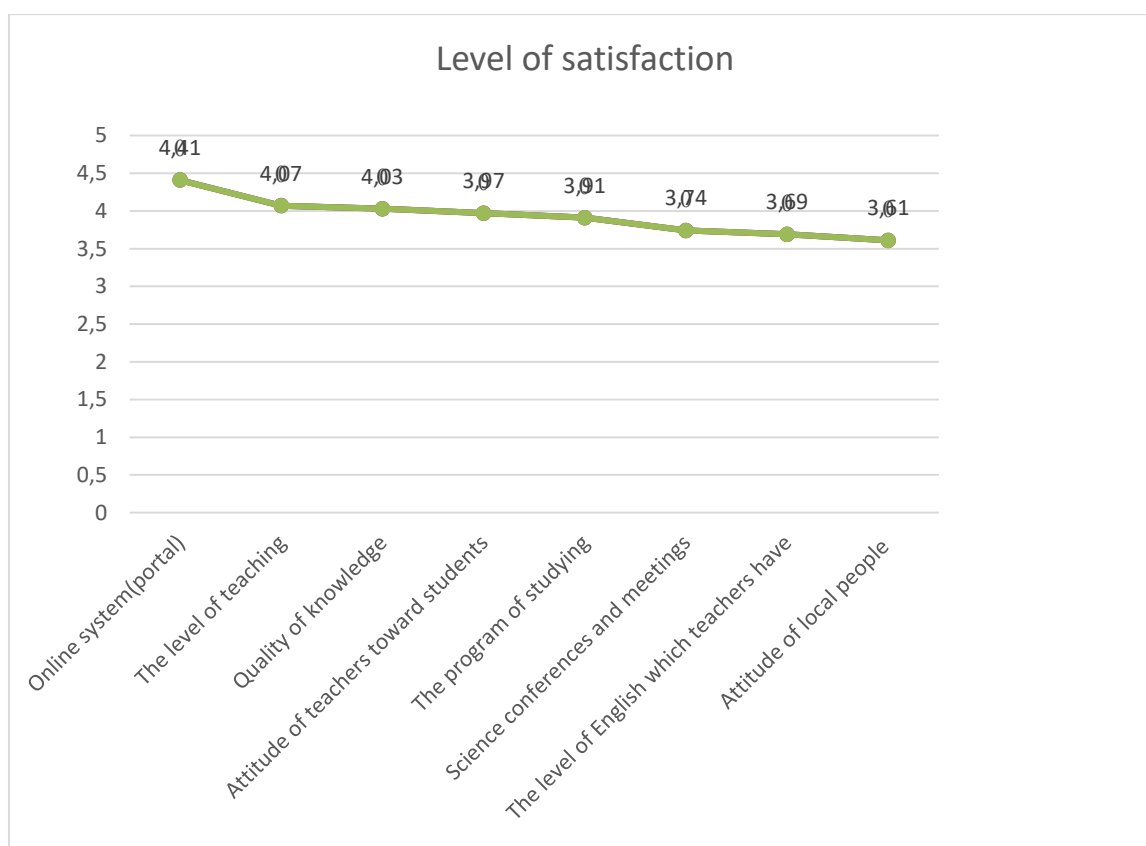
Source: Own research

According to the graph 3 we can make some conclusions about how students learn about universities where they study now. Most of them have found information in the Internet- 37%, about 30% was provided with information by companies through which they came to the Czech Republic. Moreover, among this 28.9 % of students 25% are those who study bachelor's programs in Czech language (graph 4). About 20% of students knew about the university from their parents while 8.1% saw some materials on education exhibitions.

It is necessary to know which characteristics they consider during the process of choosing the university. There are three main factors which are more than others important to students:

- 1) Program of studying- 65.2%
- 2) University ranking-52.4%
- 3) Requirements for application-44.8%

Meanwhile factors such as city where university is located, price, scholarship, deadline of application and extracurricular activities are less important in the decision making process.



*5 - completely satisfied, 4- rather satisfied, 3- neutral, 2- likely not satisfied, 1- not satisfied.

Graph 5 Level of satisfaction

Source: Own research

Question 14 in the questionnaire examines satisfaction level of studying characteristics. Based on the graph 4 we can see that students show high level of satisfaction in such factors as online evaluation system(portal), the level of teaching and quality of knowledge. By others factors students are rather satisfied or they express more neutral relation regarding them. However, the general level of satisfaction is pretty high.

Questions 15 and 16 examine future students plans after graduation. About 40% of respondents do not decide where they are going to live yet while other part would like to stay in the Czech Republic (27.6%) or move to another European country (21.4%) and less than 5% are planning to come back to home countries.

4.2 Qualitative research

Semi-structured interview is the method which is used in the work because it allows to reach deeper information and to understand better the results of quantitative method.

4.2.1 Participants

International students who study in the Czech Republic participated in the interview. We conducted 10 interviews with different participants, 7 of them study in Tomas Bata University, 2 of them in University of West Bohemia in Plzen and 1 in Karlov University. Most of participants are from Russia and others came from Moldavia, Ukraine, Armenia and Kazakhstan. Five participants are involved in bachelor's programs, four in masters and one PhD. In order to reach our participants, we used snowballing method. All interviews were recorded and based on records transcripts were written.

4.2.2 Results

Results of qualitative research have proved and developed data received from online survey. First of all, students showed their intention to study in Europe compare to USA and Asian countries because of price policy: *"To study in USA is usually expensive. One year of bachelor's program costs 70 thousand. One friend of mine is studying there and pays 70 thousand per year. Canada is expensive as well."*(A, 23 years old).

However, comparing prices for education services among European countries students emphasize attractiveness of Czech Republic. Some participants mentioned that the tuition fee in Czech Republic is 2500 euros per year, while in France the price with discount for international students is 7000 euros.

But not only prices for education services play an important role, also students consider prices for products and services in the country: *"Well, costs of living in the Czech Republic is big advantage"*. (A, 23 years old). This factor does not have direct relation to the educational service, though it affects the choice of the country. For example, for some students it was the key factor during decision making process. Some of them applied and were accepted in several universities but in the end chose Czech Republic because life is cheaper.

Moreover, students pay attention to different kind of scholarships and financial support from the University and Czech government: *"I was choosing between Estonia and the Czech Republic. The main factor was a scholarship. Since Estonia did not offer a scholarship I choose the Czech Republic and here I am"* (A, 23 years old).

Some participants emphasize loyalty and openness of price policy in the Czech Republic. First of all, how was mentioned before the tuition fee is lower than in other European countries. Moreover, students know that this money will come back to them in the form of financial support. For instance, the University gives financial support if students show intention to participate in international conferences and other scientific events. The same happens with research. PhD students told us that if the university considers your research important and useful they will invest in it.

Apart from university scholarships, Czech government and European Union provide international students from certain countries with financial support. Some of participants obtain the scholarship from Visegrad Fund which covers tuition fee and part of living needs. While others get some scholarships from the Czech Government.

Therefore, based on the results of the interviews we can see why students chose Europe and Czech Republic, what factors were important for them. Now it is necessary to analyze the process of selecting the concrete university and program. Our research shows that most of the students want to study in big cities which are familiar to them: *"Well, I have always considered the Czech Republic, it seemed to me such a romantic country. Education is good, everyone always talked about it. And Prague is so beautiful"* (O, 27 years).

Moreover, some students who have chosen small cities for studying, say that they would change their choice in favor of large city. Most participants would like to change it for Prague and some of them for Charles University. Foreign students want to study and live in big cities, as they can find more job opportunities there. They consider Prague as the city with big amount of different job opportunities.

As our research shows most of the participants have intention to stay and work in the Czech Republic and in their opinion it is easier to do with Czech diploma: *"With diploma from Czech University will be easier to find a job, rather than with a diploma of a Russian university"* (E, 20 years old).

Therefore, the majority of students who left to study in Europe focus on the western labor market. Almost all participants are planning to stay and work in the Czech Republic and some of them in other European countries.

Besides, for our research is very important to identify how the students search for the program and concrete university. Based on the interviews, certain differences between bachelors and master's students were found out. Since most of the bachelor students came to the Czech Republic with some kind of commercial companies or organizations, they were affected by advertising.

Some of them realize the special role of advertising in the decision making process: *"Yes advertising had kind of influence. If I was found by a man from language courses I would say definitely yes, somehow I was curious"* (V, 23 years old). Some of the participants recognize the presence of advertising, but cannot realize exact effect it had.

Others found information with the help of university advertising. Some participants emphasize the certain role of international education exhibitions. For instance, one participant knew about Tomas Bata University and about Zlin from the exhibition which was conducted in Czech Republic.

Unlike bachelors, students of masters programs were not affected by advertising: *"To be honest, I have not seen any advertising. I did everything by myself, I did not ask anyone, did not contact any agency"* (A, 23 years old). Usually potential customers who are planning to study master programs in English use official websites like "Czech Republic" with the list of universities and after that they look for the websites of particular universities where they learn information about admission requirements and then contact people from international office.

They search for information in the Internet and use official websites. For example, some participants used the website called "study in Czech" and then search in google. First, the students used official websites, then they went to universities websites: *"I started with the « study in EU ». I think it was something like a general study in Czech Republic, in my opinion, some Ministry of Education, they have such a website"* (Oksana, 25 years).

Thus, there is a tendency that the main source of information is the Internet, but search engines give different information based on the language in which students search and level of education. If the request is made in Russian and potential customer plan to obtain bachelor's degree abroad,

not necessarily in the Czech Republic, Google provide them with commercial websites and advertising of Czech language courses. This is connected to the fact that education in the Czech language is free of charge, so future students and their parents are attracted by this perspective, even though the language courses are not for free. While the future masters and PhD students tend to use official sites and plan their studies in English.

Also it is necessary to understand what makes Czech universities attractive to students because this information will allow to develop more effective promotional campaign and emphasis factors which they appreciate. One of these factor is using modern technologies in studying process like the base of new books, better computers, some technical stuff and access to information. Apart from technologies students like external characteristics: *"Well, university is very beautiful. Everything here is so cool"* (A, 23 years old).

Besides, some participants emphasis the cooperation with others Universities: *" Sometimes the university organizes the lectures with professors from different countries. For example, last year, I participated in several lectures. Once there was a woman who came from Japan and told about Japanese working environment, how to get a job there, how to talk with colleagues. And in my eyes it's very useful"* (V, 25 years old). Other students appreciate the possibility to participate in Erasmus programs or other exchange programs. They consider it as a big advantage and from these programs they can get new knowledge and experience. But at the same time some of potential customers do not know about these possibilities and that they can participate in it. The possibility of European universities offer a variety of exchange programs and universities relations and contacts definitely attracts students and make them the part of international environment because all universities are connected.

Also participants pay attention to living conditions. They emphasize high living conditions in the dormitory compare to Russia. And even though Zlin city is small and has less than 100 thousand populations, the infrastructure is developed very well. Moreover, the public transportation is developed and participants consider Zlin as a nice green city for students with a lot of parks.

On the other hand, we should find out disadvantages which students mentioned in the interviews. Students who study in English are not satisfied with the level of teacher's language: *"Now my second year is finishing. Unfortunately, I did not really like the level of English. Not all teachers are fluent and that's why some barriers appear"* (Arthur, 23 years). Students complain about low English level teachers have because they cannot express their thoughts and explain materials.

While others mentioned the lack of practical experience which teachers have and that's affect the quality of the whole program. Participants told us about their previous experience in other universities. These universities invited some teachers from real companies and they gave classes and taught more practical information. Students consider these practices as a big advantage.

4.3 Discussion of research results

Qualitative and Quantitative research allowed us to find out specific behavioral features of our consumers. On-line survey, in which participated 211 students who study in Czech University, helped us to identify main trends regarding their decision making process.

Majority of our respondents study bachelors programs in Czech language and this is more typical way for foreigners from post-soviet states, because the knowledge of Czech language allows them to study without paying charge. The main part of those who study in Czech language came with the help of different companies and agencies. Since most of the respondents are bachelors, the middle age of them is 21. While the amount of students who are involved in master's programs in English is lower and their age is higher. The significant part of our respondents is from Russia and others came from different post-soviet states. We have found out that the majority of respondents study in Prague and Brno. And participants mentioned that they prefer to go to the city about which they already heard or knew. Moreover, the advantage of big cities is a variety of job opportunities.

Besides, based on the survey results, two more competitors of European countries in terms of education were compared and main strengths of European education were selected. According to the data the most attractive factors are the price, multicultural environment, cultural similarity and close location to the home countries compare to different group of countries.

Moreover, reasons and sources of European education were analyzed. According to the gathered data the most popular reason why young people want to study in Europe is the possibility of the future successful employment. The survey showed that significant part of the respondents plans to stay in Europe and do not return back. And usually respondents learn about opportunity to study in Europe from friends but after that parents play more important role.

After that the characteristics which are more important for students in decision making process were distinguished. Students and their parents are attracted by pricy policy for education services in Czech Republic. By price policy they mean not only price from University but also possibilities to get different kind of scholarships and governmental financial support. However, some students did not know about financial support and complain about the lack of the information.

They pay attention to price policy more than to other factors during decision making process. The next factor which takes the second place on the scale of importance is quality of knowledge which is reached by new technologies and wide data bases.

Besides, we have found out that majority of respondents learn about the university in the Internet and only few of them saw some advertising. Research findings showed us that program of studying, university ranking and requirements for application are the most important factors which respondents take into consideration when they choose the university.

Moreover, we came to the conclusion that the level of satisfaction with education services is pretty high and we compared which services have better marks and which of them are weaker. Besides, based on the results future plans and desires of students were found out.

Semi-structured interview which was conducted with 10 participants, international students helped us to see the whole situation deeper. All conclusions from the survey were confirmed and developed with the interview. Participants described in the details how they choose the place for studying, who helped them in this process and what opinion was the most important for them. The main trend which we distinguished is that students who search for master's programs in English use only Internet and basically official websites. They pay more attention at the program of studies.

Participants gave their opinion about advantages and disadvantages of the programs in which they are involved and what they would change if it would be possible. The main disadvantages which were mentioned here is the level of English which teachers have and too theoretical knowledge which cannot be applied at the future job. The main advantage which students emphasizes is the possibility to participate in different international programs, be involved in meetings and conferences. And students mentioned that during decision making process they did not know that they have such possibility. Also they told about their future plans and desires.

Therefore, the combination of two research methods allowed us to get necessary data which meet research questions and goals. Based on these conclusions the project can be developed.

4.4 Research suggestions

In the future the both parts of the work can be developed. Theoretical part can be explored with other approaches of scientists. Moreover, the data of similar research can be analyzed and compared with our results.

In order to collect more representative and reliable data the sample of the quantitative research should be larger. Besides, more variables can be added in the research. In order to reach more

foreign students, the researcher can cooperate with international departments of Czech universities. Also this kind of cooperation may help to gather some statistical data and it can be also reached with the help of Czech statistical organizations.

4.5 Answering research questions

RQ1: Who are the main consumers of foreign educational services and who influences their choice of country and university?

According to the research results the main consumers of foreign educational services are young people with the average age 21 years old. They are in their last year of high school, bachelor or master programs. Most of them live in Russia and they have intension to move to Europe and find a job here, while some of them do not plan to study abroad at all.

Our research shows that parents have the main influence on potential customers. However, younger students are, more influence from parents they have. On the second place are friends who affect more in the beginning of the decision making process.

RQ2: Which are the main factors that customers take into consideration during the process of choosing the place of studying?

During the process of choosing the place of studying the student face with several questions, the first one is more general and related to the country of studying and the second question is more specific it includes the city and the concrete university.

Factors which are more important in selection of the country:

- The possibility of free education
- The price of education
- Quality of knowledge
- Possibility to travel in Europe
- New technologies in studying process

Moreover, we have found out that students would like to study in big cities with which they are familiar from friends, parents or social media. However, some students during the selection process first search for the concrete city and then universities there, others do not care about the city, university and study program are more important for them.

Factors which are more important in selection of the university:

- Program of studying
- University ranking

- Requirements for application.

RQ3: What are main sources of information which our customers use?

As was mentioned before choosing the country of studying students take into consideration opinion of their parents and friends. Then they start to search information about particular universities.

Main sources of information about the University (from more popular to less popular):

- The Internet
- Companies and commercial organizations with which students came to the Czech Republic (students who study in Czech language)
- Parents
- Education exhibitions.

RQ4: What does consumers motivate to buy these services?

Based on the research findings we can conclude that students are motivated by the future opportunity to stay in Europe and to find a job here. Most of students think that diploma from Czech University can help them to reach their goals.

4.6 Recommendations

Based on the research results we have developed some recommendations for the Tomas Bata University. First of all, UTB should cooperate more with other organizations such as foreign universities, Czech language courses suppliers, job suppliers because these kind of cooperation can increase the number of clients and brand awareness. The agreements with Czech language courses will attract more students because they will provide students with materials about TBU and let students know about the possibilities which the University gives to the students. The agreements with foreign universities will open the access of presenting TBU materials and can increase number of exchange students who can be full time students in the future. Moreover, exchange students are the sources of word of mouth advertising. Once they come back to their countries they share their experience and opinion about the university. However, some agreements with other companies can provide students with internship and for some outstanding students with future job. This fact will motivate potential students to choose UTB because most of them are planning to work in Czech Republic.

According to the gathered data students take into consideration the program of studies and they appreciate the use of new technologies. Moreover, some students are not satisfied with the level of English which teachers have and others complain about the lack of practical classes. Therefore,

we would like to suggest to launch English courses for teachers in order to improve their level and to invite more native speakers. Once teachers will finish language courses and get the diploma the results can be presented on the website and can attract potential customers. Besides, to expand studies programs with more practical classes and involve some professors who work in companies of this field and can provide students with case studies and more practical knowledge.

Moreover, we would like to recommend to the Tomas Bata University to launch the project which focus on marketing communication tools which can be used to increase brand awareness and attract more international students from non-European countries. The project is described in the next chapter of the work.

IV. PROJECT PART

PROJECT INTRODUCTION

In this part based on the research results and our theoretical knowledge the project is presented. In the project the author analyzes potential customers, segments, competitive environment and suggests to the Tomas Bata University which communication tools is better to use in order to promote education services for international students from non-European countries.

5 BACKGROUND

Tomas Bata University is located in Zlín and involves about 10 000 students. It consists of 5 faculties. One of the main activity is developing international relations through attracting international students.

Tomas Bata University plans to attract more international students for selected faculties: Faculty of multimedia communication(FMC), Faculty of management and economics(FAME), Faculty of informatics(FAI), Faculty of technologies(FT) because these 4 faculties can offer different programs in English and Czech. While in this moment there is a lack of foreign students, programs are opened but few foreign students are interested in them. However, it is clear that the University get a big advantage from international students and improve the position in the ranking.

In order to solve this problem, the University should use appropriate marketing communications tools which should be selected based on the results of the research and market analysis.

6 MARKETNG STRATEGY

6.1 Potential customers

Our potential customers are bachelor students, master students of universities, school leaver and their parents. The age of target group varies from 17 till 25. Potential customers are from post-soviet states mostly from Russia and from big cities. Their families are involved in middle or upper middle class. The main part of target group already has intention to study abroad.

6.2 Segmentation

All potential customers can be divided according to different characteristics. First of all, based on their intentions:

- 1) Potential customers who wants to study in Europe
- 2) Potential customers who wants to study in the Czech Republic
- 3) Potential customers who wants to study in concrete university

Based on the level of studies:

- 1) Students who are planning to obtain bachelor degree
- 2) Students who are planning to obtain master degree
- 3) Students who are planning to obtain PhD degree

According to the language of studies:

- 1) Students who will study in Czech language
- 2) Students who will study in English

According to the studies fields:

- 3) Economic and Management
- 4) Informatics
- 5) Multimedia communication
- 6) Technologies

For each marketing segment communication tools should be different.

6.3 Objectives

- Increase awareness and interest in the Tomas Bata University programs through increasing the number of international visitors to the webpages
- Increase the number of enquiries received from prospective international students
- Increase applications, offers, acceptances and enrolments in the Tomas Bata University programs by international students
- Develop awareness of Zlín as studying destination and inform potential customers about living conditions
- Develop awareness of University brand through participating in exhibitions and advertising
- Increase interest of potential customers and make them familiar with possibilities which the University can offer

6.4 Product

Tomas Bata University offer all programs in Czech language for free if students have appropriate language level. Moreover, some faculties have bachelor, master and PhD programs in English.

Table 3 English Programs of TBU

Faculty	Degree	Name of the program	Price per year in euro	Scholarship
Faculty of management and economics	Bachelor	Management and economics	2000	2200
Faculty of applied informatics	Bachelor	Information and control technology	2200	2200
Faculty of management and economics	Master	Business administration	2000	2200
Faculty of management and economics	Master	Finance	2000	2200
Faculty of management and economics	Master	Management and marketing	2000	2200
Faculty of multimedia communication	Master	Marketing communications	2500	2140
Faculty of applied informatics	Master	Information technology	1900	2500
Faculty of applied informatics	Master	Security Technologies, Systems and Management	1900	2500
Faculty of applied informatics	Master	Integrated systems in building	1900	2500
Faculty of technology	Master	Polymer Engineering	2780	2230

Faculty of management and economics	PhD	Management and economics	1650	3500
Faculty of management and economics	PhD	Finance	1650	3500
Faculty of applied informatics	PhD	Engineering Informatics	1800	3560
Faculty of applied informatics	PhD	Automatic control and informatics	1800	3560
Faculty of technology	PhD	Technology of Macromolecular Compounds	2410	3560
Faculty of technology	PhD	Food Technology	2410	3560
Faculty of multimedia communication	PhD	Visual arts	2500	3560

Source: Own research

According to the table 1 we can conclude that TBU can offer big variety programs in English, most of them are masters and doctoral programs. The majority of programs are provided by faculty of management and economics and faculty of applied informatics. Moreover, based on the prices and scholarship we can see that in most cases scholarship covers tuition fee. This opportunity to obtain the scholarship can be attractive for potential customers.

6.5 SWOT analysis

In order to identify internal and external factors which influence the position on the market it is necessary to develop SWOT analysis. SWOT analysis helps to evaluate the position of the company. Based on our research findings we have distinguished external and internal factors of the Tomas Bata University.

Table 4 SWOT analysis

Strengths	Weaknesses
<p>Modern university</p> <p>International environment</p> <p>Strong support of international and exchange students</p> <p>New technologies and labs</p> <p>Low prices</p> <p>Possibility to obtain scholarships</p> <p>International events and conferences</p>	<p>New brand</p> <p>Low level of English</p> <p>Few programs in English</p> <p>Absence of Czech language courses</p> <p>Lack of practical classes</p> <p>Weak awareness of the brand</p>
Opportunities	Threats
<p>Agreements with foreign universities</p> <p>Agreements with Czech courses suppliers</p> <p>Growth of interest in the Czech education</p> <p>Developing of government financial support</p> <p>Loyal migration policy</p> <p>Contracts with companies in Zlín</p> <p>Lunching of new international events in Zlín</p> <p>Building of new student dormitory</p>	<p>Strong competitors</p> <p>Small and unknown city for foreigners</p> <p>Changes in political relations with post-soviet states</p> <p>Growth of prices on products</p> <p>Weak job opportunities in Zlín for foreigners</p>

Source: Own research

According to the table 2 we can see that main strengths of the company are related to international environment and support which the University provides foreign students. One of the example is Buddy System organization which was created in order to help and support international students. Moreover, TBU organize different events, like international days and dinners where students can learn new cultures and meet people. Another strong part of the university is price policy. Compare to competitors the company offers lower prices and give opportunity to obtain financial support

from the university. However, there are some weaknesses related to the fact that the University is pretty new and do not have long history and strong image that is why awareness of the brand is low. Besides according to the research results many students complain about the content of studying programs and about teacher's level of English.

External factors focus more on migration policy because it directly affects the amount of students who go to study to the Czech Republic. Moreover, among external factors the develop of the city plays important role. For example, if the city will launch more international events like Film Festival it will attract more people and more interest. Meanwhile among external factors should be taken into the consideration strong competitors with good reputation and long history which will be analyzed in the next part of the work.

6.6 Competitive analysis

In order to distinguish competitive advantage of TBU it is necessary to select main competitors and compare them according to important characteristics which were mentioned in the research. Based on the ranking of Czech Universities main competitors were selected and were analyzed services which they offer, price policy, location and availability of information on the websites.

Table 5 Main competitors

The name of the University	Services	Price per year	Location	Ranking in the Czech Republic	Full information presented on the website(0-100%)
Charles University	Czech language courses Big variety of Master, bachelor and PhD programs in English	2000-8000 Euro Average price is 5000 euro	Prague	1	Accommodation-60% Visa-50% Alumni's achievements-100%

	Few master programs in German				
Czech Technical University in Prague	Bachelors and master's programs in Russian and English Doctoral program in English	-	Prague	2	Accommodation-0% Visa-0% Alumni's achievements-0%
Masaryk University	Different kind of Czech language courses Bachelor, master, doctoral programs in English	-	Brno	3	Accommodation-70% Visa-0% Alumni's achievements-0%
Brno University of Technology	Bachelor, master and big variety of doctoral programs taught in English	1500-7000 Average price is 4000 Eur	Brno	4	Accommodation-80% Visa-80% Alumni's achievements-0%
Palacky University Olomouc	Few bachelor, master, doctoral programs are presented in English	-	Olomouc	5	Accommodation-0% Visa-0%

					Alumni's achievements-0%
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Source: Own research

Based on the competitive analysis we can conclude that the main competitive advantage of programs in Tomas Bata University is the price, because compare to the competitors the company offer lower prices. Meanwhile the advantage of the competitors is the location, because international students want to study in big cities and tend to go to the places which they know and hear before. Moreover, competitors offer big variety of programs in foreign languages. Therefore, promotion campaign of the company should be focused on the price policy and emphasis the equal possibility to obtain the scholarship.

7 MARKETING COMMUNICATION TOOLS

In this part we suggest main marketing communication tools which can be used in the project. During the selection of the instruments we took into consideration research results, objectives of the project, characteristics of potential customers, SWOT and competitive analysis.

7.1 Social Media Marketing

Social media marketing (SMM) - the process of attracting traffic or attention to a brand or product through social networks.

At the same time, the main attention is paid to the creation of content that users will distribute through social networks already independently without participation of the group administrators and public pages of universities. It is important because all messages that are transmitted through social networks look like recommendations due to the social connections of the participants. People tend to trust what their friends and also those who are authority to them say.

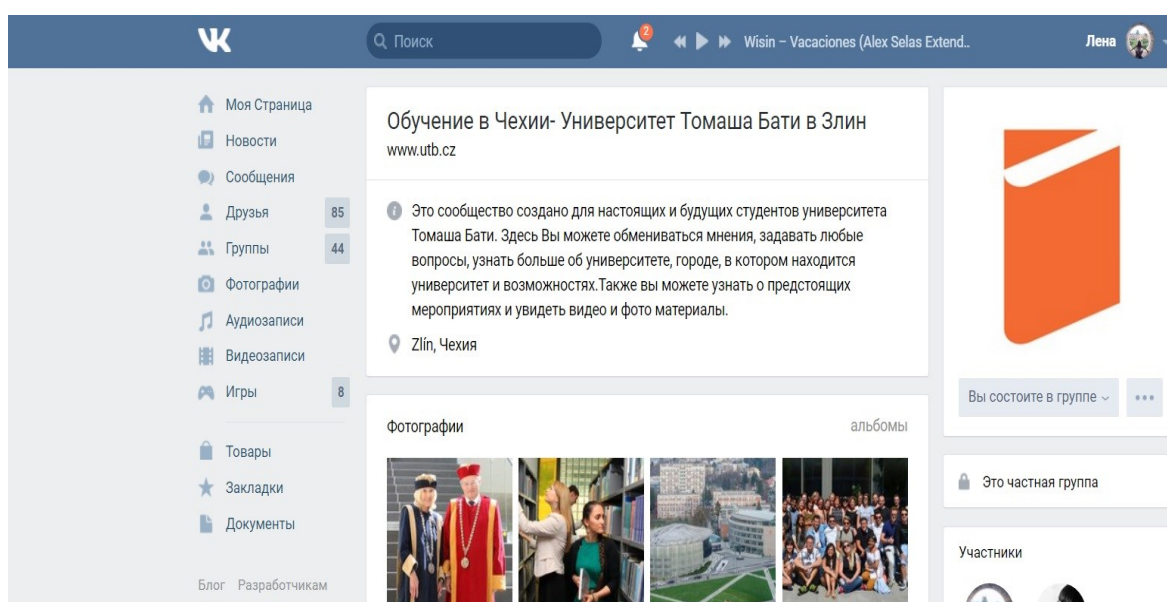
Promotion in social media allows most effectively influence the target audience. Social networks are the largest sites where all types of audiences are represented, with which educational institutions can communicate directly, choosing the most suitable ways of communication.

The most popular social network for young people in post-soviet countries is "Vkontakte". "Vkontakte" is a leader and has more than 54 million accounts. The social network "Vkontakte" has the youngest audience and the highest scores among users up to 24 years old. The second place takes social network which is called "Odnoklassniki", but the middle age of the audience is higher it varies from 24 to 44 years. Facebook takes the third place and then go Instagram and Twitter.

Therefore, in our case it is necessary to create online community in “Vkontakte”. The first motive why potential customers will join the community is that they want to get information about the company or services, the second motive is the communication between users and with administrators. The basis of such a community is the brand the of company. The brand is presented in the name of the group and in the main part of the content.

The name of the community- Education in the Czech Republic-Tomas Bata University. The cover picture is the logo of the University.

Picture 1 Community in Vkontakte



In the album can be posted pictures of the University, students, the city, living conditions and also can be added videos from different events. The administrator should open discussions where participants can share their experience. The next step is the process of student’s attraction. The first way is integration with the main website. If there is a link on the main website people will follow it to know more and vice a versa people from the community will see the website. The second way of increasing participants number is to post the link to the community in similar communities with big amount of users. In our case it can be such groups as “Studying in the Czech Republic”, “High education in Europe”, “High education abroad”. Besides to bringing new target audience, it is also necessary to keep the interest of existing participants by updating the content regularly. The information should cover not only services of the University but also useful advices about visa issues and scholarship possibilities.

The successful example of similar community is Czech language courses in Podebrady (<https://vk.com/podebrady>). This group consists of different discussions, pictures, videos and information about legal issues and cultural events.

7.2 Pay per click advertising

Contextual advertising or pay per click is text ads that are shown to users on request, if these advertiser requests are added to the settings of the advertising campaign. Ads are shown to the user at the moment when he himself showed interest in the product or service and, probably, is ready to buy.

Search contextual advertising is shown in search results in the largest search engines or on the websites in case the user's request coincides with the keywords of the contextual announcement.

Thematic contextual advertising is shown on the page of the site that is part of the partner network of advertising systems, if the subject of advertising corresponds to the interests of the user. Thematic advertising is shown as additional information to the content of pages that the user views. Although to display ads, the user does not make a request, they are still in the sphere of his attention.

We suggest to develop search contextual advertising for UTB. In order to do that it is necessary to analyze keywords which are used on the website. Based on keywords ad text can be written. Moreover, PPC platforms should be chosen.

Keywords: Tomas Bata University, student, faculty, international, education programs, courses, master's degree program, bachelor's degree program, tuition fee.

Ad texts:

- “Apply to master's programs in English in Tomas Bata University!”
- “Join international students group in Tomas Bata University!”
- “High education for international students in Tomas Bata University.”
- “Low tuition fee for PhD and master's programs in Tomas Bata University”
- “High education in Czech and English languages in Tomas Bata University in Zlin”

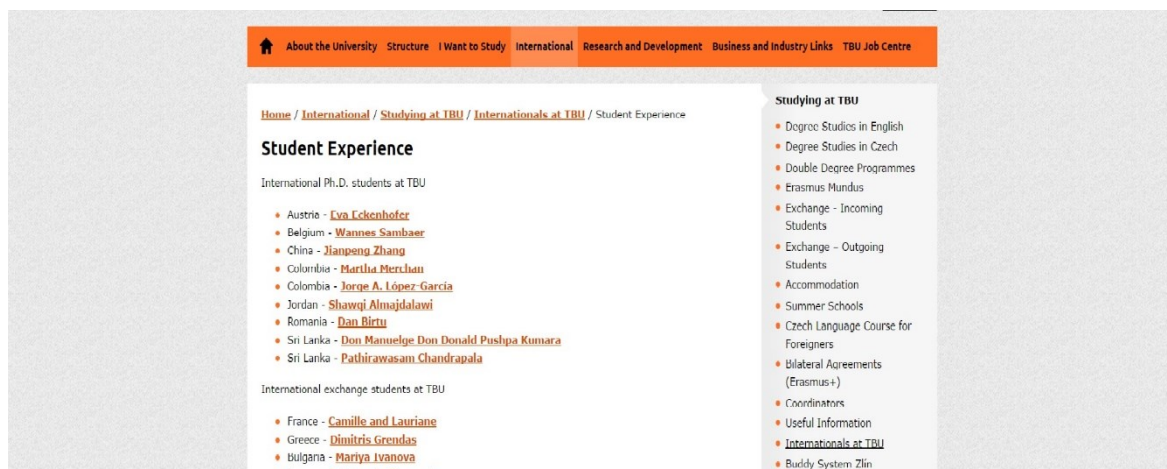
Since potential customers usually use Google and Yandex, appropriate platforms for PPC campaigns are Yandex Direct and Google AdWords. Therefore, PPC campaigns will develop brand awareness and increase the amount of website visitors what will positively affect the position in SEO.

7.3 Digital marketing

The content of the website should be unique in order to have good position in search engines. Moreover, it has to be easy, useful, understandable for the visitors and contain relevant information.

During the analysis of English version of the current UTB website we have found out that some parts of it has old and bad presented information.

Picture 2 Current website



For example, the section about student experience contains student stories from 2006 and in order to know them the visitor needs to download pdf file and spend some time to read it. Therefore, the recommendation is to update all information and make the presentation more visible and creative.

Based on the research results we made a conclusion that the main future purpose of students is to find a job in Czech Republic or Europe. That is why it is necessary to let website visitors know about job opportunities. It can be done by providing visitors with the statistic of employment of international students and description of their experience. The University should collect data about alumnus, their place of work and position and present the most outstanding results on the page.

Since we know that parents play important role in decision making process they need to have access to the information on the website. To make the process of learning easier for them we would recommend to translate all content of the website to Russian language as well.

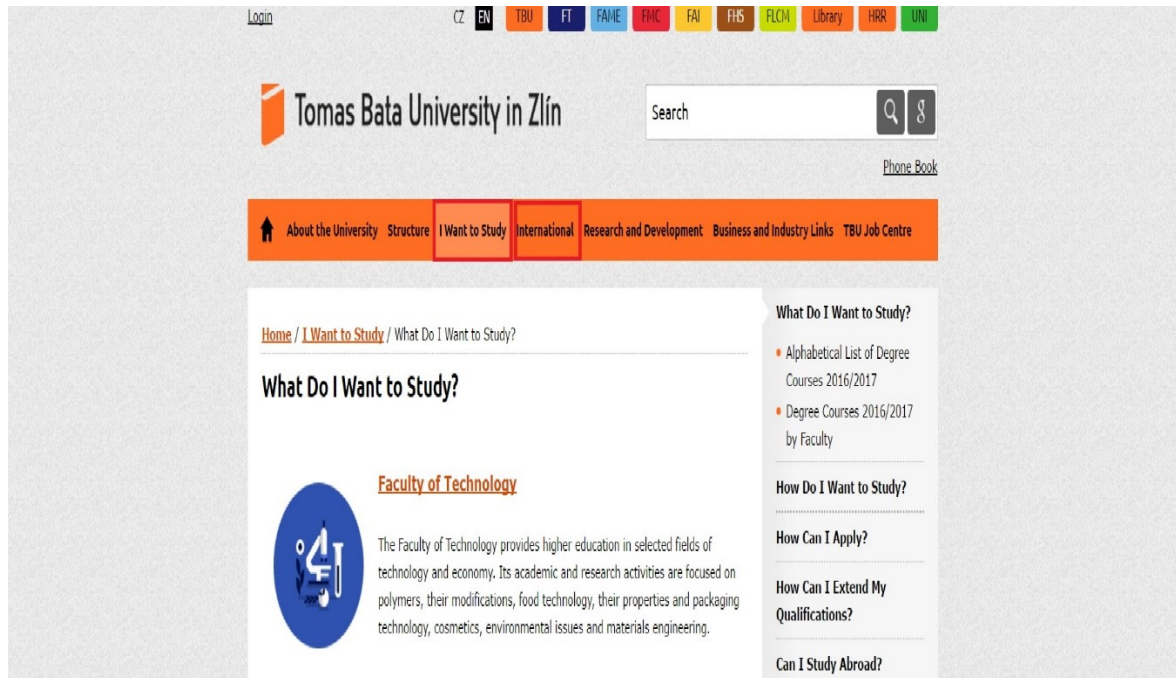
According to the research results the price is the most important factor during decision making process that is why the information about price policy should be visible and easy to find. At that moment in order to find price policy of the University the visitor of the website has to spend some time while the pricing policy is one of the main competitive advantage of the University.

Besides, the University should inform students about the opportunities to obtain scholarship for both Czech and English programs. Apart from universities scholarships, the information about other financial support possibilities should be presented. And this information should be presented on the main page in order visitors can easy to find it.

Also the University should mention the possibility to participate in different international programs, conferences and to describe the advantages of the city and living conditions.

Therefore, all important information mentioned above should be added at the website or the place of it should be changed. In Categories “I want to study” or “International” should lead to this information.

Picture 3 Current website

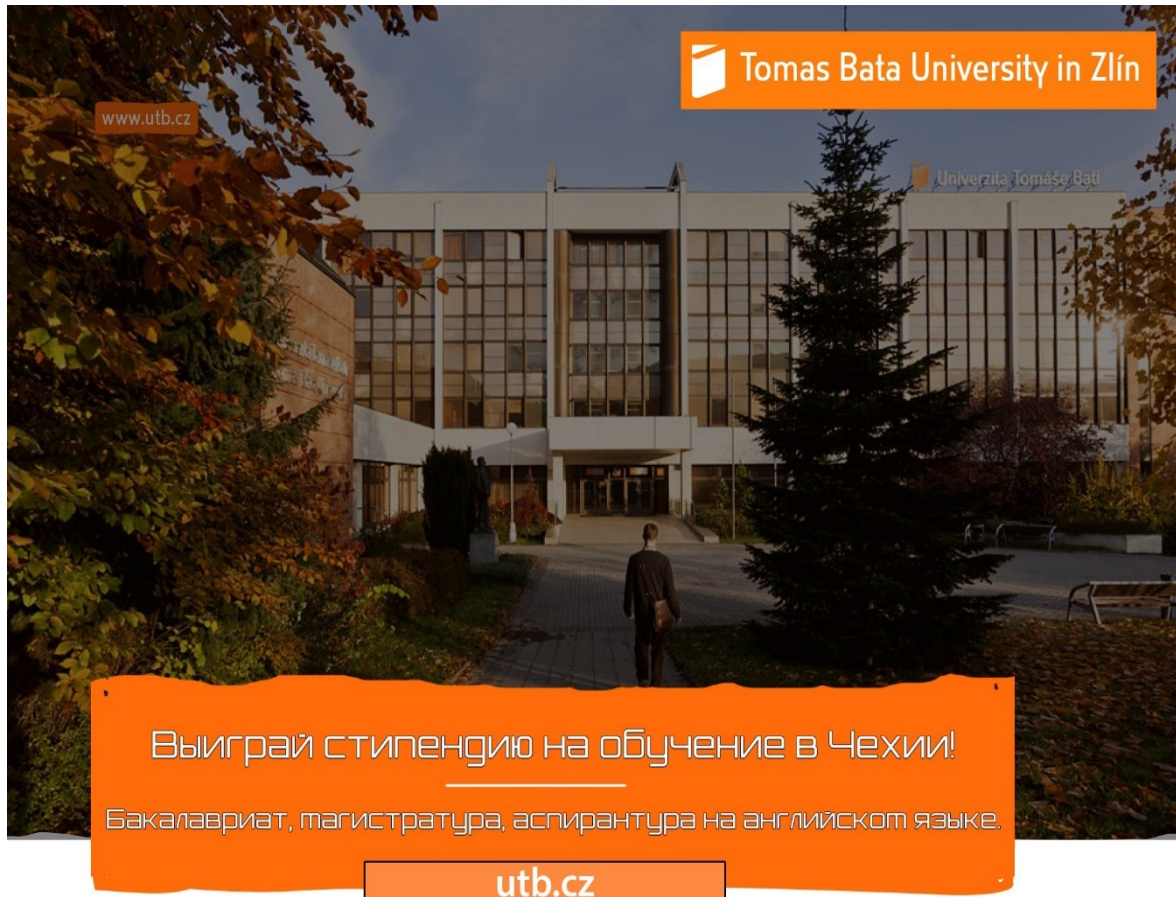


7.4 Printed advertising

In order to increase brand awareness, the company should launch printed advertising in schools and universities. The message of the advertising should be focus on the possibility to obtain different degrees in Czech Republic for a good price and opportunity to get the scholarship which will cover the tuition fee.

First of all, printed advertising should be presented in big universities of big cities and can be divided according to segments. In universities which focus more on economic studies will be presented programs of FAME, in technical school information about faculty of technology.

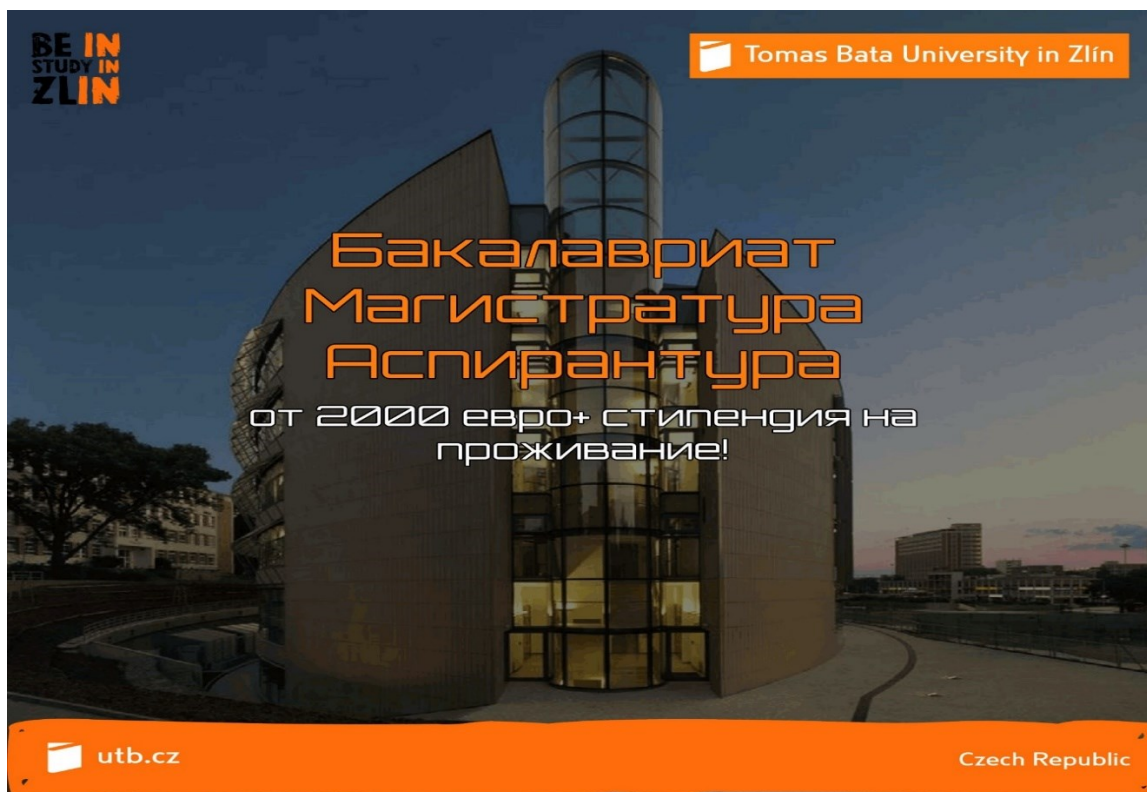
Picture 4 Advertising poster 1



Source: Own Research

This poster emphasizes the possibility to study bachelor, master and PhD programs in English and obtain the scholarship.

Picture 5 Advertising poster 2



Source: Own Research

The poster 2 shows that tuition fee for bachelor, master and PhD programs is 2000 euro and moreover there is an opportunity to get the scholarship for accommodation.

Picture 6 Advertising poster 3



Source: Own Research

The third poster shows to the potential customers that they can obtain high education from 2000 euro.

7.5 Event marketing

Participation in the exhibitions provides an opportunity to solve many business problems at the same time.

Exhibitions allow to increase the number of clients and sales, find ways to optimize production processes, increase competitiveness, provide a positive perception of the brand or company, improve the reputation and brand awareness.

For TBU it is necessary to participate in main exhibitions of international education. The biggest ones are conducted in Moscow and Saint Petersburg. Some of them involve both Russian and foreign universities while others focus only on international education. In the beginning it is better to participate in exhibitions which attract only those who are interested in education abroad.

For example, in October 2017 in Moscow will be organized one exhibition of international education in which will participate Asian, European and USA universities. One more big exhibition will be conducted in May in Saint Petersburg.

In order to participate in the exhibition TBU should make a registration and prepare all materials: banners, flyers, brand book, business cards, posters.

8 IMPLEMENTATION OF THE PROJECT

In order to launch described marketing communication tools it is necessary to identify who will be involved in the project, the location of it, milestones of the project, financial and timing issues and risks which the project can face.

8.1 Labor force

In the table 4 main people who should be involved in the project are described. Also their main responsibilities are mentioned.

Table 6 Human resources

The name of the marketing activity	Necessary working forces	Amount	Responsibilities
Social media marketing	The administrator/copywriter of the	1*	<ul style="list-style-type: none"> Update information in the communities

	communities in Social networks		<ul style="list-style-type: none"> • Write informative and interesting articles • Download pictures from events • Attract more participants • Suggest new ideas regarding promotion the communities
Pay per click advertising	PPC specialist/Internet advertising specialist	1	<ul style="list-style-type: none"> • Choose appropriate platforms • Develop keywords and advertising texts • Implement advertising campaigns in the platforms • Control of the campaign • Analysis of the results
Digital marketing	Copywriter	1*	<ul style="list-style-type: none"> • Gather interesting information about alumnus • Write advertising texts • Write short articles for the website
	Web designer	1	<ul style="list-style-type: none"> • Change places of some information blocks • Make the website more modern, easy and attractive
Printed advertising	Designer	1**	Develop advertising posters and banners according to the request

Event marketing	Designer	1**	Develop all visual materials for the education exhibition
	Employees from the international office of UTB	2-3	<ul style="list-style-type: none"> • Find appropriate educational events • Make registration for the event • Find tickets and accommodation • Divide responsibilities and roles during the event

Source: Own research

According to the table 4 we can see that the project requires about 4-7 people. Signs * and ** mean that it can be the same person. Based on the table it is visible that event marketing need more people to be involved than others marketing activities.

8.2 Phases of the project

Basically all projects consist of 5 main phases:

1. Project conception and initiation
2. Project definition and planning
3. Project launch or execution
4. Project performance and control
5. Project close

The first two points were described in the beginning of the project part where objectives and background were mentioned. The third point consists of five main marketing activities:

- Social Media Marketing
- Pay per click campaign
- Digital marketing
- Printed advertising
- Event marketing

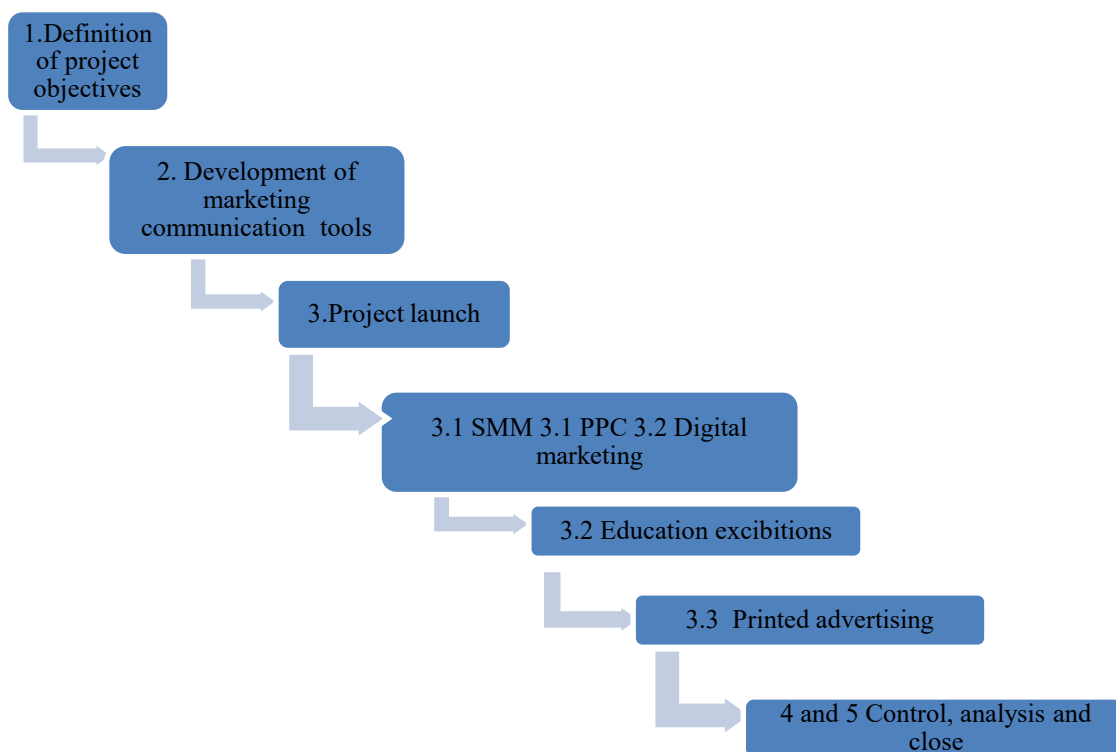
These activities should be initiated at the different time. The first three tools which mainly work in the Internet should be started at the same time and work systematically. The next step is participation in education exhibitions and the last is printed advertising.

The fourth and fifth phases are related to the analysis of the results and measurement of the progress.

In the scheme 1 are presented main phases of the project.

Scheme 1 Phases of the project

Source: own research



8.3 Media plan

The beginning of the project is planning for September 2017 since all students will start to study. As was mentioned before the first part of the project is related to the Internet marketing and approximately this part should take 2 months. After that event marketing is planned to start, because main education exhibitions in Russia take place in autumn and winter period. Printed advertising is planned to launch in the beginning of the spring, because in this period students try to make their final decision about future place of studying. Therefore, the length of the whole project is 8 months from September 2017 till the end of April 2018.

Table 7 Media plan

Marketing tool	Amount	Terms	Location
Social Media Marketing	1	15.09.2017-15.11.2017	Internet
PPC advertising	1	15.09.2017-15.11.2017	Internet
Digital marketing	1	15.09.2017-15.10.2017	Internet
Event marketing	2	06.12.2017	Moscow
		10.01.2018	St. Petersburg
Printed advertising	50	15.03.2018-30.04.2018	10 biggest high schools and universities in main cities of Russia: Moscow St. Petersburg Yekaterinburg Novosibirsk Nizhny Novgorod

Source: Own research

8.4 Budgeting

Based on all described marketing communication tools we can count the budget of the campaign.

Table 8 Actions and budgeting

Activity or materials	Amount	Price(euro)
Pay per click advertising	200 clicks	200
Education exhibition		
Fee	2	2300
Flight tickets	3	600
Apartments/hotel	3	100
Printed materials	100	150
Design of exhibition place	1	200
Design and print of banners	50	70
Copywriting for the website and communities in social networks	3	30
Total expenses		3650

Source: Own research

According to the table 1 we can see that the most expensive tool is education exhibition because it requires not only development of materials but also participation of university employees who should be provided with tickets and accommodation. On the other hand, the results of participation have to be efficient. In conclusion the total expenses which is necessary for 1 year is 3650 Euro.

8.5 Risks and limits

Basically all projects have risks and limits. In most cases risks of the project are related to the timing issues. Our project is not an exception. In order to attract more international students in 2018-2019 academic year all project phases should be completed on time. The next risk of the project is unsuccessful negotiation with universities and high schools. On the efficiency of this negotiation depend the advertising campaign. Besides, the results of the project depend on specialists who are involved in it. From this point of view, the university should carefully select people who will participate in the project. Also there are certain risks which are related to the participation in the exhibition, because it requires a lot of sources while it is difficult to measure the results of it.

The limits of the project involve the lack of the resources. First of all, the lack of labor force, because the international office will have more responsibilities and moreover there is a need to hire some external specialists. The next limit is related to the limited amount of money for the project.

8.6 The measurement of the project results

In order to evaluate the efficiency of the project it is necessary to analyze either the objectives of the project were completed or not. One of the main project objective is increasing of the interest and the number of the applications at TBU. It is possible to evaluate the progress once the project will be finished and the new academic year will start.

First of all, the number of the international students in 2018-2019 year should be compared with previous years. However even if the number has increased it does not mean that it is the consequences of our project. Therefore, the best way to distinguish that is to conduct interviews with new international students and identify which part of them made a decision to study at TBU thanks to the activity of the project.

Second of all, the interest in the Tomas Bata University can be measured through the attendance of the University website, activity in the communities of social networks, questions which potential customers ask international office.

Therefore, the project progress can be measured only when the next academic year starts and new students arrive. On the other hand, some project results can be reflected in more than one year, because not all of potential customers are last year students.

8.7 Future implementation suggestions

Further implementation suggestions mainly consist of the same marketing communication tools but they should be expanded. In the case of printed advertising the base of universities and schools should be increased. The project can be expanded to the bigger amount of cities in Russia and even other post-soviet countries. Regarding the participation in the education exhibitions the university can present their brand in more education exhibitions and find more particular events.

After the influence of pay per click advertising will be measured and positive results will be found out, more money can be invested in this kind of campaign. The activity in Social networks should be continued and maintained.

Based on the budget and time limitations the recommendations related to the English language courses, improvement of the programs and agreements with external companies were not included in the project. However, these recommendations can be taken into the consideration in the further development of the project.

8.8 Project conclusions

In the project part we have described our main customers, identified their characteristics and divided them on the segments. Moreover, external and internal factors and competitors were analyzed. Based on this analysis and research results we have suggested Tomas Bata University to use particular marketing communication tools in order to meet project objectives: Social Media Marketing, pay per click advertising, digital marketing, printed advertising and event marketing.

In the implementation part we have described who should be involved in the project and which responsibilities they have. We divided the whole project on the main phases and prioritized them. We identified which steps start at the same time and which of them start later. The whole project is planned for the next academic year 2017-2018. It is supposed to start in the middle of September and finish in the end of April. Also we have count necessary expenses for the project and distinguished risks and limits which the project can face with.

When the project will be finished is necessary to measure the progress which it made and how objectives were completed. It was mentioned that the main indicator of the results is the amount of international students in further years and their interest in the University. Once the project will be finished and the results of it will be measured it can be continued according to the future suggestions.

CONCLUSION

In the work the theoretical background of services and educational services were analyzed. Based on the analysis we defined main features of services and marketing mix of educational services. Then the description of international student market with main players was presented and in the end of the theoretical part we focus on education services in the Czech Republic because empirical research was conducted in the Czech Republic.

After that the author describes methodology of the marketing research which was conducted in order to collect data about consumer behavior. In this chapter main goal, research questions, methods of the marketing research are presented. In order to gather data, the author uses quantitative and qualitative methods. The research was conducted in the Czech Republic, 211 international students participated in online survey and 10 students in semi-structured interview. In the next part results of the both methods are presented and main conclusions are made. In the end of the analytical part the author answers research questions and gives information about main consumers of foreign educational services.

The research showed that the main consumers of foreign educational services are young people with the average age 21 years old. They are in their last year of high school, bachelor or master programs. Most of them live in Russia and have intention to move to Europe. During the selection of the country they take into consideration such factors as the possibility of free education or price for it, quality of knowledge, possibility to travel in Europe and new technologies in studying process. While choosing the university they pay attention to the program of studying, university ranking and requirements for application. Mostly they search for the information in the Internet. However, some amount of students Based on the research findings we can conclude that students are motivated to study in Europe by the future opportunity to stay in EU and to find a job here.

Based on the analysis of the data the author suggests the plan of the project for Tomas Bata University in Zlín. The goal of the project is promotion of educational services for international students from non-European countries. That is why in the project part appropriate marketing communication tools are chosen and described. After that the author suggests how to implement them taking into consideration budgeting issues, labor force, media plan and which risks the project can face. In the end of the project part the author describes further implementation suggestions. Finally, it is necessary to mention that the research questions stated in the methodological part are answered and the main goal of the thesis is met.

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LIST OF ABBREVIATIONS

SMM	Social Media Marketing
PPC	Pay per click advertising
TBU	Tomas Bata University in Zlin
SWOT	Strength Weaknesses Opportunities Threats
B2B	Business to business
B2C	Business to customers
4P	Product Price Place Promotion
USA	United States of America
UK	United Kingdom of Great Britain
EU	European Union
Ph.D.	Philosophe Doctorate
PR	Public Relations

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APPENDICES

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APPENDIX P III: ORIGINAL GUIDE FOR THE INTERVIEW

APPENDIX P IV: TRANSLATION OF THE GUIDE FOR THE INTERVIEW

APPENDIX P I: ORIGINAL QUESTIONNAIRE

Здравствуйте! Данный опрос проводится в рамках магистерской диссертации студентки факультета маркетинговых коммуникаций Университета Томаша Бати в Злине. Исследование связано с изучением маркетинговых инструментов для продвижения образовательных услуг для иностранных студентов. Исследование направлено на тех, кто учится на чешском или английском языках в чешских вузах. Приглашаю Вас принять участие в данном опросе и оказать помощь в сборе данных. Информация будет использована только в обобщенном виде.

1. Какие страны вы рассматривали при выборе места получения профессионального образования после школы?

- 1) только Чехию
- 2) другие европейские страны
- 3) другие неевропейские страны

2. Откуда вы узнали о возможности получения образования в Европе? *(выберите 1 или несколько вариантов ответа)*

- 1) от родителей
- 2) от друзей, знакомых
- 3) из средств массовой информации
- 4) от преподавателей с предыдущего места обучения
- 5) из рекламы страны
- 6) из рекламы вузов
- 7) от тех, кто учился в одном из европейских вузов
- 8) другое _____

3. Выберите страну или группу стран, характеристики которых, на Ваш взгляд, являются наиболее привлекательными для получения образования?

(В каждой строке выбрать 1 страну).

	США	Европейские страны	Азиатские страны
1) Язык стран(ы)			

2) Привлекательная миграционная политика			
3) Цена на образовательные услуги			
4) Престижность образования в этой стране			
5) Наличие студентов из разных стран			
6) Близость культуры с моей страной			
7) Местоположение страны			
8) Международное признание квалификации			
9) высокий уровень преподавания			
10) Высокая ценность образования, полученного в этой стране, у меня на родине			

4. Почему Вы решили получить профессиональное образование именно в Европе?

- 1) Высокий престиж образования, полученного в Европе
- 2) Возможность в будущем успешного трудоустройства в Европе
- 3) Наличие всех условий для учебы и жизни
- 4) Высокое качество обучения
- 5) Возможность успешного трудоустройства на родине
- 6) Приемлемые цены за учебу
- 7) Возможность получения стипендии
- 8) Совет родителей, друзей
- 9) Другое _____
- 10) Затрудняюсь ответить

5. Когда вы задумались о том, чтобы поехать учиться в Чехию? (выберите 1 вариант ответа)

- 1) После участия в программе обмена
- 2) После увиденного мною рекламного объявления/сообщения
- 3) После того, как родители предложили мне этот вариант
- 4) После того, как мои друзья или знакомые рассказали о возможности обучения в Чехии
- 5) После политических событий, происходящих в моей стране
- 6) После того, как узнал(а), что европейское образование ценится/высокого качества
- 7) Другое _____

6. Выбирая Чехию, как место вашей дальнейшей учебы, насколько для вас были важны данные характеристики обучения и жизни? Оцените по шкале от 1 до 5. 5-очень важно, 4-важно, 3-нейтрально, 2-неважно, 1- абсолютно неважно

(напротив каждого варианта выберите от 1 до 5)

1) возможность путешествовать по Европе	1	2	3	4	5
2) отношение преподавателей к студентам	1	2	3	4	5
3) цена обучения	1	2	3	4	5
4) возможность получения образования бесплатно					
5) близкое территориальное расположение к моей стране	1	2	3	4	5
6) близость культуры Чехии и культуры моей страны	1	2	3	4	5
7) кредитная система оценок	1	2	3	4	5
8) возможность участия в программах студенческой мобильности	1	2	3	4	5
9) качество получаемых знаний	1	2	3	4	5
10) использование современных технологий в процессе обучения	1	2	3	4	5
11) цены на товары и услуги в Чехии	1	2	3	4	5
12) миграционная политика Чехии	1	2	3	4	5

7. Откуда вы узнали об университете, в котором сейчас обучаетесь?

- 1) От родителей
- 2) От друзей, знакомых
- 3) С образовательной выставки
- 4) От компании, организации через которую я приехал(а)

- 5) Нашел(а) сама в интернете
- 6) Из рекламных сообщений
- 7) Другое _____

8. Что для вас было наиболее важным при выборе вуза? *(выберите 2-3 варианта)*

- 1) Цена на обучение
- 2) Дедлайн подачи документов
- 3) Наличие стипендии
- 4) Программа обучения
- 5) Рейтинг вуза
- 6) Требования для поступления
- 7) Город, в котором находится вуз
- 8) Внеучебные возможности, которые предоставляет вуз (общеежитие, спорт)
- 9) Другое _____

9. На каком языке вы обучаетесь?

- 1) Английский
- 2) Чешский
- 3) Русский
- 4) Другой (напишите какой)

10. Где вы изучали чешский язык? *(выберите 1 или несколько вариантов ответа)*

Вопрос только для тех, кто учится на чешском. Если Вы учитесь на другом языке, перейдите к вопросу 13.

- 1) На курсах чешского языка в Чехии
- 2) На курсах чешского языка/ с репетитором в своей стране
- 3) Самостоятельно в своей стране
- 4) Другое *(напишите, что)*

11. Где вы нашли информацию о курсах чешского языка? *(выберите 1 вариант ответа)*

Вопрос только для тех, кто изучал чешский на курсах. Если Вы не посещали курсы, перейдите к вопросу 12.

- 1) Нашел(ла) в интернете
- 2) Услышал (а) по радио
- 3) Увидел (а) по телевизору
- 4) Узнал (а) от друзей/знакомых
- 5) Узнал (а) от родителей/родственников
- 6) Узнал (а) в языковой школе/ агентстве обучения за рубежом
- 7) Увидел(а) на выставке
- 8) Другое (*напишите, что*)

12. Кто оплачивает ваше обучение? (*выберите 1 или несколько вариантов ответа*)

- 1) Сам
- 2) Родители или родственники
- 3) Правительство моего государства
- 4) Правительство чешского государства
- 5) Европейский союз
- 6) Международный фонд
- 7) Другое (*напишите кто*)
- 8) Затрудняюсь ответить

13. Какие изменения в своей жизни вы ожидаете после получения образования в Чехии?
(*Выберите не более трех вариантов ответа*).

- 1) Смогу найти высокооплачиваемую работу
- 2) Стану высококвалифицированным специалистом
- 3) Мой кругозор и взгляд на жизнь изменится
- 4) Я стану более самостоятельным
- 5) Я буду знать больше языков
- 6) Другое

14. Насколько вы удовлетворены данными характеристиками обучения в Чехии? 5-полностью удовлетворен, 4- скорее удовлетворен, 3- нейтрально, 2- скорее не удовлетворен, 1- полностью не удовлетворен. (*в каждой строке отметить одну цифру*)

1) уровень английского языка у преподавателей (только для тех, кто учится на английском)	1	2	3	4	5
2) программа обучения	1	2	3	4	5

3) отношение преподавателей к студентам	1	2	3	4	5
4) качество получаемых знаний	1	2	3	4	5
5) электронная система оценок (портал)	1	2	3	4	5
6) научные конференции и встречи	1	2	3	4	5
7) уровень преподавания	1	2	3	4	5
8) отношение с администрацией вуза	1	2	3	4	5
9) отношение местного населения к студентам из моей страны	1	2	3	4	5

15. Где вы планируете жить, окончив обучение в Чехии?

- 1) Поеду домой
- 2) Останусь в Чехии
- 3) Поеду в другую европейскую страну
- 4) Поеду в другую неевропейскую страну
- 5) Пока не определился
- 6) Другое _____

16. Какие у вас планы по окончанию обучения в Чехии? *(выберите 1 вариант ответа, если вы не определились, напишите к чему больше склоняетесь)*

- 1) Найти работу
- 2) Продолжить обучение
- 3) Найти работу на родине и продолжить обучение
- 4) Пока не определился
- 5) Другое _____

17. Какой уровень образования вы сейчас получаете?

- 1) Бакалавр
- 2) Магистр
- 3) Доктор наук (Ph.D)
- 4) Другое

18. На какой специальности вы обучаетесь?

- 1) Экономическая
- 2) Техническая
- 3) Химико-технологическая
- 4) Естественные науки

- 5) Медицинская
- 6) Гуманитарная
- 7) Юридическая
- 8) Творческая
- 9) Языковая
- 10) Другое _____

19. В каком городе Вы учитесь? _____

20. Ваш пол

- 1) женский
- 2) мужской

21. Сколько вам лет? (напишите цифру) _____

22. Где вы жили до приезда в Чехию? (напишите страну) _____

23. Кто Вы по национальности? _____

APPENDIX P II: TRANSLATION OF THE QUESTIONNAIRE

The topic of the research is marketing communications in providing high education services in the Czech Republic for international students from non-European countries

1. What countries did you consider when you were choosing a place for getting high education?

- 1) only the Czech Republic
- 2) other European countries
- 3) other non-European countries

2. How did you learn about educational opportunities in Europe? *(Select one or more answers)*

- 1) from parents
- 2) from friends
- 3) from the media
- 4) from teachers of previous place of study
- 5) from the advertising of the country
- 6) from the advertising of university
- 7) from people who studied in one of the European universities
- 8) other _____

3. Select one country or group of countries, the characteristics of which, in your opinion, are more attractive for education? *(In each row choose 1 country)*

	USA	European countries	Asian countries
11) Language of the country			
12) Attractive migration policy			
13) Price for educational services			
14) Image of education in this country			

15) Amount of students from different countries			
16) The similarity of cultures			
17) Location of the country			
18) International recognition of education			
19) High level of teaching			
20) High value of education in my country			

4. Why have you decided to get the education in Europe?

- 1) The high prestige of European education
- 2) The possibility of future successful employment in Europe
- 3) Good conditions for studying and living
- 4) High quality education
- 5) The possibility of successful employment at home country
- 6) Acceptable prices for school
- 7) The possibility of obtaining a scholarship
- 8) Parents or friend's recommendations
- 9) Other _____

5. When have you started to think about going to study to Czech Republic? *(Select one answer)*

- 1) After participating in the exchange program
- 2) After I have seen the advertisement
- 3) After my parents have offered me this option
- 4) After my friends have told me about the possibility to study in Czech Republic
- 5) After the political events which happened in my country
- 6) After I have found out that European education has high quality
- 7) Other _____

6. How important for you were all these factors when you were choosing Czech Republic as a place of your further study? Rate on a scale from 1 to 5. 5 is very important, 4 important, 3-neutral, 2- not important, 1 absolutely unimportant.

1)the possibility to travel in Europe	1	2	3	4	5
2)relations between teachers and students	1	2	3	4	5
3) the price of education	1	2	3	4	5
4)the possibility of free education					
5)close location to my home country	1	2	3	4	5
6)similarity of my country culture with the Czech culture	1	2	3	4	5
7)credit system of evaluation	1	2	3	4	5
8)the possibility of participation in student mobility programs	1	2	3	4	5
9)quality of knowledge	1	2	3	4	5
10)new technologies in studying process	1	2	3	4	5
11) prices for products and services in the Czech Republic	1	2	3	4	5
12) migration policy in the Czech Republic	1	2	3	4	5

7. How did you learn about the university, where you are studying now?

- 1) parents
- 2) friends
- 3) educational exhibition
- 4) from the company or the organization with which I came
- 5) I found it in the Internet
- 6) From the advertising messages
- 7) Other _____

8. What was the most important for you when you were choosing the university? (*Select 2-3 options*)

- 1) The price of education
- 2) Deadline for submission all documents
- 3) Availability of scholarships
- 4) Training program

- 5) University Ranking
- 6) Requirements for applying
- 7) The city where the university is located
- 8) Extra-curricular opportunities provided by the institution (dormitory, sport activities)
- 9) Other _____
9. In what language are you studying?
- 1) English (*go to 12 question*)
- 2) Czech
- 3) Other
10. Where did you study Czech language? (*Select one or more answers*)
- 1) language courses in Czech Republic
- 2) language courses in my own country
- 3) by myself in my own country
11. Where did you find information about Czech language courses? (*Select one answer*)
- 1) Internet
- 2) radio
- 3) TV
- 4) from friends
- 5) from parents or family
- 6) language school or agency which offers education programs abroad
- 7) education exhibition
- 8) Other _____
12. Who pays for your studying? (*Select 1 or several options*)
- 1) By myself
- 2) Parents/family
- 3) The Government of my country
- 4) The government of Czech Republic

5) The European Union

6) The International Fund

7) Other

13. What changes in your life do you expect after getting education in Czech Republic? (*you can choose several options*).

1) I will be able to find a high-paying job

2) I will become a highly qualified specialist

3) My view on life will change

4) I will be more independent

5) I will learn more languages

6) Other

14. Evaluate the satisfaction level of characteristics of studying in Czech Republic?

5 - completely satisfied, 4- rather satisfied, 3- neutral, 2- likely not satisfied, 1- not satisfied.

(*Mark one number in each line*)

1) the level of English which teachers have	1	2	3	4	5
2) the program of studying	1	2	3	4	5
3) attitude of teachers toward students	1	2	3	4	5
4) quality of knowledge	1	2	3	4	5
5) online system(portal)	1	2	3	4	5
6) science conferences and meetings	1	2	3	4	5
7) the level of teaching	1	2	3	4	5
8) attitude of local people toward students from my country	1	2	3	4	5

15. Where are you planning to live after graduation from Czech University?

1) Go to my home country

2) I'll stay in Czech Republic

3) Go to another European country

4) Go to another non-European country

5) I have not decided yet

6) Other _____

16. What are your planning to do after graduation? *(Select one answer)*

- | | |
|--|---------------------------|
| 1) Find a job | 4) I have not decided yet |
| 2) Continue studying | 5) Other |
| 3) Find a job at home country and continue the education | _____ |
| | _____ |

17. What level of education are you getting now?

- | | |
|-------------|----------|
| 1) Bachelor | 3) Ph.D |
| 2) Master | 4) Other |

18. What is your specialization at the University?

- | | |
|------------------------|-----------------|
| 1) Economic | 6) Humanitarian |
| 2) Technical | 7) Legal |
| 3) Chemical Technology | 8) Creative |
| 4) Natural sciences | 9) Language |
| 5) Medical | 10) Other |

19. In what city are you studying? _____

20. Choose your gender

- 1) male
- 2) femal

21. How old are you?

22. In what country did you live before coming in Czech Republic?

23. What is your nationality?

Thank you!

APPENDIX P III: ORIGINAL GUIDE FOR THE INTERVIEW

Добрый день! Мы проводим исследование в рамках магистерской диссертации, поэтому я хочу провести с вами интервью и буду вам очень благодарна за участие. Это не отнимет у вас много времени. Все данные будут использоваться анонимно.

-Для начала расскажите немного о себе.

Как вас зовут? вам лет? Откуда Вы? Какое образование имеют родители и где они его получали?

- Расскажите, пожалуйста, где Вы учились раньше, до приезда в Чехию?

В какой стране? Какой уровень образования уже имеете? На каком языке? Платно или бесплатно?

-Окончив свой университет, Вы решили поехать учиться за границу. Как появилось это желание?

Вспомните, когда вы впервые об этом задумались? Кто и что повлияло на это желание? В чем преимущества обучения за границей по сравнению с тем, которое в вашей стране

-Как вы выбирали страну, в которую хотели поехать?

Какие страны еще рассматривали? Почему отказались от других вариантов? Почему Европа? Почему Чехия? Повлияла ли на Ваше решение реклама высшего образования в Чехии?

- Как вы выбирали вуз в Чехии, в котором хотели учиться после того, как была выбрана это страна?

Где нашли информацию о нем? Почему выбрали этот вуз, а не другой? Повлияла ли на Ваше решение реклама этого вуза?

Теперь вы учитесь в Чехии. Расскажите, пожалуйста, о вашей учебе?

Вуз, Специальность Язык обучения Уровень обучения, Платно или бесплатно, если бесплатно, то по какой программе или стипендии. Оправдались ли ожидания: в учебе, условиях жизни, о квалификации преподавателей. Полезность получаемых знаний, умений. Если бы у тебя была возможность вернуться в прошлое и изменить свое решение. Поехать в другую страну и вуз, ты бы поехал?

- Как вы думаете, что вам даст учеба в данном вузе и полученный в будущем диплом?

-Где бы хотели работать с этим дипломом?

- Что вы планируете делать, окончив обучение?

Собираетесь уезжать обратно домой? Если нет, то где планируете жить и что делать? Если ли планы по продолжению учебы в этой стране или в другой? Если есть, то почему и какие планы?

Последний вопрос. Что на ваш взгляд можно назвать европейским образованием? Сравните, если можете, с образованием в других странах мира

Какие вы можете назвать преимущества. Какие недостатки.

Хотите еще что-то добавить или рассказать? Большое спасибо за участие!

APPENDIX P IV: TRANSLATION OF THE GUIDE FOR THE INTERVIEW

Good afternoon! We are conducting research for the master thesis the topic is “Use of marketing communications tools in providing education services for international students outside the EU”.

-First of all tell me about yourself.

What is your name?

How old are you?

Where are you from?

-Where did you study before coming to Czech Republic?

In which country?

In which language?

Did you pay for the education or it was for free?

-When you graduated from the school or University you decided to go to study abroad. How did this desire appear?

Please try to remember when did you think about it for the first time?

What and who affected this desire?

Can you call some advantages of studying abroad compare to your country?

-How did you choose the country?

Which other countries did you consider?

Why you refused other options?

Why you chose Europe?

Why you chose Czech Republic?

Did the advertisement of higher education affect your decision?

-How did you choose the university?

Where did you find information about it?

Why did you prefer this university?

Did the advertisement of this university affect your decision?

-Now you study in Czech Republic. Tell me more about your studying.

University, Specialization, Language, degree?

Whether your expectations were met in learning, living conditions and teachers' qualifications?

What do you think about usefulness of knowledge?

If you had a chance to go back and change your mind, would you go to another country and university?

What advantages in your opinion studying in this university and future diploma will give you?

Where would you like to work with this diploma?

What are you planning to do after graduation?

Are you planning to go to your home country?

If not, where are you planning to live and what to do?

Are you planning to continue studying in this country or in another country?

In your eyes what is European education? Please compare it with education in other countries.

What advantages and disadvantages can you call?

Thank you!