

MBA THESIS PROJECT OF INTERNATIONAL MARKETING



Application of E-marketing (digital marketing) tools for Consulting Firms engaged in International Educational Business

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MASTERS OF INTERNATIONAL MARKETING

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Abstract

International students migration represents an increasing components of modern population mobility. International student mobility, like other forms of migration, occurs through a complex collection of actors and networks, which includes origin and destination states, educational institutions, families, friends, and communities, and, of course, students themselves.

Education intermediaries (agents) appear to occupy a crucial position in the midst of these arrangements, serving as a bridge between student origins and study destinations in a way that enables massive movements across educational and geographic divides. In this digital age, international education has undergone several changes. Education intermediaries (agents) use digital platforms as a tool of connection between students and institutions.

This research paper will present evidence with an analysis of a model on how international education intermediaries (agents) has obtained positive results with the implementation of digital strategies.

Declaration

I hereby declare that our thesis on “Application of E-marketing tools for Consulting Firms engaged in International Educational Business” submitted for the Masters of International Marketing (M.B.A.) Degree at Caucasus International University Tbilisi, School of Business and Economics is Peace Chinaza Mathew’s original work, and the thesis has formed the basis for the award of the degree of Masters in Business Administration (In the field of International Marketing).

Certificate

This is to certify that the project thesis entitled “Application of E-marketing tools for Consulting Firms engaged in International Educational Business” is the bonafide research work carried out by, MATHEW PEACE CHINAZA, at Caucasus International University, School of Business and Economics during the year

2021 in partial fulfillment of the requirements for the award of the Degree of Masters of Business Administration (In the field of International Marketing). and the thesis has formed the basis for the award of the degree of Masters in Business Administration (In the field of International Marketing).

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List of abbreviations:

ISM	–	International Students Mobility
IEI	–	International Education Intermediaries
HEI	–	Higher Education Institution
ECC	–	Education Consulting Company
SER	–	Shali Education Resource
EU	–	European Union

Introduction

The advancement of globalization and technology has cause international education to be competitive. As a result of the digital revolution, there has been a paradigm shift in how international students perceive overseas education. People's perception has been shaped by a technology-based bubble, whose access is limited to a digital platform, from the age of learning about the day's events in the morning newspaper to instant gratification with updates from social media (Ghotbifar, 2017).

Therefore, study abroad consultants has impeneted strategies which are executed through several media platforms to provide a communicable, attentive and measurable way of reaching both international students and institutions. This strategy is generally known as Digital Marketing. (Lamberton & Stephen, 2016).

In 1990s, the idea of digital marketing was first introduced, at the time digital marketing was used, it was mainly about advertising to customers. However, the emergence of new social and mobile tools caused the expansion of the idea in the era of 2000 and 2010. Things changed from an advertising oriented technique for users, to a concept of creating an experience that engages with them (Brosnan, 2012).

In today's market of overseas education, digital marketing an essential tool to compete with. its usage is the most efficient tool to reach potential consumers because everyone is unintentionally immersed into the digital era, (Kannan, 2017). Digital marketing has made international education easy to assess.

Research goal and purpose

The goal of this research is to determine the benefits of international higher education and to analyze the role of international education intermediaries in recruiting international students to foreign higher institutions, as well as to highlight the E - marketing tools to which education intermediaries use to convey their advertising message and the benefits of electronic marketing and digital marketing in an educational consulting business

Technology has been pressurizing businesses to adapt to their practice into modern and diverse mechanisms that society is currently demanding as a result of globalization (Kannan, 2017). The importance of implementing a digital relationship with students and institutions has been reconized by study abroad consultants and international education intermediaries. Yadav & Pavlou (2014) stated that digital technological devices such as smart products and Artificial Intelligence are the cornerstones of consumers' transformation. They are reshaping marketing strategies that back in the time corporations implemented with the aim of creating needs or cover people's demands.

In the modern informed ear, international education thrive as people globally search for more knowledge and informations are made easy to assess through the internet. Education intermediaries use digital marketing to share informations on oversea education, and to communicate their finding regarding institutions, countries to study and cost of living in different countries of the world. Videlicet,

digital marketing is used to communicate to students and scholars who go to another part of the world to study in any field of knowledge, and also to research, or teach.

Research objectives

- To reveal the main players involved in international scientific exchange;
- Analysis of the legal, social and environmental issues supporting international education. (Classification of countries from the point of view of safety...) (Bologna process, ERASMUS,...
- To determine components of marketing strategy adapted by educational service providers
- To reveal the role of international education intermediaries in international higher education
- To review how information about available opportunities in the field of international education is published, disseminated and carried out.
- What are the execution mechanisms for connecting player in international education together.
- What are the e - marketing tools, the parts involved in the process apply to convey their communication messages to appropriate audience.

Chapter 1

1.1 What is International education

International education is about the mobility of students and scholars who go to another part of the world to study in any field of knowledge. And also to research, or teach. It's not only about the mobility of students, both in and out of the US, but it's also about research scholars who travels to western countries to do research, as well as faculties who go to other destinations to teach, and those who do community-based service learning. The primary goals of international education are furthering knowledge and cultural capital, learning about places and cultures, and gaining intercultural skills in the process.

According to the OECD, international or foreign students are "those whose prior education in another country and t residents of their current country of study". In 2018, there were over 5.6 million international students, are noup from 1.6 million in 2000. In 2020, approximately 50% of international students were received by U.S, U.K., Canada and Australia. 1.1 million was counted for the United States and 550,000 was counted for the United Kingdom, whilst Canada and Australia received a total number of 503,270 and 463,643 for international students respectively.

The term "foreign student" or "international student" differs in each country in accordance to their own national education system.

In the US International students are "Individuals studying in the United States on a non-immigrant, temporary visa which is granted on the grounds of academic study at the post- secondary level. Immigrants, permanent residents, citizens, resident aliens ("Green Card" holders), and refugees are excluded from this definition."

In Europe, students from the European Union countries can participate in student exchange program called Erasmus. Students from the EU countries are allowed to study in other countries under a government agreement.

In Canada, international students are defined as temporary residents who has the approval of an immigration officer to study in Canada." The study permit identifies the level of study and the period of time the individual is permitted study in Canada. Study permits are not granted to international students for courses of six months or less if the student will finish the course within the period of stay authorized upon entry, which is usually six months.

A student on a student visa studying in Australia with an institution registered to deliver courses to such students is known as an international student. Students from New Zealand are not included in the student enrolment counts as they do not require a student visa." In Japan a student from a foreign economy who is receiving an education at any Japanese university, graduate school, junior college, college of technology, professional training college or university preparatory course and who resides in Japan with a 'college student' visa status is defined as an international student."

Levels at which international education benefits are measured:

One is a personal level and the benefit to the individual in pursuit of education, research, or teaching. It is stated that more than 52 percent of Africans who studied abroad indicated that they had achieved a post-graduate degree and has advanced in their career, compared to the 48 percent of the ones back home obtaining graduate degrees.

Another angle to view it is the nation states involved in international education: what are the reasons why a government might decide to provide scholarships or other mechanisms encouraging citizens to acquire an education overseas?

Research has proven that most students go through a positive paradigm shift after studying abroad and they never view their education in the same way again.

Studying abroad leaves students with unique experience which often influence their future education aspiration, thus making them to overseas when making decision to pursue higher degrees.

More than 80 percent of students who studied abroad stated that studying abroad had enhanced their interest in academic study as well as general exposure.

Students who study abroad not only return home with a renewed interest in lifelong learning, but they also generate greater zeal for academic pursuits. It has been documented that study abroad experiences frequently influence students' decisions to broaden or change their academic majors. In reality, nearly 90% of students said their international experiences influenced all of their subsequent educational experiences. (Source should be mentioned)

International education establishes a solid foundation of reverence upon which productive global discourse can take place. A number of studies have found that having one-on-one interactions with people from other nations and cultures improves our ability to effectively communicate, solve problems in a collaborative manner, and engage with difficult or complex global issues with decorum.

Despite the incredible benefits that technology provides for today's youth, it simply doesn't fully replace the enormous benefits of interpersonal experience with global cultures. Inviting the opportunity to broaden the worldview of America's youth, especially within the classroom — is one of the most profound ways we can help prepare students to tackle the challenges that face them in the near and far future.

An Enhanced Learning Environment

Students in higher education are purposefully preparing to enter the world on their own, and they are constantly learning strategies and interventions for resolving their own problems as well as those of their society. The experience a student get while studying abroad naturally enhances the personal development of the person, whether a student embarks on a semester or year abroad themselves, or simply befriends an exchange student studying at their school, especially during a student's formative years in which most exchange periods occur.

Consider skills like conflict resolution, emotional self-care, collaborative problem-solving and even presenting opinions in a respectful manner, which exchange students and their friends are actively building throughout their experience. In United States, American students are constantly learning to take a broader view of their perspectives and opinions when asked questions about their experiences while exchange students are constantly learning about US culture

Employers are also interested in international education. Some employers empower their employees to pursue qualifications elsewhere because, in today's global economy, businesses require a workforce with the capacity, skills, and abilities to compete globally. sectors. They allow individuals and businesses to share the associated risks with them.

The importance of international education can not be over emphasized because we are in the era where the world is uniting to be a global village, and as a result of this high level of civilization, humans tends to aquire more knowledge from other parts of the world rather than what they already knows and use to.

1.2 Main players involved in international scientific exchange

Thus we have three segments involved in international education:

- Students who engage for study abroad
- Scholars who travel in other countries for research
- Faculties which choose different destinations for teaching

1.2.1 Student and Scholars.

Research has proven that international education intermediaries has assisted students and scholars who travels from one country to another in pursuit of academic excellence, degrees and awards over the years. Education intermediaries are in the business of connection students and scholars to their desired institutions for academic pursuit. Scholars who pursue academic and intellectual activities, particularly those that develop expertise in an area of study like professors, teachers or researchers travel for international scientific exchange.

Professors are also known as scholars involved in the teaching of others. Many countries recognizes research professors as professors who are entirely or mainly involed in research, and are not obligated to teach. For example, In United Kingdom, title is used in this manner (where it is known and referred as research professor at some universities and professorial research fellow at some other institutions) as well as in northern Europe.

In those countries, the most senior rank of a research-focused career pathway is usually research professor, which is considered equal to the ordinary full professor rank. Most are permanent employees, and the role is frequently held by particularly eminent scientists; thus, the role is frequently regarded as more prestigious than a regular full professorship. The title is used in a perhaps less similar sense in the United States, except that research professors in the United States are frequently not permanent employees and must often finance their salary from outside sources, which is not typically the case elsewhere. Gerhart asserted in his 1847 address that scholars have an obligation to constantly continue their studies in order to stay abreast of new knowledge being generated and to contribute their own insights to the body of knowledge available to all. The advancement of science involves vital interests. It is worthy of the attention of all sincere seekers of the truth. Every scholar is obligated to contribute to the ever-expanding unraveling of its riches and power. They should pool their resources to bring to light what has eluded the keen vision of men of noble intellectual stature who have lived and died before them. Over the years, scholars such as professors, and researchers has had to travel from one country to another for the purpose of scientific exchange; and they do this through the help of education intermediaries.

There was also the custom of the man of letters, such as Evelyn Waugh. The phrase "man of letters" is derived from the French term *belletrist* or *Homme de Lettres*, but it is not associated with "academic." The term *Belletrist(s)* came to refer to the literati: the French participants in the 17th and 18th centuries. The term *Belletrist(s)* makes reference to the literati: the French participants in the Republic of Letters, which evolved into the salon aimed at edification, education, and cultural refinement.

Anyone who conducts scholarly research outside of universities and traditional academia is considered an independent scholar. They are known to travel from one country to another, researching, writing, and publishing articles based on their global findings. In 2010, 12% of US history professors were self-employed. Independent scholars typically hold a Master's or PhD degree.

There is a professional association for independent scholars in the United States. The National Coalition of Independent Scholars is the name of this organization. The Canadian Academy of Independent Scholars is the equivalent professional organization in Canada (in association with Simon Fraser University). Similar organizations can be found all over the world. Membership in a professional association usually necessitates a post-secondary education and a track record of research. When independent scholars attend international academic conferences, they may be referred to as unaffiliated scholars because they are not affiliated with any university or institution.

1.2.2 Faculties which choose different destinations for teaching

It is unsurprising in this day and age that an increasing number of academics are working outside of their home countries. Universities are becoming increasingly globalized; in fact, they may be the most globalized of all prominent institutions in society. Despite the fact that the global percentage of international academics is small, this group is significant.

We define international faculty extensively as academics who hold appointments in nations where they were not born and/or did not receive their first postsecondary degree. Most of the time, they are not citizens of those countries in which they hold their academic position. They are key drivers of international awareness at universities, they are frequently top researchers, and make up a sizable proportion of the academic labor force in some countries.

Universities and institutions work with international education intermediaries and study abroad organizations to ensure the smooth transition of faculty from one country to another for the purpose of teaching.

1.3 Legal, Social, Environmental Issues supporting international education

Legal issues supporting international higher education

International higher education is acknowledged by the law of international higher education, which was enacted by the global council of higher education in March 2000.

Again, international higher education is regulated by international law, which determines the regional-international universities' legal status and degree-granting authority. After completing high school, a first degree, or a second degree in their home country or another country, international students are admitted into several categories of degree levels at universities and other institutions of higher learning abroad. Article five of the International Higher Education Act outlined the criteria for admitting a foreign student to a university. It asserts that students are admitted to higher education institutions through an examination prepared in compliance with the provisions specified by the Council of Higher Education. The performance of students during their secondary education is taken into account when evaluating examination results. Quotas are allocated for the placement of top-ranking graduates of secondary schools, placement being carried out taking into account their preferences and entrance examination scores.

Supplementary points are calculated and added to students' entrance examination scores in the selection of students for higher education institutions based on their performance during secondary education in a manner determined by the student selection and placement center. Those students who are graduates of professionally- or vocationally-oriented secondary schools (lycees) and who apply for an undergraduate program in the same area, will also have their entrance examination scores supplemented by a coefficient to be determined.

Students who demonstrate exceptional talent in certain branches of the arts may be admitted to undergraduate programs in those same branches based on selection procedures determined by the Council of Higher Education.

Social issues that support international higher education

The importance of social issues in international higher education cannot be overstated, as they concern the relationship between institutions and their international students, as well as the interaction between foreign students and domestic students. Many international universities have a student center, which is also known as a student union or student government. Student government is primarily concerned with student recreation, interaction, and socialization. A student center, also known as a student union, serves as the college's community center, serving students, faculty, staff, alumni, and visitors. A student activity center may provide a wide range of programs, activities, services, and facilities.

International students are becoming a more important source of ethnocultural diversity. They contribute to cultural diversity by bringing their own home culture and ethnic knowledge. Furthermore, international students assist faculty and students in developing cultural sensitivity and skills in working with people from diverse social and cultural backgrounds. International students may provide opportunities for Russian faculty, students, and society as a whole to practice speaking various foreign languages and gain practical knowledge about other cultures and traditions. Hammer et al. (2003) discovered that "as one's experience of cultural difference grows more complex and sophisticated, one's potential competence in intercultural relationships grows." Furthermore, when a person is exposed to a wide range of cultures, he or she has numerous opportunities to compare and construct a more diverse world picture.

Numerous international students face difficulties while pursuing higher education outside of their home countries. They experience difficulties such as unusual food, unaccustomed living conditions, financial difficulties, and striking a balance between studies and work. They must adjust to the class schedule, learning styles, and other potential difficulties related to language, culture, and personal barriers. A student may face a number of transitional difficulties from everyday situations in daily life to cultural adaptation. And, if the institution intends to enroll international students, these issues must be considered and addressed. The following assumption serves as the foundation for the current study. During the 2015/16 academic year, Vyatka State University of Humanities educated over 10,000 students from 39 regions of Russia, as well as 100 international students from 11 states of the former Soviet Union and beyond. Enrollment of international students is critical for integration into the international educational community.

Environmental issues supporting international higher education

Research has proven that 80 percent of parents are concerned about the safety of their children when sending them to an unknown destination for studies. Many of the most important factors are a country's quality of life, its ranking on the Global Peace Index, student-friendly policies, equality for women, climatic conditions, and so on. According to these findings, the Netherlands as well as four other countries are the safest places to study.

The Netherlands

The Netherlands is a very popular education destination, continually ranking high on all levels for being a peaceful, friendly, and safe country. It is ranked sixth in the 'Quality of Life' index and twenty-first in the Global Peace Index. Its universities are well-known for their art, psychology, business management, and engineering programs. The Netherlands has a very low crime rate, low racial discrimination, high gender equality, and a very low unemployment rate when compared to India and many other countries.

Australia and New Zealand:

New Zealand is ranked second on the Global Peace Index, while Australia is ranked 13th. There's a reason these two countries are so high on the list. Instead of listing these two countries separately, they have been combined due to their similarities in international student policies. Both of these English-speaking countries have 44 universities that are ranked highly in the world. Australia and New Zealand are also very popular due to their excellent weather and diverse natural habitats. The most notable point is that, while cases of COVID-19 continue to rise in India and other countries around the world, Australia and New Zealand have both remained COVID-free, with less than 30 COVID-19 cases reported in a week.

Canada

Canada is home to some of the world's most prestigious institutions and is well-known for being an immigration-friendly country. The Canadian government took drastic measures to ensure student and citizen safety during the COVID pandemic. While approximately 8% of the Indian population has been vaccinated, Canada's vaccination rate is significantly higher than that of most other countries, at a solid 26%. Overall, Canada ranks sixth on the Global Peace Index, with a very low rate of racial discrimination and several laws prohibiting it.

Switzerland

Top universities such as ETH Zurich, the University of Geneva, and EPFL are popular with international students. Zurich, Geneva, and many other Swiss cities rank as high as fifth on the 'Quality of Life' index, while Switzerland overall ranks tenth on the Global Peace Index.

Singapore

Singapore has some of the world's best universities, including the National University of Singapore and Nanyang Technological University. Not only that, but Singapore is ranked 10th in Asia on the 2021 Quality of Life Index.

Environmental challenges

During their studies abroad, international students face significant environmental challenges. From the challenges of climate change to language barriers and figuring out how to adapt in a new environment.

The language barrier is one of the most common obstacles to studying abroad. Even international students who had spent years studying the language of the country to which they were traveling reported that it differed from the grammatical method they had learned, as most locals spoke in slang and dialects. As a result, the entire situation appears to be completely foreign. Locals use slang that you may not understand, and several words can be used to describe the same thing. This can make you feel like an outsider at times, but view it as a learning opportunity. The majority of locals appreciate your efforts to communicate with them in their native language.

The vast majority of international students anticipate that their universities will be environmentally conscious. International students have high expectations of studying and living in an environmentally friendly and comfortable environment. According to new research from QS, a leading global higher education company that provides university rankings as well as student recruitment, retention, and international relations solutions, the vast majority of prospective international students believe that universities are not doing enough to be environmentally friendly.

More than 90% of prospective students believe universities could do more to be environmentally friendly, according to a unique survey of over 3,500 respondents from around the world. The participants were asked a series of questions about how they perceive universities to be sustainable and how they expect universities to tackle climate change.

Chapter 2

Components of Marketing Strategy adapted by educational service providers - the 7Ps of educational marketing

2.1 Marketing issues of international education

Because the marketing mix for higher education differs from that of a product, the marketing mix for higher education must be adjusted (Pratminingsih & Soedijati, 2011). The marketing mix includes four Ps: product, price, place, and promotion. This mix can be adapted and relevant to some extent in relation to educational services (Nicholls et al., 1995), because they deal with the service (product) that international higher education provides, as well as the price of this service, the location where this service (product) is conducted, and how these educational services are promoted.

According to Nicholls et al., the additional Ps (people and process) introduced provide better performance in terms of services (1995). The four Ps model is commonly applied to physical products. However, in order to outline efficient service marketing, the educational service sector necessitates a different approach. The 7Ps approach was introduced, which included people, physical evidence, and process in addition to the traditional mix. Ivy (2008).

The 7Ps approach has been acknowledged and specifically associated with services marketing. Higher education institutions may benefit from a more comprehensive marketing strategy if the three Ps—people, process, and physical evidence—are included. Ivy (2008) and Enache (2011).

All components of the 7Ps approach have different outcomes, with one component having the ability to change the effect of another (Id., 2011).

All of the characteristics of a service are present in the educational product: intangibility, inseparability, variability, and perishability. Because it is an intangible product, the marketing mix will illustrate physical evidence to compensate for the lack of form. Because the product and the student are inseparable, the product strategy will depend on the people strategy as long as the people are the ones who create the educational service. The variability characteristic, like the inseparability characteristic, has the same impact on product strategy. Because educational products are perishable, every educational institution is forced to create services only as long as educational programs have customers.

2.1.1 Product – Educational Service

In terms of the higher education marketing mix, international universities and other educational institutions should provide quality education to international students. To attract international students, foreign universities must market their services such as course programs, conducive learning environments, and adequate living environments. One of the major products of international higher education is the student exchange program, because one of the main reasons students travel to foreign countries to study is to have a cross-cultural experience with people from other parts of the world.

The product strategy can be viewed from two different angles. We can consider the educational service to be the product, and the student to be the customer. However, we can also think of the student as a product delivered to the labor market. In the first case, if the student is the customer, the university will concentrate on the student's needs and try to meet them. "Diploma factories" are an extreme example of student-centered universities (. Ivy, J.: A new higher education marketing mix: the 7Ps for MBA marketing 2008)

Erasmus

Erasmus+ is a service exchange program offered by European universities. Erasmus facilitates student and doctoral candidate exchanges within Erasmus+ programme countries as well as between partner countries. By studying abroad with Erasmus+, you can improve your communication, language, and intercultural skills, as well as gain soft skills that future employers highly value. Learn more about the advantages of an exchange program abroad.

You can also combine your study abroad experience with a traineeship to gain work experience, which is increasingly important when entering the job market. Students at the Bachelor's, Master's, and Doctoral levels have the option of studying abroad. Master students pursuing a full-time degree abroad (for up to two years) may be eligible for an EU-guaranteed Erasmus+ Master Loan.

The program's overarching goal is to support the educational, professional, and personal development of people in education, training, youth, and sport in Europe and beyond, thereby contributing to long-term growth, quality jobs, and social cohesion, driving innovation, and strengthening European identity and active citizenship. As such, the Programme is regarded as a critical tool for establishing a European Education Area, advancing youth policy cooperation under the Union Youth Strategy 2019-2027, and developing the European dimension in sport.

The Program has some specific goals. To promote individual and group learning mobility, as well as cooperation, quality, inclusion and equity, excellence, creativity, and innovation at the organizational and policy levels in the field of education and training. To encourage non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity, and innovation at the level of youth organizations and policies. Furthermore, at the level of sport organizations and sport policies, to promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity, and innovation.

Quality Assurance

Quality assurance is another form of marketing for universities and colleges because the quality of higher education and its improvement have always been issues of high priority in today's world.

Quality assurance can be a driver for institutions to achieve excellence in higher education. However, ensuring that the quality of educational programs meets local and international standards simultaneously has become a great challenge in many countries (OECD & World Bank, 2007), but this must be the top priority as it affects students decision on which institution to attend and why.

International students as well as researchers want to be associated with institutions of high standard and accreditation.

According to the Australian Higher Education Council (HEC, 1992), the 1990s had become an era with a strong emphasis on quality and its assurance; this was also a feature of many countries' education agendas. Similarly, Frazer (1992) argued that the quality of higher education had become extremely important as a result of the growing belief that human capital was critical to a nation's engagement in a competitive global environment. The system's outputs, whether graduates or research, have a direct impact on the performance and success of both commercial and public organizations.

Product

For the point of view of students – courses available

From the student's point of view, the main product of the university or college is that the education they will receive will hopefully provide them with more opportunities after graduation.

The actual products that universities provide to students are their courses, which include details such as the area of study, the length of the course, and the qualification the student receives at the end. The Augmented Product refers to the additional benefits provided by the institution.

For the point of view of researchers - research environment, research opportunities

The core product researcher need is a proper research based institutions. Research institutes may specialize in basic research or may be oriented to applied research. Although the term often implies natural science research, there are also many research institutes in the social science as well, especially for sociological and historical research purposes.

For the point of view of faculties – course programs

The Core product needed for university faculties are program courses, which includes both bachelors degrees, masters and doctorate degrees as well as exchange programs that enable students to travel to other desinations for studies within a particular period of time.

2.1.2 Price

The price placed on international education is of essence. From the payment of application fee, to tuition payment down to accommodation and living expense. Again, tuition cost is affected by the program course; this means that prices varies according to the program and study destination as well.

The only strategy capable of directly influencing an educational institution's income is the price strategy. Tuition for an educational program is influenced by costs, demand, and competitors' prices.

The cost of international higher education is currently very competitive, and students are always looking for something profitable. One of the most pressing needs and challenges for international students is the availability of high-quality, reasonably priced higher education institutions with a good reputation.

Tuition for an educational program will rise if there is a high demand for it in the market. Also, if the program is unique in the market (it is a collaboration between two strong universities, it provides additional opportunities, etc.) or if the competition in that segment is weak, the price will be higher.

Notwithstanding, a pricing plan is an essential brand statement. A higher cost for an educational program may indicate a better university, faculty, or that the program is new or rare on the market.

2.1.3 Place

Universities and other learning institutions must keep in mind the importance of the learning environment when marketing international higher education. To attract international students and researchers, the learning environment must be of high quality and standard, with cutting-edge technological tools included in the learning materials. Universities and research institutions equipped with cutting-edge technological tools provide quality education in terms of learning and research. This is due to the fact that technology has the potential to completely transform the traditional teaching and learning process. It has the potential to remove spatial and temporal barriers to education, thereby dramatically expanding access to lifelong learning.

Because course programs are viewed as the product, it is critical to determine whether these programs will be delivered online or offline. Most universities offer online courses to international students in certain programs, while others require offline learning and cannot be delivered online.

Placement in higher education

Again, there are two perspectives on the placement of international students in higher education institutions abroad.

First, the placement strategy will seek the most efficient methods of imparting knowledge to students, keeping in mind that the educational service is the product. Second, if the product is a graduate student, the placement policy will attempt to devise methods to efficiently place the student on the labor market.

In the first case, new technologies are becoming increasingly important. Given the ease and speed with which information can now be obtained, knowledge disseminated through universities is following the same pattern. Universities can broadcast their knowledge via TV or radio channels. By providing online information, Internet portals can reduce the administrative staff's workload.

If students have access to lectures and other information, the same portals can be used as learning facilities. If the communication process is two-way, it can also be a good feedback tool. Contact with the economic sector becomes increasingly important in the second case. The placement strategy will be successful if the educational product is designed with the needs of the economy in mind. Otherwise, students' knowledge will be irrelevant to the needs of the labor market or society.

2.1.4 Promotion

Given that a higher educational institution has many important channels through which information should be fed, the promotion strategy in higher education is focused on finding efficient ways to reach its recipients.

International students are regarded and classified as the most important recipients of overseas higher education. Universities and other institutions of higher learning should adequately present and explain the educational product to potential students when promoting higher education to international students. As an important communication channel, the institution's official website should be provided.

A website that can inform and direct the candidate to the next step is a useful tool for a successful enrollment process. It is critical that universities effectively communicate their demands and opportunities. As previously stated, an internet portal can be a good approach. Given the students' characteristics, a relevant information portal can be a valuable asset. Contact with a former student after graduation will allow the university to assess the educational program's success. Furthermore, the former student may become a future funder. This means that if a former student had a positive experience with the university and the program, they can represent and promote it.

Another important category is represented by public opinion and university funders. If the university tries to emphasize the benefits for each potential student in the first category, the university advertises the benefits for the entire society in the second. A more direct approach may be appropriate for this category. A university can influence public opinion by focusing on significant people. The public relations office can also be a powerful tool in improving the educational institution's promotion strategy.

For the of universities and institutions:

Universities and other higher education institutions publish and promote their program courses in order to attract international students. As a result, they run numerous advertising campaigns across various social media platforms. Their official websites are also used to promote their programs and services. Furthermore, international higher education institutions collaborate with study abroad intermediaries to effectively publicize and advertise their course programs and benefits.

From the point of view of students (because of increased competition in this market)

International higher education has become fashionable and competitive as a result of globalization. The market for international higher education is growing, and international students can now choose from a variety of universities around the world as their study destination.

Universities must market their programs and benefits in such a way that they meet the needs of international students. Countries such as Canada, the United Kingdom, and Western Europe, for example, now admit international students with work permits, allowing them to work before or after graduation. For example, Canadian businesses are looking for more workers to contribute to the country's economic growth. The current employment rate is over 96 percent, which means that many jobs are unfilled and businesses require more workers. This is advantageous for international students because there is the possibility of employment following graduation.

Promotion of scholarships for international students

Scholarships have been shown in studies to relieve international students' financial burdens when studying abroad. Scholarship promotion for prospective and current students is critical because scholarships, which are non-repayable financial awards, are one way that international students can help finance their studies in Canada and the United Kingdom. They are typically given to students who have demonstrated exceptional academic achievement, though some also recognize volunteer and work experience.

Promoting campus life on university campuses in Canada

Canada universities also promote their post-secondary campuses, as their campuses are not only wired with the most advanced technology, but also provide a plethora of other modern amenities for students to enjoy. From Olympic-caliber sports facilities to public concert halls and art galleries, Canada's post-secondary campuses provide limitless opportunities for learning and recreation.

From the point of view of scholar trying to find appropriate institutions (because of increased competition)

Scholars and professors are looking for teaching positions at reputable universities and institutions of higher learning.

In order to attract expert scholars, higher education institutions must first establish a reputation. The expert will be encouraged to accept a teaching position if he or she has a good reputation among the various college systems. A reputable school will bring honor and prestige to the profession of experts. Second, present a salary package that is difficult to refuse.

Experts understand their worth, and the school recognizes it. The salary must be commensurate with the person's expertise and skills. It must not be too low as to be insulting or too high as to be unrealistic. Third, in addition to a salary, offer other benefits such as free living quarters, transportation allowances, good office space, student assistants, or discounts for any family member enrolled in college or university, to name a few. Fourth, make improvements to the school's facilities. Provide the expert with the necessary facilities and equipment for the subject to be taught. This will give the impression that the school is serious about hiring him.

Furthermore, the facilities will benefit not only the experts but also the students. Fifth, give academic freedom to the expert. Allow the expert to decide what to teach and how to teach it for as long as it is in accordance with the school's curriculum. The expert can focus on teaching without having to worry about the school's approval because there is little or no interference from the school. Keep in mind that the expert was hired for his expertise. Less control gives the expert more leeway in determining the most effective teaching style for the students. Sixth, a rigorous curriculum that is easily adaptable to changing circumstances. The curriculum must be adaptable enough to accommodate changes brought about by students' changing needs. Seventh, an open communication channel between the expert and the administrator of the higher educational institution will result in a positive working relationship. A good working relationship between the institution and the expert ensures that the students have an effective and efficient learning environment. Set high standards of excellence for your students. Experts are drawn to schools with academically gifted students. Colleges and universities with well-known alumni are also beneficial. Experts will not hesitate to associate their names with schools known for producing high-achieving students.

2.1.5 People

Teaching staffs and administrative staff

In terms of attracting students and funds, as well as providing appropriate service, an educational service is inextricably linked to the people who deliver it, making it an inseparable and variable product. This means that both the teaching and administrative staffs are critical in providing a satisfactory service and attracting students and funds.

The administrative staff is tasked with dealing with potential student requests – the enrolment process – and this is regarded as one of the most important roles. Given that the response to these requests will be the first impression, the importance of administrative personnel cannot be overstated. Following admission, the administrative staff strategy, along with the process strategy, is responsible for important issues unrelated to knowledge transfer. The teaching staff is unquestionably an important component of the overall marketing strategy. Major benefits can be obtained if a university is able to promote and motivate good professors: better educational products, improved image, satisfied students and society.

Having the right people to develop and deliver knowledge is an important step in designing a successful educational service. The ability to deliver the content correctly is critical. A strong teaching staff raises public awareness. If the university can connect to media outlets and public opinion. The promotion strategy can take advantage of this advantage through its professors, enhancing the university's image.

The student and society will be satisfied if the public image is consistent with the educational programs offered and the demand for these programs is addressed correctly. The most important add-on from services marketing is the people strategy. Beginning with an accurate assessment of its personnel and confronting its strengths with market opportunities, a university can begin to construct a powerful

marketing mix (Maringe, F.: Interrogating the crisis in higher education marketing: the CORD model. In: International Journal of Educational Management 2005).

2.1.6 Process

The process strategy is in charge of ensuring that services are delivered smoothly. As long as educational services imply paperwork and bureaucracy, the process strategy can be regarded as an important factor in reducing dissatisfaction among all parties involved. The enrolment process is one of the most important roles played by the process strategy. Because it is the only process that converts a candidate into a student, all of the strategies involved in it are critical. The process strategy, when combined with the people strategy and the physical evidence strategy, has the potential to improve the institution's image and attract more candidates. A successful enrolment process can provide students who are prepared to benefit from the knowledge transferred. This will have an impact on the quality of the educational product (because it is inseparable and variable) as well as the institution's results (lower dropout rate, faster labor market integration).

2.1.7 Physical facilities

Because the educational product is intangible, physical evidence is important as proof of the product that will be delivered – during the enrollment phase – and as proof of the knowledge acquired by the graduate – the diploma. During the enrollment phase, the campus's buildings and facilities, as well as the hardware and other tangible evidence, reflect the quality of the service that will be provided. The first impression is influenced by all of the physical evidence components. Given that the other strategies have only a minor impact on any of the five senses, physical evidence is the strategy in charge of providing a tangible meaning for the educational offer.

The kind of (goods and) services provided (or exchanged) on education markets are:

For the point of view of final consumers

- Students who engage for study abroad – course programs (by the universities)
- Scholars who travel in other countries for research – research environment (by institutions)
- Faculties which choose different destinations for teaching - environments for providing educational services (by countries?, by institutions?...) for one side, course programs for another side

For the point of view of producers –

International higher education is created by universities and educational institutions. They offer course programs as well as exchange programs for international students who want to travel to other countries for a short semester. Like in the EU, the university offers program affiliations with partner universities. The Erasmus program allows you to study in another European country for three to twelve months during your university career. As an Erasmus student, you can take classes, take exams, and earn academic credits.

Participating in the Erasmus+ Program allows you to spend a portion of your university career studying in another EU or non-EU country, providing you with a unique and culturally enriching experience.

For the point of view of intermediaries -

Education agents have a strong presence in all of the major international student recruitment markets. They range from very large multinational corporations to small one- or two-person operations. They play an important role in recruiting students to UK universities, colleges, and independent schools, as well as serving as primary intermediaries for institutions and decision-makers for students.

Intermediaries in international education provide educational services such as student enrollment and travel arrangements. Intermediaries provide international students with advice as well as assistance to scholars and faculty members based on their professional experience in international education.

International education intermediaries offer their students the following services:

Career guidance and counseling Prospective students seek career guidance and assistance from international higher education intermediaries. Most students, particularly those who have recently graduated from high school, are befuddled about which career path to take. Education intermediaries (consultants) advise students based on information gathered about the student's interests, talents, and motivation. Education consultants thoroughly assess students' profiles in order to advise students on the best career path for them.

Career advisors help prospective students narrow their university choices based on their chosen career path and in accordance with a variety of other constraints. Education consultants and career advisors are knowledgeable sources of information who are trained to assist you in making decisions about courses, institutions, and destinations.

Seminars and workshops for education (in secondary schools and education centers). International education intermediaries, also known as education consultants, hold a number of awareness events for the benefit of the student community each year. Educational fairs and seminars are held, at which visiting delegates (in collaboration with education intermediary organizations) from representative universities and experienced overseas education advisors disseminate information about courses and other aspects of overseas education. These events also give students the opportunity to apply for admission to the visiting universities. However, there is no obligation on the part of the students to file their applications, and the process can be viewed as merely an information-gathering exercise.

Education intermediaries look for institutions that will benefit the student's career when identifying universities and colleges. Intermediaries look for universities and other educational institutions that offer scholarship programs to students from developing countries in order to help them with their studies.

monetary burden They look for scholarship opportunities that go beyond part-time job banks or work-study programs to help international students pay for college. In addition to scholarships, these resources can assist you in locating loans, grants, financial aid, and other forms of assistance.

Financial aid administration to college students has been shown to facilitate such student success. Higher education financial aid includes both need-based and merit-based aid in the form of grants, loans, tuition remission, and private or institutional scholarships. Nonetheless, between 1995 and 2005, colleges and universities increased the total dollar amount spent on student aid by 95%. Grant contributions increased by 89 percent, and schools were fiscally responsible for 41 percent of these expenditures due to a significant increase in scholarships funded directly by individual institutions.

Filling out admission application forms at universities is a competitive exercise that necessitates extensive research and appropriate action. To ensure that prospective students stand out among the large number of applications received by any given university, international education intermediaries provide guidance to understand the tedious application process as well as a better understanding of the university's expectations. International education intermediaries services include guidelines for crafting an impressive statement of purpose, as well as emphasizing strengths and highlighting the strong points in the student's resume to give the student an advantage and ensure that the student's application is flawless.

Assistance with admissions documentation. Overseas education intermediaries are well-versed in the documents required to enroll in a university or college abroad. They help students by providing the necessary documents for a successful application to higher education institutions. Intermediaries conduct regular follow-up on students' admission to universities and colleges, as well as on the status of the student's visa processing.

2.2 Communication Channels and Marketing Activities necessary to support international education

Only a decade or two ago, the idea of students interacting with peers from all over the world on a regular basis was unthinkable. Modern students, however, are more connected to the world around them than ever before, thanks to the rise of social media and communication technologies such as Facebook, WhatsApp, Instagram, LinkedIn, Twitter, and Youtube. As a result, the value of international education has grown.

According to Martin (2015), digital marketing has changed the world, and the higher education sector is no exception. Colleges and universities will not be able to survive without increased enrollment. Colleges and universities face the challenge of remaining relevant in an age when students are increasingly reliant on technology as a means of communication. Sherman (2014) explains in Best Practices Guide "Proving the Value of Digital Marketing in Higher Education" that higher education has been in transition for many years. HEIs around the world face both internal and external challenges. This challenge necessitates a shift in higher education marketing from glossy brochures to social media and the web in order to capture the attention of prospective students. Colleges and universities are becoming more frugal in their spending and aggressive in their recruitment of prospective students.

Increased competition and rising prices, on the other hand, have forced students to become more selective in their school selection. According to a significant study published by Lorange (2017) in KeyStoneAcademic.com, most universities and educational institutions now report that they are using online marketing in some capacity to communicate with students and reach potential applicants, and higher education providers are increasingly reporting high levels from their digital marketing campaigns.

According to Khausik (2017), mobile devices account for 49.74 percent of all internet web page views. This is why most educational institutions are now focusing their marketing campaigns on the mobile audience. Mobile subscriptions are expected to reach 9.3 million by the end of 2019, with students aged 18 to 25 constituting the majority of this population. Furthermore, more than two-thirds of these students say they prefer to receive updates or reminders via mobile message, making mobile marketing critical for the educational industry.

To reach this specific audience, educational institutions are now working hard to make their content interesting and easily accessible, so that they do not miss out on any potential business.

Although marketing affects every department and has a significant impact on an institution's success or failure (Sherman, 2014), its implementation is difficult. This is supported by Martin's (2015) research, which explains that higher education social media administrators can multitask by conversing with multiple people at the same time, often across multiple platforms and, at times, using multiple devices. Social media administrators are problem solvers, experts at transparency, and express a desire and willingness to go above and beyond to assist constituents because admins understand how one bad experience can translate into a negative comment, which can instantly turn the tide of sentiment and putting everyone in an uncomfortable situation. Social media administrators in higher education are pioneers. Martin goes on to say that higher education social media administrators are also understaffed, underfunded, and overburdened.

According to research, students frequently visit social media after first visiting an institution's website. This means that massive amounts of traffic pass through institutionally sponsored social media accounts every day, 24 hours a day, 365 days a year.

To market overseas universities and other higher education institutions, education intermediaries (study abroad consultants) employ a variety of marketing tools to effectively communicate their message and recruit international students.

2.2.1 The Role of Intermediaries (education agents) in International Education:

With the internationalization of higher education, educational institutions are increasingly recognizing the important role that education agents play. The majority of research on education agents focused on the role of education agents in international recruitment from the perspective of educational institutions. There has been little research into the broader role of education consulting and the contribution education consulting could make to students' experiences from the perspective of education consultants.

With the process of higher education system and competition related to international recruitment and enrolment, most educational institutions in international destination countries, including the United Kingdom, Canada, the United States, and Australia, are embracing education agents in students' home countries to assist with international student recruitment. Education agents are becoming more important as competition for international students among different countries and institutions heats up. Working with education agents can benefit both students and destination institutions. For students,

international students. I had the opportunity to witness the growth of one of China's leading ECCs while working in the field of education in China for ten years (NV will be used as a pseudonym). NV was a small office ten years ago, providing education consulting services to a small number of students and assisting a few institutions in recruiting international students. As a result of China's economic growth and global internationalization of higher education, NV now has over 30 branches in nearly all major cities throughout the country, providing a wide range of services to a large number of students and partnering with a large number of educational institutions. NV's U.S. higher education consulting services were focused on U.S. institutional applications and visa consulting ten years ago. Since around 2010, the number of prospective students from the United States has skyrocketed, and a plethora of new services and programs that go beyond the traditional services have appeared on their webpages and the webpages of other ECCs. Long-term preparation, extracurricular activity planning, critical thinking, U.S. class demonstration, public speech, western culture lectures, presentation skills, and other terms may be used to describe these newly developed programs. Another noticeable difference is that many of the education consultants leading these programs have educational backgrounds from prestigious institutions such as Ivy League universities in the United States or well-known institutions in other countries.

The importance of education agents in international recruitment has been recognized in recent years. Many research studies have been conducted to investigate the role of education agents in international recruitment and the institution-agent relationship. There are studies, for example, on the challenges that international recruitment officers face when working with agents, how institutional recruitment officers manage their relationships with education agents, and how institutional stakeholders make policy to regulate unethical behavior by education agents. However, much of the research on education agents has been focused on international recruitment issues, leaving out the educational consulting role. Little attention is paid to changes in the education consulting services and programs offered by ECCs, as well as their impact on students' subsequent experiences as international students. As a result, this study investigates the perspectives of education consultants on the changes in education consulting services provided by ECCs to students planning to study in U.S. higher education institutions since 2010, as well as the concrete feedback education consultants received from students. The goal of this research is to better understand the role of education consulting in higher education internationalization and the impact of education consulting on students' post-enrollment experiences in U.S. institutions of higher learning from the perspective of education consultants.

2.2.2 The Agent Use in International Recruitment

As the use of education agents became more commonly acknowledged by higher education institutions, education agent research began to emerge. Much of the existing research on the use of education agents is focused on international recruitment. Many studies discuss strategies for managing the institution-agent relationship and how to regulate agents' practices from the perspective of the institutions. Much research was conducted to examine the perspectives of international officers (Huang, Raimo & Humfrey, 2014). Many of the agent-related studies offered suggestions and recommendations for managing the institution-agent relationship. Institutions on agent use were advised to develop

transparent processes and include sufficient specification of behavior norms in partnership contracts (Huang, Raimo & Humfrey, 2014). Another aspect of education agent research examines the factors influencing students' decision-making, but it is still insufficient. Many factors can influence a student's choice of destination countries and institutions. For example, the selection of international students at institutions will be influenced by family and peers (Bodycott, 2009; Ren, Hagedorn, & McGill, 2011). Among many possible factors, such as host institution reputation, location, tuition fees, and institutional rankings, education agents have a strong influence on students' choice of higher education institutions, and “informational and persuasion influence from agents has a greater impact than informational and persuasion influence from peers” (Pimpa, 2003). According to Coffey (2013), education agents primarily influence student choice-making by “providing a severely constrained set of institutional program options.” However, these studies on student choices do not fully account for the agents' role. Some education consulting services, for example, target primarily applicants to top institutions and will not work with any third-party agents so that these education agents do not have a commission-based incentive to recommend certain institutions. The education agents' recommendations for destination institutions may be influenced by the student's preferences, academic performance, the work load of education consultants in the application process, and the admission rate of the institution. According to my professional experience and observations, some education agents or ECCs will charge students for consulting or application services based on the ranking of the institutions to which students are admitted. In this case, education agents may suggest schools with high rankings and considerably higher admission rates. Institutions with fewer college applications or an easier application process may be recommended during peak seasons for higher education applications. This study's research question about education consulting services provided by ECCs may contribute to a better understanding of the factors that influence students' choices.

2.3 Challenges, Problems and Solutions

Safety increasing in importance when selecting a study destination

International education agents face a number of challenges when it comes to recruiting international students. Education intermediaries or study abroad consultants in developing countries face the challenge of enrolling students in prestigious universities on a shoestring budget. Most African parents and guidance want their children to study in the UK, USA, Canada, and Australia on low tuition fees or scholarships, which presents a significant challenge for education agents who must negotiate with partner universities on tuition reductions or student loan grants for international students.

Parents and guardians of international students expect education consultants to reassure them of their children's safety while studying in another country. Education agents are required to conduct research on the safety of the countries in which they have partner institutions, as well as to prepare, inform, and educate both students and their parents on safety issues. Studying abroad in a foreign culture has always come with a set of potential safety risks, but in recent years, there has been a greater awareness of campus safety issues among prospective international students and their parents.

Recruitment agents advise parents and students on destinations and schools, and they conduct in-depth analyses of crime trends on national and individual campus levels. They demand that educational partners provide data and statistics on the safety of their learning environment and region.

When marketing their institutions, most international universities and colleges overlook the issue of safety. According to a survey performed by the British Council and the online student forum The Student Room titled "Student Insight Hot Topics: The Rise in Global Student Safety Concerns," campus safety ranks fifth out of 19 factors influencing a potential student's choice of study destination. Only five years ago, safety was ranked 17th out of 19th.

International students' and their parents' concerns are not unfounded. In fact, the number of reported student attacks has increased in recent years (as has the number of international students), and crime statistics show that international students are among the most vulnerable on campus.

Some violent incidents international students have triggered political crises in various countries around the world. In Australia, 152 reported attacks on Indian students in 2009 (23 of which were considered to have racial overtones) were widely reported in both the national and international press circuits, sparking protests in Sydney and Melbourne.

In April 2012, in Jalandhar, India, a group of Indian men attacked a student from Burundi, leaving the victim in a coma. This case, too, became an international incident, with Indian police accused of corruption, the government accused of indifference, and African students wondering if India is a safe place to study. Physical battery is only one type of safety concern, and ethnicity is only one factor in this equation. In the United States, for example, the Gay, Lesbian & Straight Education Network (GLSEN) discovered that nearly 82 percent of lesbian, gay, bisexual, and transgender (LGBT) students reported sexual orientation harassment at school in the previous year.

Respondents to the Student Insight survey cited a variety of safety concerns, which varied by country, including: distance from family and friends, the possibility of human rights violations, racism, sexism, and other racial discrimination, the danger of terrorist attacks, the predominance of street crime, and the availability of firearms.

Solution on student's safety

Most educational institutions in various countries have taken measures to maintain a secure learning environment in order to protect both international and local students.

All visitors to the campus and hostels will have access to CCTV. Vandalism and violence are common on university campuses and lodges, as are misbehaviors that violate university policy. The presence of CCTV cameras on campus can deter such criminal activity and aid in ensuring that campus rules are followed.

Inform others – Institutions should ensure that their websites include clear information about student safety; a virtual tour is also a good place to highlight emergency phones or other campus-related

services. Campus security, police, and paramedic phone numbers and contact information should be available on the web, on campus, and on student ID cards, and students should be encouraged to program the numbers into their phones. Use your school's college newspaper and social media accounts such as Twitter on a regular basis to alert students to problems on campus, and in emergencies, use students' mobile phone numbers.

All of this can be instilled in students during orientation or during safety seminars, online courses, or webinars, which may be held in collaboration with local law enforcement or fitness centers that can teach a self-defense class. For example, in Manchester, England, police conducted a Safe Student operation, which included officers giving safety talks. Students are also encouraged to join the Manchester Student Safety Facebook page, which has been set up by the police, Manchester City Council, and local universities.

Be prepared – The Manchester Facebook page also contains updates on crime in the area, which can be extremely useful because police departments all over the world have begun to understand – thanks to computerized tracking – that once certain types of crimes are committed in a neighborhood, the likelihood of their recurrence increases dramatically. When appropriate, providing current crime information can assist students in being on high alert.

On-demand assistance – Schools can provide nocturnal escort services or have designated safe spots on campus for students who must be out late at night alone. Some colleges and universities in the United States have threat assessment teams that address and respond to situations involving threats or acts of violence on campus.

The issue of language barrier

The term "language barrier" refers to the difficulties that students face when they do not share a common language and attempt to communicate with one another. Except if one or both parties learn a new foreign language, which requires an investment of time and effort, there is little communication. When traveling abroad, people frequently face language barriers. When it comes to language learning, a person who comes to a new country at an adult age can face particular difficulties¹⁹¹ "overcoming the language barrier." Similar issues arise during multinational meetings, where translation services can be expensive, difficult to obtain, and prone to error. Language difficulties affect not only information gathering abilities but also help-seeking behaviors. Because more and more students are studying abroad these days, a lack of English proficiency may be a major concern for international students. All of the issues that students face when studying outside of their home countries, "language barriers" prove to be the most difficult for international students, particularly in Romania. Furthermore, many students feel helpless and overburdened as a result of this. Many studies show the difficulty of language barriers for international students, with many pointing out that the problem of language barriers lies in the identification of the classroom environment and the faculty-student relationship as the source of difficulties for international students. He assumed that the language is the "first barrier encountered by international students" based on all of the factors. Not only will a language barrier cause anxiety in international students; second language anxiety, educational stressors, and sociocultural stressors are

the three most significant challenges for international students. Some scholars suggested that in order to alleviate the stress that international students experience, they should approach problems with a positive attitude and educate international students on how to use various methods to help them solve their problems, particularly during orientation periods.

Student's recruitment challenges in the era of Covid - 19

The impact of COVID-19 on international students and traditional destination countries' intake cannot be overstated. As COVID-19 infections, lockdowns, travel restrictions, and changes in how education is delivered have taken hold, the higher education heavyweights have all seen interest and demand fluctuate wildly.

The impact on the United States as a destination country is unprecedented. For international students, America's borders were closed, and classes were taught online. Current and new students whose courses have been moved online are unable to enter or remain in the country, even if the campuses are open. The policy put some of America's most prestigious universities, including Harvard, in a bind. The delivery of courses varies dramatically between states and institutions, and the status of student visas has been repeatedly called into question, with the DHS's latest proposed policy changes implying that they will become even more hostile to international students and their needs. Indeed, even the current president's rhetoric could be interpreted as implying that international students are no longer welcome in the United States.

All of these factors have had an impact. Taking traffic trends into account, Australia, Canada, and the United Kingdom all saw a significant drop in international student recruitment traffic beginning in February, when the pandemic's impact, lockdowns, and related restrictions went into effect. As a result of the Coronavirus pandemic, some European countries, such as Italy, imposed strict travel restrictions and even closed their Schengen borders to one another.

The use of digital marketing for lectures as a solution to international education in the era of the Covid – 19 pandemic.

The Covid-19 spread, which turned into a global pandemic, affected face-to-face meetings and all forms of gathering in order to prevent the virus from spreading. As people were asked to stay at home, this resulted in a widespread use of online communication. To ensure that students adhere to their academic calendars, the education industry turned to online learning.

As lectures were held on various social media platforms such as Zoom, Webex, Google Meet, Skype, WhatsApp, and others, the use of digital marketing in communication became more effective.

Even in the midst of the current pandemic, international higher education recruitment and enrollment are still carried out using digital marketing.

International students were enrolled in various higher education institutions abroad in the year 2020, and students were asked to begin study activities and participate in online lectures from their various

home countries. Students were graded based on their performance in lectures and other educational activities such as writing quizzes, seminars, and even semester exams.

Even with borders closed and travel restrictions in place, the use of technology in the education industry became more effective as various online schools came into play and students could easily enroll at the click of a button..

Chapter 3

Marketing techniques used to recruit international students

Although developing marketing techniques have a significant impact on the number of international student enrollments, there are some uncontrollable factors that determine how successful a particular institution is in terms of its international student recruitment efforts, such as immigration policy. The majority of international students intend to study abroad due to the high quality of higher education; however, some international students simply want to settle in another country. Such international students are less concerned with education quality abroad and are more concerned with the host country's immigration policy.

Akbari and Donald (2014) conducted research on recent trends in immigration policy for countries such as Canada, New Zealand, Australia, and the United States. The study concluded that changes in immigration policy are frequently based on the national economy and labor demand in the market, which influences the attractiveness of international students. When compared to the United States of America, Labi and Birchard (2012) discovered that British education is highly desired by international students. This is despite the United Kingdom government's recently implemented policy prohibiting all non-European students from working part-time while studying (JCEF Monitor, 2013, 2015). Furthermore, Sherriff (2015) reports that the UK government has abolished the post-study work visa for international students. As a result, these studies show that immigration policy in the UK is strict, and international students will find it difficult to stay after completing their education. There are compelling reasons for international students who want to settle abroad to choose a country other than the United Kingdom. Clearly, the competitive advantage of a tertiary education industry can be severely harmed by the immigration policy of the country to which it belongs.

In comparison to other English-speaking countries, the New Zealand government provides information that makes it simple for international students to apply for student visas, allowing for easier enrolment for international students (INZ, 2015). Merwood (200) concluded that the New Zealand government issued 4,500 graduate job search visas in 2006 to keep international students in New Zealand after they completed their qualifications. Such favorable policies may provide New Zealand with a competitive advantage when it comes to recruiting international students.

3.1 The use of international agent to recruit international students.

Many studies have been conducted to provide empirical evidence on the use of agents in the recruitment of international students. Hagedorn (2011) discovered that international students rely heavily on agents for questions about immigration policies, student visa processes, program information, and scholarship application explanations. According to one study, more than 60% of Chinese, Indian, and Malaysian students study in Australia through international agents (HR, 2021). In a survey distributed to international education organizations across the United States, 119 respondents

agreed that the use of agents to recruit international students is valuable and necessary (Kirsch, 214). Other research points to agent support as a valuable form of promotion (Edwards and Browne, 1991; Smart and Ang, 1992; Harris and Rhall, 1993). According to the studies, international students' interactions with agents are critical for enrollment and future recruitment. International agents are extremely beneficial to international students because the majority of international agents have prior experience communicating with tertiary institutions. The use of international agents in recruiting international students is an effective marketing technique for attracting more international students for tertiary institutions in Bay of Plenty. However, the preceding studies did not address the drawbacks of using agents. International agents serve as a bridge between educational institutions and international students. It is undeniable that educational providers are concerned with academic standards as well as profitability.

International agents, on the other hand, may be more concerned with profit than with the academic needs and suitability of international students. For example, if an international student is not qualified enough to enroll. Worse, in order to meet monthly revenue targets, agents may provide inaccurate information to international students and make promises that cannot be kept.

A gentleman not only receives commissions from international providers, but he also receives fees from international students. According to Hogan et al. (2004), paid recruiters exacerbate a variety of issues. When recruiting agents receive a commission fee as well as income from schools and students, this is unjustifiable, especially when the parties involved are unaware that the agents are being paid twice.

Several additional studies show that using an agent to recruit international students has issues with honesty and integrity because some international agents provide false information to international students and encourage them to provide fake documents for an enrolment application (Darr, 2014). Universities risk losing their reputations and jeopardizing academic standards. As a result, while most studies agree that using agents is a good approach to recruiting international students, using a professional licensed agent may be the best practice at times.

3.2 Word of mouth in recruiting international students

Word of mouth is another effective marketing strategy for attracting international students (Patti and Chen, 2009). According to some studies, word of mouth is recognized as a practical and powerful marketing tool for consumers, from the initial stage of information generation to the selection of service providers, and finally to the post-consumption stage (Murray, 1991 ; Gilly et al., 1998). As a result, word of mouth may influence student expectations, perceptions, and attitudes when it comes to selecting the right school. Word of mouth is a communication theory that refers to a sort of information passing that is functional form of advertisement but unpaid and person-to-person (Arndt, 196°). Someone who successfully graduates from a university and recommends the brand name to a friend, for example, has used a word of mouth strategy. Archer and Winters conducted a survey of international students, with the results (n = 150,0000) revealing that 45 percent were influenced by friends and 32 percent were influenced by family in their university selection.

Mazzarol and Hosie (1996) discovered that graduate students who are satisfied with their higher education and life experiences in Australia become influential opinion leaders for new international students for the rest of their lives. According to Mazzarol and Soutar (2002), word of mouth is a practical promotional medium for the international educational market because potential students rely more on word of mouth communication than impersonal sources such as commercial and public information. As a result of the previous study, word of mouth is a powerful technique that contributes to potential international students' decision making. To generate long-term and short-term benefits, tertiary institutes should ideally provide a comprehensive and accessible message to their target audience: parents, friends, and students (Mazzarol and Soutar, 2002). The use of word of mouth could be a good approach to recruiting international students for tertiary institutes in Bay of Plenty in order to attract more international students. Graduate students, particularly high achievers, would be an excellent resource for disseminating messages to family and friends.

Several studies, on the other hand, disagree that using word of mouth to recruit international students is a practical method because it involves risk and can damage a brand and earn a negative reputation. This occurs when negative comments from international students who are dissatisfied with their tertiary institutions are received. For example, Chen (2006)'s research on the word of mouth communication channel depicts it as an uncontrolled communication channel in the Australian higher education market; word of mouth can sometimes contribute to reputation loss if comments are more negative than positive. As a result, if educational institutions rely on word of mouth for marketing education, there is a risk of both positive and negative consequences.

3.3 Online recruitment of international students

Education industries recognize the importance of a website for an organization. The main advantages of websites are their quick and easy access to millions of potential customers (Belch and Belch, 2003; Keegan and Green, 2008). Allison discovered that 83 percent of potential university students accessed the internet from home in 2001, a 50 percent increase over 2000. According to Hoyt and Brown (2003), a website is one of the most useful sources of information influencing a student's choice. As a result, designing and utilizing a website is critical for the education provider because there are a large number of potential customers who are eager to visit the website in order to select the best universities. According to one study, an international higher education search engine directly reviewing accredited universities and colleges around the world contained 10,000 universities and colleges ranked by web popularity in approximately 200 countries. This search engine ranks world colleges and universities according to the popularity of their websites (Alexa et al., 2012). Creating a website, actively using Facebook and Twitter, maintaining a YouTube channel, and appearing in Google search results can all help institutes reach out to international students (Sears, 2014). Again, Mentz and Whiteside (2003) emphasize that the information technology department should handle website development, making a website user-friendly for international students and including tuition fees, value, ranking, facilities, application forms, enrolment information, and facilitating online enquiries (Mentz and Whiteside, 2003).

In terms of online information in Australia, Ooi et al. (2010) discovered that educational tertiary institutions that maintain a very good website can be useful for users because potential students can get school information and easily read program content. According to studies, the use of online marketing to recruit international students can all be based on web pages, email, and online materials. If tertiary education institutes want to receive more potential applications, their websites must be professionally designed so that potential international students can easily find information and apply to enroll online.

According to a single research paper, online marketing for international student recruitment may not be feasible. HR (2010) expressed concern about the higher education sector's use of online marketing to recruit international students, as websites and the internet are accessed through them. Some developing countries have limited internet access, and data downloads are slow. International students from these countries would have a difficult time finding information and submitting applications online. Despite this, there is no compelling evidence that using online marketing to recruit international students is not a viable strategy. Most studies agree that using online marketing to recruit international students has numerous advantages. As a result, tertiary institutes in the Bay of Plenty could focus on developing more effective websites that provide clear information online, allowing potential students to gain access.

3.4 Brand promotion and brand awareness:

According to a study, brand awareness and reputation are very important in higher education marketing; multiple methods are required to establish a successful brand in universities and colleges (Zahra, 2013). According to Zahra (2013), tertiary institutions must work on search rankings and become involved in social marketing. Kotlter and Fox (1995) define image as "the sum of a person's beliefs, ideas, and impressions of an object." According to Kotlter and Fox (1995), higher education providers must understand the image they project and ensure that it is accurate and favorable. Ivy (2001) investigated higher education institute image in the United Kingdom, emphasizing the importance of universities maintaining or developing a distinct image in order to gain a competitive advantage. The image has the potential to influence a student's willingness to apply for admission and become a researcher in an educational institute (Ivy, 2001). Oplatka (2002) used an issue identification method to investigate messages used by low-stratified tertiary education institutions to improve their organizational image and "product" status in order to attract potential students.

Anonymous (2013, 2015) investigated the marketing of Australian higher education to Thai students and concluded that Australian higher education institutes have a strong brand as a group in the Thai market. As a result, it is critical to maintain universities' superior reputations, as this is the most important factor influencing Thai students' choice of an Australian university. Other studies show that prospective students, parents, current students, and alumni always compare brands when selecting universities, and many universities use brand management practices to gain a competitive advantage (Hemsley and Oplatka, 2006; Hawkins and Frohoff, 2010). Jump (2014) reported that in the UK, more than three-quarters of students interviewed from 21 universities, including 11 in the UK, said they would like to study at a 'Top 200' university. As a result, brand promotion and increased awareness would aid in the

recruitment of international students. Because brand awareness is not as influential a determinant as it is for universities, it may not be as effective a technique for attracting international students for polytechnics. However, there is still room to improve polytechnics' reputation by improving teaching quality and student success rates.

In conclusion, previous research has shown that marketing techniques for recruiting international students are widely used in the education industry in English-speaking countries. Various studies provide different perspectives on effective international recruitment, such as the use of agents, word-of-mouth and online recruiting, and brand awareness. HR (2010); Hagedorn (2011); Kotler (2002); Zahra (2013) There has been some discussion about the use of these techniques. As a result, the researcher hopes to gain a better understanding of marketing techniques for recruiting international students to tertiary institutions in the Bay of Plenty.

New Zealand also provides high-quality education, and some international students may prefer to study here rather than in other countries. Different countries' immigration systems, education systems, and enrolment criteria result in different outcomes when it comes to recruiting international students for New Zealand. The New Zealand government encourages international students to stay in the country after finishing their studies (Merwood, 200°). Some international students want to settle in New Zealand, so studying in New Zealand could be a good option for them (New Zealand Now, 2015; New Zealand Now Education, 2015). As a result, a good immigration policy could play a significant role in attracting international students. The Bay of Plenty currently has only two tertiary institutes: the Bay of Plenty Polytechnic and the Waiariki Institute of Technology. These institutes have a large number of international students; they also compete with other tertiary education cities such as Auckland, Wellington, Hamilton, and Dunedin. Despite the fact that this study will only focus on a tertiary institute (WIT) in Bay of Plenty in order to attract more international students, it is important to understand the market techniques used in higher education industries elsewhere. While the general literature on marketing techniques for international students in tertiary education is extensive, the majority of studies have been conducted in other countries. There are no existing studies or literature in the Bay of Plenty to demonstrate effective marketing techniques in tertiary education (polytechnics).

3.5 Digital Marketing Trends in International Student Recruitment

Digital marketing is critical for attracting international students. Digital marketing has played an ever-increasing role in international education recruitment over the last 20 years. Today, more than ever, the internet is the primary resource that prospective students use to conduct research and make decisions when choosing their future school, college, or university.

The international education sector has undergone massive changes and is now more competitive than ever. This is why education agents use various digital platforms to market and position partner universities in the minds of prospective students. Universities and colleges that rely heavily on a digital strategy are reaping the benefits of effectively tapping into an ever-expanding student pool more than ever before.

According to the literature review, every year, thousands of students graduate from high school and apply to a variety of educational institutions or begin plans to further their education and careers. It is

now more important than ever for these institutions to do everything possible to maximize visibility and to use digital marketing to help them qualify genuine aspiring students.

Even though most educational institutions recognize the importance of employing effective digital marketing strategies, they frequently fall short of maximizing the return on their efforts to stay ahead of the competition. Many organizations, including universities, do not have a CRM system in place.

In light of this, universities and colleges must recognize that in order to reach qualified aspiring students, their digital approach must be relevant, unique, and enjoyable. If international education is to compete with the vast pool of students available, it must keep up with the fast-paced world of mobile devices and social media.

3.6 The marketization of international higher education through education intermediaries

Higher education's increasing competition has resulted in the adoption of new methods for universities and colleges to recruit and enroll international students in order to increase their revenue, as well as how higher education demand and supply have resulted in the marketization of international higher education through education intermediaries.

Given the task of reviewing and interpreting this literature as my primary goal, I examined many ways in which current enrollment competitions and pressures are forcing many higher education institutions to engage in aggressive marketing and promotion to international students, resulting in the marketization of higher education becoming a big business. For some, this is reflected in the revenues generated by international tuition fees, which contribute to their financial stability. International student recruitment is an essential component of any internationalization strategy (Naidoo and Wu 2014). International marketing is now a common feature of the higher education landscape, with universities and colleges placing an increasing emphasis on it.

Due to the current high level of competition in international higher education, the literature reviewed the high level of partnership demand between international universities and colleges, as well as study abroad intermediaries. Study abroad demand and supply are critical to increasing global flows of international students. On the demand side, international students see a Western education as a worthwhile investment in their future careers. On the supply side, universities and colleges are increasingly focusing on highly popular academic programs like business and engineering in order to attract full-fee paying international students in order to offset domestic enrollment declines (Hayes 2007). These forces of demand and supply for educational services have resulted in the globalization of higher education (Allen and Shen 1999; Kwong 2000; Binsardi and Ekwulugo 2003; Chapleo 2011). As a result, many higher education institutions prefer to work with professional international education intermediaries who can market the institution as a brand using all of the digital marketing tools available and place the institution at the top of the list. As a result of the fierce global competition for students, many higher education institutions have developed marketing strategies and activities to attract both domestic and international students (Mazzarol and Soutar 2001, 2008; Hemsley Brown and

Goonawardana 2007; Angulo et al. 2010). Because of the export earning potential of international higher education services, many national governments have developed national policies to attract international students to study in their countries. Australia, New Zealand, and the United Kingdom are examples of countries that have implemented a national policy of marketing higher education to international students (Naidoo and Wu 2011).

Higher education institutions in Western countries collaborate closely with international education intermediaries to ensure easy recruitment of international students, particularly those from developing countries seeking quality education in other parts of the world; and to do so, a variety of marketing strategies are employed. Because of its effectiveness in this digital age, study abroad intermediaries are increasingly utilizing digital and electronic marketing.

Chapter 4

Research Methodology

4.1 Qualitative Methods

According to Dey (1993) and Rawlinson (1994), qualitative data is based on meanings expressed through words and results in the collection of non-standardized data that necessitates classifications and analysis using conceptualization. Saunders et al., 2003, p. 378 “Qualitative data correspond to words rather than figures,” according to Miles and Huber (1984b, cited in Thietart et al., 2001, p. 78).

The research yields results that are not derived from any statistical procedure or another method of quantification. This research focuses on a person's life, experiences, behavior, emotions, and feelings. It also discusses the structure and function of an organization, as well as social and cultural movements and interactions. Strauss and Corbin (1998), p. 11.

Qualitative methods will be used to obtain first-hand perspectives on how education consultants can successfully employ E-marketing tools to attract more international students. Individual semi-structured in-depth interviews with experienced education consulting companies in Nigeria and their partner universities in Europe, as well as students enrolled in various universities in Europe, will be used in this study. This research will look at how information about available opportunities in the field of international education is published, disseminated, and implemented, as well as the mechanisms for connecting players in international education together.

Settings:

Some large educational consulting firms in Nigeria have a large number of branch offices in Nigeria's major cities. These ECCs' headquarters are primarily located in Lagos, Abuja, Port Harcourt, and Ibadan. Small-scale ECCs that serve a smaller number of selected students are mostly found in Delta State and Kaduna.

What are the execution mechanisms for connecting player in international education together?

To connect students with universities, education agents rely heavily on digital marketing tools as their primary execution mechanism. Education agents, also known as education intermediaries, use digital marketing to connect students to their desired universities. This means that agents market universities by using online marketing tools and social media platforms to explain different study options, institutional benefits such as scholarships and exchange programs, and a variety of other things.

In an increasingly competitive digital landscape, education agents must find innovative ways to stretch their budgets and make every engagement effort count. This entails using multiple channels to keep marketing and recruitment going 24 hours a day, seven days a week, especially in the face of competition from other education agencies, academic institutions, and city councils actively promoting their own location.

The use of online marketing by education agents to promote their partner universities and colleges:

Education agents use a variety of digital marketing tools to promote their partner institutions to international students.

Online marketing is the practice of using web-based channels to spread a message about a company's brand, products, or services to potential customers. Email, social media, display advertising, search engine optimization, Google AdWords, and other methods and techniques are used in online marketing. The goal of marketing is to reach out to potential customers through the channels where they spend their time reading, searching, shopping, and socializing online.

The widespread use of the internet for both business and personal purposes has resulted in the creation of new channels for advertising and marketing engagement, such as those mentioned above. There are also numerous advantages and disadvantages to online marketing, which primarily employs digital mediums to attract, engage, and convert virtual visitors to customers.

To represent an institution globally and market an institution as a brand to its potential customers (students), education agents use a variety of online marketing tools to promote the institution's programs, services, and benefits. Through the use of these various online marketing tools, education agents raise the brand awareness of their partner institutions.

Online marketing differs from traditional marketing, which has traditionally included mediums such as print, billboard, television, and radio advertisements.

Prior to the advent of online marketing channels, the cost of marketing study abroad as a product or service was often prohibitively expensive and difficult to quantify. Previously, marketing of international education services ad campaigns could only be done on national TV, which is measured through consumer focus groups to determine levels of brand awareness. As a result, these methods are traditionally unsuitable for controlled experimentation. Today, anyone with an online business (as well as most offline businesses) can participate in online marketing by creating a website and developing customer acquisition campaigns for little or no cost. These marketing products and services can also experiment with optimization to improve the efficiency and ROI of their campaigns.

With the help of online marketing tools, information about a specific university or collage abroad is disseminated, allowing everyone interested in international education to have firsthand knowledge of what is expected.

Digital strategies to attract international students in your agency:

Prospective students have a variety of options to choose from as international student recruitment has become more competitive in the age of the internet. Many colleges and universities are struggling and have sought the assistance of education agents to compete as they once did, owing to a failure to implement an effective digital marketing strategy.

According to Campus Technology, it only takes a 5% drop in enrollment for a college to lose \$250 million in student fees and tuition costs in a single year. But this is about more than just money, particularly in the United States and Canada, where diversity and global ties are highly valued.

Education providers must reconsider their recruitment strategy and determine whether they are doing enough to attract and retain international students.

Education consultants use digital strategies to increase the number of international students enrolled.

Provision of easily accessible information

The official websites of educational institutions are the driving force, with direct emails coming in second. As a result, study abroad consultants should maintain an up-to-date, optimized website that allows site visitors to browse, find informative materials, and read relevant content in a simple and enjoyable manner.

This includes the following:

By creating a dedicated webpage for international admissions, information that is particularly relevant to international students should be clearly visible and easily accessible.

Mobile-friendliness is essential for prospective students to stay on your site long enough to develop an interest in your institution, as well as for ranking on search engines.

Links to important pages of interest, such as information on scholarships, financial aid, and visa applications. Contact information is provided so that students from all over the country can speak with a professional admission counselor.

Provision of virtual tours

While many new applicants will be between the ages of 18 and 24, there will also be a significant number of adult learners from older demographics. Many of these prospects may already have a full-time job, a family, and other responsibilities, making their needs somewhat different from those of younger students. Choosing the right college or university is a huge decision for these people, so they must consider everything.

Your institution can reach out to international students from afar and show them exactly what is on offer by providing virtual tours of your school, facilities, campus, and much more.

Texas A&M provides virtual tours through their mobile app, giving students an inside look at what life is like on campus. Being able to do this without a physical visit is a great way for students to determine if a college is a good fit for them, as well as a great opportunity to raise brand awareness and demonstrate innovation.

The virtual tours are just the start. A mobile campus app can also include a variety of dynamic content, such as blogs, short video stories, and webinars. This allows your university, college, or training provider to engage prospects early in their research, which can help influence their decision.

Increase Engagement by Using Infographics. According to Google Trends, the popularity of infographics has skyrocketed in recent years. In an ironic twist, Forbes recently used an infographic to illustrate the recent decline in the number of international students at U.S. universities. The drop was most pronounced among Indian students studying computer science and engineering.

Research design

“A research design is a logical plan for getting from here to there, where here may be defined as the initial set of questions to be answered and there are some conclusions or answers to these questions” (Yin, 2003, pp. 21). A research design is a framework or master plan that aids in determining the methods and procedures for data collection and analysis. The goal of research design is to determine whether the information gathered is appropriate for solving the problem, and the study is carried out in accordance with the procedures. It connects the data to be gathered and the conclusions to be drawn. Zikmund (2000, p. 65). A good research, according to Philliber, Schwab, and Samsloss, entails determining the question to be studied, determining which data is useful, and determining how to analyze the data and find results. (1980, cited in Yin, 2003, p. 21). A research design is essentially a plan or strategy that aids in determining what to do, how to do it, and when to do it.

The goal of this study is to better understand the role of international education intermediaries and to highlight how education intermediaries market and recruit international students using E-marketing tools.

4.2 Quantitative Methods

Methods and Procedures for Data Collection

The collection and examination of documents was the first stage of this study. Documents collected included: online materials from selected education consulting firms describing U.S. higher education consulting services and programs; consultants' public blogs; media coverage and public interviews about consultants' insights into U.S., UK, Europe, and Australia higher education consulting services and their impact on students' after-enrollment experiences. The second stage of this study included face-to-face or Internet-supported semi-structured interviews in which participants were asked open-ended questions about their experiences with higher education consulting in the United States. After the participants were chosen, I sent the Informed Consent Forms to them for review and completion. After the selected participants confirmed their willingness to participate, I began discussing the interview time and date with them.

Because face-to-face meetings were impossible due to the pandemic, interviews were conducted using online communication software such as Zoom or WhatsApp (the most popular instant communication

App), depending on the participants' preferences. The interview questions were emailed to the participants three days before the interview. Before starting each interview, I explained the purpose of the study and asked the participants if they had any questions or concerns. The interview began after I had answered all of the questions and confirmed that the Informed Consent Form had been signed. I led a semi-structured interview, but I had the flexibility to change the sequence and use follow-up questions based on the interviewee's responses. To conduct the interview, the language of communication was English. Each interview lasted about 30 minutes. Following the participants' approval, the interviews were audio recorded as well as written down.

The quantitative method generates useful data that can be analyzed and interpreted to aid decision making, reach measured conclusions, and forecast future outcomes. Saunders et al., 2003, p. 327 When we need figures to back up our qualitative arguments, we use the quantitative method. Morris (2003) defines formalized formalized formalized formalized formalized formalized formalized formalized formal As with all research, there is some type of numerical data that can be used to answer the research question and meet the objectives, and this data is referred to as qualitative data. Qualitative data is used to analyze and interpret numerical data (Saunders et al, 2003, pp. 327). A quantitative method is one that uses statistical analysis and is based on numerical evidence to reach a conclusion or test hypotheses. If we want to be sure that the results are reliable, we must always study a large number of people in that research area, and the data can be derived from questionnaire surveys, observations, or secondary sources (Ticehurst and Veal, 2000, pp. 20). Yin explains “*numerical data provides quantitative information, while non-numerical data furnishes information that is clearly of qualitative nature*” (1989:88 in Thietart et al, 2001, pp. 78)

Data Analysis

The data was compiled according to research questions, and themes within the data were searched for in relation to each research question. Data was presented thematically and critically analyzed in relation to the themes addressed in the literature review. The major themes that emerged were the current primary services provided by study abroad consultants, as well as the digital marketing trends in education services, the application of e-marketing tools in delivering education services, and the methods by which these tools are applied to attract and recruit international students, the impact of intermediaries services on students' experiences, and recommendations from e-marketing experts..

The strong drive to study abroad

Regardless of the challenges they face, nearly 100,000 Nigerian students will be studying abroad in 2020. Where they chose to study – and why – is an important question for recruiters in countries that control a sizable portion of the Nigerian market. In 2020, we reported that the top destinations, in addition to popular regional hubs

South Africa and Ghana, were;

- The United States, with 15,980 students in early 2019

- Malaysia, with approximately 13,000 in 2019.
- Canada (11,985 in 2019)
- The United Kingdom, with 10,540 in 2017/18

The United Kingdom is losing market share.

Overall, Nigerian enrolment in UK universities fell by 41% from 18,020 in 2013/14 to 10,540 in 2017/18, according to the latest HESA figures, and the trend is expected to continue in 2019/20.

2013/14	2014/15	2015/16	2016/17	2017/18
18,020	17,920	16,100	12,665	10,540

Nigerian students enrolled at UK universities by academic year. Source: Carnegie Endowment for Peace

Despite these declines, Carnegie notes that Nigeria is still a top source market for the UK, ranking sixth after Malaysia, Hong Kong, the United States, India, and China.

However, further declines in this market could pose a significant problem for UK educators, many of whom rely heavily on Nigerian postgraduate enrolments, because Nigeria is expected to become the world's largest sender of postgraduate students in the near future. According to the British Council, Nigeria's outbound postgraduate student population will grow the extremely fast in the world through 2025, followed by India (with a projected annual average growth of 7.5 percent), Indonesia (7.2 percent), Pakistan (6.4 percent), and Saudi Arabia (5.2 percent).

Carnegie also notes that, while a variety of factors are influencing declining UK enrolment, one notable issue is that, in contrast to universities in Canada and the United States, few universities offer scholarships to Nigerian students (and China, where providing scholarships for African students is a major recruiting strategy).

Broadly speaking, UK universities see Nigerian students – and indeed international students in general – as a revenue centre,” and that “the decline in Nigerian students enrollment is a sign that UK institutions are no longer affordable for most middle-class Nigerian families.”

Carnegie cites Coventry University and others that attract the most Nigerian students as an exception to the general trend because they “attract more Nigerian applicants by combining scholarships with effective marketing, customised course offerings, and competitive fees.” Affordability is a major draw for Nigerian students, and it is one of the main reasons that Canada has now surpassed the United Kingdom in terms of the number of Nigerians enrolled in Canadian universities.

Carnegie goes on to say: “Nigerians are drawn to lower tuition fees offered by the Canadian institutions, as well as the country's less burdensome visa process and clearer pathways to postgraduate work and residency.” The Canadian government sought to make the country even more competitive in 2020 by introducing the Nigeria Student Express scheme, which aimed to improve student visa processing times and introduce a specialized system for verifying prospective applicants' financial status. Nigerian

applicants also see Canada as a more welcoming environment for people of color, less xenophobic than the United States and the United Kingdom, and thus a more appealing destination. As a result of these factors, the number of Nigerian students studying in Canada increased from 2,825 in 2009 to 11,985 in 2019.”

Nigerian student numbers have increased in recent years in Canada, the United States, Ireland, and Australia, in addition to Canada.

UK strategy emphasises diversification

Aside from Nigerian students, the UK university sector experienced enrolment growth in 2020 as a result of students from non-EU markets. Non-EU enrolment surpassed 400,000 for the first time in 2019/20, reaching 408,825. This represents a nearly 17 percent increase in non-EU numbers year over year, compared to essentially flat volumes of EU students (+.83 percent year over year).

This good news comes with a caveat if we look at the data through the lens of which countries are experiencing growth: Its primary contributors were China and India. These countries continue to be extremely important, but educators around the world are becoming increasingly aware that there is no guarantee that these markets will continue to be stable senders of students. As a result of demographic changes and increased domestic quality and capacity, China, in particular, is likely to send fewer students in the coming years.

With a growing number of leading destinations competing on affordability and visa policies, and in a post-Brexit environment where EU enrolments are expected to fall further, the UK's bid to increase share will be aided by its increasingly welcoming posture toward international students. And it could be influenced by the growing reality that international students, including Nigerians, have more affordable, high-quality options than ever before when deciding where to study.

Chapter 5

Case Study

Shali Education Resource

Shali Education Resource (SER) is a well-established educational consulting firm for students who want to study abroad in both Tbilisi, Georgia and Abuja, Nigeria. The company offers professional advice and assistance in placing international students in universities all over the world.

The study abroad consulting firm is well-known for its professionalism in recruiting and placing international students at universities throughout Europe, particularly in the United Kingdom, Germany, the Netherlands, Georgia, Lithuania, Belgium, Poland, Estonia, Finland, Austria, and Hungary. The educational consulting firm was founded by alumni from various universities around the world, and we offer advice to international students based on our experience.

The company offers services such as institution research and study destinations. The education agency advises prospective students on career paths based on their interests and passions.

The education intermediary is responsible for thoroughly assessing students' profiles and advising students on the best career path for them. Career advisors at SER consultants are likely to assist in narrowing university choices based on the chosen career stream and in accordance with various other constraints. SER career advisors are knowledgeable information sources who have been trained to assist students in making decisions about courses, institutions, and destinations. SER education consultant understands that admissions to institutions are a competitive process that necessitates extensive research and appropriate action. Shali Education Resource provides guidance to understand the tedious process of applications and a better understanding of the university's expectations to ensure that candidates stand out amongst the number of applications that any particular university receives. SER services include guidelines for crafting an impressive Statement of Purpose, as well as emphasizing strengths and highlighting strong points in applicants' resumes to give candidates an edge, all in order to ensure that the candidate's application is flawless.

One of the primary responsibilities of study abroad consultants is to assist students with visa applications. Shali Education Resource advisors are well-versed in the visa application requirements of various countries and can assist with visa applications. Shali Education Resource Services facilitates pre-departure orientations, which are conducted to ensure a smooth departure and comfortable assimilation upon arrival.

E-marketing tools used by SER for the marketing and recruitment of international students:

1. Website

The goal of the Shali Education Resource website is to provide detailed information about institutions and their benefits, as well as a description of study destinations, in order to assist site visitors in gaining all of the knowledge about overseas education and understanding its progression. Visitors to the SER

website are converted into prospects. This is accomplished by identifying the major user types who visit your site, speaking to their needs, and providing them with a clear action step to take next.

The SER website includes a CRM database (hosted on the Wix platform) that contains all prospect data. SER CRM content includes leads with all of a prospect's personal information, such as their names, email addresses, Skype addresses, ages, and titles. SER monitors and interacts with site visitors using these leads.

Components of Shali Education Website

A content management system (CMS)

On the back end, the website content management system assists the agency in organizing and maintaining various parts of the website. SER CMS manages website pages and metadata, allowing visitors to navigate the site more easily.

We considered using a Wix website builder when we built Shali Education Resource's website for the first time. Builders like Zoho Sites, Wix, Squarespace, and others each have their own CMS. Wix CMS was used by Shali Education Resource to provide templates, function and design elements, customization tools, and web hosting all in one place.

A reliable web hosting service

SER used web hosting services to enable our website to be viewed on the internet. Wix premium web hosting requires a two-year commitment. Wix manages every web page hosted on their servers, as well as set-up and other related technicalities.

Wix web hosting offers a high-speed internet connection, excellent customer service, and SER site support. SER employs a domain host, as required by Wix's hosting provider.

UX (user experience)

SER ensured that its website is accessible, usable, efficient, and easy on the eyes in order to have a successful website. Wix offers premium user experience templates that allow us to experiment with design elements such as templates, images, typography, and colors to create and maintain an exceptional UX site. These elements were used by SER on the Wix platform to create an excellent user experience for the site.

Mobile-friendly templates

Templates on the Shali Education Resource site are optimized for laptops, desktops, tablets, and smartphones. Because nearly 80% of SER site visitors use their mobile phones frequently and can easily access information through their mobile phones, SER mobile-friendly web pages rank higher in mobile search results.

Aside from ranking, SER should ensure that this optimization provides their visitors with a fluid viewing experience. You haven't created the best user experience if your site has a tiny font or images that require a lot of pinching and zooming. Some website builders, such as Zoho Sites, will optimize your website for any device automatically.

Navigation.

The navigation on SER site serves two purposes: it helps site visitors find what they're looking for and it helps search engine rankings.

SER employs words and phrases that site visitors would use when searching. Using descriptive text such as "What We Do" to get more clicks on the site, which helps search engines indicate the relevance of the site.

SER calls to action (CTA)

While creating buttons for the website, SER thought about colors and the psychology behind them. We understand that different colors evoke different feelings for site users. That is why in their ABOUT US page, they considered the message and feelings they want to evoke in a user, such as trust or expertise, and the colors were chosen wisely.

SER call to action button include an action word that motivates site user to act. Choosing the right words creates a psychological trigger that prompts the user to click. SER understands that no emotional connection means no action. So they make their site words bold, time-sensitive, and action-oriented.

Using images wisely

The graphic designer at SER company understands that people on the internet are becoming smarter and faster at judging websites. They can easily identify stock photography that is generic or lacks personality. Unfortunately, at the moment, the company relies on stock photos for the design of their site, which reflects poorly on the company and reduces your visitors' trust. Because, while stock photos can be of high quality, they frequently fail to establish a connection between the user and the brand.

SER is working to obtain their own original images, as images created specifically for the company are capable of conveying the company's brand, services, and products in the desired manner. The company is working hard to create professional images in order to gain the trust of your visitors.

Keep your website pages consistent

To achieve consistency, the Shali Education Resource site employs elements throughout their site. To make your design coherent and student-friendly, SER site heading sizes, font choices, color, button styles, spacing, design elements, illustration styles, and even photo choices are themed.

It is critical to design a page flow that establishes your brand. Drastic design changes between your site's pages may cause your visitors to become disoriented.

Optimized Web page

Waiting for a page to load is one of the most aggravating experiences that visitors have. With people accessing content across multiple platforms, it's only natural that they expect a quick response for the content they're viewing.

High bounce rates occur when slow-loading pages disrupt the user's experience and cause frustration.

Compressing all of your images before uploading them to your website is one way to improve page speed. Large image files are a major cause of slow pages.

SEO basics

SEOs optimize their site for search engines. With millions of sites on the internet, there's always competition for a spot on the first page, and that is why we used educational consultants as keywords our visitors frequently use to find our site.

SEO of already existing websites is also an attractive option. The results from a keyword analysis are the basis for creation of optional landing pages that perfectly match the relevant keyword. With this optimization of content, structure, and URL of website, prospective students can quickly access information on the website via Google and other search engines.

Visa query keywords

visa for study in Europe

visa assistance

student visa

visa information

visa application

student visa- without IELTS

student visa- cost

student visa vs tourist visa

Financial query related keywords

scholarship - study in UK and Germany

loan -study in UK

Cost calculator

More key words to be focused on

study abroad consultants in Nigeria.

Study abroad after 12th science. Study abroad agencies. Study abroad consultant. Study abroad experience. Study abroad Top university in Europe. Research centre in UK universities. Industrial training in EU higher institutions. Internship in Netherlands. Academic exchange program to Study in Poland. Study abroad advisor. MS in UK. PG in Germany.

Study in australia cost for indian students. Study in australia without ielts. Study in australia after graduation. Study in australia Indian consultants. Study in australia after 10th. Study in Lithuania with part time job. Study in Europe for Nigerians

Keyword for blog page

Benefits of a study abroad. Study abroad essay sample. Study abroad benefits. Study abroad banner. Study abroad. Study abroad brochure. Study abroad blogs. Study abroad loan. Study abroad scholarships. Study abroad job opportunities. Study abroad hotel management. Study abroad business. Study abroad computer science. Study abroad latest technology. Study abroad diploma study abroad guide for Nigerian students study abroad graduate programs study abroad forums study abroad financial aid study abroad fees study abroad fair in mumbai study abroad education loan study abroad expenses study abroad education fair. study abroad Georgia. study abroad eligibility. packing for a study abroad. guide to study abroad.

Here is Shali Education Resource website segmentation ad group by key words

Visa process

News and event page

Study in Europe

Products and services

Study cost calculator

List of countries and institutions

Site-link websits

Here are blog plan for every month

Study Virtual Reality for an Exciting Future in top European universities. Make your right decision to study in UK to secure your future and enters into your dream job. Internship program in Germany for International student. Moving from student visa to permanent residency in UK. Visa process and document checklist. Things you should know before you study in Europe

Study virtual reality for an exciting future in top UK universities.

Email marketing: SER employs email marketing to send commercial messages, typically to prospective students. The use of email in marketing communications is known as email marketing. In its broadest sense, the term refers to any email you've ever sent to a customer, prospective customer, or public venue. However, in general, it refers to: SER sends direct promotional emails in an attempt to acquire new prospects or persuade current prospects to enroll in a university using our services. SER sends emails (such as birthday reminders) to clients in order to increase client loyalty and improve the client relationship. SER inserts marketing messages or advertisements into emails sent by others.

Analytics tools

SER company use google analytical tools to gain insight on which pages of our site gain the most visits and how well different elements of our site convert. We use site optimization to monitor the level of visitors on our site and their demography, to help us determine which page of the site to give more information and expansion.

Social Media

2. Facebook:

Shali Education Resource use facebook ads to run advertising campaign of ongoing admissions in partner universities overseas. The ad is a paid ad that runs for a couple of days depending on the budget and size of target audience. While running the ad, we segment the audience in demographics, regions and preferences. To run facebook marketing campaign, the company understands the behavioral nature of our target audience (Nigerians) and give them informations according to their area of interest.

With more than a billion people using social media every month, Facebook ad is one of the best ways we promote our services and offers, as well as our successful means of reaching out large number of prospects.

3. Instagram:

Shali Education Resource use Instagram to create and grow brand awareness. SER use videos, images and illustrations to advertise our institutions, course programs, tuition fees, study destinations and campus environment.

SER pays Nigerian celebrities and influencers (with millions of followers) to promote their education consultants and partner institutions. Hashtags allow the company to promote their content more widely. And they encourage clients to upload their own clips and images about the company's brand.

4. LinkedIn

Shali Educational Resource use LinkedIn mainly as a professional networking app, where we meet fellow education consultants and other international education intermediaries. On the LinkedIn page, the company shares articles regarding overseas education and trends, and invitations to international education lovers are sent, even competitors are asked to join the network for better insight.

5. **Blogging**

Shali Education Resource use blogging to write in more depth on subjects that support our marketing efforts such as international education, study abroad degree programs and destinations and fees, which will appeal to their audience.

The company's social media manager understands that blogging is best used in a direct and chatty tone of voice that offers interesting opinions. In most cases, readers respond and leave questions and comments.

Chapter 6

Findings

Nigeria will continue to be a leading African country in terms of future student recruitment, owing to its large and growing population, which is now estimated to be around 192 million people. It is now common practice in Nigeria for every family to have two to three family members studying abroad through family efforts. Scholarships to various overseas countries cost the federal and state governments billions of naira. According to a 2010 report, Nigeria fuels the UK education sector to the tune of N246 billion, which is more than 60% of the Federal Government's 2012 education budget. According to the report, Nigerians studying in British and American universities spent over N137 billion on tuition and living expenses in the last two academic sessions, accounting for 34% of the Federal Government's education budget for the period. According to the National Bureau of Statistics, there are no statistics on the population of Nigerians studying abroad.

Reasons why Nigerians prefer to study abroad include:

Nigeria, with a population of over 200 million people, does not have enough tertiary institutions to accommodate all students who graduate from high school each year. There are 36 federally owned universities, 44 state-owned universities, and 68 accredited private universities, for a total of 148 universities. The issue of the Joint Admission and Matriculation Board (JAMB), which monitors and controls the entrance examination to Nigerian universities through their quota system and catchment area policies, combined with the post-Jamb examination and university cut-off point policy, makes it difficult for most applicants to gain admission. The majority of privately owned universities are expensive and do not offer as many courses as federal and state universities.

Every year, there is a spillover of students who were not admitted to universities the previous year. It is now a source of pride or compulsion to increase demand for overseas education in order to benefit from work experience abroad. It is now a source of pride or a form of bragging rights that there is an increase in demand for overseas education. Most labor employers or multinational corporations prefer to hire graduates from other countries. When students graduate from university and gain work experience, they earn a salary and send money home to their parents as a form of relief or appreciation for sponsoring their education in other countries. Because of the weakness of our currency (Naira) in comparison to foreign currencies such as GBP, USD, CDN, or Euro, when this money arrives in Nigeria and is converted to our local currency, the family receives a large return.

The education system in Nigeria is frequently hampered by incessant strike actions, which make studying in Nigeria difficult to schedule. As a result of strike, a normal four-year course can sometimes take up to six years. During my university days, I lost one year due to strike action, and my sister lost nearly two years, and many graduates from Nigerian universities have had their own share of strike experience.

Preferential courses for most Nigerian students studying abroad:

The majority of prospective Nigerian students prefer engineering, information technology, environmental sciences/management, business-related courses, mass communication, international relations, law, and renewable energy. There is a high demand for students who want to study medicine or other health-related courses. Actuarial Science, Guidance and Counseling, and Education Management are also in high demand.

The majority of Nigerians prefer the following study destinations:

In the past, the United Kingdom was a popular study destination for Nigerians, but the wide margin of currency conversion disparity between Pounds Sterling and Naira, combined with some strict immigration rules implemented by the UK government over the last three years, has reduced the number of students going to the UK to study. Canada, the United States, the Caribbean, Hungary, Germany, Cyprus, Australia, Malaysia, Ireland, and Ukraine are in high demand. More so with the recession in Nigeria, which we now know is over, though many argue that it is not because there has been no significant change in the life or economic situation of the common man. More emerging study destinations include Austria, the Netherlands, Poland, and other parts of Eastern and Central Europe where Nigerians can pay attractive and economically affordable tuition fees while living in a low-cost environment.

Nigerian students typically spent four to five years abroad to obtain a bachelor's degree, two years for a master's degree, and three to five years for a doctorate degree.

Students expectations:

When students go abroad to study, they have high expectations, and the following are some of those expectations:

To receive a high-quality education and develop skills that will help them advance in their careers when they return. appealing and promising Scholarships and internships are available. On the league table, there are a number of highly ranked universities. There is room for graduates to find work. A good and peaceful study environment with sophisticated study facilities such as an e-library. Where there is a right to student protection, the welfare and safety of students takes precedence. Travel exposure and the benefit of cultural and inter-cultural exchange in another country is a fantastic experience, especially for those from average families who have never traveled prior to going to study abroad.

6.1 Prospects for the future and market trends:

	2010	2011	2012	2013	2014	2015	2016	2017
APPLICATIONS:	1,513,940	1,636,356	1,632,835	1,934,393	1,785,608	1,612,247	1,598,330	1,736,571
ADMISSIONS:	(423,531)	(417,341)	(447,176)	(463,395)	(437,704)	(485,338)	(400,000)	(700,000)
LEFT OVER:	1,090,409	1,219,015	1,185,659	1,470,998	1,347,904	1,126,909	1,198,330	1,036,571

With a large number of left-over students, it is a concerning situation, and this is one of the reasons why most parents prefer to send their children abroad. Those who do not want their children to go through the emotional ordeal of being denied admission to Federal or State universities strive to send them abroad to study.

According to the graph above, between 28 and 33 percent of students who take the JAMB examinations are admitted, while the majority are not; this means that Nigeria has a better chance of recruiting students for overseas studies than any other African country.

6.2 A Nigerian applicant's general profile

We will look at basic factors such as gender, age, acceptance rate, and other criteria to determine the general profile of an international student from Nigeria. To ensure the most up-to-date information, we will only include applications submitted between 2016 and 2018. We have a population of 24 690 unique applicants who completed their applications for a DreamApply partner school based on these criteria. It is important to note that students can use DreamApply to apply to multiple courses with a single application; those students submitted 32 155 applications, averaging 1.3 applications per student.

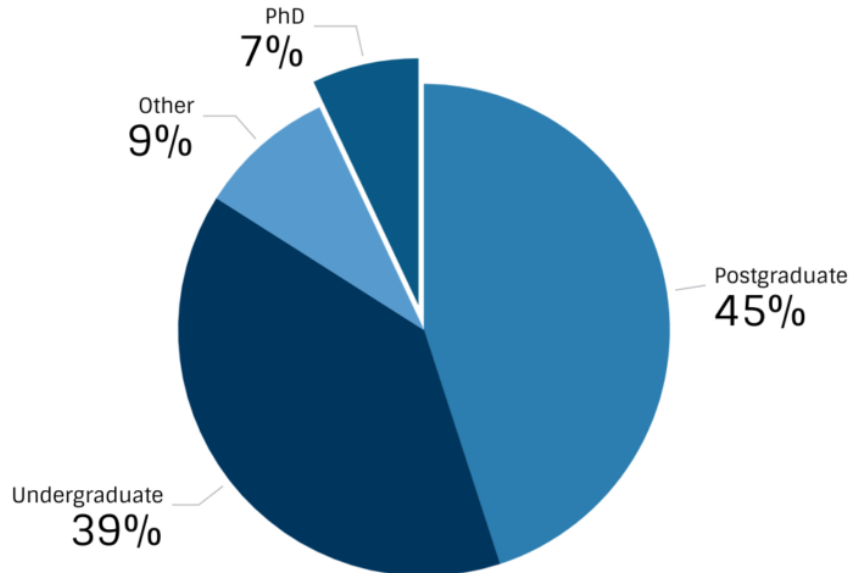
The majority of Nigerian students are males – 24.5 percent of all Nigerian applications on the DreamApply platform that have indicated their gender are females, while 75.5 percent are males. It is worth noting that the proportion of female Nigerian students applying to study abroad is gradually increasing – in 2016, it was 20%; in 2018, it was 25.5 percent.

Only 2145 of the 24 690 students who applied received some sort of admission notice, representing a meager 8% conversion rate. Females received an offer at a rate that increased from 18.9 percent in 2016 to 24.44 percent in 2018. As a result, there is very little difference between male and female conversion rates.

Nigerian applicants are typically older than applicants from other high-volume countries such as India. In 2018, only 17.89% of students were between the ages of 21 and 25, while 23% were between the ages of 26 and 30, and nearly 60% were over 30. According to the data, there is a continued upward trend in age – in 2016, 8.68 percent of applicants were 17-20 years old, compared to only 2.83 percent in that demographic in 2018.

During the chosen timeframe, 38.5 percent of Nigerian applicants applied to the bachelor level, 45.33 percent to the MA level, and 7.10 percent to the PhD level. The data shows an increase in applicants applying to master's level studies – in 2016, 41.2% of applicants applied to MA level courses; in 2018, this increased to 52.6 percent.

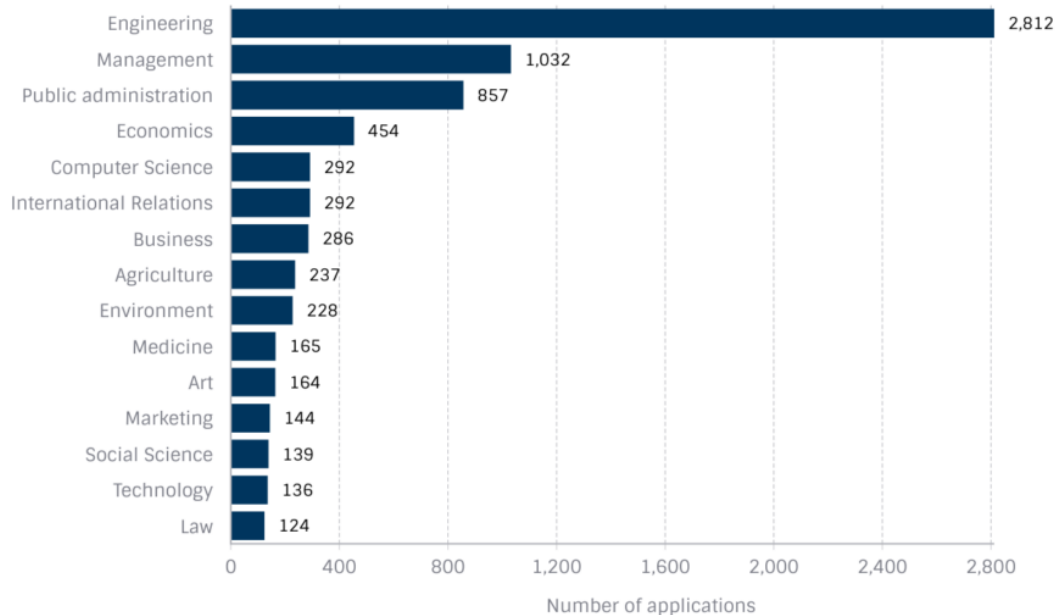
Nigerian Applicants by Study Level



Study areas:

We were also curious to see which courses Nigerian students applied to the most. To arrive at this conclusion, we examined all of the courses in the DreamApply systems and categorized them by major subject. We chose 8629 applicants from 2019 and assigned denotation based on study subject.

Top 15 courses for Nigerian international students in 2018



While the study subjects for which Nigerian applicants apply are diverse, engineering is by far the most popular, accounting for nearly a third of all applicants. Management and Public Administration, on the other hand, are both popular, ranking second and third, but they lag behind Engineering by a significant margin. All other courses are positioned behind these three.

6.3 Facts About ICEF Recognised Agents:

Presently, Nigeria has about 69 agents that have qualified for the ICEF Agency Status (IAS) - <http://www.icef.com/en/icef-agents/agency-recognition-programme/> . So far, approximately 30 Nigerian agents have taken and passed the ITAC Test, 17 have completed the Canada Course for Education Agents (CCG), and none have completed the USCG. We anticipate that the figures will be improved as a result of this Workshop. The estimated number of Nigerian agents who attend ICEF Workshops each year is greater than 50.

Collaboration with Nigerian agents:

Collaboration with agents who operate at the grass roots and are familiar with every potential city in Nigeria is an effective tool for promoting foreign institutions. We now have the ASSOCIATION OF AGENTS FOR OVERSEAS STUDY RECRUITMENT OF NIGERIA, thanks to ICEF's assistance through the past

and current contact person in charge of the Nigeria region (AAFOSRON). In the first quarter of 2018, this organization will be formally launched. AAFOSRON's prominence is critical because there is a need for and relevance of networking between International Education Providers and Accredited International Recruitment Agents, which is what ICEF stands for.

6.4 Conclusion

It is now more important than ever for students to study and experience the international environment. In addition to the experiential learning provided by on-site visits and presentations, students will be exposed to cultural diversity on both the macro and micro levels. This acculturation process will alter how they think. take a look at the world, its people, and its marketplace, However, in order for these advantages to be realized, students must Participation translates into recruitment. This essay attempted to address this subject in a variety of ways. Marketing, and thus promotion, of study abroad programs, is critical to the success of any program. The authors of this essay have seen a number of studies abroad programs succeed and fail over the years. While The successes are more often the result of careful planning and execution, while some of the failures enjoyed similar levels of success. of preparation and execution If that's the case, why do we notice a difference? In some cases, the answer is straightforward. Some programs never got off the ground; they did not succeed. Every Each study abroad program has a different break-even point. There is a minimum cost to participate at a certain price point. The number of students required for the program to be successful. If these targets are not met, the company, like many others, will fail. Some products that provide novel experiences never see the light of day. Most of the time, it is a failure to market the product. the customer's product While largely anecdotal, marketing practices such as presenting promotional materials with relevant information, program details (e.g., itinerary, applications, funding sources, etc.), and a video featuring study abroad Students sharing their experiences, bringing artifacts from other countries and speaking with students on a regular basis All of these were significant opportunities that could have resulted in a positive decision, higher enrollment, and a more positive outcome. increased student engagement and a more positive attitude.

To provide professional consulting services in this digitalized era, international institutions and their education intermediaries must understand the most effective ways to communicate their marketing message and recruit international students through digital marketing. To attract and recruit students into international institutions, e-marketing tools must be used correctly. Social media should be used for marketing campaigns such as promoting universities and their benefits, promoting study destinations, and providing proper explanations of study destinations in terms of safety and culture. It should also be used for interactions and feedback from prospects and clients.

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