

Comparative Study on the Development of Overseas Consumption of Higher Education Service Trade between China and US

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Abstract. There is a clear gap between the overseas consumer service trade of higher education in China and the United States, but the specific performance of the gap remains to be studied. This paper uses the “diamond model” to analyze the factors affecting the overseas consumption service trade of higher education in the two countries, and find out the specific problems and existing problems in the development of China's higher education. Advice on the development of China in this field by summarizing the development experience of the United States.

Introduction

In recent years, the overseas consumer service trade of higher education has developed rapidly. However, the education service trade market has shown an uneven trend. Statistics show that the number of international students in the OECD countries has exceeded 80% of the total number of international students in the past decade, Among them, the United States has become a national representative for cultivating international students. Although the number of Chinese students studying in China has grown rapidly in recent years, the trade deficit cannot be ignored. How to promote the development of China's education service trade is of great significance. Comparing the two countries' higher education service trade is conducive to combining domestic advantages and drawing on the advanced experience of others, which has far-reaching influence on the improvement of the level of running a school and the establishment of an international education brand in China.

Comparison of the Scale of Overseas Consumer Service Trade between China and the United States

The large-scale export of overseas education and education services for higher education in China began in the 1990s. After more than 20 years of development, there has been a relatively obvious progress in the scale of export. The number of international students increased from 220,000 in 2008 to 440,000 in 2016. Although the number of overseas consumer services exports in China's higher education has not increased much, the overall trend is good. In the past decade, the United States has ranked as the world's largest exporter of foreign students in education. According to the 2016 Open Door Report released by the American International Education Association, the data of international students studying in the United States in 2015-2016 shows that the number of students in the United States reached a new high in 2015-2016, surpassing 1 million for the first time, reaching 1,043,839. Although the number of overseas Chinese consumer service exports has been rising, the gap with the United States is still large.

Comparison of the Distribution of Overseas Consumer Service Trade between China and the United States

The source countries of international students in the United States are very extensive and spread all over the world. From the official data released by the US Open Door Report, the number of

international students from China in 2015-2016 is the highest, reaching 31.5%, the number reaching 328,547. The remaining countries are India, Saudi Arabia, South Korea and Canada, with a wide geographical distribution. From the perspective of China, Asia accounts for the vast majority of international students studying in China, accounting for 59.84%. It can be seen that the distribution structure of the students' source of students in China is still relatively simple. The main source countries of international students in China are all neighboring countries in China, and there are certain geographical similarities. The uneven distribution of students' source of students is also a major problem in the export of China's higher education overseas consumption service.

Comparison of the Structure of Overseas Consumer Service Trade between China and the United States

Among the various professional fields for studying in the United States, the most important TOP5 choices for international students are engineering, business and management, mathematics and computer science, social sciences, physics and life sciences. In 2015-2016, among the international students, the number of engineering students was more than 210,000, accounting for 20.8%, and the number of business and management majors was 200,000, accounting for 19.2%. The fields of nature and life sciences, social sciences, fine arts and applied arts also account for a large proportion.

However, most of the students come to China to study Chinese language or culture. In contrast, the proportion of students in science and engineering is much lower than that of liberal arts students. Compared with other developed countries, China's commercial management and engineering, science, mathematics and other professional advantages are relatively small, comprehensive comparison, China's higher education overseas consumer services trade exports of the dominant disciplines are Chinese, Chinese martial arts, drama, Chinese medicine and other majors.

Analysis of the Current Situation of the Development of Overseas Consumption Service Trade in China's Higher Education

It can be seen from the analysis that China's higher education overseas consumer service trade has certain disadvantages compared with other countries. If we want to analyze the problems in the development of this field, we need to introduce "Michael Porter diamond model", which is studied from six aspects: production factors, demand conditions, related industries, institutional strategies, government roles and opportunities.

Aspects of Production Factors

In the field of education services, the production factors that can create competitive advantages should have infrastructure, teachers and levels, research input and capabilities. The ratio of students to teachers is an important reference for measuring the faculty of colleges and universities. At present, the ratio of full-time college students in China has been higher than the level advocated by the Ministry of Education (16:1), floating above 17.5. There is still a gap between their students and those of the same level in the United States. Compared with the United States, the quality of teachers is still not high-level comprehensive quality. Many teachers have a comprehensive knowledge structure that is not comprehensive enough to understand the marginal or cross-professional system.

Aspects of Demand Elements

The domestic consumption demand for higher education in China will drive the scale and extent of development in this field, which will enhance the competitiveness of this field in the international market and enhance its competitive advantage. The demand for overseas consumer service trade in higher education can be reflected in the national college enrollment rate.

China has a large population, but from the perspective of higher education enrollment rate, it is seriously lower than other developed countries. As of 2016, China's higher education enrollment rate reached 42.7%, while Australia's enrollment rate of higher education reached 50% as early as

2001. The United States reaches 70%. Compared with other countries in the world, China has a large gap in the enrollment rate of higher education. It shows that there is a shortage of supply in China's education. It is especially difficult to meet the needs of multi-level and high-level education. This has caused a large amount of imported education services in China. Every year, a large number of students choose to study abroad.

Aspects of Relevant Industry

The competitiveness of related industries in a country's field means that producers in this field can have a greater competitive advantage through the sharing of information and resources. Similarly, the export of overseas consumer services of higher education is linked to the support of education or supporting industries, and the development of supporting services has affected and developed together. The United States mainly guarantees the quality of higher education services through the establishment of colleges or schools or the quality of teaching, which promotes the emergence of non-governmental higher education civil intermediary organizations and supports the development of American higher education. Certification agency services are typical representatives. At present, China still lacks a relatively complete education quality certification system, and lacks a comprehensive evaluation report on higher education. Foreign students lack channels and information to understand Chinese higher education, which weakens the willingness of foreign students to study in China.

Strategic Aspects of Institutions

In the overseas consumer service trade of higher education, the strategic planning and management system of colleges and universities in education development is the embodiment of corporate strategy, structure and competitiveness. From the perspective of corporate structure, strategy and competition, China's education is biased towards public welfare and non-profit. In developed countries, education is promoted as an industry, and both government departments and educational institutions operate on the basis of market-based means. In the education market of our country, especially the higher education market is completely in the seller's market. In addition, China's education funds will also be tilted to well-known colleges, which has led to the improvement of the competitiveness of well-known colleges, but its own difficulty in reform is almost powerless. This has caused the lack of competitiveness of the entire education system and weak national strategic awareness.

Aspects of Government

The government's influence on the output of higher education includes financial input to improve the supply conditions of the education industry, and administrative facilities. In the United States, the government's investment in education continues to exceed 5%, Compared with the United States, China's investment in education is slightly behind. In the past ten years, the proportion of public education expenses in the gross national product has fallen within the range of 2.5% to 4%. However, compared with the 4% of the world education level, the government's education investment still cannot reach this level for a long time. It is subject to various reasons such as the inconsistency between China's fiscal education expenditure and GDP growth rate, and the limited total fiscal revenue.

Aspects of Opportunities

The factors of opportunity are reflected in the development of overseas consumer services in higher education, whether governments or universities can seize the opportunity to develop their own education services trade. With the help of economic globalization and information technology-led knowledge economy opportunities, the United States took the lead in exporting higher education services and formulated laws and regulations to stabilize the status of education services trade power. China's higher education overseas consumer service development is not lacking opportunities. At present, China faces opportunities such as global industrial transfer, becoming a member of the WTO,

the international financial crisis, and the appreciation of the RMB exchange rate. Among them, the WTO boom has lowered the threshold of international market opening, making China and other member states treated the same, thus creating development opportunities for its service trade.

Summary

To change the disadvantages in the development of China's higher education overseas consumer service trade, we need to start from the following aspects:

First of all, the quality and characteristics of education are fundamental measures for the development of China's overseas consumer education service trade. The large-scale financial investment in education in the United States and the establishment of third-party certification bodies that supervise the quality of teaching in colleges and universities are all aimed at promoting the quality and characteristics of college education. The Chinese government should increase its financial input in the field of education, formulate corresponding policies and regulations, encourage universities to play their own advantages and characteristics, and promote the development of education quality in Chinese universities.

Second, take the prestigious university strategy. In developed countries, education is promoted as an industry, and both government departments and educational institutions operate on the basis of market-based means. China's colleges and universities must further strive for autonomy in running schools, establish awareness of industrialization, and operate higher education as an industry, so that universities can participate in international competition as market players.

Finally, we must seize opportunities and promote development. As countries compete economically with China, in order to compete for the Chinese market, countries must understand all aspects of China and conduct pre-investment market research, which will open a new opportunity for China's education market, Chinese higher education can take this opportunity to play its own school characteristics, actively go to the international market, and attract foreign students with Chinese characteristics such as Chinese as a foreign language, opera, and Chinese medicine.

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