**Co-creation of global education brand by engaging educators and students: Scale Adaption and Development**

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***\*Please note: This is abstract of the full-length article, just provides highlights of the paper.***

**Abstract**

**Purpose** –Globalization of education sector is transforming higher education sector, thus increasing the need for global education brand building. Higher education sector and brands have to address ever-changing student needs, wants, loyalty and dynamics along with teaching methods. The article aims to develop and adapt scales for select key factors of co-creation. This study adapts from wide range of academic research works to assist building frameworks and models for co-creation of the global higher education brand.

**Design/methodology/approach –** Authors mainly focused on western education brands and brands from emerging economies to identify key factors related to global education higher brand building and co-creation. Systematic literature review using PRISMA framework along with in-depth interviews resulted in the identification of key attributes and antecedents. The authors adopted mixed methodology approach, beginning with unstructured open-ended in-depth interviews with educators, students, brand experts and directors of management Institutes. Quantitative methods with random sampling were adopted as the primary methodology to adapt and develop scales.

**Findings –** Co-creation of higher education brands depends upon building global recognition of students, professing methods, teaching techniques, global opportunities. Global recognition is primarily driven by global student satisfaction and loyalty, campus culture, academic stimulus, campus infrastructure & scalability, global opportunities, immigration to western countries, pre-selection experience, life at campus and post graduating experience with education brand.

**Research limitations/implications –** The authors focused on higher education brands from select western countries and emerging economies; however, researchers can further expand the scope of study to cover a wider geographical base. The generalizability to the broader education sector needs to be further empirically validated.

**Originality/value –** This paper brings out scales for co-creation and global higher education brand building by bringing students, educators, administrators, brand managers and institutes as co-creators of pedagogy, teaching methods, academic stimulus, and events.

**Keywords –** Scale Development & Adaption, Co-Creation of Higher Education Brand, Global Brand Building, Education Marketing, Student Loyalty, Student Expectation, Student Experience

**Paper type –** Research paper

**Introduction**

Higher education has changed drastically with the advent of globalization, technology, dissolving borders across geographies. Brand recognition is turning out to be key to university ranking, student satisfaction (Ahmad, 2014) and word of mouth (Jillapalli, Wilcox, 2010, Syed et al., 2016). Student expectations in universities and changing student demographics forcing educators to rethink their strategic path, ways of achieving globalization and interdisciplinary approach towards global branding (Veloutsou, Guzmán, 2017). The global education market is still not an open market wherein each country has its entry barrier for overseas education brands to enter; however, these barriers are receding quickly. Dissipating entry barriers brings opportunities for brands from emerging markets with the unique capability to take on western global brands (Jois, Chakrabarti, 2021). Students seeking out higher education poised towards the academic quality, global opportunities, state of the art green campus and global standards for health, safety & hygiene at campus resulting in positive word of mouth. Brands should capture the imagination of student consumers by addressing the five sensory organs (Brakus et al., 2009) of humans. The authors would like to explore the academic and theoretical research work on management education brands going global.

 Western global education brands are typically well recognized in the global education market due to high-quality academic standards (Doyle, Newbould, 1980), immigration to western cities (Chen, 2007), global job opportunities (Sim et al., 2020, Anderson et al., 2018), better living standards (Moloi et al., 2009) and international standard campus infrastructure (Jurse, 2011) and superior student ecosystem. As World Trade Organization (WTO) started pushing countries to open up the education sector (Jian, 2009), globalization of the education sector influenced western education brands to enter emerging economies. Such entry disrupted local markets of emerging economies. Local brands (Kuvykaite, Mascinskiene, 2010) started coming under tremendous pressure as students with the financial resources started opting for western education brands with local presence (either directly or through partners). Governments of many emerging economies have heavily funded institutions such as Indian Institute of Managements. Western education brands bring their education methods, academic standards, and best practices; however, they face localization challenges in campus, academic infrastructure, and a dearth of qualified faculty who confirms their standards. Educators from emerging economies face a global brand building approach dilemma: whether to co-opt students and educators to build the brand. The author's research focuses on global brand building for emerging economy institutes and universities by developing models for education leaders to follow.

**Aim of the study**

The research aimed to study select management education brands and their globalization journey; the research will cover various aspects of the management education system globally and in emerging markets like India, Thailand, Malaysia, Philippines, Vietnam, East Europe. The scope of the research is to develop scales by adapting from wide range of academic research works on global students' perceptions towards education brands, their impact on brand recognition. Authors selected peer-reviewed ABDC (Australian Business Dean Council) journals between 1953 till 2020. The authors conducted a systematic literature review by adopting the "PRISMA (Preferred Reporting Items for System­atic Reviews and Meta-Analyses)" (Cablova et al., 2014) study as shown in Figure 1 of the following flow diagram.

**Disclosure statement**

Authors report that there is no potential conflict of interest.

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