






Competitiveness of National Higher Education Institutions in the International Market of Educational Services: The Case of Ukraine

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Abstract: The article outlines the features of the functioning of the international market of educational services, as well as its national segments, in particular, on the example of Ukraine. Particular attention is focused on the organization of training for foreigners in Ukrainian higher education. The advantages and disadvantages of Ukrainian higher educational institutions in comparison with other exporting countries are determined. The analysis of the statistical materials of the ratings of Ukrainian universities, presented in the systems of international assessment, as well as the data of the Ukrainian State Center for International Education on the possibilities of exporting higher education. The experience of conducting sociological surveys among foreign students studying at Ukrainian universities is generalized. Based on the analysis, recommendations were developed to improve the competitiveness of Ukrainian higher educational institutions in the international market of educational services.

1 INTRODUCTION


As is well known, as a result of increasing globalization, all spheres of public life have been transformed, as the main factors of development in the modern world have been the production, dissemination and use of knowledge. The field of educational services is no exception, which has recently been characterized by trends of integration, internationalization, academic mobility, rapid development of educational marketing, export/import of educational services, in particular through the introduction of information and communication technologies.


Developed countries today are actively competing for leadership in the international market of educational services. Intending to strengthen its position on it, the European Union has created a single educational and scientific space for higher education (European Research Area) within the framework of the


Bologna Process, while pursuing political, economic and scientific and educational goals. As of the end of 2020, 48 countries have joined the region, including Ukraine, which signed the Bologna Declaration on May 19, 2005 (Khomeriki, 2015).


Over the years of implementation of the principles of the Bologna Process, the Ukrainian market of educational services has undergone significant changes. Namely, there has been a liberalization associated with the easing of institutional constraints on the formation of educational content and the organization of the management process. Thus, as a result of debureaucratization and decentralization reforms, Ukrainian higher education institutions have been able to freely choose their areas of operation, which is undoubtedly an extremely important factor in improving their efficiency and thus competitiveness in the international market of educational services.


Thus, in this article, the authors aim to analyze the theoretical and methodological foundations for studying the competitiveness of national higher education institutions in the international market of educational services, as well as to study the state and problems of the functioning of the national segment of higher education that provides services for foreign students,

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to determine the trends that dominate in state strategic plans and programs, based on the requirements of consumers of educational services.

To achieve this goal, it is necessary, firstly, to analyze the theoretical and methodological foundations for studying the competitiveness of national higher education institutions in the international market of educational services, secondly, to analyze the existing national and international trends in the functioning of the higher education market, thirdly, on the basis of empirical research to identify and analyze the requests of foreign students for the provision of educational services in Ukraine, fourthly, to identify the reasons for the slowdown in the development of the national segment of the international market of educational services and, fifthly, to outline possible directions for continuing research in this area in Ukraine.

The theoretical significance of the study lies in the fact that the accumulated and processed material contributes to an increase in the efficiency of work in the matter of creating a Ukrainian brand of higher education and its promotion in the international market of educational services. The practical significance of the work lies in the possibility of its use as a basis for developing a strategy to increase the competitiveness of Ukrainian higher educational institutions. This study is important not only for the Ukrainian scientific community, the political establishment and the higher education system in terms of optimizing approaches to the development of the national market of educational services in the field of higher education, but also for other countries cooperating with Ukraine in this area, including companies, who invest or plan to invest their finances in the development of higher education in Ukraine.

2 LITERATURE REVIEW

The original concept of matching educational services to the demands of the global market was proposed by Lombardi et al. (2001), who noted that the competitiveness of higher education institutions depends linearly on the level of uniqueness and high productivity of the academic community and internal quality. Among the leading factors in the international competitiveness of universities, Altbach (2003) focused on the ability of higher education institutions to conduct breakthrough research that can be evaluated and disseminated worldwide, the availability of highly qualified faculty, high levels of academic mobility, transparency and efficiency. University management, availability of proper logistics. Unlike his predecessors, Horta (2009) believed that the international com-

petitiveness of national higher education institutions is determined by their belonging to a group of countries with dominant scientific systems, as well as a high level of internationalization of educational and scientific space.

Pavlenko and Antonyuk (2014) noted that the key factor in the competitiveness of national higher education institutions is the degree of autonomy granted to them, the ability to show initiative and entrepreneurship in the process of adapting to the demands of the global market of educational services. However, no less important factors of success are intellectual capital, innovation systems, international cooperation and financial opportunities.

The problems of internationalization of higher education, as well as the integration of the European educational space were studied by Varghese (2008), Knight (2004), Ammigan (2020), Londa et al. (2020), Stepanenko and Debych (2017), Abuselidze and Zoidze (2023). Instead, Levchenko and Plynokos (2015) focused on clarifying the possibilities of exporting educational services by higher educational institutions of Ukraine, and Rayevnyeva et al. (2020) – on the factor conditionality of their competitiveness.

Despite numerous scientific studies of the peculiarities of the functioning of international and national markets of educational services, ensuring the competitiveness of higher education institutions implemented by both foreign and Ukrainian authors, Ukraine's position in this context is insufficiently studied and needs to be clarified, in particular judgments of foreign students. Most of the presented studies are devoted to the analysis of economic factors of competitiveness, while the social component of this process requires clarification and additional study. The relevance of conducting sociological research of the higher education system is increasing in connection with the introduction of a higher education development strategy aimed primarily at meeting the needs of students and potential stakeholders.

3 MATERIALS AND METHODS

The design of the study of the competitiveness of Ukrainian higher education institutions in the international market of educational services was based on the use of a mixed methodology, i.e. a combination of general scientific and special, quantitative and qualitative methods, the choice of which was determined by the goals and objectives of this study.

In this work, the authors used general scientific methods. In particular, the authors used traditional

and critical analysis, synthesis, induction, deduction, comparative historical method, statistical analysis method, desk analysis of documents and reports of public services for analytical understanding of the state and features of the provision of educational services to foreign students. To identify the problems that exist in the provision of educational services, as well as the reasons hindering its development, the method of critical analysis and analysis of expert opinions was used. To study the requests of the population for the provision of educational services, the method of analyzing secondary data was used the results of sociological studies conducted in Ukraine. The use of forecasting and scenario planning methods made it possible to determine the main trends in the development of the national higher education market.

4 THEORETICAL CONSTRUCT

The international market of educational services as an independent segment of the economy is a system of relations between producers, suppliers and consumers, interacting in the process of production and sale of a kind of product – educational services. The starting point for its operation should be considered in 1995, when the World Trade Organization approved a general agreement on trade in services, in which educational services were separated into a separate sector.

According to Savytska et al. (2016), educational service can be defined as a socio-economic phenomenon, which is characterized by: intangibility (there is no actual ability to touch or even measure, because only intellectual capital is evaluated as a result of learning, the only material evidence about receiving an educational service there is a documentary certificate in the form of a diploma of higher education); inseparability from the source (it is a question of belonging to a concrete institution of higher education, educational services cannot exist outside the organizational structure of the education system); instability of quality (due to the dynamism of the education system, as well as the lack of full standardization, the quality of educational services can be controlled only at the time of its provision); synchronicity/asynchrony of production and consumption processes (on-line learning mode provides coincidence in time and space of production and consumption processes, while in off-line mode these processes are asynchronous). With this interpretation in the international market, educational services take the form of a commodity product, acting as formalized knowledge, competency systems of students or educational programs, learning technologies produced by teachers.

On the other hand, the provision of educational services can be defined as a social process characterized by relative duration in time and space, the obligation of interaction of subjects and objects of learning, delayed detection of results, openness of information, personnel and other exchanges. In this case, educational services should be understood as a combination of material and technical base, scientific and pedagogical staff, organizational culture, international and national partners, as well as communication channels.

In accordance with the provisions of the General Agreement approved by the World Trade Organization, educational services are implemented in four ways (Aydrus and Filippov, 2008):

- 1) “consumption abroad” involves the movement of the consumer to the country where the service is provided;
- 2) provision of educational services remotely with the help of information and communication technologies;
- 3) commercial presence of the organization-provider of educational services of one country and territory of another in the format of functioning of representations, branches;
- 4) the presence of representatives of the organization-provider of educational services provides for academic transnational mobility of individuals to provide educational services.

The first method is traditional, its implementation does not require additional efforts from the exporting country, it involves the provision of educational services for full-time, part-time or distance learning. Instead, the other three cross-border methods involve a thorough analysis of the national markets for educational services in importing countries, primarily through empirical marketing research to study demand, potential opportunities to open branches of higher education institutions, academic mobility, and so on. Extremely important for cross-border forms of export of educational services is the organizational stage associated with the legal registration of branches, structural units, the availability of appropriate logistics, the ability to move capital, selection of teaching staff, training. The organization of distance learning of foreign students involves the creation of an appropriate legal framework and the appropriate level of use of modern information and communication technologies.

Recent trends in the international market for educational services require national higher education systems to be competitive, namely to be able to provide training for innovative professionals based on

modern training models in accordance with the demands of both national and international labor market in a highly skilled workforce. When assessing competitiveness as a whole set of capabilities of an educational institution, it is advisable to apply a comprehensive approach that allows to take into account various aspects of the functioning of the higher education system.

In particular, Rayevnyeva et al. (2020) emphasize such components of the competitiveness of higher education institutions as:

- 1) rational and effective organizational structure of the educational institution; availability of quality management system for training;
- 2) highly competitive mobile educational programs that are able to fully meet the demands of the labor market;
- 3) established innovative educational process;
- 4) flexible system of scientific and technical, administrative and economic and business communication. Thus, the leading factors influencing the ability of national higher education institutions to compete in the international market of educational services are the implementation of a customer-oriented approach, the possibility of mixed financing, innovation and investment potential, stimulating domestic productivity, academic mobility and comprehensive monitoring. quality of educational services.

Levchenko and Tsarenko (2016) identified the possibility of using a number of empirical methods to assess the level of competitiveness of higher education institutions, including the method of expert evaluations, surveys of participants in the educational process, statistical and economic-mathematical analysis, profile method, SWOT and PEST analysis, ranking method, etc. Among these methods, the latter is the most popular, given its functionality for integrated assessment.

According to the Observatory on Academic Ranking and Excellence, there are more than 100 academic rankings in the world today. The most famous of which are Academic Ranking of World Universities (ARWU), QS World University Rankings (QS), Times Higher Education (THE), Universitas21 (U21) (Hou and Jacob, 2017).

The last of these methods of assessing the activities of national markets for educational services U21 provides for the definition of 29 indicators, grouped by such categories as (Larionova, 2012):

- 1) resources (sources of funding);

- 2) environment (assessment of gender parity in the academic environment among teachers, availability of access to relevant statistical information on the state of development of the higher education system, its structure, quality of student training, teacher mobility, probability of attracting foreign teachers, etc.);
- 3) relations (assessment of the scale and effectiveness of international cooperation, implementation of research activities);
- 4) effectiveness (number of scientific publications, the level of their citation, the level of coverage of the population with higher education, the number of scientists in the country, the unemployment rate among the population with higher education, etc.).

However, we believe that the method of expert assessments and surveys of participants in the educational process is more effective in caring for the direct involvement of informants as consumers of educational services in the development of programs to increase the competitiveness of higher education institutions.

5 FEATURES OF THE MARKET OF EDUCATIONAL SERVICES INTERNATIONAL AND NATIONAL TRENDS

Due to historical reasons, namely the leadership in the world economy, the leading providers of educational services in the international market are the United States (20% of the total foreign nationals studying abroad), Great Britain (10%), Canada (9%), China (9%) Australia (8%), France (6%), Russia (6%), Germany (5%), Japan (4%) and other countries (23%). Despite the fact that the United States still remains the leader among countries exporting education, the rating has changed somewhat over the past 20 years – Western European countries have lost to Canada, China and Russia (table 1) (Institute of International Education, 2020).

Over time, the United States has become increasingly difficult to maintain its leadership position as competition in the international market for educational services continues to increase. The greatest successes are achieved in countries where education operates mainly at the expense of the state or mixed public-private funding. For such countries, education is a leading tool for global competitiveness, as the government invests primarily in the development of

Table 1: Rating of countries-exporters of educational services 2000-2020, % of total foreign nationals studying abroad.

Country	Year	
	2000	2022
United States	28	20
UK	14	10
Germany	12	9
France	8	9
Australia	7	8
Japan	4	6
Spain	3	6
Canada	2	5
Belgium	2	4
Austria	2	2
All others	18	21

international educational ties. Unfortunately, today Ukraine is not among the world leaders in the provision of educational services, but its current state in this area does not correspond to the existing educational potential.

Despite the fact that the United States leads the ranking of countries exporting educational services, the total number of educational institutions reaches 4.3 thousand, the number of foreign students in American higher education institutions does not exceed 5.5% of the total number of students. Similar figures in other countries are significantly higher. For example, in Russia this figure is 8.5% with a total of 766 universities, in Poland – 6.4%, 397 higher education institutions, respectively. While the UK has a much smaller number of higher education institutions and 172 universities, one in four students comes from another country (table 2) (Institute of International Education, 2020).

The most popular among foreign students who studied in 2019 in the US were such areas of training as engineering (22.7%), mathematics and computer science (20.0%), business and management (18.0%). Instead, in the UK and Poland – business and management, as well as social sciences. Russia and Poland have the highest among other countries in the training of medical professionals (table 3) (Institute of International Education, 2019).

Also in Russia and Poland, foreign students studying for bachelor's degree programs are significantly more prevalent than in other countries, where both the first (bachelor's) and second (master's) levels of training are almost equally represented (table 4) (Institute of International Education, 2019).

Ukrainian higher education institutions have sufficient potential to fight for the share of the market of educational services at the international level. Today, Ukraine has one of the densest networks of universi-

ties: 6.7 universities and 8 colleges, technical schools and colleges per 1 million Ukrainians. While the same figure in Poland is 9.2 universities and similar educational institutions, in Russia – 5.8, Germany – 4.3, the UK – 3.7, respectively (Verkhovna Rada of Ukraine, 2022).

According to the State Statistics Committee, as of the beginning of 2021, there are 515 universities and similar educational institutions in Ukraine (table 5). Structurally, the Ukrainian segment of higher education is represented by: 29.0% universities, 23.0% institutes, 11.0% academies, 19.0% separate departments, 1.0% research centers, 17.0% other research institutions and organizations. Of these, 64.5% are based on state property, 12.2% – communal and 23.2% – private, corporate (State Statistics Committee of Ukraine, 2023). A similar ratio of the number of state-owned higher education institutions to individuals is typical of Germany and Russia. In Poland and the United Kingdom, on the other hand, the situation is the opposite: there are significantly more private universities than public ones.

Ukraine is characterized by a high level of professional training of teaching staff of higher education institutions – every second teacher has the degree of Candidate of Sciences, every tenth – Doctor of Science.

The total number of students in Ukraine is 1.422 million people, of whom 44.0% study at the expense of the state budget, the rest (56.0%) – at the expense of individuals. Given the distribution of graduate students by training, Ukrainian institutions of higher education train specialists in socio-economic and humanitarian fields (44.0%), engineers (16.0%), physicians (8.0%), teachers (7.0%), transport workers (6.0%), specialists in natural sciences (4.0%), architects and builders (3.0%), service workers (3.0%) and others (State Statistics Committee of Ukraine, 2023).

According to the results of 2020, Ukraine took 36th place in the ranking of national systems of higher education Universitas21, gaining 47.8 points out of 100 possible (Williams and Leahy, 2020). Of the 280 existing Ukrainian higher education institutions, only 6 are leading in the ranking. In particular, Kharkiv National University named after V. Karazin, which took 491 positions out of 1002 represented world institutions of higher education, is followed in the ranking of Ukrainian universities by Kyiv National University named after T. Shevchenko, National Technical University “Kharkiv Polytechnic Institute”, National Technical University “Kyiv Polytechnic Institute named after I. Sikorsky”, Sumy State University, National University “Lviv Polytechnic”.

In the ranking of the Times Higher Education in

Table 2: Characteristics of the higher education system, 2020.

Country	United States	UK	Australia	Russia	Germany	Poland
International students as percentage of total higher education	5.5%	22.3%	31.3%	8.5%	11.7%	6.4%
Public institutions	1659	167	53	500	270	130
Private institutions	2639	5	87	266	159	267

Table 3: Inbound students by field of study 2019, % of the total number of foreign citizens studying abroad in the country.

Field of study / Country	United States	UK	Australia	Russia	Germany	Poland
Engineering	22.7	11.0	10.6	21.9	26.4	7.8
Business and Management	18.0	26.7	40.5	18.6	15.6	28.6
Mathematics and Computer Sciences	20.0	6.6	13.2	3.8	10.8	7.2
Other/Unspecified Subject Areas	8.5	8.1	9.9	7.7	4.5	10.2
Social Sciences	8.3	14.3	6.8	2.7	6.8	18.5
Physical and Life Sciences	8.0	9.6	4.9	4.8	8.6	0.7
Fine and Applied Arts	6.2	6.9	3.7	2.4	7.9	3.7
Health Professions	3.5	6.6	7.4	15.7	5.3	13.3
Education	1.7	2.5	2.0	9.1	1.2	2.7
Humanities	1.7	7.2	0	10.4	10.9	6.2
Agriculture	1.4	0.5	1.0	2.9	2.0	1.1

2020 among 92 countries, Ukraine is represented by 11 higher education institutions, where in addition to the above, the activities of Kharkiv National University of Radio Electronics, Ivan Franko National University of Lviv, Kyiv National Economic University, National University were evaluated “Ostroh Academy”, Chernihiv National Technological University (Times Higher Education, 2020).

According to the Ukrainian State Center for International Education, as of the beginning of 2021, 76548 foreign students, graduate students, doctoral students, and students from 155 countries were studying in Ukraine. Over the past ten years, there has been a positive trend in the internationalization of higher education, as the total number of foreign students has almost doubled (from 38,166 people in 2011 to 67,327 people in 2020, there was a slight decrease in the total number of foreign students from 80,470 people). 2019 to 76548 people in 2020 in connection with the global coronavirus pandemic) (table 5) (State Statistics Committee of Ukraine, 2023).

As of the beginning of 2021, out of the total number of foreign students staying in Ukraine, 90.02% came for basic education, 6.45% – for language training, 2.25% – for continuing postgraduate education, 1.27% – postgraduate and doctoral studies, 0.01% – in academic mobility programs.

The leading donor countries for Ukraine are India (23.64% of the total number of foreign students), Morocco (11.54%), Azerbaijan (6.95%), Turkmenistan (6.05%), Nigeria (5.52%), China (5.30%), Turkey (5.22%), Egypt (3.98%), Israel (2.75%), Uzbekistan

(2.07%) and others (Ukrainian State Center for International Education, 2021).

With the growing demand for education export services, the supply is growing – the number of higher education institutions accepting foreign students has increased from 185 institutions in 2015 to 394 in 2020. The highest figure was in 2019 and amounted to 455 universities (table 5). The decrease in the number of institutions that provide training to foreigners is due to objective reasons – the reduction in the number of institutions of I-II level of accreditation in the country.

The most popular among students from other countries are Kharkiv National University named after V. Karazin, where 4277 foreigners study, Kharkiv National Medical University (4215), National Medical University named after O. Bogomolets (3061), Odessa National Medical University (2935), Zaporizhzhya State Medical University (2860), Vinnytsia National Medical University named after M. Pirogov (2771), Dnipro State Medical University (2573), Ternopil National Medical University named after I. Gorbachevsky (2433), Bukovynian State Medical University (2095), T. Shevchenko National University of Kyiv (1838) (Ukrainian State Center for International Education, 2021).

Usually, international students choose those specialties that are in demand in the country of their citizenship. Thus, in 2020, among a number of others, such areas of training were popular as medicine, which was chosen for admission by 32.36% of foreign students, medical – 7.72%, dentistry – 6.33%, man-

Table 4: Inbound students by academic level 2019, % of the total number of foreign citizens studying abroad in the country.

Academic level / Country	United States	UK	Australia	Russia	Germany	Poland
Undergraduate degree/ Qualification	55.3	51.4	46.3	60.3	40.9	76.2
(Post-)Graduate degree/Qualification	46.7	40.8	48.6	29.9	59.1	23.8
Undergraduate study abroad/Non-award	-	7.2	5.1	3.2	-	-
(Post-)Graduate study abroad/Non-award	-	0.6	-	6.6	-	-

Table 5: Characteristics of higher education institutions in Ukraine 2010-2021.

Year	Number of higher education institutions	Number of higher education institutions accepting foreigners	Number of students, million people	Number of foreign students, people	Number of students, trainees, doctoral students, people
2010-2011	813	-	2.418	38166	53664
2014-2015	664	-	1.689	56933	63172
2015-2016	659	185	1.605	53493	63906
2016-2017	657	228	1.587	52147	64066
2017-2018	661	239	1.539	48991	66310
2018-2019	652	443	1.522	54556	75605
2019-2020	619	455	1.440	60006	80470
2020-2021	515	394	1.442	67327	76548

agement – 4.36%, pharmacy – 3.10%, law – 2.97%, architecture and construction – 2.96%, secondary education – 2.27%, finance – 1.95%, economics – 1.60%, philology – 1.29% and others (Shapovalova, 2020). Educational programs for the training of medical workers are most in demand among students from India, Morocco, China and Asia. Students from post-Soviet countries choose to study such specialties as law, economics, international relations, banking, public administration, etc. The largest number of foreign students mastering the educational programs “Secondary Education”, “Philology” came to Ukraine from China (Shapovalova, 2020).

Another positive point that attracts foreign students to Ukraine is the cost of education. According to the Ministry of Education and Science of Ukraine, the average tuition fee for medical students is 4.3 thousand dollars a year, and for other specialties – 2 thousand dollars (Ministry of Education and Science of Ukraine, 2020), which is almost 10 times less than in Western Europe or 5 times less than in Turkey or China. Nevertheless, the competition for foreigners to enter Ukrainian higher education institutions is almost non-existent, and accordingly the chances of obtaining a diploma are much higher than in the countries of origin.

Spivakovska and Hnativska (2010) conducting a comparative analysis of higher education institutions in Ukraine and other countries, systematized the advantages and disadvantages of Ukrainian universities given their attractiveness to foreign students, present-

ing the results in the form of a table (table 6, 7). According to these authors, given the differences in higher education, Ukraine as an exporter of educational services can focus on the target audience of students from the Middle East, Southeast and Central Asia, as well as post-Soviet countries.

In our opinion, the list of these differences is incomplete and needs to be supplemented.

6 SURVEY RESULTS OF FOREIGN STUDENTS STUDYING IN UKRAINE

In order to describe the situation on the Ukrainian market of educational services and to clarify the level of competitiveness during July-August 2020, the State Enterprise “Ukrainian State Center for International Education” and Kharkiv National Economic University named after S. Kuznets conducted a survey among students with the assistance of the Ministry of Education and Science of Ukraine – foreigners studying in various educational institutions of Ukraine (sample size – 451 people). The survey was conducted using the questionnaire method.

The responses of foreign students confirmed the assumptions about the existing advantages of Ukraine compared to competing countries in the market of educational services. After all, the leading factors of choice in favor of Ukrainian higher education institu-

Table 6: The results of a comparative analysis of the peculiarities of the functioning of higher education institutions (Ukraine compared to the EU, the Middle East, Asia and Africa).

Advantages	Disadvantages
1) lower price for education and accommodation 2) availability of material and technical base for conducting laboratory and practical classes	1) poor living conditions in dormitories 2) outdated equipment in laboratories for practical training 3) lack of teaching in German, French Arabic, Turkish and other languages (with some exceptions) 4) limited budget places for foreign students

Table 7: The results of a comparative analysis of the peculiarities of the functioning of higher education institutions (Ukraine in comparison with the countries of the post-Soviet space).

Advantages	Disadvantages
1) lower price for education and accommodation compared to Russia 2) loyal attitude to representatives different nationalities, religious beliefs 3) higher level of education quality	1) higher tuition fees compared to Belarus, Georgia, Moldova, Turkmenistan and others

tions for the majority of surveyed students were the reasonable cost of education (44.1%), political and geographical location of Ukraine (41.7%) (table 8) (Ukrainian State Center for International Education, 2020).

Table 8: Distribution of respondents' answers to the question "Why did you choose to study in Ukraine?", % of the total number of respondents, multiple choice.

Answer options	%
Quality of education	36.8
Cost of education	44.1
Recognition of the diploma in the homeland	34.8
I wanted to study in Europe	41.7
Opportunity to gain practical experience	27.0
Other reasons	11.3

The hypothesis about the complexity of paperwork was also confirmed, as almost a third of respondents (27.4%) had some difficulty in obtaining a study visa. According to the respondents, the time spent on obtaining permits averaged from 1 to 3 months (table 9), and had to pay about 500-1000\$ and more (table 10) (Ukrainian State Center for International Education, 2020).

The third hypothesis about the difficulties of exporting educational services due to the lack of information, marketing and advertising support for recruitment, the lack of a network of university agents, was also confirmed. After all, the majority of respondents processed documents through intermediaries – private

Table 9: Distribution of respondents' answers to the question "How much time did you spend preparing documents for admission (receiving an invitation, legalizing documents, translation, obtaining a study visa)?", % of the total number of respondents.

Answer options	%
Less than 1 month	23.6
From 1 to 3 months	60.7
More than 3 months	15.7

Table 10: Distribution of respondents' answers to the question "How much money did you spend on preparing documents for admission (receiving an invitation, legalization of documents, translation, obtaining a study visa)?", % of the total number of respondents.

Answer options	%
Up to 100\$	3.5
100-300\$	12.8
300-500\$	111.6
500-1,000\$	28.2
More than 1,000\$	43.9

recruitment companies (table 11), which in their activities do not always meet the requirements of integrity. In addition, the involvement of third parties significantly delays the processing of documents and increases the cost of this procedure (Ukrainian State Center for International Education, 2020).

As practice shows, when it comes to the intentions of foreign students to study abroad, along with such factors as the quality of educational services, career opportunities, adaptation and the formation of a sense

Table 11: Distribution of respondents' answers to the question "How did you apply for an invitation to study?", % of the total number of respondents.

Answer options	%
Personally in Ukraine	16.6
Through the website of the Ukrainian State Center for International Education	1.1
Sent to the university by mail in person	4.1
Sent online to university	5.2
Through a private recruitment company	73.0

of belonging are especially important. That is why the development of social support networks is relevant, which at the stage of recruitment contribute to the formation of a positive social microclimate. Therefore, it is advisable to intensify the work of universities in this direction, in particular by creating appropriate services on the official websites of higher education institutions on the Internet, groups on social networks, the organization of national and international educational fairs and more.

The average score of satisfaction of foreign students with studies at Ukrainian universities is 6.3 points (where 1 point – completely dissatisfied, 10 points – completely satisfied) (table 12) (Ukrainian State Center for International Education, 2020). The average score was calculated as the arithmetic mean of all data given by respondents.

Table 12: Distribution of respondents' answers to the question "Are you satisfied with your studies at the university (where 1 point – completely dissatisfied, 10 points – completely satisfied)?", % of the total number of respondents.

Answer options	%
1	8.0
2	4.0
3	5.0
4	5.0
5	12.0
6	10.0
7	20.0
8	12.0
9	7.0
10	17.0

Table 13: Distribution of respondents' answers to the question "What language is taught in?", % of the total number of respondents.

Answer options	%
In English	56.0
Mixed form of teaching	18.0
In Russian	16.1
In Ukrainian	9.9

Table 14: Distribution of respondents' answers to the question "In what language would you like to study?", % of the total number of respondents.

Answer options	%
In English	58.9
In Russian	25.6
In Ukrainian	8.8
In French	4.3
In German	2.0
In another language	0.4

Table 15: Distribution of respondents' answers to the question "What would you like to improve in the system of education of foreigners in Ukraine?", % of the total number of respondents, multiple choice.

Answer options	%
Material and technical base of the university	47.0
International community	44.0
University infrastructure	37.0
Dormitories	50.4
Opportunities for leisure	37.6
Nothing, everything is satisfying	17.2

Students have a number of reasons for dissatisfaction with their studies in Ukraine. It is, first of all, about the language of instruction. Despite the fact that in the vast majority of educational institutions teaching is in English (table 13), students seek to study in their native language (table 14) (Ukrainian State Center for International Education, 2020). Every fourth student surveyed wants to study in Ukrainian universities in Russian, first of all, they are from the post-Soviet countries. However, the issue of language is particularly acute for Ukraine, especially given the military conflict with Russia, so meeting this requirement is extremely problematic, at least for now.

Almost half of the respondents are dissatisfied with the state of living in dormitories, logistics of universities (table 15) (Ukrainian State Center for International Education, 2020).

7 IMPLICATIONS AND CONCLUSION

At the beginning of the XXI century, competition among education-exporting countries has received a new impetus due to the adoption by most Western European countries of an action program to expand foreign policy, including export-import policy in the field of educational services. Such interest in the development of this market segment is determined by a number of reasons: the available economic benefits

(payment for tuition, accommodation, meals, transport, entertainment, etc.); the possibility of modernizing national markets for educational services to increase competitiveness; intensification of the expansion of international cooperation in the field of science and technology, language, values and culture, as well as the need to form a positive image of the country in the world community.

The field of education is developing dynamically, trying to meet all the demands of scientific and technological progress in the field of material production, the deepening of the international division of labor and the growth of socio-economic needs of mankind. Analysis of its functioning allows us to draw certain conclusions that the modern international market of educational services is characterized by trends of internationalization and development of cross-border education, large-scale academic mobility of students and teachers, development of new strategies for exporting educational services in a pandemic, creation and development of network structures of providers, transition from mass enrollment of students to search of the most talented.

Ukraine is not yet able to fully compete with the leaders in the ranking of countries exporting educational services. However, today it is steadily embracing its niche among them, owning about 1.0% of the international market. Ukrainian higher education institutions have the potential to increase exports of educational services, primarily by increasing the share of gross value added in higher education as one of the leading sectors of the national economy.

To identify the problems that exist in the provision of educational services, as well as the reasons hindering its development, the method of critical analysis and analysis of expert opinions was used. These methods made it possible to supplement the list of differences of functioning of higher education institutions in Ukraine and other countries. Thus, the advantages of Ukraine include the convenience of political and geographical location, the availability of extensive transport infrastructure, high security of residence, convertibility of Ukrainian diplomas of higher education abroad, highly qualified teachers, a variety of educational programs and more. No less important is the international context of Ukrainian legislation in the field of education, which is loyal to both foreigners and refugees. There is also an official information resource in Ukraine – the Ukrainian State Center for International Education, which is a state source of information on the export of educational services.

Among the shortcomings, compared to the closest competitor – Russia, Ukraine still has a fairly strict system of legalization of documents (a paid proce-

dures for affixing an apostille on official documents is mandatory). Another weakness of Ukraine is the lack of a network of university agents, and thus the ineffectiveness of individual information campaigns to attract foreign students, both at the national and regional levels. Given the popularity of medical education programs, emphasis should be placed on the need to address internship education and appropriate practical training.

As for the quota of budget places for foreign students, it applies only to persons coming to study in Ukraine in accordance with international agreements on cooperation, as well as foreign Ukrainians. Accordingly, the expansion of quotas would further motivate non-residents to study at Ukrainian universities.

A significant disadvantage is the lack of complete information about educational programs and the list of disciplines, because not all official university websites present them in English. In addition, if a foreign student wishes to transfer to further education in a particular educational program, there is a problem of compliance with the content of the programs of the same name, as well as the question of making an academic difference.

If most of these shortcomings of the international direction of the Ukrainian segment of higher education are eliminated, our country will be able to significantly increase competitiveness in the global market of educational services.

Analysis of statistical data and systematization of the results of empirical sociological research led to the conclusion that over the past five years, the competitiveness of the Ukrainian higher education system has slightly increased. As we can see, despite the positive changes taking place in Ukrainian higher education today, in particular in the international direction, a number of key issues remain unresolved, which significantly affect its competitiveness in the market of educational services.

The use of forecasting and scenario planning methods made it possible to determine the main trends in the development of the national higher education market. In particular, the first step in this direction is to change the priorities of Ukrainian educational policy in order to increase the competitiveness of national universities. In particular, the Ministry of Education and Science of Ukraine approved a plan of measures to promote national higher education institutions in the global market of educational services, which provides for the establishment of an association of foreign graduates, improving the legal framework, creating an interagency electronic platform, intensifying international cooperation with partner universities. etc. (Ministry of Education and Science of

Ukraine, 2021).

The study, conducted by the authors before the recent full-scale invasion of Russia on February 24, 2022 on the territory of Ukraine, included the study of the state and problems of the functioning of the national segment of higher education, which provides services for foreign students. The outlined prospects for the internationalization of Ukrainian higher education were possible in peacetime. A number of higher education institutions and foreign students are already known to have been affected by the war, which should not be ignored, and perhaps even identified as a direction for future research. In the near future, Ukraine's position in the international market will be shaken, since even today the landscape of Ukrainian higher education and its opportunities have changed significantly. The decrease in the influx of foreign students will depend on the duration of hostilities, the possibility of ensuring their safe stay in Ukrainian institutions of higher education. A priority for development and a topic for further research may be the distance education of foreign students in Ukrainian universities, who work today in exile.

With the start of a full-scale war in February 2022, all foreign students left the territory of Ukraine and continued their studies remotely. Some students, due to the inability to continue their studies in their own country or transfer to another university, returned to Ukraine to complete their course of study, despite the dangers of wartime. How events will develop in the future depends, first of all, on the duration of hostilities on the territory of Ukraine. The main problems of organizing the education of foreign students today are security, communication in the face of power outages and the Internet.

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