

У репортажі зазначено підставу відбуття консулів: через припинення їхніх повноважень. Під час зустрічі С. Гомбосурен подякував українським представникам за допомогу в консульській діяльності й засвідчив своє прагнення до продовження налагодженої співпраці.

У вказаному номері “Прапора комунізму” на тій же сторінці було надруковано текст Указу Президії Верховної Ради Української РСР від 7 липня 1989 р. про нагородження С. Гомбосурена Почесною Грамотою Президії Верховної Ради Української РСР “за заслуги в справі зміцнення дружби і співробітництва між МНР і СРСР”. Аналогічне нагородження було здійснено раніше щодо попереднього Генерального консула МНР у м. Києві Б. Банзрагча у зв’язку з припиненням його каденції.

Подобиці нагородження було розкрито в репортажі під назвою “Вручення нагороди”, опублікованого в номерах “Прапора комунізму” від 9 липня і “Вечірнього Києва” від 10 липня 1989 р. Церемонія відбулася під час зустрічі С. Гомбосурена з В. Шевченко – очільницею республіканської парламентської структури й водночас представницею Політбюро ЦК КПУ, – влаштованої “у зв’язку з наступним його від’їздом на батьківщину”.

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PRELIMINARY STUDY ON JOINT EDUCATIONAL ACTIVITY AS PROMISING “INTERFACE” BETWEEN EDUCATION PARTNERS OF UKRAINE AND CHINA

Key words: partner universities, educational services’ market, export of services, joint educational institution (JEI), agreements on JEIs, jointly adopted programmes, teachers’ academic mobility, remote (online) training.

In accordance with the Law “On Higher Education”, education is defined as a distinct type of activity of the higher education institution which is a legal entity and may engage in export training services abroad. Should the institution opt to pursue this course of action, it stands to generate revenue that could subsequently be allocated towards construction, the procurement of equipment and materials, and the provision of social support for its faculty and staff.

Concurrently, the understanding of higher education as a comprehensive cross-border exchange of educational services has deepened over the past decade. This status has been formally acknowledged by the General Agreement on Trade of the World Trade Organization (WTO) [1].

Andriy Shisholin underlined the need for the gradual development of adaptation mechanisms for the use by the Ukrainian universities of available foreign achievements in export of educational services abroad. These adaptive mechanisms may be well applied to all levels of higher education, starting with the pre-university training of foreign students [2].

A retrospective examination of Ukrainian engineering, technological and arts education over the last 5–10 years has shown that the widespread type of cross-border teaching could be supported more actively through JEIs, jointly adopted programmes and respective agreements. These could include teacher internships at partner universities. However, in the context of war-time challenges and the subsequent application of martial law in Ukraine, academic mobility has effectively become an import of educational services via JEIs in locations of overseas partner universities. The Kyiv Institute in Jinan, Shandong province represents the first, earliest successful JEI experience.

Chinese educational services market offers the opportunity to develop and adapt a form of educational service provision as JEIs to the requirements of national legislation. They act under a stipulated ten-year or even twenty-year agreements on JEI. It is conducting despite the risks of the environment and restrictions imposed by individual unregulated provisions of current legislation.

The fundamental aspect of the JEIs encompasses the undergraduate training modules for their Chinese students, in addition to the associated programme(s). The fundamental element of this triad is the pool of teachers participating in the “periodic” academic mobility process, which encompasses both physical and remote participation in training.

The JEIs building projects aim to introduce a new educational product to the market, providing educational services for students pursuing the bachelor’s level education. The JEIs are based on the infrastructure of partner universities (including design, manufacturing and testing

grounds). And a greater degree of consensus was reached between the parties regarding the deepening of cooperation [3].

Preliminary research into the Chinese market for educational services indicated the feasibility of establishing JEIs by Ukrainian educators in collaboration with Chinese partners. As evidenced by the figures provided, each JEI has consistently transferred significant sums of money in Ukrainian hryvnias to educational partners in Ukraine on an annual basis. It is evident that the JEIs have successfully demonstrated their credibility and popularity among Chinese students. Indeed, the number of them enrolling at these institutions has been considerable, with several thousand doing so between 2019 and 2025.

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