

**UKRAINIAN UNIVERSITIES GRANT OPPORTUNITY
TO UNLOCK POTENTIAL OF CHINESE YOUTH
AS INNOVATIVE DESIGNERS**

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INTRODUCTION

The strategic initiatives of China in promoting the “One Belt, One Road” initiative worldwide (including Ukraine), coupled with the utilisation of arts as pivotal components of ‘soft power’. It has precipitated substantial transformations within the nation, particularly in the domains of arts and design pedagogy. Consequently, several significant trends are emerging in terms of the enhancement of the internationalisation of arts and design education in China, multicultural dynamics in training programmes for both art and design educators and compulsory education curricula.

The primary objective of this chapter is to undertake a comprehensive analysis of national and international experiences in the realm of cross-border transfer of educational services facilitated by Joint Educational Institutions (JEIs). The ‘preparatory courses’ as a language training structure constitute the initial element of the triad of JEI’s conception. The fundamental element of the JEI triad is the undergraduate training module for foreign students, which is accompanied by the relevant programme(s). The fundamental element of this triad is constituted by the human resources (i.e. faculty members) of the Ukrainian partner, who are dispatched to the Chinese partner’s campus in order to undertake training tasks under the academic mobility clause (either physically or remotely).

Another objective is the discussion of methodological and practical issues involved in its implementation in the context of the educational activity of the Ukrainian Universities in the Chinese educational services market, in particular, in the form of a JEI.

The chapter’s novelty of the results obtained by JEIs’ cases research consists in studying and testing academic and methodological approaches to their management of the transfer of intellectual property, created in the practice of national higher education institutions of both partners. The main elements of the scientific novelty consist in improving the methodological approach to the cross-border transfer of educational services, which, unlike the technical and innovation sphere, is based on the principles of the commercialization of creative capital, formed in the design higher education institutions. Furthermore, it anticipates the transition of educational services

to a fee-paying model, despite the intricacies of martial law in Ukraine. Utilising a systematic approach, it encourages Ukrainian art schools to engage in meticulous educational due diligence with Chinese partners for the establishment of respective JEIs.

To solve the problems posed by intelligence, general and special scientific methods of scientific knowledge were used. In particular, the use of the systemic method made it possible to analyze international knowledge transfer as a system made up of two main elements – an international system for the transmission of design knowledge in the form of educational services, as well as to analyze the behavior of the Ukrainian and Chinese partners as subjects of this system. An important methodological tool of the chapter has been the analysis and synthesis of Ukrainian art schools educational activity in China in combination with the fact that it has accumulated in its course, which, in combination, gives the possibility of achieving the objective of the research. This chapter examines the export of Ukrainian higher education services to China, with a focus on the establishment of JEIs and the integration of Ukrainian universities within the Chinese higher education system. Additionally, it explores the implementation of mixed art education programmes, which are mutually adopted to provide comprehensive, most popular in the country design specialities training for Chinese students.

1. Legal substrate of educational activity abroad of Ukrainian art schools

The Law of Ukraine “On Higher Education” (No. 1556-VII, enacted July 1, 2014) is the primary legislation regulating the structure, autonomy, and quality assurance of higher education institutions (HEIs) etc. (Table 1).

Table 1

Key aspects of Law of Ukraine “On Higher Education”

Establishes the legal framework for modernizing the education system, focusing on university autonomy, quality assurance, and aligning education with research and labor market needs
Autonomy and Governance: Higher Education Institutions (HEIs) have expanded academic, financial, and organizational autonomy, allowing them to create curricula, manage budgets, and make structural decisions, though within state standards.
Quality Assurance System: Establishment of an independent National Agency for Higher Education Quality Assurance (NAQA) to accredit programs and monitor standards.
European Integration: Alignment with Bologna Process principles, featuring a three-cycle system (Bachelor, Master, PhD), ECTS credits, and increased international mobility (e.g., Erasmus+).
Student Rights and Mobility: Students have the right to academic freedom, participation in university management (student self-government), and academic mobility.

Table 1 (continuance)

Funding Reform: Implementation of formula-based state funding, where budget allocation depends on performance indicators like research activity, international rankings, and graduate employment.
Academic Integrity: Strict, codified standards against plagiarism, fabrication, and falsification of academic texts, which are crucial for accreditation.
Wartime Adjustments: Focus on digitalizing education, ensuring safety, and modernizing the network to support displaced or impacted institutions.
Degrees and Structure The law defines education levels as Bachelor, Master, and Doctor of Philosophy (PhD) / Doctor of Arts, with qualifications recognized for professional training.
Digitalization: Increased focus on digital governance and electronic services for students and academic staff.
Funding: Formula-based funding is used to distribute state funds based on performance indicators such as enrollment, international rankings, and research activity.
Academic Mobility: Expanded participation in programs like Erasmus+. ¹

The Law defines that HEIs can be universities, academies, or institutes, which operate under licenses from the Ministry of Education and Science of Ukraine. According to the Law [Article 1, p.1, paragraph 7], a higher education institution is a distinct type of institution, which is a legal entity². At certain levels of higher education, it carries out scientific, technical, innovative and/or methodological activity, ensures the organization of the educational process and the acquisition of higher education, postgraduate education, taking into account their calls, interests and capabilities. These bodies are equal to public educational institutions, as the Law [article 1, p. 27, paragraph 1] stipulates that a higher education institution as an entity may act in any of these statutes as a budgetary institution. In addition, this Law [article 1, p. 25] determines that the Ukrainian partners are, in particular, the institutions of higher design education, which carries out teaching activities at various levels of higher education (including doctorate in philosophy), conducts basic and/or applied research, is a leading scientific and methodical center, has developed an infrastructure of educational, scientific and production units, promotes the dissemination of scientific knowledge and carries out cultural and educational activities.

It has become important for the Ukrainian partners that the Law [article 1, p. 70] has introduced changes in the part of financial autonomy of institution of higher education. In accordance with the procedure established by law and in accordance with their statutes, the Ukrainian

¹ On higher education: Law of Ukraine dated July 1, 2014 No. 1556-VII URL: <https://zakon.rada.gov.ua/laws/show/1556-18?lang=en#Text> (Last accessed: 18.4.2026).

² Ibidem.

partners have to secure own intellectual property rights on majors, created from its own or state funds or local budgets, to dispose of income from its use, as well as to receive property, funds and tangible assets. The assets may include buildings, structures, equipment, and vehicles. Some art schools launch financial and economic activities in Ukraine and abroad. Thanks to the income from financial and economic activity, the Ukrainian arts schools, in accordance with the aforementioned Law, can carry out construction and reconstruction work, undertake maintenance and repair work on fixed assets, create direct funds for the social support of the schools' scientific and pedagogical employees etc.

In order to ensure the external component of the activity, the Ukrainian partners open current accounts in the Chinese currency (renminbi yuan). In the Ukrainian banks the HEIs can receive transfers from their Chinese partners in renminbi yuan, participate in the constitution of authorized capital set up, etc. The Ukrainian partners participate in the creation and establishment of JEIs and, according to the legislation that applies to them, can be one of their co-founders.

In order to carry out tasks related to the marketing of creative achievements, the international transfer of educational services and joint educational activities, the Ukrainian partners have moved on to the practical treatment of the model for the possible transfer of intangible assets to their Chinese partners. Intellectual property rights encompass a broad range of legal provisions and regulations, including training and educational programmes, course curricula, syllabuses, and copyrights on textbooks and published materials. The unconditional rights of Ukrainian partners encompass the entitlement to provide remunerated services to employees, on the condition that the provision of an adequate level of educational services to Chinese students constitutes their principal statutory duty, as defined by the prevailing legislation.

The Ukrainian partners are aware that the procedure for providing paid educational and other services, including the procedure for determining their value for Chinese applicants for higher education, is established by the central executive bodies-ministries (of education and science or culture), which ensures the formation and implementation of state policy in the field of economic development and trade. While the central government ensures the formation of state financial, budgetary and fiscal policy.

It is also worth noting the legislative norm stipulating that public educational institutions – universities and academies – have the right to provide supplementary educational services and other services exclusively in line with educational standards as activities financed by budgetary funds.

At the same time, understanding of higher education as a comprehensive cross-border exchange of educational services has deepened over the past

decade. This status has been recognized by the General Agreement on Trade of the World Trade Organization (WTO)³. According to the Agreement, educational services are generally classified into four categories: primary education services, secondary education services, higher education services and adult education services.

In accordance with the Agreement between the Ministry of Education and Science, Youth and Sports of Ukraine and the Ministry of Education of the People's Republic of China on Cooperation in the Field of Education (signed on 28.03.2012), the following measures are to be taken by the Parties: the encouragement of higher educational institutions of both States in their efforts to establish and develop direct contacts, as well as to deepen such areas of cooperation as exchanges of students and teachers, lectures, and scientific research. In accordance with the stipulations outlined in Article 3 of this Agreement, educational institutions are at liberty to enter into direct cooperative agreements, provided that such actions are grounded in mutual interests⁴.

Analysis of the Ukrainian partners' activity on the Chinese educational services market offers the opportunity to develop and adapt to the requirements of national legislation a form of educational service provision as a JEI. This form can currently be seen as an organizational and methodological framework and matrix agreed by two partners of the supply (Ukrainian side) and consumption (Chinese side) of educational services under a stipulate-d-agreement (up to ten years) in the presence of the risks of a market environment and restrictions from some unregulated provisions of current legislation.

2. Shift in methodological sphere

The basis for knowledge transfer in the form of a service system for multi-channel, multi-level management organization is the export of educational services to its external environment. The foundations have been laid by foreign (B. Clark, G. Williams, M. Lundkvist, S. Fraser, etc.) and national academics (T. Obolenska, I. Hryshchenko, A. Shysholin). They addressed the process of transformation into an international system of knowledge transfer, particularly in the field of technical education and technology, in the context of the regulation of international trade in services.

³ The General Agreement on Trade in Services (GATS): objectives, coverage and disciplines/World Trade Organization. 2022. URL: https://www.wto.org/english/tratop_e/serv_e/gatsqa_e.htm (Last accessed: 25.4.2026).

⁴ Agreement between the Ministry of Education and Science, Youth and Sports of Ukraine and the Ministry of Education of the People's Republic of China on Cooperation in the Field of Education. Signed on 28.03.2012. URL: https://zakon.rada.gov.ua/laws/show/156_096 (Last accessed: 01.2.2026).

In their publications, they have identified numerous trends and forecasts concerning the development of the various links in its operation⁵.

The analysis of the concepts and mechanisms of cross-border transmission of educational services in different countries shows that they are problematic to borrow in Ukraine as far as it happened in the past. Education should continue development in a country that is in a state of war of all spheres of activity – from state to personal. In author opinion, approaches to international trade in educational services, in particular, should take into account the actual state of affairs, the existing potential and conditions of functioning of domestic, many of which have undergone curtain decay, if not direct destruction. Some constraints of logistics (electricity. water. heating) and periodic stay of staff in shelters also should be taken into account. But the main thing was that some universities have undergone fundamental changes related to forced (and painful for design education) departure of the educational sphere from a clearly separated auditoriums (providing visual contact with the teacher) and independent (under the guidance of a teacher-mute) forms of self-education. Conditionally “distinguishing” form using information technologies were introduced instead. The overwhelming number of foreign applicants of the Ukrainian partners has been forced to return to the country of citizenship, which is the final consumer of educational services.

Thus, the Chinese students of the Ukrainian partners moved into fundamentally different life and training environment at home country. At the same time, they came from the real linguistic and cultural and educational environment into virtual ones. It is unlikely that environment could be replaced by the most perfect information technologies in their home country.

Therefore, the appropriate modernization of the management system for the international transfer of educational services in Ukraine is not only necessary. “Mainstream” orientation is not just about adapting global experience to national realities. It is necessary to move on to the use of these commercial approaches for the export of educational services, from which the Ukrainian partners would derive maximum benefit. Developments in this area will enable them to introduce recommendations and improve the system for managing cross-border exports of educational services through the development and implementation of fundamentally different decisions and appropriate actions.

⁵ Оболенська Т. Є. Маркетинг освітніх послуг: вітчизняний та зарубіжний досвід. Київ: КНЕУ, 2001. 208 с.

3. Internationalisation in JEIs' design education

The internationalisation has emerged as a powerful Chinese art education trend in recent years, spurred by the nation's expanding global presence, vibrant cultural exchange initiatives, and a growing fascination with Chinese culture worldwide. This transformative process seeks to weave international perspectives, innovative curricula, and collaborative endeavors into the fabric of the Chinese art education system, while fostering cross-cultural understanding among students and teachers alike. It is evident that the internationalisation of art education in China is a pivotal aspect that warrants careful scrutiny. A notable element that lends credence to this phenomenon is the calibre of education imparted in foreign art institutions. In the context of international collaboration, Chinese art institutions seek to establish strategic partnerships with globally distinguished art schools and universities that have been recognised for their excellence in art education curricula.

This synergy fosters not only the exchange of faculty and students but also collaborative research efforts and the exchange of effective teaching practices, thereby enriching the educational experience by different ways (Table 2).

Table 2

The integration of internationalisation into art education practices

Joint programs:
A significant number of Chinese art schools are offering joint art and design programs, thereby attracting home students eager to immerse themselves in world's rich artistic landscape. This initiative has been demonstrated to have a significant impact on the reduction of language barriers and the enhancement of cultural diversity within educational settings.
The recruitment of international faculty members:
The recruitment of international faculty members is an integral component of the institution's strategic human resources management. Chinese art institutions actively seek educators from diverse backgrounds, enabling students to engage with varied teaching methodologies and artistic traditions that broaden their horizons.
Study abroad opportunities without going abroad:
A growing number of Chinese art students are pursuing opportunities for the purposes of exploring foreign contemporary art trends, mastering new artistic techniques, and appreciating diverse cultures, as well as alternative pedagogical strategies in art education abroad. Nevertheless, there is an emerging body of students and their families who are actively seeking to obtain such an education within the context of joint educational institutions (JEIs) affiliated with Chinese universities.
International Art Festivals and Exhibitions:
By organising and participating in a multitude of international art events, China provides critical platforms for artists, educators, and students to exchange ideas and showcase their works on the global stage via JEIs connectivity with foreign partner universities.

Table 2 (continuance)

Global Art Forums and Conferences:
China has assumed the role of host for a variety of international forums and conferences, thereby establishing forums for educators and experts to discuss trends, challenges, and opportunities in the global art education landscape.
Engagement in cultural exchange programs:
The engagement is facilitated by Chinese art schools, who play a pivotal role in the international mobility of students and teachers. This is achieved by the deliberate and strategic deployment of cultural exchange efforts, which include the simultaneous welcoming of foreign counterparts. The overarching objective of these programs is to foster mutual appreciation for diverse artistic practices and methodologies, thereby contributing to a more inclusive and global artistic community. The focus on creativity and innovation in Chinese art education is evident in its commitment to cultivating creative talents by the foreign teachers. Drawing inspiration from global models, this educational approach incorporates interdisciplinary methods that stimulate innovation.
Digital Art and Technology:
The influence of technology on art and design is widely acknowledged. In response to this, Chinese art education has been proactive in incorporating digital art, virtual reality and emerging technologies into its curriculum. This ensures that the education system aligns with international advancements in these fields. ⁶

This dynamic and forward-thinking approach underlines China's commitment to enriching its art education landscape while actively engaging in meaningful global artistic conversations.

Since 2010s, China has announced a strategy of accelerated capacity building, which includes encouraging higher education regardless of the country providing the education services. Some Chinese universities sought to adopt European artistic methods, including those originating from Ukraine. The modern system of art education in China boasts a rich and evolving heritage, integrating influential pedagogical practices from Ukraine. The profound impact of the Ukrainian art schools has played a

⁶ 中共中央办公厅 国务院办公厅印发《关于全面加强和改进新时代学校体育工作的意见》和《关于全面加强和改进新时代学校美育工作的意见》URL: moe_1778/202010/t20201015_494794.html (最后访问日期: 2026年2月1日); Cheng, Yi'En, & Koh, Sin Yee.. The "soft infrastructure" of the Belt and Road Initiative: Imaginaries, affinities and subjectivities in Chinese transnational education. *Singapore Journal of Tropical Geography*. 2022. Volume 43.#3. P. 250 -269; Yang R. China' s strategy for the internationalization of higher education: An overview. *Frontiers of Education in China*. 2014. No.9(2). Pp.151-162. URL: <https://doi.org/10.3868/s110-003-014-0014-x> (Last accessed: 01.2.2026); Zhao X., Shoji D., KalashnykL., Luhova T. Cultural adaptation of Chinese students as the Need of their Education Abroad Process. *Proceedings of the International Scientific Conference*. 2020. May 22-23. Volume IV. Pp. 388-399.

pivotal role in shaping the trajectory of Chinese arts. This dynamic influence extends beyond aesthetics; it has significantly transformed methodological approaches to arts education in Chinese institutions. Today, the framework of higher art education in China is marked by an ambitious strategy of open collaboration with international art schools. This initiative not only seeks to establish strong relationships in scientific research and academic exchanges but also prioritizes the training of educators and the cultivation of students. Collaborations with Ukrainian higher education institutions stand as a testament to this commitment, enriching the global dialogue within the arts and fostering mutual growth and innovation⁷.

Ukrainian arts educational institutions have devised an innovative approach to establishing a didactic system for teaching design in universities, effectively promoting creativity by harnessing students' right-hemisphere thinking. It thoroughly examines pivotal historical periods in the teaching of drawing, painting, and composition within professional educational institutions, while underscoring cutting-edge methodological advancements that enhance the training of designers today. Moreover, it clearly defines the essential competencies students must acquire in disciplines and meticulously outlines the steps for executing drawing and painting along with the design training. They also advocate for tailored teaching methodologies that address the unique characteristics of varied artistic techniques. It explores the distinctive nature of both theoretical and practical composition instruction, transitioning from formal education to subject-matter-focused learning. Additionally, they introduced structured series of engaging educational tasks, spanning still life, interior settings, landscapes, and the human head and figure, empowering future artists to excel in their craft.

The Ukrainian educational institutions (Kyiv National University of Technology and Design and the National Academy of Fine Arts and Architecture, henceforth referred to as the Ukrainian partners or Ukrainian side) in Kyiv, Ukraine, in collaboration with their Chinese partner universities, namely Qilu Technological University and Quanzhou University of Information Engineering (henceforth referred to as the Chinese partners or Chinese side) had a significant impact on the establishment and development of JEIs in China (Kyiv College at Qilu Technical University, Ukrainian Arts Institute at Quanzhou University of Information Engineering and Kharkiv International Institute at Liaoning University) starting from 2019.

⁷ Жао І, Селівачов М. Вплив української вищої мистецької освіти на китайську систему освіти. *Збірник наукових праць «Українська академія мистецтв»*. 2023. № 33. С. 145–154.

Since their inception, the JEIs have sought to introduce the design education resources of their Ukrainian partner universities and academies, incorporating a teaching mode that integrates tuition practice with art modelling and design theory, while aligning with current trends in art and design. Since the mid-1990s, Ukraine and China have seen an increase in cultural openness and a focus on nationalism in art amidst globalization and commercialization. Despite the influence of global standards on design, designers from both countries often employ distinct national “poetic” graphic design languages. This includes unique symbolism, color schemes, and characters rooted in their respective cultures. These elements allow for a comparative analysis of the artistic practices of Ukrainian and Chinese designers, highlighting their significant achievements.

Being the JEIs co-founders the Ukrainian art schools committed to build teaching teams that integrate artistic cultivation, aesthetic principles, and innovative design technology. This collaboration could foster creativity and empower Chinese students for the future.

The JEIs, recognized by the Ministry of Education of China, offer such Sino-Ukraine Joint Programs like Visual Communication Design, and others. Utilizing a 4+0 dual-degree model, students complete their undergraduate studies in their home cities, engaging in a curriculum that blends theory with practical application to enhance their artistic talents. The JEI initiative embodies the latest educational advancements from both China and Ukraine, strategically leveraging the strengths of both educational systems in areas such as teaching, talent development, scientific research, cultural exchanges, and international collaboration. It establishes a robust platform for exceptional students in Shandong (Coastal East), Fujian (coastal South) and Liaoning (North East) provinces, offering an international talent cultivation program that opens doors to job opportunities through resource sharing. Through dynamic “immersion” learning and engaging exchange programs, students will significantly enhance their abilities in international communication, critical thinking, practical skills, and innovation, equipping them for successful startup ventures. Collaboratively, being the co-founders of the JEIs the partner universities of the two countries are pioneering a transformative model for developing internationally-minded innovators, dedicated to producing a substantial pool of talent characterized by a global perspective, a thorough understanding of international norms, a solid academic foundation, and exceptional professional competitiveness. The JEIs students possess lifelong learning capabilities, allowing them to thrive in global settings, while actively contributing to economic development,

cultural exchanges, and the objectives of the Belt and Road Initiative between China and Ukraine⁸.

Graduates fulfilling the required credits receive a graduation certificate and a bachelor's degree from Chinese universities, along with a complementary bachelor's degree from the Ukrainian partner universities and academies, enhancing their credentials and future career opportunities. The JEIs dedicated to developing the next generation of Chinese creative visionaries with the skills to succeed across the country.

The JEIs commit to cultivating innovative talents with international creative thinking and the ability to meet their home country's socio-economic needs, possessing cross-cultural communication skills, teamwork spirit, and civic responsibility.

4. Career goals of JEIs' students and alumni

To help students master scientific decision-making methods, overcome career planning dilemmas, and establish rational career goals, the JEIs, including the Kyiv College, take care on their graduates' career planning and share teachers' insights on common career dilemmas such as employment, postgraduate entrance examinations and studying, pointed out that decision-making as an adventure towards the future based on known information. there are no perfect choices, and students must take responsibility and act accordingly.

The career planning is an important platform for the JEIs to guide students in self-exploration and improve their career planning abilities and internalizing the lessons learned in the JEIs. The lessons learned in the JEIs should be put into practice, proactively clarifying their personal values in their daily studies and lives, actively expanding their industry knowledge, and combining their professional learning with national strategies and social needs. JEIs students should realize their personal value by contributing to areas where the country needs them. Finally, they are encouraged to be bold in their choices and take action, continuously improving their career planning abilities and comprehensive qualities through practice⁹.

The demand for high-quality Ukrainian education that meets European standards is not an incidental phenomenon. Obtaining such a higher education is widely considered to be a prerequisite for achieving success in one's chosen career and for ascending the hierarchical ladder of society. The JEIs could be a hub for more Chinese design talents, offering students

⁸ 中国基辅学院.URL: <http://jfyx.qlu.edu.cn> (最后访问日期 : 2026年3月1日)

⁹ 基辅学院为大学生举办第二届“基辅·规划”职业规划讲URL: <https://jfyx.qlu.edu.cn/2026/0509/c7998a277162/page.htm>. (最后访问日期 : 2026年2月18日)

European connections and opportunities at other Ukrainian and Western art schools. Kyiv College alumni have been admitted to prestigious domestic institutions for further studies, including Nanjing University, Shandong University, Northwest University, Beijing University of Technology, Dalian University of Technology, and East China University of Science and Technology. For overseas education, Kyiv College recent graduates have successfully gained entry into postgraduate programs at renowned universities abroad such as the University of Sydney, the University of New South Wales, the National University of Singapore, the University of Leeds, the University of Melbourne, the University of Glasgow, and the University of Sheffield. The overall further education rate of students stands at approximately 32%, surpassing that of students in regular programs of the same discipline at the Chinese partner university. Concurrently, Kyiv College students have demonstrated outstanding performance in scientific and technological innovation. In recent years, they have secured over 40 awards in national-level competitions, more than 20 awards in design-related contests, and over 60 honors at the provincial level¹⁰. Thus, the JEIs are indicative of the national and international experience of marketing methodological and creative achievements and the organisation of cross-border transfer of educational services.

5. Ensuring efficacy of JEIs

The present activities of the Ukrainian partners have been centred on the Chinese market for educational services and the initial assessment of the effectiveness of their JEIs. The number of issues relating to its projection require further elaboration, in particular by adaptation to the legislation in force in the countries of the Ukrainian and Chinese sides. In light of this experience, novel prospects for the marketing and export of art education products through joint educational activities are foreseen.

Against the backdrop of martial law and the emergency situation in Ukraine, funding for Ukrainian partners from the state education budget was unsustainable, while capital construction was sometimes frozen.

At the same time, the Ukrainian partners were able to step up efforts to find new avenues for development. The aim of the JEIs projects is to generate funds to guarantee a quality educational process and to preserve and develop the traditions of academic teaching, and sometimes the existence of the specialized (design) workshops presided over by qualified teachers. As a result, the Ukrainian partners have been given a new impact to pursue its development by studying and implementing the achievements of national

¹⁰ 基辅学院简介 URL: //jfyx.qlu.edu.cn/xygk/list.htm (最后访问日期: 2026年2月1日)

educational establishments in the field of marketing educational services, implementing activities in the field of design outside the usual educational paradigm. The efforts of the Ukrainian sides have focused on marketing the results of its own scientific and educational activities on international markets. Taking the Chinese market for art education services as a model, they tested the acceptability of the system for exporting educational services, managing their main capabilities and even comparative advantages and the demand of market players (intermediate firms) and end consumers (students).

It is anticipated that these trends will come to dominate the landscape of art and pedagogical education in China in the future, as they are in alignment with the nation's aspirations to modernise its educational framework and cultivate a positive global image, particularly through the medium of culture and art.

A retrospective examination of Ukrainian art education over the last 5–10 years, and in particular the Ukrainian partners' experience, has shown that the widespread type of cross-border teaching could be more actively supported and respective agreements between the Ukrainian and Chinese party and by joint educational and professional programs (EPPs). These can include the possibility of teacher internships in foreign educational establishments. However, faced with the wartime challenges and, subsequently, the application of martial law in Ukraine made strong impact on the academic mobility of the Ukrainian teachers from the Ukrainian partners to their JEIs. It also made an import of educational services to the Chinese partners a serious challenge.

In order to correct the shortcomings of such asymmetry, and in the economic sense – disadvantageous – the Ukrainian partners turned to the foreign experience of exporting educational services of a deeper and longer type. Several cases of the creation of a number of American campus universities, training centers (on the rights of educational enterprises) were found. The Hopkins-Nanjing Center (founded by American Hopkins University) and Duke-Kunshan University (founded by Duke University) in the cities of Nanjing and Kunshan, Jiangsu province, are already good examples of success¹¹.

The Ukrainian experience is better represented by the Kyiv Institute in Shandong province (co-founder of the Ukrainian side is the Kyiv national university of technology and design) (Table 3).

¹¹ Overview of Sino-foreign cooperative education in Jiangsu URL: http://english.jsjyt.gov.cn/2015-12/15/c_47364.htm. (Last accessed: 01.2.2026).

Table3

Kyiv College: main facts and features

Location: Situated within the Qilu University of Technology campus in Jinan, China.
Purpose: It is a non-independent legal entity, Sino-foreign cooperative education institution focused on training specialists in high-demand fields.
Academic Programs: The institute provides training in programs including Visual Communication Design.
Educational Model: It promotes international education, with specific subjects taught by academic staff from KNUOTD's departments.
The institute serves as a key project in the export of Ukrainian education, aiming to foster scientific and technical cooperation between Ukraine and China
Established in May 2019, Kyiv College at Qilu University of Technology, is the first Chinese-foreign cooperatively-run school between China and Ukraine (Ministry of Education Approval No. MOE37UAA02DNR20191976N).
Qilu University of Technology and Kyiv National University of Technology and Design in Ukraine share cooperative partnership.
In 2023, the college was approved as a development unit for the Shandong Provincial Demonstration Institutions for Sino-Foreign Cooperative Education by the Shandong Provincial Department of Education. Additionally, the college successfully passed the 2023 evaluation of Sino-foreign cooperative education conducted by the Ministry of Education ¹² .

The field of information has marked the real efforts of other universities and academies (in Mykolaiv, Sumy) on the foundation of JEI abroad. The limited use of the JEI model can be explained by the considerable difficulties encountered by the Ukrainian side in obtaining its agreement on organizational, methodological and financial issues, as well as by the complex procedures for obtaining Chinese licenses from (usually central) governing bodies. Franchising can be an interesting and promising form of educational service. Unfortunately, there is still weak legislative framework in Ukraine and, in particular, in China, so it can be said with certainty that it is absent from the practice of external activities of state-owned higher educational institutions. Their franchising activities can span across the home country.

6. 'Preparatory courses' as Ukrainian language promoter

The Ukrainian side is involved in the construction of the JEI structure, starting with the 'preparatory courses'. Tailored for Chinese applicants, the language courses are set up and delivered on the main campus via

¹²The Kyiv Institute in China is a synonym of development. URL: <https://en.knutd.edu.ua/events-and-publications/news/16324/>(Last accessed: 01.2.2026).

internet training, which is provided by the Ukrainian partners. The aim is to create a clone of the structure of the Chinese partner. The courses form the first element of the triad of JEI's conception as a language training structure. The core of the JEI triad is the undergraduate training module for foreign students and the corresponding programme(s). The cornerstone of this triad is the human resources of the Ukrainian partner who are sent to the Chinese partner's campus under the academic mobility clause (either physically or remotely).

The courses aim to achieve specific economic results and produce a positive social effect by introducing to the educational services market the product enabling pre-university training services to be provided to students directly in the country where they are staying. It is implemented with a foreign partner with elements of franchising – with the transfer of the right to sell educational services, transferring pre-university training to the entrant's country of stay using the Chinese partners' infrastructure and resources.

On successful completion of the courses, the applicant receives a certificate and, most importantly, the knowledge and the Ukrainian language skills to enable him or her to study in the state language at the JEI¹³.

The link specified in the JEI fits in with China's educational system, as it requires no additional permits or approval work with central authorities and, even more so, with local authorities and the management of the host Chinese partners. The place where the course tasks are carried out is moved to the place of residence (stay) of the final (incoming) consumer, so that the cost of the educational service is lower for him or her. Among other things, the courses' service is a clear commercial advantage, making pre-university distance learning more efficient than the traditional in-person system. It should be noted that the main form of the courses is partnership without the creation of individual legal entities and the allocation of separate structural units in the partner universities, with clearly defined implementation stages and an equitable distribution of responsibilities and resources between them.

In principle, the creation of the courses as a joint center of pre-university education in the country of residence of the entrant (consumer of educational services) is the formation of a new educational product for regional markets, which expands the access of foreign citizens to Ukrainian higher education and state language and facilitates the construction of an effective network of partnerships with prospects for other types of JEI (educational projects, etc.).

¹³ Preparatory courses. URL <https://studyinukraine.gov.ua/all-programs/> (Last accessed: 01.2.2026).

7. On degree benefits issue

Bachelor's link is intended to jointly introduce to the market a new educational product (design related EPPs) to provide educational services for the preparation of educational and professional "bachelor" level students abroad based on the infrastructure of the Chinese partners (including equipped design studios). The link focuses on providing educational services for bachelor students directly in the country of their stay on the basis of a Chinese partners. The outcome of the students' education under the joint EPPs is the award of appropriate degrees and diplomas from the Ukrainian and Chinese partners ('double degree').

Work on the joint EPPs must culminate in their accreditation in Ukraine and licensing in China, which involves the two partners recognising the equivalence of the programmes and eventually awarding there degrees to graduates. However, such accreditation/licensing model defers from those adopted between the Ukrainian and other overseas partners. The main licensee of Chinese-Ukrainian joint EPPs, the Ministry of Education of China, was not included in the list of foreign accreditation agencies and higher education quality assurance agencies that issue certificates recognising educational programmes in Ukraine (Table 4)¹⁴.

Table 4

Benefits of JEIs

Increasing the competitiveness of partners through EPPs that are better adapted to the needs of the education market and more attractive to high school graduates;
Connecting the resources of partners in a joint EPPs, which has a cumulative effect and promotes high quality, creativity and practical orientation in the training of graduate specialists;
Adaptation of practical skills in the graduates' training to the specific market conditions of cultural products and creative, design related industries in their home countries;
Improving links between JEI partners and other arts education institutions, including non state institutions and stakeholders in two countries;
Provision of nursery schools and other art schools (all, from 1 to 3 levels of accreditation) by qualified teachers who have instilled the skills of their training and pedagogical work.

¹⁴Перелік іноземних акредитаційних агентств та агентств із забезпечення якості вищої освіти, які видають сертифікати про акредитацію освітніх програм, що визнаються в Україні URL <https://zakon.rada.gov.ua/laws/show/554-2019-%D1%80#n8> (Дата звернення: 01.2.2026).

Each JEI aims not only to impart subjects within the framework of the educational and professional curriculum, but also to cultivate cooperation in design research and to publish shared and unique training materials. In this regard, the JEI framework does not preclude the following (Table 5):

Table 5

**The role of JEIs in design research and production
of training materials**

joint research activities on a contractual basis;
organisation of workshops and exhibitions in other organisations (e.g. art academies, artists' unions);
publication of pedagogical and methodological manuals with publishing houses in the partner country;
adaptation of distance learning technologies to the needs of art education;
level 3 scientific guidance (i.e. doctoral professors specialising in design); and
support for research publications included in the scientific methodological databases Scopus and Web of Science, and others.

8. Stages in creation and workflow of JEIs

The practical steps involved in setting up the JEIs in China regions have justified some optimistic expectations, but they have also posed several problems.

Without overestimating the efforts made by the Ukrainian partners with its reliable Chinese partners, it can nonetheless speak of some positive developments.

Firstly, despite the complexities of martial law in Ukraine and the climate of uncertainty among the average families of 2023 graduates, the possibility of setting up each JEI in China has been approved by the respective Chinese authorities. Preliminary learning about the market for educational services enabled Ukrainian partners each year (since 2019), to launch an introductory and pre-admission campaigns and offer several contract sites to Chinese applicants as part of the licensing volume for the accredited EPPs.

However, the candidates' language training must be completed in good time as part of the academic module and achieve the appropriate results (certificate).

Secondly, more structural units and faculties of both the Ukrainian and the Chinese partners have been involved in resolving issues related to the construction of the JEIs. In fact, the organizational framework of the JEIs has been strengthened. It will ensure the management of the educational process, the quality of teaching and the fulfillment of the Ukrainian and the Chinese partners other obligations to the JEIs and its co-founder on the

Chinese side. The general situation in the two JEIs and proposals for their future development are always in the focus of the management and professional teams of both Ukrainian and Chinese partners.

Legal support for JEIs should gradually be secured. Its contractual basis is diversified and currently includes not only basic documents (contract on provision of educational services as a core), but also auxiliary legal acts. One of these will enable the student to streamline the campaign and provide the Chinese youth with needed algorithms and knowledge on the documentation process (like a bilateral memorandum on the introduction and registration of students).

Others – contain rules on travel and work by the Ukrainian partner’s scientific and teaching staff at the JEIs, the organization of sessions and the documentation of academic success (on academic mobility, on the Chinese party).

The JEIs co-funded by Ukrainian universities’ stand at the forefront of educational excellence, dedicated to forming a vibrant and innovative Ukrainian-Chinese educational environment. The JEIs mission emphasizes the integration of cutting-edge educational technologies, the enhancement of education quality, scientific advancement, and fostering international mobility. By doing so, the institutions ensure that Ukrainian education not only thrives but also remains competitive in the global arena of educational services. Their educational process is a result of fruitful collaboration between the esteemed scientific and pedagogical teams from the partner universities. Training programs designed for specialists aimed at the People’s Republic of China are based on robust educational frameworks that align their curricula. While English is the primary language of instruction, certain components may also be delivered in Chinese, fostering bilingual proficiency. The JEIs curriculum features a dynamic partnership, with 30% of instruction from a Ukrainian university and 70% from its Chinese partner university, ensuring a rich, diverse educational experience. Practical training and diploma projects benefit from this dual supervision, guaranteeing comprehensive support for every student. The effective execution of a Ukrainian university’s curriculum adheres to a meticulously agreed-upon schedule, encompassing all forms of educational engagement, from classroom sessions to independent studies and practical experiences. Educational and methodological support is robust, consisting of high-quality textbooks and instructional materials in English. Each educator, dedicated to their discipline, is accountable for delivering relevant content, while also guiding students through individual tasks and consultations. The academic

achievements of JEIs' students are assessed on a 100-point scale, aligned with the ECTS system, ensuring transparency and rigor¹⁵.

The practical architecture of material and financial support for the operation of JEIs has been put together. The Ukrainian partners now understand how students are paid, how the parties' work is rewarded, how all costs are covered – from visa fees to living and eating on site. Parties learn how to convert Chinese currency, transfer it to Ukrainian one, etc. These questions should be addressed despite the fact that the Chinese educational sphere is fairly closed, that the currency market is over-regulated, that money transfers abroad require the presentation of “justifiable” documents, and so on.

The sides of the EPPs at the first level of education (bachelor) have to proceed to its conformity with the educational standard, adapting the syllabus to the understanding and schemes of the Chinese side. Professional consultations on its conformity with the requirements and criteria of our legislation have not to interrupt. But the Chinese side has mirrored it from the point of view of the requirements in force in its education system and insists on its approval. After all, it is guided by a reference document that does not yet exist in Ukrainian jurisprudence, namely the ‘Regulations on the Chinese-Foreign Cooperation in Running Schools’, which the Chinese State Council approved in 2003, but which it periodically supplements with new rules.

The Regulations constitute the fundamental legal framework governing JEIs in China. These Regulations protect the rights of co-operators and define operational standards, ensuring that foreign educational organizations cannot operate independently in China (Table 6).

Table 6

**Key aspects of Regulations on the Chinese-Foreign Cooperation
in Running Schools**

Definition & Scope: The regulation applies to educational institutions established within China by foreign educational institutions in cooperation with Chinese partners.
Approval Body: Higher education projects require approval from the Ministry of Education, while lower-level or non-academic programs are approved by local provincial governments.
Legal Protections & Autonomy: Joint schools are protected by Chinese law and granted autonomy in educational activities, including the ability to adopt foreign curricula and materials.
Operational Rules:

¹⁵ Грищенко І. КНУТД експортує українську освіту до Китаю. *Голос України*. 2021. 1 червня

Table 6 (continuance)

Instruction Language: While foreign languages can be used, Chinese Mandarin must be used for core curriculum.
Curriculum: Mandatory courses on Chinese law, civic ethics, and national conditions are required.
Partnership: The foreign partner must be a recognized educational institution.
Approval Validity: Approval for preparing the establishment of a school is generally valid for 3 years, after which a new application is needed.
Implementation Measures Following the 2003 regulation, the Ministry of Education issued the Implementation Measures of the Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools in 2004 to provide detailed operational procedures.
Key Regulatory Changes since 2004
Retroactive Compliance: Schools operating after 2004 have to conform their compliance to the new regulations.
Application Process: Applications must be filed twice a year (March and September) through the Chinese partner.
Foreign Investment: The regulation promotes the “introduction of high-quality foreign educational resources”, but strictly controls the establishment of institutions by foreign individuals, who cannot run schools independently ¹⁶ .

Not all of these rules are enshrined in Chinese law, and so cannot be interpreted unambiguously. The EPPs are finalized on the basis of conformity with the interests of the Ukrainian partners as a whole and of the teachers who plan to take on teaching duties in their disciplines at the JEIs, in particular.

The functioning of the JEIs in the expanded form (after 2–3 years) will be associated with a certain increase in the number of the Ukrainian teachers, who will be short-term abroad (from 3 to 15 and more). For this purpose, the Ukrainian partners seek to actively use and prove to the Chinese side requirements for the procedure for the exercise of the right to academic mobility, which contains tracks of entry of foreign applicants to the two JEIs. The response to their requests by teachers and applicants was proved by the relevant articles that protect their rights (the possibility of preserving the positions for teachers for up to 1 year, a list of requirements and documents necessary to confirm participation in the academic mobility program). To enhance the effectiveness of the academic mobility initiatives under the umbrella of the JEIs, it’s essential to clearly define the submission

¹⁶ Regulations on the Chinese-Foreign Cooperation in Running Schools URL: http://www.moe.gov.cn/moe_879/moe_207/moe_43/moe_59/moe_334/moe_341/tnull_4350.html/(Last accessed: 01.2.2026).

procedures and timelines, outline the stages for obtaining clarification, and establish the financial conditions involved. The Ukrainian partners must also specify the various types and forms of academic mobility while ensuring alignment with the deans and departments of their University. Additionally, the reporting requirements for scientific and pedagogical workers engaged in teaching, internships, or research in JEIs must be addressed. This comprehensive approach will ensure a smooth and impactful experience for all involved.

Active dialogue should be maintained between the founders of the JEI via the video conference meetings of the Management Committees. According to the Chinese side, in their course ‘the parties reached more consensus on deepening cooperation in the management of this institution’¹⁷.

The Chinese side has agreed to continue working to find ways to overcome differences in applicable rules and to achieve mutually acceptable compromises.

At the same time, the construction of JEIs requires wider support for official factors and in fact in the Ukrainian partners themselves, because it is in fact a joint international creation and goes beyond the everyday work of their Universities.

Therefore, one can expect the help of experts of the relevant units of the Ministry of Education and Science and the Ministry of Culture to make fresh energy, creativity, desire to stir up for Ukrainian-Chinese educational exchanges. However, sometimes bureaucratic restrictions exist, for unwillingness to take into account Chinese realities, civilizational differences and even different educational systems in Ukraine and China.

9. Integration of JEIs in Chinese art and design education system

A significant Ukrainian-Chinese JEI pertains to the central role of the Chinese partners’ CPC organizations in the governance of JEIs. This aspect exerts a direct influence on the pedagogical approaches employed by these partnerships, as delineated in their respective statutory documents.

It is imperative to acknowledge the potential implications of an excessive emphasis on the standards set by Ukrainian partners in JEIs. Such an emphasis has the potential to create a discordance with the prevailing official views on the matter.

For instance, the ‘Opinions on Effectively Strengthening Art Education in Higher Education Institutions in the New Era’ as a guiding document issued by the Ministry of Education of China sets to strengthen the educational

¹⁷ 泉州将兴建一所新大学！ URL <http://www.qziedu.cn/news/yaowen/2022-12-01/33423.html> (最后访问日期：2025年1月30日)

function of art education in HEIs and enhance students' art and humanistic qualities¹⁸. The document's objective is twofold: firstly, to deepen the reform of art education in higher education institutions (HEIs), and secondly, to ensure that art education is incorporated into the entire process of talent cultivation. In addition, it aims to establish a higher-level talent cultivation system that fosters individuals through art and culture. The document establishes explicit guiding principles and fundamental tasks for art education in Chinese higher education institutions (HEIs), which must be considered in the development of JEIs (Table 7).

Table 7

Guiding principles and core tasks for art and design education in HEIs

Core Objectives: Taking moral education as the fundamental task, guided by socialist core values, promoting the spirit of Chinese aesthetic education, helping students establish correct aesthetic values, cultivating noble sentiments, and stimulating innovation and creativity.
Key Areas: Focusing closely on the three key areas of popular art education, professional art education, and art teacher education in HEIs.
Curriculum and Teaching Reform: Deepening the reform of art education teaching, strengthening the practical aspects of art education, encouraging HEIs to incorporate public art courses into their talent cultivation programs, and setting reasonable credits.
Team Building: Vigorously strengthening the art education teacher team, and improving the allocation, training, assessment, and evaluation mechanisms for art education teachers.
Campus Culture Construction: Promoting cultural inheritance and innovation, enriching campus cultural life, and providing students with multi-level and diversified art practice platforms ¹⁹ .

In this regard, concerns have been raised in China regarding the integration of JEI frameworks in art and design education. These concerns stem from the potential discord between these foreign models and official opinions on art education, as well as traditional, skill-based, and exam-oriented methodologies. The following issues have been identified as being of particular significance in the context of dealing with JEIs (Table 8).

¹⁸ 《关于有效加强新时代高等院校艺术教育的意见》 URL: http://www.moe.gov.cn/srcsite/A17/moe_794/moe_624/201904/t20190411_377523.html (最后访问日期 : 2026年2月1日)

¹⁹ Ibidem.

Table 8

Concerns on methodologies of art and design education in China

<p>1. The skilling of art education. The prevailing approach in Chinese art education, which has been adopted in large measure, a former socialist realism model. This model emphasises technical training to the exclusion of traditional humanistic values. This has resulted in an over-specialisation within art disciplines, enhancing students' technical proficiency but diminishing their artistic sensitivity and humanistic attributes. The prevailing educational paradigm places significant emphasis on the acquisition of knowledge and skills, a focus that can, at times, result in a monotonous learning environment. This, in turn, can stifle the development of creativity and imagination among students.</p>
<p>2. The moralisation of art education is a contentious issue that has been the subject of much debate. The art education is frequently considered to be synonymous with moral education. It is evident that conventional art curricula place a greater emphasis on moral instruction than on the aesthetic value of artistic creations. This results in art being viewed primarily through a moral lens, with the emotional expression in art being reduced to mere ethical sentiments on occasion.</p>
<p>3. The process of mechanising the teaching process. The mechanisation of art education is characterised by a rigid teaching approach that prioritises moral education and skill development. This approach often results in a monotonous classroom environment. Conventional pedagogical methods, such as didactic discourse and unidirectional transmission of knowledge, impede student enthusiasm and engender an inflexible teacher-student relationship, characterised by a paucity of interaction and dialogue. Moreover, the artistic creation is frequently equated with non-artistic creation, thereby contributing to a mechanical understanding of art. The rigidity of evaluation criteria serves to perpetuate this mechanization.</p>
<p>4. The marginalisation of the subject. The marginalisation of art education is evident, as it is often viewed as a secondary or non-essential subject, falling outside the core curriculum. This has resulted in inadequate support for art programmes, including insufficient teaching resources and time. In many schools, art education is regarded as a mere extracurricular pursuit rather than a component of a structured curriculum. This approach often results in arbitrary and unscientific arrangements, thereby neglecting the pivotal role of art education in the broader context of learning.</p>
<p>Collectively, these issues contribute to a diminishing appreciation for the richness and depth of artistic expression in the Chinese educational context²⁰.</p>

Whilst these systems offer opportunities for modernisation, merging them within the framework of JEIs frequently conflicts with pedagogical guidance principles, practice and traditions of the Chinese partners. They emphasize technique and the cultivation of standardized skills when integrating foreign frameworks. It might disrupt their established methods, causing debate over whether to prioritize traditional skills or modernized creativity in the JEIs. This gives rise to issues regarding the preservation of

²⁰ Youxi, Yue. On the Problems Existed in Chinese Art Education and the Way Out. *International Education Studies.*, 2009. July. 2(3). Pp. 103–104 DOI 10.5539/ies.v2n3p103. (Last accessed: 01.2.2026)

indigenous knowledge and the adaptation of the Ukrainian partners' techniques in the Chinese partners' training process, account for local cultural contexts and the specific, long-standing pedagogical goals.

Many in the field believe that rather than fully adopting foreign models, China needs an 'eco-style' art education that blends the best of both, fostering an environment of dialogue rather than direct replacement of traditional techniques²¹.

CONCLUSIONS

1. In the context of martial law in Ukraine, the commercialization of methodological and creative achievements of artistic institutions slowed down, the international transfer of educational services has acquired a feature of fragmentation and one-sided imports. In connection with the return of foreign applicants to the country of citizenship, there was a reduction in a foreign contingent, the advantages of teaching foreigners on their own infrastructure base in the form of creative workshops were lost. Instead, with the introduction of conditionally "remote" education of teaching creative disciplines to foreign students in the countries of citizenship (especially China) acquired an unusual artistic education of a "virtual" character. The educational and creative potential of national education, which was updated and increased during the reform of art institutions, requires the search for a new "interface" exit.

2. Analysis of the experience of domestic and international experience of external oriented educational cooperation and testing of different (from simple, short-term to complex, sustainable) types and forms of cross-border supply of educational services and their adaptation to the realities. There is already the introduction of not so much joint programs in their remote version, but the creation of joint educational institutions in the countries of citizenship of foreign students. However, this does not exclude the revival of traditions on the new, higher stage of academic art education in the event of the return of foreign students to Ukraine, giving them the opportunity to acquire creative knowledge in the bosom of creative workshops.

3. Based on the understanding of the Ukrainian side's short-term experience in the field of managing the export of educational services in the Chinese direction, it can be argued that along with the continuation of their provision to individuals on a contractual basis in the country of citizenship, it is possible to successfully use the channels of the JEIs and try to expand the

²¹ Zihui Zhu. Art or Art Integration: The Current Art Education in Chinese Secondary School. Proceedings of the 2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021). DOI 10.2991/assehr.k.211120.123 (Last accessed: 01.2.2026)

scope of exports. In the broader geocontext, design education institutions can revive the pace of commercialization of their own methodical and creative potential; expand the flow of export of educational services directly to the countries of citizenship of foreigners while maintaining educational standards, ensuring the proper quality of education according to accredited EPPs.

4. In the conditions of the expected uncertainty of centralized funding, the creation of JEIs may turn into a highway not only to fill the special fund of the Ukrainian partners through the provision of additional services (educational and scientific), but also to transfer the results of methodical and creative activity of teachers of art higher education institutions on a qualitatively new, modernized basis. Through such joint centers, other domestic art institutions should try to maintain and increase their presence on the international markets of educational services, become models of effective management of international exchanges, not just enriching their special fund with additional income from them, but under favorable conditions, making the balance of the budget of higher education institutions surplus. On this financial basis, higher education institutions have the opportunity, in particular, to increase the salaries of the university's teaching staff, to update and restore infrastructure, etc.

5. Excessive focus of JEIs on standards of the Ukrainian partner universities and academies may undermine local artistic traditions and cultural identities. Some in China question the effectiveness of combining JEIs and Ukrainian partner universities and academies' methods, fearing it may confuse art education and create disparities in access to modern design education resources for other Chinese students. Since the further education rate of JEIs design bachelor graduates is much higher than regular program students of the Chinese partner university.

SUMMARY

China's "One Belt, One Road" initiative and its significant impact on arts and design education, particularly looking at its effects in Ukraine. Transformations in Chinese education have led to the internationalization of arts education and multicultural dynamics in training programs. The chapter analyzes the experiences of cross-border educational services through Joint Educational Institutions (JEIs), focusing on how Ukrainian universities can engage in the Chinese education market. It highlights the need for a systematic approach to ensure effective collaboration and due diligence between Ukrainian art schools and Chinese partners. The findings emphasize the commercialization of creative capital in design education, with a shift towards fee-paying models amidst the complexities of martial law in Ukraine. Additionally, the article provides insights into the legal framework governing Ukrainian higher education. The discussion also touches upon the

intellectual property rights related to educational services, funding structures, and the adaptation of educational offerings to meet the needs of Chinese students.

The chapter discusses the challenges and necessary transformations for Ukraine's system of international knowledge transfer in educational services amid ongoing conflict. It highlights insights from both foreign and national scholars on the adaptation required for the global education market, noting trends in the cross-border transmission of educational services.

The authors emphasize the unique difficulties faced by Ukraine, such as logistical constraints and the impact of conflict on educational structures. Many universities have shifted from traditional classroom settings to online platforms, and many foreign students, particularly from China, have had to return to their home countries, resulting in a cultural and educational shift.

The chapter calls for a modernization of the management system for exporting educational services to China, urging that adapting global practices must not only fit national contexts but should also leverage these strategies for the benefit of Ukrainian partners. The aim is to improve the system for managing cross-border educational services and recommend innovative solutions based on this new reality. Overall, the chapter underscores the growing recognition of higher education as a cross-border exchange, facilitated by the national and bilateral legal base.

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