O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV

School of Economics and Management

Department of Economic Theory and International Economics

EXPLANATORY NOTE

to the Master's Degree Qualification Thesis

on the topic: "**Development of Export Potential as a Factor for Integrating Enterprises into International Markets**"

Written by: 2nd year student, group M MiEк 2024-1a
Speciality 051 Economics
(code and title)
MU JUNFA
(first name, last name)

Academic Supervisor Anastasiia MOSKVINA
(first name, last name)

Reviewer Oksana BERVENO
(first name, last name)
Olena VINNICHENKO
(first name, last name)

Kharkiv - 2026

The student's master's degree qualification thesis has been completed in full accordance with the assigned task and the established requirements.

It is admitted to the defense in the examination committee

Head of Department of ETandIE Yuliia FEDOTOVA

O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV

Institution School of Economics and Management
Department Economic Theory and International Economics
Education level Master's degree
Specialty 051 Economics

APPROVE
Head of Department PhD, Ass. Prof. Yuliia Fedotoba
October 6, 2025

TASK
FOR THE MASTER'S DEGREE QUALIFICATION THESIS

MU JUNFA
(first name, last name)

1. Topic of the qualification work	Development of Export Potential as a Factor for Integrating Enterprises into International Markets
Academic Supervisor: Anastasiia Moskvina, Candidate of Economic Sciences (PhD), Docent, Associate Professor	
approved by order of the higher education institution dated September 29, 2025, № 871-03	
2. The deadline for submitting an application by the job seeker is December 1, 2025	
The initial data for the study include operational data of companies, including media companies providing educational services; macroeconomic statistical materials; scientific concepts; theoretical and practical contributions of leading scholars in the field of foreign economic activity of enterprises, presented in monographic and periodical scientific literature; reports and expert studies; as well as regulatory and legal acts.	
4. Content and description (list of issues to be developed): Introduction Chapter 1 Theoretical and Methodological Foundations for the Formation and Development of Enterprise Export Potential Chapter 2 Analysis of the Conditions and Development Levels of Export Potential of Companies in the Education Sector Chapter 3 Directions for the Development and Enhancement of the Export Potential of EdTech Companies References Appendices	

5. List of graphic material (with precise indication of mandatory drawings):
1. Title Page. 2. Structural and Logical Diagram of Master's Degree Qualification Thesis. 3. Research methods; 4. Logical Sequence of Export-Related Concepts; 5. Structure of Enterprise Export Potential; 6. Characteristics of China’s Education Sector; 7. Comparison of Education Markets and Recommendations for Huaxia Qihan’s International Expansion; 8. Model of Export Potential Realization of EdTech Companies; 9. Export Expansion Strategy; 10. Conclusions and Recommendations: Pathway from Export Potential to Integration into Global Educational Ecosystems. 11. Approval of Master’s Degree Qualification Thesis Results. 12. Conclusion Slide.

6. Date of issue of the task October 6, 2025

Academic Supervisor Anastasiia MOSKVINA

The assignment was accepted by the student MU JUNFA

CALENDAR PLAN

№ by/ list	Stage name applicant's qualification (Master's) thesis	Completion date of work stages	Note
1	Development of the plan for the applicant's qualification (Master's) thesis, literature review on the topic	06.10.25 – 12.10.25	Completed
2	Writing the theoretical and methodological part of the qualification (Master's) thesis	13.10.25 – 02.11.25	Completed
3	Writing the calculation and analytical sections of the qualification (Master's) thesis	03.11.25 – 16.11.25	Completed
4	Writing the recommendation sections of the qualification (Master's) thesis	17.11.25 – 25.12.25*	Completed
5	Verification of compliance with academic standards	05.02.26 – 15.02.26	Completed
6	Preparation of an explanatory note and verification of compliance with academic integrity principles	16.02.26 – 22.02.26	Completed
7	Preliminary defense and receipt of a review	23.02.26 – 26.02.26	Completed
8	Defense of the qualification (Master's) thesis	28.02.26	

** Academic leave due to family and other circumstances from 25 December 2025 to 5 February 2026, in accordance with the Rector's Orders of the University No. 1218-03 dated 25 December 2025 and No. 94-03 dated 5 February 2026.*

Student MU JUNFA

Academic Supervisor Anastasiia MOSKVINA

Verification of compliance
with academic standards 13.01.2026 Yuliia FEDOTOVA

ABSTRACT

The master’s degree qualification thesis contains 77 pages 8 figures, 25 tables, 1 formula, 50 sources used.

TOPIC OF master’s degree qualification thesis: "Development of Export Potential as a Factor for Integrating Enterprises into International Markets"

SUBJECT OF THE RESEARCH: The theoretical, methodological, and practical foundations, as well as the mechanisms, instruments, and factors for developing enterprise export potential that ensure their international competitiveness and integration into global markets.

OBJECT OF THE RESEARCH: The process of formation and development of enterprise export potential in the context of modern international economic relations.

PURPOSE OF THE WORK: To provide a theoretical justification and to develop scientific and practical approaches for the formation and development of enterprise export potential as a key factor in their integration into international markets.

TASKS OF THE THESIS: To examine the essence, structure, and factors of enterprise export potential formation; to analyze the role of export potential in ensuring enterprise integration into international markets; to analyze the development of China’s education industry and the formation of its export potential; to assess the export potential and competitive position of Huaxia Qihan (Beijing) Education Technology Co., Ltd. in the international markets; to identify the mechanisms and forms of implementing the export potential of educational enterprises considering global development trends; to substantiate strategic directions for international integration and enhancing the competitiveness of EdTech companies through implementation of their export potential.

RESEARCH METHODS: general scientific methods – analysis and synthesis, comparison, generalization; special methods – grouping, detailing, and modeling

The results of the qualification (Master's) thesis can be applied in the practical activities of EdTech companies.

YEAR OF COMPLETION 2025 YEAR OF DEFENSE 2026

KEYWORDS: INTERNATIONAL MARKETS, EXPORT POTENTIAL, EXPORT ACTIVITY, INTEGRATION, MARKET EXPANSION STRATEGY

CONTENTS

INTRODUCTION

Relevance of the Topic. Modern global foreign economic relations play a significant role in the development of a state and its economic actors. When an enterprise enters the international market, it is necessary to conduct a comprehensive analysis of its activities, take into account trends and the specifics of the international environment, as well as all possible risks, in order to ensure the company's international competitiveness. For enterprises seeking to enter international markets, a key task is addressing the problems that arise in the course of operating in a particular foreign market and identifying opportunities to expand the sales of their products. In recent years, the issue of strengthening the export orientation of enterprises' activities, which is based on export potential, has become especially relevant.

The export potential of an enterprise, which forms the basis of the effectiveness of its export activities, has been the subject of study for many scholars. Among them, particular attention should be given to A. O. Bosak, J. Hessel, Z. P. Dvulit, Yu. H. Kozak, O. Ye. Kuzmin, S. V. Labunska, O. H. Melnyk, L. A., and H. Yu. Tkachuk. Significant contributions to the study of export development, international competitiveness, and integration into global markets have been made by well-known researchers such as Lin Yifu (Justin Yifu Lin), Zhang Yansheng, Li Chunding, Li J., Zhang X., and Wang Y. Their work focuses on export-oriented growth models, trade policy, and export performance at the firm level.

Nevertheless, despite the wide range of scholarly research, a comprehensive theoretical framework for enterprise export activity has not yet been fully developed. This is due to global trends of volatility and the digitalization of the world market, which require systematic review and updating of existing theoretical approaches.

The relevance of this topic is determined by the fact that successful export activity remains a key challenge for the modern economy and requires further in-depth research. This has defined the choice of the research topic, its purpose, objectives, and structure.

Relation to Scientific Programs, Plans, and Topics. The master's thesis was carried out in accordance with the research topic of the Department of Economic

Theory and International Economics at Kharkiv National University of Urban Economy named after O. M. Beketov, titled “The Evolution of International Economic Relations under Global Challenges”, state registration number: 0125U000177.

The object of the study is the process of formation and development of enterprise export potential in the context of modern international economic relations.

The subject of the study is the theoretical, methodological, and practical foundations, as well as the mechanisms, instruments, and factors for developing enterprise export potential that ensure their international competitiveness and integration into global markets.

The aim of the qualification work is to provide a theoretical justification and to develop scientific and practical approaches for the formation and development of enterprise export potential as a key factor in their integration into international markets.

To achieve this aim, the following **tasks** are set:

1. To examine the essence, structure, and factors of enterprise export potential formation;

2. To analyze the role of export potential in ensuring enterprise integration into international markets;

3. To analyze the development of China’s education industry and the formation of its export potential;

4. To assess the export potential and competitive position of Huaxia Qihan (Beijing) Education Technology Co., Ltd. in the international markets;

5. To identify the mechanisms and forms of implementing the export potential of educational enterprises given global development trends;

6. To substantiate strategic directions for international integration and enhancing the competitiveness of EdTech companies through the implementation of their export potential.

Research Methods. In the course of the study, a comprehensive set of general scientific and specialized research methods was applied: analysis and synthesis — to examine the essence of enterprises’ export potential and to generalize scientific approaches; induction and deduction – to formulate theoretical conclusions and conceptual positions; generalization – to develop practical recommendations; comparison, formalization, systematization, and classification – to structure theoretical and empirical material; quantitative, qualitative, and abstract-logical analysis – to assess the level of export potential and identify problems in its implementation; expert evaluation methods – to determine key factors and institutional conditions for the development of enterprises' export potential; systems approach – to consider export potential as a complex, multi-component system; graphical and tabular methods – to visually present the research results.

The information base of the study includes national and international standards, expert developments and assessments, scientific works of leading scholars in the field of enterprises' international activities (monographs, textbooks, articles from peer-reviewed academic journals), operational data of companies, including media companies providing educational services, macroeconomic statistical materials, as well as analytical reports and expert studies.

The main results of the work lies in clarifying the economic content of the concept of "enterprise export potential" considering its role as a system-forming factor for integration into international markets; in improving approaches to structuring enterprises' export potential by identifying its key components and development factors; in advancing scientific understanding of the relationship between the level of export potential and enterprises' international competitiveness; and in substantiating theoretical foundations and developing practical recommendations for the formation and development of export potential as a key factor in enterprises' integration into international markets.

Practical Significance of the obtained results consists in their potential application by enterprises for the formulation and implementation of effective export strategies, making managerial decisions to enhance export activity, and expanding presence in international markets; as well as by public administration bodies in the development of programs to support export-oriented enterprises.

Approval of the results of the qualification work. Certain provisions, conclusions, and results obtained by the author during the research were presented at an international scientific and practical conference:

Moskvina A., Mu Junfa (2026) Formation and Implementation of the Export Potential of Educational Sector Enterprises as a Condition for Sustainable Integration into International Markets. Modern Science: Research, Economy and Innovation. Collection of Scientific Papers with Proceedings of the 4th International Scientific and Practical Conference. International Scientific Unity. January 21-23, 2026. Zagreb, Croatia. 74-79 p. (0.4 printed sheets). URL: https://isu-conference.com/wp-content/uploads/2026/01/Zagreb_Croatia_21.01.26.pdf.

Structure and scope of the qualification work. The work consists of an introduction, three chapters, conclusions, references, and appendices. The full text of the work is presented on 86 pages of computer text, including: 77 pages of main text, which contains 25 tables, 8 figures and 1 formula; a list of references containing 50 items; and 1 appendix.

CHAPTER 1
THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR THE FORMATION AND DEVELOPMENT OF ENTERPRISE EXPORT POTENTIAL

1.1 Essence, Structure, and Factors of the Formation of Enterprise Export Potential

In recent years, issues related to foreign economic activity (FEA) have become particularly relevant in the context of intensified globalization processes and growing international competition. Successful implementation of foreign economic activity contributes to strengthening enterprises' competitiveness, deepening the integration of national economies into the global economic system, improving socio-economic development, and minimizing risks while enhancing positions in international markets.

Modern export relations play a decisive role in enterprise activity, as they are directly connected with globalization processes that influence further development, management systems, strategic orientations, and directions of foreign economic activity. This is especially important in the context of entering international markets, where a comprehensive analysis of export activity becomes a key prerequisite for sustainable development and the maintenance of international competitiveness.

In this regard, it is essential to examine the set of processes, conditions, and factors that influence the development of enterprises' export activity, as well as to analyze export potential as its fundamental basis. For enterprises operating in the educational sector and providing export-oriented educational services, export potential acquires particular significance, as it determines their ability to integrate into the international educational space, attract foreign students, and participate in international educational programs and projects.

It should be noted that scientific literature often demonstrates the parallel use of the concepts "export," "export activity," and "export potential," which indicates the complexity and multidimensional nature of these economic categories, as well as the lack of a unified approach to their interpretation. Therefore, in defining the essence of export potential, priority should be given to clarifying the content of the concepts of "export" and "export activity" based on a comprehensive analysis of economic research.

Export is defined as a good or service produced in one country and sold to consumers abroad. Export represents one of the oldest forms of international economic exchange and is carried out on a large scale between countries. It serves as a key driver of business development across various sectors of the economy and plays an important role in ensuring enterprises' financial stability and success, including those operating in the educational services sector.

The export potential of an enterprise can be understood as a combination of resources, capabilities, competencies, and conditions that ensure its ability to effectively conduct export activities, adapt to the requirements of international markets, and achieve sustainable competitive advantages in the global economic environment.

Export activity is one of the most important factors contributing to enterprise development. The implementation of export operations creates opportunities for market expansion, increased operational scale, profit growth, improved quality of goods and services, and the formation of strong competitive positions in both international and domestic markets. For enterprises in the educational sector, export activity also promotes the enhancement of international reputation, the development of academic mobility, and integration into global educational networks.

Enterprise export activity is a multi-stage process that includes preparation for entering foreign markets, adaptation of goods or services to the requirements of foreign consumers, and the execution of export operations. The difference between the concepts of "export" and "export activity" lies in the fact that export represents a single transaction involving the sale of a good or service to a foreign counterpart, whereas export activity encompasses a set of interconnected organizational, economic, and managerial measures aimed at entering and consolidating a position in international markets.

Thus, the development of export potential acts as a key factor in successful export activity and the integration of enterprises into international markets, which determines the necessity for its in-depth theoretical and practical study, particularly using the example of enterprises in the educational sector.

Table 1.1

Definitions of Export, Export Activity, and Export Potential (compiled by the author based on [5; 7; 9; 10; 13; 17; 21; 25; 26; 28; 30; 31; 34; 36; 37; 42; 45; 47; 50])

Authors	**Proposed Definition**	**Key Characteristic**
1	**2**	**3**
	Export	
Krugman P.	is analyzed through the lens of international trade theory, emphasizing economies of scale and market structures; firms enter foreign markets when scale and cost advantages exist.	Economies of scale and market structure
Porter M.	is a result of competitive advantages; firms with distinctive capabilities, innovation, and strategic positioning are more likely to succeed in international markets.	Competitive advantage-driven export
Tiurina N., Kravatska N.	is the sale of goods and services produced or provided in a domestic economy on foreign markets.	Market realization
Shkurupii O., Honcharenko V., Artemenko I.	refers to the sale of goods or services manufactured in the exporting country to entities in the importing country.	Sale of domestically produced goods
Lin, J. Y. (Justin Yifu Lin)	is viewed as the sale of goods and services on foreign markets, serving as a key mechanism for integrating the national economy into the global division of labor and as a source of economic growth.	Integration into the global economy
Zhang Yansheng	represents a form of participation of enterprises and national economies in international exchange, ensuring access to foreign markets, technologies, and investment resources.	Access to external markets
	Export activity	
Helpman E.	is influenced by firm selection and market conditions; only firms meeting efficiency thresholds can participate in international trade.	Firm selection and market access
Cavusgil, S. T.	Export activity is viewed as a systematic process through which firms plan, implement, and manage their operations to enter and maintain presence in foreign markets.	Systematic, process-oriented
Melnyk O., Nahirna M.	of an enterprise is a series of interconnected operations involving the sale of goods with mandatory movement across the customs border.	Interconnected export operations
Al-Osta Salim Abdul-Aziz	of an enterprise is a sequence of stages including pre-export preparation, restructuring, and the execution of export operations.	Sequential stages of export
Li Chunding	is defined as a systematic process of enterprise participation in international trade, including production, product adaptation, and sales in foreign markets aimed at enhancing competitiveness.	Systematic process
Wang Yao, Li Jian	of an enterprise is a set of organizational, economic, and managerial measures aimed at entering and consolidating positions in international markets.	Managerial and organizational measures

Continuation of the table 1.1

1	2	3
Export potential		
M. Melitz	Export potential is determined by firm-level productivity: only more productive firms can sustain international trade and expand into foreign markets.	Firm productivity and selective export
Bugas N., Pylypenko Y.	of an enterprise is a set of opportunities and factors determining its ability to conduct export activities, considering both internal and external environments.	Factors influencing export capability
Boiko Y.	of an enterprise is characterized by a system of indicators reflecting the enterprise's ability to enter international markets as part of national economic potential.	Indicator-based assessment
Tang Chunling, Shao Jinglan, Li Ruoxin, Wang Shuai	reflects the ability of a country or firm to expand exports based on economic, demographic, and institutional factors and is determined by economic and market conditions that facilitate export growth.	Export expansion capacity
Gao Weixin, Liu Xiaobo et al.	is defined as a measurable level of possible export volume that can be achieved under existing economic conditions, taking into account unrealized export opportunities.	Quantifiable export capacity
Ye Wei, Kuang Yao	is assessed through an export potential index reflecting the ability of countries or enterprises to increase export flows considering economic scale, trade links, and market conditions.	Index-based assessment
Li Chunding	of enterprises is defined as their ability to pursue export-oriented development based on competitive advantages, institutional environment, and effective trade policy.	Institutional & competitive foundations
Zhang Yansheng	is formed through the interaction of production capabilities, innovation development, and access to international markets and determines the long-term capacity of enterprises to integrate into the global economy.	Long-term global integration
OECD	Export potential is evaluated using a set of indicators reflecting a country's or sector's capacity to increase exports, including trade openness, infrastructure, and market access.	Indicator-based export assessment
World Bank	Export potential is measured through quantitative indices capturing trade volumes, unrealized opportunities, and integration into global value chains.	Quantitative, data-driven assessment

If export is defined as a factor influencing economic growth and the integration of a country into the global economy, it acquires the characteristics of potential—that is, a latent capacity to achieve objectives and address specific issues of social development.

The definitions of the concepts "export," "export activity," and "export potential" proposed by various authors are summarized in Table 1.1.

The logical sequence of export activity categories is presented in Table 1.2.

Table 1.2

Logical sequence of export-related concepts (compiled by the author)

Export potential →	**Export activity** →	**Export** →	**Efficiency of export activity**
Initial resource and capability base	Process of realizing the potential	Result of foreign economic activity	Qualitative characteristic of the result
The totality of production, resource, innovation, institutional, and managerial capabilities of an enterprise (industry, national economy) that determine its ability to conduct and expand export activity, form a competitive export offer, and utilize both realized and unrealized opportunities to enter foreign markets.	A systematic and continuous process of organizing and conducting exports by an enterprise, encompassing production, organizational, economic, and managerial measures aimed at preparing, implementing, and supporting export operations in foreign markets.	A form of participation of enterprises and the national economy in international trade, consisting of the sale of goods and services produced domestically to foreign markets, aimed at integration into the global division of labor and realization of competitive advantages.	A form of export activity in which an enterprise's export potential is used optimally and effectively, ensuring sustainable growth of export volumes, increased international competitiveness, and the achievement of long-term economic, financial, and strategic results.

Export potential forms the resource and capability base for an enterprise's participation in foreign economic relations. The realization of this potential occurs through export activity, understood as a systematic process of organizing and conducting external sales. The direct outcome of export activity is the export of goods and services to international markets. When export potential is used rationally and export processes are managed effectively, export activity acquires an efficient character, ensuring sustainable competitive positions for the enterprise in global markets.

This sequence follows the logic from the basic capability → process → result → its quality, i.e., *export potential → export activity → export → efficiency of export activity*. In this framework, export activity relies on export potential as its resource and capability base and serves as the process for its realization; export is the outcome of this process, while efficiency reflects the rational implementation of export potential within export activity. In this order, export potential serves as the initial capability base, export activity is the mechanism for its realization, export is the direct outcome, and efficiency of export activity is the qualitative measure of the achieved results, providing competitive advantages and sustainable growth.

The export potential of an enterprise should be considered as an integrated, multi-level system formed under the influence of the enterprise’s internal capabilities and the external institutional environment, ensuring its ability to achieve sustainable integration into international markets. The *structure of an enterprise’s export potential* includes the following components (see Table 1.3 and Figures 1.1):

1. Resource component characterizes the availability and quality of basic resources required for export activity, including the material and technical base, financial resources, and human capital.

2. Organizational and managerial component reflects the enterprise’s ability to effectively organize and coordinate export activities, including export management systems, strategic planning of foreign economic activity, and managerial decision-making mechanisms.

3. Marketing component determines the enterprise’s capacity to adapt to international market requirements, encompassing research and segmentation of foreign markets, product adaptation to international standards and consumer preferences, and the formation of pricing and distribution policies.

4. Innovation and technological component characterizes the level of technological development and innovation activity, including the implementation of new technologies and product innovations, research and development aimed at enhancing competitiveness, and the flexibility of production processes.

5. Institutional and legal component is shaped by the external regulatory environment and includes compliance with international norms and standards, product certification, and the use of national and international export support programs.

6. Financial and economic component assesses the economic feasibility and efficiency of export activities, including the profitability of export operations, exposure to currency and commercial risks, and the financial sustainability of the enterprise.

7. Information and analytical component ensures the soundness of managerial decisions by providing access to market and trade information, analytical forecasting tools, and digital platforms and information systems.

Table 1.3

Structure of the Enterprise's Export Potential (compiled by the author)

Component	Substantive Characteristic
Resource	Material, financial, and human resources of the enterprise
Organizational and Managerial	Export management system and strategic export planning
Marketing	Market analysis, product adaptation, and distribution
Innovation and Technological	Technologies, innovations, and R&D activities
Institutional and Legal	Standards, certification, and export support mechanisms
Financial and Economic	Profitability, risks, and economic efficiency
Information and Analytical	Data, analytics, and digital tools

Figure 1.1. Structure of the Enterprise's Export Potential (developed by the author)

For the effective implementation of international economic activity (exports) under contemporary conditions, it is necessary to establish a comprehensive system of influencing factors aimed at reducing uncertainty and risks inherent in the global environment. In the context of increasing international competition, digitalization, and the growing role of state regulation, successful entry into foreign markets cannot be ensured solely through economic or organizational instruments.

Effective functioning within the international economic system requires a systemic combination of organizational-economic, institutional, technological, and socio-cultural factors, which collectively form the conditions for realizing export potential. These factors determine the ability of economic actors to adapt to the requirements of international markets, ensure competitiveness, and achieve strategic objectives of internationalization.

For a deeper analysis and systematization of the influence of various factors on export performance, it is advisable to divide them into *external and internal factors* (see Table 1.4).

Table 1.4

Factors Influencing Export Activity (compiled by the author)

External Factors	Internal Factors
Institutional and regulatory: state regulation, licensing, accreditation and certification, export requirements	**Organizational and managerial**: management structure, decision-making system, strategic planning of international activities, ability to adapt to consumer needs
Political and geopolitical: international relations, protectionism, restrictions on cross-border exchange	**Human and intellectual**: staff qualifications, level of scientific potential, experience in international cooperation, ability to effectively utilize intellectual capital
Technological: level of digitalization, scientific and technological progress, development of online platforms, use of AI and Big Data, cybersecurity requirements	**Production and product-related**: quality and competitiveness, adaptability to international markets, level of resource, technological and organizational flexibility, orientation toward societal and global needs
Socio-cultural: language barriers, cultural characteristics, specific features of recipient countries	**Internal technological**: digital infrastructure, platform solutions, scalability capacity
Market-related: global market conditions, demand, level of competition	**Financial and economic**: financial stability, investment capacity, economic efficiency
International institutional: requirements of international organizations, professional associations, systems for recognition of qualifications and certificates	**Innovative**: capacity for innovation implementation, development of EdTech solutions, innovation culture

External factors are shaped by the global and national operating environment of firms and, as a rule, are not subject to their direct control. These include state policy, regulatory frameworks governing international activity, institutional constraints, socio-cultural characteristics of recipient countries, the level of digital technology development, global market conditions, and the intensity of international competition.

Internal factors are determined by the resource, organizational, and intellectual potential of the organization and can be purposefully formed or modified through managerial decisions. This group includes management structure, human capital, quality and innovativeness of products or services, level of digital maturity, financial capabilities, experience in international cooperation, and the ability to adapt offerings to the needs of foreign consumers.

Such a division of factors into external and internal provides a methodological basis for assessing firms' export potential, identifying strategic priorities of international activity, and developing an effective export strategy. Export strategy ensures the coordination of the influence of different groups of factors, determines the organization's readiness to enter new markets, and contributes to the formation of its long-term competitive advantages in the global arena.

1.2 Role of Export Potential in Ensuring the Integration of Enterprises into International Markets

In the context of globalization and the deepening of international economic integration, enterprises' export activity acquires key importance as a tool for entering and consolidating competitive positions in international markets. A decisive role in this process is played by export potential, which determines an enterprise's ability not only to initiate export activity but also to ensure its stable and effective functioning in the long term.

Entry into foreign markets is an important stage in the integration of any country into the global economic system and occurs primarily through the development of exports. The effectiveness of this process largely depends on the efficiency of enterprises' export activity, which is based on the level of formation and realization of their export potential. The implementation of an export strategy involves building a positive image of the enterprise in international markets and, at the same time, initiates a complex, multi-level managerial process that requires a systematic approach, a high level of responsibility, and a long-term development orientation.

Export potential forms the resource, production, and organizational–managerial foundation for an enterprise's integration into international markets. Its level is determined by a combination of material and technical, financial, innovative, human, and institutional capabilities that enable an enterprise to adapt its products to foreign market requirements, comply with international quality standards, and compete with foreign producers.

The realization of export potential takes place through export activity as a systematic process of organizing and managing foreign economic operations. Within this process, internal capabilities are transformed into concrete results, namely the export of goods and services, the expansion of sales geography, and the formation of an international market presence. A high level of export potential creates prerequisites for reducing entry barriers to foreign markets, increasing adaptability to changes in international market conditions, and effectively exploiting the opportunities of global competition.

An important aspect is that export potential has not only a quantitative but also a qualitative dimension. Its effective realization contributes to enhancing enterprise competitiveness, strengthening its reputation and business image at the international level, and integrating into global value chains. As a result, enterprises gain access to new sales markets, technologies, investment resources, and partnership networks.

Thus, export potential acts as a key factor in ensuring enterprises' integration into international markets, as it determines the ability and capacity of an enterprise to transform internal resources and competitive advantages into sustainable positions within the global economic environment.

Export potential is inherent in economic entities at all levels of economic activity – from individual enterprises and industries (types of economic activity) to regions within a country, the national economy as a whole, as well as integration groupings of several countries. The realization and development of this potential occur through the expansion of foreign trade, primarily export activity.

Export potential is closely and objectively linked to the competitiveness of products intended for sale on the global market. Given that national competitiveness has a three-level structure – the state level, the sectoral level, and the level of individual enterprises – it can be argued that there is a stable interrelationship between increasing product competitiveness in international markets and the growth of a country's export potential.

Export potential has a dual nature, as it is based, on the one hand, on a national approach to assessing production, resource, and institutional capabilities, and, on the other hand, is formed with due regard to the competitive conditions and requirements of the global market.

The performance indicators of exporting enterprises generally exceed those of enterprises that do not engage in export activities [25]. As a result of export operations, enterprises obtain a range of economic, financial, and strategic advantages, which are summarized in Figure 1.2.

Use of surplus production capacity that enterprises sometimes have at their disposal but which has not yet been engaged in production due to a lack of domestic demand

Earning higher profits — due to differences between the competitive environment in foreign markets and the domestic one, manufacturers can sell their products more profitably abroad;

A significant volume of foreign sales, which makes national producers less dependent on domestic economic conditions;

Risk diversification — manufacturers can reduce demand fluctuations by organizing sales in foreign markets, since business cycles in different countries are at different phases, and the same products are at different stages of their life cycle.

Figure 1.2. Benefits of Enterprises' Export Activities (developed by the author)

Scholars identify the following functions of international (export) activity:

1. *Increase in revenues from educational services*. Expanding the geographical scope of educational programs, courses, and digital platforms enables higher income through the involvement of international learners and partners.

2. *Utilization of surplus educational and intellectual capacity*. International activity allows institutions to employ teaching, methodological, and digital resources that are underutilized in the domestic market.

3. *Implementation of a market diversification strategy*. Entering foreign education markets reduces dependence on domestic demographic, economic, and institutional constraints.

4. *Adaptation of educational products to the requirements of foreign markets*. Educational programs are modified in accordance with linguistic, cultural, professional, and regulatory characteristics of host countries.

5. *Improvement of the structure of international educational offerings*. The development of educational exports stimulates quality enhancement, the adoption of innovative learning formats, and compliance with international quality standards.

Let us consider the conditions for the functioning of international educational activities and the influencing factors under contemporary market conditions.

The main conditions for functioning include:

1. *Official registration of educational activity*. Legal status and authorization to conduct international educational operations.

2. *Accreditation and recognition of educational programs*. Compliance with international standards and the regulatory requirements of the host country or relevant professional bodies.

3. *Identification of foreign partners and consumers of educational services*. Educational institutions, digital platforms, corporate clients, and public or international organizations.

4. *Agreement on contractual terms*. Forms of cooperation, scope of services, licensing arrangements, intellectual property issues, and the responsibilities of the parties.

5. *Selection of the mode of educational service delivery*. Online platforms, blended learning, academic mobility, educational franchising, or partner campuses.

6. *Receipt of prepayment or financial guarantees*. Ensuring the financial sustainability of international educational projects.

7. *Coordination of the documentation package*. Educational contracts, licensing agreements, curricula and syllabi, quality certificates, accreditation documents, translations, and verification in accordance with partner-country requirements.

8. *Full financial settlement in accordance with contractual terms*. Payment for educational services, licenses, or access to digital platforms.

9. *Delivery of the educational service*. Launch of educational programs, provision of access to learning content, instruction delivery, assessment of learning outcomes, and issuance of certificates.

The initiation of export activities is a strategic decision by an enterprise aimed at ensuring long-term development, enhancing competitiveness, and adapting to changes in the global economic environment. In the context of increasing international competition, uneven development of national markets, and intensified integration processes, exports serve as an important tool for expanding the economic opportunities of business entities.

One of the key motives for entering foreign markets is the increase in sales volumes and profitability. By gaining access to a broader consumer base, enterprises can scale up production, improve resource efficiency, and achieve economies of scale.

Another important motive is overcoming the limitations of the domestic market, such as market saturation, economic cyclical fluctuations, or reduced consumer purchasing power. Export activities enable enterprises to reduce dependence on domestic economic fluctuations and ensure revenue stability.

Risk diversification is also a significant motive. Distributing sales across multiple countries and markets allows enterprises to mitigate the negative impact of macroeconomic crises, political instability, or regulatory changes in individual states.

A major incentive for initiating exports is the utilization of surplus production, intellectual, or innovative potential of the enterprise. When free capacities, technologies, or unique competencies are available, exports become an effective mechanism for their commercialization.

The motive of enhancing competitiveness and promoting innovative development also plays a crucial role. Entering international markets stimulates enterprises to implement new technologies, improve product quality, raise management standards, and comply with international norms.

In addition, export activities contribute to building a positive corporate image and international reputation. Presence in foreign markets increases trust among partners, investors, and consumers, creating additional opportunities for attracting investment and developing international cooperation.

Thus, the motives for initiating export activities are complex and combine economic, strategic, innovative, and image-related aspects. Recognizing and systematizing these motives is an important prerequisite for developing an effective export strategy and successfully integrating the enterprise into the global economic environment.

Key motives for initiating export activities by enterprises are presented in Table 1.5

Table 1.5

Motives for Initiating Export Activities (compiled by the author)

Category of Motives	Motive	Description	Aspects / Comments
Driving motives	Increase in sales volume and profitability	Expansion of sales markets aimed at profit maximization, access to a broader consumer base, production scaling, and economies of scale	Economic
	Overcoming limitations of the domestic market	Reducing dependence on the domestic market, overcoming seasonal demand fluctuations, compensating for market saturation and economic cyclicality, and mitigating declining consumer purchasing power	Strategic / Economic
	Risk diversification	Risk dispersion through the distribution of sales across multiple countries, reducing the impact of macroeconomic crises, political instability, or changes in the regulatory environment	Strategic
	Utilization of excess capacity	Commercialization of unused production capacities, technologies, innovative, and intellectual potential	Economic / Innovative
	Enhancement of competitiveness and innovative development	Stimulating the adoption of new technologies, improving product quality, upgrading management standards, and ensuring compliance with international norms	Innovative / Strategic
	Formation of a positive image and international reputation	Increasing trust among partners, investors, and consumers, and creating opportunities for international cooperation and investment attraction	Image-related / Strategic
Motives causing uncertainty	Profitability lower than expected	Due to economic or political instability, the level of profit from export activities may be lower than anticipated	Risk-related / Economic
	High costs of entering foreign markets	Market entry and consolidation in foreign markets require significant expenditures on marketing, logistics, and product adaptation	Risk-related / Strategic
	Non-tariff barriers imposed by importing countries	The application of non-tariff barriers by the governments of importing countries may pose a threat to business activities in these markets	Risk-related / Strategic

The performance indicator in the calculation depends on the type of operation in the foreign market, the objectives, as well as the specifics and conditions of the given transaction (see Table 1.6).

Table 1.6

Indicators for Evaluating the Effectiveness of a Company's Export Activities

Category	Indicator	Formula / Calculation Method	Data Source / Notes
Financial & Economic	Export sales volume	Total export revenue in foreign currency / national currency	Accounting records, financial statements
	Share of exports in total sales (%)	(Export sales / Total sales) × 100	Financial statements
	Export growth rate (%)	((Sales in the current period − Sales in the previous period) / Sales in the previous period) × 100	Financial statements
	Export revenue per employee	Export revenue / Number of employees	HR and financial data
	Export profitability (%)	(Export profit / Export-related costs) × 100	Financial statements
	Export-related costs	Transportation + customs + insurance + marketing costs	Accounting records, contracts
Marketing & Strategic	Market share in the foreign market (%)	(Company sales volume / Total market volume) × 100	Market analytics, partner reports
	Market diversification	Number of destination countries	Internal reports, customs statistics
	Number of new foreign economic contracts	Count of contracts concluded during the period	Internal company data
	Level of foreign customer satisfaction	Surveys / percentage of repeat orders	CRM systems, customer surveys
Operational & Logistics	On-time delivery rate (%)	(Number of on-time deliveries / Total number of deliveries) × 100	Logistics reports
	Logistics costs per unit of product	Total logistics costs / Number of product units	Accounting records, logistics reports
	Share of defects / damages during transportation (%)	(Number of defective units / Total number of units) × 100	Logistics control, claims
Innovative & Institutional	Export product innovativeness (%)	(Number of new products / Total export volume) × 100	Internal R&D statistics
	Use of international standards	Availability of ISO, CE, HACCP certifications	Certification documents
	Effectiveness of participation in exhibitions / fairs	Number of contacts / Number of contracts	Marketing department reports

The *economic effect of exporting* goods, products, works, or services is determined as follows:

$$EEE = Rev - Exp, \quad (1.1)$$

where: EEE – economic effect of export;

Rev – revenue;

Exp – enterprise’s expenses on exporting (e.g., marketing, advertising, insurance, transportation, customs duties, fees, etc.).

Table 1.7

Indicators for Evaluating the Effectiveness of a Company's Export Activities

(compiled by the author)

Indicator	Description	Calculation Formula
Export Efficiency Coefficient (Ee)	Reflects the ratio of export profit to the costs incurred for carrying out the export. If Ee > 1, the export can be considered efficient. The higher the coefficient, the higher the export efficiency.	Ee = Re / (Ce + Tc + Oc) Re – revenue from export; Ce – cost of export; Tc – transportation costs; Oc – organizational costs
Alternative Export Efficiency Coefficient (Ea)	Used to analyze export in terms of the possibility of alternative sale of the product within the country. If Ea > 1, the export is efficient.	Ea = (Re – Ce – Tc – Oc) / (Vv – Ct) Rd – domestic revenue (revenue from sales on the national market)
Export Profitability	Reflects the amount of income from the sale of export product per unit of cost spent.	Pe = Re / Ce
Currency Export Efficiency (Ec)	To assess the efficiency of an export operation, the indicators should be compared with a certain base – the exchange rate. If the currency efficiency coefficient exceeds the exchange rate value, the foreign economic activity is considered effective. The comparison base for currency export efficiency should use the inverted exchange rate (indirect quotation).	Ec = Rec / Ce Rec – revenue from export in foreign currency; Ce – costs of production and sale of product for export.

Taking into account the above-mentioned functions, motives, benefits, and specific features of export activities, as well as the influence of external and internal factors, a table summarizing the benefits and features of export activities of enterprises in the education sector has been compiled (see Tables 1.7 and 1.8).

Table 1.8

Benefits and Features of Export Activities of Enterprises in the Education Sector

(compiled by the author)

Benefits of Export Activities for Enterprises	Features of Export Activities for Educational Enterprises
1. Utilization of excess production capacities	1. Economic and demographic growth
2. Increase in sales volume – profit	2. Environmental sustainability
3. Risk diversification (market diversification)	3. Consumer trends and preferences
4. Product modification and quality improvement – expansion of domestic market	4. Individualized approach to clients and learners
5. Improvement of the country’s export structure	5. Brand owner trends and strategies

Export is the most important form of foreign economic activity for enterprises. The three main elements that have the greatest impact on its formation are the export competitiveness of the producer country, the manufacturing enterprise, and the product itself. Assessing the effectiveness of foreign economic activity determines the degree of an enterprise's interest in entering the global market. In order to ensure that the search for ways to improve the efficiency of a company's export operations requires minimal time and internal resources, it is necessary to conduct a preliminary analysis of trade operations carried out in previous periods. Such an analysis should take into account a key evaluation criterion – namely, the efficiency of export operations within the company's trading activities.

The first chapter explores the theoretical foundations of the essence, structure, influencing factors, and evaluation indicators of enterprises' export potential. Scientific approaches to defining its nature, components, and determinants are systematized, while the motives and advantages of export activity, as well as its role in ensuring the sustainable integration of enterprises into international markets, are also revealed.

CHAPTER 2
ANALYSIS OF THE CONDITIONS AND THE DEVELOPMENT LEVELS OF EXPORT POTENTIAL OF COMPANIES IN THE EDUCATION SECTOR

2.1 Analysis of the Development of China’s Education Sector and the Formation of Its Export Potential

The education sector of the People’s Republic of China is one of the most dynamic and strategically important components of the national economy. In recent decades, education has been viewed by the state not only as a social institution but also as an economic resource and a tool for enhancing the country’s international competitiveness. A special role in this process is played by the development of the export of educational services and educational technologies, which creates favorable conditions for the integration of Chinese enterprises into international markets.

The reform of China’s education system is accompanied by active digitalization, the growth of the private sector, and the expansion of EdTech enterprises. Online education, distance learning courses, international educational programs, and digital platforms have become key drivers of the sector’s development. The state and dynamics of China’s education sector are presented in Tables 2.1 and 2.2, as well as Figures 2.1 and 2.2.

Period	**Market Condition**
2019–2020	Rapid growth
2021	Peak
2022	Sharp decline (regulation)
2023	Beginning of recovery
2024	Stable growth
2025	Continued growth, especially in AI and lifelong learning

Figure 2.1. Key Stages of Market Development (developed by the author)

Table 2.1

Summary Table of the Development of China's Education and Online Education Market (2019–2025) [41, 43, 44]

Year	Education Market Volume, USD bn	Online Education Users, mln	Share of Internet Users, %	Key Trends
2019	425	232	27.2	Active EdTech growth, investment boom
2020	445	342	34.6	Sharp increase due to COVID-19, mass online learning
2021	460	342	33.9	Peak of online education, start of regulation, growth in corporate and AI segments
2022	455	310	29.8	Decline due to "Double Reduction" reforms, market restructuring
2023	480	302	28.5	Market stabilization, growth in AI, vocational, and corporate learning
2024	495	295–310	28	Market recovery, structural transformation, active EdTech and AI growth
2025	510–530	300–330	29	Growth driven by AI, lifelong learning, corporate training, and university online programs

Table 2.2

Key Indicators of the Development of China's Education Sector (source: compiled by the author based on reports from the Ministry of Education of China (MOE China), CNNIC, HolonIQ, Statista, iResearch, and Deloitte) [12; 15; 23; 30; 34; 46; 48]

Indicator	2019	2020	2021	2022	2023	2024	2025
Education Market Volume, USD bn	425	445	460	455	480	495	520
Share of Digital Education, %	14	20	25	29	33	35	38
Number of EdTech Companies, '000	10.2	11.0	9.5	9.2	9.8	10.1	10.5
Online Education Users (CNNIC), mln	232	342	342	310	302	310	320
EdTech Platform Learners, mln (estimate)	120–232	160–309	200–356	180–402	230–455	260–480	290–510
Share of Private Sector in Education, %	38	40	37	35	36	37	38

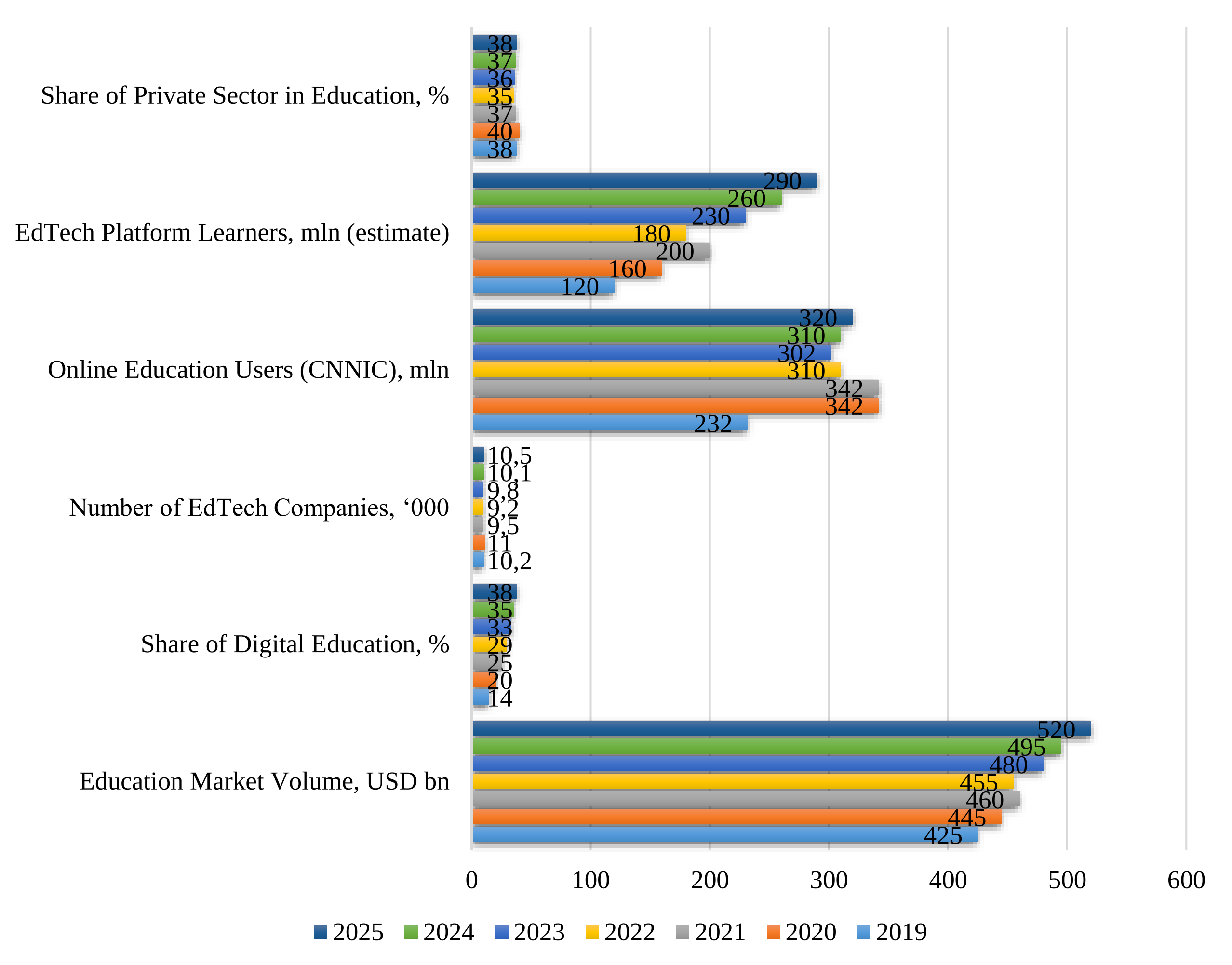

Figure 2.2. Key Indicators of the Development of China’s Education Sector (source: compiled by the author based on reports from the MOE China, CNNIC, HolonIQ, Statista, iResearch, and Deloitte) [12; 15; 30; 46; 48]

The analysis of China’s education market indicators for 2019–2025 demonstrates a profound structural transformation driven by a combination of institutional reforms, digitalization, and changes in the sector’s operating model.

During the period 2019–2021, a steady increase in the overall volume of the education market was observed, driven by growing demand for educational services, the expansion of the private sector, and active digitalization. The significant expansion of online education during this period was stimulated by the COVID-19 pandemic, which led to a sharp increase in the number of users of digital educational platforms, as well as accelerated the adoption of mobile applications, cloud technologies, and personalized educational tools [6].

In 2022, the market experienced a decline associated with the introduction of the government's "Double Reduction" policy, aimed at restricting the activities of private companies in the compulsory school education and supplementary education (shadow education) segments. This resulted in a decrease in the number of EdTech companies, a reduction in the share of the private sector, and a temporary stabilization of market growth rates. As a result of regulatory changes, the sector underwent restructuring: some providers exited the market, while the remaining companies adapted their business models by focusing on new segments such as vocational education, corporate training programs, and lifelong learning.

A particularly important confirmation of the recovery of China's education market is the growth of the educational technology segment. In 2023, the EdTech market volume reached USD 57.3 billion, indicating the completion of the regulatory decline phase and the transition to a new stage of development. In 2024–2025, further expansion of the digital education segment is observed, including the growth of the online education market to USD 45.35 billion by 2025. A key driver has been the active implementation of artificial intelligence technologies, which have formed a new AI-education segment valued at USD 846 million in 2025, with a long-term forecast of significant growth to USD 16.2 billion by 2034.

An additional stimulus for digital development has been the expansion of digital infrastructure: the number of internet users reached 1.125 billion, of whom 602 million actively use generative AI technologies. This has created sustained demand for digital educational services and accelerated the transformation of the traditional education model.

The dynamics in the number of EdTech companies reflect the influence of the institutional environment on the development of innovative entrepreneurship. Until 2020, there was rapid growth in the number of companies operating in the EdTech sector; however, regulatory measures in 2021–2022 led to a decline in their number. Already in 2023–2025, a trend toward gradual recovery has emerged, driven by the development of new technological segments, including AI-based education, professional training, corporate educational platforms, and lifelong learning [16].

The number of online education users demonstrates steady growth throughout the entire period. The sharp increase in 2020–2021 was driven by the necessity of distance learning during the pandemic. Since 2023, stabilization and gradual expansion of the user base have been observed, reaching 349 million users. This reflects the formation of a sustainable hybrid education model combining traditional and digital formats.

The share of the private sector has undergone significant changes. Following growth in 2019–2020, its decline in 2021–2022 was associated with strengthened government regulation. Since 2023, stabilization and gradual recovery of private providers' positions have begun, particularly those focused on new market segments such as professional training, corporate education, university online programs, and AI-based education. The traditional K–12 tutoring segment has significantly decreased in importance [2].

Thus, the analysis for 2019–2025 confirms that China's education market has undergone three key stages: rapid growth, regulatory decline, and subsequent recovery within a new structural model. Current development is characterized by the dominance of digital technologies, the expansion of EdTech, the integration of artificial intelligence, and the growth of professional, corporate, and lifelong learning segments. This creates long-term conditions for sustainable growth and reinforces China's position as the largest education market in the world, with a projected volume exceeding USD 575 billion by 2030 [24].

The education sector in China is characterized by systematic state support, large-scale development, and a strategic orientation toward global presence (see Table 2.3).

Key features of China's education sector include [33]:

– education is defined as a strategic resource for national competitiveness;

– active digitalization (programs such as Internet+Education, Digital China);

– state promotion of EdTech and the export of educational services;

– integration of education with AI, Big Data, and platform-based solutions;

– focus on international educational markets in Asia, Europe, and Africa.

China pursues an active state policy in the field of education and the export of educational services, supporting the internationalization of education through:

– the “Digital China” and “Education Modernization 2035” programs;

– stimulation of online education development;

– support for international educational platforms;

– attraction of international students and participants in online programs.

These measures create a favorable institutional environment for the development of the export potential of educational enterprises.

Table 2.3

Instruments of State Support for the Export of Educational Services in China (compiled by the author)

Support Instrument	Characteristics	Impact on Export Potential
State digitalization programs	Funding of EdTech projects	Growth of technological capabilities
International educational platforms	Support for online export of educational services	Expansion of access to international markets
Certification and standards	Standardization and quality assurance in education	Increased trust of foreign consumers
International partnerships	Cooperation with foreign higher education institutions	Integration into global educational networks

Global trends in education development also influence the export potential of educational services in China.

The global education market is characterized by the following trends:

– globalization of educational services;

– growing demand for online learning;

– international mobility of students and academic staff;

– personalization of learning;

– use of artificial intelligence and big data.

Modern global trends are shaping a new logic of international educational competition:

1. Digitalization and online learning;
2. Personalization of education (AI, adaptive platforms);
3. Micro-credentials and lifelong learning;
4. Transnational educational platforms;

5. Educational export as an element of states' "soft power";

6. Growing demand for STEM, IT, and interdisciplinary programs.

These trends directly enhance the export potential of EdTech enterprises and create objective conditions for the development of the export potential of educational enterprises, as they lower entry barriers to international markets and increase the scalability of educational services.

Table 2.4

Comparative Analysis of the Educational Sector: China – Ukraine – Europe (compiled by the author)

Country / Region	Key Guidelines / Advantages	Observations / Insights
China	Education export is supported at the state level; strong EdTech corporations; focus on scale and technology; active expansion through digital platforms.	State-led strategy creates significant international presence; emphasis on large-scale EdTech projects and technological innovation.
Ukraine (EdEra, Preply)	High human capital; orientation to global markets through online models; export potential is being developed despite macroeconomic risks; key advantage – flexibility and innovativeness.	Agile and innovative players can enter global markets quickly; human capital is a core competitive advantage despite economic constraints.
Europe (Coursera, FutureLearn, Udemy – as reference)	Strict regulatory environment (GDPR, QA); high brand trust; emphasis on quality, certification, and academic reputation; stable integration of education into international markets.	Regulatory frameworks ensure quality and trust; established brands facilitate steady international integration; slower but more stable expansion.

The comparative analysis demonstrates that the export potential of enterprises in the education sector is formed and realized within different structural and institutional configurations. The Chinese model is characterized by a systemic, state-supported approach, prioritizing scaling, technological development, and active international expansion through digital platforms. The export potential of Ukrainian educational enterprises, represented by EdTech companies such as EdEra and Preply, develops despite macroeconomic and institutional constraints and is primarily based on high-quality human capital, flexibility, and innovation-oriented online models. The European model, in turn, reflects a mature and stable export potential grounded in strict regulatory requirements, strong brand trust, and academic reputation, ensuring stable integration into international education markets (see Table 2.4, 2.5, 2.6 and Figure 2.3).

Table 2.5

Comparative Assessment of Export Potential in the Educational Sector: China, Ukraine, and Europe (compiled by the author)

Dimension	China	Ukraine (EdEra, Preply)	Europe (Coursera, FutureLearn, Udemy – as benchmarks)
State support	Strong state support for education export; aligned with national strategies (digital economy, global presence)	Limited direct state support; export development mainly driven by private initiatives	Indirect support through regulatory frameworks, quality assurance systems, and EU-wide programs
Key actors	Large EdTech corporations and state-affiliated platforms	Flexible EdTech companies and startups with a global orientation	Established global platforms with strong institutional backing
Strategic focus	Scale, technological leadership, platform expansion	Flexibility, innovativeness, niche specialization	Quality, certification, academic reputation
Export channels	Digital platforms, cross-border online education, partnerships	Online-first models, global B2C and B2B marketplaces	Integrated digital platforms combined with formal certification systems
Human capital	Large and well-prepared workforce with technological orientation	High-quality human capital with strong pedagogical and creative competencies	Highly qualified academic staff and instructional designers
Regulatory environment	Centralized, state-coordinated, export-oriented	Fragmented, operating under macroeconomic and institutional risks	Strict regulatory environment (GDPR, quality assurance systems, accreditation)
Key competitive advantage	Ability to rapidly scale and implement technologies globally	Flexibility, adaptability, and innovativeness under constraints	High level of trust, strong brands, and institutional legitimacy
Characteristics of export potential	High, systemically and technologically driven export potential	Emerging but sustainable export potential, enhanced by digitalization	Mature and institutionally embedded export potential

Overall, the comparison confirms that, despite differences in the sources of export potential – state coordination in China, entrepreneurial adaptability in Ukraine, and institutional quality in Europe – the export potential remains a key strategic resource for long-term international integration in the education sector.

The assessment of comparative indicators and development trends of the educational markets in China, Ukraine, and Europe is presented in Table 2.6 and Figure 2.3.

Table 2.6

Comparative Trends in the Development of Education Markets (Indicator Assessment on a 5-Point Scale: China – Ukraine – Europe) (compiled by the author)

Indicator	China		Ukraine		Europe	
Level of education digitalization	High	5	Medium	3	Partially high	4
Share of online education	Rapidly growing	4	Growing	3	Consistently high	4
Government support for EdTech	Significant	5	Limited	2	Moderate	3
Export potential of educational services	High	4	Medium	3	High	5

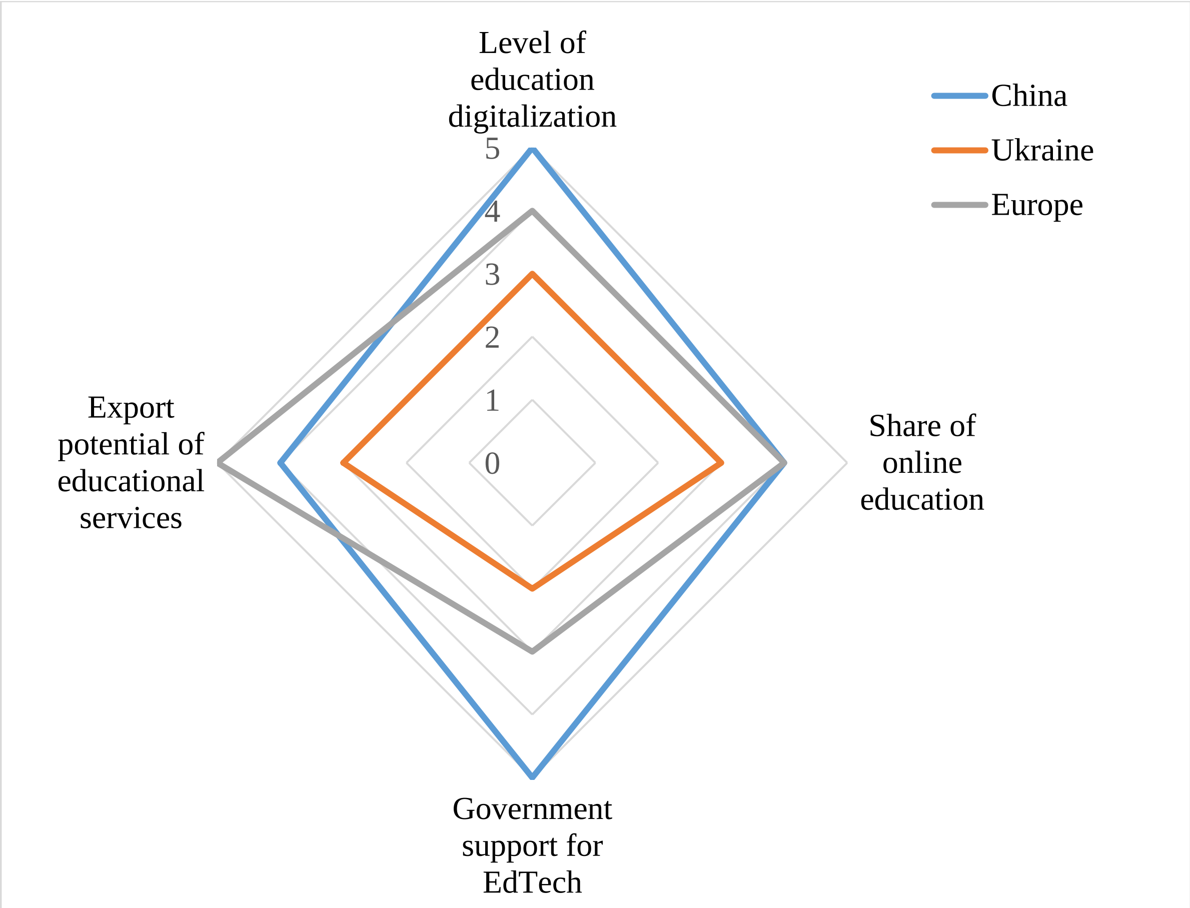

Figure 2.3. Comparison of the Development of Education Markets in China, Ukraine, and Europe (developed by the author)

China is actively implementing digital educational platforms, such as Smart Education of China, which reach hundreds of millions of users and utilize digital technologies nationwide. The Chinese online education sector is substantial and continues to grow rapidly due to technological advancements and government-supported platforms. State programs include national digital platforms and significant investments in digital learning. In the context of large-scale digital transformation and an active global EdTech presence, Chinese educational technologies have strong potential for international expansion.

In Ukraine, digitalization is being implemented (higher education institutions, digital devices, digital courses), but it is still in a developmental phase. Online education is growing (national online courses, digital platforms), yet its share and scale within the overall education system remain moderate. This process was accelerated by the pandemic and ongoing conflict, which made the transition to digital learning necessary. New institutional initiatives, such as the WINWIN EdTech Center of Excellence, demonstrate a commitment to integrating EdTech into policy, but scale and resources are still limited. Ukrainian EdTech companies are entering international markets (participation in Bett, etc.), yet overall potential remains moderate and depends on continued support [8].

The EU has a well-developed digital infrastructure and active EdTech support policies (currently mainly in leading countries). Online education represents a significant part of the educational landscape (flexible programs, digital courses, competition from global platforms), but there is considerable variation between EU countries. Blended learning models, rather than fully online models, dominate. In the EU, EdTech is supported through education digitalization policies, quality standards, and access to regional programs, but regulatory and accreditation restrictions are present. European online education platforms already have a strong international presence and enjoy high reputation, quality standards, and certification. However, although online education is well-developed, not all programs operate as export-oriented products.

Overall, the adjusted assessments confirm that China and Europe have a high level of education digitalization and significant export potential, while Ukraine is still developing these areas and demonstrates a moderate level across most indicators.

These assessments are based on data regarding state digital initiatives, the scale of EdTech platforms, online education trends, and EdTech markets. China shows the highest values in almost all indicators due to systematic government support, large-scale digital platforms, and a strategic focus on exporting educational and EdTech services. Europe is characterized by a high level of digitalization and consistently significant export potential, though development is constrained by strict regulatory requirements. Ukraine, despite moderate quantitative ratings, has qualitatively important competitive advantages – flexibility, innovation, and high human capital – which create potential for growth in the export capacity of the education sector, provided institutional support is strengthened.

In all three compared regions, offline education still predominates over online formats. There is no full cross-country unification of online programs, flexibility is limited (unlike in the US or Canada), regulatory barriers exist, and only a small proportion of programs have an export orientation.

2.2 Assessment of the Export Potential and Competitive Position of Huaxia Qihan (Beijing) Education Technology Co., Ltd. in the International Markets

The conducted analysis of current trends in the development of the education sector, particularly the online education and EdTech segments, made it possible to identify key patterns of market functioning, the level of competition, and promising directions for its further development. The identified features of the industry environment form the basic conditions for the operation of enterprises providing educational services and determine the specifics of their competitive behavior. In this regard, it is appropriate to proceed to the analysis of the activities of a specific enterprise operating in this field in order to assess its competitive position, export and strategic potential, as well as prospects for development in the international market.

Huaxia Qihan (Beijing) Education Technology Co., Ltd. (hereinafter referred to as Huaxia Qihan) is a modern enterprise in the educational technology (EdTech) sector, operating in the educational services market of the People's Republic of China and focused on the use of digital technologies in education (see Table 2.7). The company's activities are aimed at the development, implementation, and promotion of innovative educational products, including online courses, learning platforms, digital educational services, and solutions for international educational cooperation.

Table 2.7

General Characteristics of Huaxia Qihan (Beijing) Education Technology Co., Ltd.

Indicator	Characteristics
Full name	Huaxia Qihan (Beijing) Education Technology Co., Ltd.
Country of registration	People's Republic of China
City	Beijing
Field of activity	Educational technologies (EdTech), educational services
Type of enterprise	Private company
Main services	Online education, digital educational platforms, educational services
Target audience	Students, course participants, educational institutions (China and other countries)
Main markets	Domestic market of China, international educational services markets
Form of service delivery	Distance, online
International activity potential	High (focus on digital and cross-border educational services)

Main areas of the company's activity:

– development and implementation of online educational programs;

– educational technological solutions (EdTech platforms);

– cooperation with foreign educational institutions;

– provision of educational services for international audiences;

– intermediary activities in the provision of educational services from abroad;

– digital content and learning services.

The *main competitors* of Huaxia Qihan are leading Chinese and international EdTech companies, including New Oriental Education & Technology Group, TAL Education Group, Yuanfudao, Zuoyebang, VIPKid, Tencent Education, and NetEase Youdao, as well as global educational platforms such as Coursera and Udemy. These companies operate in the segments of digital education, online learning, international educational programs, educational content licensing, and the development of educational technologies. They utilize modern technologies, including artificial intelligence, cloud computing, and digital educational ecosystems, which creates a high level of competition in the international EdTech services market.

Huaxia Qihan competes both with Chinese companies that have a strong local presence and with global platforms offering certified educational programs. The main challenge is maintaining technological superiority, the uniqueness of educational products, and the international adaptation of content. The high level of competition requires Huaxia Qihan to continuously implement innovations.

A more detailed analysis of Huaxia Qihan's competitors is presented in Table 2.8.

Huaxia Qihan actively integrates partnerships to strengthen its position in the international market. These partnerships enable Huaxia Qihan to expand its market, enhance the quality of educational products, and reinforce its international reputation, while simultaneously reducing risks when entering new markets (see Table 2.9).

Table 2.8

Competitor Analysis of Huaxia Qihan (Beijing) Education Technology Co., Ltd. (compiled by the author)

Company	Country	Segment of Activity	Strengths	Level of Competition for Huaxia Qihan
New Oriental Education & Tech. Group	China	Online and offline education, test preparation	Strong brand, large student base, international programs	High
TAL Education Group	China	K–12 online education	Personalized learning technologies, scalability	High
Yuanfudao	China	Online learning, mobile educational platforms	Innovative digital solutions, large user base	High
Zuoyebang	China	Online tutoring, mobile applications	Strong technological infrastructure, high popularity among students	High
VIPKid	China / International	Online language teaching	Global presence, international customer base	Medium–High
Tencent Education	China	EdTech, AI, educational ecosystems	Advanced technologies, AI integration, strong financial resources	Very High
NetEase Youdao	China	Online education, AI platforms	Innovation, digital platforms, technology integration	High
Coursera	USA	Online courses, certifications	Global platform, partnerships with universities	Medium
Udemy	USA	Online education, professional courses	Large course database, international accessibility	Medium

Table 2.9

Partner Analysis of Huaxia Qihan (Beijing) Education Technology Co., Ltd. (compiled by the author)

Type of Partner	Area of Cooperation	Importance for the Company	Impact on Export Potential
Universities and academic institutions	Joint programs, online courses, certifications	Increased trust and academic legitimacy	High
EdTech platforms	Integration of digital platforms, online learning	Expansion of access to international markets	High
Technology companies	AI, cloud technologies, analytics	Improvement of product quality and efficiency	High
Government organizations	Grants, innovation support, educational programs	Financial and institutional support	High
International educational organizations	Licensing, international programs	Entry into new markets	High
Business partners	Joint educational products	Scaling of operations	Medium–high

To ensure effective management of its international economic activities, Huaxia Qihan should implement a set of strategic measures, including conducting marketing research on international educational service markets, identifying priority countries for exporting digital educational products, and establishing and developing partnerships with foreign universities, educational platforms, and technology companies. An important tool of strategic management is the SWOT analysis, which allows for assessing the internal potential of the enterprise, identifying competitive advantages, and substantiating directions for improving its international business operations.

The next stage of studying the enterprise's international environment is the analysis of key challenges and opportunities for the development of its foreign economic activities in the context of global competition in the EdTech market. Given the digital nature of educational services, evaluating technological potential, innovation capacity, scalability of digital platforms, and the adaptation of educational content to international standards becomes particularly important.

For the purpose of systematizing internal and external environmental factors, the application of SWOT analysis is advisable. This allows for a comprehensive assessment of the enterprise's strengths and weaknesses, as well as the identification of opportunities and threats arising during its integration into the international educational services market. The use of this tool provides an analytical basis for developing an effective enterprise development strategy, enhancing international competitiveness, and expanding export potential (see Table 2.10).

Strategic Interpretation of the SWOT Analysis:

– SO Strategy (using strengths to capitalize on opportunities): scaling online courses to international markets; developing partnerships with universities and EdTech platforms; implementing AI technologies to enhance competitiveness.

– WO Strategy (overcoming weaknesses by leveraging opportunities): strengthening the international brand through partnerships; localizing educational programs for new markets; attracting international partners to expand operations.

– ST Strategy (using strengths to mitigate threats): continuous technological upgrading of the platform; improving the quality of educational products; diversifying markets to reduce risks.

– WT Strategy (minimizing weaknesses and threats): establishing a stable international partnership network; investing in cybersecurity and data protection; developing the brand at the international level.

Table 2.10

SWOT Analysis of Huaxia Qihan (Beijing) Education Technology Co., Ltd. (compiled by the author)

Internal Environment	External Environment
Strengths	**Opportunities**
Operating in the EdTech sector with high global demand	Growth in global demand for online education
Use of digital platforms and online courses	Expansion into international markets without physical presence
High level of intellectual capital (instructors, IT specialists)	Partnerships with universities and international EdTech platforms
Scalability of educational products	Use of AI, Big Data, and cloud technologies
Flexible business model and ability to adapt quickly	Government support for digital education in China
Relatively low marginal costs for scaling	Demand for STEM education and professional online courses
Integration of modern learning technologies	Development of distance learning after the pandemic
Weaknesses	**Threats**
Lower brand recognition compared to global competitors	High level of competition from Coursera, Udemy, Tencent Education
Limited international presence	Rapid technological changes
Dependence on digital infrastructure	Regulatory restrictions in the education sector
Need for content localization for different markets	Cybersecurity and data protection risks
Limited financial resources compared to technology giants	Reputational risks when entering new markets
Lack of an extensive international partnership network	Competition from local EdTech companies
Dependence on government education policy	Economic instability in certain markets

The conducted SWOT analysis of Huaxia Qihan (Beijing) Education Technology Co., Ltd. demonstrated that the company’s main weaknesses are associated with the rapid pace of technological change in the digital education sector, as well as the need for continuous adaptation of educational platforms and content to international standards and the requirements of different markets. The dynamic development of the global EdTech sector requires the company to continuously implement innovative technologies, improve its digital infrastructure, and enhance the competitiveness of its educational products.

The key challenges for the company include increasing competition from international EdTech platforms, the need to enhance brand recognition in foreign markets, adapting educational content to the linguistic and cultural characteristics of different countries, and ensuring compliance with international educational standards and quality requirements for digital services.

Participation in foreign economic activity in the field of digital education requires a high level of innovativeness, technological flexibility, and effective management of educational resources. In particular, the company needs to:

– implement modern digital technologies, including artificial intelligence, cloud services, and interactive educational platforms;

– ensure compliance of educational programs with international quality standards;

– maintain the innovativeness and competitiveness of educational products in the global market;

– take into account economic, regulatory, and technological risks when entering international markets.

For effective integration into the international educational environment, the company must consider external environmental requirements, including the regulatory features of educational activities in different countries, international digital education standards, cultural and linguistic characteristics of target markets, and the specific features of the global educational services market. Taking these factors into account will contribute to enhancing the company’s international competitiveness and ensuring the effective realization of its export potential.

Below is an analysis of Huaxia Qihan’s entry into new international markets..

1. Opportunities for international expansion:

– *digital products without physical logistics*: Educational courses and platforms can be scaled without the need to open physical offices, which significantly reduces entry costs and accelerates expansion.

– *growing demand for online education*: The global trend toward distance learning and certification programs creates potential market opportunities in many regions, including Europe, Asia, and Eastern Europe (particularly Ukraine).

– *uniqueness of the chinese educational model*: China's strong reputation in mathematics, science, and language training creates favorable conditions for exporting educational products and occupying niche segments in international markets.

– *scalability through partnerships*: Joint programs with universities, EdTech platforms, and international organizations enable rapid adaptation of educational products to local standards and increase market penetration.

2. Challenges and risks:

– *cultural and language barriers*: Educational content requires localization to meet the linguistic, cultural, and academic requirements of different markets.

– *regulatory restrictions*: Each country has its own standards for educational services, accreditation requirements, and licensing procedures for online education.

– *competition from local and global platforms*: Companies such as Coursera, Udemy, and local EdTech providers offer similar programs, increasing competitive pressure.

– *need to build customer trust*: Reputation, certification, and partnerships with recognized institutions are critical factors for successful entry into international markets.

3. Strategic approaches to market entry:

– *content localization*: Adapting courses to the language, educational standards, and cultural characteristics of target markets.

– *digital platform as the primary distribution channel*: Delivering online courses and interactive programs without geographical limitations ensures scalability and accessibility.

– *partnership programs*: Cooperation with universities, academic institutions, and technology partners for content licensing, joint program development, and market expansion.

– *use of advanced technologies*: Implementation of AI, Big Data, and learning analytics to personalize educational experiences and enhance the attractiveness of courses for international students.

– *gradual market entry strategy*: Testing products in selected pilot markets, collecting feedback, and scaling operations based on successful implementation and market

Huaxia Qihan has significant potential for international expansion due to its digital technologies, unique educational products, and opportunities for partnerships with both global and local players. Key success factors include effective localization, compliance with regulatory requirements, and building brand trust in new markets.

Recommendations for entering new international markets:

1. Start with pilot launches in two or three countries characterized by high demand and low levels of competition.

2. Localize content in accordance with the linguistic, cultural, and educational standards of target markets.

3. Establish partnerships with local universities, EdTech platforms, and international organizations.

4. Use digital channels for international market entry as the primary method of scaling without significant costs associated with physical presence.

5. Gradually scale operations after testing, obtaining feedback, and evaluating effectiveness.

An analysis of potential markets for Huaxia Qihan's expansion, taking into account demand, cultural factors, competition, and regulatory environment, is presented in Table 2.11.

Table 2.12 presents the priority international markets for Huaxia Qihan, including their potential ranking and the recommended entry strategy.

Table 2.11

Analysis of potential markets for Huaxia Qihan's expansion (compiled by the author)

Region	**Market Potential**	**Key Countries**	**Entry Strategy**	**Competitive Advantages**
Asia (excluding China)	Strong online education culture; high demand for English language learning, STEM courses, and international exam preparation.	South Korea, Japan, Vietnam, Indonesia	Localization of educational courses according to linguistic and educational specifics of each country; establishment of partnerships with local educational centers and EdTech platforms.	Cultural and educational proximity; high level of digital literacy; strong readiness for online learning.
Eastern Europe	Growing demand for high-quality online education and international certifications; relatively low competition from Chinese EdTech companies.	Ukraine, Poland, Romania	Offering courses in mathematics, programming, and international exam preparation; implementation of joint educational programs with universities and educational institutions.	High level of student motivation; rapid adoption of digital educational technologies; favorable conditions for innovation implementation.
Western Europe	Large market for distance education and professional certifications; high demand for continuous professional development.	Germany, France, United Kingdom	Focus on professional online courses, certification programs, and corporate training; development of partnerships with universities and international educational platforms.	High purchasing power; opportunity to position as a provider of high-quality technological education; advanced digital infrastructure.
Middle East and South Asia	Rapidly growing demand for online education, especially in STEM fields; relatively limited competition from local EdTech companies.	UAE, Saudi Arabia, India	Provision of online courses in English and adaptation of educational programs to local standards; establishment of partnerships with local educational organizations.	Government support for digital and educational innovation; strong demand for distance learning; rapidly growing educational services market.

The most priority markets for Huaxia Qihan's international expansion are the countries of Southeast Asia (Vietnam, Indonesia), Eastern Europe (Ukraine, Poland), and the Middle East (UAE), which are characterized by high demand for digital education, a favorable regulatory environment, and strong opportunities to scale educational products through online platforms. Entry into Western European markets should be considered a long-term strategy due to the high level of competition and strict regulatory requirements.

Table 2.12

Assessment of International Market Potential and Entry Strategy for Huaxia Qihan (Beijing) Education Technology Co., Ltd. (compiled by the author)

Region	Country	Potential Level	Market Characteristics	Competition Level	Recommended Entry Strategy	Priority
Eastern Europe	Ukraine	High	Growing demand for online education, STEM, and international certifications	Medium	Online platform, partnerships with universities, course localization	High
	Poland	High	Developed education sector, EU integration, demand for digital education	High	Cooperation with universities, certification programs	High
Southeast Asia	Vietnam	Very High	Rapid growth of EdTech, strong demand for online learning	Medium	Mobile platforms, partnerships with educational centers	Very High
	Indonesia	Very High	Large student population, expansion of distance education	Medium	Online courses, content localization	Very High
Western Europe	Germany	Medium	High purchasing power, high quality standards	High	Partnerships with universities, professional courses	Medium
	France	Medium	Demand for digital education, strict regulatory requirements	High	Program licensing, partnership projects	Medium
Middle East	UAE	Very High	High investment in education, strong government support for EdTech	Medium	Partnerships with educational organizations	Very High
South Asia	India	Very High	One of the largest online education markets in the world	High	Scaling the online platform, affordable courses	High
Central Asia	Kazakhstan	High	Demand for international education, cultural proximity	Low	Online courses, partnerships with universities	High

The selection of priority international markets for Huaxia Qihan is determined by a combination of strategic factors, among which the most significant are the scale and potential of demand, competitive conditions, regulatory environment, and opportunities for scaling digital educational products. Given the company’s digital business model, the most promising markets are those that combine a substantial potential audience, high growth rates of online education, and favorable conditions for the implementation of innovative educational solutions.

One of the key criteria is the scale and dynamics of demand. Markets with large youth populations, high levels of digitalization, and increasing demand for distance learning create a favorable environment for the development of EdTech companies. In particular, there is strong demand for STEM disciplines, programming, digital skills, and preparation for international certifications. The development of digital infrastructure, the expansion of mobile internet access, and the growing availability of online education facilitate rapid user acquisition and create conditions for effective scaling of educational platforms.

In this context, Southeast Asian countries, particularly Vietnam and Indonesia, are characterized by significant demographic potential, active digital transformation, and rapid growth of the online education sector. The increasing interest in technological education, support for educational innovation, and the expansion of digital services create favorable conditions for the implementation and scaling of digital educational products. The combination of a large potential audience and dynamic market growth ensures strong long-term development potential in this region.

An important factor is also the level of competition and the structure of the market. Particularly promising are countries where there is significant demand for international educational programs combined with a relatively moderate level of competition. This creates opportunities for effective positioning of educational products, the development of partnerships with universities and educational institutions, and the gradual strengthening of market presence. An additional advantage is the high level of digital literacy among the population and the readiness of users to adopt new educational technologies.

In particular, Eastern European countries such as Ukraine and Poland demonstrate stable demand for international online education, digital courses, and certification programs. Poland has a well-developed higher education system and is integrated into the European educational space, which creates favorable conditions for the development of international partnerships. Ukraine is characterized by a high level of educational motivation, active digitalization, and growing demand for modern educational solutions. A moderate level of competition combined with strong demand creates favorable conditions for the company's entry and further development in these markets.

European markets are of particular importance, as they are characterized by stable demand for high-quality digital education, well-developed educational infrastructure, and a high level of integration into the international educational space. A significant number of universities, corporate clients, and professional education programs creates broad opportunities for partnerships and the implementation of long-term educational projects. The strong orientation toward lifelong learning and professional development further stimulates demand for online education.

In the long term, Western European countries, particularly Germany and France, are also highly promising. These markets are characterized by high purchasing power, stable demand for professional online education, and advanced digital infrastructure. At the same time, high quality standards and regulatory requirements make it advisable to pursue a gradual market entry strategy with a focus on partnerships with universities and educational institutions.

An important factor in market selection is the regulatory environment and the level of government support for digital education. In many countries, national digitalization programs are being implemented, investments in educational technologies are increasing, and favorable conditions are being created for the development of innovative educational platforms. Openness to international cooperation and support for the development of digital competencies facilitate the integration of new educational providers into the global education ecosystem.

Particularly favorable conditions exist in the United Arab Emirates, where the digital transformation of education is a key priority of state policy. Significant investments in innovation, high consumer purchasing power, and alignment with international education standards create favorable conditions for the growth of EdTech companies and the implementation of innovative educational products.

The scalability of the company's business model also plays a significant role. As a digital educational platform, Huaxia Qihan can effectively expand its operations into markets characterized by a large number of potential users, rapid development of online education, sufficient purchasing power, and opportunities for strategic partnerships. The online format minimizes costs associated with physical infrastructure and enables rapid geographic expansion.

Generalized information on the recommendations and priority directions for Huaxia Qihan’s international expansion is presented in Table 2.13.

Table 2.13

Recommendations and Priority Directions for Huaxia Qihan’s International Expansion (compiled by the author)

<table>
<tr><th>Recommendations for Entering New Markets</th><th>Logic for Identifying Priority Markets</th><th>Most Strategically Attractive Export Destinations</th></tr>
<tr><td>Test launches</td><td rowspan="5">Demand potential ×
Market growth rate ×
Audience scale ×
Market accessibility ÷
Level of competition and regulatory barriers</td><td>Germany and France → stable demand + long-term positioning</td></tr>
<tr><td>Content localization (language, standards, culture)</td><td rowspan="2">Vietnam and Indonesia → high growth rates + large audience scale</td></tr>
<tr><td>Partnership development</td></tr>
<tr><td>Digital platforms as market entry channels</td><td>UAE → high consumer purchasing power + government support</td></tr>
<tr><td>Gradual scaling</td><td>Ukraine and Poland → growing demand + moderate level of competition</td></tr>
</table>

Therefore, the most attractive markets are those that meet the following criteria:

– large audience size;

– high growth rates of online education;

– favorable competitive environment;

– support for digital educational innovation;

– opportunities for partnership development.

The combination of these factors explains why Southeast Asian countries, Eastern Europe, the UAE, and selected European markets are considered the most strategically attractive directions for export activity. These conditions create a favorable environment for Huaxia Qihan’s international expansion and ensure strong potential for long-term operation in the global educational technology market.

In this context:

– Vietnam and Indonesia combine high growth rates with large-scale audiences;

– Ukraine and Poland are characterized by growing demand and a moderate level of competition;

– the UAE stands out due to high purchasing power and strong government support for digital education;

– Germany and France provide stable demand and opportunities for long-term positioning.

In the second section, based on the results of the analysis of the educational sector in China, Ukraine, and Europe, it was determined that Chinese education represents a strategic resource for enhancing the international competitiveness of national enterprises and their integration into global markets. Digitalization, EdTech platforms, and AI technologies ensure the efficiency and scalability of educational services, forming a hybrid learning model.

The analysis of Huaxia Qihan's activities and the SWOT analysis demonstrate that the export potential of educational enterprises is realized through technological, organizational, intellectual, and institutional resources, international partnerships, and the adaptation of content to international standards. The comprehensive interaction of governmental, commercial, and academic stakeholders enhances competitiveness, facilitates service scalability, and promotes the integration of national education into global educational ecosystems. A comparative analysis with enterprises in Ukraine and Europe confirms that an export-oriented model of educational development ensures long-term positioning in the global education services market.

CHAPTER 3
DIRECTIONS FOR THE DEVELOPMENT AND ENHANCEMENT OF THE EXPORT POTENTIAL OF EDTECH COMPANIES

3.1 Mechanisms and Forms of Implementing the Export Potential of Educational Enterprises Considering Global Development Trends

The specific features shaping the export activity of modern enterprises in the education sector include:

1. Growth in demand for educational services and international mobility: the increasing number of students and learners worldwide, especially in countries with high economic growth such as China, India, and Southeast Asian countries, stimulates demand for international educational programs, distance learning, and corporate educational services.

2. Digitalization and technological innovation: the implementation of EdTech solutions, online platforms, AI technologies, and mobile applications creates new channels for access to educational products, enhances scalability and learning efficiency, and opens opportunities for exporting digital educational services.

3. Consumer segment trends: modern students and learners increasingly prefer personalized learning, flexible formats, and interactive online courses. This encourages educational companies to offer individualized programs tailored to the needs of international audiences.

4. Internationalization of educational brands: universities and EdTech companies are actively entering international markets by establishing partnerships, franchises, and joint programs. The growing recognition of international certificates and accreditations increases trust in educational services in the global market.

5. Personalization and user experience: modern learners seek interactive and practice-oriented learning, including mentoring, case studies, and project-based methods. This shapes a new model of educational services export, where companies

ensure a strong connection between instructors, platforms, and students, thereby increasing satisfaction and loyalty among international clients.

The export activity of the educational industry is based on a clear distinction between its objects and subjects, which makes it possible to comprehensively assess the content, scale, and outcomes of the internationalization of education.

The objects of export activity in the educational industry comprise the totality of educational products and activity outcomes offered on international markets. First and foremost, these include educational services, encompassing formal education in the form of bachelor's, master's, and doctoral programs, non-formal education represented by courses, training sessions, and certification programs, as well as postgraduate and continuing education aimed at implementing the lifelong learning concept. In the context of digitalization, educational programs and content have gained particular importance, including massive open online courses (MOOCs), proprietary educational programs, digital educational platforms, and modular learning solutions that ensure scalability and accessibility of educational exports (see Fig. 2.4).

An important component of export objects is formed by intellectual educational products, which include teaching and methodological materials, licenses for educational programs, as well as educational technologies and teaching methodologies that can be commercialized internationally. A separate group consists of educational support services, including academic mobility, dual degree programs, international internships, and practical training, which facilitate the integration of the national education system into the global educational space. In addition, the objects of export activity include scientific and educational outputs, represented by research results, R&D services, as well as consulting and expert educational services that combine educational and innovation components.

The subjects of export activity in the educational industry are the participants who directly carry out, regulate, or consume the export of educational products and services. A key role among them is played by educational institutions, including Higher Education Institutions (HEIs), private educational companies, training centers, and EdTech platforms, which develop and deliver educational offerings in international markets. A significant contribution to ensuring the quality and competitiveness of educational exports is made by academic and teaching staff – lecturers, researchers, and authors of educational programs and courses – whose intellectual potential constitutes the foundation for creating export-competitive educational products (see Fig. 2.4).

At the same time, an important group of export activity subjects consists of learners as foreign consumers, including international students, participants in online courses, and members of academic mobility programs. Intermediaries and partners also play a substantial role in the development of educational exports, particularly international educational agencies, online learning platforms, and foreign partner universities, which facilitate the promotion of educational services and the expansion of their geographical reach. Regulatory and enabling functions are performed by governmental and institutional actors, among which the Ministry of Education and Science, quality assurance agencies, as well as export credit and grant institutions occupy a leading position. At the international level, the development of export activity in the educational industry is significantly influenced by international organizations and programs, including UNESCO, OECD, Erasmus+, Horizon Europe, as well as international educational foundations and donor initiatives.

Thus, the interaction between the subjects and objects of export activity in the educational industry forms an integrated system aimed at enhancing the international competitiveness of education, developing human capital, and strengthening a country's position in the global educational space.

The development of export potential becomes a key factor in integrating enterprises into international education markets.

The *export potential* of an educational enterprise should be considered as a combination of intellectual, technological, organizational, and institutional capabilities that ensure the enterprise's ability to provide educational services or products in international markets in accordance with the requirements of global competition.

For EdTech companies, export potential is not limited to physical delivery but is realized through numerous channels, including:

– digital platforms – proprietary or partner platforms for online learning;

– online educational programs – courses, training, and certification programs for international learners;

– international educational partnerships – cooperation with foreign universities, schools, and EdTech platforms;

– knowledge and technology transfer – transfer of methodologies, technologies, and learning solutions to foreign partners;

– cross-cultural adaptation and online content infrastructure – localization of courses for specific countries or languages;

– licensing of educational products and EdTech solutions in international markets – granting foreign companies the right to use proprietary products;

– franchising – establishment of educational centers under the company's license in other countries;

– participation in global educational ecosystems and international digital marketplaces for learning services – selling and promoting courses through international online platforms;

– standardization of educational content formats and certification in accordance with international requirements – aligning products with global standards to enable their distribution in foreign markets (see Fig. 2.4 and Table 2.8).

Mechanisms for implementing the export potential of EdTech companies represent a system of technological, organizational, economic, legal, marketing, and institutional instruments that ensure the effective promotion of educational products and digital educational services in international markets. Their application enables the scaling of educational platforms, adaptation of products to the requirements of different countries, the formation of international partnerships, and the enhancement of the global competitiveness of EdTech enterprises (see Figure 3.1 and Tables 3.1 and 3.2).

Enabling factors are resources, conditions, or capabilities that support the effective functioning of mechanisms for implementing export forms of educational services.

Enabling factors include key resources and conditions that ensure effective implementation, such as technological capacity and financial support, intellectual potential and pedagogical competencies, brand reputation and network resources, innovation potential and R&D, expertise in local markets, regulatory and institutional environment, local partners and government support programs, and marketing resources.

Table 3.1

Mechanisms for Implementing the Export Potential of EdTech Companies (compiled by the author)

Group of mechanisms	Main implementation instruments
Technological mechanisms	• Use of cloud technologies (cloud infrastructure) to ensure global access to educational platforms; • Application of artificial intelligence to personalize learning; • Use of Learning Management Systems (LMS); • Integration of mobile applications for international users; • Ensuring cybersecurity and data protection in accordance with international standards.
Organizational mechanisms	• Establishment of international divisions or representative offices; • Formation of strategic alliances with foreign universities and platforms; • Development of franchising networks; • Creation of local partnerships in target countries; • Management of international educational projects.
Economic mechanisms	• Development of international pricing policy; • Use of subscription models; • Monetization through certification and premium content; • Attracting investment for international expansion; • Diversification of revenue sources.
Legal mechanisms	• Licensing of educational products and technologies; • Registration of intellectual property at the international level; • Certification in accordance with international standards; • Compliance with international educational and digital regulations; • Conclusion of international contracts and partnership agreements.
Marketing mechanisms	• Use of digital marketing (SEO, SMM, performance marketing); • Promotion through international educational platforms and marketplaces; • Development of a global EdTech brand; • Localization of marketing strategies; • Participation in international exhibitions, conferences, and educational forums.
Institutional mechanisms	• Use of government export support programs; • Participation in international educational initiatives; • Cooperation with international organizations; • Application of international education standards.

The results of implementing these mechanisms are measured using performance indicators, including: the number of international users, the speed of entry into new markets, the level of engagement and dissemination of educational products, the number of partnership agreements, integration into global educational networks, innovation and commercialization of technologies, audience reach, consumer trust, legal security and recognition in international markets, the number of franchised centers, geographic coverage, the scale of international operations, and the repeatability of business operations.

Table 3.2

Forms and Mechanisms for the Realization of the Export Potential of EdTech Companies with Key Enabling Factors and Performance Indicators in International Expansion (compiled by the author)

Form of realization →	Implementation mechanism →	Enabling factor →	Performance indicators
Digital platforms and online infrastructure	Service scalability, automation of the learning process	Technological potential, financial support	Number of international users, speed of entry into new markets
Online programs and modular products	Flexible learning pathways, adaptive learning	Intellectual potential, pedagogical competencies	Dissemination of educational products, level of user engagement
International partnerships and network alliances	Joint projects, academic exchanges	Brand reputation, network resources	Number of partnership agreements, integration into global educational networks
Knowledge and EdTech technology transfer	Joint research, technology licensing	Innovation potential, R&D capacity	Product innovation, commercialization of intellectual property
Cross-cultural and language content adaptation	Course localization, cultural adaptation	Expertise in local markets	Increased audience reach, customer satisfaction
Licensing of educational products and EdTech solutions	Legal registration, certification	Institutional support, standardization	Legal security and recognition in international markets
Franchising	Establishment of educational centers under company license in foreign markets	Brand reputation, local partnerships	Number of franchised centers, geographic coverage, revenue stability
Standardization and certification	Harmonization of formats, quality assurance (QA)	Regulatory environment, government support	Consumer trust, competitiveness
Global marketplaces and platforms	Expansion of international presence, integration into global platforms	Government support, marketing resources	Scale of international operations, dissemination level, operational scalability

Tables 3.2 and Figure 3.1 illustrate the relationship between the forms of implementing the export potential of EdTech companies and the corresponding mechanisms, resource and institutional enabling factors, and expected outcomes in the international expansion of EdTech companies. Each form is linked to a key enabling factor and a performance indicator: from scaling digital platforms and implementing online programs to international partnerships, knowledge transfer, franchising, standardization, and participation in global marketplaces. This allows an assessment of how technologies, organizational solutions, legal and institutional tools, marketing strategies, and brand reputation influence the dissemination of educational products in international markets.

Figure 3.1. Model of Export Potential Realization of EdTech Companies (developed by the author)

China’s education sector is distinguished by systematic government support, a large scale of operations, and a strategic orientation toward global outreach. These conditions create an institutionally favorable environment for the formation of the export potential of companies such as Huaxia Qihan.

Global trends also create preconditions for the development of the export potential of educational enterprises such as Huaxia Qihan.

Huaxia Qihan operates in the educational and digital technology segment, enabling the company to realize its export potential without geographical limitations.

The enterprise combines educational and technological components, aligning with global trends in education development, including digitalization, distance learning, and the transnationalization of educational services. This creates conditions for the formation and development of its export potential and integration into international educational markets.

The external environment of China's education sector is favorable for the development of Huaxia Qihan's export potential, as:

– the government promotes digital education projects;

– global demand for online education is increasing;

– educational technologies reduce transaction costs associated with entering international markets;

– educational products can be scaled without a significant increase in costs.

This allows the enterprise to consider export activities as a strategic direction for integration into international educational markets.

Huaxia Qihan has significant potential for the export of educational services because:

– the company's educational products do not require physical shipment;

– digital platforms enable scaling operations to international markets;

– educational services are one of the most dynamic segments of global trade in services;

– the Chinese educational model is increasingly in demand in Asian, European, and Eastern European countries, including Ukraine.

The key components of Huaxia Qihan's export potential include:

– intellectual capital (teachers, methodologists, IT specialists);

– digital platforms and online courses;

– product scalability;

– government support for innovation;

– adaptation of content to international standards.

Developing export potential allows the company to:

– integrate into global educational networks;

– enter international markets without a physical presence;

– establish partnerships with universities and EdTech platforms in other countries.

Therefore, the company's activities should be considered *in the context of export potential as a factor for integration into international markets*.

The logic of integrating enterprises into international markets through the development of export potential can be presented as follows:

development of educational enterprises' export potential → product digitalization → international standardization → partnership networks → integration into global educational ecosystems.

In this context, Huaxia Qihan demonstrates a model where:

– knowledge becomes an exportable resource;

– education transforms into an international digital product;

– export potential is a key factor of international integration.

The development of export potential in the education sector is a key factor in integrating enterprises into international markets. The case of Huaxia Qihan (Beijing) Education Technology Co., Ltd. demonstrates that the combination of intellectual capital, digital technologies, government support, and global educational trends creates conditions for sustainable international competitiveness.

3.2 Strategic Directions for International Integration and Enhancing the Competitiveness of EdTech Companies through Implementation of Their Export Potential

Despite the strong competitive advantages and potential of Huaxia Qihan, there are certain aspects that limit the full realization of its capabilities. In this regard, it is advisable to develop a strategy for enhancing the company's export potential as a competitive advantage and a factor of integration into the international market.

It is necessary to develop a comprehensive strategy to improve the efficiency of the company's export activities. Each general strategy is implemented through a system of functional strategies, which must be logically and structurally aligned with and contribute to the achievement of the overall strategic objectives (see Table 3.3).

Table 3.3

Relationship between the general and export strategies of the enterprise and the factors influencing the formation and implementation of the export strategy (compiled by the author based on [10; 17; 49])

General Strategy	B2B	B2C	Key Implementation Factors
Growth	Expansion into new markets; Acquisition of competitors; Acquisition of foreign enterprises	Export product diversification	Production capacity: ensuring production with the required technical parameters; Human resources: qualified specialists to perform operational and marketing tasks; Information base: collection and analysis of market, competition, and risk data; Financial capacity: determining funding volumes and optimal allocation of resources; Analysis of external and internal risk factors; Adaptation of products and processes to market conditions
Stabilization	Cooperation strategy; Differentiation strategy	Formation of distribution channels in each market	Ensuring stable market positions; Maintaining competitiveness; Optimization of operational and marketing processes; Strengthening partnerships
Survival	Market segmentation strategy	Product optimization	Strategic cost management; Focus on priority market segments; Efficient use of limited resources; Adaptation to adverse market conditions

An export strategy is a fundamental program of actions that defines the priority directions of an enterprise's activities in foreign markets, taking into account the available resources of the enterprise and the requirements of the external market.

A strategy represents a set of decisions that, in the long term, ensure the enterprise's entry into new markets. From a marketing perspective, there are two types of markets: B2B (business-to-business) and B2C (business-to-consumer) [35].

In order to develop and implement an export strategy, it is necessary to consider the factors of internal potential (see Table 3.1). The export strategy should be selected and coordinated with all departments and reflect the main objectives of the enterprise. By developing an effective strategy, the enterprise defines its direction of development and ensures the rational use of its key resources.

To formulate and implement an export strategy, the enterprise must take into account both external and internal environmental factors influencing strategic decisions. An effective export strategy enables the enterprise to adapt to external conditions and achieve competitive advantages in areas with the highest potential for success.

It is necessary to develop a comprehensive strategy for enhancing the export potential and improving the export performance of Huaxia Qihan in the long term, which involves expanding the export geography of educational services and digital educational products (see Table 3.4 and Figure 3.2), including:

1. Analysis of the macroeconomic and institutional environment of priority countries. This includes assessing the level of economic development, government policies in digital education, international educational cooperation, regulatory frameworks of the EdTech sector, and the level of digital infrastructure in order to identify favorable conditions for exporting Huaxia Qihan's educational services.

2. Analysis of regulatory requirements and standards for providing educational services in international markets. This involves studying licensing requirements, educational quality standards, online platform regulations, certification requirements for educational programs, and the regulatory framework governing digital educational services.

3. Analysis of the potential of target markets and identification of promising customer segments. This includes evaluating demand for online education, identifying target user groups, analyzing the competitive environment, assessing market capacity, and determining commercialization opportunities for the company's educational products.

4. Development of partnerships with international educational institutions and digital platforms. This includes establishing cooperation with universities, educational centers, EdTech companies, online platforms, and other partners to expand export channels.

5. Formation of a positive international company image. This involves ensuring high-quality educational services, compliance with international standards, fulfillment of obligations to partners and clients, and strengthening Huaxia Qihan's brand recognition in the international market.

6. Investment in the development of digital educational products and technological infrastructure. This includes developing new online courses, localizing educational content, implementing innovative educational technologies, and improving digital platforms.

7. Improvement of international management systems and cost optimization. This involves enhancing export management efficiency, optimizing costs, developing international marketing activities, and ensuring long-term competitiveness.

The last two strategic directions ensure the long-term competitiveness of Huaxia Qihan, sustainable expansion of export geography, and improved efficiency of international operations in the global EdTech market.

The proposed strategy corresponds to the models of international export strategy and foreign market entry strategy and clearly defines the sequence: country → regulatory framework → market → implementation.

Table 3.4

Strategies for Expanding the Export Geography of Huaxia Qihan, Considering the Specific Features of an EdTech Company and Its International Activities (compiled by the author based on [11; 18; 41])

Strategy Element	Content for Huaxia Qihan	Practical Measures	Expected Result
Strategic objective	Expansion of international presence in Europe, Asia, and North America through the export of digital educational services	Entry into new target markets (Germany, France, USA, South Korea, Southeast Asian countries)	Increase in the export volume of educational services and diversification of revenue sources
B2B direction	Cooperation with international educational institutions and EdTech platforms	Conclusion of partnership agreements with universities, online platforms, and educational centers; integration of programs into international educational systems	Formation of a stable network of international partners and expansion of export channels
B2C direction	Provision of educational services directly to foreign users via digital platforms	Localization of online courses in English, German, and French; use of digital marketing and educational platforms	Increase in the number of international users and growth in revenues
Marketing strategy	Adaptation of educational products to the requirements and characteristics of international markets	Analysis of demand for educational technologies; use of SEO, social media, and international platforms (Coursera, Udemy, proprietary platforms)	Increased brand awareness and competitiveness
Organizational support	Development of an international export management structure	Establishment of an international development department; involvement of specialists in international marketing and localization	Improved efficiency of international activity management
Information support	Monitoring of global educational trends and the competitive environment	Conducting marketing research; analysis of international demand for EdTech services	Risk reduction and improved effectiveness of entry into new markets
Financial support	Investment in the development of digital infrastructure and international promotion	Financing product localization, marketing campaigns, and technological development	Ensuring long-term growth of export potential
Strategic result	Strengthening Huaxia Qihan’s position in the international EdTech market	Expansion of export geography and increased international competitiveness	Sustainable revenue growth and strengthening of global market position

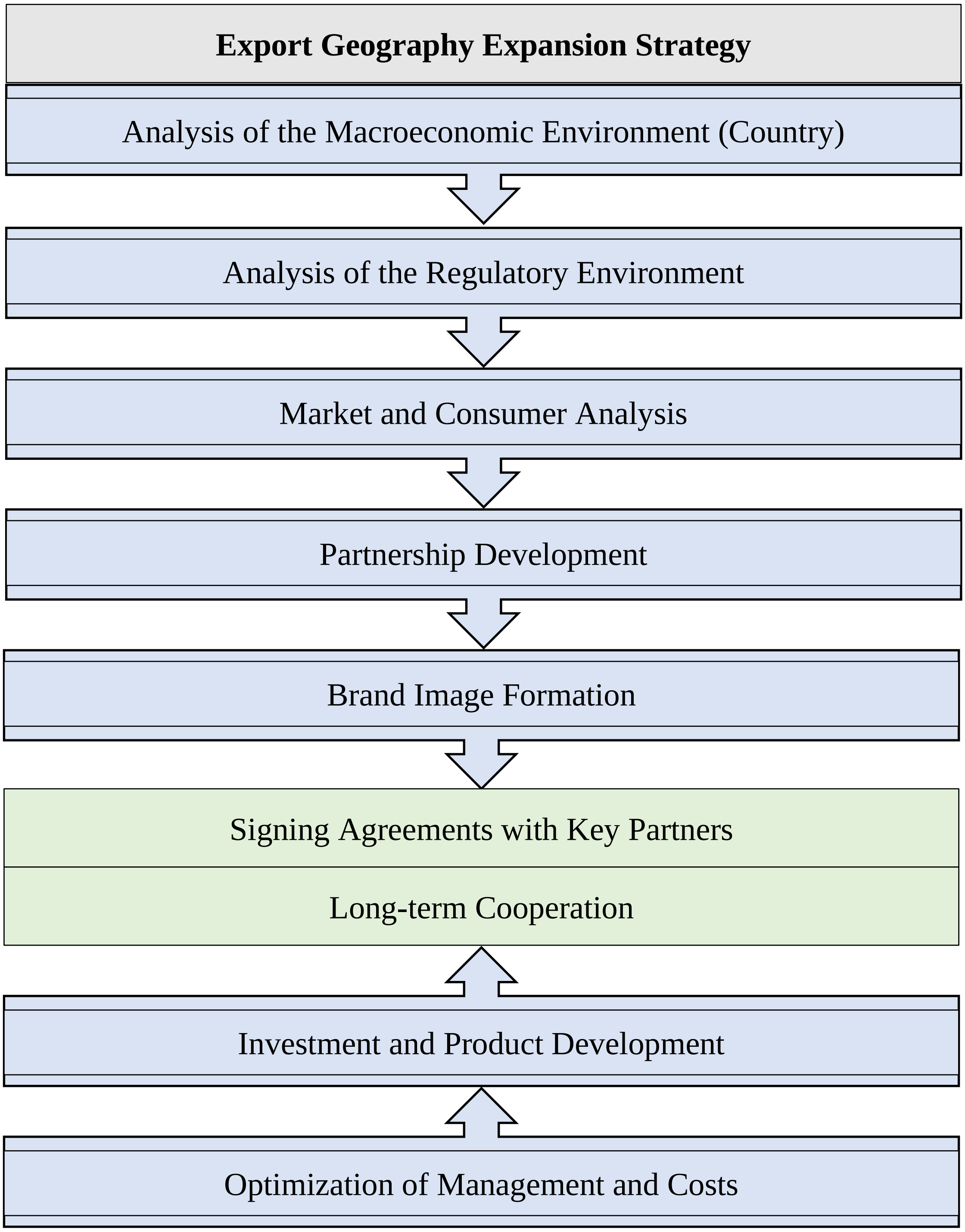

Figure 3.2 – Strategy for Expanding the Company's Export Geography (developed by the author)

Based on the analysis of the international educational services market, as part of the overall strategy to enhance the efficiency of Huaxia Qihan's export activities, it is necessary to develop a strategy for expanding sales markets through entry into the recommended international EdTech market. Considering the high demand for digital educational products, well-developed digital infrastructure, and a favorable institutional environment, a promising strategic direction for expanding export geography is the European Union market, particularly Germany, which features a highly developed digital education system, significant demand for EdTech services, and high consumer purchasing power. Presence in the German market also has strategic importance, as it contributes to enhancing the company's international reputation and creates opportunities for further expansion into other EU markets.

At the same time, entry into this market should be implemented in stages, after strengthening the company's positions in international markets with lower entry barriers and less stringent certification requirements for educational programs. The German EdTech market is characterized by a high level of competition from both international and local educational platforms, which requires significant investments in marketing, technological adaptation, and the development of partnership networks.

In this regard, in the first stage, Huaxia Qihan should focus on markets with high potential and lower entry barriers, such as countries in Southeast Asia (Vietnam, Indonesia), the Middle East (UAE), and Central Asia (Kazakhstan), which are characterized by rapid digital education development, growing demand, and favorable conditions for market entry. In the second stage, it is advisable to enter strategically important Western European markets, particularly Germany, which will ensure long-term growth and increase the company's international competitiveness.

A strategy for entering the international educational services market has been proposed, which предусматривает the implementation of the following stages (Figure 3.3):

1. Analysis of the educational market and identification of target segments. This involves examining demand for online education, digital educational platforms, language programs, and other educational services, as well as identifying the target audience (students, professionals, and educational institutions).

2. Identification and establishment of cooperation with international partners. This includes identifying potential partners among universities, educational centers, online platforms, and EdTech companies in order to implement joint programs and promote the company's products.

3. Analysis of regulatory and legal requirements for educational services and digital platforms. This involves examining licensing requirements for educational activities, personal data protection regulations (GDPR), certification of educational programs, and the regulation of digital educational services.

4. Adaptation and compliance of educational products with international standards. This includes content localization, translation of educational materials, adaptation of programs to international educational standards, as well as certification and quality assurance of products.

5. Development of digital infrastructure for the international market. This involves ensuring the stable operation of online platforms, integration of international payment systems, and the establishment of technical support for users.

6. Cooperation with international educational platforms and intermediaries. This includes placing courses on international online platforms and cooperating with educational agencies and distributors of educational services.

7. Implementation of a pilot launch of programs in the target market. This involves testing educational products on a limited audience in order to assess demand and effectiveness.

8. Formation of competitive advantages in the international market. This includes the use of innovative educational technologies, competitive pricing policy, high quality of services, and technological advantages of the platform.

9. Conclusion of long-term partnership agreements and scaling of activities. This involves expanding cooperation with international partners, increasing the number of users, and strengthening the company’s position in the global market.

In order to enhance the effectiveness of Huaxia Qihan’s export activities, it is necessary to conduct a comprehensive study of the international educational services market, identify directions for improving the international management system, develop effective mechanisms for promoting products in global markets, and apply modern analytical methods for assessing export performance in order to ensure the company’s long-term competitiveness.

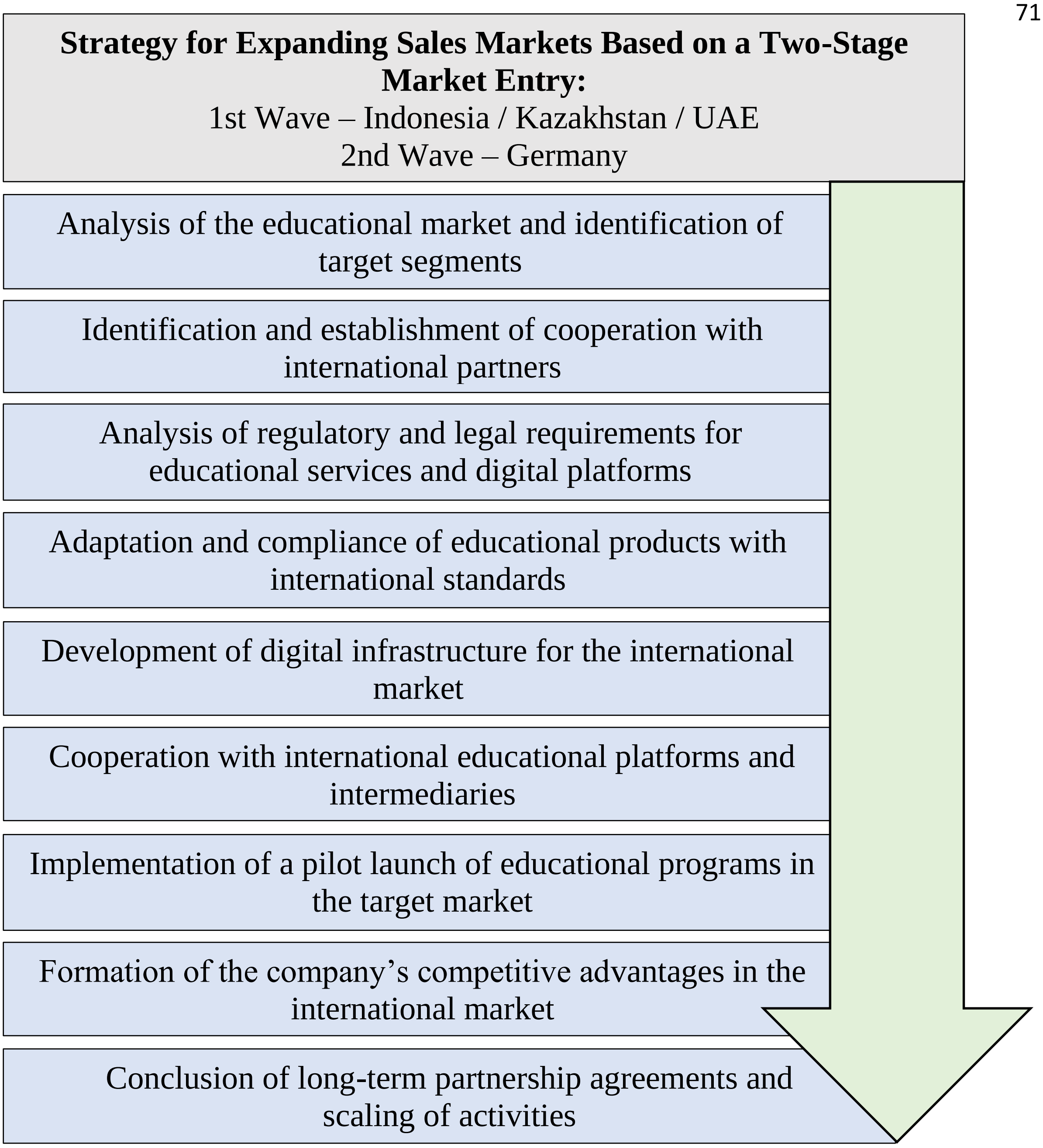

Figure 3.3. Market Expansion Strategy Illustrated by Entry into the Target Market (developed by the author)

In the third chapter of the study, the integration of EdTech companies into international markets through the development of export potential is examined, and its forms and mechanisms of implementation are outlined. Based on the conducted analysis, it has been determined that Huaxia Qihan possesses significant potential for developing export activities due to its international experience, established partnership networks, and competitive educational products.

Within the scope of the study, a strategy for enhancing the efficiency of export activities has been proposed, which involves the phased expansion of the geographic reach of educational services, product adaptation, and the development of international partnerships to strengthen the company's competitiveness in the global market. The research indicates that the development of a clear action plan allows for the identification of directions for entering international markets and ensures the formation of sustainable competitive positions. At the same time, it is important to consider potential risks and barriers when implementing a strategy for entry into new markets. The company should focus on expanding educational products, improving digital platforms, and intensifying international marketing activities.

CONCLUSIONS

At the present stage of foreign economic activity development, particular attention should be paid to the advancement of export activity, as it enables enterprises to develop a precise plan for entering international markets and enhances their flexibility, stability, and financial performance. This is обусловлено processes of integration and globalization, as well as the significant influence of various factors on business performance. Untimely decision-making, an ineffective export strategy, or miscalculations in assessing efficiency may lead to the loss of competitive advantages and weakening of positions in both domestic and foreign markets.

Export is one of the key forms of international economic interaction, ensuring the integration of enterprises into the global economic space, enhancing their competitiveness, expanding market reach, and supporting long-term economic development. The implementation of export activity allows enterprises to utilize their resources more efficiently, increase profitability, and strengthen their positions in international markets.

The first chapter examines the essence and interrelation of the categories "export," "export activity," and "export potential." It has been established that export represents the outcome of foreign economic activity, whereas export activity is the process of organizing and implementing export operations, and export potential serves as the resource, organizational, and institutional foundation that determines an enterprise's ability to engage in export. The logical sequence of these categories reflects the relationship "export potential → export activity → export → efficient export activity," which characterizes the transformation of internal enterprise capabilities into concrete results in international markets.

The export potential of an enterprise is a systemic, multi-component category defined as an integrated set of resources, competencies, organizational, technological, and institutional capabilities that ensure the enterprise's ability to carry out effective export activity and adapt to international market requirements. Its structure includes resource, organizational and managerial, marketing, innovation and technological, financial and economic, institutional and legal, and information and analytical components, the interaction of which determines the enterprise's export capacity.

It has been determined that export potential forms the basis for an enterprise's integration into international markets, as it creates competitive advantages, enables market expansion, facilitates adaptation to international standards, and supports participation in global value chains, thereby enhancing competitiveness and ensuring sustainable development.

The effectiveness of export activity is determined by a combination of external factors (institutional environment, competition, technological development, and market conditions) and internal factors (resources, management quality, innovation capacity, financial stability, and digital maturity), which together shape the enterprise's ability to realize its export potential.

Export activity enables enterprises to expand their markets, diversify risks, increase revenues, improve resource efficiency, and build an international reputation.

For enterprises in the education sector, export potential is a key factor in integration into the international educational space, the development of digital educational products, and the strengthening of international competitiveness. The evaluation of export efficiency is carried out using a system of financial and economic, marketing, and operational indicators, which makes it possible to assess the level of export potential utilization and determine the prospects for international activity.

In the second chapter, a comparative analysis of the educational sector in China, Ukraine, and Europe was conducted. China demonstrates a high level of digitalization and strong government support, which ensures significant export potential. Ukraine is characterized by innovativeness and a high level of human capital, but is limited by scale and institutional support. European countries have a stable quality assurance system and a high level of trust, although regulatory requirements may constrain rapid expansion.

China's education sector acts as a strategic resource for enhancing the country's international competitiveness. Digitalization, the development of EdTech, and the export of educational services facilitate the integration of national enterprises into global markets. China's education market has undergone stages of rapid growth, regulatory adjustment, and structural transformation, with an emphasis on digitalization and EdTech. Digital platforms, online learning, and AI technologies have become key drivers that increase the efficiency, scalability, and accessibility of educational services, forming a hybrid education model in which government regulation promotes a shift toward professional and lifelong learning. All of these factors expand opportunities for the international expansion of educational products.

The implementation of state programs for the digital transformation of education and support for international mobility creates a favorable institutional environment. Standardization, certification, and international cooperation increase trust in Chinese educational products at the global level. Interaction among governmental, commercial, and academic actors enhances competitiveness, enables the scaling of educational services, and promotes the integration of national education into the global educational space.

Export potential is based on intellectual, technological, organizational, and institutional resources. The main export objects include online courses, educational programs, digital platforms, and scientific and educational products, while the key actors are universities, EdTech companies, and educational platforms. The determining factors of export efficiency include technological level, innovation potential, human capital, brand reputation, innovativeness, government support, and international partnerships, all of which contribute to increasing the competitiveness of educational products. The realization of export potential is carried out through digital platforms, international partnerships, content localization, franchising, and marketing tools, ensuring effective integration into the international educational space.

An analysis of the activities of Huaxia Qihan (Beijing) Education Technology Co., Ltd. identified key prospects related to entering international markets and developing partnerships due to its digital business model, high level of intellectual capital, and scalability of educational products. The company's SWOT analysis showed that its main weaknesses are associated with rapid technological changes in digital education. The dynamic development of the global EdTech sector requires continuous innovation, improvement of digital infrastructure, and enhancement of product competitiveness. The key challenges remain a high level of competition, the need to increase brand recognition, and the continuous adaptation of platforms and content to international standards.

According to the results of the analysis conducted in the third chapter of the study, it was determined that Huaxia Qihan has significant potential for further development of export activities in the international educational services market. This is обусловлено by the company’s experience in foreign markets, an established network of international partners, and the compliance of its educational products with modern digital education requirements. At the same time, systematic forecasting of potential risks and barriers that may arise during the implementation of the market entry strategy is essential.

The study established that an effective strategy for foreign economic activity should be developed in alignment with the company’s overall strategic development plan. The formation of a clear action plan enables the company to identify priority directions for entering international markets, optimize resource utilization, and ensure the establishment of sustainable competitive positions in the global educational environment.

Within the framework of the study, an analysis of opportunities for entering new international markets was conducted. Based on its results, a general strategy for improving the efficiency of the company’s export activities was proposed. This strategy involves expanding the geography of educational service exports through the development of the company’s export potential, thereby confirming the role of export potential as a key factor in integrating enterprises into international markets. As part of the overall strategy to enhance export efficiency, a market expansion strategy was proposed, illustrated by entry into specific target markets (in the first stage – Southeast Asia (Vietnam, Indonesia), the Middle East (UAE), and Central Asia (Kazakhstan); in the second stag – Western European (Germany , etc)).

The priority of the selected international markets is determined by an optimal combination of high demand potential, large audience scale, favorable competitive conditions, a supportive regulatory environment, digital innovation support, and opportunities for effective scaling of educational products. The combination of these factors creates strategically advantageous conditions for the international expansion of Huaxia Qihan and ensures strong long-term development potential in the global EdTech market.

The implementation of this strategy is based on a phased entry into new markets, including preliminary market analysis, adaptation of educational products, establishment of partnerships, and subsequent scaling of activities. This approach will contribute to strengthening the international competitiveness of Huaxia Qihan.

The company's management should focus on expanding the portfolio of educational products, improving digital platforms, and intensifying international marketing activities in order to expand the customer base and increase brand recognition in the global market. An important direction is also the development of long-term growth strategies and the regular strategic analysis of the company's capabilities.

Thus, export potential is a key factor in ensuring effective export activity and the integration of the enterprise into international markets. The formation and development of export potential create the prerequisites for enhancing international competitiveness, expanding business activities, and ensuring long-term economic growth in the context of globalization.

REFERENCES

1. A new era of education. China education development report (2018). Deloitte Insights. URL : https://www.eduharbor.com/wp-content/uploads/2020/01/deloitte-cn-tmt-china-education-development-en-report-2018.pdf?utm_source=chatgpt.com (Accessed: February 6, 2026)

2. Benfratello L., Bottasso A. & Piccardo C. (2022) R&D and export performance: Exploring heterogeneity along the export intensity distribution. Journal of Industrial and Business Economics, Volume 49, P. 189–232. DOI : https://doi.org/10.1007/s40812-022-00209-1 (Accessed: February 6, 2026)

3. Berveno, O. V., Moskvina, A. O., Ostrovskyi, I. A., & Fedotova, Y. V. (2021) Metodychni vkazivky do vykonannia vypusknoi roboty dlia zdobuvachiv vyshchoi osvity druhoho (mahisterskoho) rivnia spetsialnosti 051 Ekonomika OP "Mizhnarodna ekonomika". KhNUMH. https://ekt.kname.edu.ua/images/Programs_2021/kvalifikatsiina_robota.pdf (Accessed: February 7, 2026)

4. Bian Z., Xia M., Zhang Y. (2025) High-quality exporting in the digital economy. Economic Analysis and Policy. Volume 86. P. 1198-1213. URL : https://www.sciencedirect.com/science/article/abs/pii/S0313592625001602?utm_source=chatgpt.com (Accessed: February 7, 2026)

5. Calheiros-Lobo, N., Vasconcelos Ferreira J. & Au-Yong-Oliveira, M. (2023). SME internationalization and export performance: A systematic review with bibliometric analysis. Sustainability, 15(11), 8473. DOI : https://doi.org/10.3390/su15118473 (Accessed: February 6, 2026)

6. China Education and Training Snapshot (2023). International Trade Administration URL : https://www.trade.gov/country-commercial-guides/china-education-and-training-snapshot (Accessed: February 7, 2026)

7. China wants to export education, too. The Economist URL : https://www.scribd.com/document/946395302/China-Wants-to-Export-Education-Too (Accessed: February 7, 2026)

8. Decreux, Y., & Spies, J. (2016). Export Potential and Diversification Assessments: A Methodology to Identify Export Opportunities. International Trade

Centre (ITC). 39 p. URL : https://umbraco.exportpotential.intracen.org/media/cklh2pi5/epa-methodology_230627.pdf (Accessed: February 6, 2026)

9. Dovgal, O., & Khalin, V. (2025). Export potential as a factor of Ukraine's economic growth in the conditions of European integration. Foundations and Trends in Research: Proceedings of the 9th International Scientific Conference. P. 115-118. DOI : https://doi.org/10.5281/zenodo.15167196 (Accessed: February 6, 2026)

10. Education Market Reports 2025. Education Industry 2026. URL : https://surl.li/wkjvhm (Accessed: February 7, 2026)

11. Gang D. (2024) China can export education, offer new choice. Global Times. URL : https://www.globaltimes.cn/page/202406/1314865.shtml (Accessed: February 7, 2026)

12. HolonIQ's Annual Education Outlook 2025. HolonIQ – China education market analysis URL : https://newsletters.qs.com/holoniq-annual-education-outlook-2025/?utm_source=chatgpt.com (Accessed: February 6, 2026)

13. HolonIQ's Annual Education Outlook 2025. Market Size. Investment Landscape. URL : https://newsletters.qs.com/holoniq-annual-education-outlook-2025/?utm_source=chatgpt.com (Accessed: February 6, 2026)

14. How Ukrainian EdTech will conquer the global market: the participation of Smarte and Green Forest Teaching Center at Bett-2025. ITC. URL : https://itc.ua/ua/articles/yak-ukrayinskyj-edtech-zavojovuye-globalnyj-rynok-uchast-smarte-i-green-forest-teaching-center-u-bett-2025/ (Accessed: February 7, 2026)

15. Huang, M. Y., Liu S., Jiang R. & Deng X. (2023) Sustainable Development of Education: An Empirical Study of China's Education Export. Journal of Service, Innovation and Sustainable Development, 4(2), P. 116–130. URL : https://www.aasmr.org/sisd/Vol.4/Vol.4.No.2.10.pdf (Accessed: February 6, 2026)

16. Huaxia Xingtan (Beijing) Information Technology Co., Ltd (Huaxia Qihan (Beijing) Education Technology Co., Ltd). Info-Clipper. URL : https://www.info-clipper.com/en/index.php?q=ShowDetails&retry=1&sid=cnd907qrs&country_code=CN (Accessed: February 7, 2026)

17. Jing, K. (2023). Research on the countermeasures to promote the development of education service trade in China. Advances in Economics, Management and Political Sciences. EWA Publishing EWA Publishing.22, 355–364. DOI : https://doi.org/10.54254/2754-1169/22/20230331 (Accessed: February 6, 2026)

18. Liu, G., Shi, Y., & Wang, B. (2023). Study on the Growth Potential of Beijing's Service Trade Export. Advances in Economics, Management and Political Sciences, 4, P. 681–692. DOI : https://doi.org/10.54254/2754-1169/4/2022987 (Accessed: February 6, 2026)

19. Ma X. (2023) College Expansion, Trade, and Innovation: Evidence from China. WTO. URL : https://www.wto.org/english/news_e/news23_e/essay_14sep23_e.pdf (Accessed: February 7, 2026)

20. Malyarets, L. M., Norik L. O., Denysiuk, O. V., & Skliar, T. P. (2024). A comparative analysis of exports of services in the EU countries and Ukraine. Economic issues. № 3, 48–57. DOI : https://doi.org/10.32983/2222-0712-2024-3-48-57 (Accessed: February 6, 2026)

21. Ministry of Education of the People's Republic of China. (2023-2025). Statistical bulletin of national education development. Beijing: MOE China. URL: http://en.moe.gov.cn/documents/reports/statistics/ (Accessed: February 6, 2026)

22. Moskvina A., Mu Junfa (2026) Formation and Implementation of the Export Potential of Educational Sector Enterprises as a Condition for Sustainable Integration into International Markets. Modern Science: Research, Economy and Innovation. Collection of Scientific Papers with Proceedings of the 4th International Scientific and Practical Conference. International Scientific Unity. January 21-23, 2026. Zagreb, Croatia. 74-79 p. URL : https://isu-conference.com/wp-content/uploads/2026/01/Zagreb_Croatia_21.01.26.pdf (Accessed: February 7, 2026)

23. OECD. (2022). Education in China. Directorate for Education and Skills. OECD Publishing. URL: https://www.oecd.org/education/china/ (Accessed: February 6, 2026)

24. Phapale S. (2024) Education Technology (EdTech) Marke. Credence Research, Inc. URL : https://www.credenceresearch.com/report/education-technology-market (Accessed: February 7, 2026)

25. Porter, M. E. (1998). Competitive advantage: Creating and sustaining superior performance. Free Press. 580 p. URL : https://library.uniq.edu.iq/storage/books/file/competitive%20Advantage/166677556024.pdf (Accessed: February 7, 2026)

26. Protecting education exports: minimising the damage of China's future economic coercion (2021). The Australian National University, Canberra. URL : https://nsc.anu.edu.au/content-centre/research/protecting-education-exports-minimising-damage-chinas-future-economic (Accessed: February 7, 2026)

27. Research on Education Services. (2025) International Trade Administration U.S. Department of Commerce. URL : https://www.trade.gov/research-education-exports (Accessed: February 6, 2026)

28. Rokoch, V. V., Tkalenko, S. I., & Khoroshun, O., et al. (2022). Modern technologies for the realization of export potential (V. V. Rokoch, Ed.). Kyiv: University "KROK". 454 p. URL : https://library.krok.edu.ua/media/library/category/monografiji/rokocha_0009.pdf (Accessed: February 6, 2026)

29. Salomon, R. M., & Shaver, J. M. (2005). Learning by exporting: New insights from examining firm innovation. Journal of Economics & Management Strategy, 14(2), P. 431–460. DOI : https://doi.org/10.1111/j.1530-9134.2005.00047.x (Accessed: February 6, 2026)

30. Statista (2025) Online education market in China - statistics and facts. URL : https://www.statista.com/search/?q=Online+education+users+in+China+&Search=&p=1 (Accessed: February 6, 2026)

31. Suntsova O. (2024) The Impact of "First-Mover Advantage" on Global Market Structure and Dynamics. Intelligence XXI. № 3 P. 34-43. URL : https://intellect21.nuft.org.ua/journal/2024/2024_3/7.pdf?utm_source=chatgpt.com (Accessed: February 6, 2026)

32. The 52nd Statistical Report on China's Internet Development (2023). China Internet Network Information Center (CNNIC). 62 p. URL : https://www.cnnic.com.cn/IDR/ReportDownloads/202311/P020231121355042476714.pdf (Accessed: February 6, 2026)

33. The EdTech Market in China (2023). Woodburn Accountants & Advisors. URL : https://www.woodburnglobal.com/post/the-edtech-market-in-china?utm_source=chatgpt.com (Accessed: February 6, 2026)

34. Tyukhtenko N., Churkina I., Pavlovych O., Burak V. & et. (2024) Foreign market entry strategy as a key to the competitiveness of enterprises. Ekonomika. № 31(5), P. 86-98. DOI : 10.32317/ekon.apk/5.2024.86

35. Wang J., Yao H. (2025) How does educational services exports promote manufacturing export upgrading? Evidence from Chinese cities. Journal of the Asia Pacific Economy. URL : https://www.tandfonline.com/doi/full/10.1080/13547860.2025.2587654 (Accessed: February 7, 2026)

36. World Bank. (2024). Digital Development and Education in East Asia. Washington, DC: World Bank. URL : https://www.worldbank.org/en/topic/digital (Accessed: February 6, 2026)

37. World Bank. (2024). World Development Indicators. Washington, DC: World Bank. URL : https://databank.worldbank.org/source/world-development-indicators (Accessed: February 6, 2026)

38. Xiao T. (2024) China's EdTech Market: Growth Trajectories and Future Prospects. China Briefing. URL : https://www.china-briefing.com/news/chinas-edtech-market-growth-trajectories-and-future-prospects?utm_source=chatgpt.com (Accessed: February 6, 2026)

39. Xiao W., Kong H., ifan Shi L., Tang D. & et. (2022) The Impact of Innovation-Driven Strategy on High-Quality Economic Development: Evidence from China. Sustainability. 14(7):4212. DOI : 10.3390/su14074212 (Accessed: February 6, 2026)

40. Xinhua (2025) Chinese smart education online platform surpasses 164 mln registered users. CNNIC – Statistical Report on Internet Development in China. URL : https://english.www.gov.cn/archive/statistics/202505/17/content_WS6828769cc6d0868f4e8f29e4.html?utm_source=chatgpt.com, https://english.news.cn/20250517/3454e7c4c89448c680b2493ba8ab0ebf/c.html?utm_source=chatgpt.com (Accessed: February 6, 2026)

41. Xu, J. (2009). China's education market and foreign suppliers of education services. International Journal of Business and Management, 4(4), 49–59. DOI : https://doi.org/10.5539/ijbm.v4n4p49 (Accessed: February 7, 2026)

42. Yang, L. et al. (2024). The Impact of Digital Trade on the Export Competitiveness of Enterprises. MDPI. Systems, 12 (12), 580 p. DOI: https://doi.org/10.3390/systems12120580 (Accessed: February 6, 2026)

43. Yang, S., & Sun, L. (2024). Research on the Export Potential of China's Cultural Products to RCEP Countries. In Proceedings of the 4th International Conference on Internet Finance and Digital Economy (ICIFDE 2024) In Advances in Economics, Business and Management Research (pp. 101–107). Atlantis Press. DOI : https://doi.org/10.2991/978-94-6463-534-8_10, https://www.atlantis-press.com/article/126003981.pdf?utm_source=chatgpt.com (Accessed: February 7, 2026)

44. Yanga S., Sun L. (2024) Research on the Export Potential of China 's Cultural Products to RCEP Countries. Proceedings of the 4th International Conference on Internet Finance and Digital Economy (ICIFDE 2024) P. 102-107. URL : https://www.atlantis-press.com/proceedings/icifde-24/126003981 (Accessed: February 7, 2026)

45. Yankun, Y., & Xinrong, X. (2024). Influence Factors on China's Export Competitiveness of International Education Service Trade. International Journal of Advances in Social Science and Humanities. Volume 8 Issue 3. P. 01–08. URL : https://ijassh.com/index.php/IJASSH/article/view/337 (Accessed: February 7, 2026)

46. Yu Ch., Gu C. (2025) Trade openness, market integration and economic growth: Evidence from China. International Review of Financial Analysis. 17 p. DOI : https://doi.org/10.1016/j.irfa.2025.104484 (Accessed: February 7, 2026)

47. Yurchenko O., Kushnir O. (2020) Development of export potential of enterprises in the context of globalization: factors and priorities. Herald of Kyiv Institute of Business and Technology. № 4 (46). 82-90 p. https://herald.kibit.edu.ua/index.php/visnyk/article/view/124 (Accessed: February 6, 2026)

48. Zeng C., Guo J., Zheng Y. (2026) The impact of international student education on facilitating global trade: A case study of chinese education for foreign students in China. International Journal of Educational Development. Volume 120, P. 103460. URL : https://www.sciencedirect.com/science/article/abs/pii/S0738059325002585?dgcid=rss_sd_all (Accessed: February 7, 2026)

49. Zhang, L., Pan, A., Feng, S., & Qin, Y. (2022). Digital economy, technological progress, and city export trade. PLOS ONE. DOI: https://doi.org/10.1371/journal.pone.0269314 (Accessed: February 6, 2026)

50. Zhou, H., Fan J. (2023) Export Structure, Import Demand Elasticity and Export Stability. The World Economy. John Wiley & Sons, Inc. Volume46, Issue3. P. 758-790. DOI : https://doi.org/10.1111/twec.13305 (Accessed: February 6, 2026)

APPENDICES

Appendix A

Approval of Master's Degree Qualification Thesis Results


isu-conference.com

ISU
INTERNATIONAL SCIENTIFIC UNITY

CERTIFICATE
of conference participant

it is hereby certified, that

MU JUNFA

took part in the 4th International Scientific and Practical Conference
«MODERN SCIENCE: RESEARCH, ECONOMY AND INNOVATION»

January 21-23,2026, Zagreb, Croatia
24 Hours of Participation
(0,8 ECTS credits)

Head of the organizing committee

Viktoriia Tsiundyk

ISU-26/0121-135