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State of Ukraine's Educational Services

How attractive is it for Indian Students?

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Olena Shapovalova
Biswajit Nag**



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State of Ukraine's Educational Services

How attractive is it for Indian Students?

*Utkarsh Katyaayun**
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1. INTRODUCTION:

Education services form an integral part of today's modern and globalized world. A society's course of development may be decided by the state of educational services in the society. The educational services sector, which was initially open to only public institutions, has seen a change. With the increased globalization and introduction of good medium of communication, people have access to education institutions worldwide. Students not only benefit from the expertise developed by the educational institutions, but they also benefit by the wide cross section of classroom having students from different parts of the world. It helps students, develop and understand the view of different geographies. As we are moving towards rapid globalization in our business, there is an increase in more students going abroad for their higher education. The population explosion around the world has also triggered a process of continued expansion and liberalization in this sector. With more and more students demanding educational services the government has had to open up the sector for both domestic and foreign private investors.

Educational services are also enlisted under General Agreement on Trade and Services (GATS). However, ironically, not withstanding the importance of this sector it remains one of the least committed sectors under GATS. There are many factors that inhibit trade between countries in this sector. A few big factors are quality assurance, policy control, accreditations standardization and other country specific issues. Despite, barriers, students cross the border and seek admissions in foreign universities. China, India, Korea are sending large number of students mostly to Western universities.

Almost 200,000 Indian students went abroad for higher education in the year 2012. Major destinations are US, UK and Canada. However recently the rules for immigration to these countries have been made more stringent. Consequently, this group of internationally mobile students has had to look at other destinations for higher studies. Ukraine has emerged as a major hub for higher education along with China and other European countries. In the year 2012 Ukraine had almost 40,000 international students. Moreover of these 40,000 students almost 2,500 students were from India. These figures show the growing trend of Indian students going to Ukraine for higher studies. Ukraine, with over 100 higher education institutions, produces the world's fourth largest number of academic graduates. The Ukrainian universities are some of the oldest in the world and therefore have rich history and international level infrastructure. Furthermore, the degrees of Ukrainian universities are internationally recognized. On the other hand, India has the most number of students studying abroad after China. It goes without saying that there is a lot achieve through mutual cooperation between India and Ukraine.

Key Words: Education Service, Trade in Education, India-Ukraine Cooperation
JEL classification – F1, F2, F14, F19, I23, L89

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This paper aims to highlight the recent trends in liberalization of educational services and further, focus on the status of educational services in Ukraine and discuss the trend of Indian students going to Ukraine for higher studies. This paper is divided into seven sections. Including Introduction. In Section 2, the current status of trade in educational services in the world has been described with countries' effort of liberalizing the sector. Section 3 focuses on the various trade barriers that exist in supplying these educational services across countries. We have made attempts to understand these barriers first on a Modal level and then at a policy level. In Section 4, we look at the status of current educational services in Ukraine. Section 5 looks at the recent trends of students moving in and out of Ukraine. Section 6, describes the status of liberalization of educational services in Ukraine. Status and experience of Indian students moving abroad and especially to Ukraine is described in Section 7. The last section provides conclusion and recommendation.

2. CURRENT STATUS OF TRADE IN EDUCATION SERVICES IN THE WORLD:

2.1 Classification under Education Service

Trade in education services can be divided into five sectors according to the United Nations Provisional Central Product Classification (CPC). During the Uruguay round of negotiations the Service Sectoral Classification list MTN.GNS/W/120 was developed under GATS. The activities covered under these documents are based on CPC codes. According to Division 92 there are five categories, namely i) primary ii) secondary, iii) higher iv) adult and v) other educational services (WTO 1991). The difference between primary, secondary and higher educational services is based on level of study. The other two types of services are not entirely dependent on level of study. Both adult education and other education lie outside the formal education system. Adult education is also dependent on the type of recipient of education.

TABLE 1: Classification of Education Services

S.NO	SERVICE CATEGORY	EXPLANATION
1	Primary Education(CPC 921)	Pre-school and primary educational services
2	Secondary Education(CPC 922)	General higher secondary education and technical and vocational education
3	Higher Education(CPC 923)	Post-secondary vocational educational services and other university education leading to a university degree
4	Adult Education(CPC 924)	Educational services outside regular educational system aimed to educate the adult population about general topics
5	Other Education Services(CPC 929)	Education services in specific subject matters not included in other categories

Source: WTO 2010, Educational Services' Background Note by the Secretariat

However, the categories of education services under CPC have been revised twice due to the dynamic nature of the education sector. For instance, there is an increased demand for skilled labor, which has ignited many new

courses aimed at only a particular set of skills and do not necessarily end up providing a degree. Furthermore, services like educational placements, recruitment for teaching positions and agencies for higher education, which are helpful in providing educational services are not classified under the CPC set of educational services sectors. These along with the unclear distinctions between educational services in the CPC W/120 services classification have led to multiple revisions in CPC.

Revisions have been made to the classification of post-secondary education services (higher, adult and other education services). In the CPC revision 2 a few changes have been made to compensate for the growing needs of the educational sector.

Firstly, Higher education (CPC 923), which earlier comprised of two types of educational services; Post-Secondary Technical and Vocational Educational Services(CPC 92310) and University and other Higher Educational Services(CPC 92390) has now been divided into two separate categories i) Post-Secondary non-tertiary education services(924) which comprises of a general(93410) and a specialized(93440) service ii)Tertiary Education Service(925) which comprises of first stage tertiary(92510) and second stage tertiary education service(92520).

Secondly, Adult education service (924) has now been removed and merged into a new category - Other education and training services and educational support services(929).

Thirdly, Other education services(929) have been expanded to include other education and training services(9291) and Education support services(9291). This category is now named 'other education and training services and education support services(929) (WTO 2010).

2.2 Four Modes of Trade under Education Services

The GATS described four modes of trade in service or modes of supply. These four modes of trade apply to all service including educational services. The table below provides an over view of the modes of trade in services and sites examples of the same. It is important to note that we will be focusing mainly on higher educational service sector (WTO 2010).

TABLE 2: Modes of Trade in Services

MODE	EXPLANATION	EXAMPLES FROM HIGHER EDUCATION
Cross Border Supply (Mode 1)	The services crosses the border, however there is no physical movement of the people who provide the service or who seek the service	Distance education E-learning(MOOC) Franchising/Twinning
Consumption Abroad (Mode 2)	Involves the physical movement of the consumer of the service to the country of the supplier	Students going abroad to study
Commercial Presence (Mode 3)	The service provider sets up commercial facilities in another country to provide the service	Satellite campus Branch campus
Presence of Natural Persons (Mode 4)	Temporary physical movement of people across borders to provide educational services	Professors going to teach in summer school Research assistants

Source: WTO 2010, Educational Services' Background Note by the Secretariat

2.3 Current Status of Negotiation and Commitments under Educational Services

Even though educational services have a growing role in today's world, few countries have made commitments to this service sector under GATS. A total of 51 countries have taken commitments in one or more education sub-sectors. Any service agreement in GATS has three parts, i) Unconditional Obligations ii) Conditional Obligations and iii) Annexes which details sector specific limitations. The Table below summarizes the three parts of GATS along with an explanation (OBHE 2002).

TABLE 3: Basic Elements of GATS

GATS ELEMENT	EXPLANATION
Unconditional Obligations	They apply to all service sectors despite if it is committed or not. Some unconditional obligations are- <ul style="list-style-type: none"> • Transparency • Most Favoured Nation(MFN) • Dispute Settlement • Monopoly
National Schedule	A country states which service to commit, and furthermore how much to commit in that service, by giving level of market access and the degree of national treatment
Annexes	Sector specific limitations

Source :OECD 2002, Current Commitments under GATS in Educational Services

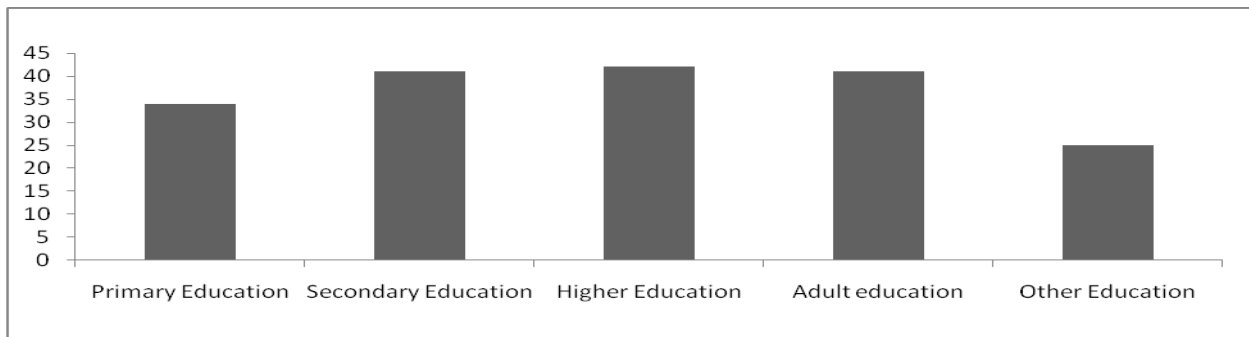
Firstly, Unconditional Obligations are a set of general rules and principals that apply to all the measures in trade in services. The most generally applicable provisions are Most Favoured Nation (MFN) and Transparency. Under MFN countries are required to treat all the other countries without any distinction. However countries can opt for MFN exemptions for a period up to 10 years depending on specified conditions in GATS.

Secondly, National Schedules is a process through which countries commit to certain sectors on the basis of market access and national treatment. A country is free to decide which service sector and up to what extent it wants to commit. Some of the most used terms are 'None' and 'Unbound'. 'None' implies that the country blinds itself to any commitments in a sector and 'Unbound' implies that no particular commitments have been made to a sector.

Thirdly, the annexes include the regulatory principles in certain sectors. Overall the GATS is a balanced agreement providing both challenges and opportunities to member countries. (Chandra 2002)

Taking a look at commitments over a sectoral level(primary, secondary, higher, adult, and other), a total of 183 commitments have been made over 51 national schedules. The summary below provides a distribution of the national commitments (OCED 2002):

FIGURE 1: Breakdown of specific commitments under GATS



Source : WTO 2010, Educational Services' Background Note by the Secretariat

Developing nations and recently acceded economies have wider sectorial coverage than the developed members. Also there is wider sectorial coverage in case of developing nations as compared to developed countries.

At a modal level we will look at the distribution of sector specific commitments across the modes of supply. When a country commits to a particular sector it can either commit in full or partially. Partial commitments entail to restrictions in the granting of financial assistance, availability of course material, nationality requirements and restrictions on the services to foreign students. Mode 1, has the highest number of full commitments in the higher education sector. Mode II has less number of restrictions on trade and consequently the highest number of full commitments. In Mode III we see a similar pattern, with high commitments in the higher education sector, however there are certain limitations like granting of diplomas and funding, real estate acquisition.

Currently few countries have committed to all education services under the GATS. However due to Progressive Liberalization, which is an important element of the GATS, countries are expected to further liberalize trade and services with each round of negotiations. This means that with every round of negotiations countries, which have committed fewer sectors, are under more and more pressure to open up their economy for trade. The aim of GATS is reduction of trade barriers, which can be done in two ways. Firstly, opening up more and more sectors for trade and secondly, reducing the number of market access and national treatment restrictions already present in certain sectors (OECD 2002).

Ukraine has full commitments in all the five education sectors. However, in this paper we will mainly concentrate on the higher education sector. A breakdown of specific commitments under this sector has been provided later in this paper, but talking broadly there are less limitations, which has allowed large number of foreign students to go to Ukraine for higher studies.

3. BARRIERS TO LIBERLIZATION OF EDUCATIONAL SERVICES:

There are several barriers to trade. Some of these barriers are generic and apply to all service sectors along with education sector. Understanding these trade barriers is essential in understanding the dynamics of trade in education sector. It is important to note that barriers may either be imposed at a policy level or at a services level. Policy barriers are more generic in nature, in contrast to service level barriers, which are specific to a type of service. The following paragraphs will analyze these barriers in trade at a modal level. The table provides a detailed overview of the barriers on the basis of modes of supply (WTO 2010):

TABLE 4: Summary of barriers to trades in educational services

MODE	BARRIERS	POSSIBLE SOLUTIONS
Cross Border Supply (Mode 1)	<ul style="list-style-type: none"> • Restriction on transmission of course material • Non- recognition of qualification • Restriction on transfer of funds • Restrictions on type of courses offered • Barriers on use of internet to deliver education services 	<ul style="list-style-type: none"> • Setting up new regulatory framework for assessing education acquired • Combining this mode with commercial presence or presence of natural persons
Consumption Abroad (Mode 2)	<ul style="list-style-type: none"> • Visa requirements and costs • Foreign currency and exchange requirements • Recognition of prior qualification from other countries • Restriction of employment while studying 	<ul style="list-style-type: none"> • Frameworks to support credit transfer and qualification recognition
Commercial Presence (Mode 3)	<ul style="list-style-type: none"> • Number of possible suppliers • Possibility to obtain national accreditation • Nationality requirements on faculty staff • Number of students that can be enrolled • Requirement to recruit local staff • Recognition of qualification abroad • Financial assistance and subsidy from the government 	<ul style="list-style-type: none"> • De-Regulation of stringent restrictions on education service sector • Branch/Partner Universities
Presence of Natural Persons (Mode 4)	<ul style="list-style-type: none"> • Immigration requirements • Labour market tests • Recognition of credentials • Employment rules • Quotas on number of temporary staff 	<ul style="list-style-type: none"> • Synchronization of education systems to reduce the need of an examination and other regulations

Source : WTO 2010, Educational Services' Background Note by the Secretariat

MODE 1: CROSS BORDER SUPPLY

Cross Border Supply Mode has barrier, which either prevent the transfer of course material or in some way restrict the access of the student. However the biggest problem, which stand is the recognition of the qualification earned. Some barriers below are explained in detail:

- Restrictions on the electronic transmission of course material: Sometimes course material is country specific restricted i.e. a course may be available in one country but may not be available in another.
- Non- Recognition of qualification earned: Since in Cross Border Supply students (consumers) and institutions (suppliers) are not physically in contact, various issues relating to the authenticity of the course may arise. Furthermore, since there is no solid pattern for examinations and no proper system to authenticate the student giving the exam, the degree earned may remain contentious. However, steps have been taken to address this issue. Websites like course.org have started programs where they authenticate the student by measuring the typing speed and other study patterns in order to provide a certified acknowledgment of the course undertaken (Jeffrey 2013).
- Quality of Education earned: The problem of non-recognition of qualification earned can also be rolled back to the issue of the quality of education through cross border supply. Given the fact that there is no direct contact between the teacher and the student, one may argue is this mode of supply the way to go ahead. Books and videos can supplement a part of education; however the student teacher interaction missing in this mode is also cardinal for a student's personality development.

Apart from these main issues, there are also several other issues like restriction on the transfer of funds abroad and restriction on the type of course available. However, even after having so many caveats Cross Border Supply Mode of Education is still very popular amongst ambitious students. Massively Open Online Courses (MOOC) is gaining more and more students every day. Sites like Course Era and Edx are said to be growing faster than Facebook (Pappano 2012).

There is a need to modify the current regulatory and accreditation framework or create a separate new system for assessing education acquired from cross border mode of supply. There is also an instance when cross border mode is combined with commercial presence to give students the experience of a degree from a foreign institution at a much lower price. Typically, in this type of hybrid supply mode a student completes his initial years of study through online courses at the foreign university's partner local university. Then to complete his final year he may travel abroad to the university's main campus.

MODE 2: CONSUMPTION ABROAD

It has been observed that mode 2 has the least number of restrictions over trade. The restrictions present can be observed from two points of reference, Host economy and Home economy. National schedules only have market access and national treatment commitments taken by the home economy in relation to consumption abroad. Measures taken by host economies in relation to exit requirements and the conditions of stay are not covered by the schedules of specific commitments. Restrictions on the basis of Home economy and Host Economy are explained below:

- Home Economy: In terms of steps taken by home economies, generally restrictions are direct and take the form of restrictions on visas and foreign currency control. There are also barriers on the recognition of the qualification in the home country.
- Host Economy: Restriction taken by the host economy, generally encompasses the conditions of stay and post education requirements. For instance, there may be restrictions on employment after studying and quotas on the number of foreign students (WTO 2010).

Several initiatives need to be taken to increase co-operation in recognition of qualifications from other countries. Some initiatives are:

- Lisbon Convention on the Recognition of Qualification of Higher Education in the European Region
- European Credit Transfer System
- University Mobility in Asia Pacific (OBHE 2002).

MODE 3: COMMERCIAL PRESENCE

Trade through commercial presence has the most number of restrictions, and least number of full commitments. The main problems are:

- Possibility to obtain National Accreditation: In many countries international institutions are not given national recognition, which leaves them behind some national universities. It is important that foreign universities be given national accreditation so that they can compete with other universities at equally.
- Nationality Requirement on Faculty Staff: In many countries like Ukraine it is necessary for the head of an education institution to be a permanent citizen of the country (WTO 2008).

Other issues are number of students that can be enrolled, requirement to recruit local staff, recognition of the qualification awarded and financial assistance and subsidy from the government. Furthermore, there may also be legal issues like acquisition of real estate for opening the campus.

Commercial Presence opens up the countries sector to other countries and thus faces a lot of challenges. However, It is gaining popularity in the form of Partner University Relationships. A student may complete some of his education at the foreign universities partner local university. All the infrastructure is provided by the local university, however the facilities and course material is provided by the foreign university.

MODE 4: PRESENCE OF NATURAL PEOPLE

Restrictions on presence of natural persons commonly relate to immigration status, labor market tests and nationality requirements.

- Immigration Status: Some countries restrict the immigration of people from certain countries due to other factors.
- Labour Market Test: Due to difference in the education system of some countries. People may have to pass an examination in order to reveal to that country for the purpose of teaching or studying. The exam is held to qualify the person. For instance, according to the Institute of Chartered Accountants of India an Indian chartered accountant has to pass the Uniforms Evaluation Exam (UFE) to be able to practice his trade in Canada.

4 EDUCATIONAL SERVICES IN UKRAINE

Ukraine is the largest country entirely within Europe. It gained independent stature on 16th July 1990 when the Soviet Union was dissolved. However, the constitution was not brought into effect until 28th June 1996. Ukraine has a presidential form of government. In 2004 revisions were made to the constitution, which shifted the government to a more parliamentary system. There have been debates and conflicts over this issue since then. Geographically, Ukraine is divided into 24 Oblasts or Provinces along with the exception of the Autonomous Republic of Crimea, which has been given a special status. Also the cities of Kiev and Sevastopol have special legal status. The 24 Oblasts along with Crimea are further divided into 490 raions or Districts.

The Ministry of Education and Science is the central body responsible for managing educational services in Ukraine. It was established on 12th December 1991 when the Ministry of Higher Education and the Ministry of People's Education were merged to form the Ministry of Education and Science. The Ministry of Education and Science (MES) remains the only accrediting body and institutions, both public and private, may offer courses and degree only when recognized by the MES.

Over time many laws have been passed to improve and upgrade the educational services provided in Ukraine. Some laws and the years when they were passed are mentioned in the below table-

TABLE 5: Laws passed in education sector in Ukraine

GATS ELEMENT	EXPLANATION
1998	Law on Vocational Education and Training
1999	Law on General Secondary Education
2001	Law on Preschool Education
2002	Law on Higher Education

Source : (UNESCO – IBE) 2011, *World Data on Education*

4.1 Types of Accreditation levels, degrees and Educational Institutions

The educational system of Ukraine can be categorized in the following categories-

- Pre-School Education
- Primary Education
- Secondary Education
- Higher Education

Pre-school education is not compulsory in Ukraine. However according to the Law on Pre-School Education (2001) it should be provided free of charge in state and municipal institutions. Primary Education covers a period of four years. It is the first stage of compulsory education. Initially, compulsory education was completed at basic general secondary schools. Upon completion and passing of an exam students received a certificate of basic general secondary education. Further students could choose to complete their secondary education at a general secondary school, professional trade school or technical schools of vocational training. Upon completion they received a certificate of complete general secondary education. However, after the Law on General Secondary Education (1999) students are required to complete compulsory education which lasts a total of twelve years and includes primary (4 years) , basic secondary (5 years) and upper secondary education (3 years) (UNSECO-IBE 2011).

Higher educational institutions for admissions require the certificate of school leaving and success in entrance examination. Higher education in Ukraine can last from a period of four years to 8 years and result in degrees from a junior specialist to Doctor of sciences. The table below describes the types qualifications earned-

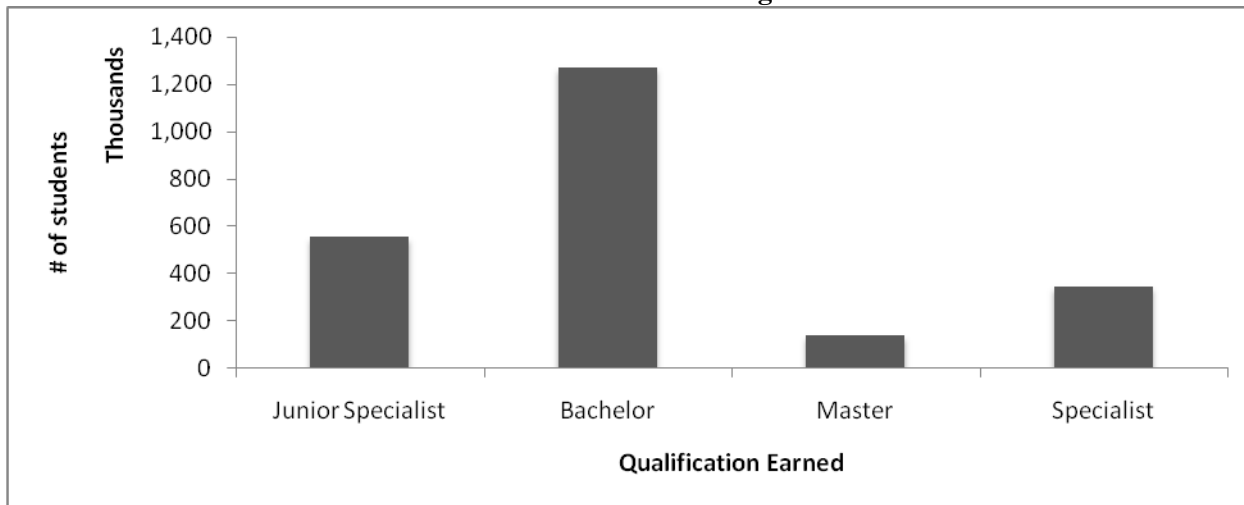
TABLE 6: Types of academic qualifications in Ukraine

QUALIFICATION	EXPLANATION
Junior Specialist	<ul style="list-style-type: none"> • Provides special skills and knowledge to cope with tasks stipulated to initial posts in an economic activity • Normal period of training is 2.5 to 3 years
Bachelor	<ul style="list-style-type: none"> • Provides knowledge for certain posts in an economic activity • Period of education is 4 years (240 ECTS)
Specialist	<ul style="list-style-type: none"> • Can be attained after bachelor degree (complete higher education) • Period of completion is 1 year (60 ECTS)
Master	<ul style="list-style-type: none"> • Period of training is 1.5 years (90 ECTS)

Source : EACEA 2012, *Higher Education in Ukraine*

The chart below provides a distribution of the number of students at Higher Educational Institutions in Ukraine (2012) (EACA 2012).

FIGURE 2: Distribution of students in higher education in Ukraine



Source : EACEA 2012, *Higher Education in Ukraine*

In Ukraine there are four levels of accreditation. Level I, II, III and IV. There is considerable difference between the institutions falling under these levels. Institutions of level I and II are considered to be institutions for higher education as compared to their status before the 1992 education law when they were considered as specialized secondary educational institutions. Level II institutions may offer two kinds of educational degrees. The first type of program may not require the student to have a complete secondary education and may result in a Diploma with a professional qualification. The second program requires the student to have complete secondary education, is of 4 years duration and ends up in a Bachelor's degree. There is very less difference between Level III and Level IV. Generally all the "Institutes" fall under the Level III accreditation and "Universities" fall under Level IV accreditation (Ternivskaya 1996).

Based on the discussion above the higher education institutions in Ukraine can be divided into six categories.

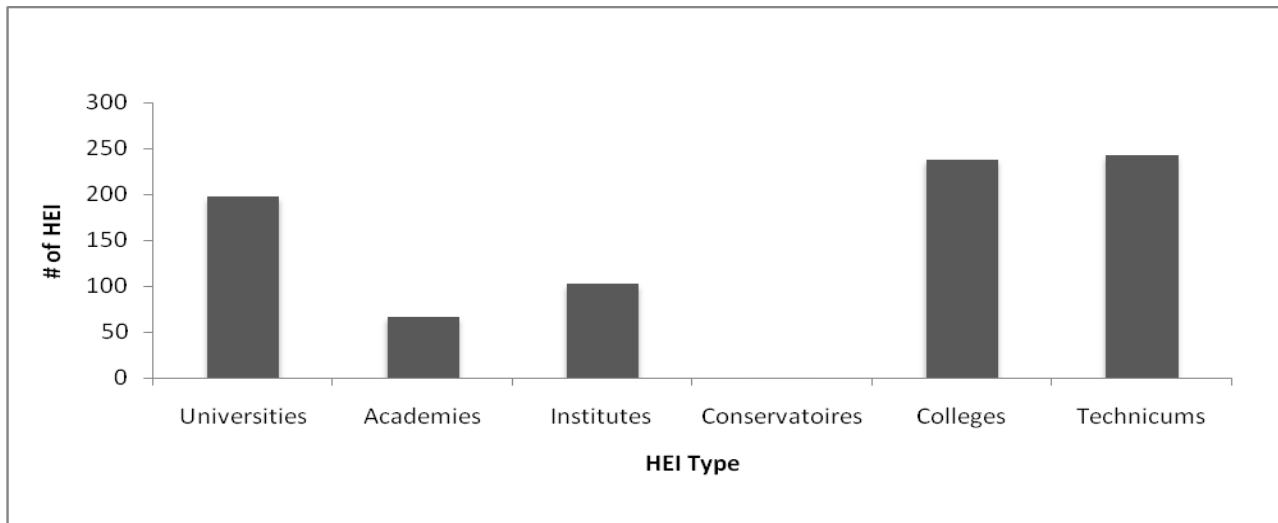
- Universities
- Academies
- Institutes
- Conservatoires
- Colleges
- Technical and Vocational Schools

There are 197 universities in Ukraine. They have the 4th accreditation level. A university may be a single multi-disciplinary institution or comprised of many branch institutions. They act as the leading research centres. Academies also have 4th accreditation level. There are 66 Academies in Ukraine. Academies concentrate on a single subject and may also be the leading research body on that subject.

In Ukraine 102 institutes are present. Their accreditation level is 3. Generally, they form sub-branches of a University. Conservatoires have 3rd accreditation level. They specialize in culture and arts, specifically music. At

present, there is only one conservatoire. Colleges provide training to the acquisition of specific higher education qualifications. They have level II accreditation. Technical and Vocational Schools also called Techni cum's have level I accreditation. They provide education and training in several adjacent areas. The chart below provides a distribution of the HEI in Ukraine (EACA 2012).

FIGURE 3: Types of HEI in Ukraine

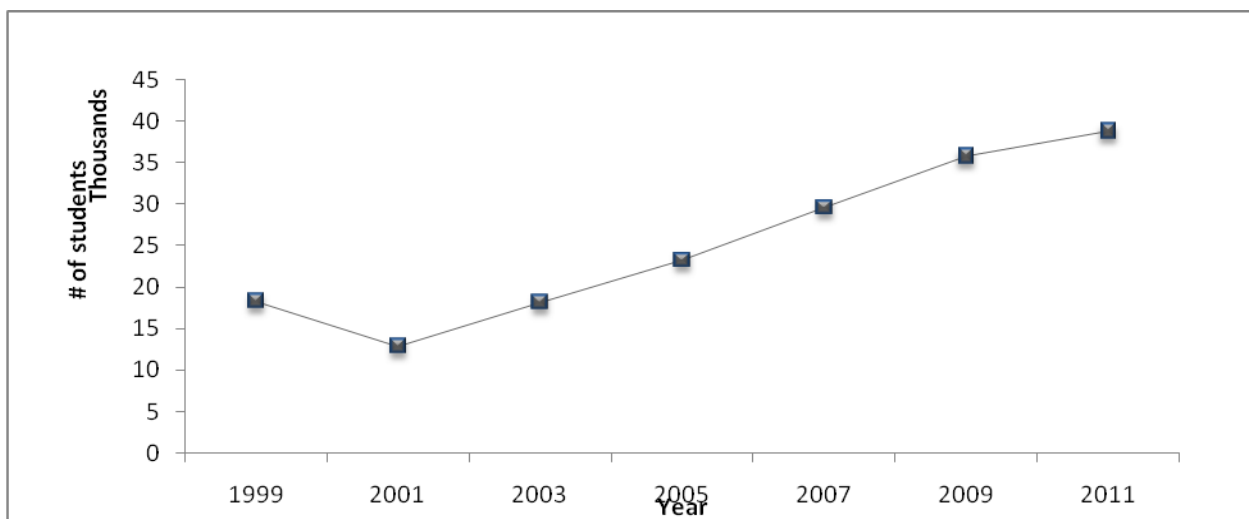


Source :EACEA 2012, *Higher Education in Ukraine*

5. FOREIGN STUDENTS IN UKRAINE

Like any other economy, Ukraine has also been a part the fast growing student mobility cycle there has been a constant increase in the number of foreign students studying in Ukraine. Low education cost, reputed universities and solid educational system are amongst the various reasons for this increase in international students. The following graph shows the number of foreign students in Ukrainian Universities according to Data Market (n.d.)-

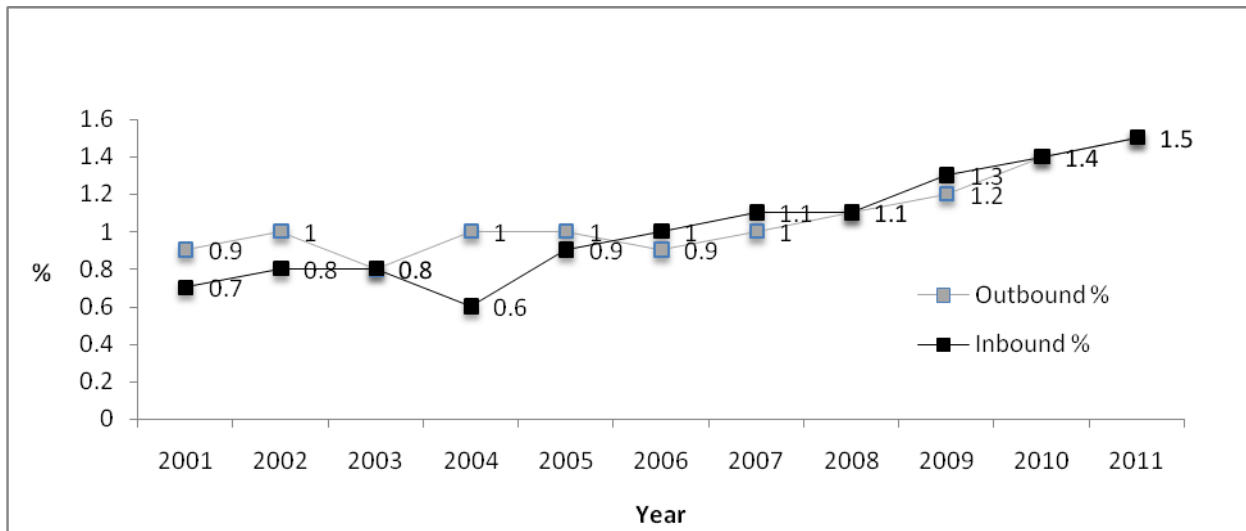
FIGURE 4: Number of foreign students in Ukraine



Source: Data Market n.d., *International Students*

In the academic year of 2012/2013, there were 49,000 enrolled in Ukrainian Universities. Ukraine receives students from almost all parts of the world, however a major stock comes from Turkmenistan(10,500),China (3,200) and Russia (2,900). Within the previous five years the Russians and the Chinese students decreased by a third while the number of Turkmens have increased by almost six times (MPC 2013).

FIGURE 5: Outbound/Inbound Ratio for Ukraine



Source :Knoeman.d., *Ukraine Tertiary Education Inbound Mobility rate* and Knoeman.d., *Ukraine Tertiary Education Outbound Mobility ratio*

The chart above shows the relative inbound mobility rate and outbound student mobility ratio as stated on Knoema (n.d.). The Inbound Mobility Ratio is the total number of students from abroad studying in a given country as a ratio of the total number of tertiary enrollments in that country. Similarly, the Outbound Mobility Ratio is the total number of students from a given country studying abroad as a ratio of the total number of tertiary enrollments in that country. They are considered key indicators of tertiary education in a country.

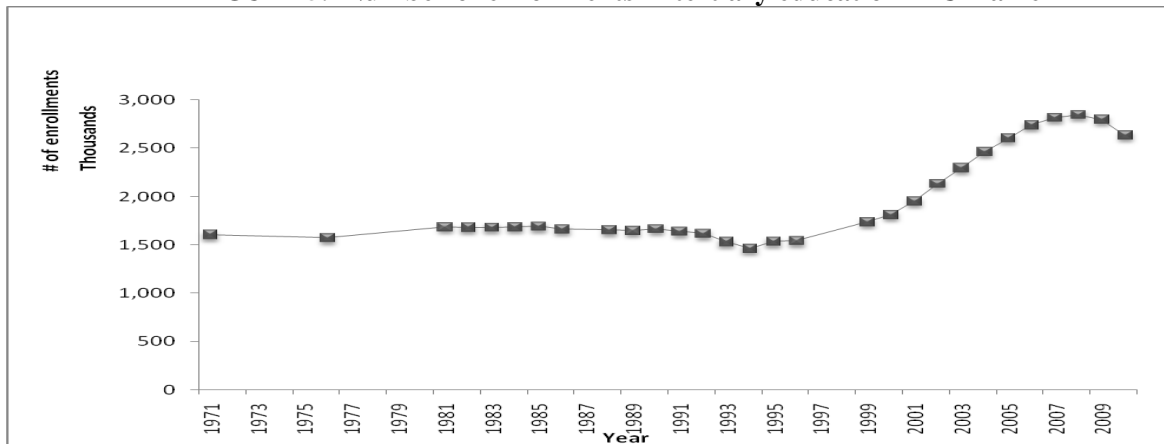
It is estimated that in 2012 about 35,000 Ukrainian's left Ukraine to pursue higher education abroad. It is understood that Russia, the United States of America and Poland are the top destinations (Peng 2013).

Also, if we look at the migrating labour force, 59% of the migrants have completed their secondary education and almost 30% migrants have fully or partially completed their higher education. The most common labour market activities among migrants are construction, domestic care and agricultural sector (IMO 2011).

6. LIBERLIZATION OF EDUCATIONAL SERVICES IN UKRAINE

Since its Independence in 1991 Ukraine has been seeing growing number of enrollments in tertiary educational institutions. There are 846 Higher Educational Institutions in Ukraine. Out of these around 661 are Public Institutions and 185 are Private Institutions (EACA 2012).The graph below shows the enrollment of students into tertiary education according to DataMarket (n.d.)-

FIGURE 5: Number of enrollments in tertiary education in Ukraine



Source : Data Market n.d., *Student Enrollment*

6.1 Ukraine’s Commitment under GATS

The following table shoes Ukraine’s WTO commitments for the higher education sector under GATS. Following representations are used-

- (1) Cross Border Supply
- (2) Consumption Abroad
- (3) Commercial Presence
- (4) Presence of Natural Persons

TABLE 7: Ukraine’s WTO commitments for higher education services under GATS

SECTOR	LIMITATIONS ON MARKET ACCESS	LIMITATIONS ON NATIONAL TREATMENT
Higher education services (CPC 923)	(1) None. (2) None. (3) None, except in line with Ukrainian legislation, only a citizen of Ukraine may be the head of a higher education institution of all accreditation levels, notwithstanding the type of ownership. (4) Unbound, except as indicated in the horizontal section.	(1) None. (2) None. (3) None. (4) Unbound, except as indicated in the horizontal section.

Source : WTO 2008, *Report of the Working Party on the Accession of Ukraine*

It is important to note that there are no limitations on market access, except that the head of an institution, in case of commercial presence, should be a citizen of Ukraine. However, ‘unbound’ states that no commitment has been made for Mode 4 i.e presence of natural persons.

The horizontal section includes some conditions for eligibility and rules which need to be followed for market access and national treatment. Some conditions on market access are time period of issued visa, work permit requirements and type of persons travelling. National treatment exceptions include eligibility to subsidies and other kind of state support (WTO 2008).

6.2 Ukrainian Visa Regulation

Strict regulations on movement of foreign nationals began in 2009. However, a major change took place in 2010 with the introduction of the “90 days within 180 days” rule. According to this rule foreigners without a permanent or temporary residence permit may only stay in Ukraine for 90 days within each 180 day period.

However due to a number of caveats Resolution no. 567 was passed in 2011, which categorized visa’s into 3 categories; i) transit visas ii) short-term visas and iii) long-term visas. Resolution No. 567 was replaced by Resolution No. 601 in August 2011. However, to deal with problem of foreign families whose bread-earner worked in Ukraine Law no. 3773 and Resolution No. 150 were passed. Furthermore, Resolution No. 251 was passed on 15th May 2012. While the Ukrainian immigration rules may still be far from perfect the recent development point towards a more liberalized and clear regulation system (Frishberg 2012).

6.2 Steps towards International Cooperation by Ministry of Education and Science

The Ministry of Education and Science has taken several steps to promote international cooperation in the field of education. Some of these steps are-

- Student exchange programs to implement short and long term projects in association with American Council for Higher Education
- FLEX (Future Leaders Exchange Program), which is a cultural exchange program in which Ukrainian students get the chane to live with an American host family for one academic year. (American Coucil for International Education n.d.)
- Project "EdGATE" - "Educational gate”, the main objective of which is to develop the concept and the subsequent creation of the European Regional College. The main countries the Poland.participate are Romania, Austria, Scotland Germany, Croatia and Poland. (ELS n.d.)
- Project "Dreams + Teams" of the British Council in Ukraine, aimed at developing leadership skills and understanding of other cultures among young people through their involvement in unassisted organization of sport activities and establishment of international educational contacts MES 2010)
- Polish-Ukrainian initiative "Together". The project has involved over 500 students of schools and teachers from all over Ukraine. Over 150 educational institutions of Ukraine and Poland are involved in the implementation of student exchange programs, enhancing school European clubs, creating summer camps, supporting the youth voluntary initiatives, youth art competitions (MES 2010)
- Program “Fulbright Scholarship” in Ukraine in the Institute of International Education. Funded by the United States Government this program is the oldest scholarship program and today supports academic exchanges between 155 countries (Full brightn.d.)

7. TRENDS OF INDIAN INTERNATIONAL STUDENTS AND THEIR STATUS IN UKRAINE

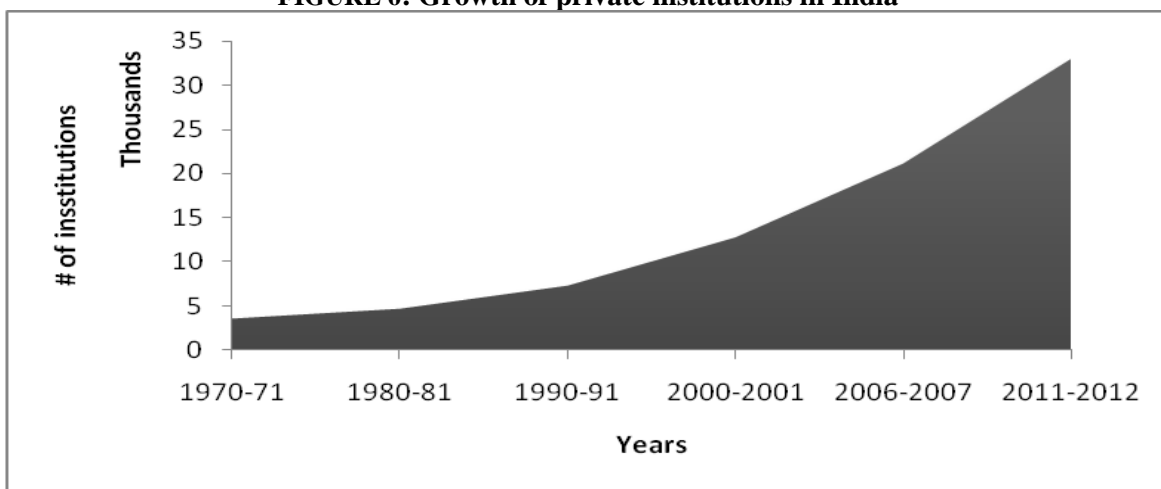
7.1 Status of Education System in India

Education system in India is one of the largest in the world. The number of students enrolled in a school has been increasing at more than ~5% per year (NCEE 2005). Education granting institutes in India are both Private and Public. Historically, public institutions have dominated the scene however due to their failure to meet the demand of a growing young population private institutions have also entered educational services in India (Choudaha 2013).

There are many reasons for the increasing demand for educational services in India. One of the major causes is the population growth and the high ratio of young people in this growing young population. In 2005 more than 32% of the population was under the age of 15(NCEE 2005). Moreover, other factors like government initiatives, increasing importance to literacy and schools and job market requirements also play a major role in increasing the demand for education. It is important to note here that government initiatives and importance to literacy are more related to increasing the demand for primary, secondary and adult education services. However, job market requirements affect the demand for higher education and other education services.

On the supply side, historically, there have been government sponsored public institutions. However, recently there has been a burst in the number of private institutions in India to meet the demand for education. India boasts around 700 Universities with more than 35 thousand affiliated colleges enrolling more than 20 million students. Almost 85% students are enrolled in bachelors programs (Choudaha 2013).

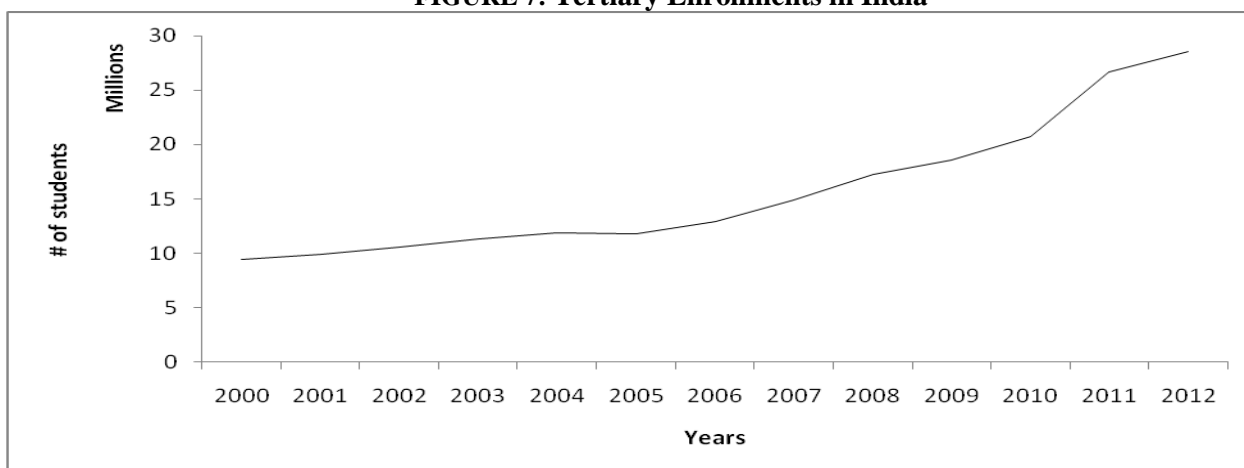
FIGURE 6: Growth of private institutions in India



Source :E&Y 2012, *Higher Education in India: Twelfth Five Year Plan (2012–2017) and beyond*

In this paper we will be mainly concentrating on the tertiary education system in India. India ranks second in the number of enrollments to higher education institutions only behind China. The graph below shows the increase in the tertiary enrollment to HEI in India, according to UNESCO Institute of Statistics.

FIGURE 7: Tertiary Enrollments in India

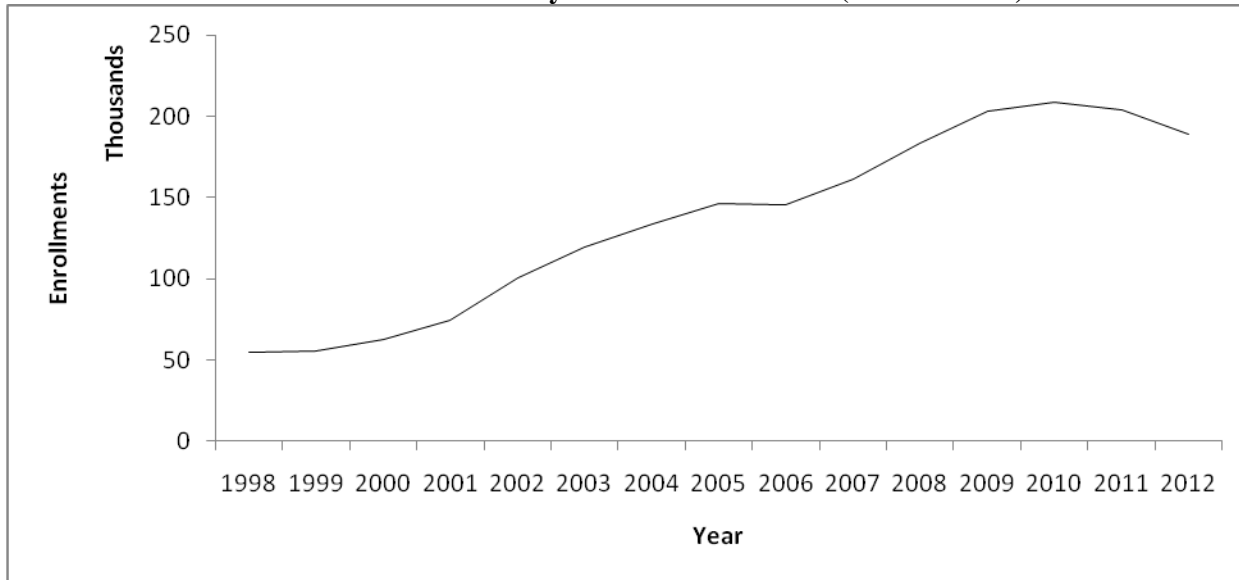


Source :UNESCO Institute of Statistics (UIS), *Enrolment by level of education*

7.2 Indian Students abroad

There has been a growing trend of Indian students going abroad for studies. Pre-Independence era also saw Indian students go abroad to complete their higher education. However, at that time the number was very small. This bucket of Indian students going abroad for studies has been growing ever since.

FIGURE 8: Tertiary Enrollments in India (International)



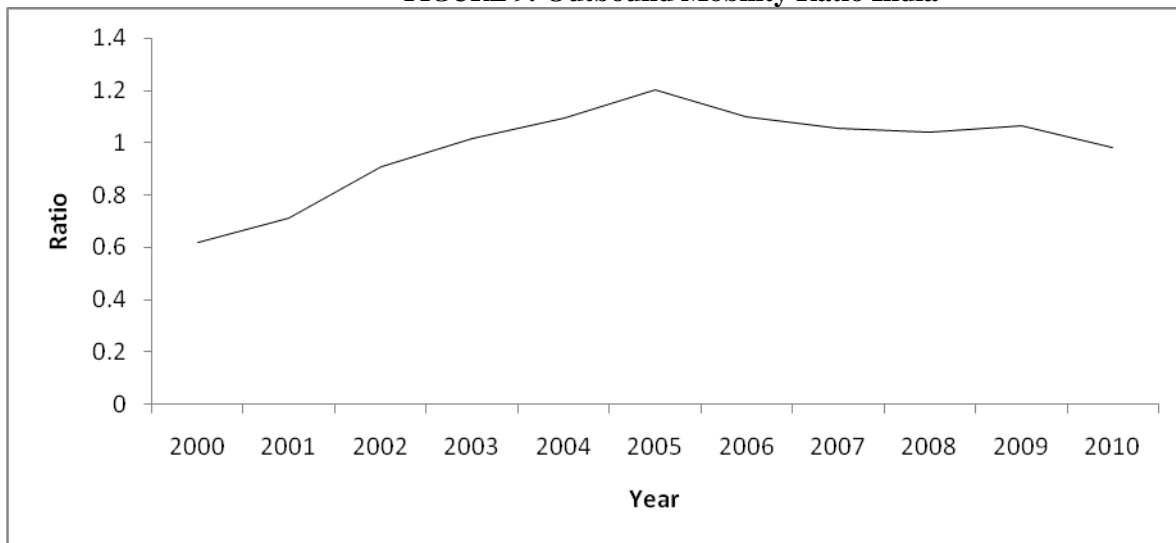
Source : UNESCO Institute of Statistics (UIS), *Tertiary Enrollments by host region*

Several reasons are responsible for the large increase in the number of Indian students studying abroad. A major factor is the recent creation of an upper middle class in the Indian society. Another reason is the lack of sufficient number of, good institutions in India. As the importance of education has increased, the demand for quality education has also increased. This has turned an average Indian family's attention to institutions abroad. Taking a look from an educational and social point of view four major factors may be recognized-

- 1) **Chance of International Exposure:** A degree from abroad though is expensive, however, the opportunity of meeting and interacting with people from different parts of the world plays a major role in turning student heads across borders. Moreover, this exposure gained from such a social and study environment not only helps the student academically but also broadens his horizon and is considered an asset in developing countries like India.
- 2) **More Diverse Courses:** The idea of choosing your own subjects to study is very fascinating and offers a direct contrast to many Indian Universities where the course and subjects are pre decided and not subject to any changes. Also, if we take look into the fields of study then an average engineering enthusiast has much more options to choose from than a social science or arts student. Consequently we see a large number of bright students, who go abroad because the course of their choice is not taught with the required depth and emphasis in India.
- 3) **Value of a foreign Degree:** The value of foreign degree is much more than an average Indian University degree. This makes students choose the foreign university to increase their chances of getting a good job.
- 4) **Culture of Research:** The level of research in Indian Universities is something, which needs large improvement, if the outflow of bright students is to stop. Even an average foreign University boasts research and infrastructure facilities superior to an average Indian university.[Altbach 2014]

The chart above shows the outbound mobility ratio for India according to the UNESCO Institute of Statistics (n.d). As can be seen in the figure the ratio has been oscillating around 1 for the past ten years. However, in the recently it has taken a slight dip. The reasons for this dip may range from new stringent immigration laws to opening of good institutions in India. Still the number of Indian students going for abroad for higher studies remains a number worth noting. If we also include the inbound mobility rate, we find a vast gulf between the outbound and the inbound rates. India’s inbound mobility rate was recorded to be 0.1 in 2012. When we compare this to the 0.9 outbound ratio, we may come to the conclusion that the net flow of students is negative for India.

FIGURE 9: Outbound Mobility Ratio India

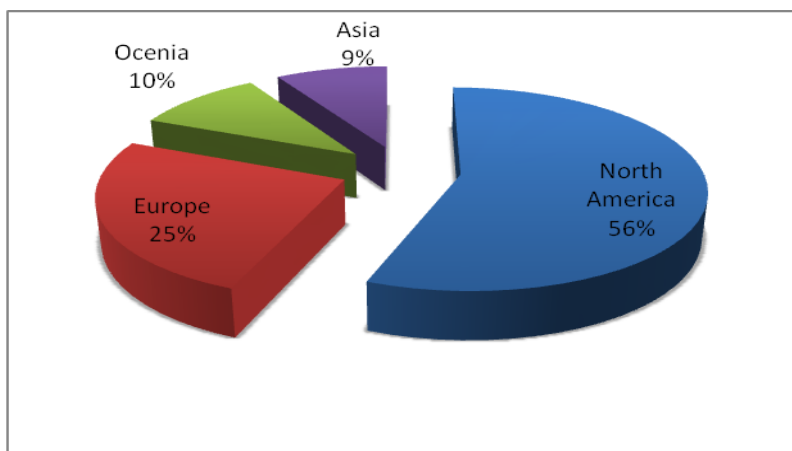


Source :UNESCO Institute of Statistics (UIS),*Outbound internationally mobile students by host region*

7.3 Region-Wise Distribution of Indian Students Abroad

According to UNESCO Institute of Statistics (n.d.),the chart below shows, the United States of America is the top destination for Indian students. The year 2013-2014 saw a rise of 37 percent in the number of Indian students in the US. Moreover, Indians form the second largest cohort of foreign students (approximately one-lakh) after China out of the total eight-lakh foreign students in the US (The Hindu 2014).

FIGURE 10: Global Destinations of Indian Students



REGION	NUMBER
North America	105,391
Europe	47,507
Oceania	18,932
Asia	16,425

Source :UNESCO Institute of Statistics (UIS),*Global Flow of Tertiary*

Level Students

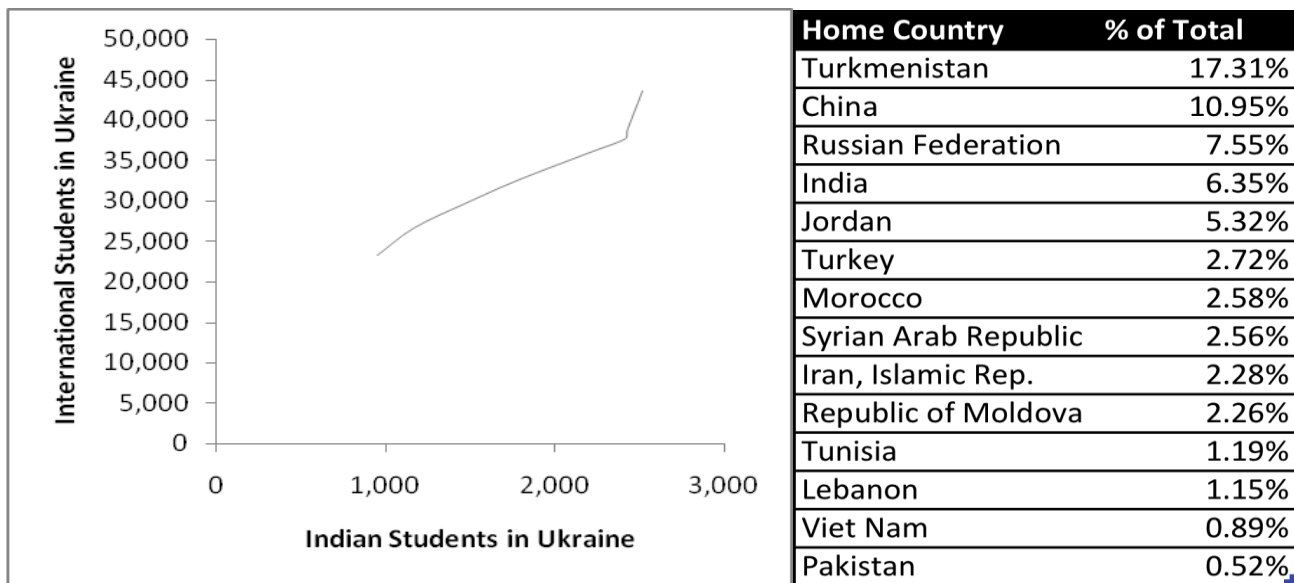
After US, Europe attracts the largest number of Indian students. The distribution below clearly shows that most Indian students prefer the UK for their higher studies in Europe. Attracting more than 60 percent of students, UK has been the hub for higher education in Europe for a number of years. However, due to recent changes in the visa and immigration policies this number has seen a slight dip. Students earlier could go to the UK on a tier-1 visa. Now students need to apply for a tier-4 visa, which only allows a student to stay in the UK until the completion of his studies.

As a result some new countries have gained more and more Indian students who want to complete their higher education abroad. Some of these countries are Germany, Ukraine, France, and Sweden. This can be validated from the graph below, which shows the number of Indian students going to the different countries in Europe. It is worth noting that all the European countries have not been included in this graph, and hence are represented by “Others”. Some of the countries included in Others are Cyprus, Georgia, Finland, Belgium, Austria, Poland, Norway, Spain, Denmark and more. The reason we have not highlighted these countries is because these countries only represent less than 1 percent share of Indian students individually.

7.4 Indian Students in Ukraine

Indian students have been continuously growing in Ukraine. UNESCO Institute of Statistics (n.d.), India also has almost 7 percent in the total number of foreign students in Ukraine. Although China, Russia and Turkmenistan have higher share in the foreign student pool, it is important to note that Indian student population in Ukraine is continuously growing.

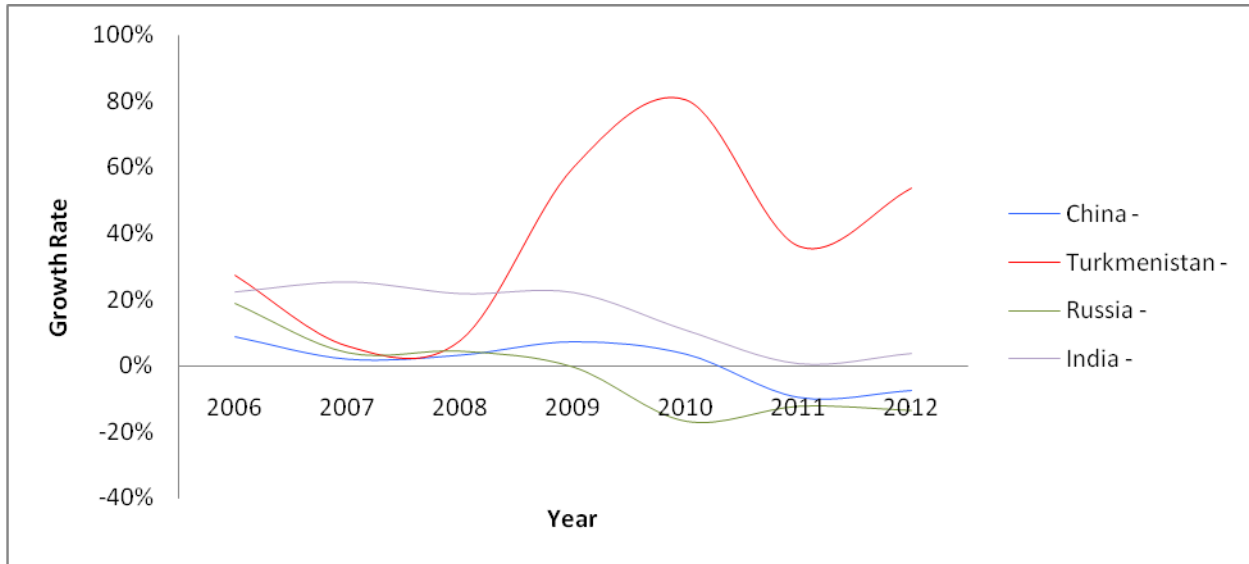
FIGURE 11: Growth of Indian Students with international students in Ukraine



Source :UNESCO Institute of Statistics (UIS), *Inbound internationally mobile students by country of origin & Source:Data Market n.d., International Students*

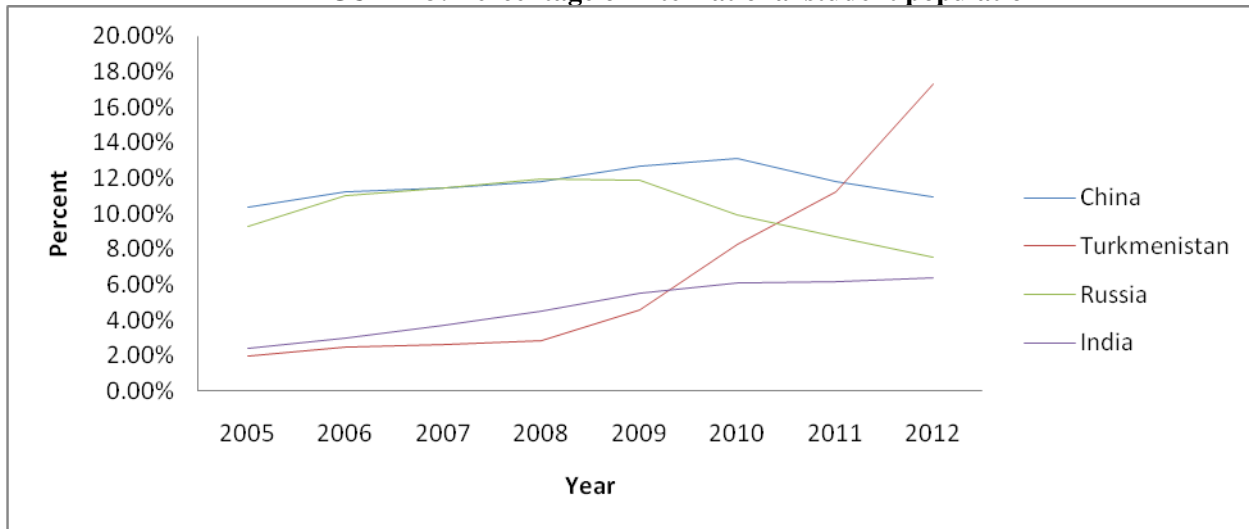
This fact is indeed validated by the following two charts below. According to the UNESCO Institute of Statistics (n.d.) The first chart shows the rate of growth of Indian student population in Ukraine as compared to Turkmenistan, China and Russia. It can be seen that although rate of growth is less in absolute value as compared to Russia and China however, it is positive, contradictory to Russian and Chinese student population in Ukraine. Similarly, the second graph shows the country-wise historical number of total students as a percent of total foreign students in Ukraine.

FIGURE 12: Growth rate of students in Ukraine



Source : UNESCO Institute of Statistics (UIS), *Inbound internationally mobile students by country of origin*

FIGURE 13: Percentage of international student population



Source : UNESCO Institute of Statistics (UIS), *Inbound internationally mobile students by country of origin*

There are many reasons for this growth in the number of Indian students in Ukraine. Firstly, A major reason is the fact that the Ukrainian Universities have very good infrastructural and educational facilities that attract more and more students. A reason for this is that most of the public Universities in Ukraine were set up in in 19th century and have been continuously modified and upgraded since then. Secondly, all of the courses offered in Ukraine are globally accepted. Thus students earn an international degree, which helps them in the highly competitive job market. Thirdly, the course fee in Ukraine is very cheap. An average Indian student, who can either spend huge amount of money in private institutions in India or he can go for an international degree and also at the same time have to spend less relatively. The reason for this low cost of tuition is that most of the Universities in Ukraine are government funded and therefore the education fee is not very high. Fourthly, along with the tuition fee the cost of living is also less in Ukraine, which reduces the daily expenses. Also Ukraine is considered a safe country socially and hence students are choosing Ukraine over other destinations in Europe.

7.5 Barriers for Indian Students in Ukraine

Even though Ukraine offers good quality education at a very economic price there are some areas of improvement that need to be looked upon. Even though they may not look concerning, we need to address them in order to get a whole picture of the education system in Ukraine:

- 1) **Language Barrier:** The two main languages in Ukraine are Ukrainian and Russian. Ukrainian is more dominant while Russian is spoken more in parts of Crimea. However, for Indian students going to Ukraine who know neither Ukrainian nor Russian, there is a barrier in learning. Although courses are offered in English, however, it is considered much better if a student before going to Ukraine learns the native language. This barrier can be overcome either by much better courses in English or by the use of translators in class. Both options are economically viable and will only improve the quality of education imparted.
- 2) **University Recognition:** Even though almost all the degrees provided in Ukraine are of International standard and are accepted by the WHO and UNESCO, the Medical Council of India does not recognize degrees from some Ukrainian Universities. According to Webconnect (2013), only some selective Universities in Ukraine are MCI approved.
- 3) **Current Political Situation:** This barrier is more recent and has had more instant effect on the Indian students in Ukraine. It has affected not only present Indian students in Ukraine but also the aspirants who wanted to pursue higher studies in Ukraine. The Indian Embassy in Kyiv evacuated many Indian medical students recently due to political turmoil (Ghoshal 2014). As a repercussion of this many universities had to postpone their examinations for international students. Furthermore, many students also got transferred to other universities to the east, where the situation is much calmer (Karthick 2014). Also the Indian Medical Council recognized degrees only from a select few Ukrainian Universities, therefore students in Crimea are in uncertainty (Ghoshal 2014).

7.6 SWOT Analysis of Ukrainian Education Sector from an Indian Perspective

TABLE 8: SWOT analysis of Ukrainian Education System

<p>STRENGTH</p> <ul style="list-style-type: none"> • Highly reputed universities, with international standard infrastructure facilities. • Relatively low cost of education • Wide variety of courses offered • High quality of education 	<p>WEAKNESS</p> <ul style="list-style-type: none"> • Language barrier for foreign students • Political instability
<p>OPPORTUNITY</p> <ul style="list-style-type: none"> • Increasing number of Indian students going abroad for higher studies • More stringent visa regulations for other countries 	<p>THREAT</p> <ul style="list-style-type: none"> • Degrees from some universities not recognized by the Medical Council of India (MCI). • Rise of other countries as education hubs like China

Strengths:

- Highly Reputed Universities: Ukrainian universities are very old, and have an international reputation, which makes studying there an enriching experience.
- Low cost of education: Medical education in Ukraine can be completed in 20-25 lacs in around 6 years, as compared to the exorbitant fees charged private institutions in India(Dave 2000).
- Wide variety of courses: Since the number of universities in Ukraine is large, consequently the number and type of courses offered are huge. Students can also choose which subjects to study and what to drop according to their interest (optional electives).
- High Quality of education: Since Ukraine is also a part of the European Credit Transfer Scheme under Bologna Process, the quality of education is generally high.

Weakness:

- Language Barrier.:Though courses are offered in English also, however there exists a gap that needs to be addressed to increase the status of Ukraine as an education hub
- Political Instability: Due to the current situation in Ukraine, students have had to give the exams earlier as they needed to be evacuated from Ukraine. However, this situation is likely to improve as political stability is achieved.

Opportunity:

- Rising Indian international students: The number of Indian students going abroad is high. This means that more number of students can be targeted to study in Ukraine.
- Stringent Visa Regulations: Countries like UK and US have implemented more strict immigration policies, which means that there is a need for a new destination to emerge as the education hub for Indian students. Ukraine has both the Universities as well as the social environment to be that hub (The Economics Times 2013).

Threat:

- Recognition of Degrees:Some universities of Ukraine, do not have their degrees recognized by the regulating bodies in India. Steps need to be taken in this direction so that students can have wider range of Universities to choose from.
- Emergence of other education hubs:Other countries like china have recently attracted a lot more foreign students. China as an example has spent huge amounts of money on its educational system.(Iqbal 2011)

As we can see in the analysis Ukraine's has a lot more strengths and opportunity, which demonstrate its potential to attract foreign students for study.

8 CONCLUSION AND SUGGESTIONS:

Ukraine is a growing educational destination for international students. Several international universities have also set up their campuses by partnering with a Ukrainian University. For instance, The Wisconsin International University in Ukraine is a Partnership between the National Pedagogical, Dragomanov University in Kiev, Wisconsin International University (Wauwatosa, Wisconsin, USA) and Professor Oleksandr Romanovskiy WIUU (n.d.). Furthermore, steps also need to be taken to ease the movement of internal staff outside Ukraine and external staff inside Ukraine. Following steps need to be taken for internal staff mobility:

- Teacher's exchange between different higher education institutions
- Opportunity of holding more than one position by the teachers of different higher education institutions

Similarly, following steps can be taken to improve external staff mobility:

- Signing of interuniversity bilateral agreements on staff exchange
- Creation of joint training programs for specialists with leading European universities

There is huge potential in Ukraine as a future education hub. India also has been consistently a major source of internationally mobile students. The advantages of Ukraine over other higher education destinations, as pointed out in the study, are-

- Economic education fee
- Good, old and established higher education institutions
- International recognition of degrees
- High education standards

On the other hand some of the shortcomings, which can be improved upon going forward are-

- Language barrier of international students
- Stability

It is very important to work on these improvement areas so as to attract more and more international students. Finally, to improve trade in educational services in Ukraine more modes of supply need to be explored. Given the options of trade provided under GATS it should not be a problem to add more dimensions to the educational sector.

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