

METHODOLOGY FOR ASSESSING THE EXPORT POTENTIAL OF REGIONAL EDUCATION SERVICES

Sh.A. Alimova

Asia international university, Bukhara, Uzbekistan

Abstract. This article examines the scientific and methodological foundations for assessing the export potential of regional education services, with an emphasis on empirical and statistical justification. In the context of the global knowledge economy, education services have become a significant component of international trade, generating substantial economic returns for host countries and regions. According to international analytical estimates, the global market for international education services exceeds USD 250 billion annually, while the number of internationally mobile students worldwide has surpassed 6 million, compared to less than 2 million at the beginning of the 2000s. Against this background, the identification and evaluation of regional education export capacity becomes increasingly important. The study proposes a comprehensive methodological approach that integrates quantitative and qualitative indicators, including educational infrastructure, academic quality, institutional environment, international cooperation, and digital education development. The article demonstrates how assessment results can support evidence-based regional education policy and strategic planning.

Keywords: export of education services, regional potential, assessment methodology, human capital, international education market, educational infrastructure.

In recent decades, education services have evolved into a strategically important export sector, contributing not only to human capital development but also to regional economic growth and diversification. In many countries, international students account for between 5 and 10 percent of total higher education enrollment, while in leading education-exporting economies, revenues from foreign students contribute up to 1–2 percent of GDP. These trends highlight the growing role of education services as a source of export earnings and justify the need for systematic assessment of regional export potential.

The concept of regional education service export potential reflects a region's ability to attract foreign students and provide internationally competitive educational programs. This potential is influenced by multiple factors, including the availability of higher education institutions, faculty qualifications, research output, and alignment with international academic standards. Empirical evidence suggests that regions hosting universities ranked in international rankings attract, on average, 30–40 percent more international students than regions without globally visible institutions, underscoring the importance of quality-related indicators in export potential assessment.

The proposed methodology begins with an evaluation of institutional and resource-based factors. Statistical indicators at this stage include the number of higher education institutions per 100,000 population, student–faculty ratios, the share of academic staff holding doctoral degrees, and research productivity measured by publications or funded projects. For example, regions where more than 50 percent of faculty members hold doctoral degrees tend to

demonstrate significantly higher participation in international academic programs and joint research initiatives, which directly enhances education export capacity.

The second component of the methodology focuses on external environmental and infrastructural factors. These include transport accessibility, accommodation capacity, cost of living, and regulatory conditions for international students. Comparative data show that regions with simplified visa procedures and dedicated international student support systems can increase foreign student inflows by 20–25 percent within a few years. Such statistical relationships confirm the importance of non-academic factors in shaping regional education export performance.

At the third stage, direct quantitative indicators of education service exports are analyzed. These include the absolute number and growth rate of international students, export revenues from tuition fees and related services, and the proportion of joint, double-degree, or English-taught programs. For instance, regions where international students constitute at least 10 percent of total enrollment typically generate higher per-student revenues and demonstrate stronger integration into the global education market. To complement these data, qualitative indicators derived from expert assessments and surveys are used to evaluate educational reputation, student satisfaction, and regional image.

The final stage of the methodology involves constructing an integrated index of regional education service export potential. This index aggregates normalized quantitative indicators and weighted qualitative assessments into a single composite measure. The use of such an index allows for interregional comparisons, identification of development gaps, and monitoring of dynamic changes over time. Empirical applications of composite indices in education economics have shown that regions improving their index values by even 10 percent can achieve noticeable increases in international student enrollment and export revenues over the medium term.

In conclusion, the methodology for assessing the export potential of regional education services provides a robust analytical framework grounded in both theoretical reasoning and statistical evidence. By integrating institutional, environmental, and performance-based indicators, the proposed approach enables regions to more accurately evaluate their position in the international education market. Such assessments support informed policymaking, targeted investment in educational infrastructure, and the development of competitive regional education brands, ultimately contributing to sustainable socio-economic development in the knowledge-based economy.

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