

Export of educational services as a driver of sustainable economic development: A comparative study of Kyrgyzstan and the Czech Republic

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Abstract

This study explores the role of international educational services in promoting sustainable economic development, using Kyrgyzstan and the Czech Republic as case studies. The research methodology included a survey of 50 experts in Kyrgyzstan and 50 in the Czech Republic, comparative analysis and recommendations. The main results of the study showed that the Czech Republic is much more competitive in the international education market than Kyrgyzstan. Several important aspects, such as student infrastructure and scholarships, also showed an advantage for the Czech Republic. The Czech Republic exhibits higher sustainability in its education export model, characterized by institutional support, inclusive infrastructure, and alignment with global sustainability standards. Kyrgyzstan shows potential for growth by enhancing educational accessibility, reducing language barriers, and increasing investment in sustainable education strategies.

Keywords: educational exports, internationalisation, human capital, higher education, student mobility, economic resilience.

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1. Introduction

In an era of globalisation, education is increasingly viewed not only as a tool for personal development but also as a vital factor in economic growth and social stability. At the same time, education is becoming a core element of sustainable development, contributing to long-term social equity,

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institutional resilience, and economic diversification (Yepifanova and Dzhezdzhula, 2024). The relevance of this research is driven by the need for a deeper understanding of the interconnectedness between investments in education, the development of the knowledge economy, and the potential for exporting educational services. Educational systems that effectively contribute to national sustainability priorities often combine internationalisation with a focus on social inclusion, innovation, and capacity building (Guliyeva and Azizova, 2022; Yevseiev et al., 2020). In this context, international education is not only a tool of economic strategy but also a channel for enhancing the sustainability of national development, particularly through investments in human capital, social mobility, and institutional partnerships (Zhou et al., 2024). The research also brings to the fore issues of inclusivity, accessibility, and the alignment of educational programmes with the requirements of sustainable development.

The export of educational services is today considered not only a factor in enhancing countries' international image but also as a significant component of economic development (Rexhepi et al., 2024). Akylbekova et al. (2024) demonstrated that the development of medical tourism through the export of educational services fostered the creation of new opportunities for the economy of Central Asia. Baidybekova et al. (2022) highlighted the need for a balanced approach to investing in different levels of education to achieve long-term development outcomes. Multiple studies confirm the link between education quality and economic development, showing that modernising education systems yields significant long-term economic benefits. Baktymbet et al. (2024) found that in Kazakhstan, the development of educational infrastructure directly contributed to increased economic activity, innovation, and a reduction in youth unemployment. Bepalyy et al. (2024) noted that while Kazakhstan, Tajikistan, Kyrgyzstan, and Uzbekistan are implementing sustainable development education, they face challenges in resources and teacher training.

Global challenges, such as the COVID-19 pandemic, have significantly transformed the landscape of education and employment (Gulaliyev et al., 2023). Linkeschova and Tichá (2021) observed that in the Czech Republic, the pandemic necessitated revising traditional learning methods and increasing focus on students' digital skills, aligning with digital economy demands. The authors emphasised the importance of the flexibility of educational programmes for rapid responses to crises. Studies involving cross-country comparisons demonstrate that higher education is a fundamental factor in sustainable economic development. In the countries of Central Asia, education is viewed not only as an economic resource but also as a tool for social integration and the support of social cohesion (Ji et al.,

2023; Yang et al., 2025). Ozawa et al. (2024) analysed the political economy of education in the region, pointing to inequalities in access to quality educational services, which deepened social divides and potentially threatened stability. Using examples from South Korea and Kyrgyzstan, Sakmurzaeva (2018) demonstrated that sustainable economic growth depends on targeted state education policies.

The research aimed to examine factors influencing international education in Kyrgyzstan and the Czech Republic, specifically comparing support for foreign students, accessibility of educational programmes, and financial aid. The objectives of the research were to analyse existing support programmes for foreign students in Kyrgyzstan and the Czech Republic, to assess the level of language barriers and infrastructure for students in these countries, and to develop recommendations for improving the development of international education in Kyrgyzstan.

2. Materials and Methods

The analysis used several reputable statistical and analytical sources to ensure completeness and relevance. The main international materials included reports by the United Nations Educational, Scientific and Cultural Organization (2023), the Organisation for Economic Co-operation and Development (2024), and the World Bank (2024) database. The results of a special Organisation for Economic Co-operation and Development (2023) report and the British Council analytical review were also utilised. At the national level, for the analysis of the situation in Kyrgyzstan, the report of the National Statistical Committee of the Kyrgyz Republic (Kudaibergenov et al., 2023), as well as the analytical reviews by International Organization for Migration (2025), were consulted.

To assess the state of education and its export in the Czech Republic, statistical data from the Czech Statistical Office (2025) and the analytical material, prepared by the European Commission (2025), were used. Thus, the use of these documents allowed for a comprehensive analysis of the current state and prospects for the development of educational services export in Kyrgyzstan and the Czech Republic. These countries demonstrate contrasting approaches to the development of educational exports: Kyrgyzstan as a state with a transitional economy actively integrating into the global educational space, and the Czech Republic as a representative of a developed European education system with established mechanisms for international academic cooperation.

To obtain information on the experience of experts in the field of education and to assess the quality of education in Kyrgyzstan and the Czech Republic, a survey was conducted among 100 experts (50 from Kyrgyzstan and 50 from the Czech Republic), with a 50% male and 50% female representation. Only those experts with at least 5 years of experience in the educational sphere were involved in the survey. This ensured that all participants possessed a sufficient level of knowledge and experience to evaluate current trends in education in Kyrgyzstan and the Czech Republic, as well as to analyse the impact of international educational exports. Furthermore, an important requirement was that the experts had practical experience working with international students or were involved in the development of international educational programmes for students from other countries. Exclusion criteria included individuals lacking sufficient qualifications, relevant experience, or current employment in institutions serving international students. All survey participants had to be over 18 years of age. During the research, the provisions of the Code of Ethics of the American Sociological Association were adhered to. The survey was conducted using the Google Forms platform from September 2023 to December 2024. The questions were as described in Table 1.

Table 1 - The survey form

No.	Question	Answers
1	What is your country of origin?	a. Kyrgyzstan b. Czech Republic
2	What is your age?	a. 25-30 years old b. 31-45 years old c. 46-60 years old d. Over 60 years old
3	How long have you been working in education?	a. 5-10 years b. 10-15 years c. More than 15 years
4	How do you assess the quality of education in Kyrgyzstan/Czech Republic?	a. Very good b. Good c. Average d. Poor
5	What is the main reason, in your opinion, for choosing Kyrgyzstan/Czech Republic as a country for foreign students?	a. High quality of education b. Low tuition fees c. Career opportunities d. Other
6	How do you assess the level of language barriers for international students in these countries?	a. No barriers b. Easy barriers c. Difficult barriers

- 7 How often do international students receive support from the university or government agencies of the country of study?
 - a. Often
 - b. Sometimes
 - c. Rarely
 - d. Never
- 8 How do you assess the cost of studying in Kyrgyzstan/Czech Republic in comparison to other countries?
 - a. Affordable
 - b. Moderate
 - c. Expensive
- 9 What factors, in your opinion, influence the development of international educational exports in Kyrgyzstan/Czech Republic?
 - a. State policy
 - b. Tuition fees
 - c. Quality of study programmes
 - d. Other
- 10 Does your organisation support international student mobility programmes?
 - a. Yes
 - b. No
- 11 Do you provide sufficient assistance to international students in adapting to a new country?
 - a. Yes
 - b. No
- 12 In your opinion, what role do international rankings and educational reports play in choosing a country for study?
 - a. A big role
 - b. Not very big
 - c. No role
- 13 What are the most common problems that international students face when studying in another country?
 - a. Cultural differences
 - b. Quality of infrastructure
 - c. Language problems
 - d. Other
- 14 How do you assess the social conditions for international students in these countries?
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
- 15 How often do international students receive scholarships or other forms of financial support?
 - a. Yes
 - b. No
- 16 How often do you encounter problems with obtaining a visa or residence permit for international students?
 - a. Never
 - b. Sometimes
 - c. Often
- 17 How would you assess the process of cultural adaptation for international students during their studies?
 - a. Light
 - b. Moderate
 - c. Severe
- 18 Do you think that the education system in Kyrgyzstan/Czech Republic is conducive to the career development of international students?
 - a. Yes
 - b. No
- 19 If you had a choice, would you support studying in another country for the development of international education?
 - a. Yes
 - b. No

20	How do you assess the prospects for the development of export of educational services in Kyrgyzstan/Czech Republic?	a. Very high b. Moderate c. Low
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Source: compiled by the authors.

The collected data was used to conduct a comparative analysis between Kyrgyzstan and the Czech Republic. The analysis included a comparison of educational strategies, education funding, and the level of support for international students in each country.

3. Results

3.1. Support programmes for international students in Kyrgyzstan and the Czech Republic

Kyrgyzstan, with its growing educational services market, could enhance this sector by reforming higher education policies, improving programme quality, and creating better conditions for international students (Castro Ijiri, et al., 2025). According to World Bank (2024) data, Kyrgyzstan’s gross domestic product in 2023 amounted to USD 13.99 billion, a 6.2% increase compared to the previous year. In Kyrgyzstan’s higher education system in 2023, there were 78 institutions, including 28 state and 50 private universities. The total number of students in the 2022-2023 academic year was 221,604, with 26,286 students studying with state funding and 195,318 students paying for their education themselves (Abazbek uulu et al., 2024). One of the most important indicators of success in the export of educational services is the attraction of international students. According to data from the International Organization for Migration (2025), in 2022, Kyrgyzstan hosted 71,700 international students. The main countries of origin for these students were Uzbekistan (40,282 students), India (15,306 students), and Pakistan (8,407 students).

According to United Nations Educational, Scientific and Cultural Organization (2023), Kyrgyzstan ranks 97th out of 130 countries in terms of higher education quality, indicating the need for further reforms. From a sustainability perspective, such reforms should not only aim to raise academic standards but also ensure that educational programmes support broader societal goals like social cohesion, digital inclusion, and environmental awareness. Key challenges include insufficient international accreditation, a lack of English-language programmes, and limited academic exchange opportunities. An additional source for analysis is the Organisation

for Economic Co-operation and Development (2023) analytical report, which indicates that investment in education in Kyrgyzstan amounted to about 4.6% of GDP in 2022. This is lower than the Organisation for Economic Co-operation and Development average of 5.1%, but it shows a positive trend compared to previous years. The Czech Republic is an example of a country actively developing its educational exports. In 2024, 315,000 students studied at Czech universities, of which about 18% were foreign nationals (Czech Statistical Office, 2025). The majority of international students came from EU countries, as well as from China, Kazakhstan, and Russia. The Czech Republic provides high-quality education, as evidenced by its positions in global university rankings and a wide network of English-language programmes.

A more in-depth analysis was carried out based on data from national reports, in particular based on report of the National Statistical Committee of the Kyrgyz Republic (Abazbek uulu et al., 2024; Kudaibergenov et al., 2023). According to the yearbook, the proportion of young people aged 18-24 who are receiving higher education is about 28%, which is a relatively high figure for the Central Asian region. The British Council, in its report notes that the main factors attracting international students to higher education are the affordability of tuition, the multicultural environment, and employment prospects after graduation (Karabalaeva et al, 2021; Teymurova et al., 2025). Thus, exporting educational services can become a key driver of Kyrgyzstan's long-term economic growth, as shown by countries like the Czech Republic.

3.2. Assessment of the level of language barriers and infrastructure for students in the countries

A large amount of data has been collected, which allowed for a detailed analysis based on a survey of experts (Table 2). These findings are relevant to sustainability, showing how infrastructure, language access, and institutional support influence the inclusivity, social cohesion, and resilience of higher education over the long term (Čajka et al., 2023).

The survey results point to aspects that need attention and improvement for the further development of international education in Kyrgyzstan and the Czech Republic: language support, social conditions for students, and more effective use of international rankings and reports. Such improvements contribute not only to short-term competitiveness but also to sustainable internationalisation, ensuring that the benefits of global education flows are shared more evenly and responsibly. The survey made it possible to conduct a comparative analysis between Kyrgyzstan and the Czech Republic in several key aspects of international education development (Figure 1).

Table 2 - Results of the survey for education experts

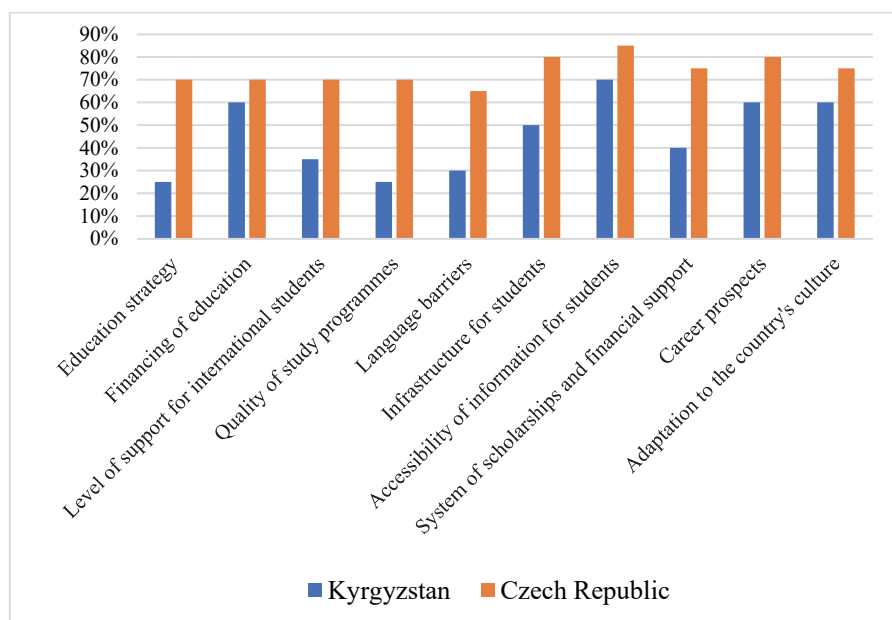
No.	Questions	Kyrgyzstan (%)	Czech Republic (%)
1	What is your country of origin?	Kyrgyzstan - 50%, Czech Republic - 50%	
2	What is your age?	25-30 years old - 30%, 31-45 years old - 45%, 46-60 years old - 20%, Over 60 years old - 5%	25-30 years old - 35%, 31-45 years old - 40%, 46-60 years old - 15%, Over 60 years old - 10%
3	How long have you been working in education?	5-10 years - 35%, 10-15 years - 45%, More than 15 years - 20%	5-10 years - 25%, 10-15 years - 50%, More than 15 years - 25%
4	How do you assess the quality of education in Kyrgyzstan/Czech Republic?	Very good - 25%, Good - 45%, Average - 20%, Poor - 10%	Very good - 40%, Good - 45%, Average - 10%, Poor - 5%
5	What is the main reason, in your opinion, for choosing Kyrgyzstan/Czech Republic as a country for foreign students?	High quality of education - 25%, Low tuition fees - 35%, Career opportunities - 25%, Other — 15%	High quality of education - 70%, Low tuition fees - 15%, Career opportunities - 10%, Other - 5%
6	How do you assess the level of language barriers for international students in these countries?	No barriers - 30%, Easy barriers - 40%, Difficult barriers - 25%, No answer - 5%	No barriers - 50%, Easy barriers - 30%, Difficult barriers - 15%, No answer - 5%
7	How often do international students receive support from the university or government agencies of the country of study?	Often - 35%, Sometimes - 40%, Rarely - 15%, Never - 10%	Often - 70%, Sometimes - 10%, Rarely - 10%, Never - 10%
8	How do you assess the cost of studying in Kyrgyzstan/Czech Republic in comparison to other countries?	Affordable - 40%, Moderate - 20%, Expensive - 35%, No answer - 5%	Affordable - 40%, Moderate - 30%, Expensive - 20%, No answer - 10%
9	What factors, in your opinion, influence the development of international educational exports in Kyrgyzstan/Czech Republic?	State policy - 50%, Tuition fees - 30%, Quality of study programmes - 15%, Other - 5%	State policy - 35%, Tuition fees - 45%, Quality of study programmes - 10%, Other - 10%

10	Does your organisation support international student mobility programmes?	Yes - 60%, No - 40%	Yes - 80%, No - 20%
11	Do you provide sufficient assistance to international students in adapting to a new country?	Yes - 55%, No - 45%	Yes - 75%, No - 25%
12	In your opinion, what role do international rankings and educational reports play in choosing a country for study?	A big role - 40%, Not very big - 30%, No role - 30%	A big role - 35%, Not very big - 50%, No role - 15%
13	What are the most common problems that international students face when studying in another country?	Cultural differences - 20%, Quality of infrastructure - 30%, Language problems - 25%, Other - 25%	Cultural differences - 30%, Quality of infrastructure - 25%, Language problems - 10%, Other - 35%
14	How do you assess the social conditions for international students in these countries?	Very good - 30%, Good - 20%, Average - 25%, Poor - 25%	Very good - 35%, Good - 45%, Average - 15%, Poor - 5%
15	How often do international students receive scholarships or other forms of financial support?	Yes - 40%, No - 60%	Yes - 70%, No - 30%
16	How often do you encounter problems with obtaining a visa or residence permit for international students?	Never - 30%, Sometimes - 20%, Often - 50%	Never - 30%, Sometimes - 50%, Often - 20%
17	How would you assess the process of cultural adaptation for international students during their studies?	Light - 40%, Moderate - 20%, Severe - 40%	Light - 40%, Moderate - 35%, Severe - 25%
18	Do you think that the education system in Kyrgyzstan/Czech Republic is conducive to the career development of international students?	Yes - 60%, No - 40%	Yes - 80%, No - 20%

19	If you had a choice, would you support studying in another country for the development of international education?	Yes - 50%, No - 50%	Yes - 70%, No - 30%
20	How do you assess the prospects for the development of export of educational services in Kyrgyzstan/Czech Republic?	Very high - 30%, Moderate - 50%, Low - 20%	Very high - 55%, Moderate - 25%, Low - 20%

Source: compiled by the authors.

Figure 1 - Comparative analysis between Kyrgyzstan and the Czech Republic



Source: compiled by the authors.

3.3. Recommendations for improving the development of international education in Kyrgyzstan

The Czech Republic has a more developed educational strategy that promotes the attraction of foreign students. It is important that Kyrgyzstan

develops a strategic plan for the development of international education, which will include not only marketing and promotion of education in the country, but also programmes that improve the quality of the educational process and infrastructure for students. In the Czech Republic, a whole system of assistance to foreign students has been created, including language courses, visa and accommodation advice, and social adaptation programmes. Kyrgyzstan should create similar programmes to provide students from other countries with proper support at all stages of their studies. One of the factors influencing the development of international education is funding, in particular the availability of scholarships and other forms of financial support for international students (Giyasova et al., 2025; Ismayilzade et al., 2021). It is important that Kyrgyzstan significantly increase the number of scholarships for international students, as well as create specialised financial programmes to support students from low-income countries.

Attracting international students to Kyrgyzstan could significantly increase the country's economic potential. However, this requires the creation of a funding system that includes both public and private scholarships, grants and loans. In addition, it is important to consider financial support options for those students who have the opportunity to work while studying, which will allow them to cover part of their living and study expenses. The language barrier is one of the main factors hindering the development of international education in Kyrgyzstan. It is recommended that Kyrgyzstan more actively introduce English into university curricula and create language training programmes for international students. This includes not only English courses, but also training in languages of international communication, such as Russian and Arabic, for students from these regions. This will reduce language barriers and make education more accessible to students from different countries.

It is recommended that attention be paid to improving the academic quality of programmes, in particular by expanding cooperation with international universities, creating joint exchange programmes and implementing international standards in educational processes. This will increase the competitiveness of programmes in the international market and attract more students. In addition, the infrastructure for students in the Czech Republic is provided at a high level – from dormitories to sports and cultural facilities, which facilitates student adaptation. Kyrgyzstan should actively work to create comfortable conditions for foreign students to live and study, including improving living conditions, access to medical services, sports and cultural facilities. Investments in student infrastructure should follow sustainability principles, prioritising energy efficiency, universal accessibility, and long-term usability of facilities, in line with global best

practices in sustainable campus development. Another significant problem for foreign students in Kyrgyzstan is the difficulty in obtaining visas and residence permits (Rexhepi and Murtezaj, 2024). According to the survey, 50% of respondents said that international students often face problems when applying for these documents. In the Czech Republic, this problem has been solved through a simplified procedure for obtaining visas and permits, which greatly facilitates the process of foreign students' stay.

Another important factor that stimulates international student mobility is the availability of career prospects. The Czech Republic has a well-developed system of internships and employment for international students, which allows them to gain valuable experience in the international labour market. In Kyrgyzstan, this aspect is underdeveloped, so it is important to pay attention to creating opportunities for students to participate in internships and training at local companies and international organisations. Embedding structured career development into international education also supports sustainable economic growth by cultivating globally competent graduates who contribute to innovation, entrepreneurship, and regional development.

4. Discussion

The conducted research demonstrated that the export of educational services had a significant positive impact on the economic development of countries. These findings confirm the hypothesis that education serves not only a social but also a strategic economic role. This strategic role is crucial for sustainability, as international education fosters inclusive societies, reduces inequality, and boosts resilience to economic shocks. The results align with the conclusions of Abu Alfoul et al. (2024), who found that education was a key driver of economic growth in Sub-Saharan Africa, provided appropriate institutional support was in place. The research results also aligned with the work of Bah (2023), which showed that education contributed to long-term economic growth through increased labour productivity and the development of human capital. Aidaraliev and Madaliev (2025) emphasised that education underpins national identity and social capital, aligning with findings on education's role in export-driven economic growth. At the same time, the results coincided with the conclusions of Dragoi (2020), who drew attention to the differences between economic growth and development. These dimensions are central to sustainable development, which requires educational systems to deliver not only

economic dividends, but also social and environmental co-benefits over the long term.

The work of Fomba et al. (2023) found that the quality of institutions significantly amplified the effects of education on the economy. The identified correlation between the quality of education and economic growth also corresponded with the conclusions of Goczek et al. (2021), which showed that the level of workforce training determined a country's competitiveness at a global level. Gong (2024) proved that in response to global economic challenges, the education sector was becoming one of the most important resources for maintaining economic resilience. The research by Gruševá and Blašková (2022) established a positive link between investment in education and the economic development of the Visegrad Group countries, which corroborated the conclusions regarding the effectiveness of exporting educational services. The data obtained also corresponded with the work of Jungo (2024), who showed that state funding of education, alongside financial inclusion, played a crucial role in stimulating economic growth. A comparison with the research by Kalyuzhna and Dashkov (2023) revealed that the export of educational services could be considered part of a broader process of technological specialisation of exports. The results confirmed the observations of Kritikos (2024), who emphasised the importance of entrepreneurial activity, developed through the expansion of educational services.

Kučerová (2021) established that the quality of education had a direct and significant impact on the development of the knowledge economy. Li et al. (2024) demonstrated that the popularisation of higher education not only accelerated economic growth but also significantly reduced poverty levels, which confirmed the multiplier effect of exporting educational services. The results of the conducted research also corresponded with the observations of Nazukova (2020) regarding the role of state funding of education as one of the main drivers of economic growth. At the same time, within the framework of the conducted analysis, it was established that the export of educational services required not only financial support but also strategic planning and a clear vision of the long-term goals of the sector.

Data obtained by Novotný (2023) regarding expenditure on higher education in the Czech Republic indicated that investments in education had a high economic impact, provided there was effective management. The work of Pal (2023) argued that education remained a fundamental factor in economic development even in the context of the transformation of economic models, which coincided with the identified trend of stable demand for educational services on the international market. The research by Suzuki (2023) showed that the expansion of the export of educational

services contributed to the development of higher education in developing countries, which aligned with the conclusions regarding the need to intensify educational diplomacy. Schulz and März (2023) emphasised the role of lifelong learning as a factor in sustainable economic development. The research by Vafa et al. (2020) highlighted that in post-Soviet countries, the effectiveness of economic development largely depended on the level of education, which corresponded to the observations within the conducted analysis.

Yan et al. (2022) emphasised the importance of education for ensuring sustainable development and attracting foreign investment. The research by Xiao et al. (2024) demonstrated that the expansion of educational services contributed to the growth of human capital, which was fully consistent with the results obtained. However, the research also identified some discrepancies with individual works. For example, Bostan et al. (2022) emphasised that economic growth in Central and Eastern European countries was largely determined by external factors, whereas the research showed the significance of internal development through education. Thus, the export of educational services should be considered not only a mechanism of economic expansion, but also a structural element of sustainable national development strategies.

5. Conclusions

The study collected a significant amount of data that allowed to clearly outline the current state of international education in Kyrgyzstan and the Czech Republic. First of all, an important result is that the Czech Republic is significantly higher than Kyrgyzstan in terms of support for international students. Around 70% of respondents in the Czech Republic noted that international students often receive assistance from universities and government agencies, while in Kyrgyzstan this figure is only 35%. Another important aspect is the financing of education. In the Czech Republic, 70% of respondents consider tuition fees to be moderate or affordable, making the country attractive to students from different countries. At the same time, in Kyrgyzstan, only 60% of respondents noted the affordability of higher education, which may indicate the need for additional public investment in education to increase its accessibility for international students. Another important aspect is the quality of education. The Czech Republic scores higher in this category, as about 40% of respondents rated the curriculum of their higher education institutions as high quality. In Kyrgyzstan, only 25% of respondents agreed with this statement.

In terms of language barriers, in the Czech Republic, the majority of respondents indicated that language problems are minimal, which again indicates the high level of internationalisation of education in this country. In Kyrgyzstan, the situation is somewhat more complicated: about 30% of respondents indicated that there were no language barriers. Another important aspect is the social conditions. The Czech Republic is higher than Kyrgyzstan in this category: 80% of respondents rated the conditions for students as excellent or good, while in Kyrgyzstan this figure is only 50%. The support provided to international students by universities or government agencies is another key aspect. In the Czech Republic, 70% of respondents reported that international students often receive support, compared to only 35% in Kyrgyzstan. This difference highlights the stronger institutional support available in the Czech Republic, which may contribute to a more positive experience for international students. In the Czech Republic, 80% of respondents indicated positive career prospects for international students, while in Kyrgyzstan only 60% indicated such prospects. This may indicate the need to develop professional programmes and internships for international students in Kyrgyzstan, which will facilitate their further integration into the labour market. Cultural adaptation for international students is also an important aspect. In the Czech Republic, 75% of respondents believe that international students adapt easily or moderately to a new culture, while in Kyrgyzstan this figure is only 60%.

In view of the findings, Kyrgyzstan was recommended to actively implement changes in its education policy, in particular through the development of international programmes, improving conditions for students and attracting additional financial resources. A limitation of the study is the narrow range of indicators analysed and the absence of a qualitative review of both countries' education policies. Prospect for further research is to study the opinions of students, teachers and administrators on the effectiveness of international educational integration.

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