

FOREIGN STUDENTS

IN HIGHER EDUCATION INSTITUTIONS OF UZBEKISTAN: 2025 RESULTS



Information and analytical review
covering bachelor's and master's levels

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I. INTRODUCTION

1.1. Relevance of the analysis

The level of internationalization of the higher education system is one of the key indicators used to assess a country's **integration into the global academic space**, the **competitiveness of universities** and the **export potential of educational services**. The size, geographical composition and fields of study of the foreign student population reflect the international attractiveness of higher education institutions, the openness of the academic environment and the competitiveness of educational programmes in external markets.

In international practice, the **share of foreign students** is used as an important criterion for assessing university performance. The methodologies of the **QS World University Rankings** and the **Times Higher Education World University Rankings** take international student indicators into account when assessing the level of university internationalization. **OECD** and **UNESCO** analyses likewise regard academic mobility and international student flows as important factors in assessing knowledge exchange, human capital development and the international integration of national higher education systems.

In recent years, Uzbekistan has been implementing reforms aimed at developing its higher education system in line with international standards, increasing the international competitiveness of universities and transforming the country into a regional education hub.

In particular, Presidential Decree No. PD-58 of 10 April 2026 "On Additional Measures to Improve the System of Higher Education, Science and Innovation" identifies the **expansion of the academic, organizational and financial autonomy of higher education institutions**, the **introduction of an incentive system based on national ranking results**, and the **transformation of Uzbekistan into a regional education hub** as priority objectives.

Accordingly, a systematic analysis of the composition and regional distribution of the foreign student population and its distribution across higher education institutions is essential for identifying **existing trends, disparities and opportunities for development** in the sector.

1.2. Purpose and scope of the study

The purpose of this information and analytical review is to **comprehensively assess the formation patterns, structure and distribution** of the foreign student population studying in higher education institutions of the Republic of Uzbekistan, **based on 2025 data from the Higher Education Management Information System (HEMIS)**.

The analysis examined the total number of foreign students, their composition by country group, regional distribution, the form of ownership of higher education institutions, age and gender characteristics, and indicators by category of higher education institution. In addition, the performance of higher education institutions was comparatively assessed using the “**share of students who are foreign nationals**” indicator established in the national ranking methodology.

The findings of the study provide an analytical basis for **assessing the effectiveness of policies to attract foreign students, improving data quality, refining the national ranking methodology and enhancing the internationalization strategies of higher education institutions**.

1.3. Summary of key findings

As of 2025, **24,647 foreign students** are studying at higher education institutions.

Of all foreign students, **4.66 per cent** are nationals of countries included in the World Bank list of Developed countries with high-income economies (hereinafter, high-income countries) (T_1), **29.71 per cent** are from **Central Asian** countries (T_2), and **65.63 per cent** belong to the group of other countries (T_3). This means that the foreign student population is formed primarily by students from Central Asia and other foreign countries, particularly **South Asian countries**.

By category of higher education institution, the **Medical Sciences category** holds the leading position. A total of **15,656 foreign students** study in this category, accounting for **14.32 per cent** of the total student population within the category.

A total of **4,846 foreign students** are studying at **local universities included in the TOP 1000 of international rankings**.

These indicators show that foreign student flows are **highly concentrated** in certain fields of study and in a limited number of leading higher education institutions.

In particular, **20,200 students** are enrolled at the **10 higher education institutions** with the largest foreign student populations. This is equivalent to **81.96 per cent** of the total number of foreign students in the country.

This situation indicates that the foreign student population is **unevenly distributed** institutionally and regionally and that the **internationalization potential of some higher education institutions has not yet been fully utilized**.

II. METHODOLOGICAL APPROACH AND KEY CONCEPTS

2.1. Data sources and scope of the analysis

Data from the Higher Education Management Information System (**HEMIS**) were used as the principal data source for this analysis.

The **analysis was conducted on the basis of official** statistical data on the student population as of **2025**.

The study analysed the total size of the foreign student population studying in higher education institutions of the Republic of Uzbekistan, their **citizenship, composition by country group, regional distribution, the form of ownership of higher education institutions, age and gender characteristics, and indicators by category of higher education institution.**

The performance of higher education institutions was also comparatively assessed using the **“share of students who are foreign nationals” indicator** applied within the national ranking.

The analysis covered data from **168 higher education institutions** participating in the national ranking. In accordance with the applicable requirements, **32 higher education institutions** that had no graduates or had been providing educational services for less than three years were excluded from this analysis and the national ranking calculations. A list of these higher education institutions is provided in Annex 1.

The legal and methodological basis for the analysis consists of Presidential Decree No. PD-76 of 5 May 2025 and the Regulation on Maintaining the National Ranking of Higher Education Organizations, approved by an order of the Director of the National Quality Assurance Agency for Education and registered by the Ministry of Justice of the Republic of Uzbekistan under No. 3783 on 28 February 2026.

This report was prepared in accordance with the methodology established by that Regulation.

The analysis employed data systematization, grouping, comparative analysis and statistical generalization methods.

This approach makes it possible to comparatively assess the structural characteristics of the foreign student population, differences in its distribution and the level of internationalization.

2.2. Key concepts and classification criteria

A number of key concepts and classification criteria were used to assess the foreign student population in this analysis.

These concepts provide a common basis for interpreting the findings under a unified methodological approach, comparing indicators across higher education institutions and calculating the national ranking indicator.

Foreign student – a person who is not a citizen of the Republic of Uzbekistan and is studying in a bachelor's or master's programme at a higher education institution.

Foreign student population – the total number of all foreign students studying at higher education institutions during the period under analysis.

Share of students who are foreign nationals – a national ranking indicator reflecting the share of foreign students in the total student population of a higher education institution.

Country groups (T_1 , T_2 and T_3) – for the purpose of calculating the indicator, foreign students are divided into the following three groups according to citizenship:

T_1 – students who are citizens of countries included in the World Bank list of developed countries with high-income economies (the list of these countries is provided in Annex 2);

T_2 – students who are citizens of Central Asian countries;

T_3 – students who are citizens of other countries.

Total student population (T_t) – the total number of students enrolled in bachelor's and master's programmes at a higher education institution. It is used as the denominator in the formula for calculating the indicator.

Categories of higher education institutions – the category of a higher education institution is determined on the basis of the predominant student population by field of study.

Accordingly, higher education institutions are classified into the **Applied Sciences, Medical Sciences, Social Sciences & Humanities, and Arts & Sports** categories.

For ease of comparison, **local universities included in the TOP 1000 of international rankings** were also separated into a distinct category.

2.3. Methodology for calculating the indicator

Within the national ranking, the **share of foreign students** studying at higher education institutions is assessed using a **weighted indicator** that takes into account the composition of the foreign student population by country group.

This approach makes it possible to take into account not only the total number of foreign students, but also **their composition by country, geographical diversity and the attractiveness of the higher education institution in the international education market.**

The share of foreign students is used in international ranking methodologies as one of the important indicators for **assessing the level of university internationalization.**

This indicator reflects a higher education institution's capacity to **attract foreign students**, the **international competitiveness** of its educational programmes, **the openness of its academic environment**, and **its capacity to ensure cultural and academic diversity.**

In particular, in the methodology of the Quacquarelli Symonds (QS)¹ World University Rankings, the **International Student Ratio** indicator measures the proportion of international students within the total student population.

The **International Student Diversity** indicator also takes into account not only the number of international students but also the diversity of their countries of origin. This makes it possible to assess a university's **ability to attract students from different countries**, its **standing in the international education market** and the extent to which it has developed a **multinational academic environment.**

In the Times Higher Education (THE) World University Rankings² methodology, internationalization indicators are assessed within the **International Outlook** pillar. This pillar includes the **proportion of international students**, the **proportion of international academic staff** and the **proportion of research publications with international co-authorship.**

¹ QS Quacquarelli Symonds. *QS World University Rankings: Methodology.*

URL: <https://www.topuniversities.com/world-university-rankings/methodology> (20.07.2026)

² Times Higher Education. *World University Rankings 2025: Methodology.*

<https://www.timeshighereducation.com/world-university-rankings/world-university-rankings-2025-methodology> (20.07.2026)

This provides a comprehensive assessment of the degree of international integration in a university's **educational process, academic staff composition and research activity**.

When assessing international indicators, a **normalization approach that takes account of a country's population** is applied. This approach supports a relatively fair comparison of universities located in large and small countries in terms of internationalization indicators. In addition to the absolute number of international students or international academic staff, their **relative significance within the national context** is also taken into account.

From this perspective, the **weighted assessment** of foreign students by country group in the national ranking is methodologically aligned **with the internationalization criteria used in international rankings**. This approach allows the foreign student population to be assessed not only by its overall size, but also by its **geographical composition, countries of origin and the international attractiveness** of the higher education institution.

The indicator is calculated using the following formula:

$$K = (3T_1 + 2T_2 + T_3) / T_t$$

where:

K – weighted indicator of the share of foreign students;

T₁ – number of students who are citizens of countries included in the World Bank list of developed countries with high-income economies;

T₂ – number of students who are citizens of Central Asian countries;

T₃ – number of students who are citizens of other foreign countries;

T_t – total number of students enrolled in bachelor's and master's programmes.

The **weighting coefficients** of 3, 2 and 1 used in this methodology are intended to **take account of the geographical composition** of the foreign student population. In particular, attracting students from **high-income countries and Central Asian countries** is reflected with a higher weight in the indicator value. This approach makes it possible to comparatively analyse not only the number of foreign students but also **their geographical composition and the level of internationalization** when assessing the share of foreign students.

If the result is interpreted as a percentage, **K is multiplied by 100**.

2.4. Principles for determining the ranking score

The ranking score of higher education institutions for this indicator is calculated by subsequently normalizing the indicator value. Normalization makes it possible to compare results within each category of higher education institution and convert them to the established scoring scale.

The normalization process allows higher education institutions in different categories to be compared fairly because their total student populations, fields of study, specializations and capacity to attract foreign students are not the same. Accordingly, the ranking score reflects not absolute numbers but a **comparative result** calculated in accordance with the established methodology.

Under the national ranking methodology, the maximum score for this indicator varies depending on the category of higher education institution.

The maximum score is **3 points** for higher education institutions in the Applied Sciences, Medical Sciences and Social Sciences & Humanities categories, and **2 points** for higher education institutions in the Arts & Sports category.

Local universities included in the TOP 1000 of international rankings are assessed as a separate category in the national ranking. They are recognized as nationally leading higher education institutions and are positioned within their category according to their placement in international rankings.

Accordingly, no separate ranking score is calculated for these universities under this indicator.

Thus, achieving a high result for this indicator does not depend solely on the absolute number of foreign students. The assessment also takes into account the share of foreign students in the total student population and their composition by country group. This enables a more objective and comparative assessment of the level of internationalization of higher education institutions.

This chapter set out the legal, methodological and information basis of the analysis. It also described the key concepts used in the report, the procedure for calculating the indicator, the principles for determining the ranking score and the limitations that should be taken into account when interpreting the findings.

These methodological foundations provide the necessary basis for assessing the foreign student population using common criteria, comparing the performance of higher education institutions and analysing the level of internationalization. The following chapters analyse the composition, distribution and key trends of the foreign student population on the basis of these approaches.

III. OVERALL STATUS AND STRUCTURAL ANALYSIS OF THE FOREIGN STUDENT POPULATION

3.1. General overview of the foreign student population

The foreign student population is one of the important indicators used to assess the level of internationalization of the higher education system. It reflects the country's attractiveness in the international education space, the export potential of educational services and the effectiveness of efforts to attract foreign students.

From this perspective, analysing the overall size, composition and distribution of the foreign student population by country makes it possible to assess the main trends in the internationalization of the national higher education system.

As of 2025, 24,647 foreign students are studying at higher education institutions. All of them are classified by country group (T_1 , T_2 and T_3).

According to the analysis by country group, **16,175 foreign students** (65.6 per cent) are citizens of other countries (T_3 group). A total of **7,323 students** (29.7 per cent) are citizens of Central Asian countries (T_2 group), while **1,149 students** (4.7 per cent) are citizens of high-income countries according to the World Bank classification (T_1 group).

The findings show that the foreign student population is formed primarily by students from the T_3 and T_2 country groups.

In particular, the predominance of the T_3 group is explained by strong demand from South Asian countries, especially for higher education institutions offering medical programmes.

The substantial share of the T_2 group is associated with established educational cooperation with Central Asian countries, geographical proximity, historical and cultural ties, and a high level of student academic mobility.

The relatively low share of students from high-income countries belonging to the T_1 group indicates the need for higher education institutions to expand their presence in the education markets of these countries, enhance their international academic reputation and diversify educational services.

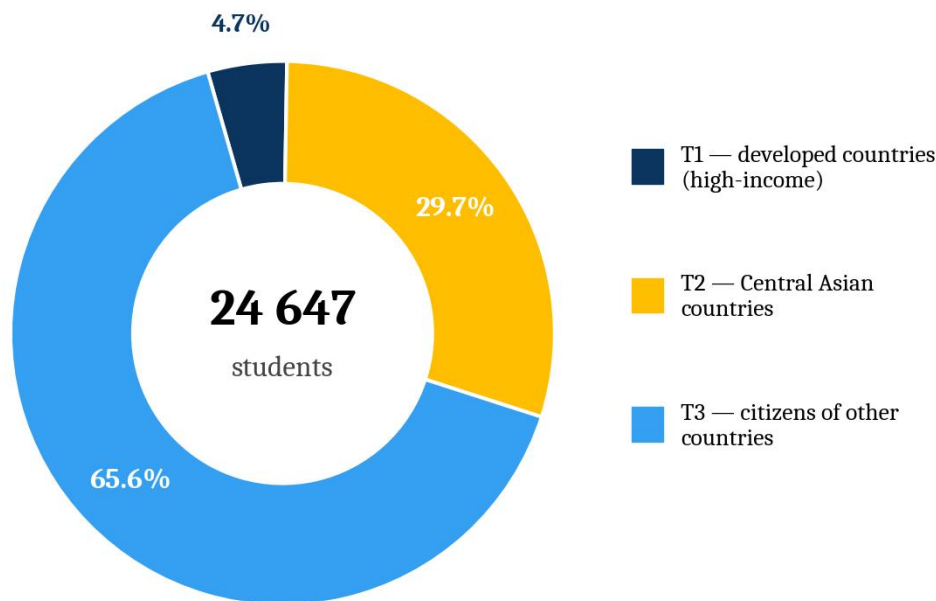


Figure 1. Distribution of the foreign student population by country group (T₁, T₂ and T₃), 2025 (%)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

3.2. Analysis of foreign students by citizenship

The foreign student population studying at higher education institutions **comprises citizens of more than 50 countries**. However, the composition of foreign students by citizenship is uneven, with the largest **shares concentrated among a limited number of countries**.

In particular, citizens of **India** account for the largest group, numbering **13,060**. This represents more than half of the total foreign student population.

The next largest groups are citizens of **Turkmenistan** (4,884), **Pakistan** (1,165) and **Kazakhstan** (1,129).

The foreign student population also includes citizens of **Russia** (863), **Tajikistan** (740), the **Kyrgyz Republic** (571), **China** (564), **Egypt** (482), **Azerbaijan** (217), South Korea (190), **Jordan** (157), **Afghanistan** (147), and other countries.

This indicates that Uzbekistan's higher education system is developing an increasingly broad international reach in attracting foreign students.

Analysis of the citizenship structure shows that, at the current stage, foreign student flows are formed primarily by students from **South Asian** and **Central Asian** countries.

The high share of **Indian** citizens is explained by strong international demand for medical education. The substantial participation of citizens of **Turkmenistan, Kazakhstan, Kyrgyzstan** and **Tajikistan** reflects the steady development of educational cooperation, geographical proximity and academic mobility with countries in the region.

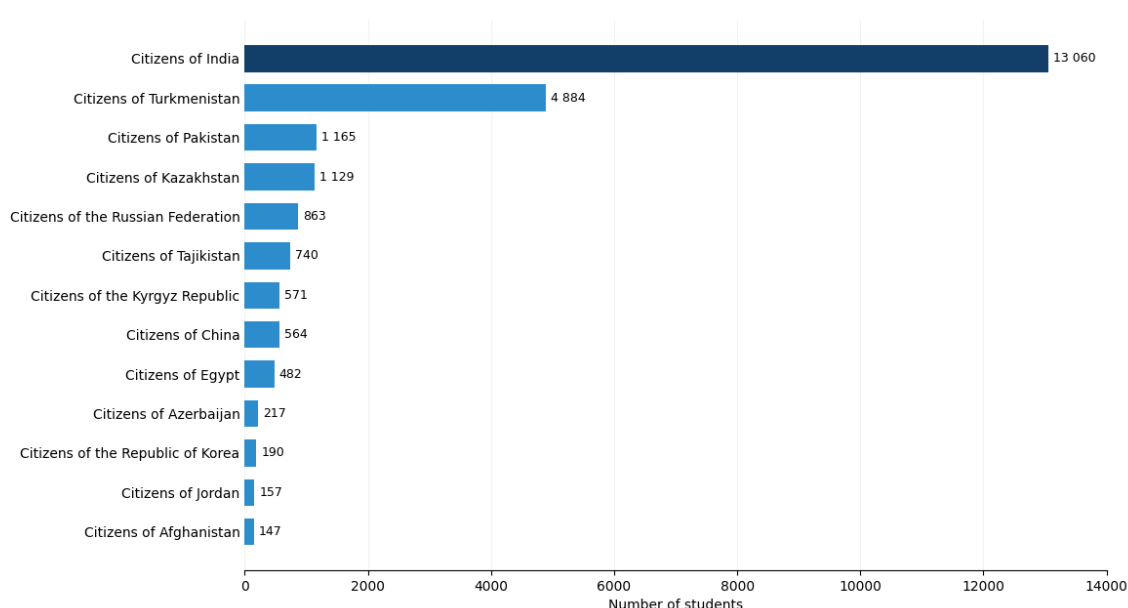


Figure 2. Countries with the largest foreign student populations by citizenship, 2025 (students)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

3.3. Regional distribution of foreign students

The foreign student population is unevenly distributed across the regions of the Republic. Of the total **24,647 foreign students**, **11,556**, or **46.9 per cent**, are studying in **Tashkent**. This means that nearly half of the country's foreign student population is concentrated in the capital.

The next highest numbers of foreign students are recorded in **Samarkand Region – 4,382**, **Bukhara Region – 2,879**, and **Fergana Region – 1,809**. In addition, **1,495 foreign students are studying in Andijan Region** and **1,407 in Khorezm Region**.

A total of **23,528 foreign students** are studying in **Tashkent** and the **Samarkand, Bukhara, Fergana, Andijan** and **Khorezm** regions, accounting for **95.5 per cent** of the country's total foreign student population.

This indicates that foreign student flows are concentrated mainly in regions with developed educational infrastructure, major higher education institutions, and medical and other high-demand fields of study.

The share of foreign students is relatively low in the remaining regions. There are **394 foreign students in Surkhandarya Region, 183 in Tashkent Region, 176 in Namangan Region, 141 in Syrdarya Region, 114 in Navoi Region, 72 in Kashkadarya Region, 23 in Jizzakh Region, and 16 in the Republic of Karakalpakstan.**

The capacity to attract foreign students has not developed uniformly across the country.

In particular, the low number of foreign students in some regions indicates the need to develop **international educational programmes, programmes taught in foreign languages, marketing and recruitment activities**, and the **academic and social infrastructure required for foreign students.**

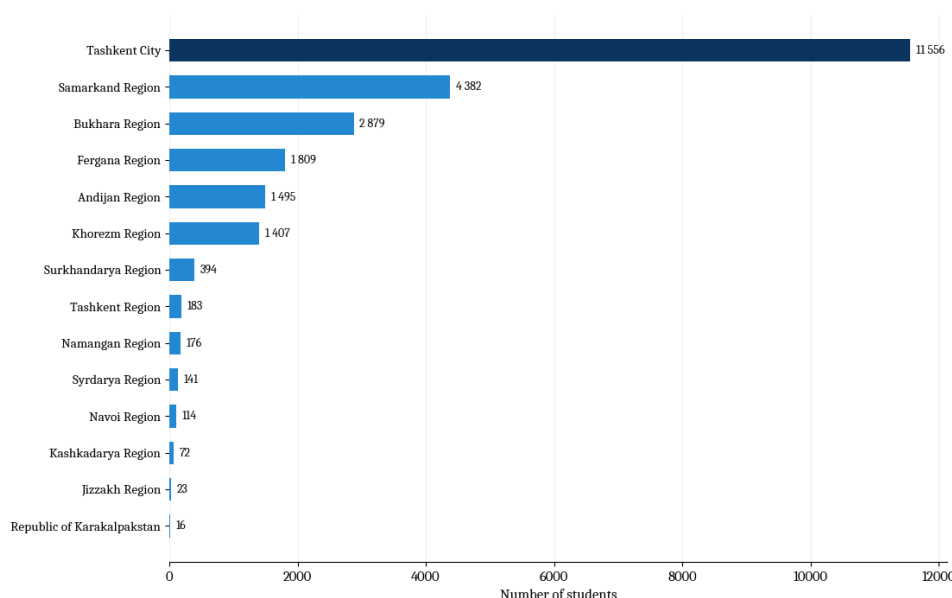


Figure 3. Regional distribution of foreign students, 2025 (students)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

3.4. Analysis of the foreign student population by type and form of ownership of higher education institutions

Analysis of the foreign student population by type and form of ownership of higher education institutions shows that the majority study at **state higher education institutions**.

A total of **22,685 foreign students** study at state higher education institutions, accounting for **92 per cent** of all foreign students.

A total of **1,468 foreign students** (6.0 per cent) study at **non-state higher education institutions**, while **494** (2.0 per cent) study at **branches of foreign universities**.

The leading position of state higher education institutions in attracting foreign students is explained primarily by their large share in the country's higher education system, broad range of fields of study, long-standing educational traditions and established experience in admitting foreign students.

This situation is also influenced by the fact that most medical, technical and other fields of study with strong demand among foreign students are concentrated in state higher education institutions.

At the same time, although the share of foreign students studying at non-state higher education institutions and branches of foreign universities is relatively low, these figures show that non-state higher education institutions and branches of foreign universities participate in the admission of foreign students alongside state higher education institutions.

This means that educational opportunities for foreign students are also developing through different institutional forms within the country's higher education system.

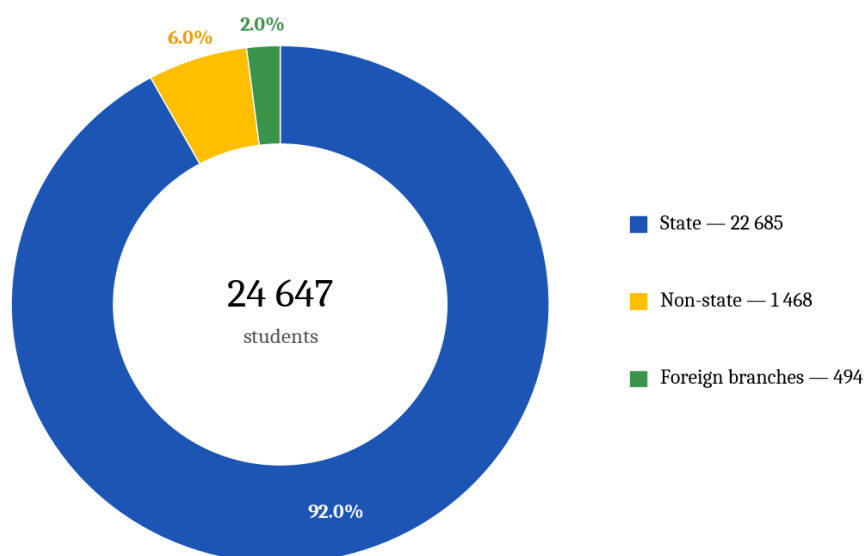


Figure 4. Distribution of foreign students by form of ownership of higher education institutions, 2025 (%)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

3.5. Analysis of the age and gender composition of foreign students

The analysis of the age composition of foreign students was **conducted on the basis of 24,647** records for which age data were fully available in the Higher Education Management Information System (HEMIS).

Accordingly, the majority of foreign students fall within the **21–25** and **17–20** age groups. In particular, **12,691 foreign students** (51.5 per cent) are in the **21–25 age group**, while **8,787** (35.7 per cent) are in the **17–20 age group**.

Together, these two age groups account for **87.2 per cent** of foreign students and largely correspond to the typical age range of students enrolled in bachelor's and master's programmes.

Among the remaining age groups, **2,000 foreign students** (8.1 per cent) are aged **26–30**, **916** (3.7 per cent) are aged **31–40**, **204** (0.8 per cent) are aged **41–50**, and **49** (0.2 per cent) are aged **51–70**. These figures show that the share of foreign students over the age of 30 is relatively low.

Gender composition was also analysed by age group. In the **17–20 age group**, there are **4,942 women** and **3,845 men**; in the **21–25 age group**, **5,697 women** and **6,994 men**; in the **26–30 age group**, **810 women** and **1,190 men**; in the **31–40 age group**, **515 women** and **401 men**; in the **41–**

50 age group, 122 women and 82 men; and in the 51–70 age group, 15 women and 34 men.

Although some differences are observed between the shares of women and men across age groups, the overall gender composition is relatively balanced.

Overall, the foreign student population comprises **12,101 women** (49.1 per cent) and **12,546 men** (50.9 per cent). This indicates that there is no significant gender imbalance in the foreign student population.

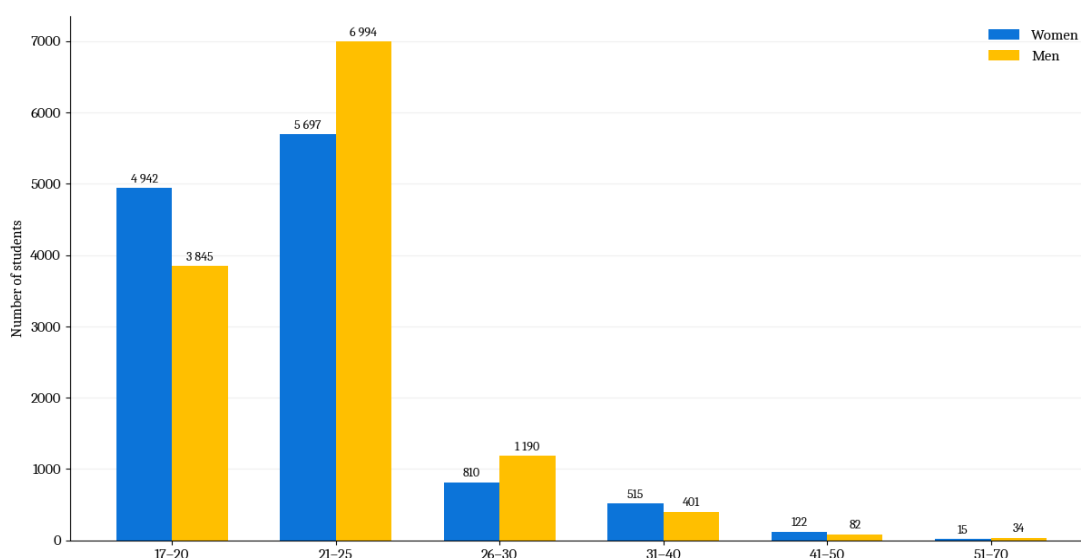


Figure 5. Distribution of foreign students by age and gender, 2025 (students)

3.6. Key findings on the foreign student population

First, the fact that 24,647 foreign students are studying at higher education institutions as of 2025 reflects the current scale of internationalization of the country's higher education system and demonstrates a certain level of attractiveness of higher education institutions to foreign students. This indicator confirms that Uzbekistan is becoming increasingly attractive to foreign students in the international education space.

Second, the predominance of 16,175 students from the T₃ country group and the substantial share of **7,323 students from the T₂ group** show that foreign student flows are formed primarily by students from **South Asia** and **Central Asia**. The presence of **1,149 students from the T₁ group** also indicates that higher education institutions have educational links with high-income countries.

Third, the regional distribution of foreign students is uneven.

In particular, the fact that **11,556 foreign students** are studying in **Tashkent** once again confirms the capital's role as the country's principal education centre.

The relatively high concentration of foreign students in the **Samarkand, Bukhara and Fergana regions** is also explained by the presence of major higher education institutions, educational infrastructure and, in particular, demand for medical educational programmes in these regions.

Fourth, **22,685 foreign students** (92.04 per cent) are studying at state higher education institutions.

This demonstrates the leading role of state higher education institutions in admitting foreign students and indicates that their educational, research and organizational capacities are comparatively well developed.

At the same time, the presence of foreign students at non-state higher education institutions and branches of foreign universities indicates that the composition of institutions providing educational services in the country is becoming more diversified.

Fifth, **87.2 per cent** of foreign students are **between the ages of 17 and 25**, corresponding largely to the typical age of students enrolled in bachelor's and master's programmes.

In addition, the gender composition comprises **12,101 women** (49.1 per cent) and **12,546 men** (50.9 per cent), indicating that there is no significant gender imbalance in the foreign student population.

The findings of Chapter III show that Uzbekistan's higher education system has a certain capacity to attract foreign students.

However, the high concentration of foreign student flows among certain countries, specific regions and primarily state higher education institutions indicates the need to further diversify internationalization processes, expand regional opportunities, and strengthen the participation of non-state higher education institutions and branches of foreign universities in attracting international students.

International comparative analysis also supports this conclusion. The OECD's **Education at a Glance 2025**³ report identifies the share of foreign or internationally mobile students as an important indicator for assessing the level of internationalization of higher education systems. According to the report, in 2023 foreign or internationally mobile students accounted for an average of **7.4 per cent** of the total tertiary education student population across OECD countries.

For comparison, among the higher education institutions analysed within the national ranking, foreign students in Uzbekistan account for approximately **1.54 per cent** of the total student population. This indicates that internationalization processes in Uzbekistan's higher education system are developing, but that **there remains significant potential to increase the share of foreign students.**

³ OECD. *Education at a Glance 2025: OECD Indicators. Chapter B4. How do student profiles, study choices and mobility trends shape tertiary education? Table B4.3.*
URL: https://www.oecd.org/en/publications/education-at-a-glance-2025_1c0d9c79-en/full-report/how-do-student-profiles-study-choices-and-mobility-trends-shape-tertiary-education_97e1e2bd.html (20.07.2026)

IV. COMPARATIVE ANALYSIS OF THE FOREIGN STUDENT POPULATION BY CATEGORY OF HIGHER EDUCATION ORGANIZATION

4.1. General overview by category of higher education institution

Comparative analysis by category of higher education institution shows significant differences in the formation of the foreign student population. In particular, both the absolute number of foreign students and their share of the total student population vary across categories of higher education institution.

According to the analysis, higher education institutions in the **Medical Sciences category** lead both in the absolute number of foreign students (15,656) and in their share of the total student population (14.32 per cent). **Local universities included in the TOP 1000 of international rankings** also record higher figures than other categories in terms of the number of foreign students (4,846) and their share of the total student population (8.01 per cent).

At the same time, the absolute number and share of foreign students are comparatively low at higher education institutions in the Social Sciences & Humanities, Applied Sciences, and Arts & Sports categories.

In particular, **3,211 foreign students** study in the Social Sciences & Humanities category, accounting for **0.32 per cent**; **680 foreign students** study in the Applied Sciences category, accounting for **0.26 per cent**; and **70 foreign students** study in the Arts & Sports category, accounting for **0.32 per cent**. This suggests that differences across categories may be related to the specialization of higher education institutions, fields of study and patterns of external demand.

Note: The comparative analysis in this chapter was conducted by category of higher education institution as defined in the national ranking methodology. The total number of foreign students nationwide is **24,647**. Of these, **24,463** study at higher education institutions covered by the national ranking categories. The remaining **184 foreign students** study at higher education institutions that do not participate in the national ranking.

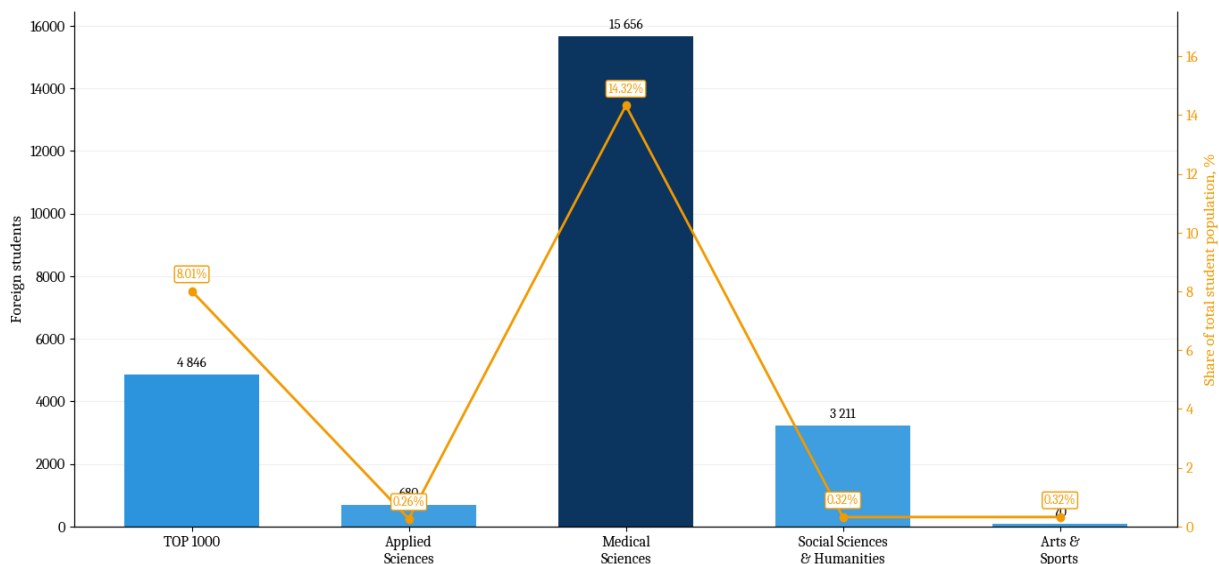


Figure 6. Number of foreign students and their share of the total student population by category of higher education institution, 2025

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

4.2. Comparative analysis by number of foreign students

Analysis of the absolute number of foreign students by category of higher education institution shows significant differences in their distribution.

According to the analysis, the largest share of foreign students is concentrated in **higher education institutions in the Medical Sciences category**. A total of **15,656 foreign students** study in this category. This high figure may be explained primarily by strong international demand for medical education and, in particular, by the large number of students from **South Asian countries**.

Local universities included in the TOP 1000 of international rankings rank second in absolute terms, with **4,846 foreign students**. This indicates the international academic reputation and research capacity of these universities and their ability to provide an attractive educational environment for foreign students.

Higher education organizations in the Social Sciences & Humanities category have **3,211 foreign students**. Although this figure is lower than in the Medical Sciences and TOP 1000 categories, it demonstrates that this category also plays a role in admitting foreign students.

At the same time, there are **680 foreign students** at higher education institutions in the Applied Sciences category and **70** at higher education institutions in the Arts & Sports category. This indicates that the scale of foreign student recruitment in these categories is limited compared with other categories.

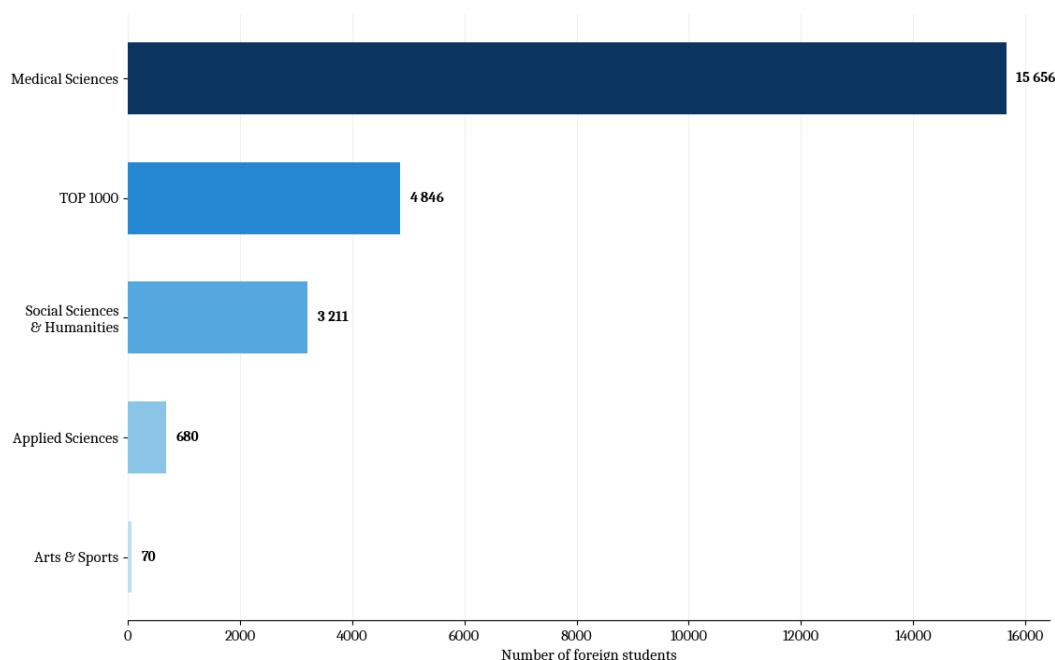


Figure 7. Absolute number of foreign students by category of higher education institution, 2025 (students)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

4.3. Comparative analysis by share of foreign students

Comparative analysis of the share of foreign students in the total student population makes it possible to assess the level of internationalization of higher education institutions using relative indicators.

In addition to the absolute number of foreign students, this indicator reflects their relative weight in the total student population within each category.

According to the findings, higher education institutions in the Medical Sciences category lead in the share of foreign students, at **14.32 per cent**. This is significantly higher than in all other categories and indicates that foreign students account for a substantial share of the total student population in the Medical Sciences category.

At local universities in the TOP 1000 category, foreign students account for **8.01 per cent** of the total student population. This indicates that these universities have achieved stronger results in attracting foreign students than most other categories.

The share of foreign students is considerably lower in the remaining categories. In particular, it is **0.32 per cent** in the Arts & Sports category, **0.32 per cent** in the Social Sciences & Humanities category, and **0.26 per cent** in the Applied Sciences category. This indicates that foreign student recruitment remains limited in these categories and that foreign students represent only a small share of the total student population.

Overall, comparative analysis of the share of foreign students shows substantial differences across categories of higher education institution. The share of foreign students is relatively high in the Medical Sciences category and at local universities in the TOP 1000 category, reflecting their greater attractiveness in the international education market and stronger capacity to attract foreign students. By contrast, the indicator remains low in the Social Sciences & Humanities, Applied Sciences, and Arts & Sports categories. This demonstrates the need to expand internationalization processes and strengthen mechanisms for attracting foreign students in these categories.

4.4. Comparative analysis by country group

Analysis of the composition of foreign students by country group across categories shows that the geographical profile of recruitment differs from one category to another. These differences are primarily associated with the specialization of higher education institutions, the orientation of their educational programmes, their international academic reputation and the principal source markets of foreign student flows.

According to the analysis, the majority of foreign students at universities in the TOP 1000 category are citizens of **Central Asian countries** (T₂ group). Of the **4,846 foreign students** in this category, **4,745** belong to the T₂ group, **86** to the T₃ group and **15** to the T₁ group. This demonstrates the strong regional attractiveness of these universities.

At higher education institutions in the **Applied Sciences category**, the T₂ and T₃ groups are represented at similar levels, while the T₁ group is comparatively smaller.

Of the 680 foreign students in this category, **268** belong to the T₂ group, **261** to the T₃ group and **151** to the T₁ group. This composition shows that foreign students in the Applied Sciences category come from all three country groups, **although the largest shares belong to the T₂ and T₃ groups.**

At higher education institutions in the Medical Sciences category, the overwhelming majority of foreign students belong to the **T₃ group**. In particular, of the **15,656 foreign students** in this category, **14,070** belong to the T₃ group, **1,145** to the T₂ group and **441** to the T₁ group. This indicates that international demand for medical education is driven primarily by South Asian countries.

At higher education institutions in the Social Sciences & Humanities category, the largest share of foreign students also belongs to the T₃ group. Of the **3,211 foreign students** in this category, **1,659** belong to the T₃ group, **1,058** to the T₂ group and **494** to the T₁ group. This shows that although the foreign student population in this category is comparatively diversified, the T₃ group remains predominant.

The number of foreign students at higher education institutions in the Arts & Sports category is comparatively small, totalling **70**. Of these, **27** belong to the T₂ group, **25** to the T₃ group and **18** to the T₁ group. Given the small foreign student population in this category, differences between country groups should be interpreted within the context of a limited population rather than as a general trend.

Overall, comparative analysis by country group shows that the geography of foreign student recruitment differs significantly depending on the category of higher education institution.

In particular, citizens of **Central Asian countries** predominate in the TOP 1000 category, while students from the T₃ group overwhelmingly predominate in the Medical Sciences category. In the applied and social sciences and humanities categories, the foreign student population is comparatively mixed.

Indicators on the foreign student population by country group and category of higher education institution are summarized in Table 1. The table enables a comparative assessment of the number of students in the T₁, T₂ and T₃ groups and differences in their distribution across categories.

Category of higher education institution	T ₁	T ₂	T ₃	Number of foreign students
TOP 1000 universities	15	4 745	86	4 846
Applied Sciences	151	268	261	680
Medical Sciences	441	1 145	14 070	15 656
Social Sciences & Humanities	494	1 058	1 659	3 211
Arts & Sports	18	27	25	70

Table 1. Composition of foreign students by country group and category of higher education institution, 2025 (students)

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

Comparative analysis by category shows that results in attracting foreign students differ significantly depending on the field of study and the specialization of the organizations.

Higher education organizations in the **Medical Sciences category hold the leading position**, with **15,656 foreign students**. They account for **14.32 per cent** of the total student population in this category. Universities in the TOP 1000 category have **4,846 foreign students**, representing **8.01 per cent** of their total student population. These results demonstrate the comparatively high attractiveness of these two categories to foreign students.

There are **3,211 foreign students** in the Social Sciences & Humanities category, **680** in the Applied Sciences category, and **70** in the Arts & Sports category. The number of foreign students and their share of the total student population are comparatively low in these categories, indicating **the need to expand opportunities to attract foreign students**.

The composition of foreign students by country group also varies across categories. The T₂ group clearly predominates in the TOP 1000 category, while the T₃ group predominates in the Medical Sciences category. In the Applied Sciences category, the T₂ and T₃ groups are represented at similar levels, while the number of students in the T₁ group is comparatively low. In the Social Sciences & Humanities category, the foreign student population is formed by several country groups.

These differences indicate that measures to attract foreign students should take into account the **specialization of higher education institutions, their educational programmes and the characteristics of target international markets**. Given the small number of foreign students in the Arts & Sports category, its results should be interpreted with caution.

V. TRENDS, DISPARITIES AND DEVELOPMENT OPPORTUNITIES IN ATTRACTING FOREIGN STUDENTS

This chapter provides an integrated analysis of the overall composition of the foreign student population, its regional and institutional distribution, the degree of concentration by field of study and existing development opportunities for attracting foreign students. The analysis shows that foreign student flows are directly related to the specialization that has developed within the country's higher education system, regional concentration and the international attractiveness of educational programmes.

5.1. Key trends in foreign student flows

A total of **24,647 foreign students** are studying at higher education institutions. This figure indicates that a foreign student population has been established within the system and that internationalization processes are developing at a practical level.

Analysis by country group shows that foreign student flows are formed primarily by the T_3 and T_2 groups. In particular, **16,175 foreign students belong to the T_3 group, 7,323 to the T_2 group and 1,149 to the T_1 group.** The T_2 group comprises **Central Asian countries**, while the majority of students in the T_3 group are citizens of **India and Pakistan**.

The citizenship profile of foreign students also confirms this trend. In particular, **Indian** citizens account for the largest share of the foreign student population, numbering **13,060**. The presence of citizens of **Turkmenistan, Pakistan, Tajikistan, Kazakhstan, the Kyrgyz Republic** and other countries indicates the system's expanding regional and international reach.

This demonstrates two principal trends in foreign student flows. First, there is a stable flow of students from **Central Asian countries** based on geographical proximity, cultural ties and educational cooperation. Second, strong demand for medical education means that students from **South Asian countries** account for a significant share of the foreign student population.

5.2. Regional and institutional disparities

The regional distribution of the foreign student population shows that opportunities to attract foreign students have not developed uniformly across the country's higher education system.

According to the analysis, most foreign students are concentrated in certain regions, particularly Tashkent and regions with major education centres.

As of 2025, the largest number of foreign students is in **Tashkent, at 11,556**. The next highest figures are recorded in **Samarkand Region – 4,382, Bukhara Region – 2,879, Fergana Region – 1,809, Andijan Region – 1,495, and Khorezm Region – 1,407**.

The high concentration of foreign students in these regions reflects the presence of major higher education institutions, institutions specializing in medical education, educational programmes with strong international demand, and established organizational experience in working with foreign students.

At the same time, the number of foreign students is very low in certain regions. In particular, **16 foreign students** are recorded in the **Republic of Karakalpakstan**, **23** in **Jizzakh Region**, **72** in **Kashkadarya Region**, **114** in **Navoi Region** and **141** in **Syrdarya Region**.

This indicates that the potential to attract foreign students in these regions has not been fully utilized and that international educational programmes, opportunities to study in foreign languages and student support infrastructure need to be further developed.

There are also disparities in attracting foreign students across higher education institutions. The majority of foreign students study at **state higher education institutions**. A total of **22,685 foreign students** study at state higher education institutions, accounting for **92.04 per cent** of all foreign students. A further **1,468** (5.96 per cent) study at **non-state higher education institutions**, while **494** (2.00 per cent) study at **branches of foreign higher education institutions**.

This distribution demonstrates the leading role of state higher education institutions in attracting foreign students. This is associated with their broad coverage of fields of study, admission infrastructure, experience in working with foreign students and concentration in high-demand educational programmes.

At the same time, the comparatively low share of foreign students at non-state higher education institutions and branches of foreign universities indicates the need for additional measures to expand their capacity to attract international students.

Overall, the regional and institutional distribution shows that the foreign student population is not evenly distributed across the country. Foreign students are concentrated **primarily in the capital, major** education centres and **regions with developed** medical education, while the internationalization potential of other regions and certain higher education institutions remains underutilized.

5.3. Concentration by field of study

Analysis of the foreign student population by category of higher education institution shows a high degree of concentration in certain fields of study.

This confirms that the specialization of educational programmes, international demand, the relevance of professional fields to the labour market and the experience of higher education institutions in working with foreign students are important factors in attracting foreign students.

According to the analysis by category of higher education institutions participating in the national ranking, organizations in the Medical Sciences category are the clear leaders in attracting foreign students. A total of **15,656 foreign students** study in this category, representing **14.32 per cent** of its student population. This shows that medical education is one of the most attractive fields for foreign students within the system.

The high number and share of foreign students in medical education is associated primarily with the large number of students from South Asian countries. In particular, students from **India** and **Pakistan** constitute the principal sources of the foreign student population in this field.

The relatively well-established institutional experience and admission processes for working with foreign students at medical higher education institutions also constitute factors reinforcing this concentration.

The number of foreign students is also comparatively high at local universities included in the TOP 1000 of international rankings, with **4,846 foreign students** in this category. They account for **8.01 per cent** of the total student population of these universities.

At the same time, the share of foreign students is significantly lower in the Applied Sciences, Social Sciences & Humanities, and Arts & Sports categories.

The Applied Sciences category has **680 foreign students**, representing **0.26 per cent** of the total student population.

The Social Sciences & Humanities category has **3,211 foreign students**, representing **0.32 per cent**.

The Arts & Sports category has **70 foreign students**, also representing **0.32 per cent**.

From this perspective, it is important for foreign student recruitment policy to adapt the experience developed in medical education to other fields, particularly through the development of international educational programmes in **engineering, digital technologies, economics, pedagogy and applied sciences**.

5.4. Opportunities to attract foreign students

The findings show that there are a number of practical opportunities to further expand the foreign student population within the country's higher education system. Although a substantial foreign student population has been established, most foreign students remain concentrated in certain fields of study, regions and higher education institutions. This means that internationalization potential is not being utilized to the same extent across all higher education institutions.

First, adapting the experience developed in medical education to engineering, digital technologies, economics, pedagogy, agriculture, applied sciences and other fields would help diversify the geographical composition of foreign students.

This, in turn, would create the basis for the foreign student population to develop across a broader range of educational fields rather than being concentrated in a limited number of areas.

Second, increasing the number of educational programmes delivered in foreign languages, **particularly English**, is an important prerequisite for attracting foreign students. To remain competitive in the international education market, the content of educational programmes, language of instruction, language competence of academic staff and openness of the academic environment need to be developed in an integrated manner. From this perspective, curricula, course syllabi, admission requirements and academic services intended for foreign students should be aligned with international standards.

Third, targeted international information, communication and **marketing activities should** be strengthened to attract foreign students. Higher education organizations should provide prospective foreign students with open, clear and multilingual information resources.

The systematic and reliable presentation of information on educational programmes, tuition arrangements, admissions, living conditions, visas and administrative matters directly influences the decision-making process of prospective foreign students.

Fourth, the development of academic and practical support **infrastructure for foreign students is of** particular importance.

International student offices, advisory services, orientation programmes, accommodation and medical services, and language and cultural integration courses facilitate foreign students' adaptation to the educational environment. These factors support not only student recruitment but also student retention and greater satisfaction with the quality of education.

Fifth, improving data quality is an important prerequisite for analysing and assessing the foreign student population. Entering foreign student data into **HEMIS** completely, accurately and according to uniform criteria, and regularly verifying data on citizenship, country, age, level of education and higher education institution, increases the reliability of analytical findings.

This is important both for calculating national ranking indicators and for making management decisions on attracting foreign students.

Overall, opportunities to attract foreign students are directly linked to aligning educational programmes with international demand, expanding foreign-language instruction, strengthening institutional marketing, developing student support infrastructure and improving data quality in the information system.

Systematic measures in these areas will increase the international attractiveness of the higher education system and broaden the geographical reach of foreign student recruitment.

According to the analysis, **24,647 foreign students** are studying at higher education institutions as of 2025. Most belong to the **T₃** and **T₂** groups, with citizens of **India** and **Central Asian countries** accounting for substantial shares by country.

The foreign student population is highly concentrated by region and higher education institution. A total of **23,528 foreign students**, or **95.5 per cent** of all foreign students, study in **Tashkent, Samarkand, Bukhara, Fergana, Andijan and Khorezm** regions.

In addition, the **10 higher education institutions** with the largest foreign student populations account for **20,200 students**, or **81.96 per cent** of the total foreign student population.

The greatest concentration by field of study is observed in **medicine**, with **15,656 foreign students** studying at higher education institutions in this category. They account for **14.32 per cent** of the total student population in the category.

The fact that **22,685 foreign students**, or **92.04 per cent**, study at **state higher education institutions** also demonstrates an uneven distribution of the foreign student population by form of ownership.

The identified regional, institutional and field-specific differences demonstrate the importance of diversifying foreign student recruitment policy while taking into account the characteristics of regions and categories of higher education institution.

VI. ANALYSIS OF THE FOREIGN STUDENT POPULATION AT LOCAL UNIVERSITIES INCLUDED IN THE TOP 1000 OF INTERNATIONAL RANKINGS

6.1. General overview

Local higher education institutions included in the TOP 1000 of international rankings comprise the **‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University**, the **National University of Uzbekistan named after Mirzo Ulugbek** and **Tashkent University of Technology**.

These universities have a combined student population of **60,483**. Of these, **4,846** are foreign students, representing **8.01 per cent** of the total student population.

This indicates that the level of internationalization of the educational process at these universities is higher than at a number of other higher education institutions.

The formation of the foreign student population at local universities in the TOP 1000 category is associated primarily with their international academic reputation, research capacity, the regional attractiveness of their educational programmes and established academic links with Central Asian countries.

6.2. Performance of universities in the TOP 1000 category

Analysis by country group shows that the foreign student population in this category is formed primarily by citizens of **Central Asian countries** (T_2 group). In particular, universities in the TOP 1000 category have **4,745 foreign students** from the T_2 group. This is mainly explained by the high number of students from Central Asian countries at the ‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University and the National University of Uzbekistan named after Mirzo Ulugbek.

In this category, there are **15 students** from the T_1 group and **86 students** from the T_3 group. This shows the overwhelming predominance of **Central Asian** nationals within the foreign student population at local universities in the TOP 1000 category.

The highest figure among these universities is recorded by the **‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University**. It has **2,886 foreign students**, of whom **2,859** belong to the **T₂ group**.

The **National University of Uzbekistan named after Mirzo Ulugbek** has **1,917 foreign students**, of whom **1,881** belong to the **T₂ group**.

Tashkent University of Technology has **43 foreign students**, with students from the **T₃ group** predominating.

The composition of foreign students by country group at local universities in the TOP 1000 category is presented in Table 2.

The table enables a comparative assessment of the number of foreign students by university, their distribution across the T₁–T₃ groups and the total student population.

No.	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Foreign students
1	State	‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University	1	2 859	26	10 738	2 886
2	State	National University of Uzbekistan named after Mirzo Ulugbek	10	1 881	26	32 396	1 917
3	State	Tashkent University of Technology	4	5	34	17 349	43

Table 2. Composition of foreign students by country group at local universities included in the TOP 1000 of international rankings, 2025 (students)

Source: Author’s calculations based on data from the Higher Education Management Information System (HEMIS).

In international ranking practice, the share of foreign students is one of the important indicators used to assess the level of internationalization of higher education institutions.

In particular, **the QS Asia University** Rankings methodology uses the share of international academic staff, the share of international students, and

the shares of students participating in inbound and outbound exchange programmes as separate indicators⁴. Each of these indicators carries a weight of **2.5 per cent** in the overall ranking result.

The **QS Asia University Rankings 2025** results are also presented by individual Asian subregions. The Central Asia ranking includes **higher education institutions from Kazakhstan and Uzbekistan**.⁵

This demonstrates that the use of the share of foreign students as one of the national ranking indicators is methodologically consistent with international and regional ranking practice.

According to the analysis, **4,745** of the **4,846 foreign students** in the **TOP 1000 category**, or **97.9 per cent**, belong to the **T₂ group**. This shows that the foreign student population in this category is formed primarily by **citizens of Central Asian countries**. The **low shares of the T₁ and T₃ groups** indicate opportunities to broaden the geographical composition of foreign students.

⁴ QS Quacquarelli Symonds. *QS Asia University Rankings: Methodology*.
URL: <https://www.topuniversities.com/asia-rankings/methodology> (20.07.2026).

⁵ QS Quacquarelli Symonds. *QS World University Rankings: Asia 2025*
URL: <https://www.topuniversities.com/asia-university-rankings/central-asia/2025> (20.07.2026).

VII. ANALYSIS OF THE FOREIGN STUDENT POPULATION AT HIGHER EDUCATION ORGANIZATIONS IN THE APPLIED SCIENCES CATEGORY

7.1. General overview

Higher education organizations in the **Applied Sciences category cover technical, engineering, agricultural and** technological fields of study. This category is one of the largest among higher education institutions participating in the national ranking in terms of total student population.

As of 2025, this category includes **40 higher education institutions** participating in the national ranking. Foreign students are enrolled at **37** of them. This shows that the majority of higher education institutions in the Applied Sciences category participate in admitting foreign students.

A total of **265,417 students** are enrolled at higher education institutions in the Applied Sciences category. Of these, **680** are foreign students, representing **0.26 per cent** of the total student population. This indicates that the level of foreign student recruitment in this category remains comparatively low.

Analysis by country group shows that the composition of foreign students in the Applied Sciences category is comparatively balanced. In particular, **151 foreign students belong to the T₁ group, 268 to the T₂ group and 261 to the T₃ group.** This means that the foreign student population at higher education institutions in the Applied Sciences category is formed by students from all three country groups.

7.2. Ranking of higher education institutions in the Applied Sciences category

In accordance with the national ranking methodology, higher education institutions in the Applied Sciences category were assessed using the “**share of students who are foreign nationals**” indicator.

The final score was determined not by the absolute number of **foreign students, but by the value of a weighted indicator calculated with consideration** of the composition of foreign students by country group and the total student population.

The analysis shows significant differences among higher education institutions in the Applied Sciences category under this indicator.

For example, **Bucheon University in Tashkent** ranked first with an indicator value of **8.48 per cent** and a score of **3 points**. It was followed by **IT Park University** (7.61 per cent, 2.695 points) and **Ajou University in Tashkent** (4.35 per cent, 1.540 points).

Other higher education institutions recording strong results include the **Tashkent Branch of the National University of Oil and Gas “Gubkin University”**, **Tashkent University of Architecture and Civil Engineering**, **Tashkent University of Information Technologies named after Muhammad al-Khwarizmi**, **Inha University in Tashkent**, **Turin Polytechnic University in Tashkent**, **Almalyk State Technical Institute**, and the **Tashkent Branch of the National Research Nuclear University MEPhI**.

The share of foreign students at these higher education institutions is higher than at other organizations in the Applied Sciences category.

At some higher education institutions, however, the number of foreign students is very low or zero. In particular, **Andijan Institute of Agriculture and Agrotechnologies**, the **Tashkent Branch of the D. Mendeleev University of Chemical Technology of Russia**, and the **Nukus Branch of Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies** recorded **0 per cent** and **0 points** for this indicator.

Overall, foreign student recruitment indicators are uneven across higher education institutions in the Applied Sciences category. Branches of foreign universities, non-state higher education institutions and certain state higher education institutions have recorded comparatively strong results, while the indicator remains low at the majority of state higher education institutions.

Table 3. Ranking of higher education institutions in the Applied Sciences category

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
1	Foreign branch	Bucheon University in Tashkent	38	33	3	2 159	8,48%	3,000
2	Non-state	IT Park University	7	5	6	486	7,61%	2,695
3	Foreign branch	Ajou University in Tashkent	9	13	8	1 402	4,35%	1,540
4	Foreign branch	Tashkent Branch of the National University of Oil and Gas "Gubkin University"	8	2	0	813	3,44%	1,219
5	State	Tashkent University of Architecture and Civil Engineering	16	47	15	8 134	1,93%	0,683
6	State	Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	24	58	11	14 481	1,37%	0,486
7	Foreign branch	Inha University in Tashkent	5	3	3	1 837	1,31%	0,462
8	Foreign branch	Turin Polytechnic University in Tashkent	5	4	4	2 694	1,00%	0,355
9	State	Almalyk State Technical Institute	6	16	1	5 430	0,94%	0,332
10	Foreign branch	Tashkent Branch of the National Research Nuclear University MEPhI	0	1	0	231	0,87%	0,306
11	Foreign branch	Almalyk Branch of the National University of Science and Technology MISIS	2	1	0	1 005	0,80%	0,282
12	State	University of Geological Sciences	0	0	15	2 090	0,72%	0,254
13	State	Bukhara State Technical University	2	3	63	15 682	0,48%	0,169
14	State	Tashkent State Transport University	5	8	66	23 239	0,42%	0,148
15	State	Tashkent Institute of Chemical Technology	1	12	5	8 358	0,38%	0,136
16	State	Tashkent Institute of Textile and Light Industry	2	13	0	8 493	0,38%	0,133

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
17	State	Yangiyer Branch of Tashkent Institute of Chemical Technology	0	3	5	3 015	0,36%	0,129
18	State	New Uzbekistan University	0	0	5	1 510	0,33%	0,117
19	State	Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	2	5	0	5 098	0,31%	0,111
20	Non-state	Japan Digital University	0	1	0	689	0,29%	0,103
21	Foreign branch	Tashkent Region Branch of Astrakhan State Technical University	0	1	0	783	0,26%	0,090
22	State	Samarkand State University of Architecture and Construction	1	7	0	8 241	0,21%	0,073
23	State	Navoi State University of Mining and Technologies	4	4	1	10 686	0,20%	0,070
24	State	Namangan State Technical University	2	1	23	17 424	0,18%	0,063
25	State	Samarkand Agroinnovations and Research University	1	0	0	1 735	0,17%	0,061
26	Foreign branch	Belarusian-Uzbek Intersectoral Institute of Applied Technical Qualifications in Tashkent	0	1	1	1 835	0,16%	0,058
27	State	Termez State University of Engineering and Agrotechnologies	0	2	11	9 683	0,15%	0,055
28	State	Fergana State Technical University	5	5	3	18 154	0,15%	0,055
29	State	Karakalpakstan Institute of Agriculture and Agrotechnologies	0	2	0	3 094	0,13%	0,046
30	State	Andijan State University	2	5	0	13 245	0,12%	0,043
31	State	Jizzakh Polytechnic Institute	0	4	1	8 592	0,10%	0,037
32	State	Tashkent State Agrarian University	1	3	3	12 899	0,09%	0,033
33	State	Karshi State Technical University	3	2	4	21 766	0,08%	0,028

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
34	State	Tashkent Branch of Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	0	1	0	2 576	0,08%	0,027
35	State	Samarkand Branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi	0	1	0	3 554	0,06%	0,020
36	State	Andijan State Technical Institute	0	0	4	9 591	0,04%	0,015
37	State	Nukus State Technical University	0	1	0	5 791	0,03%	0,012
38	State	Andijan Institute of Agriculture and Agrotechnologies	0	0	0	7 318	0,00%	0,000
39	Foreign branch	Tashkent Branch of the D. Mendeleev University of Chemical Technology of Russia	0	0	0	608	0,00%	0,000
40	State	Nukus Branch of Samarkand State University of Veterinary Medicine, Livestock and Biotechnologies	0	0	0	996	0,00%	0,000

Note: Under the national ranking, the maximum score for the Applied Sciences category is set at **3 points** for the “**share of students who are foreign nationals**” indicator.

The findings show that although the majority of higher education institutions in the Applied Sciences category admit foreign students, **foreign students account for only 0.26 per cent of the category’s total** student population. The T₂ and T₃ groups are represented at similar levels, while the number of students in the T₁ group is lower.

The ranking results show that the **strongest foreign student recruitment outcomes are concentrated mainly among branches of foreign universities, non-state higher education institutions and certain state higher education institutions.**

Further analysis of educational programmes, admission policies, international cooperation and conditions provided for students is required to assess the reasons for the identified differences.

VIII. ANALYSIS OF THE FOREIGN STUDENT POPULATION AT HIGHER EDUCATION ORGANIZATIONS IN THE MEDICAL SCIENCES CATEGORY

8.1. General overview

Higher education organizations in the Medical Sciences category record the highest figures among the categories participating in the national ranking both in the absolute number of foreign students and in their share of the total student population.

This shows the high international demand for medical education in Uzbekistan and the growing attractiveness of this category in the international education market.

This category includes **14 higher education institutions** participating in the national ranking.

A total of **109,311 students** are enrolled at higher education institutions in the Medical Sciences category. Of these, **15,656 are foreign students**, representing **14.32 per cent** of the total student population.

Analysis by country group shows that the foreign student population in higher education institutions in the Medical Sciences category is formed primarily by the T₃ group. In particular, **441 foreign students** belong to the T₁ group, **1,145** to the T₂ group and **14,070** to the T₃ group.

This is explained mainly by the **strong interest of students** from **South Asia** and other foreign countries in medical higher education institutions.

8.2. Ranking of higher education institutions in the Medical Sciences category

In accordance with the national ranking methodology, higher education institutions in the Medical Sciences category were assessed using the “**share of students who are foreign nationals**” indicator.

The final ranking score was determined not by the absolute number of foreign students, but by the value of a weighted indicator calculated with consideration of the composition of foreign students by country group and the total student population.

Although foreign student recruitment is higher in the Medical Sciences category than in other categories, there are substantial differences among higher education institutions.

The highest results were recorded by **Samarkand State Medical University** (26.52 per cent, 3 points), **Fergana Medical Institute of Public Health** (25.05 per cent, 2.834 points), and **Bukhara State Medical Institute** (21.68 per cent, 2.453 points).

Urgench State Medical Institute (19.96 per cent, 2.258 points) and **Tashkent State Medical University** (16.26 per cent, 1.840 points) also recorded strong results.

The middle of the ranking includes **Andijan State Medical Institute**, **Central Asian University**, **Central Asian Medical University**, **Bukhara University of Innovative Education and Medicine**, the **Termez Branch of Tashkent State Medical University**, **Tashkent Pharmaceutical Institute**, and the **Institute of Pharmaceutical Education and Research**. Their results for this indicator range from **3.05 per cent** to **11.96 per cent**.

At the same time, foreign students accounted for **0.39 per cent** at **Karakalpakstan Medical Institute**, while the **Jizzakh Branch of Kazan Federal University** recorded **0.30 per cent** and **0.034 points** for this indicator.

Overall, the ranking of higher education institutions in the Medical Sciences category confirms that the level of foreign student recruitment in this category is higher than in other categories in the Republic.

However, differences within the category indicate that the capacity to attract foreign students could be expanded further at certain higher education institutions.

Table 4. Ranking of higher education institutions in the Medical Sciences category

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
1	State	Samarkand State Medical University	28	19	4 106	15 943	26,52%	3,000
2	State	Fergana Medical Institute of Public Health	11	58	1 530	6 703	25,05%	2,834
3	State	Bukhara State Medical Institute	26	93	2 059	10 715	21,68%	2,453
4	State	Urgench State Medical Institute	10	167	1 148	7 575	19,96%	2,258
5	State	Tashkent State Medical University	236	584	3 335	32 045	16,26%	1,840
6	State	Andijan State Medical Institute	83	52	1 275	13 617	11,96%	1,352
7	Non-state	Central Asian University	24	33	12	1 953	7,68%	0,869
8	Non-state	Central Asian Medical University	7	93	14	3 228	6,85%	0,774
9	Non-state	Bukhara University of Innovative Education and Medicine	5	0	185	3 030	6,60%	0,747
10	State	Termez Branch of Tashkent State Medical University	1	21	283	5 633	5,82%	0,659
11	State	Tashkent Pharmaceutical Institute	8	15	90	3 381	4,26%	0,482
12	Non-state	Institute of Pharmaceutical Education and Research	1	6	29	1 443	3,05%	0,345
13	State	Karakalpakstan Medical Institute	0	4	4	3 048	0,39%	0,045
14	Foreign branch	Jizzakh Branch of Kazan Federal University	1	0	0	997	0,30%	0,034

Note: Under the national ranking, the maximum score for higher education institutions in the Medical Sciences category is set at **3 points** for the “**share of students who are foreign nationals**” indicator.

The findings show that higher education institutions **in the Medical Sciences category have the highest** figures among the national **ranking categories both in the absolute** number of foreign students (15,656) and in their share of the total student population (14.32 per cent).

A total of **14,070** foreign **students belong to the T₃** group, meaning that the foreign student population in this category is formed primarily by this country group.

Samarkand State Medical University leads the ranking, while **Fergana Medical Institute of Public Health, Bukhara State Medical Institute, Urgench State Medical Institute** and **Tashkent State Medical University** also recorded strong results.

These indicators demonstrate the comparatively high attractiveness **of medical education to foreign** students.

However, further analysis of admission policies, educational programmes, international cooperation and conditions provided for students is required to identify the reasons for differences among higher education institutions.

IX. ANALYSIS OF THE FOREIGN STUDENT POPULATION AT HIGHER EDUCATION ORGANIZATIONS IN THE SOCIAL SCIENCES & HUMANITIES CATEGORY

9.1. General overview

Higher education organizations in the Social Sciences & Humanities category cover educational programmes in **economics, pedagogy, law, the humanities and other social fields**. This is the largest category in terms of the number of higher education institutions participating in the national ranking.

This category includes **99 higher education institutions** participating in the national ranking. Foreign students are enrolled at **88** of them. This indicates that a large majority of higher education institutions in the Social Sciences & Humanities category participate in admitting foreign students.

A total of **1,015,634 students** are enrolled at higher education institutions in the Social Sciences & Humanities category. Of these, **3,211** are foreign students, representing **0.3 per cent** of the total student population. This shows that the level of foreign student recruitment in this category is low relative to the overall student population.

Analysis by country group shows that the foreign student population in this category is formed primarily by the **T₃ group**. In particular, **494 foreign students** belong to the T₁ group, **1,058** to the T₂ group and **1,659** to the T₃ group. This means that although foreign students in the Social Sciences & Humanities category come from different country groups, the T₃ group predominates.

9.2. Ranking of higher education institutions in the Social Sciences & Humanities category

In accordance with the national ranking methodology, higher education institutions in the Social Sciences & Humanities category were assessed using the “**share of students who are foreign nationals**” indicator. The final ranking score was determined not by the absolute number of foreign students, but by the value of a weighted indicator calculated with consideration of the composition of foreign students by country group and the total student population.

The findings show that foreign student recruitment indicators vary across higher education institutions in the Social Sciences & Humanities category.

Although this category contains a comparatively large number of higher education institutions, the share of foreign students in the total student population is low.

Table 5. Ranking of higher education institutions in the Social Sciences & Humanities category

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
1	Non-state	TEAM University	9	4	2	452	8,19%	3,000
2	Foreign branch	Tashkent Branch of the Moscow State Institute of International Relations (MGIMO University)	10	1	2	423	8,04%	2,946
3	Foreign branch	Branch of Lomonosov Moscow State University in Tashkent	15	4	2	931	5,91%	2,165
4	Foreign branch	Fergana Branch of Riga Nordic University	0	5	0	216	4,63%	1,697
5	Non-state	British Management University in Tashkent	4	19	9	1 345	4,39%	1,608
6	Foreign branch	Tashkent Branch of Plekhanov Russian University of Economics	10	3	1	934	3,96%	1,452
7	Foreign branch	Webster University in Tashkent	44	32	49	6 722	3,64%	1,336
8	State	Silk Road International University of Tourism and Cultural Heritage	8	18	67	3 710	3,42%	1,255
9	Foreign branch	Amity University Tashkent	7	0	9	897	3,34%	1,226
10	State	Tashkent State University of Oriental Studies	18	20	75	6 307	2,68%	0,982
11	Foreign branch	Westminster International University in Tashkent	28	32	43	7 754	2,46%	0,903
12	State	National Pedagogical University of Uzbekistan named after Nizami	29	122	99	18 374	2,34%	0,858
13	State	International Islamic Academy of Uzbekistan	6	17	4	2 690	2,08%	0,763
14	State	Gulistan State University	1	104	13	14 330	1,56%	0,573
15	State	Tashkent State University of Law	33	19	11	9 976	1,48%	0,544
16	Foreign branch	Management Development Institute	12	9	6	4 484	1,34%	0,490

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
		of Singapore in Tashkent						
17	Non-state	ZARMED University	2	6	163	13 650	1,33%	0,486
18	State	Uzbekistan State World Languages University	21	49	115	22 162	1,25%	0,456
19	Foreign branch	Tashkent Branch of TOBB University of Economics and Technology	0	1	3	410	1,22%	0,447
20	State	University of World Economy and Diplomacy	16	7	3	5 349	1,22%	0,445
21	State	Namangan State University	0	28	105	14 493	1,11%	0,407
22	Foreign branch	Tashkent Branch of the Herzen State Pedagogical University of Russia	3	0	0	864	1,04%	0,382
23	State	Tashkent State University of Economics	70	86	116	48 203	1,03%	0,379
24	State	Samarkand State University named after Sharof Rashidov	14	37	40	15 266	1,02%	0,375
25	Non-state	ALFRAGANUS UNIVERSITY	9	42	91	23 489	0,86%	0,315
26	Non-state	Asia International University	3	6	226	30 747	0,80%	0,294
27	Non-state	Millat Umidi University	1	8	2	2 764	0,76%	0,278
28	State	Andijan State Institute of Foreign Languages	8	3	2	4 334	0,74%	0,271
29	State	Fergana State University	14	63	3	25 210	0,68%	0,249
30	State	Navoi State University	0	4	100	16 925	0,64%	0,234
31	State	International Agriculture University	1	1	0	839	0,60%	0,218
32	State	University of Journalism and Mass Communications of Uzbekistan	3	4	17	5 993	0,57%	0,208
33	Non-state	Angren University	0	1	25	4 789	0,56%	0,207
34	State	Tashkent State University of Uzbek Language and Literature	0	2	29	5 991	0,55%	0,202

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
		named after Alisher Navoi						
35	State	Denov Institute of Entrepreneurship and Pedagogy of Samarkand State University	1	20	0	7 956	0,54%	0,198
36	State	Gulistan State Pedagogical Institute	2	12	1	5 870	0,53%	0,194
37	Non-state	Tashkent International University of Education	1	2	0	1 349	0,52%	0,190
38	State	Namangan State Institute of Foreign Languages	2	4	2	3 477	0,46%	0,169
39	State	Karshi State University	2	5	43	14 239	0,41%	0,152
40	State	Urgut Branch of Samarkand State University named after Sharof Rashidov	0	4	0	1 954	0,41%	0,150
41	State	Samarkand State Institute of Foreign Languages	7	6	13	11 309	0,41%	0,149
42	State	Chirchik State Pedagogical University	5	26	4	19 540	0,36%	0,133
43	Non-state	Profi University	1	12	2	8 047	0,36%	0,132
44	Non-state	Korea International University in Fergana	1	2	0	1 956	0,36%	0,131
45	Foreign branch	Sharda University Uzbekistan	1	0	0	905	0,33%	0,121
46	Non-state	Kimyo International University in Tashkent	33	52	21	68 044	0,33%	0,121
47	Non-state	Vatan University	2	0	0	1 876	0,32%	0,117
48	Non-state	Kokand University	0	15	8	12 114	0,31%	0,115
49	State	Andijan State Pedagogical Institute	6	8	1	11 974	0,29%	0,107
50	Non-state	Yangi Asr University	2	3	0	4 143	0,29%	0,106
51	Non-state	Nordic International University	1	3	6	5 292	0,28%	0,104
52	Non-state	Urgench RANCH University of Technology	2	3	18	10 951	0,27%	0,100
53	State	Bukhara State University	6	6	20	18 487	0,27%	0,099

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
54	Non-state	TMC INSTITUTE	2	9	2	10 348	0,25%	0,092
55	Non-state	University of Exact and Social Sciences	0	1	4	2 910	0,21%	0,076
56	State	Jizzakh Branch of the National University of Uzbekistan named after Mirzo Ulugbek	0	5	0	4 887	0,20%	0,075
57	Non-state	SAMBHRAM University	1	0	0	1 576	0,19%	0,070
58	State	Kokand State University	3	11	1	16 997	0,19%	0,069
59	State	Urgench State University named after Abu Rayhan Biruni	1	15	12	24 708	0,18%	0,067
60	Non-state	Mamun University	1	1	17	12 303	0,18%	0,066
61	Non-state	Bukhara International University	2	0	0	3 392	0,18%	0,065
62	State	Termez State University	0	10	10	17 056	0,18%	0,064
63	State	Jizzakh State Pedagogical University	0	11	0	15 865	0,14%	0,051
64	Non-state	Tashkent University of Humanities	0	5	4	10 442	0,13%	0,049
65	State	Termez State Pedagogical Institute	0	6	1	10 805	0,12%	0,044
66	Non-state	Turan University	0	2	2	4 995	0,12%	0,044
67	State	Namangan State Pedagogical Institute	2	2	1	9 364	0,12%	0,043
68	Non-state	Diplomat University	0	1	0	1 713	0,12%	0,043
69	State	Samarkand Institute of Economics and Service	3	0	0	8 851	0,10%	0,037
70	State	Shahrisabz State Pedagogical Institute	1	3	0	9 441	0,10%	0,035
71	Non-state	Termez University of Economics and Service	0	1	27	30 725	0,09%	0,035
72	Non-state	Renaissance Educational University	1	2	4	12 328	0,09%	0,033
73	State	Karakalpak State University named after Berdakh	0	10	0	26 671	0,07%	0,027
74	Non-state	Tashkent University of Social Innovations	0	1	0	2 869	0,07%	0,026
75	Non-state	University of innovation technologies	0	3	0	8 936	0,07%	0,025

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
76	Non-state	University of economics and pedagogy	0	2	0	6 331	0,06%	0,023
77	Non-state	International Innovation University	0	2	0	6 495	0,06%	0,023
78	Non-state	Tashkent Institute of Management and Economics	1	0	0	5 730	0,05%	0,019
79	State	Urgench State Pedagogical Institute	0	2	0	8 303	0,05%	0,018
80	Non-state	Oriental University	0	2	0	10 492	0,04%	0,014
81	Non-state	Tashkent University of Economics and Pedagogy	0	2	0	10 543	0,04%	0,014
82	State	Samarkand State Pedagogical Institute	1	0	0	10 052	0,03%	0,011
83	Non-state	Bukhara University of Innovations	0	1	1	10 437	0,03%	0,011
84	Non-state	Asia University of Technologies	0	1	0	7 886	0,03%	0,009
85	Non-state	University of Economics and Pedagogy	1	1	2	30 652	0,02%	0,008
86	Non-state	ISFT Institute	0	4	0	35 202	0,02%	0,008
87	State	Bukhara State Pedagogical Institute	0	1	0	11 855	0,02%	0,006
88	State	Nukus State Pedagogical Institute named after Ajiniyaz	0	1	0	13 416	0,01%	0,005
89	Non-state	University of Information Technology and Management	0	0	0	13 589	0,00%	0,000
90	State	Kattakurgan State Pedagogical Institute	0	0	0	3 085	0,00%	0,000
91	Foreign branch	Tashkent Branch of National Research University Moscow Power Engineering Institute	0	0	0	518	0,00%	0,000
92	Non-state	Navoi University of Innovations	0	0	0	11 697	0,00%	0,000
93	State	International Institute of Food Technology and Engineering	0	0	0	1 145	0,00%	0,000

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
94	Non-state	Karshi International University	0	0	0	6 894	0,00%	0,000
95	Non-state	STARS International University	0	0	0	592	0,00%	0,000
96	Non-state	Tashkent University of Applied Sciences	0	0	0	24 407	0,00%	0,000
97	State	Samarkand Branch of Tashkent State University of Economics	0	0	0	3 168	0,00%	0,000
98	Non-state	Turan International University	0	0	0	5 196	0,00%	0,000
99	Foreign branch	Andijan Branch of Warsaw University of Business and Applied Sciences	0	0	0	261	0,00%	0,000

Note: The indicator was calculated on the basis of the “**share of students who are foreign nationals**” indicator established in the national ranking methodology. The maximum ranking score for higher education institutions in the Social Sciences & Humanities category is **3 points**.

The findings show that **foreign students are enrolled at 88 of the 99 higher education institutions** in the Social Sciences & Humanities category, although their share of the total student population is comparatively low.

In this category, **3,211 of the 1,015,634 students**, or **0.32 per cent**, are **foreign students**.

According to the ranking **results**, **TEAM University leads under this indicator, while no** foreign students were recorded at **11 higher education institutions**. This shows that foreign student recruitment outcomes differ substantially across **higher education institutions in the Social Sciences & Humanities** category.

Further analysis of educational **programmes, admission policies, international cooperation** and conditions provided for **foreign students is required** to assess the reasons for the identified differences.

X. ANALYSIS OF THE FOREIGN STUDENT POPULATION AT HIGHER EDUCATION ORGANIZATIONS IN THE ARTS & SPORTS CATEGORY

10.1. General overview

Higher education organizations in the Arts & Sports category constitute the smallest category in terms of the foreign student population among the categories participating in the national ranking. **This category covers educational programmes specializing in the arts, culture and sports.** The specific characteristics of these fields of study directly affect the scale of foreign student recruitment.

This category includes **12 higher education institutions** participating in the national ranking. Foreign students are enrolled at **9** of them. This indicates that some higher education institutions in the Arts & Sports category participate in admitting foreign students.

A total of **21,548 students** are enrolled at higher education institutions in the Arts & Sports category. Of these, **70** are foreign students, representing **0.32 per cent** of the total student population. This indicator shows that the scale of foreign student recruitment in this category remains very limited.

Analysis by country group shows that the foreign student population in this category is comparatively small. In particular, **18 foreign students** belong to the T_1 group, **27** to the T_2 group and **25** to the T_3 group. This means that foreign students at higher education institutions in the Arts & Sports category come from different country groups, although their overall number remains comparatively small.

10.2. Ranking of higher education institutions in the Arts & Sports category

In accordance with the national ranking methodology, higher education institutions in the Arts & Sports category were assessed using the “**share of students who are foreign nationals**” indicator.

The final ranking score was determined not by the absolute number of foreign students, but by the value of a weighted indicator calculated with consideration of the composition of foreign students by country group and the total student population.

The findings show that differences also exist among higher education institutions in this category in terms of the share of foreign students.

The highest result was recorded by the **Tashkent Branch of the S. A. Gerasimov All-Russian State University of Cinematography (VGIK)**, where foreign students accounted for **9.48 per cent** and the ranking score was **2 points**.

The **State Conservatory of Uzbekistan** (2.98 per cent, 0.629 points) and the **State Academy of Choreography of Uzbekistan** (2.60 per cent, 0.547 points) followed. The **National Institute of Pop Art named after Batyr Zakirov** and the **Uzbek National Institute of Musical Art named after Yunus Rajabi** also recorded comparatively strong results for this indicator.

At some higher education institutions near the bottom of the ranking, the share of foreign students is very low or zero.

In particular, the **Nukus Branch of the Uzbekistan State University of Physical Education and Sports**, the **Nukus Branch of the State Conservatory of Uzbekistan**, and the **Urgench Branch of the State Academy of Choreography of Uzbekistan** recorded **0 points** for this indicator.

Overall, the ranking of higher education institutions in the Arts & Sports category shows that foreign student recruitment indicators have not developed uniformly within this category.

While some specialized higher education institutions have recorded strong results, the share of foreign students remains comparatively low at the majority of organizations.

Table 6. Ranking of higher education institutions in the Arts & Sports category

Rank	Form of ownership	Name of higher education institution	T ₁	T ₂	T ₃	Total student population	Indicator	Score
1	Foreign branch	Tashkent Branch of the S. A. Gerasimov All-Russian State University of Cinematography (VGIK)	6	2	0	232	9,48%	2,000
2	State	State Conservatory of Uzbekistan	3	7	10	1 107	2,98%	0,629
3	State	State Academy of Choreography of Uzbekistan	1	5	2	578	2,60%	0,547
4	State	National Institute of Pop Art named after Batyr Zakirov	0	1	6	548	1,46%	0,308
5	State	Uzbek National Institute of Musical Art named after Yunus Rajabi	1	1	1	966	0,62%	0,131
6	State	National Institute of Fine Art and Design named after Kamoliddin Behzod	0	4	3	2 426	0,45%	0,096
7	State	Uzbekistan State University of Physical Education and Sports	6	2	3	7 794	0,32%	0,068
8	State	Uzbekistan State Institute of Arts and Culture	1	4	0	4 262	0,26%	0,054
9	State	Nukus Branch of the Uzbekistan State Institute of Arts and Culture	0	1	0	1 672	0,12%	0,025
10	State	Nukus Branch of the Uzbekistan State University of Physical Education and Sports	0	0	0	1 564	0,00%	0,000
11	State	Nukus Branch of the State Conservatory of Uzbekistan	0	0	0	243	0,00%	0,000
12	State	Urgench Branch of the State Academy of Choreography of Uzbekistan	0	0	0	156	0,00%	0,000

Note: Under the national ranking, the maximum score for the Arts & Sports category is set at **2 points** for the “**share of students who are foreign nationals**” indicator.

The findings show that **foreign students are enrolled at 9 of the 12 higher education institutions** in the Arts & Sports category; however, their total number is only **70**, accounting for **0.32 per cent** of the total student population in the category.

This means that, in terms of the absolute number of foreign students, this is the smallest category in the national ranking.

The **Tashkent Branch of the S. A. Gerasimov All-Russian State University of Cinematography leads the ranking**, while no foreign students were recorded at **3 higher education institutions**. Given the small size of the student population, the addition or loss of even a few foreign students at some higher education institutions may have a significant effect on the indicator value.

Accordingly, both the absolute number and the total student population should be taken into account when interpreting the results.

XI. COMPARATIVE ANALYSIS OF LEADING HIGHER EDUCATION ORGANIZATIONS ACROSS CATEGORIES

11.1. Category leaders by foreign student population

The analysis shows that each category of higher education institutions participating in the national ranking has leading organizations in terms of attracting foreign students.

However, when assessing leadership across categories, the absolute number of foreign students and the weighted indicator value, which takes into account their share of the student population and composition by country group, do not necessarily produce the same result.

Some higher education institutions lead in the absolute number of foreign students, while others achieve stronger ranking results because foreign students represent a higher share of their total student population and because of the weighted value of the indicator. Accordingly, this section comparatively analyses leading higher education institutions in different categories on the basis of both the absolute number of foreign students and the indicator value used in the national ranking.

Comparative analysis by category shows that, in the Applied Sciences, Social Sciences & Humanities, and Arts & Sports categories, the higher education institution leading by number of foreign students is not always the same as the organization leading by ranking score.

In particular, **Tashkent** University of Information Technologies **named after Muhammad al-Khwarizmi** leads the **Applied Sciences** category by number of foreign students, while **Bucheon University in Tashkent** ranks first by ranking score.

In the **Social Sciences & Humanities** category, **Tashkent State University of Economics** leads by number of foreign students. However, **TEAM** University records the **highest** ranking score.

In the **Arts & Sports** category, the **State Conservatory of Uzbekistan** leads by number of foreign students, while the **Tashkent Branch of the S. A. Gerasimov All-Russian State University of Cinematography (VGIK)** records the highest ranking score.

In the **Medical Sciences** category, **Tashkent State Medical University** leads by number of foreign students, while **Samarkand State Medical University** records the highest ranking score.

Category leaders: number of foreign students and ranking score

Leaders by foreign student numbers and ranking scores are compared across categories.

CATEGORY	LEADER BY NUMBER OF FOREIGN STUDENTS	LEADER BY RANKING SCORE
Applied Sciences	Tashkent University of Information Technologies named after Muhammad al-Khwarizmi 93 foreign students	Bucheon University in Tashkent 3.0 points
Medical Sciences	Tashkent State Medical University 4 155 foreign students	Samarkand State Medical University 3.0 points
Social Sciences & Humanities	Tashkent State University of Economics 272 foreign students	TEAM University 3.0 points
Arts & Sports	State Conservatory of Uzbekistan 20 foreign students	Tashkent Branch of the S. A. Gerasimov All-Russian State University of Cinematography (VGIK) 2.0 points

Figure 8. Leaders by number of foreign students and ranking score across categories, 2025

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

Note: Ranking scores are normalized separately within each category. Since the maximum scores established for the categories differ, they cannot be compared directly across categories. The scores indicate only the leader within the relevant category. No separate ranking score is calculated for universities in the TOP 1000 category under this indicator.

11.2. National leading higher education institutions by number of foreign students

Analysis by higher education institution shows that the majority of the foreign student population is concentrated in major medical **higher education institutions** and **local universities included in the TOP 1000 of international rankings**.

Of the **10 higher education institutions** with the largest foreign student populations, **7 belong to the Medical Sciences category**, **2 to the TOP 1000 category** and **1 to the Social Sciences & Humanities category**.

Tashkent State Medical University leads by number of foreign students, with **4,155 foreign students** enrolled.

Samarkand State Medical University has **4,153 foreign students**, meaning that the difference between the two leading universities is only **2 students**.

The next positions are held by the ‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University with 2,886 foreign students, Bukhara State Medical Institute with 2,178, and the National University of Uzbekistan named after Mirzo Ulugbek with 1,917.

These results show that, alongside medical higher education institutions, local universities in the TOP 1000 category also play a substantial role in the formation of the foreign student population.

In addition, Fergana Medical Institute of Public Health has 1,599 foreign students, Andijan State Medical Institute 1,410, Urgench State Medical Institute 1,325, the Termez Branch of Tashkent State Medical University 305, and Tashkent State University of Economics 272.

A total of 20,200 foreign students study at these 10 higher education institutions, representing 81.96 per cent of the country’s total 24,647 foreign students enrolled at higher education institutions.

No.	Name of higher education institution	Category	Number of foreign students
1	Tashkent State Medical University	Medical Sciences	4 155
2	Samarkand State Medical University	Medical Sciences	4 153
3	‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University	TOP 1000 universities	2 886
4	Bukhara State Medical Institute	Medical Sciences	2 178
5	National University of Uzbekistan named after Mirzo Ulugbek	TOP 1000 universities	1 917
6	Fergana Medical Institute of Public Health	Medical Sciences	1 599
7	Andijan State Medical Institute	Medical Sciences	1 410
8	Urgench State Medical Institute	Medical Sciences	1 325
9	Termez Branch of Tashkent State Medical University	Medical Sciences	305

No.	Name of higher education institution	Category	Number of foreign students
10	Tashkent State University of Economics	Social Sciences & Humanities	272

Table 7. Higher education organizations with the largest foreign student populations

Source: Author's calculations based on data from the Higher Education Management Information System (HEMIS).

11.3. Higher education organizations with limited foreign student populations

The findings show that **no foreign students were recorded at 17 higher education institutions** participating in the national ranking.

These comprise **3** higher education institutions in the **Applied Sciences** category, **11** in the **Social Sciences & Humanities** category, and **3** in the **Arts & Sports** category. This demonstrates substantial differences **in foreign student recruitment outcomes across higher education institutions**.

These differences may be associated with the specialization of higher education institutions, the availability of **educational programmes in foreign languages, the scale of international cooperation, admission policies and the academic and practical conditions provided** for foreign students.

However, additional analysis is required for each higher education institution with a limited foreign student population in order to determine the influence of these factors.

XII. KEY FINDINGS AND CONCLUSION

Based on 2025 data from the Higher Education Management Information System (HEMIS), a comprehensive analysis was conducted of the size of the foreign student population studying at higher education institutions, its composition by country group, distribution by region and higher education institution, characteristics by category, and results under the national ranking indicator.

First, as of 2025, **24,647 foreign students** are studying at higher education institutions. All of them are classified by country group.

Second, higher education institutions in the **Medical Sciences category** hold the **leading position** among all categories in attracting foreign students.

A total of **15,656 foreign students** study in this category, representing **14.32 per cent** of the total student population. This confirms that medical education is one of the **most attractive** fields for foreign students.

Third, **local universities included in the TOP 1000 of international rankings** play a distinct role in the formation of the foreign student population.

A total of **4,846 foreign students** study at the three universities in **this** category, representing **8.01** per cent of the total student population at these universities. Of these, **4,745 belong to** the T_2 group, showing that the foreign student population at universities in this category is formed primarily by citizens of **Central Asian countries**.

Fourth, the ranking position under the national ranking indicator does not always correspond to the absolute number of foreign students.

The national ranking methodology takes into account not only the number of foreign students, but also their **share of the total student population** and their composition across the **T_1 , T_2 and T_3 country groups**. Therefore, when interpreting ranking results, the absolute number, relative share and weighted indicator value should be assessed together.

Fifth, the level of foreign student recruitment varies significantly depending on the category and specialization of higher education institutions.

While the number and share of foreign students are comparatively high in the Medical Sciences and TOP 1000 categories, these indicators are lower in the Applied Sciences, Social Sciences & Humanities, and Arts & Sports categories.

This demonstrates that opportunities to attract foreign students are not the same across all fields of study and higher education institutions.

Sixth, the limited foreign student population at certain higher education institutions requires a separate assessment of the institutional conditions necessary for internationalization.

Important factors include educational programmes delivered in foreign languages, particularly **English; the proportion of academic staff capable of teaching in English; the scale of international cooperation;** academic and practical conditions provided for foreign students; **and** recruitment mechanisms.

Seventh, the concentration of foreign students in certain countries and regions demonstrates the need to diversify their geographical composition.

According to the World Bank classification, students from high-income countries in the T₁ group account for **4.66 per cent**. It is therefore important to broaden the range of countries from which foreign students are recruited and to develop cooperation with target education markets.

Eighth, the foreign student population is highly concentrated in a limited number of higher education institutions.

A total of **20,200** students study at the **10 higher education institutions** with the **largest foreign** student populations, accounting for **81.96** per cent of the total number of **foreign students** in the country.

This result shows that there are significant differences among higher education institutions in attracting foreign students.

The overall findings show that Uzbekistan's higher education system has developed a certain level of **organizational and practical experience in admitting** foreign students, but that the foreign student population is unevenly distributed across regions, fields of study, higher education institutions and countries.

Accordingly, future foreign student recruitment policy should be developed with consideration of the category of higher education institution, fields of study and characteristics of target countries, while results should be comprehensively assessed on the basis of absolute numbers, relative shares, geographical composition and data quality.

LIST OF HIGHER EDUCATION ORGANIZATIONS NOT PARTICIPATING IN THE RANKING IN ACCORDANCE WITH THE NATIONAL RANKING REQUIREMENTS

In accordance with the requirements of the Regulation on Maintaining the National Ranking of Higher Education Organizations, **32 higher education institutions** that have been operating for less than **3 years** or **have no graduates** do not participate in the national ranking for 2025. **Of these, 23 higher education institutions have no graduates and 9 have been operating for less than 3 years.**

No.	Name of higher education institution	Category	Reason
1	Cyber University of Uzbekistan	Applied Sciences	Operating for less than 3 years
2	Tashkent Branch of Saint Petersburg State University	Applied Sciences	No graduates
3	Acharya University	Applied Sciences	No graduates
4	Al-Khwarizmi University	Applied Sciences	Operating for less than 3 years
5	Digital University	Applied Sciences	No graduates
6	PDP University	Applied Sciences	No graduates
7	Samarkand International University of Technology	Applied Sciences	No graduates
8	Tashkent Branch of the University of Pisa (Italy)	Applied Sciences	No graduates
9	Impulse BSR	Medical Sciences	No graduates
10	EMU University	Medical Sciences	No graduates
11	Pharmaceutical Technical University	Medical Sciences	No graduates
12	Chirchik Branch of Tashkent State Medical University	Medical Sciences	Operating for less than 3 years
13	Tashkent Metropolitan University	Social Sciences & Humanities	No graduates
14	Abu Rayhan Biruni University	Social Sciences & Humanities	Operating for less than 3 years
15	Great Silk Road University of Innovations	Social Sciences & Humanities	No graduates
16	Chirchik Branch of M. Auezov South Kazakhstan University	Social Sciences & Humanities	Operating for less than 3 years
17	Oxus University	Social Sciences & Humanities	Operating for less than 3 years
18	Perfect University	Social Sciences & Humanities	No graduates

No.	Name of higher education institution	Category	Reason
19	Sarbov University	Social Sciences & Humanities	No graduates
20	Sharq University	Social Sciences & Humanities	Operating for less than 3 years
21	Tashkent University of Economics and Technology	Social Sciences & Humanities	No graduates
22	American University of Technology	Social Sciences & Humanities	Operating for less than 3 years
23	University of Science and Technologies	Social Sciences & Humanities	No graduates
24	Urgench Innovation University	Social Sciences & Humanities	No graduates
25	International University of Social Innovations	No category	Operating for less than 3 years
26	Central Asian University of Environmental and Climate Change Studies (Green University)	Social Sciences & Humanities	No graduates
27	Institute of Social and Political Sciences	Social Sciences & Humanities	No graduates
28	Tashkent International University	Social Sciences & Humanities	No graduates
29	Tashkent International University of Financial Management and Technologies	Social Sciences & Humanities	No graduates
30	University of Business and Science	Social Sciences & Humanities	No graduates
31	University of Digital Economy and Agrotechnologies	Social Sciences & Humanities	No graduates
32	Tashkent Branch of Pirogov Russian National Research Medical University	Medical Sciences	No graduates

List of countries included in the World Bank list of developed countries with high-income economies (T₁ group)

The T₁ group comprises students who are citizens of countries and territories classified as high-income economies under the World Bank income classification. Students who are citizens of these countries and territories are assigned the highest weighting coefficient when calculating the national ranking indicator.

Under the World Bank classification applicable for fiscal year 2027, countries and territories with gross **national income per capita** above **USD 14,375** are classified as high-income economies. A total of **87⁶ countries** and territories are included in this group.

No.	Country / territory	No.	Country / territory	No.	Country / territory
1	American Samoa	19	Costa Rica	37	Hungary
2	Andorra	20	Croatia	38	Iceland
3	Antigua and Barbuda	21	Curaçao	39	Ireland
4	Aruba	22	Cyprus	40	Isle of Man
5	Australia	23	Czechia	41	Israel
6	Austria	24	Denmark	42	Italy
7	The Bahamas	25	Estonia	43	Japan
8	Bahrain	26	Faroe Islands	44	Republic of Korea
9	Barbados	27	Finland	45	Kuwait
10	Belgium	28	France	46	Latvia
11	Bermuda	29	French Polynesia	47	Liechtenstein
12	British Virgin Islands	30	Germany	48	Lithuania
13	Brunei Darussalam	31	Gibraltar	49	Luxembourg
14	Bulgaria	32	Greece	50	Macao SAR, China
15	Canada	33	Greenland	51	Malta
16	Cayman Islands	34	Guam	52	Monaco
17	Channel Islands	35	Guyana	53	Nauru
18	Chile	36	Hong Kong SAR, China	54	Netherlands
55	New Caledonia	67	Russian Federation	79	Switzerland
56	New Zealand	68	San Marino	80	Taiwan, China
57	Northern Mariana Islands	69	Saudi Arabia	81	Trinidad and Tobago

⁶ World Bank. *World Bank Country and Lending Groups*, Fiscal Year 2027 classification. (14.07.2026)
URL: <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

No.	Country / territory	No.	Country / territory	No.	Country / territory
58	Norway	70	Seychelles	82	Turks and Caicos Islands
59	Oman	71	Singapore	83	United Arab Emirates
60	Palau	72	Sint Maarten (Dutch part)	84	United Kingdom
61	Panama	73	Slovakia	85	United States
62	Poland	74	Slovenia	86	Uruguay
63	Portugal	75	Spain	87	U.S. Virgin Islands
64	Puerto Rico	76	Saint Kitts and Nevis		
65	Qatar	77	Saint Martin (French part)		
66	Romania	78	Sweden		

Source: Compiled by the author based on the World Bank classification.

Note: In the World Bank classification, the term “economy” does not imply political independence. It includes countries and territories for which separate economic and statistical data are maintained.

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INFORMATION ABOUT THE AUTHORS

Author: Aziz Mullaev

Position: Chief Inspector of the Group for Maintaining the Ranking of Higher and Postgraduate Education Organizations

Author: Shukhrat Daliev

Position: Chief Inspector of the Group for Maintaining the Ranking of Higher and Postgraduate Education Organizations

Translated by: Askarbek Narimanov

Position: Chief Inspector of the Group for Strategic Development and International Cooperation



UNDER THE ADMINISTRATION OF THE PRESIDENT OF THE REPUBLIC OF UZBEKISTAN



+998 55 505 30 30



info@nqaae.uz
www.nqaae.uz



@nqaaeuz



@nqaaeuzbot