

Educational tourism and attractiveness of its development in the member states of the Eurasian Economic Union

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Abstract

In international practice, educational tourism can be classified in several areas: from language programmes to short-term educational exchanges lasting no more than one year. The article analyses the state and prospects of educational tourism development in member states of the Eurasian Economic Union (hereinafter referred to as EAEU). The key factors of the development are highlighted (considering globalisation of education, economic impact, strengthening of international relations) as well as technological progress and digitalisation of education, interdisciplinary approach. According to the authors of the study, these factors together emphasise the importance of developing the educational tourism, which contributes to strengthening integration, improving the quality of educational services, and creating new economic opportunities in the region. However, insufficient coordination of integration processes as well as significant differences in national educational standards in the member states lead to slowdown in the development. The article examines the dynamics of exports of educational and tourism services of the Republic of Belarus and their share in the total volume of services exported to the member states of the EAEU. In conclusion, recommendations are given for improving the type of tourism under study for the effective development of the humanitarian sphere in the EAEU countries.

Keywords

Educational tourism, Eurasian Economic Union, digitalisation, tourism services, educational services, integration, export of services, cross-border cooperation

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Образовательный туризм и привлекательность его развития в государствах-членах Евразийского экономического союза

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Аннотация

В международной практике образовательный туризм можно классифицировать по нескольким направлениям: от языковых программ до краткосрочных образовательных обменов продолжительностью не более года. Проводится анализ состояния и перспектив развития образовательного туризма в государствах-членах Евразийского экономического союза (далее – ЕАЭС). Выделены ключевые факторы развития с учетом глобализации образования, экономического воздействия, укрепления международных связей, технологический прогресс и цифровизация образования, междисциплинарный подход. По мнению авторов исследования, эти факторы в совокупности подчеркивают важность развития такого направления, как образовательный туризм, что способствует укреплению интеграции, повышению качества образовательных услуг, а также формированию новых экономических возможностей региона. Однако недостаточная координация интеграционных процессов, а также существенные различия в национальных образовательных стандартах в государствах-членах приводят к замедлению развития. В своем исследовании авторы анализируют динамику экспорта образовательных и туристических услуг Республики Беларусь и их долю в общем объеме услуг, экспортируемых в государства-члены ЕАЭС. В заключении даются рекомендации по усовершенствованию изучаемого вида туризма для эффективного развития гуманитарной сферы в странах ЕАЭС.

Ключевые слова

Образовательный туризм, Евразийский экономический союз, цифровизация, туристические услуги, образовательные услуги, интеграция, экспорт услуг, трансграничное сотрудничество

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INTRODUCTION

Educational tourism is an innovative area that combines educational and tourism aspects in order to improve the level of knowledge, cultural exchange, and strengthening of international cooperation. In the modern world it becomes increasingly important, being not only a source of educational opportunities, but also a tool for the economic development of the region. Technological progress, rapid introduction of digital technologies, and global availability of the internet are one of the key factors that determine the development vector of the studied type of tourism. The rapid growth of the educational tourism market is largely driven by the demand for international education, caused by globalisation, digital technologies, and consumer interest in cultural exchange. As the industry develops, it is expected that this type will become an important segment of the global tourism market and change the way people learn.

The purpose of the study is to analyse the state and prospects of the educational tourism development in the member states of the Eurasian Economic Union (hereinafter referred to as EAEU), considering economic, social, and technological factors.

To achieve this purpose, analysis method has been applied, covering the use of statistical data, economic indicators, alongside with comparative and stakeholder analysis and deduction methods; regulatory legal acts and scientific publications have been studied.

The hypothesis of this study is that the development of the educational tourism in the member states of the EAEU contributes to strengthening integration and leads to an increase in exports of tourism and educational services.

REVIEW OF SOURCES

Today, the tourism industry is one of the most important and largest sectors of the economy after the oil and automotive industries. More than 100 million people are employed in this sector worldwide. Travelers are showing a growing interest in such type of tourism as educational one, which provides immersive learning opportunities based on acquired experience. This includes a wide range of educational activities such as language training programmes, cultural exchange initiatives and internships, allowing participants to immerse themselves in local culture and life as well as to gain practical skills while traveling.

Development issues of tourism as one of the important areas of socio-economic cooperation are reflected in Strategic directions for the development of the EAEU until 2025¹.

According to the International Recommendations on Tourism Statistics designed by the United Nations World Tourism Organization and classification of tourist trips according to their main purpose, the category “education and vocational training” covers “attendance of short-term courses paid either by employers (including on-the-job training classified under the category ‘business and professional purposes’) or by other organisations/persons that should be accounted separately, where justified; completing specific training programmes (formal or informal) or acquiring specific skills through formal courses, including paid tuition, language learning, professional or other special courses, academic vacations, etc.”²

At the same time, the term “tourism” itself is interpreted as “tourist travel as well as activities related to its organisation”, and a tourist is an individual who makes a tourist trip for a period of 24 hours to one year or spends at least one night in the country (place) of temporary stay which pursues the following goals: cognitive; educational; pilgrimage; business; physical culture and sports and others. Recreation and health improvement may also be the goals³.

¹ Decision of the Supreme Eurasian Economic Council dated 11.12.2020 No. 12 “On Strategic directions for the development of the Eurasian economic integration until 2025”. Access mode: <https://www.altai.ru/tamdoc/20vr0012/?ysclid=md4mk0dsua497840452> (accessed 01.05.2025). (In Russian).

² United Nations. International recommendations on tourism statistics, 2008. Access mode: https://unstats.un.org/unsd/publication/seriesm/seriesm_83rev1r.pdf (accessed 01.05.2025). (In Russian).

³ Law of the Republic dated 11.11.2021 No. 129-Z. “On tourism”. Access mode: https://kostukovich.gov.by/downloads/guests/tour/docs/20211111_129-z.pdf?ysclid=md4mp1aa7f270800304 (accessed 02.05.2025). (In Russian).

Since there is no single basic term for the educational tourism in the regulatory legal acts of the EAEU member states, authors offer various interpretations of the concept under consideration. O.V. Shulgina, Doctor of Historical Sciences, notes in her scientific works that it is a special type of tourism that contains a training element in the tour programme: training (at different levels), additional education, advanced training [1].

According to Yu.S. Putrik, Head of the Centre for Socio-Cultural and Tourism programmes of the Heritage Institute, Doctor of Historical Sciences, “educational tourism is a phenomenon of integration of learning and tourism through the organisation of educational activities to achieve goals and objectives defined by curricula and aimed at the formation of personally significant qualities that manifest themselves in the formation of universal, general professional, and specialised competencies” [2, p. 9].

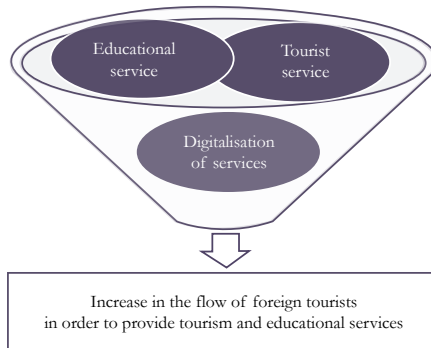
The following types of the educational tourism can be distinguished based on the main purpose of the trip:

- study of general education or special subjects (short-term study in educational institutions);
- learning foreign languages in the process of communicating with native speakers and living in appropriate language environment
- participation in conferences, symposia, forums, and congresses aimed at sharing experiences and gaining new professionally important knowledge, skills, and information.

In the context of the Eurasian economic integration, the educational tourism as a promising type of tourism is a tourist services market that provides simplified and non-discriminatory access for subjects of this industry to each other's markets [3].

DIGITALISATION OF EDUCATIONAL TOURISM

The rapid development of such industries as education and tourism has led to the formation of a separate segment – educational tourism. R. Brent, Australian mathematician, computer scientist, and distinguished professor at the Australian National University, considers this term in his scientific works as travel for the purpose of learning, where the main motive is education or training, and tourist experience is secondary. Let us consider the integration of these two segments under the influence of digitalisation and present it in fig. 1.



Note: figure represents the authors' model based on the model of R. Brent

Compiled by the authors on the materials of the source [4]

Fig. 1. Model of the educational tourism with consideration the development of digitalisation

The presented model demonstrates interconnection and integration of non-adjacent areas, education and tourism, as well as their inseparability from the digitalisation, which is reflected in the changing landscape of suppliers: from online travel agencies to digital guides and virtual tours.

The segmentation of the educational tourism market by occupation includes students, teachers, government officials, heads of organisations and enterprises, specialists and other participants of this process.

In 2023, the student segment dominated the global market. It is predicted that by 2032, the global educational tourism market will grow by an average of 13.50% and reach USD 1,155.0 billion⁴. According to the research company Grand View Research, in 2022, educational trips were mainly made by young people aged 16–25 (student years), whose share was about 40%. Since the educational tourism is popular mainly among young people, it is important to introduce advanced technologies such as simple and fast booking via mobile platforms, algorithms for personalised recommendations for individual offers, chatbots, development of social networks of educational institutions. The education and tourism industry uses more and more technologies, including augmented reality, virtual reality, and artificial intelligence (hereinafter referred to as AI): from contactless registration and digital payment methods to virtual tours and travel offers based on the AI.

An important factor when crossing the border of another state is availability of accessible mobile connection. Thus, negotiations have been initiated within the framework of the EAEU to eliminate obstacles to international roaming, which will create favourable conditions for mutual movement of citizens. For example, on March 1, 2025, roaming between Belarus and the Russian Federation (hereinafter referred to as RF, Russia) was officially cancelled. With the widespread use of internet-connected technologies, both tourism and educational experiences change in everyday life [5]. Accordingly, with the development of such activities as distance education, e-learning, video and audio conferences, with easier access to information, it is predicted that international educational programmes will be influenced by trips to universities, colleges, and language schools as well as by people's desire to travel, see and learn, satisfy their curiosity.

Based on the analysed sources, we will formulate the authors' definition of the educational tourism in the context of digitalisation: it is an integrated type of tourism that combines travel and learning, complemented by digital technologies that allow you to gain knowledge and skills in a hybrid (mixed) form for the development of professional and personal competencies.

DIRECTIONS AND PROSPECTS OF THE EDUCATIONAL TOURISM DEVELOPMENT IN THE EAEU MEMBER STATES

The EAEU has established Public Chamber for the Development of Educational Tourism, which implements key projects that include design of Eurasian cross-border tourist routes as well as cooperation in the field of education and training of specialists for tourism and hospitality industry; creation of a discussion platform for experts; other research and educational activities in the area under consideration⁵.

When forming the Eurasian tourism market, the main goals are to increase availability and quality of services by means of introducing innovative solutions for stakeholders; to strengthen the competitive advantages of travel products.

Let us highlight the strengths of the tourism industry of the EAEU member states (table 1).

Table 1

Strengths of the tourism sector of the EAEU members

State	Characteristic
Armenia	Rich historical and cultural heritage, preservation of everyday life and traditions; diverse natural landscape; wide opportunities for the educational tourism

⁴ Grand View Research. Educational Tourism market size, share & trends analysis report by age group (less than 15 years, 16–25 years), by education (primary, secondary), by occupation (students, teachers, government officials), by purpose, by region, and segment forecasts, 2025–2030. Access mode: <https://www.grandviewresearch.com/industry-analysis/educational-tourism-market-report> (accessed 02.05.2025).

⁵ Public Chamber of the member states of the Eurasian Economic Union. Committee on the Eurasian Tourism Safety of the EAEU PC. Access mode: https://eurasiaun.org/eurasia_tourism (accessed 03.05.2025).

State	Characteristic
Belarus	Favourable geographical location of the country; mutual interest in developing cooperation not only between the EAEU member states, but also between their closest neighbours; distinctive culture and diverse natural landscape; spa treatment
Kazakhstan	High potential for tourism development: a vast territory with diverse landscape, historical and cultural heritage, architecture at the intersection of national identity and modernity
Kyrgyzstan	Uniqueness of natural wealth and environmentally friendly products; kindness, responsiveness, and hospitality; unique natural landscape – mountainous terrain
Russia	Comfortable and safe environment for tourists; synthesis of a unique geographical location, variety of regions, abundance of cultural and historical heritage sites and modern innovative display facilities; well-developed in accordance with accepted standards, hospitality industry; absence of visa regime for the EAEU member states; wide range of climatic zones and related types of recreation

Compiled by the authors on thin materials of the source⁶

One of the main advantages of the educational tourism is that it can stimulate development of various skills such as creativity, critical thinking, ability to practically and effectively implement creative ideas, develop and launch new products based on acquired experience. It can foster innovation by giving people the opportunity to apply their knowledge and skills in real sectors of the economy that require adaptation and improvement. For example, a student participating in an educational tourism programme in Asian countries can learn about solutions of the problem of water scarcity. This may motivate the student to develop and test their own innovative methods or devices for collecting, storing, or purifying water. However, the educational tourism does not guarantee the automatic development of these skills [6]. There are several factors that can affect volume and quality of education during the educational tourism such as:

- development of an educational tourism programme that should include clear and relevant learning objectives, activities and assessments appropriate to desired skills and outcomes;
- promotion of the programme, which must involve qualified and experienced teachers, guides, or mentors who can provide guidance, feedback, and support to participants throughout the learning process;
- participation in the educational tourism programme, which should involve active and motivated students who are ready and able to take risks, explore, experiment, reflect, and share their experience and knowledge with others;
- context of the programme that provides safe, supportive, and stimulating environment allowing and encouraging learning and interaction between participants and local community.

The design of joint routes within the framework of integration and creation of single tourist space are one of the key directions for the development of tourism not only between member states, but also between observer states to attract tourists: Uzbekistan, Cuba, etc. There are already examples – the interstate tourist mountain route “Rosa Khutor – Chimbulak – Amirsoy” (RF – Kazakhstan – Uzbekistan), it is now in the active phase of design. The tour under development should include visits to educational institutions in order to popularise education of the EAEU member states. There are integration tourist routes “Mari El – Belarus”, “Russian Federation (St. Petersburg) – Republic of Belarus (Brest – Brest Fortress – Belovezhskaya Pushcha – Mir – Nesvizh – Minsk – Dudutki – Minsk)” and many others. Since the observer states as well as Mongolia confirm their desire and interest to expand their participation in the mechanisms of the union in order to achieve deeper integration,

⁶Report of the Eurasian Economic Commission on the results of monitoring the implementation (from May 1, 2021 to June 30, 2022) of the measures provided for by the liberalisation plans approved by Decision of the Supreme Eurasian Economic Council dated December 26, 2016 No. 23, and of monitoring their implementation. Access mode: <https://eec.eaunion.org/upload/medialibrary/232/REPORT5.pdf> (accessed 03.05.2025).

it is necessary to study the issue to attract tourists from these countries with the further prospect of providing educational services. A number of initiatives are being implemented in India, for example, “Dekho Apna Desh”, which encourages domestic tourism contributing to the exploration of diverse landscapes and cultural heritage. The “Ek Bharat Shrestha Bharat” initiative promotes cultural integration through public association, unity, and diversity, encourages exchange and cooperation⁷.

In the Republic of Belarus, the Ministry of Sports and Tourism, together with the Ministry of Education, National Agency for Tourism, with departments of sports and tourism of regional executive committees, and Minsk City Executive Committee, has compiled a list of the most significant and popular excursions in Belarus and tourist and sightseeing sites recommended for students to visit. The following initiatives have been launched: “Educational routes by regions”, “Educational routes by districts”, “Educational routes in the small homeland”⁸.

Some of the most popular places to receive education are the United States of America, Great Britain, Canada, and Ireland. Educational institutions have higher academic requirements, adhere to strict procedures to maintain quality, and are well-funded to provide their students with a first-class education. According to the latest QS–2023 world ranking, 27 of the best 100 colleges in the world are American. In the Eurasian space, only one Russian university was included in the top 100 – this is the Lomonosov Moscow State University (hereinafter referred to as MSU), a total of 70 universities out of 1,422 were part of the rating⁹.

Analysing the attractiveness of educational services in the EAEU member states, a combined educational level index should be considered (table 2).

Table 2

Index of the level of education in the EAEU member states

Country	Rating place	Expected duration of study (in years)	Average duration of study (in years)
Armenia	78	13.1	11.3
Belarus	47	15.2	12.1
Kazakhstan	36	15.8	12.3
Kyrgyzstan	76	13.2	11.4
Russia	29	15.8	12.8

Compiled by the authors on the materials of the source¹⁰

In 2022, 191 countries participated in the ranking. Analysing the data in table 2, it should be noted that the EAEU member states occupy high positions. From the presented data of the report, the rating is headed by the RF – 29th place, followed by Kazakhstan, Belarus, Kyrgyzstan, and Armenia. In 2023, the student segment dominated the global market. It is predicted that by 2032, the global educational tourism market will grow by an average of 13.50% and reach USD 1,155.0 billion. It is expected that the Eurasian educational tourism market will also experience significant growth. This is due to the close proximity of the Eurasian integration countries and their accessibility for travel.

⁷ Drishti IAS. Revamping India’s tourism sector. Access mode: <https://www.drishtias.com/hindi/daily-updates/daily-news-editorials/revamping-india-s-tourism-sector> (accessed 03.05.2025).

⁸ Ministry of Sports and Tourism of the Republic of Belarus. Tourism. Access mode: <https://mst.gov.by/ru/turizm.html> (accessed 03.05.2025).

⁹ QS TopUniversities. QS World University Rankings 2023: top global universities. Access mode: <https://www.topuniversities.com/world-university-rankings/2023> (accessed 03.05.2025).

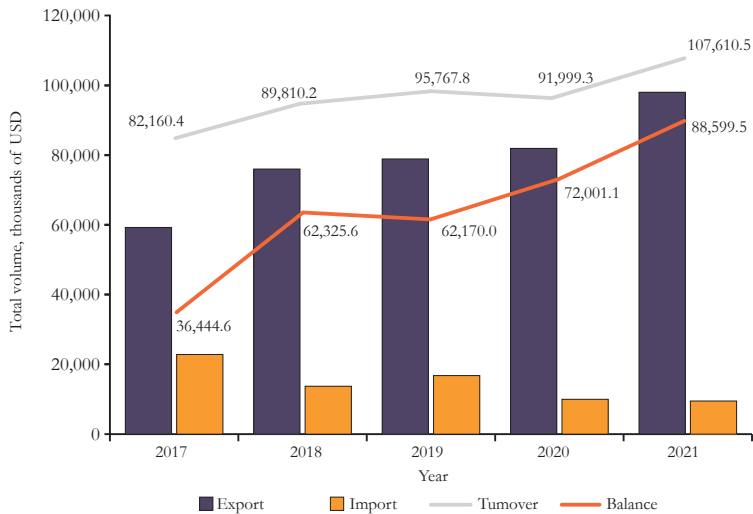
¹⁰ Humanitarian portal. Ranking of the countries of the world according to the education level index. Access mode: <https://gtmarket.ru/ratings/education-index/> (accessed 04.05.2025).

The EAEU member states have rich historical heritage and unique nature, and are also a centre of advanced scientific research. The field of the educational tourism offers incredible opportunities to immerse in the world of education and science. Universities are centres of knowledge and innovation, combining deep learning traditions and modern approaches to scientific research. One can visit educational institutions with a century-old history, for example, Al-Farabi Kazakh National University, MSU, Belarusian State University, Mesrop Mashtots Scientific Research Institute of Ancient Manuscripts (Armenia). Considering the offers of tourist operators, the list of educational excursions is large, however, this type of tourism is not particularly developed in Kyrgyzstan.

DYNAMICS OF THE SHARE OF EXPORTS AND IMPORTS OF TOURISM AND EDUCATIONAL SERVICES

Education, knowledge, and especially professional training, international experience are considered as engines of economic growth, innovation, competitiveness, and social stability.

In the globalised world that is increasingly based on knowledge, the export of tourism and educational services represents a highly dynamic emerging market [7]. Fig. 2 shows data on the export and import of educational services of the Republic of Belarus for 2017–2021.



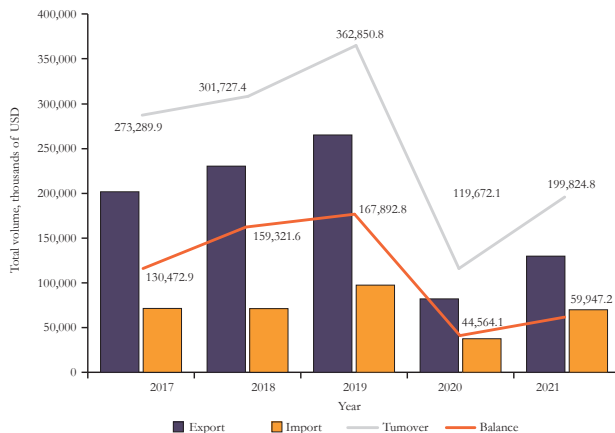
Compiled by the authors on the materials of the source¹¹

Fig. 2. Export and import of educational services of Belarus for 2017–2021

The total volume of exports and imports of educational services for 2017–2021 showed moderate, stable growth and in 2021 amounted to 107,610.5 thousand USD. As for the export, during the period under review, there was a rapid increase from 59,302.5 thousand USD in 2017 to 78,968.9 thousand USD in 2019. This is largely due to the fact that attractiveness of the Belarusian education is in demand on the international market as well as due to the active introduction of online learning formats into the educational process. The balance remained positive during the period under review.

¹¹ National Statistical Committee of the Republic of Belarus. Economic statistics. Access mode: <https://www.belstat.gov.by/ofitsialnaya-statistika/realny-sektor-ekonomiki/> (accessed 04.05.2025).

Fig. 3 shows data on the export and import of tourist services of the Republic of Belarus for 2017–2021.

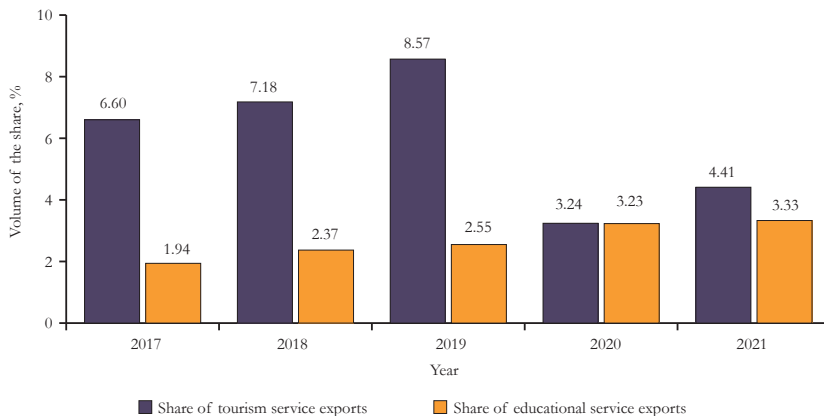


Compiled by the authors on the materials of the source¹²

Fig. 3. Export and import of tourist services of Belarus

The total volume of exports and imports of tourist services in 2017 amounted to USD 273,289.9 thousand, having demonstrated stable growth until 2019 – USD 362,850.8 thousand. In 2020, there was a decline in the tourism industry – USD 119,672.1 thousand mainly due to the pandemic, in 2021 there was a recovery growth – USD 199,824.8 thousand. The balance during the period under review 2017–2021 was positive.

Next, we will analyse the share of exports of tourist and educational services of the Republic of Belarus in the total volume of services exported to the EAEU member states (fig. 4).



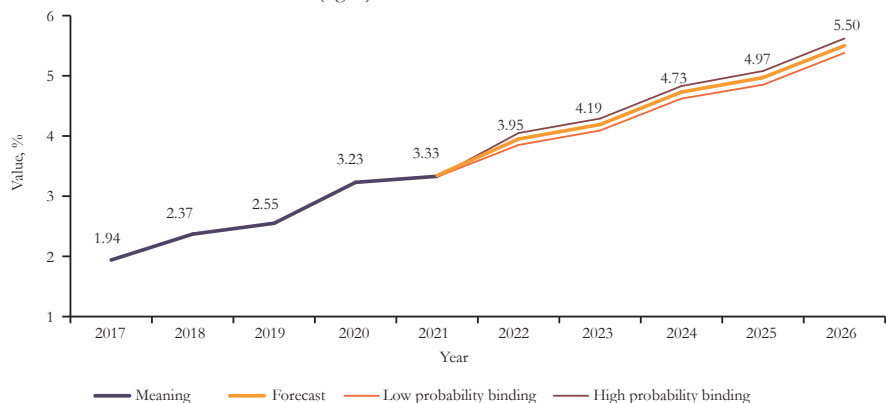
Compiled by the authors on the materials of the source¹³

Fig. 4. Share of exported tourism and educational services of Belarus in the total volume of services exported to the EAEU member states in 2017–2021

¹² National Statistical Committee of the Republic of Belarus. Economic statistics. Access mode: <https://www.belstat.gov.by/ofitsialnaya-statistika/realny-sektor-ekonomiki/> (accessed 04.05.2025).

¹³ Ibid.

The Belarusian tourism services sector faces a number of difficulties. In 2019, the mark reached a maximum and amounted to 8.57%. The share of educational services exports in the total volume of the Belarusian services exported to the EAEU member states shows an annual increase from 1.94% in 2017 to 3.33% in 2021. The introduction of new educational tourism programmes can become an effective tool for the development of the tourism industry, which will lead to an increase in the share of exports. Let us make a forecast for the growth of exports of educational services until 2026 (fig. 5).



Compiled by the authors on the materials of the source¹⁴

Fig. 5. Forecast of the share of exports of educational services until 2026

According to the forecast data presented in the fig. 5, it can be concluded that by 2026, in Belarus the share of exports of educational services will show moderate growth and will amount to 5.50%.

International trips promote cross-border economic cooperation, global understanding, and cultural exchange. This often includes more complex logistics, compliance with passport and visa requirements, currency exchange, and observance of the international travel laws.

CONCLUSION

The EAEU has shown its effectiveness in the face of new challenges, including those related to the policy of sanctions pursued by some countries and dismantling of many basic foundations of international trade. There is a dynamic deepening of integration in the field of education in the EAEU, which may favourably affect the increase in tourist flows within the union and beyond.

The study has revealed that the development of this area of tourism in the EAEU member states has an impact on stable growth of exports of educational and tourist services, contributing to the economic development of the region. For example, realisation of double (triple) degree programmes and academic mobility can contribute to the growth in exports through increased demand for IT (international technologies), transport and logistics services of the hotel and restaurant business. The authors' definition of the educational tourism is given, considering digitalisation of tourist services.

For further improvement and development of academic mobility it is necessary:

- 1) to actively conduct the process of its digitalisation in the EAEU member states;
- 2) to integrate education with high-tech sectors;
- 3) to create digital ecosystem for the convergence of virtual campus tours and online educational modules, which will facilitate cross-border collaboration between stakeholders.

¹⁴ National Statistical Committee of the Republic of Belarus. Economic statistics. Access mode: <https://www.belstat.gov.by/ofitsialnaya-statistika/realny-sektor-ekonomiki/> (accessed 04.05.2025).

Possible positive economic effects include currency, employment, multiplier effects, expansion of infrastructure, impulses of regional development, and, accordingly, reduction of differences between specific regions.

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