

MECHANISMS AND CHANNELS OF INTERNATIONAL STUDENT MIGRATION OF KAZAKHSTANI YOUTH

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This research is funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. BR18574168).

Abstract. International student migration is a current trend in modern migration processes. Educational migration of Kazakhstani youth is one of the vectors of the country's external migration, which has certain effects in the socio-economic and political development of the country. This study is intended to study the main channels and some of the mechanisms of international educational migration of Kazakhstani youth. The article provides an overview of the most used methods of admission to study abroad for young people from Kazakhstan. On the basis of the research, the main channels and types of mechanisms for educational emigration from Kazakhstan were established, including within the framework of the Bolashak program, within the framework of bilateral international agreements and independent admission to both paid and free education. The mechanisms of educational migration over the past two decades have already been stable, but still need to be improved. Educational migration from Kazakhstan is not only a current trend in the context of reflecting the migratory moods of young people, but in order to increase the competitiveness of specialists and form communities of professionals from various industries. The study of the main channels and mechanisms of educational emigration in the Kazakh context also affects the long-term effects of this phenomenon, including return, reintegration and involvement in the national labor market and its sustainable development.

Keywords: International student migration, emigration from Kazakhstan, education migration, emigration channels, international scholarships, high education abroad, “Bolashak” program, Kazakhstani youth

Basic provisions

Over the past two decades, educational migration from Kazakhstan has become a significant trend, reflecting the aspirations of young people to seek educational opportunities abroad. This form of migration is driven by the desire to enhance competitiveness and gain access to a diverse range of educational resources and experiences. Thus, understanding the main channels and mechanisms of educational emigration of Kazakh youth allows to assess long-term effects and to encompass various aspects such as return, reintegration, and participation in the national labor market.

Introduction

International students are generally defined as having left their country of origin and moved to another country for the purpose of study, and are usually divided into two groups: a first group includes those who move abroad to complete a degree, the other for those who move for a short-term study exchange. Education was the most important factor in the production of human capital and was of great importance for the realization of the economic interests of the host states. With the rapid rise of international education, more and more students are seeking higher education in foreign countries and many international students now consider overseas study a stepping-stone to permanent residency within a country. It is crucial to highlight all possible mechanisms of youth migration for studying abroad. Kazakhstani youth choose to apply for universities in different ways. In particular, students traditionally study abroad through study abroad programs, or through a third-party provider, enroll directly with a university overseas or at a language school abroad. Besides, students take a global independent study based on their research projects, become an intern abroad, study through a student exchange program or get supported by the federal government to study abroad.

The main purpose of this study is to reveal main channels and mechanisms of educational migration that Kazakhstani youth are involved.

Description of materials and methods

The methodological basis of this scientific article lies upon the method of studying and analyzing resources, synthesis and statistical method. These methods have been employed to study and analyze scientific works and articles based on educational migration. A descriptive analysis has been used to identify basic channels and mechanisms in the case of Kazakhstan.

Literary review

The study of migration channels and mechanisms is therefore important since they play a key role in explaining how students choose to migrate, and, how international educational migration is controlled and directed. For the first time in the migration science, the complete description of the migration “channels” was developed by Findlay and Garrick who proposed “migration channels” for the evaluation of international skill transfers on patterns of British skilled transient movement” [1]. In particular, channel and mechanisms of international student migration were studied by Hans de Wit underlining “mechanisms and factors that shape student migration” [2], and Michael A. Woolf who has written extensively on topics related to student migration, including the mechanisms and factors that contribute to it, focusing on the “growth and expand of short-term programs” [3]. The study of student migration mechanisms has been enriched by the Ronald Skeldon noted “understanding the migration of students and skilled professionals” [4]. There are new actors, new rationales, new programs, new regulations, and the new context of globalization. It is important to shed a light on the growing numbers of students, professors, and researchers participating in academic mobility schemes, the increase in the number of courses, programs, and qualifications that focus on comparative and international themes, and the establishment of new national, regional, and international organizations focused on international education [5].

Results

For almost the entire second half of the 2000s and 2010, the trend of educational migration from Kazakhstan affected the change in the quality of the country's human capital. Among the neighborhood countries, the Russian Federation is still leading the list of top destination countries for Kazakhstani youth, followed by Kyrgyzstan, Türkiye and China, although the number of Kazakhstani students choosing Russian universities has decreased over the past four years. It also should be noted, in particular, by 2020, educational emigration and student movement vectors and directions have changed significantly. In total, during the period under review, the main outflows of educational migration from Kazakhstan have been directed to European countries such as the UK, Czechia, Poland and Germany, and the USA [6]. UNESCO defines "mobile students" as those who cross a border to seek education, and works with global, regional, and national authorities to ensure that students receive a quality education that will benefit all concerned: the student and both origin and destination countries. According to the Bureau of Statistics, the number of young people leaving the country is really growing. For example, in 2016, 3,769 people left the country, in 2017 — 3,708, in 2018 — 4,069, in 2019 — 4,038 people, and in 2020, despite quarantine measures, 5,712 people (aged 14 to 28 years) left the country [7].

As educational migration involves the movement of individuals across borders for the purpose of pursuing educational opportunities, here are some key mechanisms to outline: a) International Student Exchange Programs; b) Scholarships and Financial Aid; c) Migration Policies and Visa Regulations; e) Global Rankings and Reputation; f) Language Proficiency and Standardized Tests; g) Cultural and social networks; h) Globalization and technological advancements. Consequently, we would extensively research based on resources within the framework of educational migration mechanisms and channels. This research will further determine primary mechanisms and channels of receiving education abroad which Kazakhstani youth prefer to imply.

Discussions

Educational migration, among other migration flows, can be distinguished based on such a classification feature as the purpose of movement. Educational migration accounts for a significant share in the overall structure of migration flows the period of globalization, the internationalization of higher education increased dramatically, and it has become a market driven activity. Mobility of students, scholars and programs; reputation and branding (manifested by global and regional rankings), and a shift in paradigm from cooperation to competition were the main manifestations of the agenda of internationalization in higher education over the past 30 years. International education became an industry, a source of revenue and a means for enhanced reputation and soft power.

In 2020, there were 4.4 million international students enrolled in the OECD, accounting for 7% of all tertiary students. The most important receiving countries are the United States (22% of all international students), the United Kingdom (13%) and Australia (10%) [8].

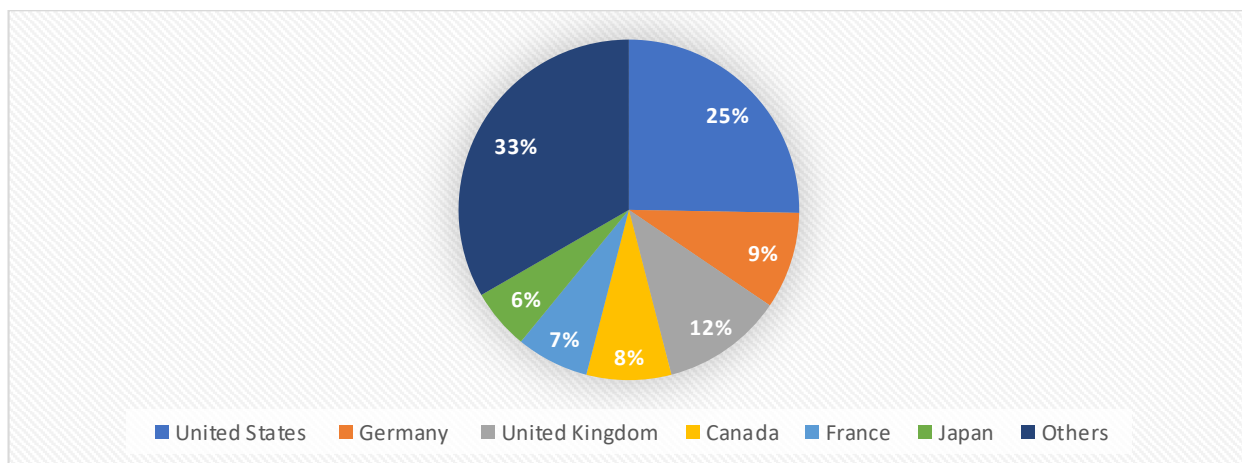
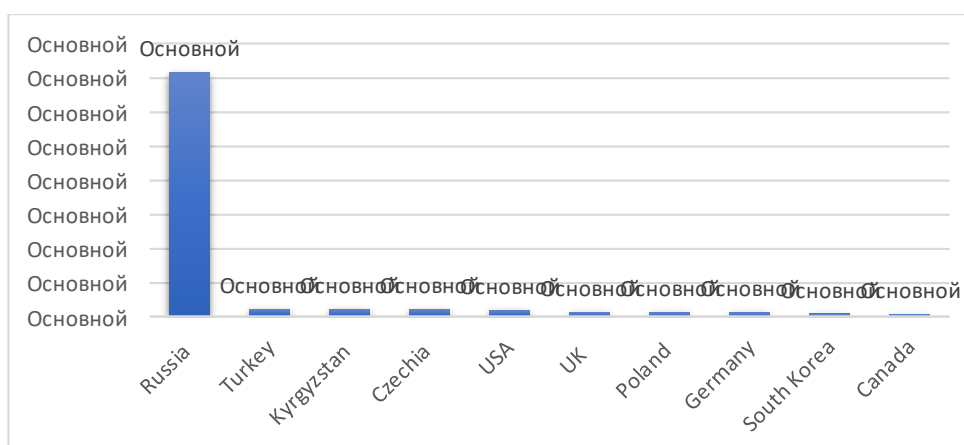


Figure 1 - International students enrolled in OECD countries by destination, 2020
Source: International Migration Outlook 2022.

According to the analysis of the recent outflow of Kazakhstani young people, the import of educational services and departure for higher education to foreign universities is growing. As of 2020-2021, about 14% of Kazakhstan students study abroad. In OECD countries, it ranges from 1% to 8%” [9].

In the case of Kazakhstan, young people who preferred to study abroad in the 2020-2021 academic year at various universities all over the world were 89, 292. We have listed the top 10 destination countries where Kazakh youth chose to study. Overall, the biggest share of students abroad shows the Russian Federation accounting for 71368 students. Then, Türkiye comprised nearly 2200 students, which was followed by Kyrgyzstan with 2083, and Czechia with 2027 students. The USA is leading in the list among the 1000s reaching at a mere 1800 students leaving behind the UK, Poland and Germany. South Korea takes the 9th place in the choice of student’s for education destination with 755 students whereas Canada showed 651 students [10].



Source: UNESCO Institute for Statistics. Global Flow of Tertiary-Level Students.

Figure 2 - The number of Kazakh students studying abroad, 2020-2021

Based on the concept of international education, countries offer various study programs in support to foreigners in the form of simplifying the process of obtaining visas, scholarships and creating the necessary infrastructure for the adaptation of

newly arrived students. Business structures, as a rule, are interested in citizens of another country if they plan to expand the staff of a foreign branch of your company. They, like the state, provide scholarships to talented young people with subsequent employment in the company. For Kazakhstani youth, there are also main student migration channels. Kazakh students can achieve their missions to study abroad in 5 ways:

- 1) state program “Bolashaq”;
- 2) international scholarships eligible for Kazakhstani student population;
- 3) through bilateral scholarships and allowances;
- 4) mobility programs within the framework of the Bologna process;
- 5) independent admissions, which are more popular among youth;

In accordance with the carried-out research analysis, it is important to highlight that all possible mechanisms to foreign education lead to best experience of living and developing must-have skills widening students’ horizons. Hence, we shall give descriptive data analysis of all channels of student migration from Kazakhstan.

Kazakh State scholarship “Bolashaq”. This well-established presidential scholarship program has been operating in Kazakhstan since 1993 and has already helped thousands of local students get a decent foreign education. Within the framework of the program, the government of the country pays for Kazakhstani students to study in master’s and doctoral studies at leading foreign universities, a list of which can be found here. Support is also provided to Kazakhstanis who want to train in foreign companies. To receive assistance, a student must choose one of the priority specialties, pass a scholarship competition, submit the necessary documents, pass exams for knowledge of Kazakh and English languages. The Bolashak scholarship program is primarily aimed at training qualified personnel to work for the benefit of the economy of Kazakhstan. The vast majority of Bolashaq fellows return to the country after graduation to work in the civil service or in large local companies. It should be noted that among the universities of the USA and Europe. From 1993 to 2022, 12, 071 students have had an opportunity to study abroad through this program [11].

International scholarships for Kazakh youth. 1) Kazakhstan has had its own branch of the German Academic Exchange Service DAAD since 1994, which provides comprehensive assistance to students who dream of studying in Germany. With the support of DAAD, Kazakhstanis can enroll in German universities, as well as go to language and academic courses. However, the most popular service remains assistance in obtaining scholarships and grants to study at German universities. DAAD scholarship programs are designed for graduates of schools with in-depth study of the German language and for students entering the master’s and doctoral programs of German universities [12]. 2) Kazakhstan is among the countries whose citizens can apply for Chevening government scholarships, has been available to students from Kazakhstan since 1993, which give the opportunity to study at universities in the UK for free. The scholarships are primarily aimed at supporting young leaders who are going to study full-time at master’s degree programs at British universities. Within the framework of this program, scholarships cover not

only the cost of studying in the chosen program, but also living expenses during the entire study period [13].

Bilateral scholarship programs.

1) The “Abai-Verne” Scholarship Program is a joint program of the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Europe and Foreign Affairs of the French Republic. Within the framework of this Program, which provides 30 scholarships for 2-year undergraduates master students’ studying at Kazakh universities and 5 scholarships for doctoral students preparing a dissertation under joint scientific supervision, a competition is announced without limiting the choice of specialties.

2) Within the framework of the Agreement between the Ministry of Education and Science of the Republic of Kazakhstan and the Ministry of Human Resources of the Republic of Hungary on cooperation in the field of education and science, 250 grants are allocated annually under the Stipendium Hungaricum Program. Since 2014, Kazakhstani students have had the opportunity to apply for Stipendium Hungaricum scholarships to pursue their higher education studies in Hungary.

In general, students’ migration for studying purposes can also be described within *academic mobility*. The academic mobility refers to students and teachers in higher education moving to another institution inside or outside of their own country to study or teach for a limited time. The Bologna process regulates academic mobility within European higher education area. Mobile students are usually divided into two groups: free-movers are students who travel entirely on their own initiative, while program students use exchange programs at a department, faculty, institution, or national level. The best-known example of a mobility program is the Erasmus+ program, which was set up in 1987. In 2016, Erasmus+ supported 725 000 mobilities and funded close to 21 000 projects. Overall, 79 000 organizations have benefitted from the Erasmus+ program in 2016. In its turn, Erasmus+ program started in Kazakhstan in 2014. For the period 2015-2020, on international credit mobility Kazakhstan showed 56% leading among Central Asian countries. In its turn, *degree mobility*, the long-term form of mobility, is the physical crossing of a national border to enroll in a tertiary level degree program in the country of destination. Students are enrolled as regular students in any semester of a degree program taught in the country of destination, which is different from their country of origin with the intention of graduating from the program in the country of destination. *Credit mobility* is the short-term form of mobility. It is defined as temporary tertiary education or a study-related traineeship abroad within the framework of enrolment in a tertiary education program at a “home institution” for the purpose of gaining academic credits. Through the opportunities provided for students to pursue a self-organized, mobility-based traineeship abroad with relevance for their studies at certain organizations or higher education institutions, students could develop real-life skills and experience in support of their longer-term professional goals.

In this article, we have analyzed the basic migration channels of students’ mobility. In particular, students choose to mobilize with a package of experience either to continue education for better qualification abroad, or they actually would have aims to set a good perspective in a destination country in terms of educational

migration. For that, they mostly enroll by individual admissions and directly with universities abroad. Nowadays, technologies are improved and sending on-line applications makes it more convenient. Additionally, scholarships and allowances agreed between two countries for Kazakhstani young population, as for both graduates of high school and undergrads for further academic degrees, with the aim of full-time tuition is regarded as the second main channel. Seeking opportunities is a key intention of determinants of migration which relates to an educational emigrant.

Conclusion

Educational migration for Kazakhstan is increasingly seen as one of the factors influencing the socio-economic and demographic processes in the country. At the same time, this migration trend is seen as a necessary condition for the modernization of the country. Along with this, state regulation of educational migration is an important component in the system of state migration policy. Due to the educational migration of the country, the competitiveness of young people and the development of the internationalization of education, science and production are developing. The acquired experience in the field of culture and language during the period of study will contribute to further advancement and gaining benefits, and on the other hand, may contribute to the development of business structures between countries.

As part of our study, we conducted a study of the mechanisms of student migration, as a result of which the following conclusions were drawn. Firstly, education abroad guarantees the high quality of the educational process and its standards. Thus, students always try their educational missions abroad at the expense of the nation state and benefits, for example, this is attractive to young people from border provinces and regions. Another channel for the exchange of young minds is international training programs. Thirdly, most universities in the world offer individual admission programs, and the benefit for the exporter of education is obvious: the country does not incur costs but receives payment for the provision of educational services and the integration of a young specialist and a member of the society into the host society. Bilateral study programs are also a reliable way to study abroad.

The definition of the main channels and mechanisms for the development of educational migration from Kazakhstan shows a diversified spectrum, including state participation, involvement in exchange programs and the use of financial opportunities of citizens themselves and other countries. To enhance the benefits of educational emigration abroad in the country of origin, in particular in Kazakhstan, it is necessary to have a steady attraction to the labor market and science so that the outflow channels have a reverse flow.

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ҚАЗАҚСТАНДЫҚ ЖАСТАРДЫҢ ХАЛЫҚАРАЛЫҚ БІЛІМ АЛУ КӨШІ-ҚОНЫНЫҢ ТЕТІКТЕРІ МЕН АРНАЛАРЫ

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Аңдатпа. Халықаралық студенттік көші-қон қазіргі заманғы көші-қон процестерінің өзекті үрдісі болып табылады. Қазақстандық жастардың білім алу үшін көші-қоны елдің әлеуметтік-экономикалық және саяси дамуында анағұрлым әсері бар құбылыс, сонымен қатар ол сыртқы көші-қон векторларының бірі болып табылады. Бұл зерттеу қазақстандық жастардың халықаралық білім көші-қонының негізгі арналары мен кейбір механизмдерін зерделеуге арналған. Мақалада Қазақстан жастарының шетелде оқуға түсу үшін неғұрлым пайдаланалатын тәсілдеріне шолу жасалады. Жүргізілген зерттеулер негізінде білім көші-қоны үшін Қазақстаннан эмиграцияланудың негізгі арналары мен түрлері, оның ішінде “Болашақ” бағдарламасы шеңберінде, екіжақты және халықаралық келісімдер шеңберінде және ақылы да, тегін де оқуға өз бетінше түсу жолдары қарастырылды. Соңғы екі онжылдықтағы білім беру көші-қонының механизмдері тұрақты сипатқа ие, бірақ әлі де жетілдіруді қажет етеді.

Қазақстаннан білім көші-қоны аясында эмиграциялану жастардың көші-қон көңіл-күйін көрсету тұрғысынан ғана емес, сонымен қатар мамандардың бәсекеге қабілеттілігін арттыру және индустрияның түрлі салаларында кәсіпқойлар қауымдастығын қалыптастыру үшін де өзекті тренд болып табылады. Қазақстандық контекстегі білім алу эмиграциясының

негізгі арналары мен механизмдерін зерттеу осы құбылыстың ұзақ мерзімді әсеріне, оның ішінде ұлттық еңбек нарығына қайта оралуына, реинтеграциясына және тартылуына, сондай-ақ еңбек нарығының тұрақты дамуына әсер етеді.

Тірек сөздер: Халықаралық студенттік көші-қон, Қазақстаннан эмиграциялану, білім алу көші-қоны, эмиграция арналары, халықаралық шәкіртақы, Шетелдегі жоғары білім, «Болашақ» бағдарламасы, қазақстандық жастар

МЕХАНИЗМЫ И КАНАЛЫ МЕЖДУНАРОДНОЙ ОБРАЗОВАТЕЛЬНОЙ МИГРАЦИИ КАЗАХСТАНСКОЙ МОЛОДЕЖИ

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Аннотация. Международная студенческая миграция является актуальной тенденцией современных миграционных процессов. Образовательная миграция казахстанской молодежи является одним из векторов внешней миграции стран, имеющий определенные эффекты в социально-экономическом и политическом развитии страны. Данное исследование призвано изучить основные каналы и некоторые механизмы международной образовательной миграции казахстанской молодежи. В статье делается обзор наиболее используемых способов поступления на обучение за рубежом для молодежи из Казахстана. На основе проведенных исследований установлены основные каналы и виды механизмов образовательной эмиграции из Казахстана, в том числе в рамках программы "Болашақ", в рамках двусторонних и международных соглашений и самостоятельного поступления как на платное, так и на бесплатное обучение. Механизмы образовательной миграции на протяжении последних двух десятилетий уже имеют устойчивый характер, но все еще требуют совершенствования.

Образовательная миграция из Казахстана является не только актуальным трендом в контексте отражения миграционных настроений молодежи, но и для повышения конкурентоспособности специалистов и формирования сообществ профессионалов в различных сферах индустрии. Исследование основных каналов и механизмов образовательной эмиграции в казахстанском контексте влияют и на долгосрочные эффекты этого явления, в том числе возвращение, реинтеграция и вовлечение в национальный рынок труда и его устойчивое развитие.

Ключевые слова: Международная студенческая миграция, эмиграция из Казахстана, образовательная миграция, каналы эмиграции, международные стипендии, высшее образование за рубежом, программа «Болашақ», казахстанская молодежь.

Статья поступила 07.06.2023