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**THE PROBLEM OF STUDENT MIGRATION
IN THE REPUBLIC OF KAZAKHSTAN**

The social and demographic situation is significantly influenced by migration processes, i.e. the decline and influx of population. If the number declining population will significantly prevail over the number of arrivals of the population can cause problems such as a decline in the birth rate and reduce the number of young population, i.e. will the aging population and the decline of the species and will experience a loss of future specialists with high intellectual and creative abilities (loss of economically active population). Also, most information resources highlight such negative consequences of student migration processes as the growth of illegal migration (migrants have a low standard of living and social conditions); the growth of social tension (between immigrants and society) due to national, cultural, religious and other differences in the new country; problems with employment in the new place. Young people, students and graduates are an intellectual potential and an important component in the development of society, a special group with a good level of mobility, intellectual activity and health, which give them an advantage over other categories of the population, represent the economic and demographic potential of the country, so the migration losses of students are undesirable in the country. Higher education in Kazakhstan has improved significantly in recent years. The government of Kazakhstan is making every effort to improve the higher education system, focusing on research, innovation and science. The Ministry of education has a special program at the invitation of foreign professors in Kazakhstan universities. When the quality of higher education in Kazakhstan becomes more competitive in the world, why do Kazakh students still want to study abroad? The article is written in the framework of the scientific project of the Ministry of education and science of the Republic of Kazakhstan "Educational migration from Kazakhstan: factors, trends and social and political consequences".

Key words: educational migration, higher education, universities, youth, state, UNESCO.

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Қазақстан Республикасындағы студенттік көші-қон мәселесі

Әлеуметтік-демографиялық жағдайға көші-қон процестері, яғни халықтың қысқаруы мен ағыны елеулі әсер етеді. Егер қысқаратын популяция саны келетін популяцияның санынан едәуір басым болса, онда бала туудың төмендеуі және жас халық санының қысқаруы сияқты проблемалар туындауы мүмкін, яғни популяция қартаюуы және түр санының төмендеуі болады және жоғары интеллектуалды және шығармашылық қабілеті бар болашақ мамандар жоғалады (экономикалық белсенді халықтың жоғалуы). Сондай-ақ, ақпараттық ресурстардың көпшілігі студенттердің көші-қон процестерінің заңсыз көші-қонының өсуі (көшіп-қонушылардың өмір сүру деңгейі мен әлеуметтік жағдайлары төмен); Жаңа елдегі ұлттық, мәдени, діни және басқа да айырмашылықтарға байланысты әлеуметтік шиеленістің өсуі (көшіп келушілер мен қоғам арасында); жаңа жерде жұмысқа орналасу проблемалары сияқты келеңсіз салдарларын көрсетеді.

Жастар, студенттер мен түлектер - қоғамның дамуының маңызды компоненті, ұтқырлықтың, интеллектуалдық белсенділік пен денсаулықтың жақсы деңгейімен, халықтың басқа санаттарынан артықшылығы бар, елдің экономикалық және демографиялық әлеуетін көрсететін, сондықтан елдегі студенттердің көші-қон шығындары жағымсыз болып табылады.

Соңғы жылдары Қазақстандағы жоғары білім айтарлықтай жақсарды. Қазақстан Үкіметі ғылыми зерттеулерге, инновациялар мен ғылымға бағытталған жоғары білім беру жүйесін жетілдіру үшін бар күш-жігерін жұмсайды. Қазақстандық жоғары оқу орындарында шетел профессорларының шақыруымен Білім министрлігі арнайы бағдарламамен айналысады. Қазақстандағы жоғары білім сапасы әлемде бәсекеге қабілеттілігін жоғарылағанда, неге қазақстандықтар шетелде оқуды қалайды?

Мақала Қазақстан Республикасы Білім және ғылым министрлігінің «Қазақстаннан білім беру көші-қоны: факторлар, тенденциялар және әлеуметтік-саяси салдар» атты ғылыми жобасы аясында жазылған.

Түйін сөздер: білім беру көші-қоны, жоғары білім, білім, жастар, мемлекет, ЮНЕСКО.

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Проблема студенческой миграции в Республике Казахстан

На социально-демографическую ситуацию оказывают существенное влияние миграционные процессы, то есть сокращение и приток населения. Если число сокращаемых людей значительно превосходит число прибывающих людей, то могут возникнуть такие проблемы, как снижение рождаемости и сокращение численности молодого населения, то есть происходит старение популяции и снижение численности молодых людей и сокращение будущих специалистов с высокими интеллектуальными и творческими способностями (потеря экономически активного населения). Также большинство информационных ресурсов демонстрируют такие негативные последствия, как рост нелегальной миграции (низкий уровень жизни и социальные условия мигрантов); рост социальной напряженности в связи с национальными, культурными, религиозными и другими различиями в новой стране (между иммигрантами и обществом); проблемы трудоустройства на новом месте.

Молодежь, студенты и выпускники являются интеллектуальным потенциалом и важной составляющей в развитии общества, особой группой с хорошим уровнем мобильности, интеллектуальной активности и здоровья, которые дают им преимущество перед другими категориями населения, представляют экономический и демографический потенциал страны, поэтому в стране нежелательны миграционные потери студентов.

Высшее образование в Казахстане за последние годы значительно улучшилось. Правительство Казахстана прилагает все усилия для улучшения системы высшего образования, делая упор на научные исследования, инновации и науку. В Министерстве образования действует специальная программа по приглашению иностранных профессоров в казахстанские вузы. Когда качество высшего образования в Казахстане становится более конкурентоспособным в мире, почему же казахстанские студенты все еще хотят учиться за рубежом?

Статья написана в рамках научного проекта Министерства образования и науки Республики Казахстан «Образовательная миграция из Казахстана: факторы, тенденции и социально-политические последствия».

Ключевые слова: образовательная миграция, высшее образование, образование, молодежь, государство, ЮНЕСКО.

Introduction

Migration or movement of people from one region to another has been going on for centuries. At the same time, educational migration is a relatively new form of migration, rooted in the times when the countries of Asia and Africa were under colonial domination. A limited number of young people were selected to study at universities in the cities of the Empire, with the aim of their further work in the administrative centers of the colonies. According to Goodwin, foreign education at that time played the dual role of «good governance and social control» (Shahana, Rupa, 2012: 7).

An integral part of the global processes taking place simultaneously with the transition to the information society is the movement of intellectual resources: information, scientific ideas, technologies and qualified personnel. Educational migration is

the resettlement of people for the purpose of education at different levels and for different periods of time. It can be said that one of the components of educational migration is the flow of studying migrants, oriented to get education in foreign educational institutions.

One of the most important types of migration mobility is international educational migration, which is the movement of people between countries for the purpose of education at different levels and for different periods. «In the international practice of migration registration, the movement of students and trainees is singled out as an independent category, since this migration performs a clearly defined social function associated with the internationalization of education and the development of highly professional resources, which actually represent the intellectual global capital of society» (Ryazancev, 2010). This type of migration includes the

movement of students of different levels of training: schoolchildren, students of secondary special and higher educational institutions, graduate students, doctoral students, trainees, specialists who improve their skills in various educational institutions, structures and companies. According to «migration: dictionary of basic terms» (Yudina, 2007: 241) these risks «lie in the fact that those who leave their countries are often the most capable and talented, which reduces the country's potential for long-term economic growth. For countries that have lost a significant proportion of their skilled labour, this process could lead to lower returns on capital. Local firms investing in training will also find it difficult to compensate for their investment if these skilled workers leave the country on a regular basis. The emigration of highly skilled professionals, especially when it becomes cumulative, can make it much more difficult to create the critical mass of scientific and technological knowledge and experience needed to develop new products or adapt imported production technologies to local conditions. The history of industrialization shows the importance of technical training and capacity-building at the enterprise level for the development of innovative processes and products».

Migration processes in the Republic of Kazakhstan are developing under the influence of various factors: social and economic, political, ethnic, environmental and others.

Main part

In the era of globalization, higher education was largely internationalized and developed on a market basis. The rapid growth of international education has led to an increase in the number of students wishing to study abroad, often considering studying abroad as a step towards permanent residence in the country of study (Gribble, 2008: 25-39). As a cultural and economic contribution of foreign students to the host economy, leading international players are making greater efforts to facilitate the entry and integration of foreign students into the country. Among the measures taken, even such significant as amendments to migration legislation and changes in visa policies and procedures.

According to E.E. Pis'mennaja, the purpose of the movement of educational migrants at the international level is to obtain a high degree of education. The number of educational migrants are primarily schoolchildren, students of secondary special and higher educational institutions, graduate students, doctors, trainees, professors who improve their

skills in different educational institutions, structures and companies (Pis'mennaja, 10). Educational migrants, in turn, are directed exclusively at certain educational institutions. From this point of view, it can be said that educational migration is one of the components of educational migration.

Foreign students bring significant profits to the national economies of the countries actively developing the education industry. In addition to financial benefits, education exporting countries receive a number of benefits:

1) In order to ensure the continuity of education for foreign students, universities in these countries introduce the necessary training programs. They also transfer the learning process to distance learning or open campuses in other countries.

2) It is the development of partnerships between universities. At this stage of development, many universities are developing a system of double diplomas.

3) This is a constant improvement of the scientific base – otherwise not to attract young promising scientists, namely in terms of the quality of research is measured by the activities of universities in most countries. World University rankings are also based on these data.

4) For citizens of developing countries it is an opportunity to acquire huge social capital, establish good contacts and connections around the world, as well as intercultural communication.

As you can see, the intensity of international educational migration is due to quite objective reasons, the impact of which is unlikely to weaken in the near future. At the moment, the situation is estimated as follows (Vyhovaneč, 2011), the leader in the world educational market (the capacity of which is estimated at the WTO – 50-60 billion dollars) – the United States, which controls almost a third of the world financial educational turnover. According to UNESCO [UNESCO 2018], in 2013 about half of the total number of international students came from only the top six countries: USA (19%), UK (10%), Australia (6%), France (6%), Germany (6%), Russian Federation (3%). It is necessary to take into account not only the total number of foreign students, but also their share in relation to the total number of students. Thus, in Russia this figure in 2013 was 3.6%, in 2014 – 4.3%, in 2015 – 6% (Komrakov, 2016), while, for example, In Switzerland, the share of foreign students in 2011 was 38%. In addition, according to experts (Aref'ev, 2012), the increase in the share of foreign students in Russian universities is due, among other things, to the reduction in the number of Russian students. In addition, experts

note [UNESCO 2018] that the «newcomers» – China, Malaysia, Singapore, Egypt, Saudi Arabia, the United Arab Emirates – are beginning to compete quite successfully with the leading countries in the field of educational migration.

Worldwide, competition for international students is projected to increase, and many countries see them as the most desirable category of migrants. The world market of educational services is estimated at 50-60 billion dollars. Economically developed countries (e.g. USA, Switzerland, UK, Germany, France, etc.) Actively attract students. In particular, the us state Department has been allocating significant funds for the implementation of foreign programs to develop student exchange and attract foreign students and teachers for training and internships in the United States for several years. Currently, the competition of education exporting countries is reaching a new level, new players are emerging, and in the next decade the redistribution of education in the world is quite likely. By 2025, the total number of students in the world will increase from the current 97 million to 260 million. According to UNESCO, by that time there will be 5-7 million foreign students, two-thirds of them will be from Asia. Leadership in the supply of students will be for India and China, so the fight will unfold for these regions (Ryazancev, 2010).

At present, most developed countries are facing a shortage of highly skilled labour in the labour market. According to existing estimates, at the turn of XX-XXI centuries. The lack of specialists in the field of information technology in the US amounted to about 850 thousand people, in Europe-2 million people. As practice shows, only at the expense of internal reserves (in particular, the development of relevant areas in the field of education and retraining) the problem of meeting the high demand for specialists can not be solved. Modern systems of public education are inertial, they do not have time to respond immediately to the ever-changing needs of the labor market.

In this regard, the competition for attracting certain categories of specialists and students is increasing in the world. The international migration of skilled workers to developed countries is linked to the real benefits of spreading knowledge and human resource demand in the fast-growing advanced sectors of the economy. What unites developed countries today is the high demand for specialists in the field of information technologies, space and aviation technologies, health care, education, etc. The governments of a number of countries (Australia, Canada, the USA, great Britain) in order to attract skilled

labor began to actively stimulate temporary migration of both existing professionals and students.

One of the modern trends of international migration processes is academic mobility. First of all, it is a kind of intellectual migration. Academic migration is the movement of students and teachers of higher education institutions for a certain period of time to another educational or scientific institution within or outside their country for the purpose of education or teaching [International Migration Journal]. This variety involves educational and scientific migration. International educational migrants include schoolchildren, students, post-graduate students, doctors and others who study in higher education institutions for the purpose of education and professional development. This Diaspora consists of potential scientists. In this case, scientific migration involves the migration of already established scientists. Educational migration also involves educational migration, so it includes the movement of students who are studying abroad in their homeland for more than 12 months [Compass]. Educational migration thus excludes the possibility of internships, additional courses and other types of short-term training.

In General, during the movement of academic migrants in the world, five main systems of academic mobility were formed [A phenomenological study of academic migrants adjusting to working and living in Scotland]:

1. North American system. This system is the most significant and accepts the largest number of academic migrants. By the number of academic migrants from the Caribbean region occupy the first place, Asian – the second.

2. The system of Europe. This system was formed in the second half of the XX century. Most academic migrants come from the Middle East, Russia, the former Soviet Union, Africa and Asia.

3. The system of the Persian Gulf. It was formed in the 70 – ies of XX century. At the same time, about 80% of academic migrants are Asians.

4. The Asia-Pacific system has several centres. To date, Austria, Japan, East Asia and South-East Asia are among them, which are the four centers receiving academic migrants. In this system, academic migrants from Asia make up 80%, followed by academic migrants from America and Oceania.

5. In the southern part of Latin America – Argentina, Brazil, Uruguay, which are the oldest importing countries.

Since the first years of independence of the Republic of Kazakhstan, the regulation of migration processes has been and remains one of the most important directions of state policy and during this

time Kazakhstan has become an active participant in the world migration processes.

In the last two decades, Kazakhstan has intensified international cooperation in the field of higher education. Integration of the country's higher education system into the world educational space is one of the long-term strategic priorities of the Republic. A significant number of bilateral intergovernmental agreements on cooperation with universities of foreign countries have been signed, the number of direct agreements with foreign universities has increased significantly.

Various programs of the European Union aimed at the development of mobility, for example, Erasmus, SOCRATES, Tempus, as well as projects initiated by national organizations of the member States of the Organization for economic cooperation and development (British Council, DAAD, CIBA, EduFrance and others), largely develop the processes of internationalization of Kazakhstan's higher education system. Within the second consortium of Erasmus Mundus scholarships, Kazakhstan has been awarded more than 20 scholarships. Universities are implementing more than 80 memorandums of cooperation on the implementation of joint educational programs with foreign universities in the UK, Spain, Germany, Czech Republic, USA, Canada, Russia, etc.

Outward mobility scholarships have played an important role in the Republic of Kazakhstan's development since shortly after its founding in 1991. Bolashak, its first and best-known programme, was founded in 1993 (Bolashak, 1993), a time when the nation's HEIs were outmoded, under-resourced and lacked many specialized programmes.

International scholarship of the President of the Republic of Kazakhstan «Bolashak» provides an opportunity for gifted young Kazakhstanis to get education in the best universities. About 3,000 students are being trained in 27 countries. All this helps to strengthen the internationalization of Kazakhstan's higher education, improve the quality of educational programs and research. After the country's accession to the Bologna process, the mobility of students and teachers in Kazakhstan's universities has gained a clearer framework. In 2011, as part of the academic mobility of students participated 350 undergraduates who went to 97 foreign universities, while 131 people went to European universities. In 2012, the number of people who went on academic mobility was 662 and 454 employees of universities. This figure is significant for the country that signed the Bologna Declaration only in 2010. The center

of the Bologna process conducted a survey of students, undergraduates and doctoral students who participated in academic mobility programs in foreign universities. In their comments on the training programmes, 78 per cent of the respondents unanimously noted the positive dynamics in the results of learning and improving the level of language training. Among the factors hindering the increase in mobility, respondents point to financial limitations, bureaucratic red tape and low level of language proficiency.

Still operational, Bolashak today has more than 12 898 alumni and has played an important role in helping the country establish connections abroad and develop skills and expertise in key areas. (History of the Program, 2019) A newer tertiary student scholarship was established in 2011 to help Kazakhstan comply with tertiary mobility and quality standards associated with the Bologna accord.

Together, these programmes provide an important boost to the country as it works to improve its educational, industrial, civic and health infrastructure. Their design and scope also serve to illustrate the country's shifting national needs and priorities. Established via executive order, Bolashak's original goal was to 'train specialists in key areas to help the country build international relations and transform to a market economy (JSC, 2019)'. At its start, the programme funded up to 100 awards each year, supported master's-level study in the social sciences, humanities, medicine and engineering, and sent recipients to universities in France, Germany, the United Kingdom and the United States. As the programme matured, its focus evolved with the country's shifting socio-economic needs. In 1997, responding to a new national plan for economic development, greater emphasis was placed on science and technology training and the pool of host countries was expanded. In 2000, doctoral scholarships were added and the foreign language requirement was reduced to encourage additional applications in the engineering, science and technology fields.

In 2005, undergraduate scholarships were added, additional technical fields were selected as priorities and the number of scholarships was significantly expanded, a change made possible due to burgeoning natural resource exports. Six years later, the undergraduate awards were eliminated to direct more funding to graduate-level grants in government administration, industrial development, education, healthcare, engineering and management. The programme also added funding for professionals

to go abroad for non-degree training in the same fields (see table 1).

Kazakhstan became a Bologna Process signatory in 2010. In an effort to comply with Bologna standards, a number of new tertiary initiatives followed, among them a plan to significantly increase tertiary-level student and faculty mobility. In 2011, an Academic Mobility 78 scholarship was created with the goal of sending 300 students abroad each year to earn credit towards their master's degrees.

Academic Mobility scholarships support study in all fields, but are open only to students enrolled at Kazakhstan's state and national universities. Unlike Bolashak, award winners are limited to studying at institutions with which their university has a standing mobility agreement. To date, this has resulted in most scholarship recipients going to universities in former Soviet Union understand must change in the future in order to comply with Bologna requirements related to mobility within the European Higher Education Area.

Table 1 – Scholarship programme overview: Bolashak

Years operational	1993–present (no scheduled end date)
Awards per year	Varies by sub programme
Awards since inception	Over 10,000
Administrative authority	Centre for International Programmes
Funding	Kazakh government
Eligibility	Varies by sub programme; citizenship; host-country language fluency
Level/s supported	Master's and doctorate (partial and full); non-degree training
Fields supported	Government-approved only; changes annually

The Ministry of Education of Science of RK funds the programme and determines the number of scholarships to award to each university. Some US\$200 million was earmarked for scholarships in the programme's first year. Scholarship funds cover travel, living and insurance costs. Partner universities agree to waive tuition costs and provide accommodation. Currently, universities are responsible for administering the programme.

In adopting the Bologna standards, Kazakhstan is obliged to place greater focus on tertiary quality, mobility and outcome assessment. An MES policy

report, *Academic Mobility Strategy in Kazakhstan for 2012–2020*, includes a number of specific goals and benchmarks, among them that 20 per cent of all university students will be mobile by 2020 (Order of the MES RK: 2008). Additional goals outlined in the plan include improving conditions for hosting international scholars and students at Kazakhstan's universities; improving language education programmes, especially those in English; and expanding relationships with overseas universities and organizations (see table 2).

If we consider the student migration of Kazakh youth, according to the latest data of UNESCO [Global Flow of Tertiary-Level], the main regions where Kazakh students study are: Russia, Kyrgyzstan, Turkey, USA, UK, Czech Republic and Malaysia (Fig. 1).

Table 2 – Scholarship programme overview: Academic Mobility

Years operational	2011–present (2020 scheduled end date)
Awards per year	Approximately 300
Awards since inception	Approximately 800
Administrative authority	Kazakh universities (after 2015: Centre for International Programmes)
Funding	Kazakh government
Eligibility	Public university students (after 2015, public and private university students may apply); citizenship; host-country language fluency
Level/s supported	Bachelor's, master's (partial)
Fields supported	Any
Recipient obligations	Home university degree completion
Host universities	Any standing home university

According to the official data for 2018 of the UNESCO Institute for statistics, from 2012 to 2017 the coefficient of outgoing mobility of students from Kazakhstan [UNESCO 2018] grows annually (fig. 2).

According to the Ministry of education [informburo.kz], there are 6 reasons why young Kazakhstanis want to study in foreign universities:

1. quality education;
2. great value of European and American diploma;
3. the presence of additional career prospects;
4. the opportunity to study one or more foreign languages;
5. the possibility of intercultural communication;
6. the opportunity to travel and explore the world.

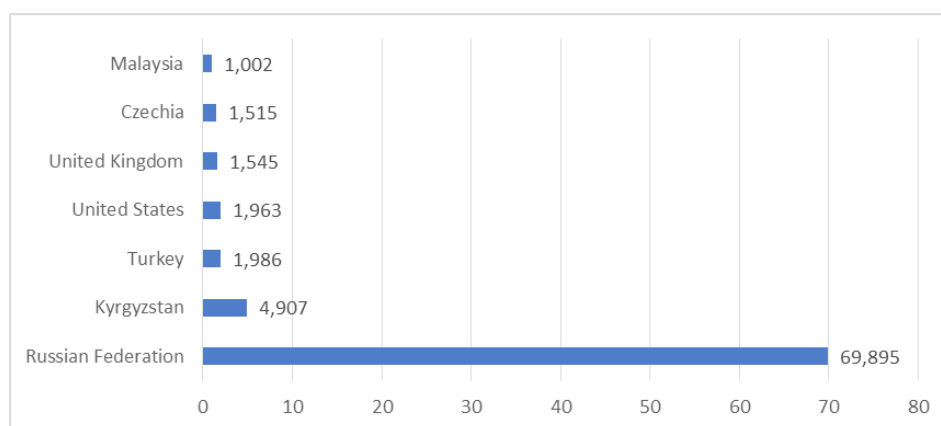


Figure 1 – Kazakhstan students abroad

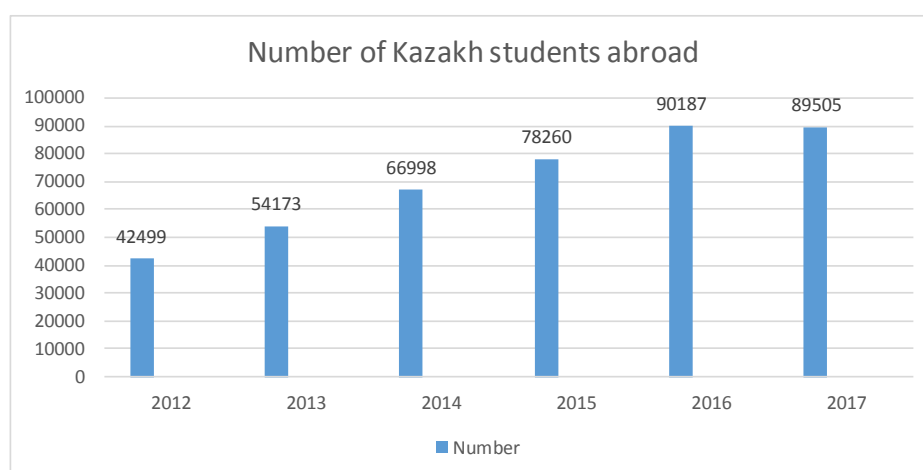


Figure 2 – growth of Kazakh students abroad (2012-2017)

In 2018, the analyst Darkhan Zhumashev commissioned by the Ministry of national economy of the Republic of Kazakhstan [Zhumashev. D.: 2018] conducted a study of migration flows for 2015-2017.

According to reports, more people leave the country than arrive. Thus, emigration to Russia for the

period from 2012 to 2017, an average of 22 thousand annually. On the basis of the data obtained, the migration of the population by the following ages was compared:- the typical age of admission to College or University (16-20 years), – the age of master’s and doctoral studies (25-29 years), – the age of 1-5 years and 30-34 years (young families with children).

Table 1 – Immigration flows from Kazakhstan for 2015 – 2017

Criteria	2015			2016			2017		
	Arrived	Retired	Balance	Arrived	Retired	Balance	Arrived	Retired	Balance
1-5 years old	1104	2492	-1388	468	2244	-2379	700	3363	-2663
16-20	1406	1646	-240	1261	1922	-661	1573	1746	-173
25-29	2584	3446	-862	2237	3932	-1695	2362	3914	-1552
30-34	1905	3697	-1792	1655	4359	-2704	1980	4977	-2997
Others	9582	18766	-9181	8134	22443	-14309	9466	23704	-14238
Total	16581	30047	-13466	13755	3490	-21145	16081	37704	-21623

As can be seen, the dropout of potential students aged 16-20 years is 1.5 times less than children 1-5 years, and 2.5 times less than adults aged 30-34 years. This is the largest outflow of citizens of Kazakhstan over the past three years is not related

to training. The largest number of trips – young families with children. According to the analyst, the analysis of external migration flows over the past three years allows us to draw conclusions about the following main areas (Fig. 3).

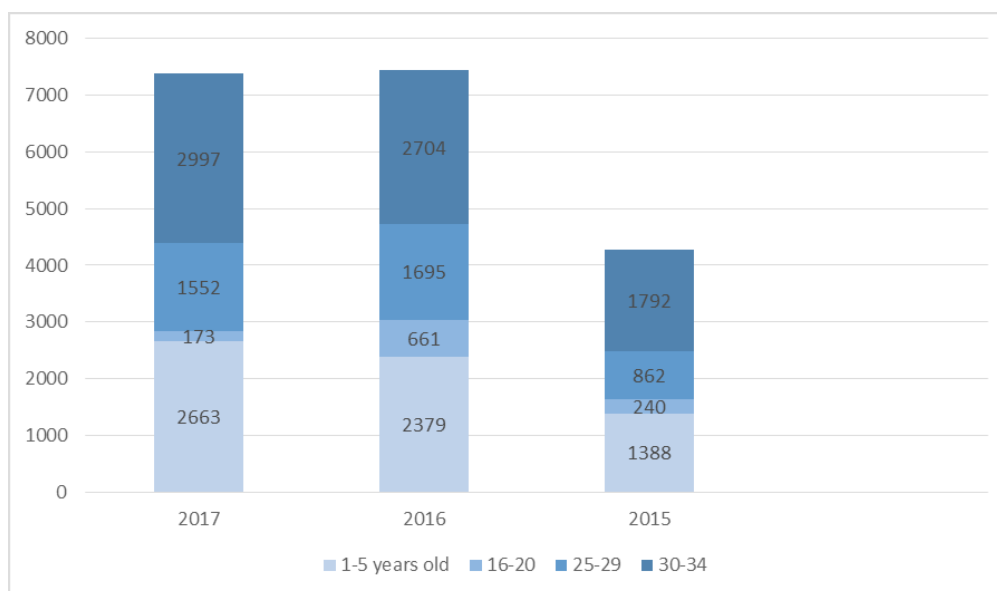


Figure 3 – external migration flows

In his opinion, the analysis of external migration flows over the past three years allows us to draw conclusions about the following main trends:

1. The vast majority of citizens leaving the country do not go abroad for the sake of education, but for permanent residence in foreign countries with their families and children. Of these, about 90% are reunited with their historical homeland.

2. The second most important reason for the emigration of Kazakhstan is the opportunity to find work in active years, about 30-34 years.

3. The negative balance of external migration from 2012 to 2017 amounted to an average of 10 thousand people in five years. This does not lead to a decrease in the population due to its natural growth. During the same period, the average annual growth was 259 thousand people.

If we consider educational migration to Kazakhstan, according to the data of JSC «Center for international programs», about 14 thousand foreign students study in Kazakhstan in 2018.

According to UNESCO [Global Flow of Tertiary-Level Students], students from Uzbekistan, India,

Turkmenistan, China, Kyrgyzstan and Afghanistan come to Kazakhstan for higher education (Fig.4)

According to the official data for 2018 of the UNESCO Institute for statistics [UNESCO 2018] from 2012 to 2018, the emigration of foreign students to Kazakhstan, in the period 2015 to 2018, you can see an increase in the number of foreign students entering Kazakh universities (Fig.5).

Kazakhstan plans to create an educational center in Central Asia. The Republic is expanding cooperation in the field of education with leading foreign universities. In 2017, the days of Kazakhstan's education were held in seven countries. Presentation of Kazakh universities and developments in the field of education took place in a joint University in Beijing [Days of Kazakhstani education in China]. The presentation of the 20 universities of Kazakhstan took place in major cities in China. These presentations gave the opportunity to introduce young people of China in the field of education to attract students and to enter into new agreements (Xiaoyin, Liu; Abzhapparova, 2019:169).

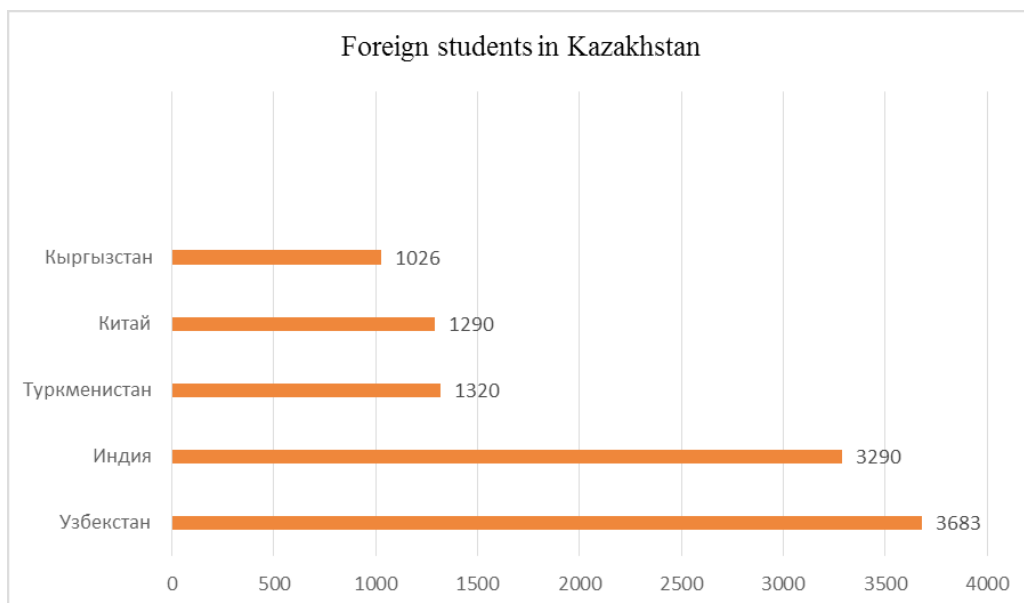


Figure 4 – Foreign students in Kazakhstan

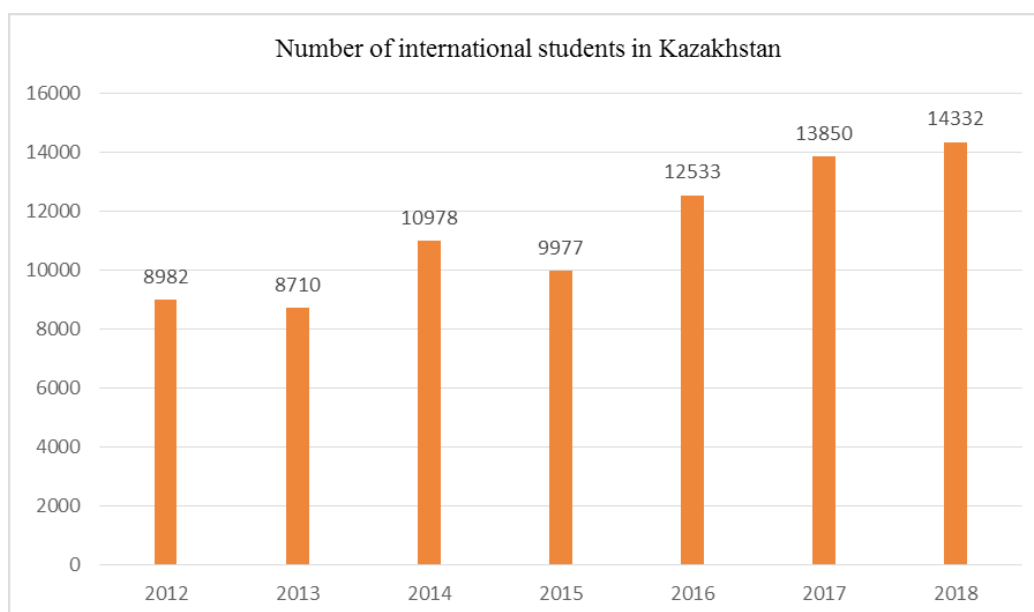


Figure 5 – Number of international students in Kazakhstan

Conclusion

Despite the fact that Kazakhstan is actively developing national higher education, many young people prefer to get higher education abroad. Every year the number of young people wishing to enter foreign universities is growing. But at the same time, the number of foreign students wishing

to enter Kazakh universities is growing. Thus, it can be noted that the opportunity to get higher education abroad is a more attractive idea for young people than to enter Kazakh universities. However, the growing interest of foreign students in the universities of Kazakhstan can also be seen as an increase in the quality of national education.

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