

Regulation of Educational and Labour Migration of Kazakhstan Youth Abroad

Dariya Iskakova¹, Zeinep Abetova², Aruzhan Jussibaliyeva³, and Damira Iskakova⁴

Abstract

Educational and labour migration is rather common among young people in Kazakhstan. However, there are some critical issues that warrant regularisation of youth migration for education. The systematic expansion of educational contacts of the Republic of Kazakhstan with other countries and the advantages of foreign education are explored in this research. The findings of the study could be useful in developing and revising government strategies, particularly relevant to the Youth Development Strategy in the Republic of Kazakhstan for the period until 2025-2030.

Keywords: *Student migration; international education; migration policy regulation; Kazakh international affairs; demography*

Introduction

Migration is an important source for replenishment of the population of destination countries (Bokayev et al 2021). Various studies show that the main destination countries for educational and labour youth migration from Kazakhstan were Russia, China, Turkey, South Korea, USA, Czech Republic, Canada, and Great Britain. This study focuses on the issues of educational and labour migration among the youth of the Republic of Kazakhstan and the study of approaches related to the regulation of these types of migration (Kachynska et al., 2021; Toksobaev et al., 2021).

Migration for the purpose of education is not only an independent subfield, but is also interdisciplinary involving disciplines of demography, economics, statistics and others. Therefore, it is not possible to explain and determine the diversity of its aspects, causes and consequences within the confines of individual disciplines (Bokayev et al., 2021). Migration for the purpose of education is associated with satisfying the desire for acquiring educational services, improving the level of qualifications, internships, additional education or courses. The scale of educational migration in the context of globalisation is steadily growing (Nasimova et al., 2020).

For successful socio-economic development in Kazakhstan, one of the urgent and priority tasks is the regulation of youth migration abroad (Sigareva and Sivoplyasova, 2021). For Kazakhstan, the main challenge is the irrevocable youth migration. All migration processes in Kazakhstan, designed to regulate the outflow of young people to other countries, require

¹ Dariya Iskakova, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan. E-mail: d.iskakova@uohk.com.cn

² Zeinep Abetova, L.N. Gumilyov Eurasian National University, Republic of Kazakhstan. E-mail: zeinep-abetova@tanu.pro

³ Aruzhan Jussibaliyeva, LLP “Research and Production Enterprise “Innovator”, Republic of Kazakhstan.

E-mail: jussibaliyeva7742@nuos.pro

⁴ Damira Iskakova, LLP “Research and Production Enterprise “Innovator”, Republic of Kazakhstan.

E-mail: dami-iskakova@ust-hk.com.cn



further improvement at the regional and national levels (Bijwaard and Wang, 2016). The issue of growing annual outflow of thousands of students from Kazakhstan to foreign universities is regularly raised and discussed at the level of the government of Kazakhstan (Jussibaliyeva et al., 2021).

According to the statistical data of the Eurasian Economic Commission (EEC), the number of students at the beginning of the academic year in educational institutions of secondary vocational education (EISVE) of the EAEU (Eurasian Economic Union) member states who arrived from other EAEU member states include those students who arrived from Armenia, Belarus, Kazakhstan, Kyrgyzstan, and Russia. Likewise, the number of students in educational institutions of higher professional education (EIHPE) of the EAEU member states who arrived from other EAEU member states included students from Armenia, Belarus, Kazakhstan, Kyrgyzstan, and Russia (Jussibaliyeva et al., 2021).

Over the past five years, there has been a growing trend of increasing the number of young people who want to get undergraduate and postgraduate education abroad (Official site of the Bureau., 2021). Migration flows associated with obtaining educational services outside of their country are considered by a significant portion of young citizens of Kazakhstan as a stepping stone for emigration from the country (Martsenyuk and Muravyova, 2017; Chankseliani et al., 2021). In recent years, negative net migration in Kazakhstan was evident. It significantly affects the labour market and reduces the potential opportunities for the development of the economy of Kazakhstan (Law of the Republic of Kazakhstan No. 285-V..., 2015; Toksobayev et al., 2021). This article proposes recommendations which can be useful in policy development on regulation of educational and labour migration of young people in the Republic of Kazakhstan, in order to reduce the outflow of the young generation.

Materials and Methods

This study is based on a review of international research on regulating youth migration in Russia, European countries, the United States, and China. The data of official statistics provided by the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan were also used.

We have examined the literature to explore the motivations, influential factors for migration, reasons for return migration and international experiences of youth migration regulation. The analysis of indicators of educational and labour migration of youth of the Republic of Kazakhstan was carried out at the second stage of this study using a questionnaire survey on the factors and motives of labour and educational youth migration. Special attention was paid to data collection and methodology of the survey, as well as the target sample (i.e. graduates of 11th grades of schools, lyceums, gymnasiums, college graduates; bachelor graduates; Kazakhstani youth working and living abroad). The survey was conducted through a group and class questionnaire. 600 young people in Kazakhstan were interviewed. The final stage was an elaboration of recommendations that can be useful in developing a new youth policy for Kazakhstan.

Results and Discussion

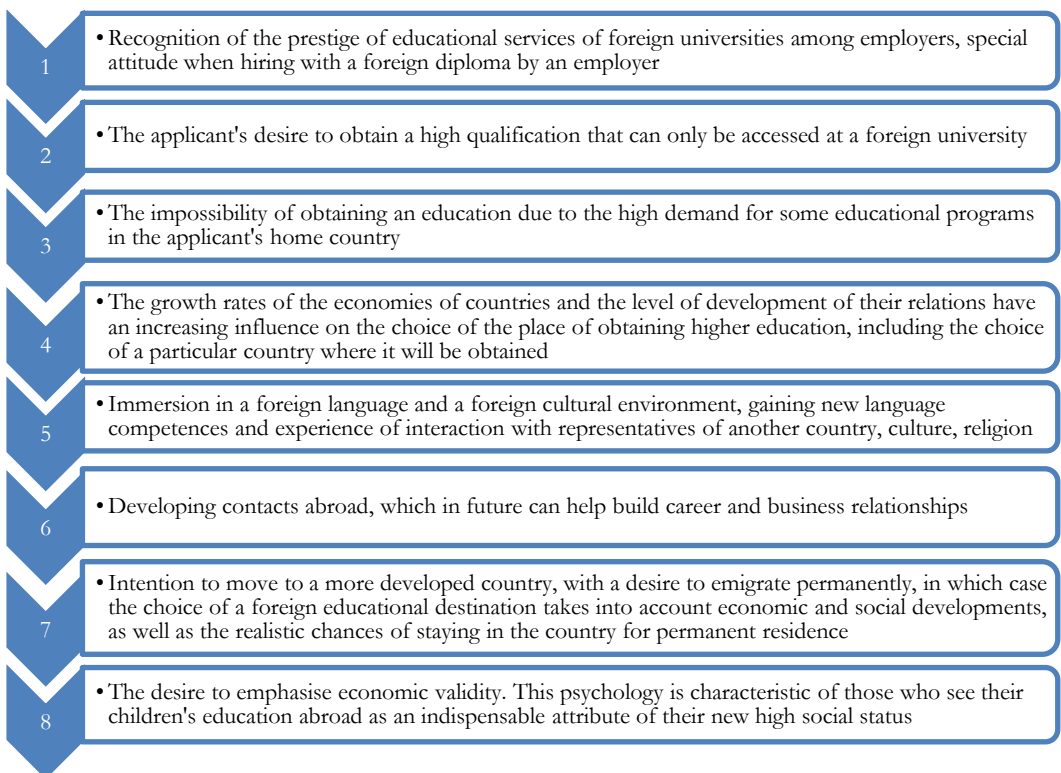
Migration is a difficult social process concerning many aspects of socio-economic, political and cultural domains of life. In Kazakhstan, the state pays considerable attention to migration



issues. A broad system of national and interstate regulation has been created to neutralise the negative consequences and enhance the positive effect of migration processes.

The emigration of young people today appears to be one of the most acute problems for modern society. This can be attributed to a significant increase in migration processes due to political, demographic, socio-cultural conflicts in the world. According to the literature, it is possible to distinguish three of the most intensive migration corridors in the world: CIS and Asia – Russia, Russia – Europe, Europe – USA (Toleuov, 2020). In Kazakhstan, since 2012, there has been negative net migration. The analysis of migration data by the Bureau of National Statistics of the Republic of Kazakhstan shows that for the period from 2015 to 2021, the number of arrivals and departures increases annually, but the number of departures from Kazakhstan every year since 2015 has been higher than the number of arrivals. At the same time, the growth rate of population departures is greater than the growth rate of arrivals.

Figure 1. Reasons for education abroad (including students from Kazakhstan in Russia)



Source: B.T.Toksobaev et al. (2021).

Every year millions of people from all over the world travel to other countries to gain knowledge: higher and post-university education, learning a foreign language, internships, and advanced training. The opportunity to provide higher education to foreign students is an indicator of the success of the “soft power” of the host country (Rusakova and Kovba, 2016). In terms of economic development in the Republic of Kazakhstan, youth migration can lead to the emergence of new opportunities for development, as well as causing a generation of risks and challenges for society and the state (Semenova, 2016; Voytsekhovska and Symak,

2017; Bokayev et al., 2020). By pursuing an active policy in the field of educational migration, the country can regulate the process and able to access an additional area of cooperation with other states. The reasons for obtaining education abroad, including students from Kazakhstan in Russia, are shown in Figure 1 (Toksobaev et al., 2021).

Labour migration of young people is the movement of people from their home country to another country for employment and the opportunity to realise professional aspirations. The main directions of emigration from Kazakhstan, both for the purpose of employment and education, are to countries such as the Russian Federation, Germany, Turkey, South Korea, the USA, and Canada.

There are advantages and disadvantages arising from international youth migration for education for the development of Kazakhstan. It forms dual trends, one of which is associated with the emergence of certain risks and negative aspects: 1. Weakening of the overall quality level of higher education. 2. Shortage of highly qualified specialists. 3. Increasing migration sentiment among young people. (Chankseliani et al., 2021). However, there are also potential favourable aspects such as the acquisition of new and modern qualifications, improving the quality of human capital, and investment and job creation (Chankseliani et al., 2021).

These advantages arise from several characteristics which are enhanced by education abroad. These include multiplication and enrichment of human capital, developing a positive image of Kazakhs and Kazakhstan abroad, presentation of national characteristics, and the image of a successful and educated person.

It is also important to look at the regulation of youth migration in other countries (Voronina, 2018). For example, China has formed and successfully implemented the “Thousand Talents” programme (“China started issuing...”, 2018). In 2008, when China launched this programme, it managed to attract more than 7.600 scientists, including 3.500 young scientists with long-term prospects. The programme enabled the Chinese government to make an offer to potential participants of the program for 1 million yuan (\$158.000) and salaries comparable to salaries in the USA. In Australia, a visa programme Subclass 124 and 858, as well as Research Activities Subclass 408, has been prepared for persons with an internationally recognised list of personal exceptional and outstanding achievements. In order to obtain such visas, the applicant’s candidacy must be offered by an Australian citizen who is a permanent resident of Australia, as well as having a permit to obtain New Zealand citizenship or by an Australian organisation with a recognised national reputation as an expert in assessing the applicant’s talent. The Research Activities Subclass 408 visa grants the right to engage in research activities in Australia for up to 2 years and live with family members.

The beginning of 2020 for Germany was marked by the fact that new entry rules for employees with high qualifications and competencies came into force. The new law provides specialists from countries outside the European Union with a high level of qualifications and competencies with broader work opportunities. Before applying for a visa in this category, employees must first ensure recognition of their qualifications through the competent German authorities. After the qualification recognition is achieved, employees are eligible to apply for a work visa through a simplified procedure with a minimum required set of documents (Abdullaeva, 2020; Braun et al., 2021).

It is worth noting that the level of centralisation of migration management in different countries has several distinctive features. For example, in France, Germany and Spain, local



authorities play the most important role in governance, while in other countries, nationwide regulation dominates. Of particular interest to Kazakhstan is Spain's experience in maintaining a 'Catalogue of Labour Deficit Occupations', in order to determine the demand for foreign labour. Other foreign countries, such as Germany, Spain, Canada, Russia, and France, most often resort to such a method based on job applications. In Canada, for example, the labour needs of the economy are measured by calculating an index (Help-Wanted Index) based on the number of job advertisements published in the country's 22 largest newspapers. In the UK, the demand for labour is most often determined by an indirect method based on the analysis of existing information on migration related to employment. To limit labour migration, many countries resort to using quotas to attract both skilled and low-skilled labour. So, for example, in the United States, at the legislative level, such categories of persons of foreign states are defined, the involvement of which is a priority for the United States: investors (category E2), trade workers (E1), intra-corporate transfers (L1) and specialists (H1B). For the most qualified and competent specialists of foreign countries, who have at their disposal outstanding achievements, scientific degrees, etc., the government sets special quotas with the shortest possible waiting time for a green card (residence permit). Employment-related (work) visas are issued on a fee basis. Local content is regulated by the amount of the visa fee. The French authorities, for example, have decided to issue 10 types of permits for persons of foreign states (entrepreneurs, investors, students, etc.), which depend on which category the foreign specialist belongs to. Permits are issued on a paid basis. A preliminary search for alternative candidates in the domestic market is mandatory.

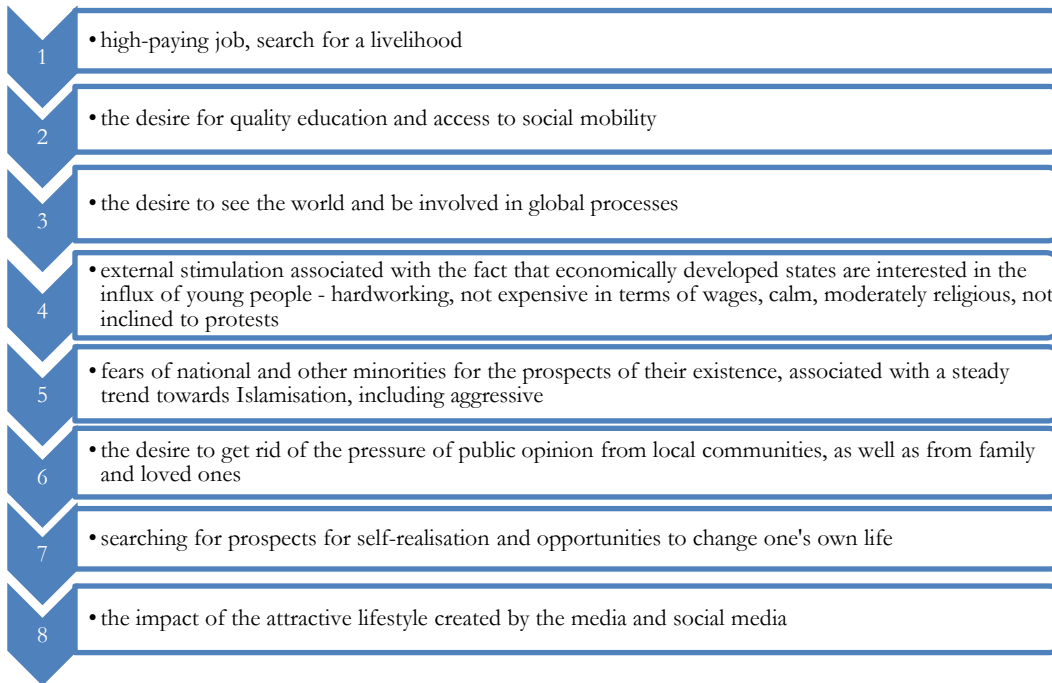
To prevent the "brain drain", Kazakhstan is interested in the experience of donor countries of qualified foreign labour, such as South Korea, Taiwan and Malaysia, where the state adopts strategies to improve the economic and social situation to prevent the emigration of qualified personnel (Rubinskaya, 2020). In Taiwan and Korea, for example, recruitment agencies are actively engaged in searching for mature specialists and scientists, offering them high salaries that can be compared with the level of income that can be obtained outside the country, more attractive working conditions, providing assistance with finding and purchasing housing, receiving educational services for children. In Malaysia, the government is working with corporations to attract, develop and retain talented people, through the allocation of scholarships for education, exemption from taxes on the import of property and granting status to their family members for permanent residence.

Thus, the experience of many countries shows that one of the ways to address the issue of emigration of scientists and qualified specialists is to develop measures to create conditions for the return of previously departed domestic specialists. For example, some European Union countries set higher wages for highly qualified specialists from less developed countries (1.5 times higher than the average national labour rate). The UK has allocated \$6 million every year for five years to bring back some highly qualified specialists from the USA. Canada has allocated \$205 million over the past few years to create 2,000 new jobs for those who worked in the USA. In Austria, a scholarship is offered for the return of highly qualified specialists.

The outflow of young people for the purpose of education abroad does not stop and steadily grows year on year (Ledeneva et al., 2021; Yurevich and Malakhov, 2019; Diekmann and Fröhlich, 2020). Kazakhstan pursues an active policy of supporting educational migration both through academic mobility within the framework of the Bologna Process and through the Bolashak International Scholarship (Hemming et al., 2018; Bokayev et al., 2020). A recent

survey was conducted among Kazakhstanis who live abroad. The question of “Are you going to return to your homeland?” attracted the following answers: 40% are planning to return to their homeland; 36.3% are going to stay where they currently live; 23.8% cited other answers. The main purpose of leaving Kazakhstan was to receive education (62.5%), followed by permanent residence (20%) and work (17.5%). The motives for youth migration, according to the expert community, are presented in Figure 2.

Figure 2. Motives of youth migration according to the expert community



Source: International Organization for Migration, (2019).

As part of the study, with the support of the IOM (International Organization for Migration), a group of national experts and researchers from Central Asian countries – the Subregional Coordination Office for Central Asia (the Kazakhstan Institute for Strategic Studies under the President of the Republic of Kazakhstan provided general guidance and coordination of the organisation’s project) conducted a sociological study on external migration of youth from Central Asia in 2019.

46.3% of responses to the question of “What goals do you pursue while abroad?” were “professional development, self-realisation, career development potential in the long term” while, “decent wages, availability of social guarantees” were the answer by 36.3%. “The presence of prospects for children” were selected by 30% of the respondents; “cultural development” by 28.8%, “high living standards, a high level of comfort of life” by 25%, “low threshold of corruption, lack of protectionism and discrimination, effective work of government institutions” by 22.5%, and “high level of security” by 17.5% of the respondents.

To another question: “What keeps you from returning to your homeland?”, answers were as follows: “there are no opportunities for independent realisation on equal terms, nepotism, corruption” – 48.8% of respondents, “laws and civil rights of citizens are not respected” –



45% of respondents, “it is difficult to get a well-paid job” – 36.3% of respondents, “there are no democratic changes” – 36.3% of respondents, “the situation in education at all levels is significantly deteriorating” – 32.5% of respondents, “the economic situation has become significantly worse” – 31.3% of respondents, “there is no independent judicial system” – 32.3% of respondents.

To the question: “Under what conditions could you decide to return to your homeland to work in your country?”, answers were received that showed the results: “visible improvements in the fight against corruption and nepotism” – 51.3% of respondents, “the opportunity to get a job with a high level of remuneration and respect for political rights and freedoms, the opportunity for the development of civil society institutions” – 50% of respondents, “significant changes in the political system, the introduction of real electability of government representatives” – 48.8% of respondents, “a higher level of quality of the socio-economic situation of the population” – 47.5% of respondents, “tangible transformations in the education and healthcare system” – 40% of respondents, “the presence of clear prospects for career development on a long-term basis, the formation of an independent judicial system and concrete transformations in order to ensure measures aimed at improving public safety” – 28.8% of respondents in each group of responses.

To the question: “Do you think you have achieved success abroad?”, 67.5% answered – “Yes”, 15% answered – “No”, 17.5% gave the answer in the group of answers “Other”. A large number of respondents consider their foreign experience as successful. As indicators of success, the following were noted: “the opportunity to acquire high-quality education and training in the leading universities of the world, often free of charge, was obtained, which would make it possible to become a sought-after specialist, which would provide an opportunity to ensure a decent standard of living and wages”; “A job and the necessary connections have been found that open up prospects for a good life and social comfort”; “A feeling of freedom and self-realisation was obtained”; “I learned to think broadly.”

To the question: “How have you achieved success in the conditions of migration?”, the youth gave the following answers: 20% – “in obtaining a better education than in Kazakhstan, as well as professional development”; 23% – “in gaining financial independence and sustainability”; 12.5% – “in the possibility of achieving high career positions”; 8.3% – “integration into a foreign environment”; 8.5% – “in freedom of expression”; 4% – “thesis defence”; 4.5% – “obtaining foreign citizenship, the opportunity to give their children a quality education”. At the same time, 15% – “expectations were not met,” and 5% – “experienced an identity crisis. Answering the question: “Do you follow the public life of your country, do you follow the news about your country?”, the majority of respondents answered in the affirmative – “No” (86.3%), only 10% answered – “Yes”, 3.8% gave “Other” in the group of answers. To the question: “Do you help your country while abroad?” the same results were obtained as when answering the previous question. The majority of respondents answered in the affirmative – “No” (86.3%), only 10% answered “Yes”, 3.8% answered “Other”. Answering the question: “Where would you like to grow old?”, the respondents’ answers were distributed as follows: “abroad” – 52.5%, “at home” – 41.3%, “other” – 6.3%. To the question: “Where would you like to raise your children?”, the answers were received: “abroad” – 65%, “at home” – 26.3%, “in two countries” – 0.0%, “other” – 7.5%.

As part of the research, the authors of the article have developed 3 questionnaires of a sociological survey that allow a deeper study of the youth audience and identify what motives

and factors influence young people when they decide to leave the territory of Kazakhstan, both for the purpose of studying abroad and for employment. The first questionnaire, developed independently by researchers, designed to interview graduates of schools, lyceums, gymnasiums and colleges, includes three blocks of questions, which are presented in Figure 3.

Figure 3. Questions of questionnaire No. 1 aimed at reviewing the main motives, causes and factors of migration of young people of Kazakhstan in order to receive education abroad

For all interviewed respondents	For respondents who plan to study abroad	For all interviewed respondents
<ul style="list-style-type: none"> • Do you intend to apply to Kazakhstani universities or to foreign universities? • How would you rate the quality of higher education in Kazakhstan? • What do you think young people in Kazakhstan need the most right now? • What kind of support do you think is now especially needed for the youth of Kazakhstan? • What do you think the youth of Kazakhstan strives for when they emigrate abroad? • Do you want to leave for another country in the future for the purpose of employment? • After completing your university studies in Kazakhstan, will you apply for a master's degree at a foreign university? • What foreign countries have you been to in the last 5 years? • What organisations involved in the implementation of youth policy are you aware of? • Have you participated in any of their projects, competitions, forums and other activities? • How do you assess the overall implementation of youth policy in Kazakhstan? 	<ul style="list-style-type: none"> • In which foreign country and in which foreign university do you plan to study? (You have submitted documents, or have been registered, are waiting for an invitation, visa, etc.) • What is your reason for choosing this particular foreign university(s) to study? • What are your main motives for deciding to study abroad? • What are the main reasons for your choice of a foreign country to study abroad? • What field of study will you pursue at a university abroad? • Is one of the following a factor influencing your desire to leave Kazakhstan to study abroad?: • After completing your studies at a university abroad, will you be applying for a Master's degree in this or another foreign country? • Who was the decisive influence on your choice to study abroad? • Do you plan to return in Kazakhstan after getting degree abroad? • After completing your studies abroad, do you plan to return to Kazakhstan? 	<ul style="list-style-type: none"> • Have you participated in programmes to support young talents in Kazakhstan (competitions, awards, festivals, exhibitions, etc.)? • If in the future you would like to study and/or work abroad, which foreign country would you move to? • What difficulties, in your opinion, do young people in Kazakhstan fear? • Are (were) one or both of your parents labour emigrants who went abroad and live (lived) in another country? • Did one or both of your parents receive education abroad? • What, in your opinion, is a priority in the world today for young people? • What foreign languages do you speak and what is your level of proficiency? (indicate the level - "proficiency", "advanced", "intermediate", "elementary")?

Source: Developed by authors.

The second questionnaire, developed independently by researchers, is aimed at identifying young people who intend to continue studying abroad (master's degree, PhD, etc.), who are interested in implementing scientific or project activities, as well as researchers want to determine what factors and motives influence the decision to "continue studying abroad" of graduates of Kazakhstani universities. The questions of the second questionnaire, as well as



in the first questionnaire, are divided into 3 blocks, which include a number of questions. They are summarised in Figure 4.

Figure 4. Questions in questionnaire No. 2 for graduates of Kazakhstani higher education institutions aimed at exploring the main motives, causes and factors of youth migration in order to continue their education abroad (master’s degree, etc.)

For all interviewed respondents	For respondents who are planning to study for a master's degree abroad	For all interviewed respondents
<ul style="list-style-type: none"> • Do you intend to apply for a Master's degree this year at universities in Kazakhstan or abroad? • How would you rate the quality of higher education in Kazakhstan? • What do you think young people in Kazakhstan need the most right now? • What kind of support do you think is now especially needed for the youth of Kazakhstan? • What do you think the youth of Kazakhstan strives for when they emigrate abroad? • Do you want to leave for another country in the future for the purpose of employment? • In your opinion, what factors particularly affect the quality of higher education in Kazakhstan? • What foreign countries have you been to in the last 5 years? • What organisations involved in the implementation of youth policy are you aware of? • Have you participated in any of their projects, competitions, forums and other activities? • How do you assess the overall implementation of youth policy in Kazakhstan? 	<ul style="list-style-type: none"> • In which foreign country and at which foreign university do you plan to study for your Master's degree? • What is your reason for choosing this particular foreign university(s) to study for your Master's degree? • What are your main motives for deciding to study abroad? • What are the main reasons for your choice of a foreign country for your Master's programme? • What field of study will you pursue in a Master's programme abroad? (Specify the speciality of the Master's programme) • Which of the "push factors" influenced your decision to "go abroad to study"? • After completing your studies abroad, will you apply for a PhD in this or another foreign country? • Who was the decisive influence on your choice to "study abroad for a master's degree at a foreign university"? • After completing your studies abroad, do you plan to return to Kazakhstan? 	<ul style="list-style-type: none"> • Have you participated in programmes to support young talents in Kazakhstan (competitions, awards, festivals, exhibitions, etc.)? • If in the future you would like to study and/or work abroad, which foreign country would you move to? • What difficulties, in your opinion, do young people in Kazakhstan fear? • Are (were) one or both of your parents labour emigrants who went abroad and live (lived) in another country? • Did one or both of your parents receive education abroad? • What, in your opinion, is a priority in the world today for young people? • What foreign languages do you speak and what is your level of proficiency? (indicate the level - "proficiency", "advanced", "intermediate", "elementary")?

Source: Developed by authors.

A third questionnaire, also developed by the three researchers, aims to identify factors, causes and motives associated with the labour migration of young people in Kazakhstan abroad. In questionnaire No. 3, the authors posed 20 questions to the respondents:

1. What are the main reasons that “encouraged” you to seek opportunities and find employment abroad?

2. Was your decision to move abroad influenced by the factor - “The growth of youth’s disposition to move to a foreign country”, which, according to their estimates, provides more attractive conditions for professional fulfilment and/or residence?
3. In which country do you work and live at the moment?
4. Do you agree with the opinion that educational migration most often “turns” into labour migration?
5. How long have you been working and living abroad?
6. In what field of training did you receive a basic higher education at the university?
7. What is the reason for your departure abroad for the purpose of employment?
8. What are the factors of “attraction” that encourage Kazakhstani youth to move to foreign countries?
9. What factors of “pushing out” encourage Kazakhstani youth to move abroad?
10. What were the main motives for you when making a decision on labour migration abroad?
11. What kind of support do you think is especially necessary for the youth of Kazakhstan now?
12. In your opinion, how necessary are the measures initiated by the state to facilitate the return of young people of Kazakhstan to the territory of a permanent location after studying and working abroad?
13. Under what conditions would you stay in Kazakhstan to work in your own country?
14. In what field/branch of activity are you currently working abroad?
15. Who had a decisive influence on your choice – “employment abroad”?
16. Do you plan to return to Kazakhstan in the future?
17. Did you receive your higher education abroad?
18. Did you complete a master’s degree abroad?
19. Are (were) one or both of your parents labour emigrants who went abroad and live (lived) in another country?
20. If you work, how do you estimate your monthly salary?

For each question, respondents are offered a sufficient number of detailed answers, for some questions, it is suggested to mark 3 answers (for example, to indicate 3 main factors of labour migration, to note 3 main reasons for labour migration, etc.). The survey on questionnaire No. 3 was carried out by researchers in an online format by transferring all the questions of the questionnaire to google.doc, and by conducting an online survey of Kazakh youth working abroad (number of respondents – 50).

Based on these findings and the literature we have examined, we have developed some recommendations that can be used as the basis for the development of a new “Youth policy of Kazakhstan until 2030” to help either significantly curb the outflow of young people abroad for the purpose of education:

- creation of an exchange of intellectual labour and intellectual services;
- improving the quality of vocational education;
- supporting talented young people, youth start-ups and initiatives;



- providing assistance in the employment of young people;
- ensuring the implementation of financial regulation measures;
- developing the youth media space;
- the Migration Code of the Republic of Kazakhstan should be developed;
- developing a comprehensive strategy for introducing WorldSkills standards into educational practice;
- Universities should conclude contracts with business entities and SMEs;
- increasing the number of grants for young scientists;
- it is necessary to develop the organisation of forums, seminars of graduates with employers for mutually beneficial cooperation;
- creating labour exchanges and employment centres;
- a programme for the development of productive youth employment in Kazakhstan could be developed with the support of the Government, the Ministry of Labour and Social Protection and other executive bodies responsible for employment issues;
- providing financial assistance to those who find themselves in a difficult situation;
- supporting the development of small entrepreneurship;
- providing affordable modern housing for young families, for working youth;
- reviewing the format of working off the allocated loans to specialists who have received foreign training at the expense of funds allocated from the budget.

Conclusions

The issue of external migration of qualified and highly qualified youth is observed in many countries of the world, as well as in Kazakhstan, but it does not receive a systematic and comprehensive understanding. External migration among the younger generations in Kazakhstan significantly impacts the country's overall situation. The outflow of specialists to foreign countries seriously impacts the country's development, since some young people prefer to leave the country to realise themselves and realise their labour potential outside their homeland. The main justification for the need to take measures to regulate migration is the confidence that competently regulated migration can significantly assist in the development of the countries of origin, transit and destination. Thus, migration affects development and, conversely, development affects migration.

The recommendations developed by the authors of the research show that the regulation of migration flows for education and employment should be effective, productive and have a systematic character. It is necessary to create a positive image of the country and consolidate this image among the younger generation of residents of Kazakhstan at the level of socio-psychological attitudes. The government needs to devote more efforts today to the development of an effective youth policy, various programmes to support and employ young people, including talented youth. To reduce the intensity of the outflow of the younger generation abroad, the most important solution to the problem is to increase the level of competitiveness and quality of educational services of higher education provided by the country's universities. This is possible through the academic exchange of knowledge, experience and cooperation with foreign universities, the improvement of educational

programmes, financial stimulation and motivation of both pedagogical and scientific activities, as well as educational work with the youth of the teaching staff of universities in Kazakhstan.

References

- “China started issuing special visas to “overseas talents”. (2018). Retrieved 25.01.2022, from <https://www.bbc.com/russian/news-42578344>
- Abdullaeva, N. (2020). Source (Kazakhstan, Kyrgyzstan and Uzbekistan) and host (Germany) countries’ policies towards the regulation of tertiary student migration. *Tertiary student migration from Central Asia to Germany*. Wiesbaden: Springer VS.
- Antyukhova, E.A. (2019). The educational factor in the “soft power” of the United States, China and the EU: A comparative analysis. *Comparative Politics*, 10(2), 86–98.
- Bijwaard, G.E., & Wang, Q. (2016). Return migration of foreign students. *European Journal of Population*, 32(1), 31–54.
- Bokayev, B., Torebekova, Z., & Davletbayeva, Zh. (2020). Preventing brain drain: Kazakhstan’s presidential “Bolashak” scholarship and government regulations of intellectual migration. *Viešoji Politika ir Administravimas*, 3, 25–35.
- Bokayev, B., Torebekova, Z., Davletbayeva, Zh., & Kanafina, A. (2021). Migration trends in Kazakhstan: Exploring migration causes and factors. *Central Asia and the Caucasus*. Retrieved 11.02.2022, from https://www.ca-c.org/online/2021/journal_eng/cac-02/13.shtml
- Braun, Y., Plottka, J., & Smirnova, E. (2021). Young Central Asia. Recommendations to the German Government for the Implementation of the EU-Central Asia Strategy. *IEP Research Paper*, 01, 43–44.
- Chankseliani, M., Qoraboyev, I., & Gimranova, D. (2021). Higher education contributing to local, national, and global development: new empirical and conceptual insights. *Higher Education*, 81, 109–127.
- Diekmann, I., & Fröhlich, J. J. (2020). How Can Migrants’ Language Proficiency Be Measured? A Discussion of Opportunities and Challenges When Studying the Impact of Language Skills on Social Position. *Migration Letters*, 17(5), 695–704.
- Hemming, K., Schlimbach, T., Tillmann, F., Nienaber, B., Roman, M., & Skrobaneck, J. (2018). Structural framework conditions and individual motivations for youth-mobility: A macro-micro level approach for different European country-types. *Migration Letters*, 16(1), 45–59.
- Jussibaliyeva, A.K. (2021). Interregional migration: Economic aspects and foreign experience of public regulation. *Academy of Strategic Management Journal*, 20, 47–59.
- Jussibaliyeva, A.K., Iskakova, D.M., Bodaukhan, K., & Iskakova, D.B. (2021). Trends in educational migration of young people in Kazakhstan abroad. In: *Youth, science, education: topical issues, achievements and innovations: a collection of articles of the II International Scientific and Practical Conference* (pp. 62–66). Penza: ICNS “Science and Education”. Retrieved 11.02.2022, from <https://naukaip.ru/wp-content/uploads/2021/06/MK-1128.pdf>
- Kachynska, N.F., Zemlyanska, O.V., Husiev, A.M., Demchuk, H.V., & Kovtun, A.I. (2021). Labour protection as an effective management component. *Scientific Bulletin of Mukachevo State University. Series “Economics”*, 8(1), 77–85.
- Law of the Republic of Kazakhstan No. 285-V “On state youth policy” (as amended as of 07.07.2020). (2015). Retrieved 17.03.2022, from https://online.zakon.kz/Document/?doc_id=31661446
- Ledeneva, V.Yu., Lomakina, OV, Dzhusunsov, AM, & Begasilov, B.T. (2021). Educational policy of Kazakhstan in the context of youth migration. *Higher Education in Russia*, 30(6), 156–168.
- Maratova, A.M., Yakovenko, N.V., Kairlieva, G.E., Afonin, Yu.A., Utegenova, K.T., & Voronin, V.V. (2019). Academic mobility as a factor in the sustainability of the higher education system (on the example of the Republic of Kazakhstan). *South of Russia: Ecology, Development*, 14(3), 118–130.
- Martsenyuk, M.O., & Muravyova, M.P. (2017). On the issue of patriotic education implementation in schools. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 3(1), 126–129.
- Nasimova, G., Kaplan, C.S., Smagulov, K., & Kartashov, K. (2020). Reasons for and factors in educational migration from Kazakhstan. *Central Asia and the Caucasus*. Retrieved 05.03.2022, from https://www.ca-c.org/online/2020/journal_eng/cac-03/13.shtml
- Official site of the Bureau of National Statistics of the Agency for Strategic Planning and Reforms of the Republic of Kazakhstan. (2021). Retrieved 15.02.2022, from <https://stat.gov.kz/>



- Rubinskaya, E.D. (2020). Highly qualified specialists as a key factor in the competitiveness of countries: world experience in attracting. *State and Municipal Management. Scholarly Notes*, 1, 146-153.
- Rusakova, O.F., & Kovba, D.M. (2016). Conceptual aspects of the “soft power” strategy. *Siberian Philosophical Journal*, 14(3), 109-123.
- Semenova, E.B. (2016). “Brain drain” as a process of social mobility: Causes and social consequences. *Bulletin of the Tambov University*, 62-65.
- Sigareva, E., & Sivoplyasova, S. (2021). Reproductive and migration attitudes of contemporary youth of the EAEU states. A Case Study: Russia, Kazakhstan, Kyrgyzstan. *Central Asia and the Caucasus*. Retrieved 07.01.2022, from https://www.ca-c.org/online/2021/journal_eng/cac-02/11.shtml
- Suvorova, V.A., & Bronnikov, I.A. (2019). International educational migration as a “soft power resource” in the era of globalisation. *Management*, 4, 131–139.
- Toksobaev, B.T., Nukeeva, M.A., Tugelbaeva, D.M., Mansurova, A.Ch., & Toksobaeva, B.A. (2021). Export of labor resources and development of human capital in the Eurasian integration. *Journal of Contemporary Issues in Business and Government*, 27(3), 1008-1016.
- Toleuov, Zh.S. (2020). Regulation of external migration processes of youth in the countries of Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan). *Bulletin of the Kemerovo State University. Series: Political, Sociological and Economic Sciences*, 15(1), 33–43.
- Voronina, N.A. (2018). Intellectual migration: Foreign and Russian experience of regulation. *Proceedings of the Institute of State and Law of the Russian Academy of Sciences*, 13(6), 158-183.
- Voytsekhovska, Y., & Symak, A. (2017). The impact of immigration processes on country’s development. *Economics, Entrepreneurship, Management*, 4(1), 49-54.
- Yurevich, M.A., & Malakhov, V.A. (2019). Sociological research of international academic mobility. *Management of Science: Theory and Practice*, 1(2), 103-117.