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EDUCATIONAL EMIGRATION OF KAZAKHSTANI YOUTH DURING THE COVID-19 PANDEMIC: SOCIAL IMPACTS AND CHALLENGES

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Abstract. This article aims to analyze the educational emigration of Kazakhstani youth during the COVID-19 pandemic. International educational migration is the current global tendency, which has been attracting hundreds of Kazakhstani youth year by year to migrate in pursuit of higher education. In the history of migration studies, student migration has always been a centralized topic to discuss in accordance with the national and international report statistics. In the context of globalization, young adults are being more passionate and enthusiastic about studying abroad. However, the COVID-19 outbreak has caused dramatic issues on student's education mobility from Kazakhstan as well. Meanwhile, there are key challenges as for young people to care about is their health following the rules of lockdown and keeping social distance have created another social effect. As international movement from the country has stopped a strategic approach on how to continue the process of students' flow on educational programs enrollment has declined, in some cases submissions been postponed for a year or two. Consequently, it would have caused changes on the motivation and emotional expectations of future student migrants. Evaluating the current dynamics of the student emigration, the government of Kazakhstan needs thoroughly to consider about concepts on how to regulate the outflow. In its turn, the pandemic has emerged an alternative such as online education that would possibly cover the purpose of educational emigrants.

Keywords: educational migration, COVID-19 pandemic, mobility, migration flow.

Introduction

One of the current global trends is the increase in population migration refers to educational migration. Educational migration as a social phenomenon is a territorial movement outside or within a country, either for education or for employment in the field of education for the purpose of teaching or research work.

Educational migration, among other migration flows, can be distinguished based on such a classification feature as the purpose of movement. Currently, 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. 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 [1, p. 25].

The first scientific papers devoted directly to educational migration were published in the early 2000-s. The awareness of the importance of international educational migration is confirmed by the inclusion of this issue in the annual reports of the OECD and IOM. In

2001, the annual publication of the OECD “Trends in International Migration” included an independent section on international student migration, and in the annual World Migration report of the International Organization for Migration in 2008, a chapter on students’ mobility and the internationalization of higher education appeared. Furthermore, F. Collins focused on the problems of “brain drain,” the quality of human capital, economic, social, and political consequences of student migration through the prism of interdisciplinary research in the field of socio-economic geography [2, p. 297]. 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. Among the most popular in the West is the study of the problem of “brain drain” and “mind exchange,” which is a milestone of student migration for the years 2005–2015 [3, p. 59]. However, the topic of “return migration,” i. e. the return of students to their homeland after completing a prestigious foreign education, has only recently become a subject of study [4, p. 31]. Studies of internationally mobile students tend to focus on the conditions (push and pull factors) that motivate students to study overseas; but policymakers are also interested in international students because they can become highly skilled immigrants in the future¹.

Factors and characteristics of educational migration

International educational migration represents the movement of people between countries for obtaining education at different levels and for different periods. This includes the movement of schoolchildren, students of secondary specialized and higher educational institutions, postgraduates, doctoral students, interns, professionals who improve their skills in various educational institutions, structures, and companies. An integral part of educational migration can be called the flow of educational migrants who are focused on educational institutions as schools, colleges, and universities.

Over the past decades, there has been an intensive expansion of migration flows. The most effective factor lies in the globalization process, which has intensified migration processes, not only the volumes have changed, but also the forms of migration, its causes and factors, and attitudes towards it. The rapid development of globalization trends in various spheres of society, noted at the turn of the millennium, has not spared the education system. In the last decade, the process of forming the so called “cross-border education” is underway, which is manifested in the increasing mobility of students, teachers, curricula, and educational institutional structures.

One of the characteristic trends in the development of the modern education system is the rapid growth of student migration. According to the OECD, the number of international students in the world now reaches 2.7 million people. It increased 4.5 times in 1975–2005, more than doubled in 1995–2005 alone, and is generally growing at a faster rate than the total number of students. In addition, by 2025, according to forecasts, the number of educational migrants can reach 7.2 million people [5, p. 21].

The pursuit of an international higher education can also be framed within wider debates about migration in order to secure citizenship of a particular state. A growing body of work has demonstrated the ways in which education is deployed, by those keen to move abroad, as a means of gaining entry to another country [6, p. 10] or as a “trial run” for living abroad [7]. In the context of increasing migration flows on a global scale, educational

¹ International students // Migration Data Portal. URL: <https://www.migrationdataportal.org/themes/international-students> (accessed on 12.01.2022).

migrants can be considered the most desirable category, since, as a rule, they are young and initiative people who are open and ready to accept new knowledge and technologies, who receive national education and qualifications, adapted to the local labor market, adapted to the language and cultural environment. For some students, then, the decision to go abroad for education is strategic and motivated by a desire to “be the best” academically. This means that students will only consider studying at particular, internationally renowned universities, discounting all others.

Mobility is stimulated by the increasingly global and interdependent nature of many political and economic systems, but also by the “social imaginaries” of individuals – their “consumer desire and subjective awareness of global opportunities” [8, p. 269]. The globalization of education is manifested primarily in the standardization of educational standards and programs, especially at the Bachelor’s and Master’s degrees. The so-called Bologna Process, which is one of the key links of European integration in the fields of education and science, is designed to promote the creation of a space within the borders of which there will be uniform conditions for the recognition of diplomas of education, employment, and mobility of citizens [9]. In addition to the open borders, the intensive migration of students within the European region is explained by the existence of agreements between universities, the unification of educational standards and programs, the widespread practice of foreign internships, the provision of scholarships and material benefits to students in the exchange and other opportunities offered by the integration processes on the continent.

There are no accurate, systematized, generalized data on educational migration from Kazakhstan. Interested ministries and departments, as a rule, record the volumes and directions of migration of persons studying abroad at the expense of the national budget. However, a significant part of Kazakhstanis studies abroad at the expense of their personal funds or international scholarships and, accordingly, is not reflected in national statistics. Thus, to determine the approximate number of persons studying abroad, it is advisable to use aggregate data from ministries and departments, as well as countries in which the volume of educational migration from Kazakhstan is the most significant. The main vector of educational migration is the Russian Federation. Moreover, there is a trend of an increase in the number of people traveling to the Russian Federation for educational purposes. According to the Federal State Statistics Service of the Russian Federation, the number of Kazakhstani youth studying in the Russian Federation under full-time higher education programs has a steady tendency to grow and in the 2018-2019 academic year amounted to about 52.9 thousand people. [10, p. 64]. Current trends of student migration are highlighted in some Kazakhstani scholars as Gulnar Nasimova in her work “Reasons for and factors in educational migration from Kazakhstan” [11] and Dmitry Poletaev and Botagoz Rakisheva “Educational Migration from Kazakhstan to Russia as an Aspect of Strategic Cooperation Within the Customs Union” [12], Aruzhan Jussibaliyeva, Damira Iskakova, Kairat Bodaukhan, Dariya Iskakova “Trends of educational migration of youth of Kazakhstan abroad” [13]. It should be highly mentioned that according to the geopolitical location young people from Kazakhstan are more likely to mobilize to study and get possible academic degrees of the Russian Federation. The student flow in all possible perspectives is thoroughly studied in the works by Russian scholars as Viktoria Ledenova “Educational Policy of Kazakhstan in the Context of Youth Migration [14], Dmitriy Mitin “Educational migration: the notion, problems and ways of solution” [15]. In its turn, Sergey Ryazantsev and Elena Pismennaya consider various aspects of educational migration – the scale, trends,

and consequences of emigration of scientists and highly qualified specialists from the Russian Federation abroad, the problems of accounting for emigration in Russia, the social effects of educational immigration to the Russian Federation [16, p. 156]. In particular, the motives for leaving lie in the socio-economic sphere on advantages as higher wages, better social living conditions and good quality of life.

Today, the intensity of innovation activity is largely reflected in the level of economic development: in global competition, most countries that provide favorable conditions for innovation win have worked out special educational programs for international students. That is, the development of an innovative economy is one of the most effective ways to increase the country's competitiveness through either attracting or preparing competitive youth with excellent potentials in science and technology. It is crucial to underline that the use of international experience is a key solution to following to take cautious innovative steps towards national economy and social development.

One of the clear examples can be taken on the basis of Kazakhstani education policy, particularly, related to educational migration. Due to the data, the international student migration is currently increased and geographically concentrated. There is a larger number of migrant youths who have chosen the international scholarship "Bolashak" which was established on November 5, 1993, by the Decree of the First President of the Republic of Kazakhstan – Elbasy Nursultan Nazarbayev. The main subject of activity is the implementation of a set of measures for international programs of training, retraining and advanced training of personnel abroad, including the international scholarship of the President of the Republic of Kazakhstan "Bolashak"². The purpose of the program is to train personnel and specialists for the priority sectors of the country's economy. The program includes both academic training and research and production internships in leading companies and universities around the world. It is evident that for some young Kazakhstani youth, one of the most common life strategies is first to study abroad, then seek for employment opportunities for their final relocation, including parents.

In particular, Kazakh students go to study abroad, both under the "Bolashak" program, and in private. In this regard, in 2018, 77% chose universities in Russia, 3.9% – Kyrgyzstan and 2.4% – Turkey. Next, the most attractive for Kazakh students are the United States, the Czech Republic, the United Kingdom and Malaysia. Compared to 2011, when 350 undergraduates took part in the academic mobility program (including 131 to Europe, 149 to the CIS, and 70 to Southeast Asia). In the first half of 2020, due to the pandemic, the number of Kazakhstani students studying abroad at the expense of the state budget fell sharply and amounted to 33 people. Therefore, today 857 Kazakhstani young people are studying abroad under the "Bolashak" program. According to the academic mobility program, 603 students were sent to foreign universities at the expense of budgetary funds in 2019³.

There are no accurate, systematic data on educational migration from Kazakhstan: as a rule, migration flows are recorded only for those persons who study abroad at the expense

² Об утверждении Правил оказания государственных услуг по вопросам направления на обучение за рубеж, в том числе по международной стипендии «Болашак». Приказ Министра образования и науки Республики Казахстан от 26 мая 2020 года № 222. Зарегистрирован в Министерстве юстиции Республики Казахстан 27 мая 2020 года № 20730 // Эділет. Информационно-правовая система нормативных правовых актов Республики Казахстан. URL: <https://adilet.zan.kz/rus/docs/V2000020730> (дата обращения: 12.01.2022).

³ АО «Центр международных программ» // Международная стипендия «Болашак» [сайт]. URL: <https://bolashak.gov.kz/ru/o-kompanii> (дата обращения: 12.01.2022).

of the national budget. However, a significant part of Kazakhstani people studies abroad at the expense of their personal funds or international scholarships.

Whereas, according to the recent reports, the most popular destination of educational migration for our fellow citizens is Russia. Thus, in the 2018–2019 academic year, 39.6 thousand Kazakhstani students studied full-time at Russian universities. In the 2019–2020 academic year, the total number of foreign students at Russian universities amounted to 315 thousand people – about 8% of the total number of students in Russia. According to open data published by the Ministry of Higher Education and Science of the Republic of Kazakhstan, more than 4 million students studied in Russia at the end of December 2020. Among the foreign students at Russian universities, the most citizens of Kazakhstan accounting for 61 462 students⁴. Meanwhile, according to the UIS data on the mobility of students is rapidly growing in terms of the demand for higher education. After the Russian Federation, which is a “transit base” to finish a bachelor’s degree and go further, Turkey came the second with 2191 students studied in 2019–2020. It was followed by Turkey – 2 191, Kyrgyzstan – 2 083, the United States – 1 792, Czechia – 1 751, the UK – 1 271, Germany – 963, Poland – 749, the Republic of Korea – 749, Canada – 576, Malaysia – 572, Hungary – 463, France – 432, Austria – 341, Belarus – 301, Hong Kong – 243, Latvia – 214, Tajikistan – 177, Italy – 167, Australia – 140, Uzbekistan – 136, Bulgaria – 129, Netherlands – 121, Japan – 120, Lithuania – 117, Finland – 97, Ukraine – 88, Saudi Arabia – 71, Thailand – 69, Spain – 65, Jordan – 58, Switzerland – 51, Azerbaijan – 49, Georgia – 48, Slovakia – 47, New Zealand – 43, Armenia – 35, Sweden – 33, Belgium – 32, Estonia – 30, Greece – 25, Romania – 25, Norway – 24, Mongolia – 21, Argentina – 15, India – 14, Ireland – 14, Denmark – 12, Qatar – 11, Portugal – 9, Slovenia – 9, Iran – 8, and 7 students studied their higher education in Cyprus⁵. In an increasingly globalized world, young people strive to study abroad and become skilled professionals later to follow employment opportunities across borders. The internationalization of tertiary education requires countries to harmonize their systems. It also brings competition among providers, and a risk of commercial and other interests overshadowing academic mission and values. The benefits of education harmonization and professional mobility necessitate recognition of academic and professional qualifications across countries.

Conversely, the study of the problem of regulating educational migration in the Republic of Kazakhstan is becoming more and more relevant, since it, on the one hand, contributes to the acquisition of new knowledge, increases the competitiveness of university graduates, improves the quality and efficiency of higher education in the country, on the other hand, it leads to the outflow of talented young people to other countries.

The outflow of young people from the country to study abroad is one of the most acute social problems in Kazakhstan as well. The question of whether the government of Kazakhstan will be able to stop the emigration of young people is extremely important. Considering the international competition in education and the imperfection of the labor market in the country, to stop the emigration of young people in the near future is unlikely to work out. Kazakhstan, as a developing country, will remain a donor of educational and labor resources in favor of more developed countries.

⁴ Рекордное количество иностранных студентов выбрали Россию в 2020 году // Study in Russia. Официальный сайт о высшем образовании в России для иностранных студентов. URL: <https://studyinrussia.ru/actual/articles/rekordnoe-kolichestvo-inostrannykh-studentov-vybrali-rossiyu-v-2020-godu/> (дата обращения: 12.01.2022).

⁵ Global Flow of Tertiary-Level Students // UNESCO Institute for Statistics [site]. URL: <http://uis.unesco.org/en/uis-student-flow#slideoutmenu> (accessed on 12.01.2022).

This research is anchored in the narratives of 12 native students who met challenges on their study and migration procedures. The selection of these students was conducted purposefully, based on the maximum variation sampling technique [17]. This sampling technique was employed with the objective of embracing the diversity and complexity of migration narratives of foreign individuals studying abroad. It is truly important to consider a set of criteria, which includes primary questions for a survey such as country and study program, gender, reasons for educational migration. The interview set has also focused on the recent global health outbreak COVID-19 impact and which resulted in a highly diverse participants with different individual approaches. Furthermore, the participant set was gender balanced, and students were enrolled in different institutions and specialties, and in different faculties and study cycles as Bachelor, Masters and PhD. Firstly, the indicators of student migration tend to change rapidly. Today, for example, not 14%, but a maximum of 10% of Kazakhstani students study at foreign universities. Secondly, in the OECD countries, cross-border student mobility is strongly encouraged, and the relative limitations of national educational institutions are perceived as natural. Thirdly, Kazakhstani students are looking for opportunities to study abroad not so much because of the deteriorating quality of education in the country, but because of socio-economic instability.

The COVID-19 impact

The situation with the COVID-19 pandemic has made significant changes in the nature and trends of migration all over the world and has redefined the problems of the situation of migrants, especially in Central Asian regions. This article examines the migration trends in Kazakhstan in the context of the COVID-19 pandemic, as well as the specifics of the situation of educational migrants “stuck” between the borders of the countries of the region due to restrictions on movement. Educational migration is also present in the Central Asian region. The global crisis linked to the COVID-19 pandemic has exceeded by far the public health sphere, and deeply affected the education world. No less than 188 countries around the world shut down all schools, affecting the lives of almost 1.6 billion children, youth, and their families [18]. International students have also been affected by closure of university campuses, loss of student jobs and mobility restrictions by both origin and destination countries hit by COVID-19.

Over the past several months, the COVID-19 has darkened the lives of many international students, caught up in a crisis they could not have foreseen, for which they could not have prepared. As for Kazakhstan, Askhat Aimagambetov, the Minister of Science and Higher Education of the Republic of Kazakhstan, highlights that 857 Kazakhstani people are currently studying under the “Bolashak” program, 19 of them in countries that are in the first category with an unfavorable coronavirus situation (China – 9, South Korea – 3, Italy – 7). A recent survey of potential international students showed that about 60% of them have changed their curricula due to the pandemic. However, about half of those surveyed were interested in starting the course this year, even if it meant starting the course online⁶.

With statistics from Australia, and the United States showing that a large number of international students remain in the country of study for work after graduation,

⁶ 30 стипендиатов программы «Болашак» готовы к выезду в Казахстан // Министерство образования и науки Республики Казахстан [сайт]. 12.03.2020. URL: <https://www.gov.kz/memleket/entities/edu/press/news/details/30-stipendiatov-programmy-bolashak-gotovy-k-vyezdu-v-kazahstan?lang=ru> (дата обращения: 12.01.2022).

the disruption caused by COVID-19 at universities represents a major obstacle to the employment of talented professionals around the world. China, India, and Germany were among the top three countries of origin for international students, while the United States, Australia, and the United Kingdom were the largest destinations. For example, a survey on the impact of COVID-19 on the mobility of student exchanges in Europe, conducted by the Erasmus Student Network, showed that the lack of opportunities to return home was among the main problems faced by students. [19, p. 12]. The lack of opportunities to leave restrictions on travel and movement imposed in almost all countries of the world have led to the fact that many international students are in a difficult situation. Those who were unable to return to their home countries before the restrictions took effect and not repatriated by their countries of origin found themselves in a situation of uncertainty, with some remaining on deserted university campuses.

It is inevitable that students' study abroad plans, and experiences could be disrupted by the outbreak of COVID-19. However, viable study abroad opportunities such as online learning and postponing study abroad plans (rather than cancelling them outright!) speak to international students' perseverance in pursuing their study abroad dreams. Studying abroad remains at the top of many students' bucket lists, but COVID-19 has complicated the question of when and how they will make it happen. COVID-19 has caused students and universities alike to adapt quickly to changing circumstances. The uncertainty felt by the world in the face of COVID-19 is, unsurprisingly, mirrored by students. Hence, we have decided to interview 12 students with the potential of being migrated from Kazakhstan according to their study missions abroad. For example, the conducted survey composes of the different questions about the experience of migrating through educational programs and the impact of the global health crisis. Moreover, the key question refers to their personal views on "return home" or "stay and adapt" thoughts after the possible graduation if they enroll. So, let us analyze the overall responses. There is a respondent who applied for two study programs in two different countries during COVID-19:

"Even if the country faced with the COVID-19 pandemics, I still worked on my applications for studying abroad as my aim is to get quality education which ensures me more career opportunities, and to experience of an international community which will broaden my horizons for future. Only one problem I faced with was to take SAT on time in the country, but it was cancelled many times in my area which took me into a complete stress."

It is also crucial to highlight the social impact of the COVID-19 pandemic, which can explicitly be seen the following respondents' answer who is studying already abroad:

"First and foremost, I was captivated by the experience studying at a different educational institution. Besides, I claim that my decision to study the PhD program abroad considerably expanded my horizons through living and studying overseas, learning foreign language, and getting to know another culture. When it comes to the pandemic impact, I cannot say that it had a great influence as I continued my studies as before just following all health safety norms. However, as I enrolled for the course in 2019 before the outbreak, I haven't been at home for two years already, which is quite miserable".

According to our research concepts, one of the instrumental objectives is subject to such question as whether coming back to the native country is considered and centralized:

"My objectives of studying abroad are to get quality education in the sphere of engineering. I can surely note that I am succeeding in it. After the program completion, I am planning to start work in the native country".

There is a high probability of the fact that most educated migrants pursue a better life, and they are always found in the flow of internationalization and follow the accepted

culture's traditions and routine. In its turn, it will lead to another milestone of their life and encourage focusing on more globalized culture. Thus, they can easily move to another country for work and further study purposes:

“I am not sure about coming back after my Bachelor, because I am going to have another try to continue my study followed by Master's degree in another European country or the US. However, when I feel confident that I do have enough experience and knowledge, I would like to come back and use this knowledge for the sake of the development of Kazakhstan.”

It is increasingly relevant, therefore, to stay abreast of trends and evolving patterns in migration. We can see that, over time, educational migrants have taken up residence in their inhabitant regions. Educational migrants continue to gravitate toward regions with greater opportunities, as economies grow, and labor markets evolve:

“The main reason for applying for an international program was migration. Through educational programs, it is more likely to happen. I with my husband applied for the study program before the COVID-19 and received the positive result during the pandemics. We had to start our university courses online, which is quite uncomfortable and uninteresting at all. The main disadvantage was the transfer from Kazakhstan to Vienne due to pandemics as the travel was prohibited, and we were isolated in the home country. The online education became the only way to accept. Finally, in March 2021, we could travel to the study country.”

In addition, most majority of youth who prefer to get qualified with basic level of academic degree at colleges and universities abroad covers 66.7% and 25% of respondents pursue to complete a master's degree with a specific field of study or area of professional practice. At the same time, only 8.3 % of respondents believe that to earn a research degree is another reason to choose a foreign university.

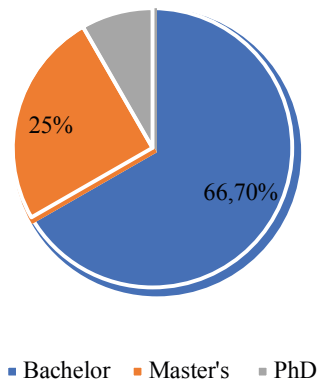


Fig. 1. The number of preferences on academic degrees

The data obtained also gives us the opportunity to learn about the preferences of academic degrees by gender. According to the data, vast majority of Kazakhstani female representatives of student emigration (58.3% of respondents) consider their education more valuable and appreciated if to study abroad. Meanwhile, 41.7% male respondents choose technical and business studies.

As can be seen from the discussions and key highlights above, there have been incremental changes in student migration and mobility due to the social impact of the global health crisis. It is important to outline there is a dynamic and complex relationship between migration and the health crisis resulting in the difficulties in not only application,

but also visa policies to make it impossible for migrants who succeeded. Another issue to take into concern is to keep themselves safe as well as recover from the impact of a crisis turning into an online regime studying and working remotely. If migrant youth remain in the host country, the qualifications and skills gained will ideally contribute to that country's economy, but if they return to their home countries, higher education qualifications position them as potentially influential members of their communities. Higher education is also crucial for migrant youth because it builds and determines additional opportunities that they require to lead lives that they desire and value [20, p. 14].

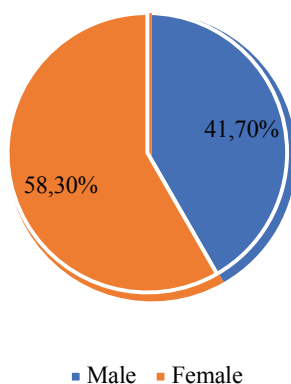


Fig 2. The number of respondents by gender

Conclusion

In our opinion, international educational migration is a broader concept and combines the movement of people between countries for obtaining education and advanced training at various levels and for different periods including the migration of schoolchildren, students, postgraduates, doctoral students, interns, professional development professionals.

The peculiarities of the educational migration are that students are highly likely to receive experience of a different culture and upgrade language and analytical skills, afterwards they will become quite active in finding work, finding employment, and can successfully realize their “potential” in both domestic and international labor market. However, the current situation related to the global health crisis as COVID-19 has resulted in sudden changes in all spheres of life as well as the international movement of Kazakhstani youth. Moreover, the succeed applicants have had to start their study from the country through distance learning. For those who received the positive answer from the host university, there was another challenge related to visa policies and international movement restrictions. Not all these factors have been experienced by Kazakhstani youth. Although, the scope of how to achieve the integrational education has changed in the pace time and place, the goal of young adults to be migrated through their education programs have never decreased.

As a result of the survey held, we could highlight an alternative to migration in terms of education abroad which refers to online education. In its turn, the situation with pandemic somehow has led to choosing foreign institutions with online education platforms. It can also be considered as one option to achieve educational degrees without having migration status.

In the case of Kazakhstan, the question about how to avoid or reduce the negative consequences of educational migration from which young people leave is still a debated

issue. On the one hand, an internationally educated student can be on a larger scale creative to recent innovations in their specific qualified areas, which is a good success for the country to have the return migrant. Even if the choice of the student might be to become an emigrant in the future as result of his education, it would mean to popularize Kazakhstani name or brand across the borders, on the other.

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ОБРАЗОВАТЕЛЬНАЯ ЭМИГРАЦИЯ КАЗАХСТАНСКОЙ МОЛОДЕЖИ ВО ВРЕМЯ ПАНДЕМИИ COVID-19: СОЦИАЛЬНЫЕ ПОСЛЕДСТВИЯ И ПРОБЛЕМЫ

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Аннотация. Статья посвящена анализу образовательной эмиграции казахстанской молодежи во время пандемии COVID-19. Международная образовательная миграция – это современная глобальная тенденция, которая из года в год привлекает сотни казахстанской молодежи к миграции в поисках высшего образования. В истории миграционных исследований миграция студентов всегда была центральной темой для обсуждения в соответствии со статистикой национальных и международных отчетов. В условиях глобализации молодые люди с большим энтузиазмом относятся к обучению за рубежом. Однако вспышка пандемии COVID-19 также вызвала серьезные проблемы с образовательной мобильностью студентов из Казахстана. Между тем, существуют ключевые проблемы, связанные с тем, чтобы молодые люди заботились о своем здоровье, соблюдая правила изоляции, а соблюдение социальной дистанции создало еще один социальный эффект. Поскольку международное движение из страны прекратилось, стратегический подход к тому, как продолжить процесс поступления студентов на образовательные программы, сократился, в некоторых случаях подача заявок откладывалась на год или два. Следовательно, это вызвало изменения в мотивации и эмоциональных ожиданиях будущих студентов-мигрантов. Оценивая современную динамику студенческой эмиграции, правительство

Казахстана необходимо разработать концепции регулирования оттока. В свою очередь, пандемия дала такую альтернативу, как онлайн-образование, которое, возможно, частично охватило цели эмигрантов, получающих образование за рубежом.

Ключевые слова: образовательная миграция, пандемия COVID-19, мобильность, миграционный поток.

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